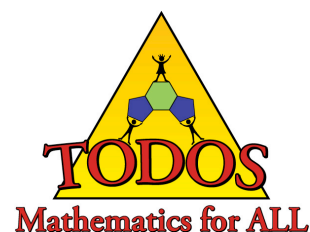


CEMELA-CPTM-TODOS

Practitioners and Researchers Learning Together: A National Conference on the Mathematics Teaching and Learning of Latinos/as

Tucson, Arizona March 4 -6, 2010



This conference was supported in part by the National Science Foundation under grants Nos. ESI-0227586 and ESI-0424983. Any opinions, findings, and conclusions or recommendations expressed in these materials are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

CEMELA-CPTM-TODOS Conference

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The Center for the Mathematics Education of Latinos/as (CEMELA) co-sponsored along with the Center for Proficiency in Teaching Mathematics (CPTM) and TODOS: Mathematics for All a two-and-a-half-day working conference, *Practitioners and Researchers Learning Together: A National Conference on the Mathematics Teaching and Learning of Latinos/as* held March 4-6, 2010 in Tucson, Arizona. The conference focused on issues of language, culture, and policy in the context of teaching and learning mathematics. The goal of the conference was to engage a broad community of researchers and practitioners in considering key issues related to the teaching and learning of Latino students.

This working conference brought together 150 participants: teachers; administrators; mathematics educators; mathematicians; bilingual/ESL educators; graduate students; and policy makers for the purposes of learning from each other's research and experiences, considering implications to their field, and identifying additional research areas, instructional materials or supports needed.

The conference served to showcase and disseminate the work and outcomes of CEMELA through its most visible ambassadors, its Fellows and alumni as well as to highlight the findings of ten other researchers and the knowledge of practitioners grounded in teaching. CEMELA's attention to the development of theory and practice on how to turn language and cultural diversity into educational assets is relevant to the mathematics education of all students including all groups of linguistically and culturally diverse students.

The conference opened with plenary speaker Gil Cuevas presenting "Maintaining a balance: Culture, pedagogy, and subject matter. Reflections on preparing teachers of Latino/a students." His presentation was followed by a reception sponsored by the Helios Education Foundation. For the rest of the conference, participants were organized into groups to address eight research strands: Assessment; Curriculum; Visions from the Classroom: Focus on Teachers; Family Engagement; Teacher Education and Professional Development; Policy; Visions from the Classroom: Focus on Students; and Transforming Mathematical Identities through After School Settings. Each strand began with presentations from a researcher in the field followed by CEMELA Fellows and alumni, then a practitioner panel and finally a reactor. To conclude the conference a panel presented comments, impressions, and possible future actions.

15 CEMELA Fellows and CEMELA alumni presented papers on research that reflected the culminating work of CEMELA regarding mathematics education with Latinos/as. Working sessions followed presentations where participants gathered into groups of approximately 8 to 10 and addressed: what we now know; what are the implications or recommendations for practice and research; and what else do we need to know. These discussions were augmented further by 26 poster session presentations, 18 of which were presented by CEMELA Fellows and alumni.

Recorders in each small group took notes on the discussions that followed and these discussions are summarized here. Also included in these proceedings are the unpublished papers presented at the conference, along with transcriptions from the reactors in each strand (Visions from the Classroom sessions were structured differently and did not include a reactor).

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Agenda

Thursday, March 4, 2010	
Opening Session	Gil Cuevas (Texas State University - San Marcos)
Reception	Sponsored by Helios Education Foundation
Friday, March 5, 2010	
Strands	Speakers and Facilitators
K-12 Assessment Chair: Rick Kitchen (University of New Mexico)	Speakers: <ul style="list-style-type: none"> • Maria Martiniello (Educational Testing Service) • Laura Burr (University of New Mexico) • Cynthia Anhalt (University of Arizona) and Anthony Fernandes (University of North Carolina-Charlotte) Practitioner Panel: <ul style="list-style-type: none"> • Fanny Castillo-Gonzalez (Hernandez Elementary, Española, NM) • Ana England (University of California-Santa Cruz, CA) • Heidi Aranda (Ochoa Elementary, Tucson, AZ) Panel Facilitator: Kathleen Ross (University of Arizona) Reactor: Jeremy Kilpatrick (University of Georgia)
Visions from the Classroom: Focus on Teachers Chairs: Lena Licón Khisty (University of Illinois-Chicago) and Sylvia Celedón-Pattichis (University of New Mexico)	Speakers: <ul style="list-style-type: none"> • Alma Ramirez (WestEd) • Rodrigo Gutiérrez (University of Arizona) and Charles Collingwood (Rincon High School, Tucson, AZ) • Craig Willey (University of Illinois-Chicago) and Julie Rodriguez (Chicago Public Schools) Practitioners as Reactors: <ul style="list-style-type: none"> • Bob McDonald (Atkinson Middle School, Phoenix, AZ) • Cindy Chapman (Albuquerque, NM) • José David Fonseca (Math Specialist, GEAR UP, University of Arizona)

