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Results from national and international assessments indicate that school children in the United States are not learning mathematics well enough. Many students cannot correctly apply computational algorithms to solve problems. Their understanding and use of decimals and fractions are especially weak. Indeed, helping all children succeed in mathematics is an imperative national goal. However, for our youth to succeed, we need to change how we are teaching this discipline. Helping Children Learn Mathematics provides comprehensive and reliable information that will guide efforts to improve school mathematics from pre--kindergarten through eighth grade. The authors explain the five strands of mathematical proficiency and discuss the major changes that need to be made in mathematics instruction, instructional materials, assessments, teacher education, and the broader educational system and answers some of the frequently asked questions when it comes to mathematics instruction. The book concludes by providing recommended actions for parents and caregivers, teachers, administrators, and policy makers, stressing the importance that everyone work together to ensure a mathematically literate society.

The ninth edition of the Handbook contains the Code of Ethics and Standards of Professional Conduct, commentary and interpretation of the Code and Standards with examples illustrating application of the Standards in the day-to-day professional activities of members and candidates, and a self-administered Standards of Practice examination with commentary. The ninth edition provides guidance on the Code and Standards that are effective 1 January 2006.

Prepared under the auspices of the International Council of Nurses (ICN), this first volume provides a comprehensive overview of the rapidly emerging field of advanced nursing practice. It addresses central issues in the role and practice development that are fundamental to defining and differentiating the nature of this field. Topics include defining the role, role characteristics, scope of practice, education, regulation and research. Obstacles to and facilitators of that role are addressed and include ethical questions arising in the context of practice development. With an international focus, this volume examines international developments in the field, as reflected in country-specific case studies and examples. It offers a valuable resource for advanced practice nurses, educators and administrators at healthcare institutions.

This study examines the observations of U.S. military personnel who attended India's Defence Services Staff College (DSSC) at Wellington. Although the DSSC is a tri-service professional military education institution, this study focuses primarily on the Indian Army, the largest and most influential military service in India. Collectively, U.S. personnel at the DSSC had sustained interaction over an extended period of time with three distinct groups of Indian Army officers: senior officers (brigadier through lieutenant general), senior midlevel (lieutenant colonel and colonel), and junior midlevel (captain and major). The study focuses on the attitudes and values of the Indian Army officer corps over a 38-year period, from 1979 to 2017, to determine if

there was change over time, and if so, to understand the drivers of that change.

The celebrated civil rights leader outlines the trends in the African American struggle during the sixties, and pleads for peaceful coexistence between the African American and white communities.

This volume represents an early attempt at assessing the Long War, now in its 14th year. Forged in the fires of the 9/11 attacks, the war includes campaigns against al Qaeda, major conflicts in Iraq and Afghanistan, and operations in the Horn of Africa, the Republic of the Philippines, and globally, in the air and on the sea. The authors herein treat only the campaigns in Afghanistan and Iraq, the largest U.S. efforts. It is intended for future senior officers, their advisors, and other national security decision makers. By derivation, it is also a book for students in joint professional military education courses, which will qualify them to work in the field of strategy. While the book tends to focus on strategic decisions and developments of land wars among the people, it acknowledges that the status of the United States as a great power and the strength of its ground forces depend in large measure on the dominance of the U.S. Navy and U.S. Air Force in their respective domains.

Despite recent advances in important aspects of the lives of girls and women, pervasive challenges remain. These challenges reflect widespread deprivations and constraints and include epidemic levels of gender-based violence and discriminatory laws and norms that prevent women from owning property, being educated, and making meaningful decisions about their own lives--such as whether and when to marry or have children. These often violate their most basic rights and are magnified and multiplied by poverty and lack of education. This groundbreaking book distills vast data and hundreds of studies to shed new light on deprivations and constraints facing the voice and agency of women and girls worldwide, and on the associated costs for individuals, families, communities, and global development. The volume presents major new findings about the patterns of constraints and overlapping deprivations and focuses on several areas key to women's empowerment: freedom from violence, sexual and reproductive health and rights, ownership of land and housing, and voice and collective action. It highlights promising reforms and interventions from around the world and lays out an urgent agenda for governments, civil society, development agencies, and other stakeholders, including a call for greater investment in data and knowledge to benchmark progress.

