

Mapping the Terrain of Mathematics Equity: *TEEM*'s Contributions (2009–2025)

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Abstract

This review examines the landscape of the Teaching for Excellence and Equity in Mathematics (*TEEM*) journal from its inception in 2009 through 2025. Analyzing 80 articles using a combination of generative AI and iterative human coding, the authors identify key trends in authorship, grade-level focus, alignment with the mission goals of the TODOS organization, and topical themes identified in each reviewed article. The analysis culminated in five overarching themes: (1) Equity and Social Justice; (2) English Language Learners and Multilingualism; (3) Culturally Responsive Teaching and Practice; (4) Identity, Power, and Representation; and (5) Family and Community Engagement. The findings highlight the relative underrepresentation of family and community engagement compared to other themes, as well as an opportunity to expand authorship beyond university-based researchers. This retrospective analysis highlights key features of articles published so far, invites readers to think critically about how these findings could influence future submissions to this journal, and provides a critical lens for advancing equity in mathematics education.

Discussion And Reflection Enhancement (DARE) Pre-Reading Questions

1. What were the main themes of the last *TEEM* article you read?
2. What do you think the articles published in *TEEM* mostly talk about?
3. Who do you think wrote and read most *TEEM* articles?
4. Which Mission Goals do you think are most relevant to *TEEM* articles?

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Madeline Keyes, Ricardo Martinez, Jiyeong Yi, Christa Jackson and Shristi Shrestha

In 2024, our current TODOS Research & Publications Committee met for the first time. One of our earliest goals was to celebrate the work of TODOS' primary research publication, then in its 15th year, by providing an overview of the research published over the journal's tenure. As we enter our last year together as a committee, the Teaching for Excellence and Equity in Mathematics journal, more familiarly known as *TEEM*, is currently in its 17th year of publication with 20 issues, 80 articles, and additional content, including poetry in recent issues. We recognize the value of *TEEM*'s role in publishing mathematics education research not only connected to excellence and equity in mathematics but with an emphasis on connecting research that "can directly inform the practice of teachers or professional developers" with classroom practice (*TEEM*, n.d.). With this in mind, the aim of our review is to identify key trends and characteristics of studies published to date to start a conversation about which areas of research have been covered and unearth areas for further exploration, particularly as they relate to the mission of TODOS as an organization.

TODOS' mission is "to advocate for equity and high-quality mathematics education for all students — in particular, Latina/o/x students" (TODOSa, n.d.). To accomplish this mission, TODOS has established five goals that support and shape this work:

1. To advance educators' knowledge and ability that lead to implementing an equitable, rigorous, and coherent mathematics program that incorporates the role language and culture play in teaching and learning mathematics.
2. To develop and support educational leaders who continue to carry out the mission of TODOS.
3. To generate and disseminate knowledge about equitable and high-quality mathematics education.
4. To inform the public and influence educational policies in ways that enable students to become mathematically proficient in order to enhance college and career readiness.
5. To inform families about educational policies and learning strategies that will enable their children to become mathematically proficient (TODOSa, n.d.)

These goals target a variety of educational audiences, including educators, educational leaders, the general public, and families, and aim to generate and disseminate knowledge potentially to either broad or scholarly audiences.

Additionally, the goals position TODOS' work with mathematics in a few different ways. The ideas of equitable mathematics appear in the first and third goals, with the first goal specifically emphasizing language and culture. The idea of mathematical proficiency also appears in two goals connected to college and career readiness (Goal 4) and empowering families through information sharing (Goal 5). Given the breadth of the goals connected to TODOS' mission, we believe it is important to examine how articles published in *TEEM* have aligned with these goals and to identify common themes across the journal, which aims to engage "mathematics education topics involving excellence and equity simultaneously (rather than in isolation) in a way that connects research to classroom practice" (TODOSb, n.d.).

Thus, the purpose of this review is to identify trends across and within the articles published in *TEEM* over the last 17 years to not only celebrate the work that has been done but to also raise questions about the research we would like to include in the future. Our goal is to open up a conversation about areas of future research and invite submission of articles that address elements of TODOS' mission and goals that have not been represented in current published articles.

