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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, I am pleased to present the second issue of Volume 22 of *The Mathematics Educator*. This is the first issue for Amber and I without the assistance of former co-editors Allyson Hallman-Thrasher and Catherine Ulrich. We learned so much about writing and the editing process through our interactions with Allyson and Catherine, and *TME* is forever indebted to them for all of the time and effort they put into this journal. We'd also like to everyone who has volunteered their time and talents to helping us publish this unique journal.

The University of Georgia's own Christine Franklin graciously agreed to write an editorial in which she discusses the importance of statistics literacy in the school curriculum. At all school levels, she believes that students are not given the opportunity to mentally develop and cultivate statistical thinking. In the first manuscript, Polly, McGee, Wang, Lambert, Pugalee, and Johnson discuss the association between teacher beliefs and practices and learning done by students. Wilkins, Norton, and Boyce provide a study on the validation of a written instrument that assesses students' fraction schemes and operations. Cribbs and Linder provide us a unique look into the possible creation of a hybrid space in a fifth-grade classroom. Finally, Kurtuluş and Yolcu evaluated the spatial visualization ability of sixth-graders in Turkey using the Block of Cubes Test.

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,

Kevin R. LaForest and Amber Candela

Cover by Kylie Wagner.

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