



Teaching for Excellence and Equity in Mathematics

<http://www.todos-math.org/teem>

TEEM Special Themed Issue

TEACHING MATHEMATICS WITH MULTILINGUAL LEARNERS: ACTIONS AND INNOVATIONS

Call for MANUSCRIPTS

SUBMISSION DEADLINE: SEPTEMBER 15TH, 2019

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>.

Banilower, E. R., Smith, P. S., Malzahn, K. A., Plumley, C. L., Gordon, E. M., & Hayes, M. L. (2018). Report of the 2018 NSSME+. Chapel Hill, NC: Horizon Research, Inc.

TODOS. (2019). Mission and goals. <https://www.todos-math.org/mission-goals>