

## TODOS: Mathematics for ALL 2019 SUMMER READING LIST

Title of Read	Type	Author(s)	3-4 sentences about why this read is on the list.
<a href="#">Mathematics Education Through the Lens of Social Justice: Acknowledgment, Actions, and Accountability</a>	TODOS Position Statement	TODOS and NCSM	This is a “must read” to help us implement mathematics instruction that serves all students. Four critical components are shared, and then a very pragmatic and necessary list of steps to enact this vision are offered. A great read to prompt dialogue with colleagues and to plan to be more effective in the upcoming year!
<a href="#">English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives</a> (2018)	Book	Francis and Stephens, Editors	This book, written by a team of experts, addressed the fact that English learners are underrepresented in STEM fields in college and the workforce. Chapters provide valuable suggestions to guide improvements in the educational system in various ways including system and classroom practices. This would make a great book study, as you work with colleagues to better advocate for English learners!
<a href="#">Teaching for Excellence and Equity in Mathematics 7 Special Issue. Mathematics Education: Through the Lens of Social Justice</a>	Journal	Aguirre and Civil, Editors	Each article in this special issue provides ideas, strategies and resources for the challenging work of mathematics education through the lens of social justice. Each author highlights the promises, tensions, and struggles of engaging themselves and others in fundamentally changing the experience of learning and teaching mathematics. And each article affirms the importance of mathematics in our lives.
<a href="#">Teaching and Learning Mathematics with English Learners: What Can We Learn from Research?</a>	Article	de Araujo, & Willey,	This short article synthesizes research findings to support English learners. If you have more time, see also the longer worthwhile article in <i>Review of Educational Research</i> (2018).

<a href="#">Embracing Nepantla: Rethinking "Knowledge" and its Use in Mathematics Teaching</a>	Article	Gutiérrez	This article addresses an important point, which is what kind of knowledge would we need for teaching mathematics. Gutierrez explores the question: How might we conceive of “knowledge for teaching” in ways that honor a broader conception of both a) mathematics and b) student diversity in society?
<a href="#">Academia will not save you: Stories of being continually “underrepresented”</a>	Article	Guzmán	This article is a powerful, reflective piece on navigating mathematics and mathematics education academic spaces: “My role as a mathematics education researcher is to tell stories that speak back to acts of violence (e.g., psychological, emotional, physical) within mathematics spaces. Through this storytelling, one act of resistance is to choose not to engage clean myths by offering messy (and perhaps more human) stories about people” (p. 335).
<a href="#">Ethnomathematics: Mathematics de TODOS</a>	Blog	LópezLeiva, Brown, & Flores	The notes and blog were developed with the goal of sharing available resources around ethnomathematics. Mathematics teachers and educators can access and use them as needed. The three sections of the blog are: How is ethnomathematics relevant and critical? What has been learned and done in ethnomathematics? What can be done in the classroom?
<a href="#">#31DaysOfIBPOC</a> [Indigenous, Black, and People of Color]	Blog	Various	This collection of blog entries provides numerous thought-provoking counter-stories written by educators of color. Each of these stories provide a powerful perspective on teaching and learning and navigating predominately white spaces as teachers and educators.

<p><a href="#">Promoting equity, access, and success through productive student partnerships</a>. In. S. Crespo, S. Celedon-Pattichis, &amp; M. Civil, (Eds.), <i>Access and equity: Promoting high quality mathematics in grades 3-5</i>. (pp. 115-132). Reston, VA: NCTM.</p>	<p>Book chapter</p>	<p>Chval, Pinnow, Smith, Rojas &amp; Perez, (2018).</p>	<p>This chapter addresses these essential questions: How do I establish an environment in which students respect one another and value partnerships?          What criteria should I use when selecting partnerships for emergent bilingual learners and how does this change over the course of the school year?          What are subtle cues that indicate inequitable partnership patterns?          What strategies should I use to handle situations involving unproductive partnerships with emergent bilingual learners?</p>
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See also the [Summer Reading list shared by NCTM President Robert Berry](#)