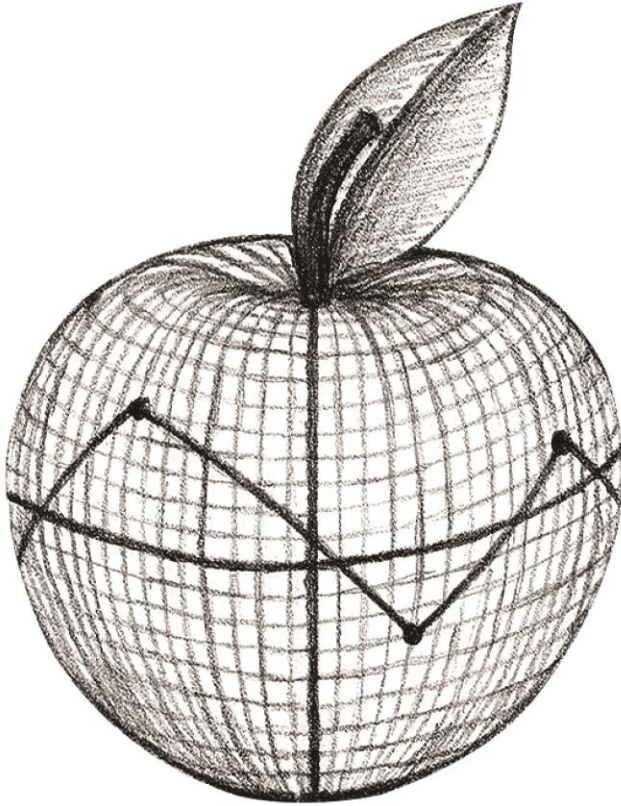


MATHEMATICS EDUCATION STUDENT ASSOCIATION



**THE
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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 thrilled to present a Special Issue of Volume 25 of *The Mathematics Educator*.

In this Special Issue, we present four articles and a commentary that showcase various perspectives of the Common Core State Standards for Mathematics (CCSSM) across multiple grade levels. The first two articles consider public perceptions of the CCSSM: Otálora responds to public critiques of the developmental appropriateness of the K–2 standards and Nanna explores the public’s distortions of algorithms and representations in standards across grades 2–6. Kamin, in the third article, considers how the CCSSM align with mathematicians’ expectations and educational researchers’ definitions of college readiness. In the last article, Orrill takes a historical perspective of the CCSSM by comparing the standards to past curriculum reforms and standards changes to explore the impact of the CCSSM on mathematics education. We conclude the issue with Wagner’s commentary on the value of understanding others’ arguments for or against the CCSSM.

We are incredibly appreciative of the authors who worked hard to create these articles and for their unique perspectives on current mathematics education standards implementation. We also thank our associate editors for collaborating with the authors and sharing their insights and talents with *TME*. Additionally, we want to thank our reviewers for their investment in helping to make *TME* a reputable journal in the field. Last, but far from least, we are grateful for you, our readers, in helping our journal grow and for sharing the research and perspectives you read here. We hope you enjoy reading this Special Issue.

Warm regards,

Julia Przybyla-Kuchek and Halil I. Tasova

Cover by graphic designer, Keith Przybyla-Kuchek.

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