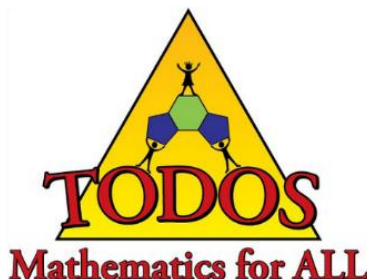


TEACHING FOR EXCELLENCE AND EQUITY IN MATHEMATICS



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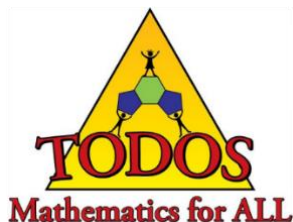
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IN THIS ISSUE

From the Editors 5

Mapping the Terrain of Mathematics Equity: *TEEM*'s Contributions (2009-2025)..... 7

Madeline Keyes, Boston College

Ricardo Martinez, Pennsylvania State University

Jiyeong Yi, Iowa State University

Christa Jackson, Saint Louis University

Shristi Shrestha, Iowa State University

**When Are We Going to Use Math to Actually Make Change? A Social Justice Routine
for the Mathematics Classroom..... 21**

Eric Fishman

**Lesser Is Greater: Thanks to the Outgoing Associate Editor and a Founding *TEEM*
Member 27**

Singing the Praises of Funds of Knowledge..... 28

Lawrence M. Lesser, El Paso, TX

TODOS Book! Antiracist Mathematics Education..... 31

Analyzing Real Traffic Stop Data for Racial Bias 32

Vineesh Adala, Duke University

Tim Jun, Duke University

Jason Pereira, University of North Carolina at Chapel Hill

Vivaan Sandwar, University of Michigan

Anthony Fernandes, University of North Carolina at Charlotte

TODOS Mission and Goals 43

In Memoriam: Richard Tapia, Bridging Excellence and Equity 44

**Centering Culture, Language, and Identity in a History of Mathematics Course for
Preservice Teachers 46**

Luis Miguel Fernández, The University of Texas Rio Grande Valley

Tenchita Alzaga Elizondo, The University of Texas Rio Grande Valley

***TEEM* Presidential Term Goals, 2026-2028 62**

TODOS Live!	63
<i>TEEM</i> Flyer	64
TODOS 2026 Position Statement: Centering Healing, Political Clarity, and Resistance Amidst Threats to Equity, Diversity, and Inclusion	65
Proceedings of 2026 Conference of TODOS: Mathematics for ALL	66
TODOS 2026-2027 Leadership	67

From the Editors

Dear *TEEM* Readers,

Welcome to what we hope is the first of two *TEEM* issues for 2026. This is a regular, albeit longer issue of *TEEM*. The next one will be the special issue on Funds of Knowledge in honor of late Dr. Luis Moll, edited by Crystal Kalinec-Craig, Carlos LópezLeiva, and Carlos Nicolas Gómez Marchant. As 2026 continues to pose challenges and obstacles for students, educators, and broader communities, we are excited to publish this issue that confirms our commitment to the dual mission of *TEEM* and TODOS, “to advocate for equity and high quality mathematics education for all students – in particular Latina/o/x students” and that aligns with the latest TODOS position statement, *Centering Healing, Political Clarity, and Resistance Amidst Threats to Equity, Diversity, and Inclusion* found on the [TODOS website](#). We believe that our mission resonates with the broader mathematics education community, as we have been receiving a larger number of submissions than usual. To ensure that we give all the submitted manuscripts the care they deserve and to allow us to give authors timely feedback, please consider becoming a *TEEM* reviewer if you are not already. You can contact us at teem@todos-math.org to sign up!

This issue marks the first after Founding Editor Larry Lesser stepped down from editor work, after thoughtfully copyediting and proofreading every page of *TEEM*'s first 20 issues. While Larry needed to free up that time to attend to new challenges, he remains grateful for so many meaningful experiences with authors and *TEEM*-mates, and he contributed two items to this issue! Jordan Register graciously agreed to become *TEEM*'s next Copyeditor, adding this title to her already existing Journal Manager one.

