

NOTICIAS de TODOS

News from TODOS: Mathematics for ALL
 Newsletter publication funding provided by
Pearson Education

Spring 2013, Volume 9, Number 1

www.todos-math.org



<http://www.facebook.com/todosmath>



<https://twitter.com/todos>

Spring 2013, Volume 9, Number 1

In this issue:

- *Diversity and Communal Work in Mathematics Education*, p. 1
- *News from the President*, p. 2
- *TODOS Membership: We are Moving Upward!* p. 4
- *TODOS Reception and Salsa Party*, p. 4
- *TODOS LIVE!*, p. 4
- *NOTICIAS de TODOS Editors and Contributors*
- *Iris M. Carl Awards*, p. 5
- *2013 NCSM Ross Taylor/Glenn Gilbert Award*, p. 5
- *Kay Gilliland Lecture Series*, p. 6
- *2013 TODOS Student Award*, p. 6
- *TODOS at NCTM - Denver 2013*, p. 6
- *TODOS Sponsors, Contributor and Supporters*, p. 7
- *Sustaining Member*, p. 7
- *TODOS Thanks Members for Their Exemplary Service*, p. 7

The mission of TODOS: Mathematics for ALL is to advocate for an equitable and high quality mathematics education for all students—in particular, Hispanic/Latino students — by increasing the equity awareness of educators and their ability to foster students’ proficiency in rigorous and coherent mathematics.

PLEASE NOTE:

TODOS will continue to mail its members the 8 page printed version, as usual. Also, beginning with this issue, we will have an Extended Electronic version of NOTICIAS (**EE-Noticias**) posted in the Publication section of the TODOS website. It will include additional pages as needed.

Diversity and Communal Work in Mathematics Education

By CEMELA Fellows



Carlos A. LópezLeiva
 University of NM



Craig J. Willey
 Indiana University , IN

Many educators, activists, and scholars have drawn our attention to the fact that, despite decades of desegregation and equity-focused rhetoric and policy, Latinas/os continue to be oppressed (Gándara & Contreras, 2009). Certainly, Latinas/os are not alone, as other groups continue to be marginalized as well, including poor White children, African American children, Native American, and those who are non-native English speakers (Spring, 2012). Schools often—albeit unintentionally—play a role in this marginalization process through its establishing and adherence to a universal set of norms and routines, ones that typically reflect White, middle class values; undoubtedly, these types of marginalizing experiences also occur in everyday interactions within the community. Raising consciousness in the way in which race and culture interfere in everyday and school life is a huge endeavor that requires us all, working on multiple fronts simultaneously.

LópezLeiva & Willey, continued on p. 2

In this piece, we want to—drawing on our experiences as a Latino and a White male mathematics educator—critically reflect on the role of educators in deconstructing White frameworks and structures in favor of forging new, collaborative work *in community*.

A **community** is formed by people who share a social space. In this space, authentic mutual understandings and shared support, work, and respect among members of the community are crucial for the development of *comunalidad* (Maldonado Alvarado, 2010). **Comunalidad** is a way of living *in community*, in a truly shared social space, and not simply a shared physical space. *Comunalidad* is rooted in solidarity and reciprocity. The process of working in community goes beyond being together. “A real community needs not to consist of people who are perpetually together; but it must consist of people who, precisely because they are comrades, have mutual access to one another and are ready for one another” (Buber cited by Friedman, 1986, p. xiii). However, the development of solidarity and *comunalidad*—in communities whose members come from different original communities (which is the common situation in today’s schools)—may not only take more time, it may also be tensional.

Part of the tension arises because we—as members of a community or a culture—develop a **languaculture**, a construct that—besides grammar and vocabulary or a language itself—encompasses the history, biography, politics of living in and being from a community (Agar, 2006). Then when we come together, across cultures, our languacultures become evident even if we spoke the same language. And a translation between languacultures becomes necessary. That is, the meanings that different cultures attribute to particular objects, actions, or events, must be clarified to each other, in order to develop better communication and understanding. These translations especially relate to the “rich points” or differences that need to be carefully and mutually understood. It is because...

...culture becomes visible only when differences appear with reference to a newcomer, an outsider who comes into contact with it. What it is that becomes visible in any particular case depends on the LC1 [languaculture 1] that the newcomer brought with them [*sic*], a newcomer who might be an ethnographer, or perhaps an immigrant, or a new employee, or a tourist. Different LC1/LC2 combinations, different rich points, different translations, different cultures emerge (p. 5).

Therefore, getting to know each other through the translations across cultures on these differences may support a communication and the creation of a solid diverse community in which solidarity across LC groups is achieved.

We as colleagues experienced the process of learning to work in community while sharing the characteristic of being male researchers, students, teachers, friends, and people. At the same time, we had many other contrasting characteristics such as being citizens and immigrants, Spanish speakers and English speakers, heterosexuals and homosexuals, oppressed and privileged, minoritized society members and mainstream society members, White and Brown, and single and married. These differences made it necessary to us to learn and want to learn more first about oneself and then about each other in order to be able to understand each other, to process and to translate our LCs and the rich points—which could have separated us—to become familiar with each other, so we could become part of, share work, and live in the same community as math educators.

LópezLeiva & Willey, *continued on p. 3*

News From the President

By Don Balka

A Decade of Influence

On April 18, TODOS celebrated its 10th anniversary as an organization, with our annual Salsa Party sponsored by Houghton Mifflin Harcourt. The celebration was a fitting tribute to those who saw a need and had a vision to create TODOS in 2003.

