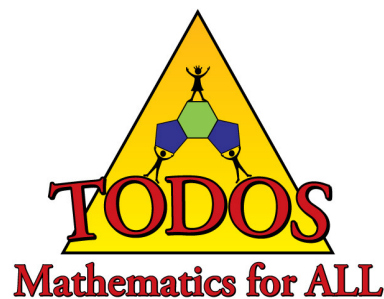


TEACHING FOR EXCELLENCE AND EQUITY IN MATHEMATICS



An Affiliate Organization of the National Council of Teachers of Mathematics



PEARSON



TODOS and the editors of *TEEM*
express deep appreciation to
PEARSON EDUCATION
for its generous sponsorship of this issue.

From the Editors

This is an exciting time and opportunity for articles with an equity focus. In addition to our *TEEM* journal, TODOS also published the second research monograph and other mathematics education journals are sponsoring “equity focus issues,” including a 2011 issue of *Journal of Mathematics Teacher Education* (partnering with the Association of Mathematics Teacher Educators), the *Journal for Research in Mathematics Education* (see www.nctm.org/jrme/equity), and the October 2009 issue of *Teaching Children Mathematics*.

The *TEEM* Editors have also been active in this area as individuals since the last issue of *TEEM*: **Cynthia Anhalt** published a research paper in the second TODOS monograph with co-authors Anthony Fernandes and Marta Civil. In addition, she participated in a symposium with Julia Aguirre, Sylvia Celedón-Pattichis, and Erin Turner at the 2010 Society for Advancement of Chicanos and Native Americans in Science (SACNAS) national conference. **Larry Lesser** gave a keynote address on equity at his local NCTM affiliate’s spring 2010 conference and had equity-related publications in *Statistics Education Research Journal*, *Proceedings of the International Conference on Teaching Statistics*, *Philosophy of Mathematics Education Journal*, and *Journal of the Association of Mexican American Educators*. **Miriam Leiva**’s several featured national and international presentations this year include the Iris M. Carl Equity Address at the 2010 NCTM annual meeting (see <http://vimeo.com/11176098>) and the keynote address at the United Arab Emirates Higher Education Mathematics Conference in Abu Dhabi. The latter experience yielded a paper in the fall 2010 *Women and Mathematics Education Newsletter*.

This issue of *TEEM* has newly-written, full-length pieces that went through a rigorous double-blind external review process with an acceptance rate of about 30%. *TEEM* gratefully thanks those individuals who donated their time and expertise to conduct these external reviews. Because of the wide range of types of papers submitted to *TEEM*, we are always interested in having more people join our growing database of reviewers (see www.math.utep.edu/Faculty/lesser/TEEM.html).

At the above URL is a broadening of our initial call for papers. First, we now accept papers year-round, although the months of November and April are still preferred. Also, to ensure each issue of *TEEM* offers something valuable to all scholars (including teachers and teacher educators), we recently added a call for papers of a second category. In particular, we aim to publish at least one article or paper in each issue specifically written by and for classroom teachers and/or teacher educators. While this feature would still go through peer-review, it need not follow as strictly the structure of regular articles. We welcome queries (by email at teem@todos-math.org) on possible topics and here are some suggestions:

- A description, discussion and reflection on what happened while trying to implement a particular strategy or recommendation from the ‘excellence and equity’ research literature (from a previous issue of *TEEM*, or another publication or source)
- A specific classroom-tested TODOS/*TEEM*-oriented “excellence and equity” activity (or piece of curriculum) accompanied by a camera-ready worksheet for classroom use -- as appropriate, similar to NCTM’s *Mathematics Teacher*, *Mathematics Teaching in the Middle School*, and *Teaching Children Mathematics* that have a featured activity article followed by blackline master worksheets.
- An article that focuses on some aspect of the TODOS mission:
 - to advocate for an equitable and high-quality mathematics education for all students;
 - to implement lessons and programs that incorporate the role that language and culture play in learning mathematics;

- to inform the public, including parents, and influence educational policies in ways that enable students to become mathematically proficient; and
- to inform teacher education programs.

TEEM also gratefully acknowledges the support of all the leaders in our sponsoring organization, TODOS: Mathematics for ALL. We hope *TEEM* serves and increases the TODOS membership, and also serves as an inspiring pedagogical and scholarly resource for the broader mathematics education and education communities. We welcome feedback about the journal as well as results of teachers or professional developers putting the ideas (or DARE questions) of the papers into practice.

In this issue of *TEEM*, Kathleen Chval and Rachel Pinnow examine misconceptions held by pre-service teachers based on an ELL's country of origin. Continuing the "international theme," Alejandra Sorto sheds potential insight into students we teach by studying classroom practices in countries that are homelands for some of them. Finally, Margarita Jiménez-Silva, Conrado L. Gómez, and Janel White-Taylor share an example of their creative collaboration with teachers to create mathematical board games to use with ELLs. Enjoy the issue!

Editors

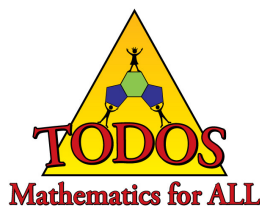
Lawrence M. Lesser, The University of Texas at El Paso

Cynthia O. Anhalt, The University of Arizona

Associate Editor

Miriam A. Leiva, University of North Carolina Charlotte

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.



ARTICLES IN THIS ISSUE

- 6-13** **Pre-service Teachers' Assumptions about Latino/a English Language Learners in Mathematics**
Kathryn B. Chval and Rachel J. Pinnow
- 14-21** **Investigating Mathematics Teaching Practices in Latin America: Reflections on Preparing US Teachers of English Learners**
M. Alejandra Sorto
- 22-27** **Revisiting Board Games: A New Twist on a Familiar Activity**
Margarita Jiménez-Silva, Conrado L. Gómez, and Janel White-Taylor

“[equity includes] the equitable distribution of material and human resources, intellectually challenging curricula, educational experiences that build on students’ cultures, languages, home experiences, and identities; and pedagogies that prepare students to engage in critical thought and democratic participation in society”

-- Pauline Lipman (2004)