

CALL FOR MANUSCRIPTS

“from the classroom”

Elementary school teachers have firsthand knowledge of the serious intellectual, social, and emotional dimensions of day-to-day classroom life. Dedicated to sharing such teacher knowledge that is generated and used in classroom settings, *TCM*'s “from the classroom” department is a forum for reflective, classroom-centered articles focused on issues that arise in teaching mathematics and actions that teachers take in response to those issues. Manuscripts do not necessarily resolve teachers' daily instructional challenges; instead, they can provoke discussion, encourage others to contemplate the issues at hand, and relate stories of efforts to find solutions. Questions that may be addressed include—but are not limited to—the following:

- **How** do teachers create environments conducive to mathematical thinking, and what challenges surface as they do?
- **Which** aspects of your mathematics teaching do you continually work to improve, and how do you monitor your progress?
- **What** are the specific challenges of holding *all* students to high expectations?
- **When** you interact with students as they work, what issues arise? How do you address them?
- **How** do you help students extend their mathematical thinking?
- **How** do you effectively facilitate whole-class discussions, and what goals do you try to meet?
- **Which** student strategies have surprised or interested you, and how have you attempted to extend all students' thinking by discussing these strategies?
- **What** issues arise in developing and using assessments that focus on understanding and in summarizing results for grade books and report cards?

With the August 2010 issue, “from the classroom” subsumes the “early childhood corner” department. Several times during each volume year, “from the classroom” will spotlight submissions that focus on the early childhood level.

All articles should briefly explain the classroom context and provide rich descriptions that involve student thinking and student voices as central components. Manuscripts are limited to 1500 words and can be submitted by accessing <http://tcm.msubmit.net>. We strongly encourage examples of student work, classroom dialogue, and photographs of classroom interactions.

For further information, e-mail tcm@nctm.org or call (703) 620-9840, ext. 2204. Writers' packets are also available with information about *TCM*'s departments, tips for preparing manuscripts for publication, and contributors' guidelines that offer procedural information, such as how to include photographs and figures and how to use resources and quotations. Access the packet at http://my.nctm.org/eresources/submission_tcm.asp.

