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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, I am happy to present the concluding issue of the 21st volume of *The Mathematics Educator*. This issue also marks the conclusion of my tenure as Co-Editor. I have learned a great deal from my time with *TME*. Authors, fellow editors, and reviewers have helped me become a more critical researcher and I thank them all for their contributions to *TME* and my continuing professional growth. This issue showcases several familiar ideas in novel contexts intended to push the thinking of our readers, just as working on *TME* has pushed my thinking in new directions.

In our editorial, Kyle T. Schultz and LouAnn Lovin explore an emerging framework for unpacking specialized disciplinary knowledge. They provide compelling examples of using a Decoding Disciplines Model in their work with preservice teachers. Michelle Cirillo and Patricio G. Herbst offer new ways to incorporate proving in mathematics classes that goes beyond the two-column proof, and their examples easily translate to high school geometry. Lu Pien Cheng and Lee Peng Yee take a new look at Lesson Study in the context of a primary school in Singapore. They describe the lesson study process and its influence on teacher participants as they revised a second grade fraction lesson. Anderson Norton and Michael Baldwin discuss student struggles with accepting the equality of $0.999\dots$ and 1 and the consequences of rejecting this equality.

Our loyal readers will notice a change to the style and format of this issue of *TME*. This year, *TME* staff will continue these upgrades, including overhauling our website. We ask for your patience and feedback as we implement these changes. Katy and I hope that you enjoy this issue and share it with your colleagues.

Allyson Hallman Thrasher

Cover Art: "Metacognition Mandala" by Kylie Wagner inspired by Schultz and Lovin's editorial of expert mathematics educators researching their own thinking.

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