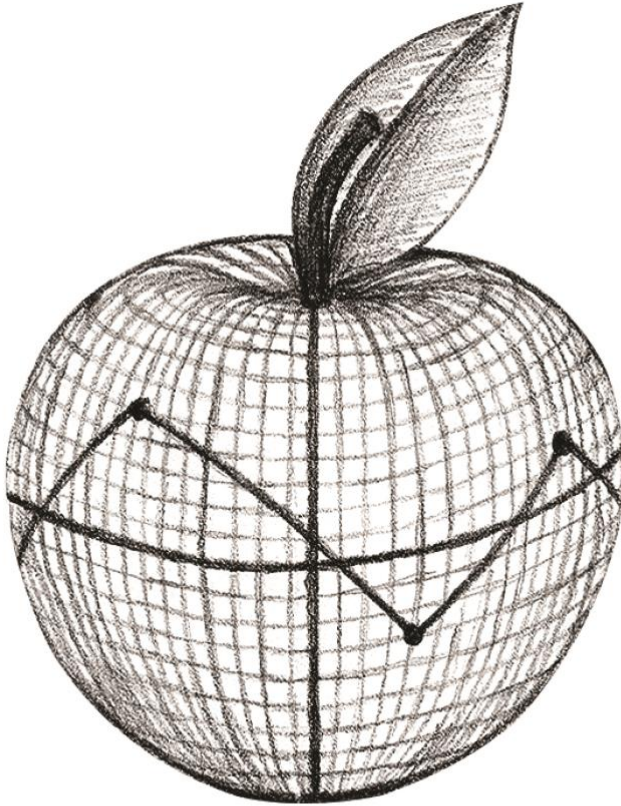


MATHEMATICS EDUCATION STUDENT ASSOCIATION



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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 27 of *The Mathematics Educator*.

In this issue the authors explore important issues in mathematics education. Brianna Donaldson and her colleagues presented comparative case studies of teachers who participated in The Math Teachers' Circle (MTC) model professional development sessions. Based on teachers' self-reported experiences of MTCs, they reported how MTC impacted teachers with different mathematical backgrounds.

Ayşe Tekin-Dede and Esra Bukova-Güzel developed a rubric for assessing students' cognitive modeling skills. They explained the rubric's development process including data-driven justification for its dimensions and levels. They also presented scoring options for quantitative or qualitative assessment purposes.

Matthew S. Winsor and his colleagues identified the structures of secondary mathematics teacher preparation (SMTP) programs in the United States including the demographics of institutions. Their results provide researchers with the overall context of SMTP for future research ideas.

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. 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 K. Singleton

Cover by Keith Przybyla-Kuchek

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