History of *TEEM*

The inaugural issue of *TEEM* was published in Fall 2009 under the editorial leadership of Cynthia Anhalt, Larry Lesser, and Miriam Leiva. In their warm welcome letter, the editors reaffirmed *TEEM*'s intended audience of mathematics educators, practitioners, leaders, and administrators at all levels. *TEEM* was introduced as a new, peer-reviewed journal to advance both excellence and equity in mathematics education. The first issue included peer-reviewed articles from past issues of TODOS' semiannual periodical *Noticias de TODOS*, with an extended invitation to submit new papers to the journal moving forward. This allowed *TEEM* to build on the foundation of *Noticias de TODOS*—with its combined function as a newsletter and publication with "quality peer-reviewed and invited articles on pedagogical activities, curriculum, and issues on topics of interest" (Editors, 2009)—while shifting toward a more comprehensive publication that connects research to practical application. The editorial team made a deliberate decision to include Discussion and Reflection Enhancement (DARE) questions at the beginning and end of every article to promote this connection between research and practice. In a retrospective of *TEEM*'s history, Lesser (2023) reflects on *TEEM*'s distinctive and intentional emphasis on aligning with TODOS' mission, targeting a variety of educational stakeholders, and publishing submissions from researchers at a variety of stages in their careers. The role of other TODOS publications, including the monograph series, was also celebrated and acknowledged as supporting the early development of *TEEM*.

The leadership structure of *TEEM* has continued to evolve since its inception. From 2009 to 2016, the journal had five Editors: Miriam A. Leiva (2009-2010), Cynthia Anhalt (2009 to 2013), Larry Lesser (2009 to 2013), Marta Civil (2012 to 2016), and Luciana C. de Oliveira (2015 to 2016). During that time, there have also been a number of Associate Editors, with Miriam Leiva serving as the first in 2010. In 2015, Cynthia Anhalt and Larry Lesser served as Associate Editors. In 2011, the journal established its editorial panel structure, expanding the number of editors involved. Those serving on the editorial panel have included: Marta Civil (2011), Alfinio Flores (2011-13), Eric (Rico) Gutstein (2011-13), Sylvia Celedón-Pattichis (2012-16), M. Alejandra Sorto (2012-23), Craig Willey (2015-21), Ksenija Simic-Muller (2015-23), Anthony Fernandes (2021-current), Eugenia Vomvoridi-Ivanovic (2021-current), José Martínez Hinestroza (2024-current), and Carlos Nicolas Gómez Marchant (2024-current). In 2017, *TEEM* established and named Marta Civil as Editor in Chief. Marta served in this role until 2023, when Ksenija Simic-Muller assumed the role. In 2020, Susie W. Håkansson became Layout Editor for the journal, and in 2024 Jordan Register assumed the role of Journal Manager. It is important to be explicit that these scholars have not only contributed to *TEEM*, they have aligned themselves with the mission and vision of TODOS and are a big part of why *TEEM* is the journal it is today.

TEEM has had three Special Issues, each with its own guest editor and focus. *TEEM* published its first Special Issue “Mathematics Education: Through the Lens of Social Justice” in 2016 under the leadership of Julia M. Aguirre and Marta Civil. The questions addressed in the special issue, “What can we do to dismantle institutional structures (inside and outside the classroom) that perpetuate these inequities in mathematics teaching and learning? What are we doing to transform mathematics education that leads to a more socially just mathematically competent citizenry (Aguirre & Civil, 2016, p. 6)?” still resonate today. The second special issue, edited by Zandra de Araujo, Sarah A. Roberts, Craig Willey, and William Zahner, received several submissions that led the editors to publish two issues that highlighted multilingual learners: “Special Issue on Multilingual Learners: Translanguaging” and “Special Issue on Multilingual Learners: Multilingual Practice.” To continue to dismantle systemic inequities in mathematics, the editors argue,

Many learners are excluded from mathematics learning environments on the basis of their identities, including students’ language(s) spoken, race, ethnicity, nationality, disabilities, gender, and sexuality. At a minimum, disrupting these patterns of exclusion, and building a more inclusive mathematics education requires that teachers purposefully include students from non-dominant communities in their classrooms (de Araujo et al., 2020, p. 6).

Again, due to a large number of submissions, *TEEM* published the “Special Issue on Antiracism in Mathematics Education” across two issues, one in 2022 and the other in 2023. The goal of this special issue, edited by María del Rosario Zavala and Ksenija Simic-Muller, was/is

to provide springboards into your own reflection and action, not to be a how-to manual. To that end, you may also notice a variety of genres in the articles such as memoir and reflection, self-study, classroom-based research, program analysis, etc. You may also notice that a number of manuscripts in both issues are collaborations across settings, job types, and lived experiences, reminding us that antiracist work needs community instead of isolation. We hope that this issue provides a sense of community for our readers (Zavala & Simic-Muller, 2022, p.7).

