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## **A Note from the Editors**

Dear *TME* Readers,

On behalf of the editorial staff and the Mathematics Education Student Association at The University of Georgia, we are pleased to present you with the first issue of the 20th volume of *The Mathematics Educator*. We hope you enjoy the mixture of articles in this opening issue. Our authors have used both quantitative and qualitative methods to investigate links between mathematics education and college readiness, reading ability, the way research mathematicians think, and the study of martial arts. Once again, we are reminded of the myriad factors affecting and affected by mathematics education.

We open this issue with a guest editorial by Rachael Eriksen Brown in which she explores the competing tensions of leading a professional development program. She poses several questions to the mathematics education community for further consideration. The difficulties she describes will be familiar to both classroom mathematics teachers and university faculty. Our first article, by Jeremy Zekowski, examines the impact of secondary mathematics scheduling options on college-readiness. Drawing from his experience as a college mathematics professor, he posits that continuous enrollment in secondary mathematics will better prepare students for college mathematics. Our readers will appreciate that his distinctions between the various implementations of continuous enrollment and his thoughtful consideration of what it means to be college-ready. The second article, by John H. Lamb, analyzes the effect of reading difficulty on student performance on mathematics assessment items. He uses analysis of covariance on results from the Texas Assessment of Knowledge and Skills (TAKS) to form his conclusions. In contrast to these two articles focused on specific issues of interest in mathematics education, Serkan Hekimoglu offers a broader perspective on the study of mathematics. In his article, he compares the study of mathematics to the practice of martial arts and details how his understanding of martial arts has influenced his teaching practice. Our final article by Revathy Parameswaran is a qualitative study of the cognitive tools expert mathematicians use to understand abstract definitions. Dr. Parameswaran also explains the pedagogical implications of these findings. We close this issue with Eileen Murray's review of *Mathematics Education at Highly Effective Schools That Serve the Poor*. She calls it a "powerful example" of how schools can meet the needs of traditionally marginalized populations.

We would like to thank our associate editors and authors for all their hard work and dedication. And we would like to thank our reviewers for their helpful feedback on manuscripts. Without these tireless volunteers, our work would be impossible. We hope you enjoy reading this issue as much as we all have enjoyed working on it.

Catherine Ulrich & Allyson Hallman  
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