

Inaugural Editorial: Welcome to the Journal For Kansas Mathematics Teachers

Michael Lawson
Kansas State University

Aubrey Neihaus
Wichita State University

After three years of planning and coordinating, we are thrilled to welcome you to the inaugural volume of the *Journal for Kansas Mathematics Teachers*! For over 100 years, the Kansas Association of Teachers of Mathematics (KATM) has brought together mathematics educators, community members, policy makers, and other stakeholders, to broaden and strengthen mathematics teaching and learning for students across Kansas. Since 1926, the *KATM Bulletin* has sustained that community by sharing news, ideas, and resources. With the launch of the *Journal for Kansas Mathematics Teachers*, or JKMT, we build upon that history in a new space for reflection, research, and exchange. The format is new, but our purpose is familiar: connecting the people who care about mathematics education in Kansas so that we can learn from one another and better serve our students.

The aim of JKMT is to engage educators with research-based, classroom-tested practices. As such, JKMT will highlight effective teaching, provide a place to share strategies, successes, and challenges, and make research findings accessible to PK-12 educators. Our intended audience includes in-service and pre-service teachers, instructional coaches, teacher educators, administrators, graduate

students, researchers, policy makers, parents, and others invested in mathematics teaching and learning.

We welcome submissions addressing mathematics standards, effective teaching practices, and the standards for mathematical practice, particularly work that considers how we can effectively teach diverse student populations. Articles may also explore how educators can engage families and communities in supporting students' mathematical learning. Although JKMT is centered in Kansas, we hope its ideas will contribute to conversations throughout the region and beyond, just as we hope authors from the region and beyond contribute to the journal's conversations.

Central to our mission is the importance of *teachers' voices*. We know teachers do more than implement knowledge created elsewhere. They study students' thinking, adapt lessons, test instructional approaches, and develop practical knowledge about how mathematics is learned. JKMT is a meeting place where teachers can share that knowledge, practitioner-researchers can communicate findings, and all mathematics education stakeholders can explore how research and practice inform one another.

KATM BOARD

The journal's article categories reflect the multifaceted nature of professional knowledge. *Take and Use* articles share tried-and-true lessons and activities that others can adapt. *Reflections* examine an experience, a change in practice, or a question that continues to occupy an educator's thinking. *Theory to Practice* articles connect research literature and instructional theories to classroom implementation, including its successes and challenges. *Book Reviews* introduce recent publications or revisit classic works that continue to shape mathematics teaching. *Research and Action Research Articles* allow teachers, researchers, and graduate students to share systematic investigations and consider their implications for instruction and assessment.

This variety is intentional. A valuable contribution may begin with an activity that generates rich student thinking, an unexpected classroom result, a persistent question, a research project, or a book that transformed an educator's practice. We want JKMT to provide a home for each of these contributions.

Educators with important knowledge to share may not yet think of themselves as authors. JKMT supports novice and experienced writers alike. Our peer-review process is designed specifically to support authors to strengthen their ideas. The editorial team provides detailed feedback, offers writing workshops, and hosts an informational session at the annual KATM conference each Spring. If you think you might have something to share but are unsure how to begin, email the editors! We are here to discuss your idea, help you to identify an appropriate category, and talk through how you might shape an experience into a manuscript. Authors need not begin with a perfectly polished article. Instead, curiosity, passion, professional experience, and a

willingness to revise are an excellent starting point.

The articles in this inaugural volume demonstrate the range of conversations we hope JKMT will foster.

The articles in this inaugural volume demonstrate the range of conversations we hope JKMT will foster. In the volume, the KATM Board offers a research-grounded vision of high-quality mathematics instruction, emphasizing conceptual understanding, procedural fluency, inquiry, and the assets students bring to their learning. Janet Stramel revisits early KATM Bulletins, showing how educator's commitments to collaboration and innovation still resonate today. Elsa Carpenter and Aubrey Neihaus examine AI's limitations and share an activity that helps students develop a healthy skepticism. Jordan Sekavec shares a reflective book review of Carla Shalaby's *Troublemakers*, highlighting how relationships and greater flexibility can reshape classroom practice. Closing out the inaugural volume, an elementary, middle, and high school lesson plan are shared for readers to take, use, and adapt for their own students.

We invite you to explore the volume, consider how its ideas connect with your setting, and share what you learn with colleagues. We also invite you to help shape what comes next. Which grade levels, communities, experiences, and perspectives should appear in future volumes? What questions are mathematics teachers asking? What lessons are working well, and what challenges require further study?

Over time, we hope JKMT becomes both a vibrant professional space and an enduring collection of the practical knowledge educators develop through teaching, reflection, and research. In this way, the

POSITION STATEMENT: HIGH-QUALITY MATHEMATICS INSTRUCTION

journal looks backward and forward, honoring KATM's history while creating a forum for the ideas and possibilities that will shape the next century of mathematics teaching and learning. If you have an activity to share, an experience that changed your practice, a theory you have tested, a book you want to discuss, or research that can inform mathematics teaching, we want to hear from you.

*Come learn with us. Come share with us.
Come write with us.*

Sincerely,
Dr. Michael Lawson, *Assistant Professor,*
Kansas State University

Dr. Aubrey Neihaus, *Assistant Professor,*
Wichita State University

Editors, *Journal for Kansas Mathematics Teachers*

Special Note: A journal becomes meaningful through the community that contributes to it. We are grateful to the entire KATM Board for helping bring this journal to life, and especially Past-Presidents Julie Thiele (Wichita State University) and Angela Broaddus (Benedictine College), whose early efforts helped make this inaugural volume possible.