TEEM Special Issues ensured the journal focused on emerging topics while advancing the TODOS mission of improving the mathematical lives of all learners. To ensure *TEEM* is accessible, the journal shifted to 100% open source, and in 2025, under the leadership of the current Research and Publication committee, all *TEEM* articles have been retroactively assigned Digital Object Identifier (DOI) numbers, which enhances findability.

Methods for Review and Analysis

The goal of this review is to identify trends across articles published in *TEEM* from the initial issue in 2009 to the most recent edition published in 2025. Our first step to address this question was to investigate how articles aligned with the stated goals of TODOS and engaged with the ideas of excellence and equity in mathematics. To accomplish this goal, we used the Generative Artificial Intelligence tool PensieveAI (Shrestha, 2024) to support the initial identification of (1) three to five initial indicators of eventual themes present in each article and (2) alignment of the article with each of the TODOS mission goals.

We selected PensieveAI as an analysis tool due to its design with user privacy in mind—uploaded documents are neither stored nor tracked, and no data is used for training AI models. Once the data is analyzed and the session ends, all user data is discarded, ensuring complete confidentiality. This tool was developed by Author 5 to automate the thematic analysis of qualitative textual data, providing researchers with an efficient way to extract key themes, descriptions, and relevant excerpts. The tool integrates OpenAI’s GPT-4o mini AI model to process various forms of qualitative data, including articles. Users can upload documents and optionally provide customized instructions to guide the thematic analysis. Once submitted, the tool extracts text, constructs a comprehensive prompt integrating all inputs, and sends the data to OpenAI’s API for processing. Despite its advantages, human experts are needed to refine the thematic output due to the contextual limitations of large language models.

To facilitate identification of initial indicators and alignment with the TODOS mission goals, using the AI tool, the following prompt was used for each article: “What mission statements does this article explicitly align with among these five mission statements?” Included with this prompt were the mission goals. For example, we uploaded Yi et al.’s (2020) article “Fencing in the Goats: Adaptation of Modeling Framework for Emergent Bilinguals” from the *TEEM* Special Issue on Multilingual Learners into PensieveAI. The results yielded five initial indicators: (1) Culturally Responsive Teaching, (2) Language Development through Mathematics, (3) Scaffolding and Support for Emergent Bilinguals, (4) Empowerment through Agency, and (5) Iterative Learning Process. According to PensieveAI, the article aligned with mission statement goals one (increasing educator knowledge) and three (disseminating knowledge). After reading the article, we confirmed the AI-generated indicators were accurate and the mission statement goals aligned. Then, we conducted the initial stage of analysis with PensieveAI for all *TEEM* articles. We inserted the initial indicators and aligned mission goals into an Excel spreadsheet. We made the decision to delve deeper into other attributes of the article, so we included the article’s authors, research subjects, and relevant grade levels. We further classified the authors as researchers, teachers, graduate and/or postbaccalaureate students, K-16 students, and parents or community leaders based on the authors’ bio self-identification. We used these data to generate frequency counts.

During the next round of analysis, we used a process of color coding to consolidate our preliminary indicators into broader categories. Through a series of collaborative and iterative discussions, we synthesized these indicators—merging and refining categories multiple times—to establish a final thematic framework. This process resulted in five overarching themes that characterize the current landscape of equitable mathematics research within *TEEM*: (1) Equity and Social Justice; (2) English Language Learners and Multilingualism; (3) Culturally Responsive Teaching and Practice; (4) Identity, Power, and Representation; and (5) Family and Community Engagement. Table 1 shows selected examples of consolidated codes. It is important to note that although more asset-based terms, such as emergent bilinguals or multilingual learners, are formalized today for consistency, we use English language learners (ELLs) because it was used in some previously published articles.

After finalizing these themes, we recoded all articles, noting that several of the articles intersected across multiple themes. For example, Edwards’ (2011) article “Passion for Equity: An Asian-American Mathematics Educator’s Journey” was identified with both themes (1) Equity and Social Justice and (4) Identity, Power, and Representation, due to its dual emphasis on both equity and identity. Other articles were found to address as many as four themes simultaneously. For instance, Jackson and Roberts’ (2017) “Dimensions of Equity within Preservice Teachers’ Responses to Equity Quotations” explicitly engaged with how preservice teachers’ reflections on ideas connected to (1) Equity and Social Justice, while directly addressing (3) cultural relevance and responsiveness and (4) power and identity using Gutiérrez’s (2009) four dimensions of equity. Preservice teachers often incorporated support for multilingual students in classrooms (2) as part of their reflections on equity.

