

## Investigations in Mathematics Learning

Special Issue Call for Manuscripts: Mathematics Specialists and Mathematics Teacher Leaders

Guest Editors: Courtney Baker, Margret Hjalmarson & Francis (Skip) Fennell

Mathematics specialists and mathematics teacher leaders work in a variety of instructional support and leadership roles to advance the teaching and learning of mathematics (McGatha & Rigelman, 2017). However, within the mathematics specialist-focused research a challenge exists in describing this population as there are a wide variety of titles and related responsibilities used to describe such positions (Harbour, 2015). McGatha and Rigelman's (2017) framing of mathematics specialists broadly captures the variance in roles and titles (e.g., teacher, interventionist, coach).

Interest in and advocacy for mathematics specialists has been well documented (e.g., AMTE, 2009, 2013; Dossey, 1984; Fennell, 2006; NCTM, 2000, 2010). However, research has not yet caught up to practice and mathematics specialists and mathematics teacher leaders are still under-investigated (Herbst et al., 2021; Hjalmarson & Baker, 2020). This special issue seeks to move beyond interest, advocacy, and the establishment of programs for mathematics specialists and mathematics teacher leaders. As such, it aims to address a number of the gaps in the research regarding policy, responsibilities, leadership, influence, and the impact of the mathematics specialists and mathematics teacher leaders (Campbell et al., 2017; Fennell et al., 2013; Sun et al., 2014). Our editorial team recognizes the role and influence of P-12 mathematics specialists and mathematics teacher leaders to be a critical element of school- and district-based professional development initiatives, grounded in ongoing work about effective and impactful professional learning experiences for teachers. We invite proposals for this special issue that relate to a variety of questions, issues, and topics around mathematics specialists and mathematics teacher leaders, which could include but are not limited to:

- **Policy considerations and decisions.** How does a state, a school system, or a school decide that there is a need for mathematics specialists? What influences such decision making? How are mathematics specialist programs developed, monitored, and assessed?
- **Selection and preparation of mathematics specialists and mathematics teacher leaders.** How are mathematics specialists and mathematics teacher leaders selected and prepared? What makes a difference in their preparation?
- **Supporting and sustaining the role of the mathematics specialist and mathematics teacher leaders.** In what ways are the responsibilities and accomplishments of mathematics specialists supported and/or sustained?
- **Influence and impact of mathematics specialists and mathematics teacher leaders.** Do mathematics specialists and mathematics teacher leaders make a difference? How do we know?
- **Mathematics specialists, mathematics teacher leaders, and professional learning.** What is the role of the mathematics specialist or mathematics teacher leader in developing and scaling up professional learning for teachers or within other system-wide initiatives?
- **Mathematics specialist and mathematics teacher leader specialized leadership knowledge.** What leadership knowledge and skills should be acquired and how is it applied and/or determined?
- **Future perspectives and related considerations.** What is the role of the mathematics specialist or mathematics teacher leaders in school or system-wide learning opportunities?

Are there other school or system responsibilities and professional learning initiatives which would be enhanced if mathematics specialists or mathematics teacher leaders were more involved in their development or implementation?

- **Responsiveness to change.** What role(s) do mathematics specialists and mathematics teacher leaders play in the implementation of new or revised mathematics standards, new technologies, instructional modalities, and/or national/state/district mathematics initiatives at the school and/or district-level? How might these individuals be positioned to support shifts in instruction, school culture or equity-focused standards? How are mathematics specialist positions restructured to address budgetary constraints, and to what effect?
- **Research methodologies.** What, if any, assessments, instruments, or other tools are related to investigating the practices, cognition, and/or affect/beliefs of mathematics specialists and mathematics teacher leaders? What are the methodological considerations for conducting research about mathematics specialists and their role(s)?

### Submission Instructions

The submission deadline for proposals is **November 30, 2021**. Authors should submit proposals to the guest editorial team at [IMLmathspecialist@gmail.com](mailto:IMLmathspecialist@gmail.com); use the subject IML Proposal. Please feel encouraged to email the guest editorial team with questions about topics and the submission process.

Proposals should be submitted as pdf files and are limited to at most five (5) double spaced pages, including references (references may be single spaced), 12-point Times New-Roman font, and follow APA 7th edition. Proposals should briefly problematize the topic, identify research questions, describe relevant theoretical/conceptual frameworks, methods, results, and implications. Authors will receive editor feedback on proposals prior to submitting full papers for blind review. All IML submissions for the special issue are reviewed by a double-blind peer-review process. Full papers for this special issue may be up to 32 pages in length inclusive of manuscript, references, figures, tables, and any ancillary information.

The editorial team for this special issue is Courtney Baker, Margret Hjalmarson, and Francis (Skip) Fennell. Questions regarding this special issue should be sent to the guest editorial team at [IMLmathspecialist@gmail.com](mailto:IMLmathspecialist@gmail.com). Jonathan Bostic ([bosticj@bgsu.edu](mailto:bosticj@bgsu.edu)), editor-in-chief of *Investigations in Mathematics Learning*, will support the guest editorial team and oversee the publishing process of the special issue.

### Timeline

Proposals Due:	November 30, 2021
Editor Feedback on Proposals:	December 30, 2021
Full Articles Due:	February 28, 2022
Blind Reviews Returned to Authors:	April 30, 2022
Author Revisions Due to Editors:	May 30, 2022
Editor Feedback on Revisions to Authors:	June 30, 2022
Final Versions of Articles Due to Editors:	August 1, 2022

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