Modernizing Learning: Building the Future Learning Ecosystem is an implementation blueprint for connecting learning experiences across time and space. This co-created plan represents an advancement of how and where learning will occur in the future. Extensive learning and technological research has been conducted across the myriad disciplines and communities needed to develop this holistic maturation of the learning continuum. These advancements have created the opportunity for formal and informal learning experiences to be accessible anywhere, anytime, and to be personalized to individual needs. However, for full implementation and maximal benefits for learners of all ages and within all communities to be achieved, it is necessary to centralize and coordinate the required connections across technology, learning science, and the greater supporting structures. Accordingly, the ADL Initiative has taken the lead in this coordination process, connecting Government, Military, Academia, Industry, and K-12 teachers, instructors, technologists, researchers, and implementers to create and execute a coordinated transition process. Input was included from stakeholders, communities, and supporting entities which will be involved in this advancement of the life-long learning ecosystem.

This book examines the school failure and success of Chicano students from a wide variety of perspectives. It attempts to promote further understanding of what constitutes, maintains, and helps shape school failure among Chicano students, and to present research and policy agendas that may help to realize Chicano school success. Five sections address current realities of the Chicano schooling experience, language and classroom perspectives on Chicano achievement, cultural and familial perspectives on achievement, educational testing and special education issues, and the big picture and Chicano school failure. Chapters are: (1) "The Plight of Chicano Students: An Overview of Schooling Conditions and Outcomes" (Richard R. Valencia); (2) "Segregation, Desegregation, and Integration of Chicano Students: Problems and Prospects" (Ruben Donato, Martha Menchaca, Richard R. Valencia); (3) "Chicano Dropouts: A Review of Research and Policy Issues" (Russell W. Rumberger); (4) "Bilingualism, Second Language Acquisition, and the Education of Chicano Language Minority Students" (Eugene E. Garcia); (5) "Promoting School Success for Chicanos: The View from Inside the Bilingual Classroom" (Barbara J. Merino); (6) "From Failure to Success: The Roles of Culture and Cultural Conflict in the Academic Achievement of Chicano Students" (Henry T. Trueba); (7) "Cognitive Socialization and Competence: The Academic Development of Chicanos" (Luis M. Laosa, Ronald W. Henderson); (8) "The Uses and Abuses of Educational Testing: Chicanos as a Case in Point" (Richard R. Valencia, Sofia Aburto); (9) "An Analysis of Special Education as a Response to the Diminished Academic Achievement of Chicano Students" (Robert Rueda); (10) "Systemic and Institutional Factors in Chicano School Failure" (Arthur Pearl); and (11) "Conclusions: Towards Chicano School Success" (Richard R. Valencia). This book contains references in each chapter, 30 data tables and figures, notes on contributors, and author and subject indexes. (SV)

Since the end of legal segregation in schools, most research on educational inequality has focused on economic and other structural obstacles to the academic achievement of disadvantaged groups. But in *Contesting Stereotypes and Creating Identities*, a distinguished group of psychologists and social scientists argue that stereotypes about the academic potential of some minority groups remain a significant barrier to their achievement. This groundbreaking volume examines how low institutional and cultural expectations of minorities hinder their academic success, how these stereotypes are perpetuated, and the ways that minority students attempt to empower themselves by redefining their identities. The contributors to *Contesting Stereotypes and Creating Identities* explore issues of ethnic identity and educational inequality from a broad range of disciplinary perspectives, drawing on historical analyses, social-psychological experiments, interviews, and observation. Meagan Patterson and Rebecca Bigler show that when teachers label or segregate students according to social categories (even in subtle ways), students are more likely to rank and stereotype one another, so educators must pay attention to the implicit or unintentional ways that they emphasize group differences. Many of the contributors contest John Ogbu's theory that African Americans have developed an "oppositional culture" that devalues academic effort as a form of "acting white." Daphna Oyserman and Daniel Brickman, in their study of black and Latino youth, find evidence that strong identification with their ethnic group is actually associated with higher academic motivation among minority youth. Yet, as Julie Garcia and Jennifer Crocker find in a study of African-American female college students, the desire to disprove negative stereotypes about race and gender can lead to anxiety, low self-esteem, and excessive, self-defeating levels of effort, which impede learning and

academic success. The authors call for educational institutions to diffuse these threats to minority students' identities by emphasizing that intelligence is a malleable rather than a fixed trait. *Contesting Stereotypes and Creating Identities* reveals the many hidden ways that educational opportunities are denied to some social groups. At the same time, this probing and wide-ranging anthology provides a fresh perspective on the creative ways that these groups challenge stereotypes and attempt to participate fully in the educational system.

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