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A Note from the Editor

Dear TME Reader,

Along with my co-editor Diana May, I welcome you to the second, and final, issue of the 18th volume of *The Mathematics Educator* (TME). It is my hope that the articles found in this issue engage and sustain the discussion among members of our audience and the larger mathematics education community.

As has been our mission at TME, we aim to provide a variety of perspectives on issues within the mathematics education community. For this issue's invited editorial, Azita Manouchehri presents a study on using tasks to understand how individuals preparing to become mathematics teachers learn mathematics content. In this issue there are three articles that provide a variety of perspectives on issues within mathematics education. In our first piece, Alison Castro Superfine shows a model for teachers' planning of instruction as teachers are using a reform-based curriculum. Denise Forrest's piece discusses the connection between communication theory and mathematics instruction, using the theory to help explain teachers' beliefs. Finally, Elliott Ostler, Neal Grandgenett, and Carol Mitchell show us a new approach for analyzing assessment instruments, one that takes a critical use at the use of rubrics.

There are many people involved here at MESA that have helped in making this issue possible, and I would like to thank them at this time. I want to thank my colleagues who worked as Co-Editor and Associate Editors for this issue; their names appear at the top of the column to the left. Additionally, there are many individuals who have provided additional assistance this semester in a unique capacity. These individuals have been part of a seminar that introduces them to the work of our journal. They have done great work in whatever task we have given them: Zandra de Araujo, Eric Gold, Erik Jacobson, Hee Jung Kim, Hulya Kilic, Ana Kuzle, Laura Lowe, Anne Marie Marshall, and Laura Singletary. I cannot thank you enough for all that you did!

Ryan Fox

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About the Cover

On the front cover of this issue, we include sketches from Elliott Ostler, Neal Grandgenett, and Carol Mitchell's piece on new forms of assessment. In their article, readers are asked to reflect upon ways to assess that students can verify the area of a circle: one such way is presented here on the front cover.

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