As in previous issues, we want to take this opportunity to thank all the previous editors and editorial panelists whose vision had made *TEEM* into the journal it is today. We refer readers who are not familiar with the history of *TEEM* and its past leadership to the article “Still *TEEM*-ing with Enthusiasm: A History of TODOS’ esTEEMed Journal,” which can be found on page 37 of [TEEM 14\(1\)](#).

As a reminder to our readers, we have expanded the types of submissions we accept for publication in *TEEM*. If you implemented a lesson from an article or incorporated a *TEEM* article into your curriculum in a meaningful way or with insightful results, you can write about it. We also invite creative submissions in the form of stories, poems, and visual arts. If you are not sure that your idea for a submission will work, please [contact](#) us, we are always open to new ideas!

More [information about TEEM](#) and the [submission process](#) are available on our website. We encourage you to consider submitting. We strive to make the submission process as accessible to authors as possible, and are always interested in submissions from classroom teachers and first-time authors. We have created a [submission checklist](#) and

an [article template](#) to minimize the guesswork for the authors about what they need to submit. Please make sure to use the checklist and template to make work easier for Jordan Register, and Layout Editor, Susie W. Håkansson, who worked tirelessly to make sure that this issue of *TEEM* looks good and is error-free.

This issue of *TEEM* is published through Open Journal Systems (OJS). All issues of *TEEM* are freely available to all readers, and readers can download individual articles and entire issues. You can find the current and previous issues at the [TEEM homepage](#). Please note that *TEEM* does not have a fixed publication schedule, and that a new issue is published whenever we have enough articles. However, OJS allows us to publish individual articles on the *TEEM* website before an entire issue is ready, so authors can share their work sooner.

And finally, here are the contents of *TEEM* 17(1). The authors in this issue include TODOS president Kari Kokka, a high school teacher, and four high college students, among others; and the submissions include a poem, in memoriam, and an invited manuscript; in addition to three peer-reviewed articles.

The invited article, which was editor-reviewed, is “Mapping the Terrain of Mathematics Equity: *TEEM*’s Contributions (2009–2025),” by Madeline Keyes, Ricardo Martinez, Jiyeong Yi, Christa Jackson, and Shristi Shrestha, members of the TODOS Research & Publications committee, who identify trends in the articles published in *TEEM* during the last 17 years. The authors analyzed articles’ alignment with TODOS five goals, encouraging future work that engages underrepresented goals and populations.

The three peer-reviewed articles are described below:

- In “When Are We Going to Use Math to Actually Make Change?” A Social Justice Routine for the Mathematics Classroom, Eric Fishman incorporates a social justice warm-up routine to make it a part of the fabric of his 5th and 6th grade classes. Students analyze real-world data visualizations to investigate issues such as economic inequality, public health, and environmental justice. Through structured discussions centered on fairness, students develop statistical reasoning, critical thinking, and civic awareness while learning to use mathematics as a tool for questioning inequities and advocating for change.
- In “Analyzing Real Traffic Stop Data for Racial Bias,” Vineesh Adala, Tim Jun, Jason Pereira, Vivaan Sandwar, and Anthony Fernandes present a statistical investigation conducted by four high school students using authentic local traffic stop data. Through descriptive and informal inferential analyses, the students examined patterns of racial bias in policing while developing critical statistical literacy and a deeper understanding of systemic racism. The article illustrates how engaging students with real-world datasets can foster meaningful mathematical inquiry, critical thinking, and civic engagement.
- In “Centering Culture, Language, and Identity in a History of Mathematics Course for Preservice Teachers,” Luis Miguel Fernández and Tenchita Alzaga Elizondo present the redesign of a history of mathematics course in which they infused a community- and family-centered pedagogy. The authors describe how prospective teachers elicited families’ community practices and made connections to a conception of mathematics beyond Eurocentric narratives.

Other content includes: a statement of goals for TODOS by President Kari Kokka, a note of gratitude to Larry Lesser, Larry Lesser’s poem in honor of Funds of Knowledge to be sung to the music of Bruce Springsteen’s Born to Run, and his personal reflection about the impact of Dr. Richard Tapia on him and the mathematics and STEM community as a whole.

As always, we are grateful for the dedication and expertise of all our reviewers and authors. *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 that this issue serves as a resource for the community and a source of inspiration for future contributions to the journal. We stand in solidarity with our colleagues and our students and continue to advocate for culturally sustaining, socially just, and antiracist mathematics education.

The Editors