

# HOT Topics

*Teaching Children Mathematics* is interested in publishing articles on “hot topics” that *TCM* readers have noted as subjects of high interest on reader surveys. By highlighting the issues and challenges that face mathematics educators today, the Editorial Panel hopes to provide teachers and teacher educators with resources to assist them in their efforts to meet the mathematical needs of all students. We invite authors to share their classroom experiences and ideas. Manuscripts that include photographs and samples of student work or dialogue are especially encouraged.

The following list of topics and related questions is intended as a guide for authors. Manuscripts that address related issues are always welcome.

## Common core state standards for mathematics (CCSSM)

- What does effective implementation of CCSSM look like in the classroom?
- How is CCSSM-related professional development supporting teachers in your area?
- What are some strategies for adjusting mathematics curriculum and instruction to “include rigorous content and application of knowledge through high-order skills”?
- What is your opinion of CCSSM as policy? The Editorial Panel invites In My Opinion editorials and Readers Exchange letters.

## Teachers’ knowledge of mathematics

- How can we close the gap between what teachers know and what they need to know to teach mathematics effectively in the twenty-first century?
- What role can a mathematics specialist serve in helping teachers develop content knowledge?
- How can we collect evidence of student improvement based on teachers’ increased content knowledge?

## Focal points

- In what ways can NCTM’s *Curriculum Focal Points* inform the teaching and learning of mathematics?
- How can the Focal Points be addressed within the framework of state goals?

- How can the Focal Points be used in the mathematics classroom to shape student learning?

## Intervention strategies

- What evidence supports using instructional intervention strategies to ensure that all students succeed in today’s high-stakes testing environment?
- What is the most effective way to manage intervention while still moving students forward?
- Which classroom structures effectively support intervention strategies?
- How can teachers successfully manage intervention strategies while meeting the diverse needs of all students?

## Math coaches

- What impact do elementary school mathematics specialists have on a school’s professional community?
- What are the most effective strategies and best practices that specialists and coaches use for collaboration, co-teaching, and mentoring teachers?
- What are the roles of mathematics specialists?

## Professional development strategies

- Which strategies successfully foster communication among teachers at the same grade level? Across grade levels?
- How can vertical teaming activities be developed and implemented in a multigrade school?
- How do we get started using book studies, lesson studies, and team-planning initiatives within our professional learning communities?
- How does team scoring affect student work and teaching practices?

If you have interesting ideas, research, or classroom-tested approaches concerning any of these topics, please share them by writing for the journal. Submit a manuscript to *TCM* at <http://tcm.msubmit.net>. For detailed manuscript-preparation guidelines, go to [www.nctm.org/journal submissions](http://www.nctm.org/journal submissions). Direct your questions to the journal editor at [tcm@nctm.org](mailto:tcm@nctm.org).



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