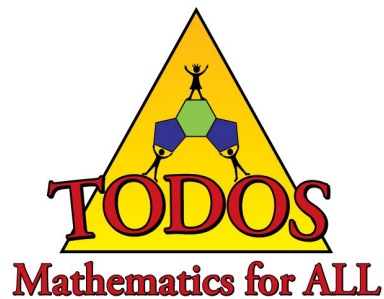
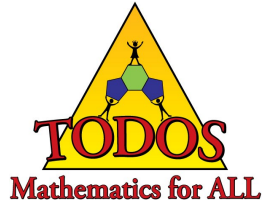


# TEACHING FOR EXCELLENCE AND EQUITY IN MATHEMATICS





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

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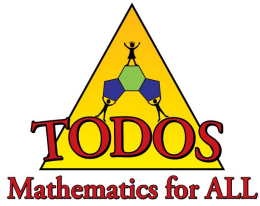
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## From the Editors

The *TEEM* editors are happy to present this issue of *TEEM* for the 2014-15 school year, the sixth issue of *TEEM*. Editor Marta Civil (now back at The University of Arizona) was joined by Luciana C. de Oliveira (University of Miami) as co-editor of *TEEM*, starting with this issue. The journal is a vehicle to provide a scholarly and pedagogical resource for mathematics educators, practitioners, leaders, and administrators at all levels. *TEEM* uses a rigorous double-blind review process to ensure 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. 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>. On that webpage, you will also find a link to a webinar on writing and reviewing for *TEEM*.

The current issue of *TEEM* includes an invited article and three externally peer-reviewed articles. The issue starts with Rachael Kenney and Luciana C. de Oliveira's article (accepted prior to Luciana's starting her work as co-editor) entitled "A Framework for Connecting Natural Language and Symbol Sense in Mathematical Word Problems for English Language Learners." Kenney and de Oliveira focus on the multiple semiotic systems of the language of mathematics and the challenges they present for English language learners (ELLs), offering a framework that connects mathematical word problem solving stages to multiple semiotic systems while providing elements of symbol sense that ELLs can develop in order to work with mathematical word problems.

The second article is by Linda Arnold and Patricia Davis-Wiley, "Preparing Teacher Candidates to Work with English Language Learners." This qualitative study, based on interviews with 16 instructors of mathematics methods courses for preservice teachers, examined instructors' reported classroom practices regarding helping teacher candidates learn to work with ELLs in mathematics. Larry Lesser's invited article "Learning Language: A Mathematics Educator's Reflection on Empathy and Privilege" describes his journey of cultivating empathy -- from personal perspective to professional development. It was submitted after he stepped down from being a co-Editor and was single-blind reviewed by three reviewers.

Then Ksenija Simic-Muller in "From 'Eye-opening' to Mathematical: Helping Preservice Teachers Look for Mathematics in Stories of Oppression" provides an analysis of preservice teachers' reflections about a visit to a campus event focused on injustice and oppression that they were required to attend as part of an assignment in a mathematics content course for preservice K-8 teachers. As is always the case if a paper's author has any *TEEM* affiliation, the review process was structured to keep the author completely out of the review and decision-making process.

*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 provides an inspiring pedagogical and scholarly resource for the broader mathematics education and education communities.

Marta Civil  
The University of Arizona

Luciana C. de Oliveira  
University of Miami

## *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). *TEEM* Editors welcome query emails on the suitability of 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.



### **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>.