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Friday (continued)	
Strands	Speakers and Facilitators
<p>Curriculum</p> <p>Chair: Nora Ramirez (Arizona State University)</p>	<p>Speakers:</p> <ul style="list-style-type: none"> • Kathryn Chval (University of Missouri) • Jerry Lipka (University of Alaska, Fairbanks) • Kathleen Pitvorec (University of Illinois-Chicago) <p>Practitioner Panel:</p> <ul style="list-style-type: none"> • Donna Gaarder (WestEd) • Edna Alvarado (La Mesa Elementary, Albuquerque, NM) • Cathy Amanti (Hohokam Middle School, Tucson, AZ) <p>Panel Facilitator: Ksenija Simic-Muller (Pacific Lutheran University)</p> <p>Reactor: Sharon Nelson-Barber (WestEd)</p>
<p>Family Engagement</p> <p>Chair: Marta Civil (University of Arizona)</p>	<p>Speakers:</p> <ul style="list-style-type: none"> • Martha Alleksaht-Snider (University of Georgia) • Higinio Dominguez (Texas State University) • Javier Díez Palomar (Universitat Autònoma de Barcelona) <p>Parent Panel:</p> <ul style="list-style-type: none"> • Itzel Ceballos (Albuquerque, NM) • Edith Alvarado (Chicago, IL) • Leticia Jimenez (Chicago, IL) • Margarita Canela (Tucson, AZ) • Bethel Martinez (Tucson, AZ) • Mirta Osuna (Tucson, AZ) <p>Panel Facilitators: Jesús Acosta-Iriqui (University of Arizona) José María Menéndez (Radford University)</p> <p>Reactor: Enrique Murillo (California State University-San Bernardino)</p>

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Saturday, March 6, 2010	
Strands	Speakers and Facilitators
<p>Teacher Education and Professional Development</p> <p>Chairs: Virginia Horak (University of Arizona) and Kip Téllez (University of California – Santa Cruz)</p>	<p>Speakers:</p> <ul style="list-style-type: none"> • Rochelle Gutiérrez (University of Illinois, Urbana-Champaign) • Eugenia Vomvoridi-Ivanović (University of South Florida) • Laura Kondek McLeman (Willamette University) <p>Practitioner Panel:</p> <ul style="list-style-type: none"> • Brian Burns (Castro Middle School, Phoenix, AZ) • Rosemary Klein (Bailey Middle School, Davidson, NC) • Larisa Velasco (Drexel Elementary, Tucson, AZ) <p>Panel Facilitator: Angela Thompson (University of California – Santa Cruz)</p> <p>Reactor: Dorothy White (University of Georgia)</p>
<p>Policy</p> <p>Chair: Luis Moll (University of Arizona)</p>	<p>Speakers:</p> <ul style="list-style-type: none"> • Pedro Portes (University of Georgia) • Barbara Trujillo (University of New Mexico) <p>Practitioner Panel:</p> <ul style="list-style-type: none"> • Deby Valadez, (Holiday Park School, Phoenix, AZ) • Maria Santos, (NYC DOE) • Norma Torres Martinez (TX DOE-TX Education Agency) <p>Panel Facilitator: Nora Ramirez (TODOS/Arizona State University)</p> <p>Reactor: Harold Asturias (University of California-Berkeley)</p>

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Saturday (continued)	
Strands	Speakers and Facilitators
<p>Transforming Mathematical Identities Through After School Settings</p> <p>Chair: Aria Razfar (University of Illinois-Chicago)</p>	<p>Speakers:</p> <ul style="list-style-type: none"> • Olga Vasquez (University of California-San Diego) • Maura Varley Gutiérrez (University of Arizona) • Carlos López Leiva (University of Illinois-Chicago) <p>Practitioner Panel:</p> <ul style="list-style-type: none"> • Sagrario Guadalupe Moreno (University of Illinois-Chicago) • Susan Foree (Safford Middle School, Tucson, AZ) • Grace Dávila Coates (University of California-Berkeley) <p>Panel Facilitator: Tal Sutton (University of Arizona)</p> <p>Reactor: Shelley Goldman (Stanford University)</p>
<p>Visions from the Classroom: Focus on Students</p> <p>Chair: Judith Moschkovich (University of California-Santa Cruz)</p>	<p>Speakers:</p> <ul style="list-style-type: none"> • Sandra Crespo (Michigan State University) • Bill Zahner (University of California-Santa Cruz) • Mary Marshall (University of New Mexico) <p>Practitioners as Reactors:</p> <ul style="list-style-type: none"> • Sharon Hoffert (James River High School, Midlothian, VA) • Arnulfo Velasquez (Wakefield Middle School, Tucson, AZ) • Chris Confer (Tucson, AZ)
<p>Dinner Closing Panel</p> <p>Moderator: Jeremy Kilpatrick (University of Georgia)</p>	<p>Panelists:</p> <ul style="list-style-type: none"> • Jere Confrey (North Carolina State University) • Kathy Escamilla (University of Colorado – Boulder) • Matt Ondrus (Weber State University) • Richard Ruiz (University of Arizona) • Olga Torres (Mathematics Education Consultant, Tucson, AZ)
<p>Closing Remarks</p>	<p>Miriam Leiva (University of North Carolina – Charlotte)</p>