TODOS 2018 Conference

It's ALL about ALL Students Learning Quality Mathematics:
Advocating for Equity and Social Justice
June 21–23, 2018
Scottsdale Plaza Resort
Scottsdale, Arizona

Call for Proposals

The Program Committee for the TODOS 2018 Conference seeks proposals from educators interested in contributing to this professional learning experience. Questions may be addressed to the Program Chair, M. Alejandra Sorto at sorto@txstate.edu.
Deadline for submitting proposals: September 30, 2017.

TODOS Conference Program Overview

The Program Committee for TODOS 2018, our third national conference, seeks proposals to address the theme: **It's ALL about ALL Students Learning Quality Mathematics: Advocating for Equity and Social Justice.** We identified five topics of interest for attendees to consider ways to take direct action against structural inequities, such as racism, classism, sexism, genderism, linguicism, and ableism, within our classrooms and/or communities. We seek proposals that align with one or more of the topics below:

1. Centering Language, Literacy, and Culture in Mathematics
2. Building on Student, Family, and Community Strengths
3. Moving Beyond Awareness, Engaging in Social Justice in Mathematics
4. Implementing Mathematics Standards-Based Curriculum Through Tasks, Technology, Social Media, and Assessment
5. Opening Gates: Advocacy and Activism in Mathematics Education for All

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. 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 (Imagine, Innovate or Investigate).
- □ Go to the TODOS 2018 Speaker Proposal. Complete the Proposal Form, based on your topic(s), focus questions, and session type.
- □ Submit Proposal Application **by September 30, 2017.**
  [Note: You will receive an email after you submit your proposal. If you wish to make changes, send them to revise@todos-math.org before the September 30 deadline.]
- ○ For additional information on the TODOS 2018 Conference, go to http://www.todos-math.org/todos2018.

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 group of students (e.g., Native American students, students with different abilities, emergent bilinguals, etc.) or for addressing a diverse classroom with a range of learners.

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

Focus Questions for Topic #1:

1. What approaches can mathematics teachers use to ensure students' language, literacy, and culture are central to the classroom community?
2. What strategies support discussing and negotiating multiple meanings associated with language and culture?
3. 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: Moving Beyond Awareness, Engaging in Social Justice in Mathematics

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 Mathematics Standards-Based Curriculum Through Tasks, Technology, Social Media, and Assessment

Focus Questions for Topic #4:

1. How do educators use technology (and social media) to engage, to create as well as assess their progress of their students?
2. How do educators select and enhance mathematical tasks and assessments that provide multiple entry points and multimodal ways to approach and represent solutions?
3. What are the characteristics of mathematics curriculum and instruction (e.g., tasks and assessments) that support emergent bilinguals and/or students with different abilities in mathematical learning (e.g. complex instruction, universal design for learning)?
4. What resources, including technology and social media, are particularly useful and effective in supporting the learning of ALL?

Topic #5: Opening Gates: Advocacy and Activism in Mathematics Education for All

Focus Questions for Topic #5:

1. How do you define advocacy and activism in mathematics teaching and learning?
2. How do you ensure that mathematics does not function as a gatekeeping mechanism in your school?
3. How can advocacy and activism be reflected in mathematics lessons or units?
4. How do educators create and organize successful experiences in mathematics for underserved students?

Session Types

All sessions will focus on the Conference Theme, It's All about All Students Learning Quality Mathematics: Advocating for Equity and Social Justice. TODOS 2018 will include a rich blend of session types, including invited **Keynotes, Ignite,** and 2-hour **Impact Sessions**, as well as the three peer-reviewed session types listed below. Most rooms will be set in round tables of 10 with a maximum of 60 participants. We are requesting proposals for the following session types:

- **Imagine (40 minutes):** Imagine Sessions engage participants in the radical imagination of the possibilities for educational advocacy and justice with a short burst session showcasing research, projects, or innovations connecting such ideas to participant's practice. Presenters should plan an interactive 40-minute session with time for a few questions and answer period.

- **Innovate (60 minutes):** Innovate Sessions provide opportunities to share innovative and effective ideas, strategies, or resources that will influence practice in PreK-12 classrooms, professional development settings for teachers or leaders, or teacher education programs. To facilitate the success of these sessions, presenters are encouraged to use handouts or other materials (not only PowerPoint presentations) to engage participants.

- **Investigate (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 90-minute sessions so that participants will have opportunities to learn from others and consider implementation in different contexts.

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

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?