Furthermore, as we analyzed the alignment of the articles with the journal’s mission goals, we critically problematized the term “educational leaders” in the second stated mission goal to better understand its conceptual boundaries and implications for the field. Consultations with TODOS leadership confirmed that the term ‘educational leaders’ has been interpreted and applied expansively to include pre-service teachers, teacher educators, and administrators, alongside other affected parties committed to equitable mathematics education. Therefore, all articles were recoded to accurately address Mission Goal 2.

Our final phase of analysis included coding the type of paper (empirical/theoretical), grade level, and research participants.

Table 1*Examples of Theme Consolidation*

Theme	Selection of initial consolidated indicators	Sample articles (may appear more than once)
Equity and Social Justice	Equity and social justice in mathematics education, Addressing social issues through mathematics, Equity and access in mathematics education, Interrogation of White supremacy culture	Edwards (2011); Jackson & Roberts (2017); Kim & Suh (2020); Ramirez & McCollough (2012)
English Language Learners and Multilingualism	Language development through mathematics, Scaffolding and support for Emergent Bilinguals, Recognizing resources and strengths of multilingual learners	Jackson & Roberts (2017); Krause & Colegrove (2020); Kim & Suh (2020); Teemant et al. (2018); Yi et al. (2020)
Culturally Responsive Teaching and Practice	Culturally relevant pedagogy in mathematics, Global awareness and cultural competence, Culturally responsive teaching, Reflection and responsivity	Jackson & Roberts (2017); Teemant et al. (2018); Yi et al. (2020); Ramirez & McCollough (2012)
Identity, Power, and Representation	Identity in mathematics education, Political clarity and critical consciousness, Identity and race conversations in Education	Edwards (2011); Jackson & Roberts (2017)
Family and Community Engagement	Building relationships with families, The role of family in antiracist education, Experiential learning and community engagement	Krause & Colegrove (2020); Ramirez & McCollough (2012)

Analysis Results

In this section, we highlight key trends across the 80 reviewed articles. We begin by presenting the results of key background characteristics—author types, focal grade levels, and an overview of research participants in empirical studies—and then discuss the key trends based on the five themes and alignment with the TODOS mission statement goals. Lastly, we discuss the overlapping of themes with their corresponding characteristics (i.e., type of paper, grade level, research participants).

Background Characteristics of Studies' Authorship

Researchers, by a large margin, represented the highest percentage of authors of *TEEM* articles with 70% of total authors identifying as researchers, most often professors at higher education institutions. Seventy-two out of 80 total reviewed articles included at least one researcher as an author. Only 16% of authors were current K-12 teachers, while 24% of authors were current graduate students (most often doctoral students). Notably, 17 articles total had at least one teacher or graduate student author. Only one article included one K-16 student author, and three articles included community leaders as authors, most often affiliated with education non-profits (2 authors), with one author self-identifying as an activist-scholar. No articles were explicitly co-authored with parents or family members. Full results of this analysis are presented in Table 2.

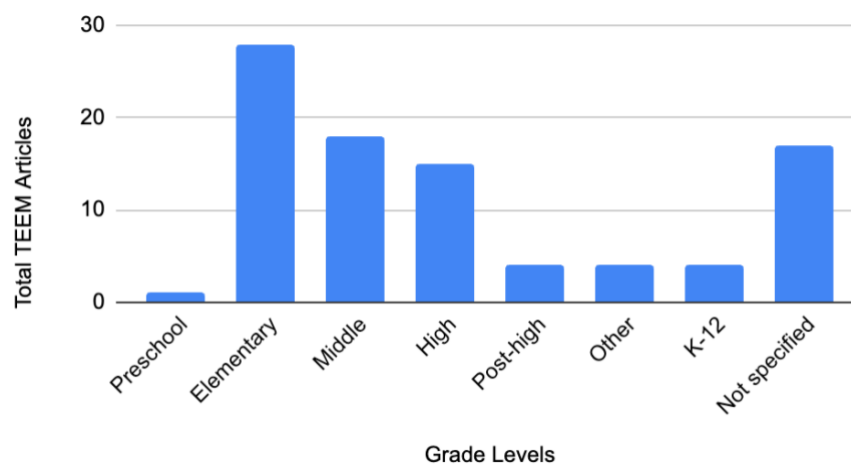
Table 2*Author Distribution*

	Number of authors*	Percentage	Number of articles
Researchers	140	70%	72
Teachers	32	16%	17
Graduate Students	24	12%	17
K-16 Students	1	0.5%	1
Parent/community leader	3	1.5%	3

*These author counts are not unique. Therefore, if one individual authored multiple articles, they would be counted as an author for each of those publications.

