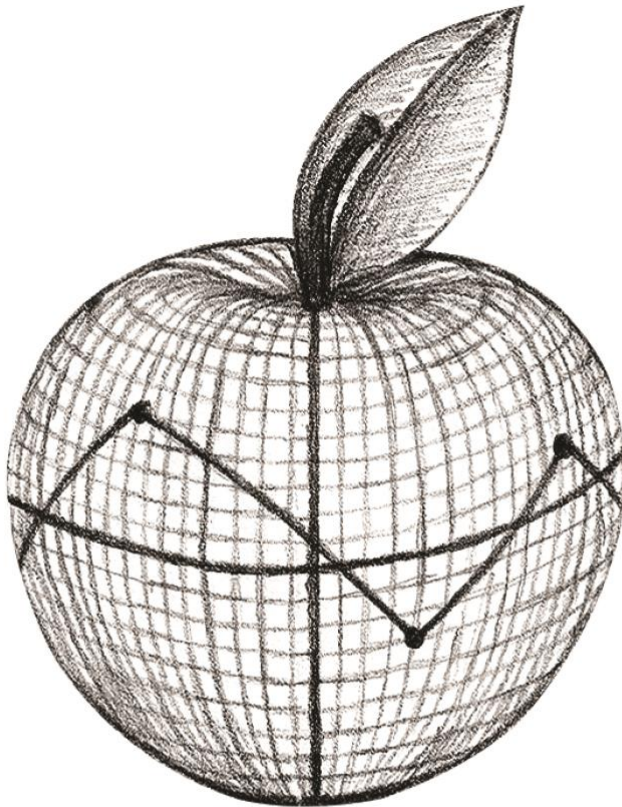


MATHEMATICS EDUCATION STUDENT ASSOCIATION



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

In this issue the authors explore many important issues in mathematics. Thomas, Jong, Fisher, and Schack bring into dialogue the frameworks of mathematical knowledge for teaching and teacher noticing, positing that responsive teaching underlies productive decision-making. Sawyer pursues the factors influencing one reform-based teacher's beliefs, highlighting the role that interpersonal relationships played in addition to the teacher's professional activities.

Ntow, Clarkson, Chidthachack, and Crotty provide insights into the reasons for college students' persistence in STEM programs by investigating their mathematics learning experiences and their reactions to these experiences. Harkness and Brass describe mathematics teacher educators' criteria for selection of mathematics methods texts and the ways they help preservice teachers engage with the texts.

TME continues to build its reviewer base and is looking for new reviewers' perspectives. If you are interested, please register as a reviewer on our website: tme.coe.uga.edu.

We 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. Also, a big thank you to our associate editors for working with the authors in preparing the articles for publication. Finally, we appreciate all of the reviewers for taking the time to help *TME* grow as a journal.

Best regards,

Halil Ibrahim Tasova and Brandon Singleton

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