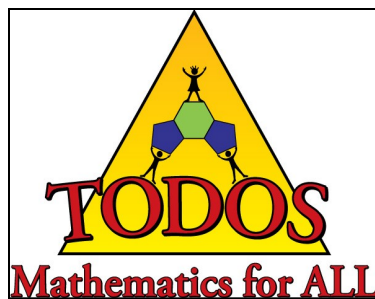
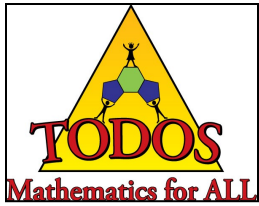


TEACHING FOR EXCELLENCE AND EQUITY IN MATHEMATICS





PEARSON



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

From the Editors

We have many pieces of good news in 2011 to share. First, to increase the impact and visibility of this journal, the TODOS Board passed a motion to allow past issues of *TEEM* to be accessible on the TODOS website by the entire education community without password, subscription, or membership. Whatever issue is the current issue, however, will be available only to TODOS members (i.e., the “moving wall” many journal databases use) as one of many incentives to entice those who are not yet members of our worthy organization to join. And so, with the publication now of our third issue, issues 1 and 2 become available to ALL. Spread the word!

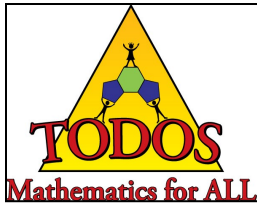
Also, to help collect and synthesize external referee reports, *TEEM* established an **Editorial Panel** consisting of the distinguished trio of **Marta Civil** (University of North Carolina at Chapel Hill), **Alfinio Flores** (University of Delaware), and **Eric (Rico) Gutstein** (University of Illinois at Chicago). Editors and Editorial Panelists, in turn, depend upon quality work from external reviewers and we express deep appreciation to those who have reviewed so far (see page 31 for a listing as well as instructions for joining the ranks).

The 2011 issue of *TEEM* includes an invited column and two externally peer-reviewed articles. The column is a first-person essay by a leading equity advocate in mathematics education, Carol Edwards. She was presented by TODOS with this year’s Iris M. Carl Leadership and Equity Award, which recognizes an individual for significant contributions to the quality of mathematics education provided to underserved students. Next, Zulmaris Diaz, Joy Esquiedo, Olga Ramirez and Isela Almaguer propose and illustrate a framework for how bilingual learners develop knowledge, language and mathematics literacy. Then, Ruth Ahn, Ji Yeong I, and Robin Wilson share their results from applying Robert Moses’ Five-Step Approach to teaching English Language Learners. Finally, we have notes of congratulation and memoriam for two inspiring and distinguished advocates for excellence and equity in the mathematical sciences.

TEEM 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. We are also happy to give initial feedback to query emails about proposed ideas, including papers specifically written by and for classroom teachers.

Lawrence M. Lesser
The University of Texas at El Paso

Cynthia O. Anhalt
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Associate Editor: Miriam A. Leiva

Editorial Panelists: Marta Civil, Alfinio Flores, Eric (Rico) Gutstein

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.