

Informing Practice

The Editorial Panel of *Mathematics Teaching in the Middle School* is seeking submissions for Informing Practice. The articles written for this department should entice and invite classroom teachers to learn about aspects of research that are closely related to their classroom practice.

Topics that may be of interest can include—but are by no means limited to—teaching fractions, learning through problem solving, and using representations of linear relationships. Recent topics have included such areas as productive struggle, journaling, and professional noticing. The article should do the following:

- Set up a classroom problem, issue, or question that will entice readers into the research
- Describe relevant research in a teacher's voice
- Incorporate examples, illustrations, and diagrams that will bring the research alive
- Provide specific recommendations or tips for classroom teachers.

The manuscript should be no more than 2000 words, and figures and photographs should be included at the end. Send manuscripts by accessing <http://mtms.msubmit.net>. On the tab titled “Keywords, Categories, Special Sections,” select Informing Practice from the Departments/Calls section. For any questions, please contact mtms@nctm.org.

(*Ed. note.* For practical information about how to report on research that can be applied to the classroom, see the NCTM Research Committee's offering in the March 2012 issue of the *Journal for Research in Mathematics Education*, “Reporting Research for Practitioners: Proposed Guidelines,” pp. 126–143.)

CALL FOR MANUSCRIPTS