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"CME Project is a four-year, NSF-funded, comprehensive high school mathematics program that is problem-based, student-centered, and organized around the familiar themes of Algebra 1, Geometry, Algebra 2, and Precalculus."--Publisher's website.

This book builds on the Teachers Empowered to Advance Change in Mathematics (TEACH Math) project, which was an initiative that sought to develop a new generation of preK-8 mathematics teachers to connect mathematics, children ' s mathematical thinking, and community and family knowledge in mathematics instruction – or what we have come to call children ' s multiple mathematical knowledge bases in mathematics instruction, with an explicit focus on equity. Much of the work involved in the TEACH Math project included the development of three instructional modules for preK-8 mathematics methods courses to support the project ' s goals. These activities were used and refined over eight semesters, and in Fall 2014 shared at a dissemination conference with other mathematics teacher educators from a variety of universities across the United States. Chapter contributions represent diverse program and geographical contexts and teach prospective and practicing teachers from a variety of socioeconomic and ethnic backgrounds, in particular providing accounts of supports, challenges, and tensions in implementing equity-based mathematics teacher education. The chapters supply rich evidence and illustrative examples of how other mathematics teacher educators and professional developers might make the modules work for their unique practices, courses, workshops, and prospective teachers/teachers. It promises to be an important resource for offering guidance and examples to those working with prospective teachers of mathematics who want to create positive, culturally responsive, and equity-based mathematics experiences for our nation ' s youth.

Integrated CME Project ©2013 offers you a Common Core curriculum built specifically upon the Integrated Pathway for the Common Core State Standards. The program meets the dual goals of mathematical rigor and accessibility for all students through innovative, research-based instruction and a curriculum that is designed around problem-based, student-centered tasks. --from publisher description

Scores of talented and dedicated people serve the forensic science community, performing vitally important work. However, they are often constrained by lack of adequate resources, sound policies, and national support. It is clear that change and advancements, both systematic and scientific, are needed in a number of forensic science disciplines to ensure the reliability of work, establish enforceable standards, and promote best practices with consistent application. Strengthening Forensic Science in the United States: A Path Forward provides a detailed plan for addressing these needs and suggests the creation of a new government entity, the National Institute of Forensic Science, to establish and enforce standards within the forensic science community. The benefits of improving and regulating the forensic science disciplines are clear: assisting law enforcement officials, enhancing homeland security, and reducing the risk of wrongful conviction and exoneration. Strengthening Forensic Science in the United States gives a full account of what is needed to advance the forensic science disciplines, including upgrading of systems and organizational structures, better training, widespread adoption of uniform and enforceable best practices, and mandatory certification and accreditation programs. While this book provides an essential call-to-action for congress and policy makers, it also serves as a vital tool for law enforcement agencies, criminal prosecutors and attorneys, and forensic science educators.

Drawing on rich ethnographic data, Critical Mathematics Education: Can Democratic Mathematics Education Survive under Neoliberal Regime? responds to ongoing discussions on the standardization in curriculum and reconceptualizes Critical Mathematics Education (CME) by arguing that despite obstructive implications of market-driven changes in education, a practice of critical mathematics education to promote critical citizenship could be implemented through open-ended projects that resonate with an inquiry-based collaborative learning and dialogic pedagogy. In doing so, neoliberal hegemony in education can be countered. The book also identifies certain limitations of critical mathematical education and suggests pedagogic and curricular strategies for critical educators to cope with these obstacles.

Critical Mathematics Education offers classroom-based data to illustrate the ways in which critical mathematics education comprises a response to the tension between the needs of a neoliberal system and the needs of individual students to fulfil their potential, as human beings and citizens.

This well-respected text gives an introduction to the theory and application of modern numerical approximation techniques for students taking a one- or two-semester course in numerical analysis. With an accessible treatment that only requires a calculus prerequisite, Burden and Faires explain how, why, and when approximation techniques can be expected to work, and why, in some situations, they fail. A wealth of examples and exercises develop students' intuition, and demonstrate the subject's practical applications to important everyday problems in math, computing, engineering, and physical science disciplines. The first book of its kind built from the ground up to serve a diverse undergraduate audience, three decades later Burden and Faires remains the definitive introduction to a vital and practical subject. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.