



## Informing Practice

The Editorial Panel of *MTMS* is seeking submissions for its research department, Informing Practice. Articles for this department take research findings and translate them into practical outcomes, strategies, or tips that directly inform teachers' classroom practice.

Examples of appropriate topics might include teaching linear functions, learning through problem solving, promoting proof in the classroom, addressing the needs of diverse learners, and using manipulatives to foster student understanding. Articles should—

- set up a classroom problem, issue, or question that is both relevant to teachers' practice and connected to empirical research;
- address topics appropriate to middle-grades mathematics;
- describe the research—possibly including the mathematics education literature base and the author's findings—in a teacher-friendly voice;
- incorporate examples, student data, illustrations, and diagrams that will bring the research alive; and
- provide recommendations or tips for classroom teachers.

The manuscript should be no more than 2000 words. Send manuscripts by accessing [mtms.msubmit.net](http://mtms.msubmit.net). On the tab titled Keywords, Categories, Special Sections, select Informing Practice from the Departments/Calls section.



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