

Addressing Equity in the Classroom

Creating and sustaining a culture of equity in the teaching and learning of mathematics is a challenge for today's teachers. The 2008 NCTM Position Statement on Equity pinpoints access to and engagement with challenging, rigorous, and meaningful mathematical experiences.

The Editorial Panel of *MTMS* invites you to share your ideas about addressing equity in teaching middle grades mathematics. The Panel is especially interested in manuscripts that describe classroom-tested ideas. In addition to the focus points listed above, the following items may stimulate your thinking about this topic. Any one item, or a combination of items, might form the basis of your manuscript for this special theme.

- Guidelines for reaching diverse student backgrounds in mathematics
- Mathematical tasks that meet the needs of students who have exceptional needs
- Strategies for effectively reaching English language learners in mathematics
- Strategies for dealing with a transient population
- Involvement of families to encourage mathematical engagement

Submit manuscripts by accessing **mtms.msubmit.net**. On the tab titled Keywords, Categories, Special Sections, scroll to "Manuscript Type," make your choice, then scroll down to "Departments/Call" and select "Addressing Equity."



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