

TODOS: Mathematics for All
2012 TODOS Research Monograph

Embracing Resources of Children, Families, Communities and Cultures in Mathematics Learning

Editors
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About *TODOS: Mathematics for All*

TODOS is an affiliate of NCTM that was initiated in 2003 to advocate for an equitable and high quality mathematics education for all students, particularly Hispanic/Latino students. *TODOS* publishes research monographs that focus on issues related to diversity and equity in mathematics education. The third monograph will appear in print in Fall 2012.

Focus of the 2012 TODOS Research Monograph

The focus of the monograph will be on helping teachers recognize, embrace, cultivate, and build upon resources of children, families, communities, and cultures for teaching mathematics to all students. The monograph will focus on embracing resources from all groups, but especially Latinos and other groups whose resources traditionally are not recognized and used to support student mathematics learning in schools. The monograph will inform researchers and practitioners on ways to help future and in-service teachers, as well as other practitioners, embrace, elicit, and draw upon resources to enhance the learning of mathematics that go beyond curriculum and school mathematics materials. In looking beyond school mathematics we aim to value and maintain the mathematical resources children bring to the classroom as meaningful and important, while also different from, intersecting with, and providing access for school mathematics. With this resource perspective we seek to counteract prevailing deficit views about children who have been traditionally marginalized because of the color of their skin, the low income of their families, or because they are immigrant children, bilingual learners, etc., and deficit views about their mathematics learning and about their parent and community support of mathematics and education. This also requires attention to issues of power, identity and status in relation to effective mathematics teaching and learning for all students.

Chapters for this monograph will focus on theoretical or empirical work to help teachers embrace resources and build upon them to enhance the learning of mathematics of all students. Chapters may focus around one or more of the following aspects:

- Mathematical resources of children. These might include (a) children's invented algorithms, (b) alternative algorithms and procedures, (c) children's strategies to solve problems, and/or (d) representations children use.

- Mathematical resources from families. These resources might include (a) algorithms learned by parents, (b) mental computation and other procedures used by parents, and/or (c) participation in household mathematical experiences.
- Mathematical resources in the community. These resources might include (a) recognizing mathematics used in different professions, trades, occupations and/or (b) informal mathematical procedures used in the community. This includes consideration of how to link alternative ways of mathematizing the world with school mathematics as well as drawing upon children's knowledge developed through interactions with mathematical practices in the community (e.g., at the grocery store, gardening) or with peers (e.g., playing games).
- Mathematical resources in diverse cultures in the U.S. and in the world. These resources might include alternative procedures and approaches used by recent immigrants and in other countries and/or algorithms learned in other countries.
- Linguistic knowledge and resources. These resources might include (a) students' ability to engage in mathematics in multiple languages and/or (b) connections between everyday language and math language.
- Mathematical resources elicited and built upon by teachers through engagement with students' understanding of authentic issues affecting their community. This includes consideration of how to leverage resources children bring to the mathematics classroom to investigate problems that matter and support students in using mathematics to understand and address these issues.

Manuscripts should be based on research, practice informed by research, or exemplary and promising practices. Claims of authors should be supported by evidence. Manuscripts should also provide enough detail to allow others to build on this knowledge. Especially helpful are explicit hypotheses and rationales of why certain approaches were tried and why they did work.

Guidelines for the 2012 TODOS Monograph:

Manuscripts will be peer reviewed using a double blind refereed process. Submission of a paper does not guarantee acceptance.

- Papers should be no more than 30 pages in length (double spaced, 12-point font, 1-inch margins on all sides), including references, appendices, photographs, endnotes, figures and tables;
- Papers should follow the recommendations of the 6th edition of the American Psychological Association (APA) manual for style and formatting; and
- Papers should be in Microsoft Word or Open Office Writer.

The deadline for submission is May 15, 2012. Please send your manuscript electronically to Tonya Bartell tbartell@UDel.Edu or Alfinio Flores alfinio@udel.edu. Author information should not appear in the manuscript. Be sure to include the following information in an accompanying cover letter: Names, professional affiliations, and positions of all authors, contact information of first author (including email address, mailing address, and work phone number).