Besides celebrating the accomplishments of our organization, it was a time to celebrate the individual accomplishments of three TODOS members, Marta Civil and Susie Håkansson (Iris Carl Leadership and Equity Awards); and Jim Rubillo (NCTM Lifetime Achievement Award).

In looking back over my first year as TODOS President, several special items have sparked a renewed momentum for our organization. The first is by far the most exciting. TODOS will hold its first-ever conference! With a theme of **TODOS 2014: Beyond Awareness – Equity, Access, and Achievement for All**, the conference will be held in the last week of June, 2014, at the Sheraton Wild Horse Pass Resort and Spa, a short distance from the Phoenix, AZ airport. Plans are underway under the capable hands of co-chairs Nora Ramirez and Melissa Hosten, Program Chair Jenny Bay-Williams, and the Conference Planning Committee (Ed Dickey, Bob McDonald, Carol A. Edwards, Florence Glanfield, Susie Håkansson, Linda Fulmore, Jeannie Toshima, Heather Navarro, Sylvia Llamas-Flores, Darcy White, Angela Thompson), along with a host of other Phoenix metro-area TODOS leaders and members.

Major strands include Common Core State Standards, leadership, and technology integration. The conference planners are soliciting sponsors to provide scholarships for teachers to attend. Be on the lookout for future information about the conference.

During the fall months, the TODOS Board submitted a resolution to the NCTM Delegate Assembly, recommending that NCTM consider publishing electronic materials in both English and Spanish, in particular, the popular Illuminations resources. NCTM President Gojak created a Task Force to explore the feasibility of this project. She appointed NCTM Director and current TODOS Director Florence Glanfield as chair of the group along with NCTM Director Latrenda Knighten. I appointed Vice President Gil Cuevas and Director Sylvia Celedón-Pattichis as TODOS representatives to the Task Force. We look forward to the outcomes of this group. Through the efforts of NCSM President Susanne Mitchell, our two organizations signed a reciprocity agreement providing free exhibit space at our respective conferences, along with a designated session on conference programs.

I am pleased to report that TODOS membership has increased! During the Denver NCSM/NCTM conferences, over 70 educators joined our organization. For those of you who were in Denver, you know that it was difficult to walk by the TODOS booth without having a major discussion with our Member Services Committee Chair Maria Torres. She has done an amazing job in promoting TODOS.



The process of translation, adaptation, and integration was not easy. We faced moments of doubting and judging each other, but our conscious goal was to be *solidaria/o* (supportive) of one another, by not expecting the other to change, but that our differences could actually serve as a source to help us thrive—personally and professionally—to march forward working for equity in mathematics education. This integrative process was supported beyond personal choices. It was associated with social, ideological, and even political issues that we needed to critically examine in order to understand and support each other and prevent homogenizing procedures. We needed to stop our assumptions based on our languaculture, and listen to the perspectives of an insider from another community. Therefore, differences—or rich points—on their own were not a problem; however, how these differences are (mis)interpreted—or socially constructed—by the other side may raise issues. As Johnson (2006) reminds us, “The trouble is produced by a world organized in ways that encourage people to use difference to include or exclude, reward or punish, credit or discredit, elevate or oppress, value or devalue, leave alone or harass” (p. 16). Thus, building *comunalidad* needs to be autonomous from and resistant against stereotypes, deficit perspectives (Maldonado Alvarado, 2010) that drift members apart. Building *comunalidad* aligns with the mission and spirit of TODOS. *TODOS: Mathematics for ALL* is an organization committed to addressing issues of (in)equity across the mathematics education landscape. Yet we know ALL students don’t experience mathematics learning in the same manner, nor do they develop mathematical understandings uniformly.

Thus, we must ask ourselves, “What are the ideas underlying the expression ‘TODOS-Mathematics for ALL?’” *TODOS* (which means “ALL” in Spanish) is a word that may be deemed as too general, and, as such, some scholars have criticized it as too inclusive, to the point where the goal of addressing diversity is lost (Martin, 2003). Superficial relations based on weak connections across people are not what we believe is the intention behind the term TODOS. Rather, we sense that in the inclusiveness of the term TODOS, we need to acknowledge the individuality, the histories, the struggles, the courage, the knowledge, the differences, the strengths, the likes and dislikes, the unknown, the joy, the sorrows, the experiences of each of those who comprise the TODOS of our communities.

As researchers, educators, and people in mathematics education, we put forth that in order to support TODOS—both the organization and the idea that ALL students ought to be afforded a thoughtful mathematics learning experience—we need to challenge ourselves to recognize our tendencies to treat mathematics as if it is valuable in and of itself; rather, we need to be cognizant that it is people who make mathematics valuable and that across cultures and communities mathematics holds different meanings, values, and procedures. We can leverage our mathematical interactions—in the classroom, in decision-making meetings, or in the design of professional development and research—to acknowledge and learn from diverse perspectives. In this way, we will take significant steps towards dismantling the social, deficient constructions of each other that may prevent us from coming together as a diverse, integrated community.

