

Mathematics Teacher Educator

a joint publication of
the National Council of Teachers of Mathematics
and the Association of Mathematics Teacher Educators



NATIONAL COUNCIL OF
TEACHERS OF MATHEMATICS

Supporting Teachers in Developing Content Knowledge and Content-Specific Teaching Practices

This call is aimed at promoting innovations in developing teachers' content knowledge. We want to better understand how mathematics teacher educators prepare prospective and practicing teachers in learning mathematics content and learning to teach mathematics content to K-12 students. The editorial board of *MTE* are looking for manuscripts that address teachers' content knowledge, specialized content knowledge, and/or skills/competencies/practices in teaching a particular content domain (e.g., fractions, proportional reasoning, argumentation, modeling, geometry, algebra, etc.).

Manuscripts should contain a description of a problem or issue related to teaching a particular area or domain of mathematics content, the methods/interventions/tools that were implemented to address the issue, the means by which these methods/interventions/tools and their results were studied and documented, and implications for mathematics teacher educators' practice.

Some questions for consideration might include, but are not limited to:

- What interventions, tools, or methods are used for developing teachers' understanding of a content domain?
- What MTE pedagogical practices should teachers adopt to support teachers' learning of particular content domains?
- What interventions support practicing and prospective teachers in learning or learning to teach particular K-16 content?
- What interventions support practicing and prospective teachers in learning to teach students to engage in teaching mathematics content for social justice?
- What interventions support practicing and prospective teachers in learning to teach students to engage in teaching mathematics content using technology?

Submission Guidelines and Process:

We ask that prospective authors create a summary of their manuscript by downloading and completing the following [template](#). The summary should include a statement and justification of a problem of practice, a description of method/tool/intervention that is grounded in research,

methods of evaluation of effectiveness, including enumerating the data collected, a summary of evidence of effectiveness, and implications for mathematics teacher educators.

Summaries should not exceed 2 pages, including references (1-inch margins, 12-point font, double-spaced). Summaries will be reviewed by the editorial board only with author information removed. Authors who will be invited to submit a manuscript for full review will be notified by June 15, 2026. For best consideration, manuscripts should be submitted by August 1, 2026, but manuscripts can be accepted beyond this date as well; please contact editors at mte@nctm.org. Full manuscripts will be peer-reviewed with identifying information removed, as per the typical *MTE* review process. The editorial team welcomes meetings with prospective authors to discuss their work prior to submission, please reach out to mte@nctm.org to schedule a meeting (i.e., if you have questions as to whether your work is appropriate for this call or need help connecting your work to components of an *MTE* manuscript).

Submit your summary via this link: https://ohio.qualtrics.com/jfe/form/SV_bEKvMzFUB2pdKvQ

Two-page summary submitted May 1, 2026

Manuscripts invited for full review will be notified no later than June 15, 2026

For best consideration, full manuscripts should be submitted by August 1, 2026, but manuscripts can be accepted after this date

Anticipated publication for manuscripts beginning in February/June 2027

Call for Reviewers:

Please ensure all authors of submitted summaries have completed profiles in ScholarOne as authors and reviewers. Those who are invited to submit full manuscripts will be asked to review for *MTE*.