



WRITE FOR *MTLT*

MTLT features four main types of articles:

- **Front-and-Center Article—Grade Band PK–12**

A Front-and-Center article has a message that appeals to *MTLT* readers working with students across all grades, PK–12. This can be achieved in many ways, including, but not limited to, writing on an issue of importance for all grades (providing relevant examples for different grade bands) or reframing the topic for each grade band in different sections of the article. Submissions should not exceed 5,000 words. See a sample in Appendix 2.

- **Feature Article—Grade Bands PK–2, 3–5, 6–8, 9–12, PK–5, 3–8, 6–12**

A Feature article emphasizes one grade or grade band. Evidence of classroom implementation is expected. Submissions should not exceed 3,500 words. See a sample in Appendix 3.

- **Focus Article—Grade Bands PK–2, 3–5, 6–8, 9–12, PK–5, 3–8, 6–12**

Focus articles share a single developed idea to be quickly read by the busy teacher. Teaching strategies, learning technologies, or tasks used for a lesson are but a few of the many possibilities. The evidence of classroom implementation will not be the main message of the article. Submissions should not exceed 1,500 words. See a sample in Appendix 4.

- **Exploring Mathematics—Grade Bands PK–2, 3–5, 6–8, 9–12, PK–5, 3–8, 6–12**

This article type focuses on mathematics content that appeals to PK–12 teachers and provides a forum for classroom teachers to discuss mathematics. Submissions can—

- pose and solve a novel or interesting mathematics problem;
- expand on connections among different mathematical topics;
- present a general method for describing a mathematical notion or solving a class of problems;
- elaborate on new insights into familiar school mathematics; or
- leave the reader with a mathematical idea to consider.

Submissions should not exceed 2,500 words and should be provided as an MS Word-based document (not LaTeX) See a sample in Appendix 5.

MTLT offers Departments as well:

- **Ear to the Ground**

Ear to the Ground highlights voices working in various communities within the mathematics education world. Possible contributors include conference and webinar presenters, book



contributors (authors, editors and chapter authors), website creators, blog authors, and workshop facilitators. Contributions may be solicited or unsolicited and help keep *MTLT* readers up to date on current happenings in PK–12 mathematics education. Submissions should not exceed 750 words. See a sample in Appendix 6.

- **For the Love of Mathematics**

How do you show your love of mathematics? Submissions sent to the editor may include a photograph combined with a funny or engaging mathematical question; an original cartoon that is humorous or reflective; a puzzle; Math Circle prompts; a poem or vignette; original artwork; or general celebratory items, such as Pi Day or Metric Week. Submission of student work within these guidelines is also welcome. Submissions should include a brief description (no more than 150 words) that relates the creative aspect of the submission (e.g., photograph/figure, poem, song) to your love of mathematics. See a sample in Appendix 7.

- **From the Archives**

This department features reprinted articles from NCTM's legacy journals and considers them from a contemporary perspective. Although unsolicited submissions are not accepted, the online *MTLT* Journal Club on the first Tuesday of each month offers an avenue for individuals to participate in the selection and introductory writing for this department. See a sample in Appendix 8.

- **Growing Problem Solvers**

This department publishes manuscripts that show how one important mathematical idea can “grow” in mathematical complexity over the years. Manuscripts highlight a PK–12 learning trajectory, providing four high quality tasks that span PK–2, 3–5, 6–8, and 9–12 grade bands. The learning trajectory should be made explicit using a chart of the curriculum standards being addressed by each task. Tasks featured are low threshold, high ceiling tasks with multiple entry points, allowing for a variety of solution strategies and reaching many different learners. A teacher page highlights important features of the tasks, potential instructional strategies, and extension ideas. Manuscripts should be accompanied by four student-ready task sheets. Word count: 1500 plus four task sheets. See a sample in Appendix 9.

- **Problems to Ponder**

Problems to Ponder provides 28 classroom-ready mathematics problems that collectively span PK–12 and are arranged in grade-level order (problem 1 = prekindergarten; problem 28 = grade 12). Answers to the problems are available online. Individuals are encouraged to submit a problem or a collection of problems directly to mtlt@nctm.org. If accepted, authors of problems will be acknowledged. See a sample in Appendix 10.



- **Teaching Is a Journey!**

This department provides a space for PK–12 teachers of mathematics to connect with other teachers of mathematics through their stories that lend personal and professional support. Potential topics include, but are not limited to, these questions: What led you to the profession of teaching mathematics, and how have you developed in the profession? How have you come to incorporate effective teaching practices into your work? What difficulties have presented themselves? How have you persevered through challenges? What is your story with respect to realizing the vision of better mathematics for each and every student? Vulnerability is a component of our collective work. In what ways does vulnerability affect your professional trajectory? How do you practice self-care and care of colleagues? What strategies do you have for support within your professional learning community? Submissions should not exceed 1,600 words. See Appendix 11.

MTLT offers other article types:

- **Editorials**

Editorials are short articles that comment on issues of significance to mathematical thinking and learning. Authors should present the issue in a clear and constructive way and then add their critique or suggestion(s) on improving or expanding the idea. Alternatively, the author may present both sides of an issue and leave it up to readers to decide their personal point of view. Successful editorials will leave readers wanting to know more or will help them engage in the topic at hand. Authors are encouraged to include in their submission the invitation to continue the discussion on social media such as [myNCTM](#) (NCTM's discussion board) or Twitter (copy @nctm) and Facebook (tag @NCTM). Subject matter could include such topics as curriculum, pedagogy, assessment, educational philosophy, research implementation, or structure of the educational system. Submissions should not exceed 1,000 words. Should the article be accepted, it will be published online only.

- **Letter to the Editor**

A Letter to the Editor should be a brief response to an article, discussing only issues directly relevant to the original article's content. The response may be supportive or critical in nature. If the Letter to the Editor is accepted, the author(s) of the original article will have the opportunity to submit a response letter. Should the response letter be accepted, both letters will be published together online only. Submissions should not exceed 1,000 words.

Readers are encouraged to direct general comments (e.g., "I really enjoyed the article by ____") or personal reflections (e.g., "I used the activity mentioned in __ in my classroom, and the children loved it!") on *MTLT* articles to social media sites such as Twitter and Facebook. When tweeting, be sure to tag @NCTM and use these hashtags: #MTLTPK12, #MTBoS, #iteachmath, #T2T, #math, #mathed. If posting on Facebook, tag @NCTM.