Abstract
This presentation will draw on more than twenty years of research on equity and mathematics education in Mexican American communities. This research is grounded on a socio-cultural perspective on education and encompasses work with teachers, students, and parents. Some of the questions I will address are: what are Latino/a immigrant parents’ perceptions of the teaching and learning of mathematics? What do teachers see as obstacles and advantages in the mathematics education of non-dominant students? How does language policy affect students’ participation in the mathematics classroom, particularly for students whose first language is different from the language of instruction?

Biographical Note
Marta Civil is a Professor of Mathematics Education and the Roy F. Graesser Endowed Chair in the Department of Mathematics The University of Arizona. Her work focuses on cultural, social and language aspects in the teaching and learning of mathematics, linking in-school and out-of-school mathematics, and parental engagement in mathematics. She has led several NSF-funded initiatives involving children, teachers, and parents, including a gender equity project aimed at engaging low-income, culturally diverse children ages 8-13 in hands-on mathematics and science explorations in informal and after-school settings; MAPPS (Math and Parent Partnerships in the Southwest), which had as a goal to promote Latina/o parental involvement in mathematics through the development of leadership teams who learned about mathematics and in turn facilitated workshops for parents within their school district; and CEMELA (Center for the Mathematics Education of Latinos/as), an interdisciplinary, multi-university consortium focused on research and practice on the connections between the teaching and learning of mathematics and the cultural, social, and linguistic contexts of Latina/o students.