

NOTES FROM THE FIELD

The Spring 2025 issue features three *Notes from the Field* articles that provide grounded perspectives from distinct contexts in mathematics education. In the first piece, Fernandez, Lahiere, & Leszczynski describe how they adapted the Launch-Explore-Summarize instructional routine for an online setting for a synchronous online geometry course for middle school teachers. In the second piece, Fletcher et al. provide support to early scholars in mathematics education by sharing a curated list of programs and opportunities, along with personal reflections and practical guidance regarding navigating the beginning years of a career as a mathematics education scholar. Lastly, Mogilski & Parry describe how they implemented a reflective homework system in undergraduate mathematics courses, encouraging more formative, student-centered assessment practices in postsecondary settings.