



*CAMTE Secondary Mathematics
Teaching Methods Task Force*

Call for Proposals

The Secondary Mathematics Teaching Methods Task Force of the California Association of Mathematics Teacher Educators (CAMTE) requests submissions of manuscripts for possible inclusion in an upcoming monograph that is planned to be online by next fall. The focus of the monograph will be an examination of the appropriate content for a university-level secondary mathematics methods course in California. Manuscripts should go beyond what is common knowledge contained in textbooks for such courses. Goals of the monograph include informing California mathematics methods instructors about best practices (and the accompanying research base for each) and helping to promote more commonality among the courses offered on different campuses. The following topics are suggested to provide focus to submissions:

Mathematics Content and Curriculum

- What is the mathematics of secondary school?
 - Mathematical knowledge for teaching number, algebra, geometry, probability and statistics
 - Problem solving
 - Reasoning and proof
 - Mathematics standards
 - Mathematics curricula, texts, and materials
- What are the big ideas of secondary school mathematics?
 - Making connections
 - Multiple representations
 - Course planning

Instruction

- Planning for instruction
 - Goals and objectives
 - Unit and lesson planning
- Teaching with knowledge of learning theory: adolescent development, socio-cultural theory, cognitive theory, constructivist theory
- Teaching with mathematical representations, including manipulatives
- Teaching mathematical language, literacy, and discourse
- Teaching mathematics with technology
- Teaching mathematics to all students
 - Equity in the mathematics classroom
 - EL strategies
 - Special needs strategies

Assessment

- Knowing student thinking: common errors, questions, and ways of understanding
- Evaluating student thinking: assessment purposes, strategies, and techniques
- Building on student thinking: formative assessment

Professional Practice and Growth

- Legal and ethical obligations
- Professional organizations and resources
- Life-long learning through collaboration, observation, study, and reflection

Authors are encouraged to include where relevant:

- Development of teaching candidates' knowledge (what they can think, talk, and write about), skills (what they can do), and attitudes and dispositions (what they believe and how they are inclined to act)
- Goals and/or objectives
- Learning activities
- Relevant professional literature and other resources
- Explication of specific adaptations to the current California environment for teacher education

The Review Process. Any information identifying the author(s) will be removed from the manuscript before being sent to a review panel. Every attempt will be made to match the reviewers' expertise with the topic of the document. The editorial panel—consisting of Heather Calahan (UCLA), Rick Marks (Sonoma State University) and Michael Lutz (CSU Bakersfield)—will use the reviewers' comments to make final decisions regarding manuscript acceptance. (Submission of a paper does not guarantee acceptance.)

Guidelines for paper submissions follow:

- Papers should be no more than 30 pages in length (double-spaced, 12-point font, one-inch margins), including references, appendices, photographs, endnotes, figure, and tables;
- Papers should follow the recommendations of the 5th edition of the American Psychological Association (APA) *Publication Manual* for style and formatting; and
- Papers should be prepared in Microsoft Word.

The deadline for submissions is April 15, 2007. Send manuscripts electronically to Michael Lutz (plutz@csu.edu). Author information should not appear in the manuscript. Be sure to include the following information in an accompanying cover sheet: Name(s), professional affiliation(s), and position(s) of the author(s), and contact information of the first author (including email address, mailing address, and work phone number).

About CAMTE. CAMTE is an affiliate of the Association of Mathematics Teacher Educators (<http://www.amte.net/>). CAMTE was formally established in November 2004 to promote and support the improvement of mathematics teacher education in California. The Secondary Mathematics Methods Task Force is specifically focused on issues related to teaching secondary mathematics methods courses in California.