

# HOT Topics

*Teaching Children Mathematics (TCM)* is interested in publishing articles on “hot topics” that *TCM* readers have noted as subjects of high interest on reader surveys. By highlighting the issues and challenges that face mathematics educators today, the *TCM* Editorial Panel hopes to provide teachers and teacher educators with resources to assist them in their efforts to meet the mathematical needs of all students.

We invite authors to share their classroom experiences and ideas. 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.

## Curriculum focal points

- In what ways can NCTM's *Curriculum Focal Points: A Quest for Coherence* (2006) inform the teaching and learning of mathematics?
- How can the Focal Points be addressed within the framework of state goals?
- How can the Focal Points be used in the mathematics classroom to shape student learning?

## Intervention strategies

- What evidence supports using instructional intervention strategies to ensure that all students succeed in today's high-stakes testing environment?
- What is the most effective way to manage intervention while still moving students forward?

- Which classroom structures effectively support intervention strategies?
- How can teachers successfully manage intervention strategies while meeting the diverse needs of all students?

## Assessment

- How do you design and employ nontraditional forms of assessment (journals, performance assessments, portfolios, group work, etc.) in your mathematics classroom?
- Which informal/formal assessment tasks and strategies do you use to uncover student understanding of concepts and procedures?
- How do you use the results of informal/formative assessment to design subsequent instruction?
- How do you design instruction so that it aligns with formative assessment and supports children's development in terms of summative assessments?

## Professional learning collaborations

- Which strategies successfully foster communication among teachers at the same grade level? Across grade levels?
- How can vertical teaming activities be developed and implemented in a multigrade school?
- How do we get started using book studies, lesson studies, and team-planning initiatives within our professional learning communities?
- How does team scoring affect student work and teaching practices?

If you have interesting ideas, research, or classroom-tested approaches concerning any of these topics, please share them by writing for the journal. Submit a manuscript to *TCM* at <http://tcm.msubmit.net>. For detailed manuscript-preparation guidelines, go to [www.nctm.org/journal submissions](http://www.nctm.org/journal submissions). Direct any questions to the journal editor at [tcm@nctm.org](mailto:tcm@nctm.org).



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