Open the Door and Keep It Open

CALL FOR MANUSCRIPTS

Mathematics Teacher is eager to publish articles illustrating ways in which teachers of entry-level courses open the door for students to learn mathematics. These courses are critical to fostering students' pursuit of and love for learning mathematics through the high school years and beyond.

What instructional methods do you find effective when teaching prealgebra, algebra, geometry, or first- and second-year integrated courses? What strategies are successful in addressing the needs of all students in our classrooms?

The *MT* Editorial Panel is soliciting manuscripts that address any of the following topics:

- Successful strategies for setting, communicating, and supporting high expectations for mathematical learning, especially for students who struggle
- Innovative ways to teach concepts in entry-level courses that work with students of all academic levels within the classroom
- Sample lessons or lesson sequences that spur students' mathematical thinking, even after the bell rings
- Approaches that build on students' interests or community heritage
- Examples of noteworthy lessons based on Common Core State Standards that have supported student learning
- Tips for encouraging students' multiple inquiry approaches built on a foundation of reasoning and sense making
- Classroom ideas that inspire students to take mathematics courses beyond minimum graduation requirements
- Use of manipulatives, multimedia, or technology that make mathematics accessible, hands-on, or interactive for students

Share your best lessons or strategies so that we can open the door and keep it open for *all* students to learn mathematics.

You may submit your completed manuscript for review by accessing **mt.submit.net**. Indicate that the manuscript is being submitted in response to the call Open the Door. Be sure to enter the call's title in the Department/Calls field. No author identification should appear in the text of the manuscript. Additional guidelines for the preparation of manuscripts can be found at **www.nctm.org/publications/content.aspx?id=22602**.

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