Productive struggle in the mathematics classroom is the act of providing experiences and supports for students to engage in mathematics at a deeper level by focusing on the understanding rather than the final solution, as described in NCTM’s *Principles to Actions: Ensuring Mathematical Success for All* (2014). In turn, students may struggle more when asked to delve deeper into the concepts. Teachers can facilitate this struggle by offering help and guidance without interfering with students’ opportunity to engage in sense making. In so doing, they will help move students into deeper areas of mathematical understanding.

Productive struggle is valuable as part of the culture in all mathematics classrooms, and a mindset must be shared by both teachers and students to achieve the deep understanding elicited by today’s mathematical standards. Being able to implement this mindset produces students who are tenacious problem solvers and productive communicators who understand the value of mathematical justifications. Transforming the classroom into an environment that encourages students to struggle productively is not easy.

The Editorial Panel of *Mathematics Teaching in the Middle School* (MTMS) invites readers to submit manuscripts addressing how productive struggle is attained in the classroom and what steps are necessary to produce this type of environment. The questions below may guide you during this process.

**SUPPORTING STUDENTS**
- What aspects of classroom culture positively and negatively impact productive struggle?
- What are the teacher’s roles and actions in a classroom that promotes productive struggle?
- What questions should teachers ask to keep students interested and involved while not diminishing key thinking opportunities?

**STRATEGIES AND PREPARATION**
- How do teachers plan to ensure that they can anticipate students’ misconceptions and struggles?
- What strategies can teachers use to show students the value of written and verbal justifications needed to progress through a mathematical task?
- How are preservice teachers prepared to cultivate a productive struggle mindset?

**STUDENT ENGAGEMENT**
- How do students become persistent and tenacious problem solvers who are ready for the challenges that rich mathematical tasks provide?
- What are the dynamics of student groups that can affect productive struggle and maximize learning for all students?
- How do students’ mistakes and the level that students accept and reflect on mistakes impact productive struggle?
- How do misconceptions in mathematical understanding impact the ability of students to productively struggle?

**TASKS AND TECHNOLOGY**
- What are the qualities of tasks that will enable students of all mathematical abilities to experience productive struggle?
- What modifications to tasks or materials will help to keep struggle productive?
- How can teachers use technology in the classroom to support students in productive struggle?

The manuscript should be no more than 2500 words, not counting references and figures. Submit manuscripts through [http://mtms.msubmit.net](http://mtms.msubmit.net). On the Keywords, Categories, Special Sections tab, select this 2018 call from the list in the Department/Calls section. Manuscripts are due February 1, 2017.