



TODOS: Mathematics for ALL
Excellence and Equity in Mathematics

Candidate Statement for Director

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My name is Crystal Kalinec-Craig and I am an associate professor of Curriculum and Instruction at the University of Texas at San Antonio. I am a white mathematics teacher educator from south Texas; my father's family immigrated to south Texas from Czechoslovakia in the 1870s. I am proud to be from and work in south Texas. Since 2001, I've taught in rural schools in North Carolina, Mississippi, and west Germany; I've also taught at high-density schools in Tucson and Houston. My travels helped me see how families navigate economic hardships while also battling institutional racism and generational wealth disparities. In the first six years of my career, I witnessed how adjacent school districts varied in their funding, which represented fundamental inequities based on wealth concentration, property taxes, and the rise of school choice initiatives. At the same time, I learned how teachers can seamlessly blend humanizing practices with social justice activism, especially for students and families near the border. It was my time in Tucson and southern Arizona that ignited my critical, ever-evolving stance on the way I choose to move through the world (e.g., refusing to use the phrase "illegal" while learning to explicitly call things out as "white supremacy," acknowledging and working to dismantle implicit bias in mathematics teacher education). Tucson and my mentors taught me how to clearly state my positionality as a means of reminding myself of the debt that I continue to owe to my BIPOC students, families, and the broader community.

When I came to UTSA, I used what I learned from these experiences to guide my leadership activities. A notable role was leading the elementary education degree certification with over 1200 students for five years. 60% of our teacher candidates are of Mexican and Central American backgrounds and were raised in San Antonio (if not at least in greater South Texas); many of these future teachers will return to the local community and support the next generation of leaders. I am proud that our teacher preparation program reflects the broader community of south Texas. While leading the EC6 program, I helped to design the new degree plan that integrated more equity-oriented principles that highlight issues related to race, language, LGTBQIA+, and intergenerational wealth. As the chair of EC6, which included the years during the

pandemic, I helped identify students who needed additional support and advocated for them in finding community resources. I am proud of how we continued to find new ways to humanize our curriculum, pedagogy, and field placements. In greater service to the profession, I've served as a co-editor for two NCTM journal departments (*Ear to the Ground* and *Math for Real*) and currently serve as VP for the Advocacy, Equity, and Research Division of AMTE. I am committed to speaking truth to power in these privileged spaces that need continued accountability and brave innovations.

Ultimately, TODOS is where I go home to reconnect with my family. The historical leadership of TODOS influences how I might approach the work if I were selected: maintain a unapologetic commitment to social justice, anti-racist, and asset-oriented approaches to teaching and learning in mathematics. It is because of TODOS and my prior experiences that I actively search for tensions in my worldview and believe that mathematics and our experiences in doing mathematics are not universal. Without TODOS and scholars like Erin Turner, Marcy Wood, Marta Civil, Olga Torres, Sandra Crespo, and/or Rochelle Gutierrez, I would have remained stuck in my comfortable understanding of the world. I am grateful for TODOS and if elected as TODOS Director, the students and families I serve would be a driving force in my work with TODOS. For me, TODOS aligns with my *approach* to making progress: nimble to issues and unapologetic to the haters (to borrow from my other generations). I hope we can engage more folx to find and understand tensions in their world, no matter how big or small that world may seem. TODOS can continue to be the leader in welcoming others to collectively grow in our thinking and to embrace more humanizing stances that foreground BIPOC students, families, and communities.