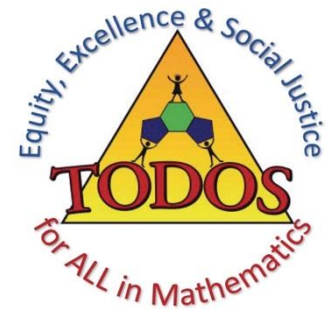


TODOS Math for All! presents our 2023 Conference

Actions in Mathematics Education (AiME):
Catalyzing, Cultivating, and Expanding Critical
Transformations



📅 June 21-23, 2023 📍 Albuquerque, New Mexico

More information at <https://www.todos-math.org/conference>

Call for Proposals

The Program Committee for the TODOS 2023 Conference seeks proposals from educators interested in contributing to this professional learning experience. Questions may be addressed to the Program Co-Chairs, Irma Cruz-White or Carlos LópezLeiva at programchairs@todos-math.org.

Deadline for submitting Proposals: October 28, 2022.

TODOS Conference Program Overview

The Program Committee for the TODOS 2023 Conference, TODOS' fifth international conference, seeks proposals to address the theme: **Actions in Mathematics Education (AiME): Catalyzing, Cultivating, and Expanding Critical Transformations.**

The TODOS acknowledges the land that will host the TODOS 2023 Conference will take place in:

The TODOS 2023 Conference recognizes that Albuquerque is sitting on the homelands of the Pueblo of Sandia. As well as how Pueblo, Navajo, and Apache are the original peoples of New Mexico and have deep connections to the land of New Mexico. They have made and are making significant contributions to the state community and beyond. TODOS values and recognizes the history of this land and TODOS especially honors the land itself and the stewards of this land who have fulfilled this role for generations. The TODOS 2023 Conference embraces its commitment to working with and serving Indigenous peoples.

In the context of this land, the presentations designed with this theme in mind will contribute to the collective effort of enacting the TODOS mission and social justice agenda, inspired by both Bob Moses' work on creating systems and networks of support, and by the NCSM/TODOS statement on social justice, which emphasizes steps to implement social justice through awareness, actions, and accountability. This conference will specifically focus on **action** in all its phases: from the seed of an idea/action to the cultivation of that idea/action within fertile ground within our community, to taking concrete actions, and to expanding and learning to sustain those actions in ourselves and our communities during struggles for transformative change. The goal is to generate a space for collective

learning including stories on actions towards change and social justice and areas for networking and collective action scheming.

The TODOS 2023 Conference, AiME, focuses on Actions in Mathematics Education to catalyze, cultivate, and expand critical transformations in Mathematics Education for all. These actions aim to change systems such as schools, districts, and communities. The conference uses the actions of catalyzing, cultivating, and expanding as types of sessions that have a specific goal. To catalyze means to ignite, to cause or accelerate a reaction, to cause an action or presence to begin. To cultivate means to prepare land for the raising of crops; to raise, or assist, and care for the growth; to devote time and thought, or to improve and develop by careful attention, training, or study. Finally, to expand means to become or make larger or more extensive. As you plan for your presentation, please consider these definitions as a conceptual guide.

Furthermore, each presenter is asked to identify one or two questions related to the action content and to devote the last 10-15 minutes of the presentation for discussion and reflection. The criteria for review of the proposals include a reminder for this request. Four strands are identified from the joint [NCSM/TODOS Position Statement on Social Justice](#) that describes direct actions against structural inequities. TODOS seek proposals that attend to one of the strands below:

1. **Beliefs & Structures**
2. **Curriculum & Instruction**
3. **Families & Communities**
4. **Systems & Accountability**

The conference will include a variety of session types, including both invited and peer-reviewed, that vary 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.

- ➔ Please read the section “Proposal Review Criteria” (page 5) to help write your proposal. We plan to notify applicants by February 1, 2023.

CHECKLIST for Preparing a Proposal

Please use this checklist to guide your planning. Pages 3 to 5 contain details.

- Review **TODOS’ Mission and Goals** (see next page).
- Review joint [NCSM/TODOS Position Statement on Social Justice](#) and [TODOS 2020 Position Statement on Antiracism](#).
- Identify a **conference strand** of interest that you intend to address (see page 3).
- Identify **one or more focus questions** from the selected strand your presentation will address (see pages 3-4).
- Determine the **Session Type** (Catalyze, Cultivate, and Expand, see pages 4-5).
- Go to the TODOS 2023 Speaker Proposal Form on the [TODOS 2023 Conference Page](#) and log in with your TODOS credentials. [Note: We recommend you prepare your materials for submission *prior* to

going to the proposal form. You cannot save partially completed proposals within our submission system.]

- Complete the Proposal Form, based on the selected strand, focus questions, and session type.
- Submit Proposal Application by October 10, 2022. [Note: after submitting the Proposal Form, you will receive a Confirmation e-mail message containing the details of your submission.]

