

# TEACHING FOR EXCELLENCE AND EQUITY IN MATHEMATICS





# PEARSON

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*TEACHING FOR EXCELLENCE AND EQUITY IN MATHEMATICS*  
express deep appreciation to PEARSON EDUCATION  
for its generous sponsorship of this issue.

*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.*

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

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## From the Editors

Five years ago, Cynthia Anhalt, Michael Matthews, Lawrence Lesser and Miriam Leiva (at the time, the first three were co-editing TODOS' semi-annual newsletter *Noticias de TODOS*) drafted a proposal to start a refereed journal for TODOS: Mathematics for ALL and submitted it on October 20, 2008 to the TODOS Board. The Board passed it unanimously and the first issue was published one year later. There have been issues in 2009, 2010, 2011, 2012, and now in 2013. Now that *TEEM* has spanned 5 years (and 20 articles), it is an appropriate time to reflect on the journal's trajectory, both within TODOS and in the field at large.

Several features of *TEEM* have been distinctive from the beginning. For example, there was an inclusive targeting of the readership to provide a scholarly and pedagogical resource for mathematics educators, practitioners, leaders, and administrators at all levels. (That said, the Editors would like to have more success in getting "From the Classroom" submissions written or co-written by classroom teachers for teachers.) Also, there was the bookending of each article with DARE (Discussion And Reflection Enhancement) questions, to facilitate their being not just read but actively used in settings such as professional development workshops, department meetings, regular courses, etc. (To this end, *TEEM* invites readers to "Share the DARE" and send us short (100-500 words) reports of how they have successfully used a particular *TEEM* paper.)

The first issue of *TEEM* was atypical, with its articles selected by a committee (consisting of the Editors as well as other TODOS leaders) from past issues of *Noticias de TODOS*. Since then, a rigorous double-blind review process has been used which ensures that a paper is judged on its merits without the external reviewers (or even the Editorial Panelist coordinating that paper's external reviewers) knowing the identity of the author and vice-versa. The acceptance rate to date for refereed articles is approximately 35-40%. *TEEM* issues also have a very high standard for proofreading, layout and art/aesthetics, despite no professionals employed to do these tasks. We also gratefully acknowledge assistance with the journal's database management provided by John Burdick (former preservice teacher, University of Arizona, and currently a high school teacher) and Bryan Fede (graduate student at University of North Carolina at Chapel Hill).

Certain *TEEM* policies have evolved over the years. Originally, submissions were solicited only two months each year, but now are accepted year-round. Originally, a TODOS membership was required to access any issue, but starting in October 2011, this requirement was limited to only the most current issue. This latter change struck a balance between encouraging TODOS membership while increasing the visibility and impact of *TEEM* in the broader mathematics education and education communities. Indeed, *TEEM* articles have already been cited in other respected refereed journals.

By having only one issue each year (so far), this journal has been able to take a more hands-on approach in which authors can get feedback from the journal at multiple stages of writing, even before submission (we welcome query emails if you have an idea to bounce off of us), to maximize the chance of producing a paper that will meet the standards of review and serve the readership well. For example, in the current issue, one Editor particularly enjoyed getting to apply personal knowledge of baseball to suggest some additional examples (that the authors incorporated) where baseball involves nonstandard uses of mathematics or language.

Now that the fifth issue has been published, Luciana de Oliveira (Teachers College, Columbia University) will join Marta Civil as a co-Editor, while *TEEM* co-founders Cynthia Anhalt and Lawrence Lesser retire as co-Editors but remain available in more limited roles as Associate Editors. Editors depend upon quality work from external reviewers and this issue gratefully acknowledges those who have reviewed since the publication of our fall 2011 issue. For information on reviewing or writing for *TEEM*, please see page 6 of this issue or the *TEEM* webpage <http://www.todos-math.org/teem> (which allows you to access a newly-archived webinar).

The current issue of *TEEM* includes two externally peer-reviewed articles. The issue leads off (so to speak) with an baseball-based intervention Eugenia Vomviridi-Ivanovic and Aria Razfar designed to engender empathy among preservice teachers about language issues. Then Marlene Kliman, Nuria Jaumot-Pascual and Valerie Martin describe the impact that can be made with informal mathematics education in libraries. Our third paper, invited and reviewed by the Editors, is Judit Moschkovich's adaptation of the Iris Carl Equity Address she gave at the 2012 meeting of the National Council of Teachers of Mathematics. With the publication of this (fifth) issue, the first four issues are now available to ALL. Enjoy our 2013 issue.

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## *Teaching for Excellence and Equity in Mathematics*

### **Call for Manuscripts**

We encourage the submission of manuscripts that are aligned with the mission of TODOS: Mathematics for ALL (see p. 2). Manuscripts in applied or action research, literature surveys, thematic bibliographies, commentary on critical issues in the field, professional development strategies, and classroom activities and resources are encouraged and welcome.

Please see <http://www.todos-math.org/teem> for guidelines and then submit complete manuscripts to [teem@todos-math.org](mailto:teem@todos-math.org). The *TEEM* Editors welcome query emails about the suitability of proposed topics or approaches.

### **Call for Reviewers**

Refereeing is not only a valuable experience and service to the profession, but is also an essential means to ensure that articles of high quality and relevance are published in a timely manner. To be eligible to be a reviewer (normally one manuscript per year), we invite you to send an email to [teem@todos-math.org](mailto:teem@todos-math.org) with the following information:

- ◆ Full name, affiliation, and contact information (including email, phone number, fax number, and mailing address);
- ◆ Grade levels (e.g., elementary, middle, secondary, college) where you have teaching or research experience; and
- ◆ Thematic areas with which you have particular interest and expertise, and any other pertinent professional information.

Your information will assist the editors in assigning papers to the various reviewers.



### **New TODOS LIVE! Webinar Available: "Reviewing and Writing for TEEM"**

On July 22, 2013, Lawrence Lesser conducted a live webinar that explored the big picture and process for reviewing and writing for TEEM. The target audience includes classroom teachers, coaches, administrators, curriculum coordinators, professional developers and university/college faculty. To access the recorded webinar, see <http://www.todos-math.org/teem>.