Effective actions move students forward. Effective teachers gain traction over time with real change in mathematics classrooms. Principles to Actions: Ensuring Mathematical Success for All calls for real change within classrooms and school structures.

Help us honor the 10th anniversary of this landmark publication by enriching the teaching community with your experience!

We want to hear from teacher authors!
Your manuscript may apply to one mathematics teaching practice, one essential element, or several. Manuscripts should (1) share your action that gained traction, (2) include explicit connections to the teaching practices and/or essential elements, and (3) document outcomes that resulted from your actions.

Download the call for manuscripts, which includes ideas for your article! https://nctm.link/mtltcalls

SUBMISSION DEADLINE: January 15, 2024 (Extended!)
PUBLICATION DATE: October 2024

Questions?
Contact mtt@nctm.org.
The questions below are designed to spark your thinking, not limit your focus.

**Effective Teaching and Learning** so that students are engaged in both individual and collective experiences that promote their ability to make sense of problems and reason mathematically.

- What strategies have you implemented to gain traction with (any or all of) the Mathematics Teaching Practices?
- What professional learning activities have increased the prevalence of Mathematics Teaching Practices in classrooms?
- What connections have you noticed between the implementation of teaching practices and student learning?
- What efforts have you made to overcome obstacles that inhibit the use of effective Mathematics Teaching Practices?

**A Commitment to Access and Equity** so that all students have access to a high-quality curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential.

- What actions did you take to move from one-size-fits-all practice(s) to accommodating differences to meet a common goal of high levels of learning by all students?
- What actions have produced results in transforming beliefs from unproductive to productive?
- How have professional networks or communities been used to attend to equity in mathematics teaching and learning?

**A Powerful Curriculum** that develops important mathematics along coherent learning progressions and connections among areas of mathematical study and between mathematics and the real world.

- What actions did you undertake to ensure your curriculum sequenced core mathematical ideas over time?
- What strategies or actions have enabled teachers and students to incorporate problems that use contexts from everyday life and/or other subjects?
- How have you enacted tasks that engage students and generate interest and curiosity in the topics under investigation?

**Appropriate Tools and Technology** that are integrated in ways to help students in making sense of mathematical ideas, reasoning mathematically, and communicating their mathematical thinking.

- What actions have you taken to use manipulatives, materials, or technology to help students make sense of the mathematics they are learning?
- What classroom experiences have helped students recognize the power and limitations of tools/technology and help them learn when to choose them?
- How have you used technology to increase access to mathematical ideas or contexts that would otherwise be difficult or time consuming to do?

**Meaningful and Aligned Assessment** that is integrated into instruction, providing feedback to students (and parents), and guiding instructional decisions and program improvement.

- What actions have you undertaken to develop and/or implement assessments that provide useful formative and/or summative information?
- What assessment strategies or tools have you used to document progress toward, and support learning of, a mathematical concept or process?
- What actions have you taken to provide feedback to students and families related to their mathematical learning and/or engagement?
- How have assessment efforts resulted in changes to instruction and/or programs?

**A Culture of Professionalism** wherein educators hold themselves and their colleagues accountable for the mathematical success of every student and for personal and collective professional growth toward effective teaching and learning of mathematics.

- What actions have you taken to cultivate and support a culture of professional collaboration and continual improvement?
- How has a culture of professionalism helped you to gain traction as a teacher or leader?
- What strategies or ideas have you implemented to educate stakeholders about high quality mathematics teaching and learning?

We hope one or more of these prompts helps you to identify a teaching activity, an instructional routine, an assessment practice, a school-wide initiative, a professional learning experience, or other action that has gained traction in your setting.

Please submit manuscripts through ScholarOne (https://mc04.manuscriptcentral.com/mtltpk12), selecting “Special Issue: Action” as your manuscript type. See Submission Guidelines (www.nctm.org/mtltsubmit) for more information on article types. Word limits apply.

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