Grade Levels

The grade levels addressed across *TEEM* articles are reported in Figure 2. It is important to note that the grade levels captured in this graph refer to the level of mathematics education targeted. This means that an article focused on supporting preservice elementary mathematics teachers would count in the elementary mathematics category; even though the research participants were preservice teachers, the focus of the mathematics was on elementary mathematics. Some articles addressed more than one grade level; therefore, each article represented below is not unique. For example, six articles addressed both elementary and middle school settings, while five additional articles addressed both middle and high school settings.

Figure 2*Grade Levels Addressed in TEEM Articles*

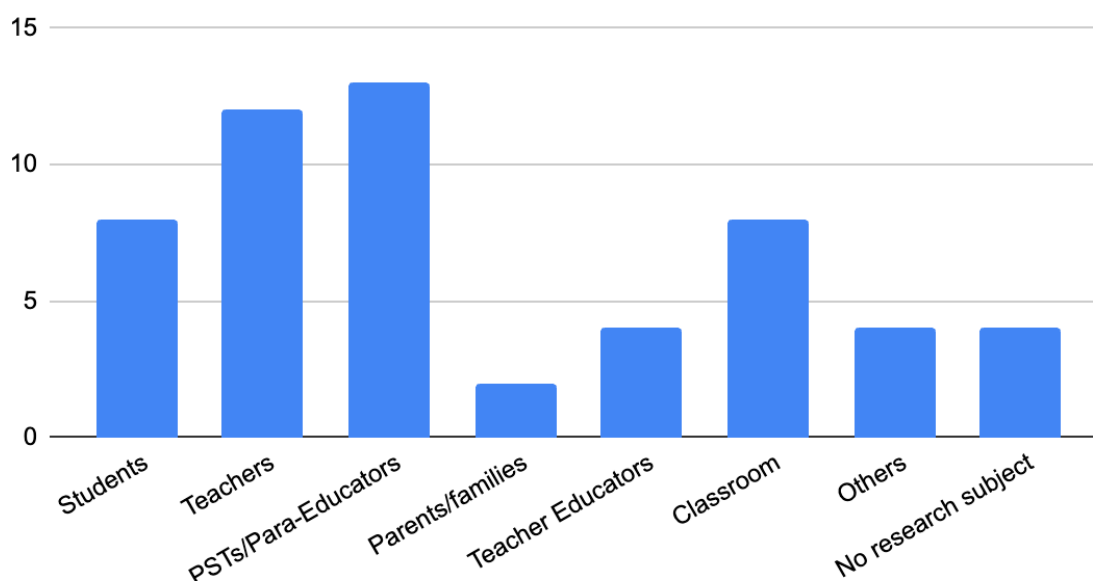
The highest number of articles addressed elementary grades in some capacity ($n = 28$), followed by middle school ($n = 18$) and high school ($n = 15$). Seventeen articles did not specifically address any grade level; in many cases, these articles were conceptual frameworks that did not specifically target any particular grade level. The four articles classified as “other” primarily included author self-reflective essays about their own mathematics education experiences.

Exploration of Research Subjects in Empirical Studies

After exploring authorship and focal grade levels, we wanted to understand more about the research participants in studies. To conduct this analysis, we first identified the number of empirical studies; we identified 55 out of 80 total articles as being derived from empirical data. From those, the main research subjects were coded (see Figure 3).

