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## A Note from the Editor

Dear *TME* readers,

An interesting collection of papers has come together for Volume 14 of *The Mathematics Educator*. Each article tells the story of mathematics educators wrestling with efforts to make meaning of their work. In his final piece of a three part series of case studies begun in Volume 13, Andy Norton peers into a mathematician's spiritual beliefs. In contrast to earlier findings, this mathematician's spiritual beliefs are in harmony with his attitudes toward and ways of knowing mathematics.

Rasmus Nielsen presents his personal theoretical difficulties in wrestling with the goals of conducting research in mathematics education. What is our commitment to society – reproduction or renewal? At what grain-level is our commitment to those who are our society?

Carmen Latterell; Norene Lowery; and Amy McDuffie, Valarie Akerson, & Judith Morrison provide a synergistic triad of reports of working with teachers implementing new classroom practices. As mathematics classrooms change and as what we value as mathematical learning evolves, new dilemmas arise for both teachers and researchers. Each of these authors works to investigate sensible and meaningful assessment practices among the manifestation of these new dilemmas. Their findings begin to elaborate a research agenda in the era of larger scale adoption of reform curricula.

And finally, a graduating senior from The University of Georgia kicks off the issue. She reflects on the tensions of meeting the needs of her students in the face of an "alphabet soup" of curriculum standards, standardized tests, and the other stressors of student teaching.

I hope I have sufficiently sparked your interest to read our journal. Next, I hope to tempt you to consider an academic contribution to our efforts. *TME* is entirely a student run and student funded, peer-reviewed journal dedicated to sharing theory, research, and practices within the mathematics education community. In its thirteenth year of publication, the journal has proven to be a resource for serving, connecting, and learning for the writers, editors, and readers. Please contribute to *TME* by sharing articles with students and peers, linking to our web site, submitting manuscripts, or helping to review. You will find information on pp. 47-48 of this issue on how you can be involved.

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## About the cover

The cover art was inspired by a presentation given by Harold Asturias while he worked on the New Standards Project, a collaboration of the University of Pittsburgh and the National Center on Education and the Economy. In the mid 1990's, these partners built an assessment system to measure student progress toward meeting national standards. In his presentation, Harold reminded the audience that any single tool that we peer through to attempt to measure student understanding has important limitations. Some provide reasonable clarity but offer too narrow a view; others open the lens wider but blur what we see. His conclusion was that we as educators are bound to consider multiple and varied assessments when making significant decisions about children. But more importantly, he reminds us that learners are more complex than any combination of measurement tools could ever report.

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