While it’s quite easy to think of this as insurmountable change, we must keep in mind that there are “little” actions we can take to an incremental change, in some cases making a significant difference in the (mathematics) life of a student. Modestly, we offer the following suggestions that might help us move towards *comunalidad* in mathematics education:

- Provide a weekly opportunity for individual students to highlight their personal experiences using mathematics (i.e., cultural mathematics they do at home or in the community) or showcase their own ways to do, understand, and talk about mathematics (e.g., using an algorithm, using a language, solving a complex puzzle; understanding a mathematical concept, constructing a challenging problem).
- Highlight differences (in being and in doing mathematics) amongst students, amongst teacher colleagues, or between teachers and students and use them to understand each other and the value of our contributions in how we do mathematics. This may also allow students to see different ways of interpreting and representing the same mathematical ideas.
- Highlight the possibility and actualized process of becoming and being a—mathematical—community integrated of diverse perspectives and actions. This type of classroom community is a foundation for the development of CCSS Mathematical Practices, which require respect and validation of students’ ideas.
- Have students (older ones) deconstruct and challenge stereotypes—both mathematical and general—of their own and different communities
- Ask a colleague to observe your mathematical interactions with students with an eye towards how you support collaboration, or *comunalidad matemática*
- Build curriculum and activities integrated to the local communities represented by students and teachers at the school, so that they can openly share with others what they do and who they are beyond school.

Teaching and learning in a diverse community is becoming a norm in the U.S. classrooms and everyday contexts. We can take these as opportunities to learn from each other’s differences, instead of using them to draw us apart. Our work with students and pre-service teachers is not only a mathematical work. It comprises people’s diverse mathematical discourses, interpretations, reasoning, procedures, and representations, as well as language choices (their mathematical languacultures). The goal is to use these differences to work *in community*, so that *TODOS* can do and feel they belong to mathematics. With these ideas and position, we build on our colleagues’ recent contributions to *TODOS Noticias* (e.g., Aguirre, 2013; Domínguez, 2012): indeed, issues of language (choice) and culturally responsive pedagogy are critical. But moving beyond, we want to invite the readers to think about the issues related to language and culture in teaching diverse classrooms in terms of languacultures to foster a *comunalidad matemática*.

NOTE: Please, read the References for this article in the Extended Electronic version of NOTICIAS (**EE-Noticias**).

Balka, continued

Our influence in the mathematics community is bringing good fortune to TODOS. Over the past several years, TODOS has provided speakers or an entire strand at meetings of the California Mathematics Council. We have been invited by both CMC and CMC South to have non-voting members on the respective Boards of the organizations. I have appointed Ana England to the CMC Board and Maria Gutierrez to the CMC South Board. We look forward to new collaborations with these organizations.

Our message of equity and excellence for ALL students, especially underrepresented students, remains a major focus of TODOS. Our influence over the past decade in providing resources and ways to answer questions is strong. We are receiving requests from several state and regional organizations to provide speakers for strands related to ELL students. Florence Glanfield, Director and Chair of the Conferences Committee, filters the requests through her committee. We publicize the requests in our monthly e-news. Be on the lookout for information and proposal due dates.

Volume 4 of our journal Teaching for Excellence and Equity in Mathematics (TEEM) was completed this past year and is available on the TODOS website. TEEM 5 is underway.

Earlier this spring, leaders of TODOS, the Benjamin Banneker Association, and Women and Mathematics Education participated in a conference call regarding mutual concerns of our equity organizations. Although discussions about possible position or public statements remain ongoing, an immediate result of the call was to print promotional "rack cards" containing the mission statements and dues structures of all three organizations. These cards were available in Denver at all three booths.

Our 2013 Annual Meeting in Denver marked the end of Board involvement for several key players in our organization. I want to extend my sincere appreciation for their leadership of TODOS (see "**Thank you to TODOS LEADERS**" on page 7). I look forward to working in the coming year with our **new Board members: Susie Håkansson**, President-Elect; **Gil Cuevas**, Vice President; **Diane Kinch**, Director; and **Sylvia Celedón-Pattichis**, Director.

As our influence in mathematics education grows, new ventures open for us. These require volunteers, other than Board members. If you are interested in serving TODOS, please let me know. Your involvement in providing equity awareness is critical in meeting the goals of TODOS.
Don S. Balka

TODOS Membership: We are Moving Upward!

By Maria Torres

The 2011-2013 Membership Campaign was proposed by Jose Franco, TODOS immediate Past President and founding member. He noted that "it is essential that we share our talents and passion with others in the field providing them with the opportunity to join TODOS in its important advocacy role."



More than eighty TODOS members referred at least one new member during the campaign, bringing in 299 new members. Susie Håkansson, TODOS President-Elect, who recruited a total of 37 new members, was followed by Diane Kinch (21), Olga Ramirez (15), Cynthia Hillman-Forbush (14), and Carol Edwards (12).

We must expand our membership, in particular, in some areas in the country that have a large and increasing number of English Language Learners in the schools.

We are close to our goal of 1000 and 1 members. If only those teachers with expired memberships would renew, we would meet our goal. Remember, your membership renewal data is provided each month in the TODOS e-news. Could you help us reach our goal of **1000 + 1 members by 2014?**

TODOS Reception and Salsa Party

Thanks go to our **Bronze Triangle Sponsor Houghton Mifflin Harcourt** which generously funded the TODOS Reception, Salsa Party and the 10th Anniversary Celebration in Denver on April 18, 2013.

TODOS specially thanks **Kathi Prancan**, Vice President, Product Marketing, Math & Science, **Leigh Ann Garcia**, Director of 6-12 Product Management, **Sue Johnson**, Author Utilization Manager, and **Carol Whalen**, Sr. Events Coordinator, who made the arrangements for the Party.



