

The *Journal of Mathematics Education at Teachers College* is a publication of the
Program in Mathematics and Education at Teachers College
Columbia University in the City of New York.

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Dr. Elizabeth Hagan was discharged from the US Navy as a Lieutenant in 1946 and completed the PhD in Measurement and Evaluation at Teachers College in 1952. Her collaboration with Robert Thorndike resulted in many papers and books including the influential 1961 John Wiley publication, *Measurement and Evaluation in Psychology and Education*. Dr. Hagan concluded her career at Teachers College in 1976 as Acting Dean of Academic Affairs.

Dr. Stuart Weinberg was the Mathematics Department Chairman at Stuyvesant High School before joining the Teachers College faculty as Director of Student Teaching for the Program in Mathematics. Dr. Weinberg has applied his extensive classroom experience to the development of methods of assessing teachers' classroom performance utilizing belief systems and attitudes.

Aims and Scope

The *JMETC* is a re-creation of an earlier publication by the Teachers College Columbia University Program in Mathematics. As a peer-reviewed, semi-annual journal, it is intended to provide dissemination opportunities for writers of practice-based or research contributions to the general field of mathematics education. Each issue of the *JMETC* will focus upon an educational theme. The themes planned for the 2012 Fall-Winter and 2013 Spring-Summer issues are *Equity* and *Leadership*, respectively.

JMETC readers are educators from pre-K-12 through college and university levels, and from many different disciplines and job positions—teachers, principals, superintendents, professors of education, and other leaders in education. Articles to appear in the *JMETC* include research reports, commentaries on practice, historical analyses, and responses to issues and recommendations of professional interest.

Manuscript Submission

JMETC seeks conversational manuscripts (2,500-3,500 words in length) that are insightful and helpful to mathematics educators. Articles should contain fresh information, possibly research-based, that gives practical guidance readers can use to improve practice. Examples from classroom experience are encouraged. Articles must not have been accepted for publication elsewhere. To keep the submission and review process as efficient as possible, all manuscripts may be submitted electronically at www.tc.edu/jmetc.

Abstract and keywords. All manuscripts must include an abstract with keywords. Abstracts describing the essence of the manuscript should not exceed 150 words. Authors should select keywords from the menu on the manuscript submission system so that readers can search for the article after it is published. All inquiries and materials should be submitted to Ms. Krystle Hecker at P.O. Box 210, Teachers College Columbia University, 525 W. 120th St., New York, NY 10027 or at JMETS@tc.columbia.edu.

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Journal of Mathematics Education at Teachers College

Call for Papers

The “theme” of the fall issue of the *Journal of Mathematics Education at Teachers College* will be *Equity*. This “call for papers” is an invitation to mathematics education professionals, especially Teachers College students, alumni and friends, to submit articles of approximately 2500-3500 words describing research, experiments, projects, innovations, or practices related to equity in mathematics education. Articles should be submitted to Ms. Krystle Hecker at JMETC@tc.columbia.edu by September 1, 2012. The fall issue’s guest editor, Mr. Nathan N. Alexander, will send contributed articles to editorial panels for “blind review.” Reviews will be completed by October 1, 2012, and final manuscripts of selected papers are to be submitted by October 15, 2012. Publication is expected by November 15, 2012.

Call for Volunteers

This *Call for Volunteers* is an invitation to mathematics educators with experience in reading/writing professional papers to join the editorial/review panels for the fall 2012 and subsequent issues of *JMETC*. Reviewers are expected to complete assigned reviews no later than 3 weeks from receipt of the manuscripts in order to expedite the publication process. Reviewers are responsible for editorial suggestions, fact and citations review, and identification of similar works that may be helpful to contributors whose submissions seem appropriate for publication. Neither authors’ nor reviewers’ names and affiliations will be shared; however, editors’/reviewers’ comments may be sent to contributors of manuscripts to guide further submissions without identifying the editor/reviewer.

If you wish to be considered for review assignments, please request a *Reviewer Information Form*. Return the completed form to Ms. Krystle Hecker at hecker@tc.edu or Teachers College Columbia University, 525 W 120th St., Box 210, New York, NY 10027.

Looking Ahead

Anticipated themes for future issues are:

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|-------------|---------------|
| Fall 2012 | Equity |
| Spring 2013 | Leadership |
| Fall 2013 | Modeling |
| Spring 2014 | Teaching Aids |

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TEACHERS COLLEGE



COLUMBIA UNIVERSITY

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PROMOTING STUDENT SUCCESS IN MIDDLE SCHOOL MATHEMATICS

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WORKSHOP IN MATHEMATICAL MODELING

INSTRUCTORS: JOSEPH MALKEVITCH & STUART WEINBERG

MSTM 5035 • 3 Credits • July 2, 3, 5, & 6, 2012

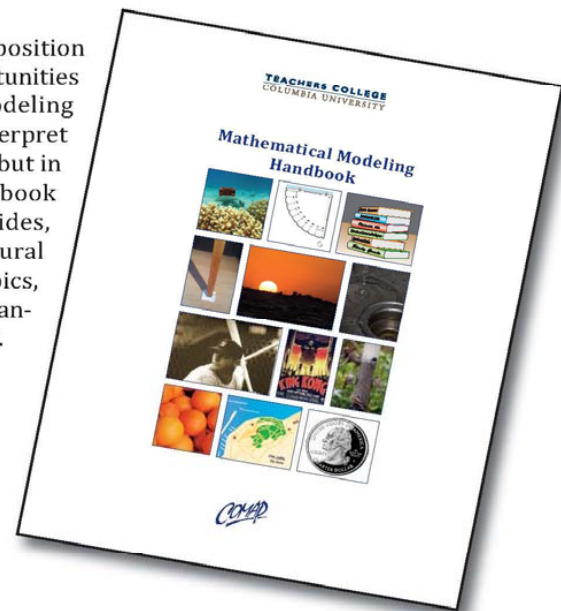
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You need great materials to teach mathematical modeling as mandated by the Common Core State Standards for Mathematics (CCSSM). The Teachers College Mathematical Modeling Handbook is the ideal text to do just that.

Helping students develop a mathematical disposition encourages recognition of mathematical opportunities in everyday events. The TC Mathematical Modeling Handbook bolsters the CCSSM approach to interpret modeling not as a collection of isolated topics but in relation to the content standards. The handbook provides 26 modules containing teacher guides, student activities, possible solutions and natural classroom extensions for a wide variety of topics, together with references to specific modeling standards for which the topics may be appropriate.

Prepared under the direction of the
Department of Mathematics Education
at Teachers College/Columbia University

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Go to: <http://www.comap.com/modelingHB/index.html>
to download a sample module, table of contents and order forms.



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