Figure 3

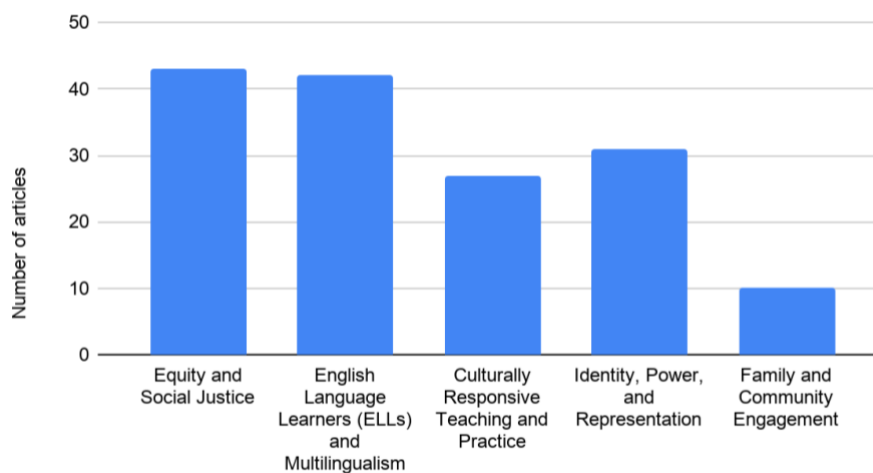
Research Participants in Empirical Articles



The group of preservice teachers and paraeducators is the most frequent ($n = 13$), followed by teachers ($n = 12$). Beyond these articles, eight include both students and teachers in classroom settings or center students exclusively. It should be noted that there are only two articles on parents and communities, which could represent an opportunity for future articles. The other three articles in the “Others” category include teacher and district leaders, library-based educators, and the author’s self-narrative. Articles that do not include a human research subject primarily include textbooks, task analyses, or course redesigns.

Themes and Mission Goal Alignment

We examined the total number of articles aligned with each identified theme and each mission statement goal. When we began this review, our initial interest was in identifying what broad topics *TEEM* articles addressed (i.e., article themes) and how the articles aligned with the TODOS mission goals to identify any potential goals that authors may want to address in articles in future issues. The total number of articles aligned within each theme and mission goal is listed below. It is important to note that several articles addressed multiple themes and mission goals; therefore, the total number of articles represents more than the 80 total articles reviewed.

Figure 4*Themes Identified in TEEM Articles 2009-2025*

The highest numbers of articles engaged with research topics connected to Equity and Social Justice (43 articles) or English Language Learners and Multilingualism (42 articles), followed by Identity, Power, and Representation (31 articles) and Culturally Responsive Teaching and Practice (27 articles). Only 10 articles directly addressed Family and Community Engagement.

With regard to mission goal alignment (see Figure 5), all 80 reviewed articles addressed mission goal 1 (advancing educator knowledge), 2 (developing and supporting educational leaders), and 3 (generating and disseminating knowledge to the public). This unanimous alignment with Mission Goal 3 is not altogether surprising, given *TEEM*'s primary purpose as a journal to disseminate knowledge to the broader TODOS and mathematics education communities. Neither is it surprising to find unanimous alignment with Mission Goal 1 due to *TEEM*'s emphasis on combining topics relevant to research and practice; by design, then, articles in *TEEM* should (and do!) support building educators' knowledge base. Lastly, given the expansive definition of "educational leader" provided by TODOS leadership, it follows that all *TEEM* published articles have some implications for educational leaders as well. Sixty-one articles addressed Mission Goal 4, connected to informing the public and influencing educational policy. Articles that did not address this mission goal were primarily concerned with classroom-focused instructional moves. Lastly, the fewest number of articles (15 in total) directly addressed Mission Goal 5, which aimed at informing families about educational policies and learning strategies. This represents a potential area for article focus in future issues.

Overlap Between Themes and Mission Goals

Combining the analysis of themes and mission goals allows us to investigate patterns in how articles addressing different mission goals may foreground certain topics captured in our themes. In Table 3 below, you may note that these numbers are reflected in the alignment of each theme with goals 1, 2, and 3. Therefore, this table is most useful in looking at the overlap between themes and goals 4 and 5.

Of the 61 articles that explicitly addressed Mission 4 (see Figure 5), most were connected to Equity and Social Justice (35 articles) or ELLs and Multilingualism (31 articles). Only 5 articles addressed Family and Community Engagement in connection with Mission 4's goal of influencing educational policies and informing the public. Mission 5 aligned with only 15 total articles, most often overlapping with the themes of Equity and Social Justice (11 articles) and Identity, Power, and Representation (9 articles). Relatively few articles addressed both informing families about educational policies or learning strategies directly connected to ELLs and Multilingualism (4 articles)

or Family and Community Engagement (2 articles). Moreover, the five articles that addressed both Mission Goal 5 (informing families about educational policies or learning strategies) and family engagement came from 2020's Special Issues on Multilingual Practice (e.g., Krause & Colegrove, 2020) and Translanguaging (e.g., Translanguaging Study Group, 2020). It is worth noting that while 10 articles aligned with Theme 5 (Family and Community Engagement; see Figure 4), 15 articles aligned with Mission Goal 5 (informing families about educational policy; see Figure 5). This suggests that, beyond the five articles addressing both, other articles that included families or communities as part of their research design were perhaps not explicitly written with an audience of family or community members in mind, or vice versa, where some articles explicitly aimed to share the results of research in schools with families or community members.

