

Nurturing Persistent Problem Solvers

2017 Focus Issue

Problem solving lies at the center of what it means to do mathematics, and few meaningful problems can be solved without persistence. This is part of the message of both NCTM's *Principles to Actions* and the Common Core's Standards for Mathematical Practice. The Editorial Panel of *Mathematics Teacher* invites teachers, teacher educators, education researchers, and others to share their experiences and ideas about how to nurture persistent problem solvers.

The following questions may serve as starting points for thinking about this subject:

Nurturing

- What teaching strategies encourage persistence in students with little experience in problem solving?
- What guidance and support do you provide when students struggle in solving problems? What guidance do you withhold?
- How do you establish classroom norms and promote equity while nurturing persistent problem solvers?

Persistence

- How do you foster students' mathematical risk taking as they embark on solving problems?
- What types of problems or activities engage your students and inspire persistence? How do you find or create these?

- How do you balance individual perseverance and group collaboration?

Problem Solving

- How do you help your students develop a problem-solving process?
- What technological tools do you use or provide to assist students in solving problems?
- How do you assess your students' problem-solving skills?
- What research helps mathematics teachers nurture persistent problem solvers?

These are just a few of our ideas; we want to know what you think.

In addition to feature-length submissions (2000–3000 words), we are also interested in one-page submissions (600–700 words).

Submit manuscripts at mt.msubmit.net by May 1, 2016. Be sure to enter the call's title (Nurturing Persistent Problem Solvers) in the Calls field. No author identification should appear in the text of the manuscript. Manuscript guidelines are available at www.nctm.org/mtcalls. If you have ideas related to this topic and wish to discuss them before sending a manuscript, contact Tara Slesar (tslesar@nctm.org).



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