Instructions for Submitting MTE Manuscripts

Manuscript Submissions

Register to submit manuscripts on the online review and submission system by selecting the link "New Users: Please register here." Contact mte@nctm.org if you have any questions about the submission and review system.

Scope of the Journal

The mission of the online journal *Mathematics Teacher Educator* (*MTE*) is to contribute to building a professional knowledge base for mathematics teacher educators that stems from, develops, and strengthens practitioner knowledge. The journal provides a forum for sharing practitioner knowledge related to the preparation and support of teachers of mathematics as well as for verifying and improving that knowledge over time. The journal is thus a tool that uses the personal knowledge that mathematics educators gain from their practice to build a trustworthy knowledge base that can be shared with the profession.

Therefore, all manuscripts should be crafted in a manner that makes the *scholarly* nature of the work apparent. Toward that end, manuscripts should contain a description of the problem or issue of mathematics teacher education that is addressed, a connection to existing literature, evidence for claims that are made, clear implications for/connections to the practice of mathematics teacher education (both the authors' practice and the larger community), and a statement about the new contribution that is made to the knowledge base.

The nature of evidence in a practitioner journal is different from that in a research journal, but evidence is still critically important to ensuring the scholarly nature of the journal. Thus, authors must go beyond simply describing innovations or raising issues to providing empirically or theoretically grounded evidence of the ability of a proposed innovation, strategy or tool to effectively address the identified issue. Note that *effectiveness of an innovation* implies that something is *better* and not just *different* as a result of the innovation.

We offer some examples of broad categories of manuscripts that might be appropriate for this journal. The categories are meant to be illustrative but not exhaustive.

- Manuscripts that describe *effective ways of influencing teachers' knowledge, practices, or beliefs:* Manuscripts about these interventions might include a description of activities, tasks, or materials (e.g., cases, articles, software) that are used by a teacher educator to influence teachers in some way. These manuscripts would include a rationale for the intervention, a careful description of the intervention, documentation of evidence of the impact of the intervention (e.g., classroom transcript, teacher work, interview data, assessment results), a discussion of how this intervention might be used by others, and a clear statement of the contribution to the mathematics teacher education knowledge base.

- Manuscripts that describe the use of *broadly applicable tools and frameworks in mathematics teacher education*: Such tools and frameworks are generally portable across a range of settings (e.g., grade level, preservice/in-service) and are not idiosyncratic to the instructor. Again, such manuscripts would include a careful description of the tool, what it is designed to capture/assess, its use (including modifications to the tool, changes in setting, etc., if this tool has been discussed previously in the literature), and evidence of the effectiveness of the tool, including reliability and validity (if appropriate). The constructs measured by the tool should

be grounded in the literature, and the manuscript should include an explanation of how to interpret the results of the data captured with the tool. Although space might not permit the inclusion of the tool in its entirety in the manuscript, it could be made available online for other professionals to use, modify, enhance, and study. Examples of such tools might include a classroom observation protocol, a task analysis framework, a textbook analysis tool, assessment tasks, or framework for an entire teacher education program.

- Manuscripts that address *programmatic issues*: These manuscripts should clearly situate the issue within the practice of mathematics teacher education and should contain a description of the problem or issue of mathematics teacher education that is addressed, including relevant background information, the impact of the issue/problem on practice (potentially both the authors' practice and the larger community), and/or relevant policy context. The manuscript should go beyond simply describing the issue to illuminating the trade-offs that would result from alternative solutions to the issue. For instance, an author might report the results of a survey of capstone courses for secondary majors with an analysis of the pros and cons of different models and a suggestion for a new model. Similarly, an author might elaborate on different models for elementary mathematics specialists in schools and note limitations and advantages of each model, providing examples from practice where available.

- Manuscripts that address *external factors that have an impact on mathematics teacher education policy and programs issues*: Such manuscripts would articulate an issue and clearly identify the impact that this issue has on mathematics teacher education (e.g., factors that affect teacher education directly and factors that affect schools directly, which then affect teacher education, such as Title I, special education, English Language Learners, accreditation, Common Core State Standards, tracking). For instance, an author might review the literature on school practices with respect to equity and diversity and provide evidence of the impact of these various practices on mathematics teacher education. Additionally, the manuscript might describe effective ways of challenging such effects.

Review Criteria

Please consider the review criteria listed below in preparing the manuscript for review.

- The manuscript contains a description of the problem or issue of mathematics teacher education that is addressed.

- The manuscript provides a connection to the existing knowledge base in mathematics teacher education and is grounded in theory and/or on previously published articles.

- The manuscript makes explicit the specific new contribution to the knowledge base. Findings should be reported with enough warrants so that recommendations for policy and practice can be constructed or justified.

- If the manuscript describes methods/interventions/tools,

    - the means by which these methods/interventions/tools and their results were studied and documented are described, and the application of the results to practice (both the authors' practice and the larger community) is articulated.

    - the manuscript goes beyond simply describing an innovation to providing evidence of the effectiveness of the innovation being described.

    - the manuscript provides sufficient detail to allow for verification, replication in other contexts, or modification by subsequent authors.

- If the manuscript is theoretical or philosophical in nature,
    - it explains the impact of the issue of practice in mathematics teacher education.
    - it describes the background of the problem/issue and/or describes the policy context that is relevant.
    - goes beyond simply describing the issue to illuminating the trade-offs that would result from alternative solutions to the issue.

Manuscript Preparation

Manuscripts should be no longer than 25 pages of text or 6,250 words (exclusive of references). For ease of reading by reviewers, all figures and tables should be embedded in the correct locations in the text. All manuscripts should be formatted according to the guidelines of the *Publication Manual of the American Psychological Association* (6th edition). Manuscripts not conforming to these specifications may be returned without review. Please submit manuscripts using the online manuscript submission and review system.

Because *MTE* is published in electronic format, we encourage authors to take advantage of the possibilities of this medium by including items such as student work, videos, applets, hyperlinks, and other items that enhance the manuscript. Appropriate permission for such items must be submitted before such a manuscript will be accepted for publication. In addition, color can be used to the extent that it enhances the submission.

General Information

MTE uses a double-blind peer review process, is indexed in ISSN, and is available (from January 2013) through JSTOR. The first issue was published in September 2012, with two issues per volume planned for the foreseeable future.

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