



TODOS 2016 Conference¹

Ensuring Equity and Excellence in Mathematics for All

June 23 - June 25

Scottsdale Plaza Resort

Phoenix Metro Area, Arizona

Call for Proposals

The Program Committee for the TODOS 2016 Conference seeks proposals from educators interested in contributing to this professional learning experience. Questions may be addressed to the Program Chair, Sylvia Celedón-Pattichis (2016programchair@todos-math.org). **Deadline for submitting Proposals: September 30, 2015.**

TODOS Conference Program Overview

The Program Committee for TODOS 2016, our second national conference, seeks proposals to address the theme: **Ensuring Equity and Excellence in Mathematics for ALL**. We identified six topics of interest that will help attendees create positive changes in their classrooms and/or communities. We seek proposals that align with one or more of the topics below:

1. Integrating Language, Literacy, and Culture in Mathematics
2. Building on Student, Family, and Community Strengths
3. Framing Mathematics Education through the Lens of Social Justice
4. Implementing Rigorous Mathematics Standards-Based Curriculum
5. Assessing Students' Mathematical Thinking through Formative Assessment
6. Developing Leaders to Achieve Equity and Excellence in Mathematics

The conference will include a variety of session types, including both invited and peer-reviewed, that range in length and format. Throughout the conference, there will be many opportunities to discuss ideas from the sessions, consider how we move beyond awareness, and enact changes in our settings that address equity, access, and achievement for all.

With these goals in mind, we welcome proposals from a wide range of educators and offer to assist teachers, researchers, or others who might be new to developing proposals, preparing presentations, or speaking at conferences. The option to work with a mentor for preparing the

¹ TODOS 2016 conference is co-sponsored by NSF-funded Arizona Master Teachers of Mathematics (AZ-MTM), award #1035330, administered by the Department of Mathematics at The University of Arizona.

presentation appears on the Proposal Form. If you would like mentoring during proposal development, please contact the Program Chair.

CHECKLIST for Preparing a Proposal

- Review TODOS' Mission and Goals (See section below).
- Identify a Conference Topic(s) of Interest that you intend to address.
- Select Focus Questions your presentation will address.
- Determine the Session Type (Investigate or Innovate).
- Go to the TODOS 2016 Speaker Proposal at <http://tinyurl.com/getdhdh>. Complete the Proposal Form, based on your theme, focus questions, and session type.
- Submit Proposal Application **by September 30, 2015**.

[Note: after submitting the Proposal Form, you will receive a Confirmation e-mail message containing your username, password. You can return to <http://tinyurl.com/getdhdh> and edit your submitted proposal at any time before the September 30 deadline. Please keep the e-mail message.]

- For additional information on the TODOS 2016 Conference, go to <http://www.todos-math.org/todos-2016>.

Proposal Review Criteria

Your proposed session will be evaluated based on the following:

- Quality:
 - Does the proposal clearly communicate what will happen during the session?
 - Does the proposal describe how the participants will be engaged?
 - Are the proposal title and description well written?
- Relevance:
 - Does the proposed session address the conference theme?
 - Does the proposed session address TODOS' Mission and Goals?
 - Will the proposed session entice participation of the audience?
- Impact:
 - Will the session take participants beyond awareness?
 - Will the session help participants enact changes in their settings that address equity, access, and achievement in mathematics for all?
 - Does the session have the potential to impact diverse learners?

TODOS: Mission and Goals

The mission of TODOS: Mathematics for ALL is to advocate for equity and high quality mathematics education for all students — in particular, Latina/o students.

Five goals define the activities and products of TODOS: Mathematics for ALL:

1. To advance educators' knowledge and ability that leads to implementing an equitable, rigorous, and coherent mathematics program that incorporates the role language and culture play in teaching and learning mathematics.
2. To develop and support educational leaders who continue to carry out the mission of TODOS.
3. To generate and disseminate knowledge about equitable and high quality mathematics education.
4. To inform the public and influence educational policies in ways that enable students to become mathematically proficient in order to enhance college and career readiness.
5. To inform families about educational policies and learning strategies that will enable their children to become mathematically proficient.

Conference Topics of Interest

Proposals must identify at least one topic (and specific focus questions). Note: The reference to ALL may be interpreted to mean for a particular subgroup of students (e.g., Native American students, students with disabilities, ELLs, etc.) or for addressing a diverse classroom with a range of learners.

