JOURNAL OF
MATHEMATICS EDUCATION
AT TEACHERS COLLEGE

A Century of Leadership in Mathematics and Its Teaching

Evolving Priorities and Practices in Mathematics Education

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PREFACE

The Spring 2025 issue of the *Journal of Mathematics Education at Teachers College* features a set of contributions that reflect the evolving priorities and practices in mathematics education as well as the lived experiences of those working within it. The Articles section consists of three research-based pieces, and the Notes from the Field section presents three pieces that offer insights grounded in practice.

In the first research-based article, Osborne & Hibbard use the 2019 Trends in International Mathematics and Science Study data to investigate how eighth-grade students' attitudes towards mathematics relate to achievement. By drawing on a large, nationally representative dataset, Osborne & Hibbard extend prior research on the relationship between students' attitudes and achievement in mathematics. Their findings highlight the role of social and emotional factors in mathematical learning and offer guidance for teachers seeking to foster more positive attitudes about mathematics.

Then, Panthi et al. present a comprehensive conceptual overview of social justice issues in mathematics education, organizing their analysis into a four-part framework: prospects, priorities, processes, and problems. The authors argue that meaningful reform must address curriculum, instruction, and assessment, and they call for greater teacher agency in prioritizing social justice issues in mathematics education despite persistent structural challenges.

Lastly, Sundrani investigates the decision-making processes of secondary mathematics teachers as they select online instructional materials from platforms such as Teachers Pay Teachers. In this study, Sundrani identifies key heuristics that shape teachers' choices and therefore impact classroom instruction.

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Guest Editors