

# CALL FOR CHAPTERS

## Annual Perspectives in Mathematics Education (APME) 2014: *Using Research to Improve Instruction*

### INAUGURAL ISSUE

The first volume of APME will focus on using research findings to make a difference for pre-K–16 students' learning by improving instructional practices in classrooms. This issue will help bridge research and practice and will include research-based strategies for equitable and high-level instructional and assessment practices in mathematics classrooms.

### Call for Chapters

*Using Research to Improve Instruction* will focus on bringing research to practice and practice to research in mathematics education. The Editorial Panel encourages chapters that discuss research projects (including classroom-based action-research projects) and collaborations that present findings and information relevant to both researchers and practitioners. In addition to reports of research, the editors welcome manuscripts that discuss research-based practices that influence classroom teaching and learning. The editors also encourage a diverse range of manuscripts that serve to engage readers. Suggested topics include, but are not limited to, the following:

- **Teaching:** Strategies, tools, teachers' instructional moves for effective instruction; effective questioning techniques and other approaches to encourage high levels of student engagement and discourse
- **Learning:** Discussions of children's mathematical thinking and students' learning of different mathematics domains
- **Curriculum:** Selection and implementation of cognitively demanding tasks; teachers' planning and use of curriculum
- **Assessment:** Selection and use of assessment practices for informing planning and instruction and to support students' learning (e.g., formative assessment, progress monitoring, evidence-based assessment, standards-based assessment)
- **Equity:** Equitable teaching practices with attention to diverse learning needs; culturally

relevant pedagogy and mathematics for social justice; teaching in rural or urban contexts; multitiered systems of support (e.g., intervention strategies) for at-risk students; encouraging gifted learners; strategies for teaching English language learners

- **Technology:** Use of current and emerging technologies (e.g., dynamic mathematics software, interactive whiteboards, smartphones, smartpens, tablets, online learning environments, apps) in varied instructional settings

### Details for Submission

Prospective authors should submit manuscripts for review by **May 15, 2013**. If you are thinking of submitting a chapter, please fill out the **Intention to Submit Form** (<http://www.nctm.org/publications/content.aspx?id=34981>) by **March 1, 2013**, so that we can follow up with you on your proposed project. Contributions from classroom teachers, school-based mathematics leaders and administrators, teacher educators, mathematicians, and researchers are encouraged.

Editorial decisions will be made by the Editorial Panel: Karen Karp (issue editor), Amy Roth McDuffie (general editor), Barbara Dougherty, Francis (Skip) Fennell, Elham Kazemi, Matt Larson, Travis Olson, Nelson Palmer, and Christine Suurtamm.



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