

Mathematics Teacher Educator Call for Submissions: Perspectives on Practice

Mathematics Teacher Educator (MTE) is issuing a call for submissions for a new article format to debut in the September 2022 issue of *MTE: Perspectives on Practice*. When *MTE* was launched as a journal, founding editor Peg Smith cast the journal as, “providing a means for practitioner knowledge related to the preparation and support of teachers of mathematics to be not only shared but also *verified and improved over time*” (Smith, 2012, emphasis added). The journal was envisioned as a conversation in which practice-based ideas would be described and re-described over time, with authors providing new insights into how innovations might be interpreted, iterated, and improved and the impact on teacher learning and practice. Across the first nine volumes of *MTE*, the journal has accomplished the goal of describing those innovations and providing evidence of impact. Efforts to revisit published ideas with new lenses and perspectives, however, have been limited.

In the spirit of sparking that discussion, *MTE* invites submissions to a new article format for the journal, *Perspectives on Practice*. Manuscripts for *Perspectives on Practice* will focus on an innovation in a previously published *MTE* article and describe how it was interpreted, iterated, or improved in practice. The manuscript should also provide some insights into how the changes during the enactment influenced evidence of learning, using the evidence of learning in the original article as a foundation. For example, a mathematics teacher educator might adapt an innovation originally published as a methods activity in a preservice context into a professional learning community with practicing teachers, identify how the innovation was adapted to that context, and provide a few brief insights into the nature of teacher learning and engagement. As another example, a mathematics teacher educator might implement an innovation described in an *MTE* article with a group of teachers who collectively adapted the activity to reflect their sociocultural context. The *Perspectives on Practice* manuscript could describe the adaptations made to suit the context and share teacher reflections on their engagement in the work.

The *Perspectives on Practice* article should reflect two broad goals for the new format: (a) to describe implementation-oriented adaptations to an innovation described in *MTE*, and (b) to describe teacher learning opportunities in ways that add a new perspective on teacher learning

to the original article's evidence base. For this call, we have selected three articles to choose from which could be used as the basis for a Perspectives on Practice submission. The editorial team has selected these foundational articles on the basis of three criteria:

- a) articles that have demonstrated significant readership;
- b) articles that describe an issue of immediate importance; and/or
- c) articles that describe an issue and intervention worth revisiting in a novel or contemporary context.

Perspectives on Practice submissions are limited to four double-spaced manuscript pages (not including references) in length and should be submitted through the *Mathematics Teacher Educator* manuscript submission system. (The submission should adhere to all additional formatting requirements for an *MTE* manuscript.) Submissions will undergo peer review by members of the editorial board to ensure high quality and consistency with the call. Accepted articles will be published with direct links to the original *MTE* article upon which it builds.

The editorial team is happy to discuss this new format with prospective authors at any time. Please reach out with questions, comments, or ideas for a Perspectives on Practice submission.

The following *MTE* articles are eligible for this Perspectives on Practice call:

[Engaging teachers in the powerful combination of mathematical modeling and social justice: The Flint water task](#) by Aguirre, J. M., Anhalt, C. O., Cortez, R., Turner, E. E., & Simic-Muller, K., from 2019

[The content-focused methods course: A model for integrating pedagogy and mathematics content](#) by Steele, M. D., & Hillen, A. F., from 2012

[Making the most of teacher self-captured video](#) by van Es, E. A., Stockero, S. L., Sherin, M. G., Van Zoest, L. R., & Dyer, E., from 2015

Subsequent calls will include a different set of foundational articles.