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PREFACE

This issue of the *Journal of Mathematics Education at Teachers College* includes three articles that extend our knowledge and practice of mathematics education. Effective mathematics teaching not only requires thoughtful and meaningful pedagogical practices, but also requires broad examination and research around the many ideas that permeate our pedagogical practices. In this issue, we present a broad range of ideas from the field, which enhance our understanding of teaching and learning mathematics at all levels.

The movement towards the Common Core State Standards for mathematics has simultaneously encouraged the field to pursue more engaging and real life experiences to modeling mathematical situations with our students. Mr. McGuffey provides us with ideas that can enhance our mathematics education practice through the intricate blend of game theory and the popular game, Pokémon. This work gives rise to what can be used as meaningful mathematical tasks in the classroom that engage students in the learning of mathematics, while exciting students through something very relatable to their lives.

Examining the structure, time, and overall practice that occurs in the classroom is critical to success in mathematics education. Our second article provides the reader with a connection between the theoretical and the practical, as Dr. Walkowiak, Dr. Pinter, and Dr. Berry examine two teaching vignettes to develop a framework for Opportunity to Learn (OTL) in school mathematics. This supplementary investigation of OTL, a concept fundamental to mathematical equity, provides us with a deeper understanding of an OTL framework that can impact classroom practice.

Pedagogical practice and general content knowledge is paramount to a successful learning experience; however, pedagogical mathematical content knowledge arguably plays just as important of a role in the learning process. Dr. Johnson presents his research on teachers' pedagogical mathematical content knowledge through the lens of an examination of two different definitions and assessments, giving us a glimpse into one way to reflect on teacher education. This comparison helps highlight this idea as an important one in mathematics teacher education, and also leads us to a variety of questions for further study that have the potential to enhance the professional knowledge base of the field.

Brandon Milonovich
Elizabeth Wentworth
Guest Editors