Carol Whalen (left), Don Balka, and Kathi Prancan

Thank you **Annette Kitagawa** for taking pictures at TODOS events! You have captured the spirit of the party and the essence of the camaraderie among TODOS members. Your help and expertise are very much appreciated.

NOTE: See more about members' gatherings and the Salsa Party and in the **EE-Noticias**.



TODOS LIVE!

With the supported of **ETA hand2mind™**,



the TODOS LIVE! Committee, chaired by Sandra Crespo, organized the presentation of a series of free Webinars for its members. Members were able to pose their questions and voice their concerns and interests during the presentations. CCSS, implementation and Assessment and ELLs' learning were pervasive in the webinar and will continue to be hot topics! Please, email us to share your interest for the 2013-2014 Webinar series to todoslive@todos-math.org.

2013 TODOS - Iris M. Carl Equity and Leadership Award

The winners of this prestigious award, were announced at the TODOS Business Meeting and Session on April 17 in Denver. TODOS thanks CASIO for supporting this award.

Dr. Marta Civil

University of North Carolina at Chapel Hill

Frank A. Daniels Distinguished Professor of Mathematics
Education



Carol Edwards, Don Balka, Marta Civil, and CASIO Representatives Amber Branch, Takero Itonaga, Makoto Ori and Shinji Ota.

Carol Edwards (recipient of the 2011 Iris Carl Award) announced **Dr. Marta Civil** as a 2013 awardee. This award recognizes Marta's commitment to social justice and equity in mathematics education, which is reflected in all areas of her professional work.

An essential component of Marta's approach is her involvement with parents and families "by encouraging mathematical practices that involve community, culture, language and family ... she participates, really listens, and validates other's ways of doing mathematics." Marta promotes this approach when modeling for her students, during workshops and conferences, and in her research and publications.

A significant accomplishment was Marta's involvement in the grant that established the Center for the Mathematics Education of Latinos/Latinas (CEMELA) which draws research and faculty from universities in three different states (see <http://math.arizona.edu/~cemela/english/>). Marta has been a mentor to many graduate students and postdoctoral fellows from CEMELA.

For the past three years, Marta has played an important leadership role in TODOS, as reviewer for TEEM, co-editor for TEEM 2001, Director of the TODOS Board, and the Chair of the Research and Publications Committee. **Felicitaciones Marta!**

NOTE: The complete PowerPoint presentation given by President Don Balka during the TODOS business meeting on April 17 in Denver will be available shortly at the TODOS website.

Dr. Susie W. Håkansson California Mathematics Project Executive Director Emerita



Don Balka, Susie Håkansson, Bob McDonald, and CASIO Representatives.

Bob McDonald (recipient of the 2010 Iris Carl Award) announced **Dr. Susie Håkansson's** Iris Carl Award. He reflected admiration and respect for the tremendous work that Susie has done throughout the years for the mathematics education of minority students in the State of California.

Susie has worked on many innovative projects, from the design; to the finding resources; to monitoring development and progress; to visiting sites and working with teachers and students.

Susie demonstrated her leadership in the "TODOS-TI Partnership, which aimed to interweave the use of technology and best practices for teaching ELL mathematics."

There are many initiatives lead by Susie that had an impact on the math education of the students in California. In particular, the *California Mathematics Project Supporting Teachers to Increase Retention* (CMP STIR) which was funded in 2006 by the California Postsecondary Education Commission Improving Teacher Quality (CPEC-ITQ). Susie was the Executive Director of the CMP from 1999 to 2012.

One of the founding members of TODOS, and a tireless contributor to our organization, Susie has recently been elected TODOS-president elect. **Congratulations Susie!**

NOTE: See the complete version of the announcements in the **EE-Noticias**

2013 NCSM Ross Taylor/Glenn Gilbert Award

By Susana Davidenko

TODOS is proud to announce that **TODOS member Kay Gilliland** is the recipient of the 2013 NCSM *Ross Taylor/Glenn Gilbert National Leadership Award*.



She was presented this prestigious award during the NCSM Annual Meeting in Denver. Kay has been a member of TODOS for 10 years and has contributed with her expertise and leadership to our organization. She was the recipient of the 2009 Iris Carl Award. **Congratulations Kay!**

2013 RT/GG Award Continued on page 6

Kay Gilliland overcame difficult times throughout her childhood and adolescence, including the death of her mother. Supported by her uncle and aunt she attended a community college. Later, Kay received a scholarship to complete her studies at Mills College and became a teacher.

Kay's life experiences, including moving and traveling with her husband and children within the United States and abroad, made her understand the "importance of cultural heritage and language in the development of mathematical content and skills." [1] She became a tireless advocate for poor children, underserved minority students, women, native peoples, ELLs, and gifted students.

Kay brought her energy, expertise, and commitment to math education for all children through her service to many organizations. She was president of AC3ME, the CMC-N and the NCSM. Additionally, she was a member of EQUALS, organized conferences for the ICME IV, and collaborated with NCTM. Kay's strong commitment with NCSM allowed her to work in key positions, including president of the organization. Since 2005 she has been editor of the NCSM newsletter.

After a Fulbright Visiting Lectureship in New Zealand, where she explored the variety of its cultures, she wrote a report, which she titled, "**She Came to Teach and Stayed to Learn.**" What could better summarize the *essence* of a good teacher?

[1] The inspiring video that highlights Kay's experiences and accomplishments is accessible from the NCSM website <http://www.mathedleadership.org/>.

