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A Note from the Editor

Dear TME Reader,

Along with my co-editor Ryan Fox, I welcome you to the first issue of the 19th volume of The Mathematics Educator (TME). It is my hope that the articles found in this issue engage and sustain the discussion among members of our audience and the larger mathematics education community.

As has been our mission at TME, we aim to provide a variety of perspectives on issues within the mathematics education community. For this issue's In Focus piece, Nicholas Oppong, along with participants in his seminar, discuss Georgia's new teacher incentive programs, along with how these programs will improve education in the state of Georgia. In this issue there are three articles that provide a variety of perspectives on issues within mathematics education. In our first piece, Lu Pien Cheng and Ho-Kyoung Ko discuss how teachers working in teams progress through development stages and how these stages impact teacher growth. Revathy Parameswaran investigates students' concept images of Rolle's Theorem, along with how these images are related to the Mean Value Theorem. Finally, Tracie McLemore Salinas shows us the various criteria used by preservice elementary teachers when evaluating student-generated algorithms.

There are many people involved here at MESA that have helped in making this issue possible, and I would like to thank them at this time. I want to thank my colleagues who worked as Co-Editor and Associate Editors for this issue; their names appear at the top of the column to the left. I cannot thank you enough for all that you did!

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About the Cover

On the front cover of this issue, we include a sketch from Revathy Parameswaran's piece on Rolle's Theorem. In her article, she discusses students' different concept images that are invoked when working on tasks related to Rolle's Theorem.

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