

Informing Practice

Classroom teachers need access to research now more than ever. Effective mathematics teaching and learning depends on the ability to connect lessons learned from research with tested ideas for classroom practice. The Editorial Panel of *Mathematics Teaching in the Middle School* seeks submissions for the Informing Practice department. Articles written for this department take research findings and translate them into practical outcomes, strategies, or tips that directly inform teachers' classroom practice.

Examples of appropriate topics might include teaching linear functions, learning through problem solving, promoting proof in the classroom, addressing the needs of diverse learners, and using manipulatives to foster student understanding. Informing Practice articles should—

- set up a classroom problem, issue, or question that is both relevant to teachers' practice and connected to empirical research;
- address topics that are appropriate for middle-grades mathematics;
- describe the relevant research—possibly including the literature base in mathematics education and the author's research findings—in a teacher-friendly voice;
- incorporate examples, student data, illustrations, and diagrams that will bring the research alive; and



- provide a set of specific recommendations or tips for classroom teachers.

These articles are neither mini research reports nor a set of general guidelines unsupported by research.

The manuscript should be no more than 2000 words. Submit manuscripts by accessing <http://mtms.msubmit.net>. On the tab titled Keywords, Categories, Special Sections, select Informing Practice from the Departments/Calls section.



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