The transcription of the complete video is included in the **Extended Electronic version of NOTICIAS.**

Kay Gilliland Lecture Series on Equity-Visions and Reality

The Kay Gilliland Equity Lecture Series was established at the NCSM Board meeting in July, 2012, to honor Kay Gilliland. The first lecture was given at the 45th NCSM Annual Conference in Denver, Colorado in April 2013.

Kay chose Dr. Miriam Leiva, Professor of Mathematics Emerita at the University of North Carolina, Charlotte, and founding president of TODOS, to be the first speaker in the series.

Miriam Leiva emphasized that, to continue the message and actions towards equity, as exemplified by Kay Gilliland, we need to be prepared to teach students with diverse academic, cultural, linguistic and socio-economic backgrounds.



2013 TODOS Student Awards

TODOS and **Texas Instruments** honored students and their nominating teachers during two conferences this year. Awardees are students who belong to underserved populations, especially Latino/Hispanic students, who have demonstrated continued success in mathematics while striving to go "above and beyond" in areas of their interest. The students received a Texas Instruments Calculator, and their teachers received a one year membership to TODOS.

Greater San Diego Mathematics Council Conference, February 2013



The six awardees are Aaron L., Isabel B., Manuel P., Alondra V., Perla B., and Jocelyne R. Teachers: Ken W., Laurie M., Janna L., Jonathan W, and Steve K.

Special thanks to **Romi Kim** and **Donald Tunstall** of **Texas Instruments** and the GSDMC for supporting this event.

NCSM & NCTM Annual Meetings Denver, CO, April 2013



Awardee Atsadang D, Elizabeth F (teacher), and awardee Cecilia T.

Thanks to **Donald Tunstall** of **Texas Instruments** for supporting this event and thanks to **NCSM** for providing space for our TODOS business meeting and session on April 17.

TODOS at NCTM – Denver 2013

TODOS had a strong presence at the 2013 NCTM Annual Meeting in Denver, with more than fifteen presentations given by TODOS members. Of special interest was the event organized by the **Educators of Native American Students (EONAS)** which is a subgroup of TODOS. EONAS and the North American Study Group on Ethnomathematics (NASGEM) hosted a reception and workshop at the Denver Art Museum to explore the American-Indian art and cultures. See the **EE-Noticias** for more information about this presentation. The site for the American-Indian Art exhibit is

<http://www.denverartmuseum.org/collections/american-indian-art>.

TODOS SUPPORTERS

February 1, 2012 – January 31, 2013

TODOS SPONSOR

❖ **Bronze Triangle Sponsor: Houghton Mifflin Harcourt.** Funded our Annual TODOS Reception and Salsa Party

TODOS CONTRIBUTORS

❖ **ETA hand2mind.** Supported 2012 – 2013 TODOS LIVE! Webinars, video editing, video storage, and gift cards for presenters. Special thanks to Sara Delano Moore, Director of Mathematics & Science.

❖ **Pearson.** Provided funding for the Spring 12 and Fall 13 Noticias Newsletters, Fall 2012 Teaching for Excellence and Equity in Mathematics (TEEM) Journal, and TODOS Speaker Fund

TODOS SUPPORTERS

❖ **Casio:** Support for 2013 TODOS Iris Carl Award

❖ **Didax:** 3 copies of Exploring Algebra & Pre-Algebra with Manipulatives & Pre-Algebra with Manipulatives and 3 copies of Working with Algebra Tiles

❖ **Lockheed Martin:** Supported a teacher's attendance to the NCTM Annual Meeting in Philadelphia in 2012

❖ **NCSM:** Program slot for 2012 TODOS business meeting and session

❖ **NCTM:** Room for 2012 TODOS Reception & Salsa Party

❖ **Shell:** 20 TODOS memberships for teachers of Hispanic/Latino students

❖ **Texas Instruments:** Calculators for student awards in San Diego and Philadelphia

❖ **WestEd:** Pathways and Pitfalls books and 3-year TODOS memberships

TODOS 2013-14 Sustaining Member

Special thanks to **Nora Ramirez**, Charter/Founding Member, Past President, and TODOS Conference Co-Chair

Thank you to TODOS LEADERS for their Exemplary Service

Outgoing Board and Committee Chairs

Jose Franco, Past President; Bob McDonald, Vice President, Projects Com. Chair; Marta Civil, Director, and Eliana Rojas, Director

Committee Chairs and Members and Editors

• **Awards:** Bill Jasper (Chair)

- **Iris Carl Award:** Kay Gilliland (Chair), Miriam Leiva, Bob McDonald, Carol Edwards, Harriet Haynes, Diane Kinch

- **Student Awards:** Steve Klass (Chair), Noemi Lopez, Mari Muri, Della Leavitt, Suzanne Alejandre



• **Conferences:** Florence Glanfield (Chair)

- **Proposal Review:** Susan Beal, Ana England, Don Gilmore, Enrique Ortiz

- **Speaker Fund:** Lynne Ipina, Socorro Tapetillo, Craig Willey

• **Elections:** Saul Duarte (Chair), Nora Ramirez, Debbie Trahan, Katie Diaz Salguero, Jim Barta, Cindy Chapman (Ex-officio)

• **Finance:** John Carter (Chair), Don Balka, Linda Fulmore, Jose Franco, Bob McDonald, Carol A. Edwards

• **Member Services:** Maria E. Torres (Chair), Roel Torres, Maggie Rivas, Matthew Winsor, Jackie Mitchell, Juli Dixon

• **Projects:** Bob McDonald (Chair)

