



Mathematics Teaching Practices in Action

NCTM's *Principles to Actions: Ensuring Mathematical Success for All* (2014) marshals decades of research to “describe the actions required to ensure that all students learn to become mathematical thinkers and are prepared for any academic career or professional path they choose” (NCTM 2014, p. vii). In particular, the Principle of Effective Teaching and Learning outlines eight Mathematics Teaching Practices (MTPs) that form the “nonnegotiable core that ensures that all students learn mathematics at high levels” (NCTM 2014, pp. 4, 10).

The *MTMS* Editorial Panel seeks manuscripts that provide supporting evidence of the “specialized expertise and professional knowledge,” as exhibited by the eight Mathematics Teaching Practices, or that show the contrasts between productive and unproductive beliefs (NCTM 2014, p. 11) about teaching and learning mathematics.

- In what ways can the Mathematics Teaching Practices (*Principles to Actions*, p. 10) support high-quality teaching and learning of mathematics?
- What do changes from unproductive to productive

beliefs about teaching and learning mathematics look like? What resources support the change from unproductive to productive beliefs about teaching and learning mathematics?

- How can the lessons from research that underlie the eight MTPs be seen in action in a classroom?
- What are effective models for connecting productive teaching practices to productive student practices?
- How should assessment practices change in light of the eight MTPs? How can we elicit and use student thinking as part of assessment?
- How might the MTPs elucidate student reasoning and sense making? What makes mathematical discourse meaningful?
- What does “productive struggle” (NCTM 2014, pp. 48–52) look like in middle-grades classrooms?

The manuscript should be no longer than 2500 words, not including references and figures. To submit a manuscript, access mtms.msubmit.net. On the tab titled Keywords, Categories, Special Sections, select Mathematics Teaching Practices from Departments/Calls.



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