

***TODOS names Edward Silver as the 2007 Recipient of
Iris Carl Memorial Leadership and Equity Award***



TODOS – Mathematics for All is a national membership organization of mathematics educators. The mission of *TODOS: Mathematics for ALL* is to advocate for an equitable and high quality mathematics education for all students, in particular Latino/Hispanic students, by increasing the equity awareness of educators and their ability to foster students' mathematical proficiency in rigorous and coherent mathematics.

The **Iris Carl Memorial Leadership and Equity Award** was established by TODOS in 2005 to recognize an individual who has made significant contributions to the quality of mathematics education provided to underserved students, in particular to Latino/Hispanic students. The award, presented annually, is named in honor of Iris Carl, a former president of the National Council of Teachers of Mathematics and the National Council of Supervisors of Mathematics, who was inspiring, challenging, and resolute throughout her career in championing the cause of excellence and equity in mathematics education.

The 2007 recipient of the Iris Carl Memorial Leadership and Equity Award is **Edward A. Silver**. He is the William A. Brownell Collegiate Professor of Education, and Professor of Mathematics at the University of Michigan. He also currently serves as Associate Dean for Academic Affairs in the University of Michigan's School of Education.

Citation for Edward Silver

In recognition of his contributions to mathematics education, TODOS is pleased to present the Iris Carl Leadership and Equity Award to Edward A. Silver, a giant in the field of research and in the work of improving mathematics education for each and every student.

Before the national focus was on the achievement and equity, Ed was doing seminal groundwork and research on these areas. For much of the 1990s he directed the QUASAR project, an ambitious design experiment, which stimulated and studied efforts to improve mathematics instruction in urban middle schools. As Director of QUASAR, he led the field of mathematics education in new directions toward equity by initiating programs in urban schools to address the needs of learners and teachers who were trapped inside the achievement gap. The project's support of teachers' efforts to enhance mathematics instruction with an emphasis mathematical thinking, reasoning, and problem solving demonstrated that such instruction could lead to substantial increases in the mathematics achievement of all students and the shrinking of the achievement gap.

QUASAR has substantially influenced all who now pursue the cause of equity in mathematics education. The legacy of the project has been enormous, in the substantial portfolio of published findings from the project, the frameworks and tools that were developed in the project's work and have been used by countless others, and the evidence produced therein of the feasibility of mathematics instruction in urban schools that is both excellent and equitable. In addition, the project was a spawning ground for the development of leaders of subsequent initiatives related to equity in mathematics education in universities and schools across the nation. Moreover, Ed has mentored and nurtured the careers of a number of scholars of color over the years.

Ed completed his BA in Mathematics at Iona College, graduating *magna cum laude* in 1970, after which he began his education career as a teacher in a school in the South Bronx, in New York City, with a multinational, multilingual student population. He went on to obtain his MA in Mathematics Education, his MS in Mathematics and his doctorate in Mathematics Education at Teachers College, Columbia University. After receiving his doctorate, he began a 30-year university career that has taken him to faculty positions in mathematics departments and/or education schools in Illinois, California, Pennsylvania, and now Michigan. Among other positions, Ed has been a high school mathematics teacher, a professor, the founding Director of the Center for Research in Mathematics and Science Education at San Diego State University, the Editor of the *Journal for Research in Mathematics Education*, department chair, and now Associate Dean.

Ed is a prolific scholar, publishing more than 150 papers and books on a variety of topics in the field, especially in the areas of mathematical thinking, particularly mathematical problem solving and problem posing; the design and analysis of intellectually engaging and equitable mathematics instruction for students; innovative methods of assessing and reporting mathematics achievement; and effective models for enhancing the knowledge of teachers of mathematics. He has directed or co-directed a number of important initiatives, and he is currently co-PI of the NSF-funded Center for Proficiency in Teaching Mathematics.

Ed is a member of the advisory board for the Center for Mathematics Education of Latinos/as (CEMELA) and also a member of the National Academy of Science's *Committee on the Study of Teacher Preparation Programs in the United States.* He served as editor of the *Journal for Research in Mathematics Education* from 2000-2004.

He has been on the advisory boards of several federally funded projects and on the editorial boards of various journals, including the *American Educational Research Journal*, *Cognition and Instruction*, and *Mathematical Thinking and Learning*. He was the 2004 recipient of the Award for Outstanding Contributions of Educational Research to Practice from the American Educational Research Association.

It is also worth noting that Ed has been an active contributor to TODOS. In 2004, Ed readily accepted the invitation to co-chair the Research Committee for TODOS. He currently serves as Associate Editor of the TODOS Research Monograph and as the TODOS liaison to the mathematics education research community.

Ed exemplifies the strong leadership characteristics of Iris Carl, with his kind, quiet and personal approach, coupled with his in-depth research-based beliefs about mathematics teaching and learning. These qualities have enabled him to have a substantial and direct impact on the improvement of classroom learning and instruction based in educational research.