



Developing & Empowering Teacher Leaders



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Are you a teacher leader? Whether you describe yourself as a math coach, math specialist, mentor, or the classroom teacher to whom everyone turns for support—you are a teacher leader.

A mathematics teacher leader wears many hats: mentor, data analyst, instructional collaborator, content and process facilitator, researcher, resource provider, observer, teacher, learner, and student. Producing students with proficient mathematical understanding requires teachers to have deep, diverse content knowledge, as well as be able to function in varied capacities to support and improve the teaching and learning of mathematics.

Teaching Children Mathematics (TCM) is interested in publishing articles that focus on developing and empowering teacher leaders in our mathematics communities. By highlighting these ideas about the diverse roles of teacher leaders and their impact on their school communities, the *TCM* Editorial Panel hopes to provide teachers and teacher educators with resources to inform and improve their educational practice and further their professional growth.

We invite authors to share their ideas and experiences surrounding the mathematics teacher leader in their professional community. Manuscripts that include photographs and samples of student work or dialogue are especially encouraged. The following list of topics and related questions is intended as a guide for authors. Manuscripts that address related issues are always welcome.

Consider the impact of a teacher leader on the school community and the school culture:

- How has the teacher leader influenced the school's professional learning community?
- In what ways has the teacher leader had an impact on student learning or achievement?
- How does the teacher leader mentor teachers or teacher teams?
- Give examples to support the impact a teacher leader has in fostering the development and growth of mathematical proficiency and understanding in a professional community.
- In what ways does a partnership with a teacher leader influence your own classroom practice?
- Share a personal story about moving into the role of teacher leader.
- Share case studies of your work as a teacher leader.

Consider lesson study and the teacher leader:

- What part does lesson study play in the role of the teacher leader?
- How does the teacher leader use lesson study to build communication and professional learning communities?

Limit your manuscript to 2500 words excluding references and figures; include figures and photographs at the end. On the cover page, state clearly that the manuscript is being submitted for the October 2013 *TCM* Focus issue, "Developing and Empowering Teacher Leaders." Author identification should appear on the cover page only.

Submit completed manuscripts by **July 31, 2012**, to *TCM* by accessing <http://tcm.msubmit.net>. Visit www.nctm.org/journal submissions for detailed manuscript preparation guidelines.



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