For information as we update it, please visit the [TODOS 2023 Conference Page](#).

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 Strands

Proposals must select one strand and attend to one or more of the focus questions from the selected strand. Proposals should explicitly make connections to the conference theme through reflection opportunities.

Strand #1: Catalyzing, Cultivating, and Expanding Beliefs & Structures Focus Questions

1. What approaches encourage you and other educators to interrogate and challenge deficit views about mathematics learning and students' agency and identity?
2. What types of actions equip educators and school personnel to change institutionalized structures that hinder seeing students' backgrounds as assets for learning mathematics?
3. What actions can educational leaders take to encourage teachers to engage in professional opportunities that focus on the social, cultural, linguistic, contextual, and cognitive facets of mathematics and mathematics learning?
4. What actions can be taken to increase the recruitment and retention of mathematics teachers and leaders from historically marginalized groups?
5. How can teachers provide fair and equitable assessment practices in mathematics for all students?

Strand #2: Catalyzing, Cultivating, and Expanding Curriculum & Instruction Focus Questions

1. What actions can educators take to maintain high expectations for all students' mathematics understanding in heterogeneous classrooms?

2. What actions can mathematics educators take to cultivate and expand on equitable P-12 school structures confronting the impact of student and teacher tracking?
3. What actions can be taken in high school so that all students can follow mathematics pathways that will prepare them for their career goals?
4. What actions can high schools take to provide all students with three or four-year mathematics pathways while eliminating tracking and requiring less remediation?
5. What actions can we take to cultivate and maintain a positive mathematical identity and high sense of agency in students?
6. What practices can be incorporated in online teaching to draw from students' strengths and identities and increase students' access to rigorous and relevant mathematics?

Strand #3: Catalyzing, Cultivating, and Expanding Families & Communities Focus Questions

1. What actions can mathematics teachers use to expand on family and community resources that support students' access, engagement, and advancement in mathematics?
2. How can we cultivate the role that families and communities play in students' identity and agency?
3. How can mathematics teachers cultivate and expand the mathematics knowledge of students in an inclusive classroom that builds on the student, family, and community strengths?
4. What actions can we take to build trust and relationships with students, families, and communities?
5. What types of actions can educational leaders take to encourage teachers to participate in professional learning opportunities to engage students, their families, and their communities in learning and doing mathematics?
6. What actions can be taken to engage families and communities as school partners in mathematics education?
7. What actions can mathematics educators use to promote and support social justice issues that are relevant to students, families, and communities?

Strand #4: Catalyzing, Cultivating, and Expanding Systems & Accountability Focus Questions

1. What actions are needed to activate teachers' agency to advocate for what matters?
2. What actions are needed from educational leaders to create accountability mechanisms for classrooms, schools, and districts that uplift students to learn rigorous and relevant mathematics?
3. What actions can mathematics educators take to replace the systems of oppression in education with new systems of equity that promote rich, rigorous, and relevant mathematical experiences for our nation's children?
4. How can technology, including social media, be used to create equitable accountability systems?

Session Types

All sessions will focus on the conference theme described on page 1. The TODOS 2023 Conference 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. The TODOS 2023 Conference Program Committee is requesting proposals for the following session types.

Catalyzing (40 minutes)

Catalyzing Sessions engage participants in the radical imagination of the possibilities for action towards educational advocacy and justice with a short burst session showcasing research, projects, or innovations. Presenters should plan an interactive 40-minute session with time for a question-and-answer period.

Cultivating (60 minutes)

Cultivating Sessions provide opportunities to share innovative and effective actions, strategies, or resources that have influenced or seem promising to 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.

Collaborating (90 minutes)

Presenters will design interactive sessions that engage participants in promoting collaboration on exerting action that aim at transformation aligned with any of the strands. 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.

Proposal Review Criteria

Your proposed session will be evaluated based on the following.

Clarity of Proposal

- Organization of session: Does the proposal clearly communicate what will occur during the session?
- Does the proposal describe how the participants will be engaged?
- Are the proposal title and description descriptive enough for participants to understand what they are likely to learn/discuss?

Content of Session

- How well does the proposed content address TODOS' Mission and Goals?
- How well does the proposed content address ideas in the [NCSM/TODOS Position Statement on Social Justice](#)?
- How well does the proposed content address ideas in the [TODOS 2020 Position Statement on Antiracism](#)?
- How well does the proposed content address the conference theme?
- How well does the proposed session address the substance of the selected strand?

Potential to Promote Action on Changing Systems

- How well do the ideas and strategies in the proposed session seem to equip participants to enact changes?
- How well does the session have the potential to promote improvements that impact diverse learners?
- How clear is the proposal's call to action?