This book will share stories from the field that align with the recommendations in NCTM’s PK–12 Catalyzing Change series. The four key recommendations support collaboration among stakeholders interested in making sure that each and every student has access to high-quality mathematics teaching and learning. The recommendations center on the following serious challenges:

- Broadening the purpose of school mathematics to prioritize development of deep conceptual understanding so that students experience joy and confidence in themselves as emerging mathematicians
- Dismantling structural obstacles that stand in the way of mathematics working for each and every student
- Implementing equitable instructional practices to cultivate students’ positive mathematical identities and a strong sense of agency
- Organizing mathematics along a common shared pathway grounded in the use of mathematical practices and processes to coherently develop a strong foundation of deep mathematical understanding for each and every student

Are you implementing aspects of the above recommendations from the Catalyzing Change series? If so, consider sharing your story so that others can learn from your efforts and be inspired. Stories should highlight how teachers, schools, or districts initiated the critical conversations to get stakeholder buy-in for the change, what steps supported implementing the change, and insights about the effectiveness and challenges of making change. We seek stories along the continuum of change, including work that is just starting, to initiatives in progress, to strong implementation.

The book editors are
Karen J. Graham (University of New Hampshire)
Robert Q. Berry III (University of Virginia)
Sarah B. Bush (University of Central Florida)
DeAnn Huinker (University of Wisconsin–Milwaukee)

We are soliciting manuscripts that share stories of implementing the recommendations at various grade levels, including efforts that are at the district and state levels as well as within schools or individual classrooms.

Timeline
- May 1, 2021: Intent to submit a manuscript*
- July 1, 2021: Deadline to submit manuscripts
- Sept. 1, 2021: Authors notified about acceptance decisions
- Oct. 1, 2021: Authors submit revised manuscripts
- Oct. 15–Nov. 15, 2021: As needed, further revision of manuscripts on the basis of editorial requests
- Nov. 15, 2021: Final version of manuscripts due
- Sept./Oct. 2022: Book released at Annual Meeting in Los Angeles, CA

*Although not required, it is highly encouraged and an opportunity to receive feedback from the editors.
Call for Manuscripts

Intent to Submit a Manuscript (Due May 1, 2021)
Use this NCTM form to notify the editors of your Intent to Submit between now and May 1, 2021. This form will ask you to provide general information, including author names, place of employment, a draft manuscript title, and a one-paragraph description of proposed manuscript contents.

Full Manuscript (Due July 1, 2021)
Manuscripts should be submitted to ScholarOne Books. Please title your manuscript in the system as “Response to Success Stories from CC; <Your Chapter Title>. Examples of potential manuscript topics, submission guidelines, and considerations to include in your manuscript are provided below as guidance for potential authors. Please submit according to the NCTM Author Toolkit found here.

Guidance for Full Manuscript Preparation

Examples of Potential Manuscript Topics

- The story of a fifth-grade teacher who is no longer using ability groups for mathematics instruction
- The steps taken by a K–5 teacher team to reimagine a culture of mathematics learning centered on cultivating the wonder, joy, and beauty of mathematics
- How a teacher shifted to a strengths-based perspective in teaching mathematics
- How a teacher became intentional in positioning competence in a student in front of their peers
- The story of a middle school team taking a closer look at what it means to be a culturally responsive teacher
- How instructional coaching in a school or district is centered using NCTM’s Mathematics Teaching Framework
- The story of three middle schools who are collaborating to stop overproceduralizing their curriculum and reposition the focus on conceptual understanding and meaningful contextual learning
- How a high school used the essential concepts to reform their mathematics program
- The journey taken by a state or district to revise its middle and high school mathematics course of study and create a new common shared pathway for student learning of mathematics
- The story of a district or school to detrack its mathematics program
- How a district book study led to creating a long-term plan to implement the four recommendations in the Catalyzing Change series
- The actions taken by a state to revise its curriculum framework or standards to focus on the high school essential concepts

Manuscripts should be—

- Approximately 10–12 pages long, including figures, tables, and references (2,000–2,500 words total)
- Double spaced, no smaller than 10-point font, 1-inch margins
- Well organized with headers and subheaders, and closely proofread prior to submission

Please Consider Addressing the Following Topics

- Background (context and what led you to this work)
- Alignment to Catalyzing Change recommendation(s)
- Your story
- Challenges encountered and lessons learned
- Benefits for students and next steps
- Concluding thoughts

Questions regarding this call for manuscripts should be directed to Karen Graham at karen.graham@unh.edu.