

CALL FOR CHAPTERS

Annual Perspectives in Mathematics Education (APME) 2014: *Using Research to Improve Instruction*

INAUGURAL ISSUE

The first volume of APME will focus on using research findings to make a difference for pre-K–16 students' learning by improving instructional practices in classrooms. This issue will help bridge research and practice and will include research-based strategies for equitable and high-level instructional and assessment practices in mathematics classrooms.

Call for Chapters

Using Research to Improve Instruction will focus on bringing research to practice and practice to research in mathematics education. The Editorial Panel encourages chapters that discuss research projects (including classroom-based action-research projects) and collaborations that present findings and information relevant to both researchers and practitioners. In addition to reports of research, the editors welcome manuscripts that discuss research-based practices that influence classroom teaching and learning. The editors also encourage a diverse range of manuscripts that serve to engage readers. Suggested topics include, but are not limited to, the following:

- **Teaching:** Strategies, tools, teachers' instructional moves for effective instruction; effective questioning techniques and other approaches to encourage high levels of student engagement and discourse
- **Learning:** Discussions of children's mathematical thinking and students' learning of different mathematics domains
- **Curriculum:** Selection and implementation of cognitively demanding tasks; teachers' planning and use of curriculum
- **Assessment:** Selection and use of assessment practices for informing planning and instruction and to support students' learning (e.g., formative assessment, progress monitoring, evidence-based assessment, standards-based assessment)
- **Equity:** Equitable teaching practices with attention to diverse learning needs; culturally

relevant pedagogy and mathematics for social justice; teaching in rural or urban contexts; multitiered systems of support (e.g., intervention strategies) for at-risk students; encouraging gifted learners; strategies for teaching English language learners

- **Technology:** Use of current and emerging technologies (e.g., dynamic mathematics software, interactive whiteboards, smartphones, smartpens, tablets, online learning environments, apps) in varied instructional settings

Details for Submission

Prospective authors should submit manuscripts for review by **May 15, 2013**. If you are thinking of submitting a chapter, please fill out the **Intention to Submit Form** (<http://www.nctm.org/publications/content.aspx?id=34981>) by **March 1, 2013**, so that we can follow up with you on your proposed project. Contributions from classroom teachers, school-based mathematics leaders and administrators, teacher educators, mathematicians, and researchers are encouraged.

Editorial decisions will be made by the Editorial Panel: Karen Karp (issue editor), Amy Roth McDuffie (general editor), Barbara Dougherty, Francis (Skip) Fennell, Elham Kazemi, Matt Larson, Travis Olson, Nelson Palmer, and Christine Suurtamm.



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