Topic #1: Integrating Language, Literacy, and Culture in Mathematics

Focus Questions for Topic #1:

1. What are effective practices in integrating writing, listening, speaking, and reading in the teaching of mathematics to support the success of ALL students?
2. What approaches can mathematics teachers use to ensure cultural differences are central to the classroom community?
3. What strategies support discussing and negotiating multiple meanings associated with language and culture?
4. From your experience teaching culturally and linguistically diverse learners, what practices have been effective for integrating language, literacy, culture, and mathematics?

Topic #2: Building on Student, Family, and Community Strengths

Focus Questions for Topic #2:

1. How do teachers build on the strengths students bring to mathematics classrooms that help them experience success and high achievement?

2. From your experience working with diverse families and communities, what innovative strategies engage students, their families, and their communities in the learning and doing of mathematics?
3. How do educators sustain projects and initiatives that engage families and communities in mathematics learning?
4. How do you establish and maintain effective classroom communities that build on the student, family, and community strengths?

Topic #3: Framing Mathematics Education through the Lens of Social Justice

Focus Questions for Topic #3:

1. How do you define social justice in mathematics teaching and learning?
2. How do educators ensure that social justice mathematics tasks maintain a high level of cognitive demand?
3. How do educators implement social justice topics so that mathematics is the driving force behind the conclusions that students reach?
4. How do you connect social justice topics to the student populations with whom you are working?

Topic #4: Implementing Rigorous Mathematics Standards-Based Curriculum

Focus Questions for Topic #4:

1. How do educators provide access to cognitively demanding mathematics of grade level standards?
2. How do educators support the learning of mathematics while students develop English as an additional language?
3. How do educators select and enhance mathematical tasks that provide multiple entry points and multimodal ways to approach and represent solutions?
4. What are the characteristics of mathematics curriculum that support ELLs' mathematical learning?
5. What resources, including technology, are particularly useful and effective in supporting the learning of ALL?

Topic #5: Assessing Students' Mathematical Thinking through Formative Assessment

Focus Questions for Topic #5:

1. What types of assessment strategies effectively develop productive student mathematical thinking and habits of mind?
2. What strategies are effective for informing instructional decisions that will help teachers address the expectations of standards and meet the needs of ALL?
3. What do teachers do when they encounter culturally biased items on required assessments?
4. How should cultural and other student characteristics be considered when developing equitable methods of formative assessment?
5. From your experience, what types of formative assessments can positively impact mathematical thinking, practices, and processes?

6. How do you distinguish between potential language misunderstandings and mathematical misconceptions?

Topic #6: Developing Leaders to Achieve Equity and Excellence in Mathematics

Focus Questions for Topic #6:

1. What does it mean to take action on equity-based mathematics leadership?
2. What do leaders need to know and be able to do in order to influence improvement in equity and access?
3. How does context, climate, and circumstance influence different leadership development approaches?
4. How do educators use access, achievement, and opportunity data to develop equity-based leaders?
5. How do leaders foster instructional practices and classroom environments that support the achievement of equity and excellence in mathematics?
6. How can or do policies impede, hinder, or improve conditions for diverse student populations? What are advocacy strategies that can influence decision and policy makers to provide better opportunities for ALL students to learn mathematics?
7. How have you prepared teacher leaders who set high expectations for ALL students?
8. How have you increased the number of teachers of color in leadership positions?

Session Types

All sessions will focus on the Conference Theme, *Ensuring Equity and Excellence in Mathematics for ALL*. TODOS 2016 will include a rich blend of session types, including invited **Keynotes, Ignite**, and 2-hour **Impact Sessions**, as well as the two peer-reviewed session types listed below. Rooms will be set in round tables of 10 with a maximum of 60 participants. We are requesting proposals for the following session types:

- **Innovate** (30 minutes): Presenters should prepare short reports on teaching, research, projects, innovations, and other ideas addressing the conference's topics of interest. The program committee will group two or three Innovate sessions in a time slot so that participants have the opportunity to engage with multiple ideas. Presenters should plan a 20-minute presentation of their innovative ideas followed by a 10-minute question and answer period.
- **Investigate** (60 and 90 minutes): Presenters should design interactive sessions that engage participants in their exploration of ideas in order to impact their practices and settings. High levels of participation are expected in the 60- and 90-minute sessions so that participants will have opportunities to learn from others and consider implementation in different contexts.

Note 1: The lead presenter for each Innovate and Investigate session will receive a discount of 20% on their conference registration.

Note 2: Classroom teachers may be eligible for conference support through the NSF-funded Arizona Master Teachers of Mathematics program, administered by the

Department of Mathematics at The University of Arizona. Be sure to check YES at the beginning of the Proposal Form if you are a classroom teacher and wish to be considered for support.

TODOS 2016 Program Committee

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