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A Note From the Editors

Dear *TME* readers,

On behalf of the editorial staff and the Mathematics Education Student Association of The University of Georgia, We are pleased to present the second issue of Volume 23 of *The Mathematics Educator*.

This will be my final issue as Co-Editor. I have enjoyed my experiences working with everyone involved, especially the *TME* authors, editors, reviewers, and those who participated in the *TME* seminar. I have learned a lot serving as Co-Editor and could not have done it without the tireless efforts of my Co-Editor Kevin Laforest, and all the previous Co-Editors who have made *TME* the journal what it is today. I will be sad to leave *TME* after spending 4 years associated with the journal as reviewer, associate-editor, and now Co-Editor. I know Kevin and the new Co-Editor, Nicholas Gomez will successfully continue to carry out the *TME* tradition.

This issue contains articles showcasing the diverse field of mathematics education, including equity and discourse in mathematics classroom, to preservice teachers' experiences and a document analysis.

To start, Marta Civil kindly agreed to write an editorial in which she proposes a four element-framework around participation of non-dominant students in mathematics classrooms. She discusses how the concept of participation can address issues of equity in mathematics education. With a similar theme to participation, the last article by Anthony Rickard details a case study of a middle school teacher's classroom discussions around a lesson on perimeter. In the second and third articles, Busi and Jacobbe share their findings of a study investigating preservice teachers' experiences analyzing student work while Nagle and Moore-Russo provide a comparison of the conceptualization of slope in two standards documents.

I hope you enjoy this issue as much as we have enjoyed putting it together. Thank you especially to our authors for their contributions to the field.

All the best,
Amber G. Candela

Cover by Adam Candela.

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