• **TODOS LIVE:** Sandra Crespo (Chair), Gloria Brooks Brown, Nora Ramirez, John Clay, Ed Nolan, Sylvia Taube, Carol A. Edwards, Darcy White, Angela Thompson

• **Research & Publications:** Marta Civil (Chair)

- **Monograph:** Alfinio Flores (Editor), Tonya Bartell (Editor), Gilbert Cuevas, Rochelle Gutierrez, Kathryn Chval, Anthony Fernandes

- **Noticias:** Susana Davidenko (Editor) Luciana de Oliveira, Karen Mayfield-Ingram, Virginia Nelson, Mary Alice Hatchett

- **TEEM:** Cynthia Anhalt, Larry Lesser & Marta Civil (Co-Editors), Miriam Leiva, Alfinio Flores, Rico Gutstein, Alejandra Sorto, Sylvia Celedón Pattichis

- **E-News:** Carol A. Edwards (Editor)

• **Resources:** José Franco (Chair), Don Balka, Bob McDonald, Nora Ramirez & Melissa Hosten (Sponsor Liaisons), Miriam Leiva, Shirley Frye, Jim Rubillo, Jackie Mitchell.

• **Website:** Bob McDonald (Webmaster), Anita Bright

• **Brochure Project:** Heather Navarro

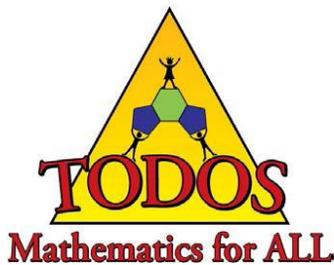
• **ELL Strategies Task Force:** Eliana Rojas & Janie Zimmer (Co-chairs)

• **NCTM Representative:** Patricia Trafton

P. Trafton's report includes very useful information about CCSSM guidelines for ELL, 5 strategies to help beginning ELLs meet the CCSSM, NCTM E-seminars now free, call for manuscripts for Annual Perspectives in Math Education. She also reports on the 2013 Delegate Assembly. **Read Pat Trafton's complete report in the EE-Noticias.**

** **TODOS E-news:** Beginning this summer, **Rocio Benedicto** of New Mexico State University will be the new editor of the TODOS E-news. Retiring E-news editor, **Carol A. Edwards**, thanks everyone for their support and news during the past years. TODOS thanks Carol Edwards for her amazing work keeping us informed via the monthly E-news.

** **Elections Committee:** The committee thanks all the nominators, nominees, applicants, candidates, and voters who participated in the 2013 election. TODOS thanks the Elections committee, chaired by Saul Duarte, for completing the daunting challenge in selecting the candidates from a pool of excellent applicants. A complete listing of the TODOS leadership group can be found at <http://www.todos-math.org/board>.



This is the Spring 2013 **EE-Noticias**, the **Extended Electronic version of the Spring 2013 Noticias de TODOS**. It extends the printed version beyond the 8 pages sent to the members.

**References of the article Diversity and Communal Work in Mathematics Education
by Carlos A. LopezLeiva and Craig J. Willey (continued from page 3).**

References

Agar, M. (2006). Can you take it anywhere? *International Journal of Qualitative Methods*, 5(2), 1-12.

Aguirre, J. (2013). Developing culturally responsive mathematics teaching. *Noticias de Todos*, 8(2), 1-4.

Dominguez, H. (2012). Learning from English Learners in Mathematics: Voices unheard, methodologies unused. *Noticias de Todos*, 7(1), 1-2.

Friedman, M. (1986). Foreword. In R. Arnett, *Communication and community: Implications of Martin Buber's Dialogue* (pp. vii-xix). Carbondale, IL: Southern Illinois University Press.

Gándara, P., & Contreras, F. (2009). *The Latino education crisis: The consequences of failed social policies*. Cambridge, MA: Harvard University Press.

Johnson, A. G. (2006). *Privilege, power, and difference*. New York, NY: Mc Graw Hill.

Maldonado Alvarado, B. (2010). *Comunalidad* and the education of indigenous people. In L. Meyer, B. Maldonado Alvarado, **Noam Chomsky** and voices from North, South, and Central America (pp. 367-382). San Francisco, CA: City Lights Books, Open Media Series.

Martin, D. B. (2003). Hidden assumptions and unaddressed questions in mathematics for all rhetoric. *The Mathematics Educator*, 13(2), 7-21.

Spring, J. (2012). *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States*. New York: McGraw-Hill.

Transcript of the video shown during the ceremony presenting Kay Gilliland with the 2013 NCSM Ross Taylor/Glenn Gilbert Award, Denver April 2013 (continued from page 6)

Note: Our friend and respected colleague, Kay Gilliland, passed away on September 2013. The education community has lost a giant, Many of us in the TODOS Community were impacted by her passion for equity for ALL. Kay's work as an unyielding champion for equity for all children is a measure to which we will be able to hold all of our work.

The Transcript. *Extension from page 6*

Our awardee's forebears were Deutch people who settled in Pennsylvania in the mid 1700s. Her grandfather, John Jewell, left to work for the Rock Island Railroad, married his Pennsylvania sweetheart, Emma Beighley, and chose Goodland, Kansas as his new home. Their daughter Genevieve, our awardee's mother, was born in 1898. The early days in Kansas were hard and there was no money for college. She taught for five years, earning enough to go to the University of Oregon.

Our honoree's mother graduated with a degree in journalism and worked for the Hollywood Daily Citizen in California, then traveled to Panama to become editor of The Panama Times.

