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Incremental and Innovative Approaches to Professional Development for Mathematics Teachers

Guest Editors:

Dr. Samuel Otten

College of Education & Human Development, University of Missouri, Columbia, MO 65211, USA

Dr. Amber G. Candela

Department of Educator Preparation and Leadership, University of Missouri—St Louis, St Louis, MO 63121, USA

Dr. Zandra De Araujo

Lastinger Center for Learning, University of Florida, Gainesville, FL 32611, USA

Deadline for manuscript submissions:
closed (31 August 2024)

Message from the Guest Editors

Dear Colleagues,

In this Special Issue on professional development(PD) for mathematics teachers, we are seeking articles that present innovative approaches to affecting instructional change. These articles might focus on professional development efforts or infrastructures that have found success in certain national contexts and present considerations or an investigation of how it might extend to other national contexts. Articles might also focus on new ideas for or forms of professional development, based on the recognition that past efforts with mathematics teachers have not consistently led to widespread change.

In this Special Issue, original research articles, theoretical essays, and literature reviews are welcome. Research areas may include (but are not limited to) the following:

- PD for elementary mathematics instruction;
- PD for secondary mathematics instruction;
- Innovative models for mathematics teacher PD;
- Incremental PD in mathematics;
- Theories of teacher change that relate directly to mathematics instruction;
- Theories of instructional change that relate directly to mathematics.

We look forward to receiving your contributions.





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Editor-in-Chief

Prof. Dr. Daniel Muijs
School of Social Sciences,
Education and Social Work,
Queen's University Belfast,
Belfast BT7 1NN, UK

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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Contact Us

Education Sciences Editorial Office
MDPI, Grosspeteranlage 5
4052 Basel, Switzerland

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