

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

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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?

3. Responsible Decision-Making

- How might you study the community in which you teach and incorporate issues that affect your students into your mathematical tasks?
- How do you design learning experiences that have students “taking action” as the final product? What does “taking action” look like for your students?

4. Social Awareness

- How is learning typically arranged in your classroom (e.g., individual practice, whole-group instruction, collaborative work, exploration)?
- What strategies/practices might you use to increase students' social awareness?

5. Relationship Skills

- What steps do you take to ensure all students get the same opportunities to communicate and collaborate through classroom discussions?
- How might you support students in giving feedback in specific situations? What strategies would help students improve their communication skills?

• 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

- The Collaborative for Academic, Social and Emotional Learning (CASEL). 2020. *What Is SEL?* <https://casel.org/what-is-sel/>.
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- National Council of Teachers of Mathematics (NCTM). 2014a. *Access and Equity in Mathematics Education: A Position of the National Council of Teachers of Mathematics*. <https://www.nctm.org/Standards-and-Positions/Position-Statements/Access-and-Equity-in-Mathematics-Education/>.
- National Council of Teachers of Mathematics (NCTM). 2014b. *Principles to Actions: Ensuring Mathematical Success for All*. Reston, VA: NCTM.
- National Governors Association Center for Best Practices (NGA Center) and Council of Chief State School Officers (CCSSO). 2010. *Common Core State Standards for Mathematics*. Washington, DC: NGA Center and CCSSO. <http://www.corestandards.org/Math>.

Please submit manuscripts through ScholarOne (<https://mc04.manuscriptcentral.com/mtltpk12>), 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/mtltsubmit) for more information on article types. Word limits apply.

Questions? Contact mtlt@nctm.org.