Genevieve went to England with our awardee's father but times turned hard. Suddenly, the Roaring Twenties were over and the Great Depression engulfed the world. Our awardee's father left to find work, leaving her mother pregnant in a foreign country. Our awardee was born on July 29, 1928. Genevieve never heard from Douglas again and our awardee never met her father.

There was no professional job for Genevieve. She scrubbed floors and saved money for the journey home. Our awardee celebrated her third birthday on the boat when she and her mother returned to live in Los Angeles. Our awardee's English accent brought taunts and jeers, prompting her in later life to work for understanding and appreciation of differences.

Our awardee attended public school and is still in close touch with her kindergarten friends and Girl Scout Troop members. Her mother died at 44 when our awardee was 14. Her Aunt Florence and Uncle Fred helped her while she finished high school and Pasadena Community College.

A scholarship to Mills College afforded our awardee an extraordinary experience for her last two years. She learned about the relationships among music, dance, art and mathematics as that world opened up to her.

Graduating in 1950, she began teaching in California serving students who were dependent on school lunches to get enough to eat.

She married Bill and moved to Washington D.C. Bill, his family, and their two children, William and Eric, enriched her life and taught her about love as well as about loss.

In 1951, teaching in Washington DC meant teaching in segregated schools. Coming from California, this was a total surprise to our awardee. She became aware that, She became aware that, not only could African Americans not teach in white public schools, black children could not attend white public schools. Our awardee determined that she would, in whatever small part she could, work to change situations of this sort.

Bill was a pilot and wanted his wife to learn to fly. She practiced take offs and landings, flew two cross countries and took off for the required third cross country headed to small airports in Virginia and Maryland. Something was wrong with the engine, throwing oil on the windshield, and she could not see to land. Four passes over the Maryland airstrip and she finally put the plane down. The airport officials impounded the plane and flew her back.

Bill was transferred to Hawaii and no lessons were available, so she never earned her pilot's license. She studied the culture of the Polynesians at the University of Hawaii, deepening her understanding and empathy with indigenous peoples. Later she found ways to help teachers see the importance of cultural heritage and language in the development of mathematical content and skills.

She returned to teach in the San Francisco Bay Area where she and her husband founded an instrument manufacturing company. She learned to operate a turret lathe, punch press and other machines, and met experts in the field of tool and die making. This initiated her interest in jobs in the trades for women. Later, in the EQUALS program, she organized panels of tradeswomen to talk with teachers about the interesting and

financially rewarding work available to their students.

The spark for mathematics really came with Dr. William Rupley's class. He made math come alive for our awardee. Not for everyone. She remembers someone complaining the math was much more difficult than the math this person needed to teach. "Ah, reread the syllabus," said Bill Rupley. "This is not the math you will necessarily teach, but to teach the math you will teach well, it is the math you need to know."

Our awardee prepared her students for a Saturday Student Conference organized by AC3ME, the local NCTM affiliate. Soon she was serving on the AC3ME Board in various capacities and finally as vice president and president. Students without transportation could not attend on Saturdays. AC3ME agreed to hold the Student Conference on a school day thereafter, and she persuaded the districts to provide buses.

In 1983, the California legislature passed the most comprehensive school reform package in California's history, including an outstanding course, Miller Math, based on the work of Bob Davis, Marilyn Burns and others. Through this opportunity, our honoree learned more mathematics and met many of the leaders in math education.

She recognized that many of her low-income students were exceptionally able, but no services were offered for gifted students. Our awardee organized classes at the University of California's Lawrence Hall of Science and Botanical Garden so Emery students became the docents of the Garden to conduct sessions for children from other districts. Visiting parents and their children were surprised to find themselves learning from these highly knowledgeable primarily African American and Latino students.

The National Science Foundation funded her proposals to develop improved, more equity-oriented mathematics teaching. Teachers visited industries of Emeryville and learned to use computers in their classrooms. Determined to improve mathematics instruction for underserved students, our awardee took mathematics classes at Cal State Hayward. Professor John Hancock asked her to work with him on the CMC-N Mathematics Conference. She became vice president and program

chair of the conference, working hard to make sure both conference attendees and speakers included people of color and those who taught in low-income schools.

In 1978, Lucy Sells wrote that girls were entering the university system without the preparation in mathematics required to enter the majority of majors offered. Nancy Kreinberg and Rita Levinson initiated the EQUALS programs designed to remedy this situation. Our awardee was a member of the EQUALS founding staff. EQUALS workshops encouraged teachers to enjoy mathematics more, to learn ways to help female students be successful in mathematics, to develop new ways to assess student learning, to avoid tracking, and to become more active on behalf of positive change in the teaching of mathematics. During twenty years with EQUALS, our honoree directed programs that ran both locally and nationwide.

Professor Diane Resek introduced our awardee to the International Congress on Mathematical Education, ICME IV, appointing her a member of the Local Organizing Committee. Our awardee also contributed to ICME VI, Budapest, Hungary and over the years traveled to Denmark, the Netherlands, Germany, and Sweden to present EQUALS and FAMILY MATH. She made presentations in the schools of Costa Rica and took part in the biennial Festivales de Matemáticas organized by Alejandra León-Castellá, Director of Fundacion Cientec. With each journey our awardee grew in her understanding of the influences of various approaches to pedagogy.

Our awardee has joined the National Council of Teachers of Mathematics in 1956 and over the years was appointed to committees including Chair of the Regional Services Committee (RSC).

