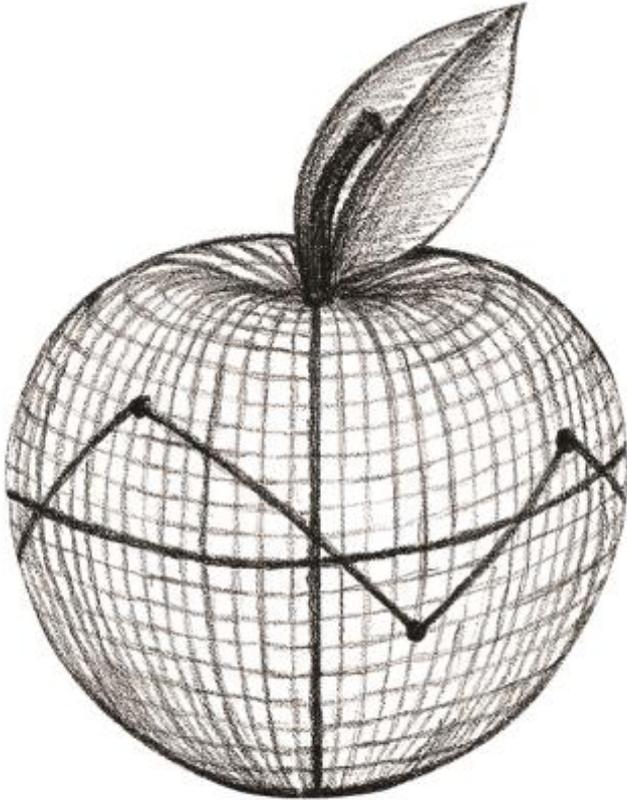


*MATHEMATICS EDUCATION STUDENT ASSOCIATION*



**THE  
MATHEMATICS  
EDUCATOR**

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*Volume 26 Number 1 | Summer 2017*

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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 delighted to introduce the first issue of Volume 26 of *The Mathematics Educator*.

This issue presents three articles focused on improving teaching and teacher education related to methods courses, lesson study, and equitable teaching practices. Kastberg et al. make use of a review of literature to examine activity in methods courses and make suggestions for the continued study of MTE practice. The second article, by Huang et al., reports on the progress of the developing instruction of an algebra teacher through lesson study. Meister considers institutional and personal barriers and opening for teachers' commitment to equitable teaching practices. In the fourth and final article presented in this issue, by Herges et al., reports on middle grades mathematics students motivation to achieve in mathematics. We hope you enjoy reading and learn from the new insights each of these authors brings to the field.

*TME* continues to build our reviewer base and are looking for new reviewers' perspectives. In addition to more experienced members in the field, we strongly encourage graduate students in mathematics education to consider reviewing manuscripts for *TME* as an opportunity to gain experience in service to the field. If you are interested, please register as a reviewer on our new website: [tme.coe.uga.edu](http://tme.coe.uga.edu).

As a student-produced journal, we rely on the outstanding work and dedicated time of graduate students to present you this issue. We are immensely appreciative of their time and efforts to edit and review manuscripts. Additionally, we thank our authors for their contributions to the field and our journal. Finally, we appreciate all of the reviewers for taking the time to help *TME* grow as a journal and for their insights as experts in the field.

Best regards,

Julia Przybyla-Kuchek and Halil Ibrahim Tasova

Cover by Keith Przybyla-Kuchek

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