

MTLT: A Practitioner Journal by Teachers, for Teachers

We hear from teachers that writing for *Mathematics Teacher: Learning and Teaching PK–12 (MTLT)* is out of reach for them because they are not researchers. Nothing could be further from the truth. *MTLT* represents all PK–12 teachers of mathematics—their classroom lessons, tasks, and aha moments.

For *MTLT*, the formula is simple:

An Article for *MTLT* = A Classroom Lesson + Assessment of That Lesson on Student Learning.

Classroom teachers understand how students learn best, so we want to hear from you. As a classroom teacher, *you*—

- examine student thinking;
- have the actual ability to share what you observe when you try a new teaching practice;
- know which teaching models work . . . and don't work;
- understand how to engage a student who rarely participates . . . and the joy when the student engages;
- see what happened minutes before a lightbulb moment for a student; and
- know how you help your students make mathematical connections to the world around them.

An article in *MTLT* comes from doing new tasks in your classroom, assessing their success, and then writing about them.

Read more about submitting an article to *MTLT* in our Author Toolkit (www.nctm.org/mtltsubmit) or email us at mtlt@nctm.org.

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Have questions? Contact us at mtlt@nctm.org



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