Figure 5

Mission Goal Alignments in TEEM Articles 2009-2025

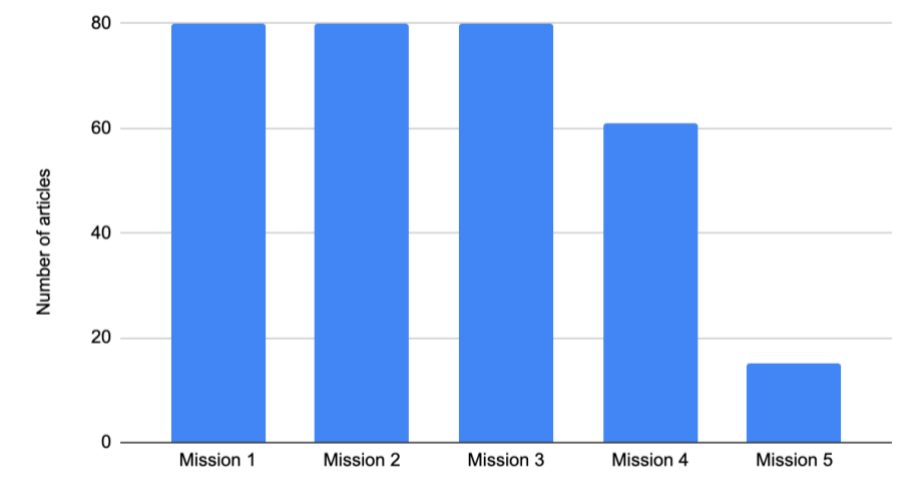


Table 3

Mission Goal and Theme Comparison

	Mission Goal 1	Mission Goal 2	Mission Goal 3	Mission Goal 4	Mission Goal 5	Totals
Equity and Social Justice	43	43	43	35	11	175
English Language Learners (ELLs) and Multilingualism	42	42	42	31	2	159
Culturally Responsive Teaching and Practice	27	27	27	22	4	107
Identity, Power, and Representation	31	31	31	24	9	126
Family and Community Engagement	10	10	10	5	5	40
Totals	153	153	153	117	31	607

From this point forward, we center our analysis on how the five themes overlap with the articles' background characteristics, as opposed to their alignment with the mission goals. We chose to deemphasize alignment with the goals due to the alignment of all articles with the first three mission goals; therefore, overlap with themes is a more fruitful line of analysis.

Exploration of Themes and Overlap With Relevant Characteristics

We then decided to explore how our five identified themes overlapped with each other and different characteristics of *TEEM* articles, including author professional identity and the research participants in empirical studies.

Concurrence Between Themes

Table 4 details the co-occurrence of the five identified themes with one another. There was significant overlap between studies that addressed both Equity and Social Justice and Identity, Power, and Representation (25 co-occurrences). The themes of Equity and Social Justice and ELLs and Multilingualism only co-occurred eight times, despite the high incidence of both themes independently. One key example is Kim and Suh's (2020) article entitled "Transmodalising for Equitable Mathematics Instruction for Multilingual Classrooms."

Table 4

Concurrence Between Themes

	Equity and social justice	ELLs and multi-lingualism	Culturally responsive teaching and practice	Identity, power, and representation	Family and community engagement
Equity and Social Justice	43	8	15	25	5
ELLs and Multilingualism		42	14	8	5
Culturally Responsive Teaching and Practice			27	9	6
Identity, Power, and Representation				31	3
Family and Community Engagement					10

Culturally Responsive Teaching and Practice co-occurred frequently with both Equity and Social Justice and ELLs and Multilingualism. This shows that many articles place a joint emphasis on how to teach multilingual learners in culturally responsive ways. A few key articles that highlight this relationship with multilingual learners include Teemant et al.'s (2018) "Differentiating Mathematics Instruction for Multilingual Students using Critical Sociocultural Practices" and Vomvoridi-Ivanović and Razfar's (2013) "In the Shoes of English Language Learners: Using Baseball to Help Pre-service Teachers Understand Some Complexities of Language in Mathematics Instruction." Similarly, an emphasis on the relationship between culturally responsive teaching and equity is

represented in articles such as Wilson and Alasry's (2023) "Antiracist Care in a Linguistically Diverse Mathematics Classroom: A Case Study."

