There is growing awareness of the need for teachers to implement equitable, rigorous, and coherent mathematics instruction (TODOS, 2019). This type of instruction requires that we purposefully include the multilingual students in our classrooms. Though aware of this need, many teachers are still unsure of how to act on this awareness as evidenced by their lack of confidence in their ability to teach diverse groups of students (Banilower et al., 2018). For this special issue on multilingual learners, TEEM seeks manuscripts from classroom teachers and/or teacher educators that provide evidence-based examples of how to enact and/or learn how to enact effective instructional strategies and/or learning activities with multilingual students. We are particularly interested in manuscripts that (1) promote and utilize deficit-free language, (2) include positive, evidence-based examples and/or vignettes, and (3) bridge research and practice. We are interested in articles that span the continuum of K-16, preservice, and inservice learning spaces. The following are suggested manuscript topics for this special issue:

- A description, discussion, or reflection on implementation of effective teaching practice(s) in multilingual classrooms and/or learning environments. This work could be situated in teacher education contexts.
- A specific classroom-tested TODOS-oriented “excellence and equity” mathematics activity exploring innovations and practices for teaching mathematics in multilingual settings. This activity could be accompanied by a blackline worksheet for classroom use.
- A description of advocacy work with students, parents/families, or colleagues that foster effective policy and practices for teaching mathematics with multilingual students.
- A description of professional development initiatives aimed at developing practices for teachers to support the learning and success of multilingual learners in mathematics.
- A description of teacher preparation initiatives aimed at helping prospective teachers to effectively teach multilingual students.

The TEEM Guest Editors for this special issue, Zandra de Araujo (University of Missouri), Craig Willey (IUPUI), Sarah Roberts (University of California-Santa Barbara), and William Zahner (San Diego State University), welcome query emails about the suitability of proposed topics: email dearaujoz@missouri.edu. Please write “Multilingual Learners Issue” on the subject line.

Teaching for Excellence and Equity in Mathematics (TEEM) is a refereed journal published by TODOS: Mathematics for ALL and available via membership in TODOS. The intended audience of TEEM includes mathematics teachers, leaders, administrators, and mathematics teacher educators.

For more details on the guidelines for papers, see http://www.todos-math.org/teem.


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TEEM Special Themed Issue

TEACHING MATHEMATICS WITH MULTILINGUAL LEARNERS: ACTIONS AND INNOVATIONS

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