

CALL FOR MANUSCRIPTS

Transitioning to a Postpandemic World

As students return to school after more than a full academic year of pandemic-related adaptations, the question of “how do we support the mathematics learning of every student?” remains at the forefront of our work.

As we transition toward a postpandemic world, though, the emphasis in answering this question probably falls within two broad areas. First, we must consider how to address **unfinished learning**, which refers to concepts students have not yet mastered—knowledge they will need in order to grasp upcoming ideas. Although vertical alignment and cohesion have long been a goal for supporting the learning of every student, the curriculum must reflect the impact of the pandemic. In many cases, students learned less or different mathematics than would have been the case without a pandemic. Curriculum decisions about pacing and prioritizing content have never been more important to schools and districts. Relatedly, the pandemic has highlighted what teachers have known all along—students become disengaged for a variety of reasons, challenging teachers



to find new ways to engage them. This leads to the second broad area of concern: As students return to schools or continue with hybrid or online learning, we must prioritize student engagement. As we work to align standards, curriculum, instruction, and assessment, we must involve students in their learning and make mathematics accessible and meaningful.

With these ideas as our backdrop, **Mathematics Teacher: Learning and Teaching PK–12 (MTLT)** is looking for manuscripts that address any of the following questions:

- Rather than assume deficits within our students, how can we start with grade-level content and provide the necessary in-the-moment supports for learning?
- In the pandemic and postpandemic environment, how do we prioritize content in a way that maintains curricular cohesion and articulation across years/courses?
- What structures or ideas are available for scaffolding lessons as students engage in grade-level content?
- What tasks or ideas can be embedded in instruction to determine what students know and what they need to learn to avoid overassessing students?
- Once unfinished learning is identified, how do teachers implement appropriate interventions?
- How do we as teachers identify students’ strengths and related useful learning supports that students may need?
- How can classroom teachers help students reconnect with mathematics following the pandemic?
- How can teachers look for horizontal and vertical connections between mathematical concepts so as to support students’ access to grade-level content?
- What ideas or lessons learned from virtual teaching during the pandemic can we apply in our face-to-face classrooms?
- How has the experience of virtual mathematics instruction matured and/or expanded our ideas about making home-school connections in mathematics?

Submissions can be uploaded at mc04.manuscriptcentral.com/mtltpk12. We encourage new authors to check out the *MTLT* Author Toolkit at www.nctm.org/mtltsubmit for answers to common questions, information on article types, examples of digital assets, sample articles, and more!

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