

**We are pleased to offer articles that span the issues and recommendations for our practice in the education of all students in mathematics.**

- Case articles describe classroom practice that promotes the learning of all students. They offer rich descriptions of teachers' practice, students' activity, and students' resulting learning.
- Instructional-strategies articles offer glimpses of the implementation or impact of particular instructional practices that support mathematical learning, not only for one group of students but for students having many diverse needs. These articles give examples of instruction or mathematical tasks that are beneficial for all students but especially relevant to students not well served by traditional approaches.
- Teacher-development articles discuss important topics to help teachers develop their expertise in teaching students who have a range of needs, backgrounds, and experience.

In this grades 6–8 volume of the Mathematics for Every Student series, we are pleased to offer articles that span the issues and recommendations for our practice in the education of all students in mathematics. A brief description of each of the articles in this book follows.

## Synopses of Articles

Helping to frame the perspective driving this book series, which views all students as able to do mathematics, article 1, "Moving from Deficiencies to Possibilities" by Mark Ellis, raises questions about the traditional ways students in the United States have been labeled as proficient or not in school mathematics. In particular, he asks readers to consider the intent behind such concepts as "ability" and "differentiation," challenging us to think about creating possibilities for all students to succeed in mathematics.

In article 2, "Teachers' Questions and Their Impact on Students' Engagement and Learning," George Bright and Jeane Joyner ask teachers to consider the purpose behind the questions they pose in the classroom and the relationship this questioning has to students' learning. Specifically, they advocate and illustrate the use of three questioning strategies—*engaging*, *refocusing*, and *clarifying*.

In article 3, "What Question Would I Be Asking Myself in My Head? Helping All Students Reason Mathematically," Beth Herbel-Eisenmann and Mary Schleppegrell offer a specific instance of one teacher's deliberate use of communication strategies that serve to value students' mathematical thinking and challenge students to further refine their mathematical understandings. The authors' detailed examination of the classroom transcripts fosters insight into how those strategies can be implemented to great effect.

With a sneak peek into her classroom of learners who harbor doubts about their mathematical abilities, article 4, Crystal Hill's "Adding Integers: From the Classroom to the Field," demonstrates the power of embedding mathematics learning in meaningful contexts and giving students opportunities to engage in discussions focused on explaining and justifying mathematical procedures and relationships. By the time her students have completed the learning activities designed to build an understanding of