



# Journal of the California Mathematics Project

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**Background.** The *Journal of the California Mathematics Project (JCMP)* is a publication of the California Mathematics Project (CMP) and is sponsored by San Francisco State University. The journal supplements the official news publication of the CMP, *California Online Mathematics Education Times (COMET)*, published at (<https://cmpso.org/comet/>). The journal publishes a wide array of submissions, including brief research and research-to-practice articles, reports of classroom practice, and book reviews. We also welcome reviews of state adopted materials and insights about programs from authors who have experience with them.

**Equity, Joy, and Professional Learning in Mathematics Education.** This issue of the *Journal of the California Mathematics Project* illuminates how California educators, researchers, and teacher developers are cultivating more just, humanizing, and joyful mathematics classrooms. Across these contributions, three themes emerge. Student success characterized by equity remains central, from Brown’s framework advocacy to Pilgrim et al.’s exploration of instructors’ beliefs and Ichinose’s and Stone-Johnstone and colleague’s structural innovations for equitable learning. Together, they reveal that achieving equity in mathematics requires more than fair access. It demands transformation in mindset, systems, and pedagogy.

A second theme in this issue is the emotional and human dimension of teaching. Melnick’s work foregrounds affect and empathy, while Pilgrim and colleagues document how immigrant instructors’ personal histories shape classroom equity efforts. Brown and Melnick also emphasize teacher agency and courage to act differently, echoing a broader call for educators to “feel mathematics” and foster joy as a route to justice.

Finally, professional learning and systemic reform link the issue historically and institutionally. From the apprenticeship model (Ichinose) and flipped-classroom study (Stone-Johnstone et al.) to Jones’s historical review of Wilson’s book, *California Dreaming*, each piece highlights how teacher preparation, institutional design, and policy must align to sustain reform. The recurring lesson, voiced in Wilson’s 1990s history and carrying through Brown’s 2020s reflections, is that equity cannot thrive without robust, ongoing professional support and a willingness to rethink entrenched structures.

Together, the articles in this issue portray California mathematics education as a living laboratory: reflective, critical, and persistently hopeful about what equitable mathematics teaching can become.

**Submission and Review of Material for Publication.** The journal’s mission continues to be communication about mathematics education among those engaged in it, including those active in the CMP or similar initiatives anywhere. Contributions to *JCMP* are made by K-12 teachers, higher education faculty, and a variety of others involved with research and development in mathematics education, such as graduate students and school leaders. The call for submissions is on-going. We do accept simultaneous submissions (copyright is retained by the author). If *JCMP* is the first to accept an article for publication, then the *JCMP* publication must be cited in all other publications of that article, even in revised form.

Manuscripts are accepted in .rtf, .doc/.docx, and .tex formats, using 12 point Times New Roman or a font with similar size and spacing and with 1.25 inch margins on all sides. Articles are published with L<sup>A</sup>T<sub>E</sub>X(a production editor works with authors on formatting). List references at

the end of the article in alphabetical order by first author last name with appropriate corresponding citations in the text in American Psychological Association (APA) 7 style. See the articles in this volume for examples of appropriate style and length. For more information and the electronic submission website, please see:

<https://jcmp.calstate.edu>

Submissions will be refereed and may be accepted or returned for revision. Initially, we use a double blind consideration process. To help prepare an article for publication, a referee may reach out to the author to suggest improvements.

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