Professor Irv Vance suggested she join the National Council of Supervisors of Mathematics where she would learn more about math education leadership. She became Chair of the NCSM Equity Resource Development Task Force. She was elected NCSM Western Region Director and then NCSM Second Vice President, followed by First Vice President and Program Chair, President Elect, and President.

Since 2005 our awardee has been editor of the NCSM Newsletter.

She traveled with her science teacher partner Rhea Babbitt (they were married in 2004 at Skyline, their Congregational church, and still are married in California) to Midway Atoll where they pulled weeds and planted native plants and on subsequent trips checked seabird nests, described monk seal habitats, kept notes on spinner dolphins, and counted Laysan and black-footed albatross for the United States Fish and Wildlife Service. She gathered interesting content for future math lessons.

A Fulbright Visiting Lectureship to New Zealand, planned for and implemented by Dr. Barbara Reilly and other New Zealand educators, enabled our awardee to present equity in mathematics education combining the formative work of EQUALS with the groundwork already put in place by New Zealand teachers. The dual nature of New Zealand culture is fostered in the schools and most New Zealanders with whom she talked believed it was important for children to know that the original peoples were intelligent and artistic with a proud history. Our honoree learned so much that she titled her report: She Came to Teach and Stayed to Learn and gave a series of lectures and workshops on the contributions of the Maori culture to art and math.

Our awardee worked with the Yup'ik people in the villages of Alaska for Professor Jerry Lipka's (NSF) project, Math in a Cultural Context: Lessons Learned from Yup'ik Elders, at the University of Alaska, Fairbanks. Again, she learned more than she could possibly contribute. She helped develop classroom modules based on Yup'ik cultural practices such as Building a Fishrack, Patterns and Parkas, Smokehouse, and Drying Salmon. Each module connects a Yup'ik practice to the underlying "formal mathematics". Engaging classroom strategies support the traditional storyline of the elders as the lessons unfold.

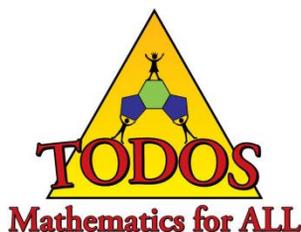
Thanks to Carey Bolster, our awardee served on the Cyberchase Advisory Board, helping with the development of this highly innovative TV mathematics program for students age 8-11. She was a member of Glenda Lappan's group initiating the Connected Mathematics Project. She traveled in Kenya under the auspices of the Oakland Zoo and returned to use the Kenya information in her math talks.

When Phi Delta Kappa offered financial help to visit schools in China, our awardee jumped at the chance. With her friends Margo Schmitt, Linda Gojak and other PDK members, she attended meetings with Chinese teachers and administrators, observed in classrooms, and heard presentations by students, all especially planned for PDK members. She returned to write articles about her conversations and experiences in these schools in relationship to schools and practices at home.

Returning to her Alma Mater, Mills College, for her final position, our awardee was asked by Professor Ruth Cossey to work with math graduate students doing their student teaching. This was the perfect job for her, keeping her in touch with the field, and with young people entering it. Now she is an East Bay Mills Board Steering Committee member.

Our awardee's mother and aunt started her off with a world full of humor and playfulness, adventure, optimism and love. Girl Scouts and friends and schools gave her the freedom to explore and the curiosity to learn. Mills College and EQUALS gave her the courage and the skills to work for equity in mathematics for all students, especially low-income, black, Latino, and indigenous peoples. AC3ME, CMC-N and NCTM started her contributing to the fields of mathematics education, and NCSM enabled her to learn and work locally, nationally, and internationally to improve the teaching and learning of mathematics. For all these lifetime experiences, she feels immense gratitude.





Spring 2013, Volume 9, Number 1

In this issue:

- *Diversity and Communal Work in Mathematics Education*, p. 1
- *News from the President*, p. 2
- *TODOS Membership: We are Moving Upward!* p. 4
- *TODOS Reception and Salsa Party*, p. 4
- *TODOS LIVE!*, p. 4
- *NOTICIAS de TODOS Editors and Contributors*
- *Iris M. Carl Awards*, p. 5
- *2013 NCSM Ross Taylor/Glenn Gilbert Award*, p. 5
- *Kay Gilliland Lecture Series*, p. 6
- *2013 TODOS Student Award*, p. 6
- *TODOS at NCTM - Denver 2013*, p. 6
- *TODOS Sponsors, Contributor and Supporters*, p. 7
- *Sustaining Member*, p. 7
- *TODOS Thanks Members for Their Exemplary Service*, p. 7
- Extended Electronic Version includes pgs. 8 to 11

NOTICIAS de TODOS

News from TODOS: Mathematics for ALL

Newsletter publication funding provided by
Pearson Education

NOTICIAS de TODOS - Spring 20123 Vol. 9, No. 1

- *Editors: Susana Davidenko, Mary Alice Hatchett, Karen Mayfield-Ingram, Virginia Nelson, and Christine Uliassi.*
- *Contributors: Carlos LópezLeiva, Craig Willey, Don Balka, Maria Torres, Bob McDonald, Sandra Crespo, Carol Edwards, Susana Davidenko, Rich Sgarlotti, and Ed Dickey*
- *Please send new items to: Susana Davidenko at Susana.Davidenko@cortland.edu*
- *The publications of TODOS present a variety of view-points. The views expressed or implied in this publication, unless otherwise noted, should not be interpreted as official positions of TODOS. ©2012 TODOS 501 (c)(3) non-profit organization.*

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