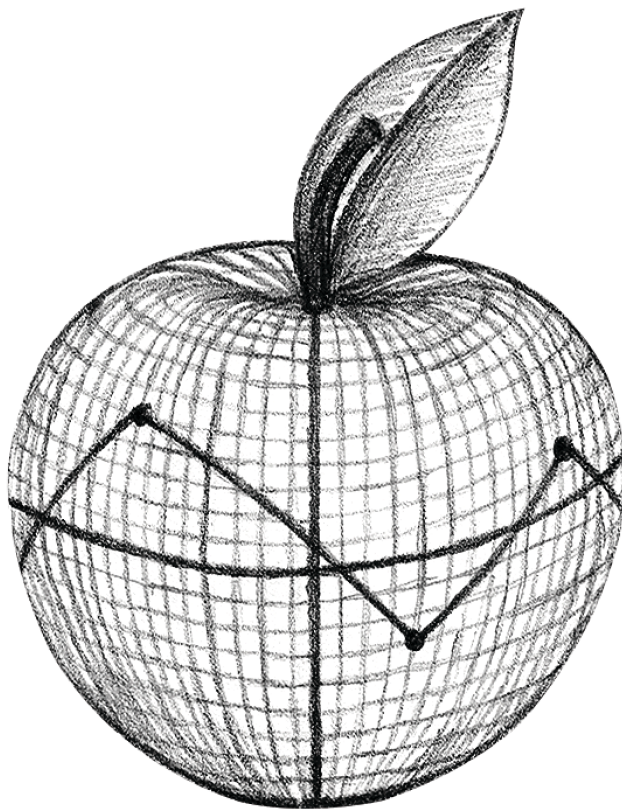


MATHEMATICS EDUCATION STUDENT ASSOCIATION



**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 introduce the first issue of Volume 30 of *The Mathematics Educator*.

In this issue several authors discuss important issues in mathematics education. Foster Graif, Erin Baldinger, and Matthew Campbell discuss five teacher candidates' reflections on responding to student errors. They then explore how those teacher candidates' responses to student errors are shaped by their vision and goals.

Laura Kyser Callis and Allen Harbaugh report on a national survey of pos-secondary mathematics instructors of mathematics courses designed for elementary teachers. More specifically, they use regression models to examine the relationships between academic and professional background, teaching context, and use of class time.

Tuyin An, Daniel Clark, Hwa Young Lee, Emily Miller, and Travis Weiland provide vignettes to examine potential tradeoffs in prospective elementary teacher education programs. Through the vignettes and their review of the literature, they explore difficult decisions regarding the sequencing of content and pedagogy across courses, integration of content and pedagogy within courses, content coverage, mathematical rigor, and more.

Finally, Bridget Druken gives a review of the 2015 book *Mathematical Understanding for Secondary Teaching: A Framework and Classroom-Based Situations* by Heid, Wilson and Blume.

We hope you enjoy this issue. Thank you especially to our authors for their contributions to the field and the associate editors and reviewers for their effort.

Best regards,

James Drimalla and Yufeng Ying

Cover by Keith Przybyla-Kuchek

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