60% of articles that addressed Family and Community Engagement also addressed Culturally Responsive Teaching, while 50% also addressed either Equity and Social Justice or English Language Learners and Multilingualism. The lowest area of overlap for articles addressing Community and Family Engagement was with Identity, Power, and Representation (3/10 articles).

Themes by Author Group

Turning toward the overlap between article authorship and our five identified themes (see Table 5), it is first perhaps noteworthy that all articles authored by K-16 students and community leaders involved Equity and Social Justice and Identity, Power, and Representation. Interestingly, all 10 articles addressing Family and Community Engagement included researcher authors. The number of articles largely follows expected patterns, given the overrepresentation of articles authored by researchers.

Table 5

Themes by Author Group

	Equity and social justice	ELLs and multilingualism	Culturally responsive teaching and practice	Identity, power, and representation	Family and community engagement
Researchers	36	40	25	27	10
Teachers	12	5	5	10	1
Graduate Students	11	9	5	7	0
K-16 Students	1	0	0	1	0
Parent/community leader	3	0	1	1	0

Research Subjects and Themes

We now return to the 55 empirical studies to examine their themes and research subjects. For ease of interpretation, we only included the research participants categories containing more than three studies and excluded the "other" category (see Figure 3)—this left us with students, teachers, PSTs, teacher educators (excluding the joint article with PSTs), classroom-focused articles, and articles with no human research subject. The results appear in Table 6. While multilingualism is the most frequent theme, closely followed by Equity and Social Justice, Family and Community Engagement remains the least prevalent. The number of articles could be counted across multiple themes because a single article may include more than one theme.

It is notable that within studies that address Family and Community Engagement, preservice teachers were the most represented research participants. This is heartening to see that preservice teachers are being involved in considering family and community engagement heading into their future classrooms. It is also particularly noteworthy that out of the eight total articles focused on students and teachers in classrooms, all eight address English Language Learners and Multilingualism in some capacity.

Table 6*Themes by Research Participants*

	Equity and social justice	ELLs and multilingualism	Culturally responsive teaching and practice	Identity, power, and representation	Family and community engagement
Students	3	6	1	3	0
Teachers	7	6	3	4	0
PSTs / Paraeducators	5	7	7	5	3
Teacher Educators	3	1	0	1	0
Classroom focus	2	8	3	3	0
No human research participants	3	1	2	3	1

Next Steps and Future Directions for *TEEM*

The purpose of this review was to highlight trends across *TEEM* articles published from 2009 to 2025. While we offered insight into trends and patterns across the articles, this is not an exhaustive list. We hope readers use some of the patterns highlighted here to inform future articles they wish to submit to *TEEM*. For example, there is a clear opportunity to expand participation in the authorship of articles beyond researchers and graduate students to students, families, and community members. At the same time, we celebrate teacher authors and hope to see this trend continue. We want to acknowledge the importance of critical authors/scholars who have been naming and attempting to transform unjust structures within mathematics education and those who work towards being more inclusive by encouraging new authors to continue to share their efforts and accomplishments that align with the mission of TODOS. Another key trend is the relative underemphasis of Family and Community Engagement. We know and recognize there is great work occurring in classrooms, schools, districts, and educational communities connected to engaging families and local and regional communities in mathematics. We need to remind people and make it known that *TEEM* is an outlet to highlight this work.

While we acknowledge that the *TEEM* journal is uniquely positioned within the TODOS organization to address Mission Goal 3 “to generate and disseminate knowledge about equitable and high quality mathematics education,” as well as supporting educators in incorporating language and culture in the teaching and learning of mathematics (Goal 1) and supporting educational leaders (Goal 2), it is worthwhile to consider how articles could more explicitly engage with the latter two mission goals. In other words, how could future *TEEM* articles explicitly inform the public and families about learning strategies for mathematical proficiency? Or is it better delegated to other segments of the TODOS organization? We believe there is potential for authors to think critically about audiences and explore how to translate existing work published in *TEEM*.

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Discussion And Reflection Enhancement (DARE) Post-Reading Questions

1. What should be the foci of future *TEEM* articles based on the mission of *TEEM*?
2. What would you like to read most from the future issues of *TEEM*?
3. How are *TEEM* articles related to or supporting your current work in teaching and research?