

# ***TEACHING FOR EXCELLENCE AND EQUITY IN MATHEMATICS***

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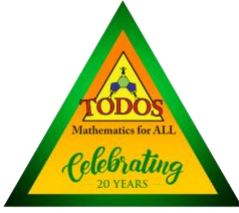
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## From the Editors

Greetings! The first 2024 issue of *TEEM* comes to you from a different editorial team. We are excited to welcome two new editors, Carlos Nicolas Gómez Marchant and José Martínez Hinstroza, who join Anthony Fernandes and Eugenia Vomvoridi-Ivanovic. Alejandra Sorto, who has been an Editorial Panelist then Editor since 2012; and Marta Civil, who started as an Editorial Panelist in 2011, became an Editor in 2012, and Editor-in-Chief in 2018, have stepped down, each after more than a decade of service to *TEEM*. They have mentored and supported authors and fellow editors over the years, and their contributions to *TEEM* are enormous and will be missed. Ksenija Simic-Muller is starting her term and this is her first issue as the new Editor-in-Chief.

We take this opportunity to thank all the previous editors and editorial panelists whose vision had made *TEEM* into the journal it is today. We refer readers who are not familiar with the history of *TEEM* and its past leadership to the article “Still *TEEM*-ing with Enthusiasm: A History of TODOS’ *esTEEM*ed Journal,” which can be found on page 37 of [TEEM 14\(1\)](#).

While we are continuing on the path forged by previous and current editors, there have been some changes in *TEEM* that our readers should be aware of. Most notably, we have fully transitioned to Open Journal Systems (OJS). There have been a few bumps along the way (we are grateful to reviewers who were patient with us when manuscripts were not being assigned and emails were not being sent), but we are excited that *TEEM* has joined the growing family of journals that use OJS, and believe it has improved our communication with authors and reviewers, streamlined the submission and reviewing process, and made the journal accessible to a wider audience. Another improvement you may see is that you can now download individual articles in addition to downloading entire issues. And as *TEEM* is no longer published in print, it is not in a two-column format anymore, which should make it easier to read online. You can find the current and previous issues at the [TEEM homepage](#). Special thanks go to Journal Manager Jordan Register, who worked tirelessly to make the transition happen.

As always, we encourage you to consider submitting an article to and reviewing for *TEEM*. We strive to make the submission process as accessible to authors as possible, and are always interested in submissions from classroom teachers and first-time authors. We have created a [submission checklist](#) and an [article template](#) to minimize the guesswork for the authors about what they need to submit. Similarly, we have streamlined the form for reviewers and will soon be incorporating guidelines for reviewers generously shared with us by our colleagues from *The Mathematics Educator*.

We especially want to highlight that *TEEM* encourages submissions in the form of creative or art works (e.g., poetry or visual arts). You will find the poem named E(X) by our Associate Editor Lawrence M. Lesser, and a piece titled A Magical Moment Counting Tires: A Counterstory About Missed Opportunities by Carlos Nicolas Gómez Marchant, Alexandra R. Aguilar, Amy Rae Johnson, Gerardo Sánchez Gutiérrez, and Mona Baniahmadi. Note that the manuscript by Carlos Nicolas Gómez Marchant, a current editor of the journal, and colleagues went through double-blind review as all submissions do, but outside of OJS, to ensure reviewer anonymity. We hope to receive more submissions of this nature. Thanks to Beatriz Quintos for her help revising the reviewer rubric for creative submissions. If you are not sure that your idea for a submission will work, please [contact](#) us. More [information about TEEM](#) and the [submission process](#) are available on our website.

In addition to the two creative pieces, this issue contains three peer-reviewed articles. In the article, “Honoring Identity and Building Community in the Mathematics Classroom,” Brinley Poulsen Stringer, Gabriela Maria Hernandez, and Mariah Gabriella Moschetti, synthesize the identity frameworks of figured worlds and rightful presence, to help educators challenge the status quo of what it means to teach mathematics and build towards a classroom community of empowered learners. They use vignettes and questions to help educators understand how the theory translates into practice.

In the article entitled “Using a Two-Way Engagement Community- and Family-Centered Pedagogy to Prepare Pre-Service Mathematics Teachers in a Hispanic-Serving Institution,” Mayra Ortiz Galarza, Olga Ramirez, and Luis Fernandez, describe how a two-way engagement Community- and Family-Centered Pedagogy was implemented in a mathematics content course at a Hispanic Serving Institution. The authors discuss the ways in which Latin\* pre-service teachers enrolled in the course strengthened both their mathematical and pedagogical knowledge, and recognized their cultural wealth as a valuable educational resource.

In the article, “An Investigation of How Humans are Portrayed in High School Mathematics Textbooks,” Evelyn Pohle, Alison Marzocchi, Alexis Di Pasqua, and Emily Rumaldo, look at human representation and STEM careers in mathematics textbooks. Their analysis shows that people of color and women, and non-binary genders are underrepresented in contextual problems, and there are few examples of STEM careers showcased in problems. The

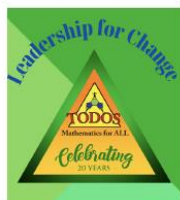
authors discuss how teachers can be mindful of representation and showcase examples of diverse STEM professionals in classroom materials.

As always, we are extremely grateful for the dedication and expertise of all our reviewers and authors. We are also very appreciative of the excellent editorial support provided by Associate Editor Lawrence M. Lesser and Layout Editor Susie W. Håkansson. *TEEM* gratefully acknowledges the support of all the leaders in our sponsoring organization, TODOS: Mathematics for ALL. We hope *TEEM* continues to serve the TODOS membership and that this issue serves as a resource for the community and a source of inspiration for future contributions to the journal.

**Ksenija Simic-Muller, Anthony Fernandes, Carlos Nicolas Gómez Marchant,  
José Martínez Hinestroza, and Eugenia Vomvoridi-Ivanovic**

**Save the Date!**

## **TODOS** *Virtual* Leadership Institute **2024**



### **Explore Avenues of Action for Antiracist Mathematics Education!**

This is a virtual event to be held Tuesday, June 4, 2024 and Wednesday, June 5, 2024.

9:00 a.m. - 12:30 p.m. PT, 12:00 p.m. - 3:30 p.m. ET

*Registration opening to 50 participants in February 2024.*

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#### **Participants will**

- Develop skills as justice-oriented leaders.
- Interrogate different roles we inhabit when engaging with stakeholders.
- Connect with the writing, ideas, and calls to action in TODOS's newest publication, "Antiracist Mathematics Education: Stories of Acknowledgment, Action, and Accountability."

#### **Facilitators**



Rachel Benoff



Gloria Brown Brooks



Heather Lindfors-Navarro