SPECIAL ISSUE CALL FOR MANUSCRIPTS:
Social-Emotional Learning and Mathematics

DEADLINE EXTENDED!

SUBMISSION DEADLINE: January 31, 2022   PUBLICATION DATE: October 2022

All students deserve opportunities to receive high-quality mathematics instruction, learn challenging grade-level content, and receive the support necessary to be successful (NCTM 2014a). Acknowledging and addressing factors that contribute to differential outcomes among groups of students is critical to ensuring students’ success. Recognizing that all learning is social and emotional, we must give explicit attention to students’ social and emotional learning (SEL) needs. This Special Issue will offer guidance to readers on how we can effectively attend to students’ SEL as well as their mathematical proficiency.

The Mathematics Teacher: Learning and Teaching
PK–12 Editorial Board invites manuscript submissions addressing SEL in mathematics classrooms to be considered for publication in a special issue. Suggested topics follow.

• SEL Competencies (CASEL 2020)
  1. Self-Awareness
     • What does it look like to include more student voice and student choice in classrooms?
     • What tasks provide windows and mirrors (Dominguez 2016) into student thinking?
     • How do you use multilingual/multicultural resources to help students see themselves and their heritage in the learning, which promotes student agency?
  2. Self-Management
     • How do you offer students the opportunity to make decisions about how to improve as opposed to a way to determine if they are right or wrong?
     • What opportunities for student reflection are embedded within your instructional plans?

• The Standards for Mathematical Practice (SMPs)
  • What specific classroom activities illuminate connections between SMPs and SEL competencies?
  • In what ways have you seen a focus on one (e.g., SEL competencies) affect the other (e.g., SMPs)? How might the absence of either result in inequitable learning outcomes?

• The Mathematics Teaching Practices (MTPs; NCTM 2014b)
  • What are the connections between MTPs and SEL competencies?
  • What teacher actions are important to support SEL competencies?
  • What teacher actions are important to avoid in order to attend to students’ SEL?
  • How might SEL relate to assessment?

REFERENCES

Please submit manuscripts through ScholarOne (https://mc04.manuscriptcentral.com/mlttjd12), selecting “Special Issue: SEL” as your manuscript type. In a cover letter, indicate which subtype of article you are submitting (Front and Center, Feature, Focus, Exploring Mathematics, or Department). See Submission Guidelines (www.nctm.org/mlttsubmit) for more information on article types. Word limits apply.

Questions? Contact mttl@nctm.org.