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In clear and concise language, veteran education writer Robert Rothman identifies nine instructional “shifts” encouraged by the new Common Core State Standards and provides examples of how teachers and school districts are overcoming challenges in implementation. He presents the research and rationale behind each change and provides examples of teachers making the shifts as well as sample test questions that could be used to gauge student progress in the future. Rothman also addresses major challenges that are emerging as districts and schools move to implement the standards and highlights the ways leading school districts are working to overcome them. Fewer, Clearer, Higher—the mantra adopted by the writers of the Common Core to emphasize the difference between existing state standards and the new ones needed to truly prepare all students for college or careers—is an indispensable guide for educators and anyone else seeking a better understanding of this major new development in education policy.

This volume contains some lecture notes of the 12th Reasoning Web Summer School (RW 2016), held in Aberdeen, UK, in September 2016. In 2016, the theme of the school was “Logical Foundation of Knowledge Graph Construction and Query Answering”. The notion of knowledge graph has become popular since Google started to use it to improve its search engine in 2012. Inspired by the success of Google, knowledge graphs are gaining momentum in the World Wide Web arena. Recent years have witnessed increasing industrial take-ups by other Internet giants, including Facebook's Open Graph and Microsoft's Satori. The aim of the lecture note is to provide a logical foundation for constructing and querying knowledge graphs. Our journey starts from the introduction of Knowledge Graph as well as its history, and the construction of knowledge graphs by considering both explicit and implicit author intentions. The book will then cover various topics, including how to revise and reuse ontologies (schema of knowledge graphs) in a safe way, how to combine navigational queries with basic pattern matching queries for knowledge graph, how to setup a environment to do experiments on knowledge graphs, how to deal with inconsistencies and fuzziness in ontologies and knowledge graphs, and how to combine machine learning and machine reasoning for knowledge graphs.

The application of proper ethical systems and education programs is a vital concern in the medical industry. When healthcare professionals are held to the highest moral and training standards, patient care is improved. Healthcare Ethics and Training: Concepts, Methodologies, Tools, and Applications is a comprehensive source of academic research material on methods and techniques for implementing ethical standards and effective education initiatives in clinical settings. Highlighting pivotal perspectives on topics such as e-health, organizational behavior, and patient rights, this

multi-volume work is ideally designed for practitioners, upper-level students, professionals, researchers, and academics interested in the latest developments within the healthcare industry.

The future of American STEM education is here...in every state, there are thousands students that would benefit from science education, if only they had the resources, support systems and psychological ownership. There are brilliant young minds that could be called on to solve a myriad of world problems, earning money and respect in the process. But these students don't see science as a viable option for a life. Or they do but there are no textbooks in the classroom, or the teacher is the fifth one this semester...and he is on the verge of leaving too. If STEM (science, technology, engineering and mathematics) careers are the future driving force of the American economy; and if only an anointed few American students choose STEM as a career path, where will that leave us as a nation as we strive to compete on the global stage? Will America maintain its position as leader of the free world? Can a country that shuns the word "elite" ever maintain its elite status? Everything we value depends on this; our national security, reputation, and quality of life all depend on our ability to meet the needs of future generations of American workers as they compete for jobs. Jobs that will require problem solving skills, innovation, creativity, scientific literacy, and mathematical knowledge. Jobs that will require Americans who are tops in their fields with expertise, intellectual curiosity, ambition and vision. This book seeks to address these problems, as well as providing an historical backdrop for the discussion of STEM in American schools, race and gender issues, the effects of the standards movement on STEM, and what good teaching looks like in urban public schools. The future is here. Will we rise to the occasion?

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. Transforming the Workforce for Children Birth Through Age 8 explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and

competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Although many archaeologists have a good understanding of the basics in computer science, statistics, geostatistics, modeling, and data mining, more literature is needed about the advanced analysis in these areas. This book aids archaeologists in learning more advanced tools and methods while also helping mathematicians, statisticians, and computer scientists with no previous knowledge of the field realize the potential of the methods in archaeological experiments.

This easy-to-use classroom resource provides a series of lessons, templates, and exemplars for practical classroom application, and will help teachers understand the content standards and the mathematical practice standards in order to develop meaningful mathematics lessons. This book primarily focuses on teachers' procedural knowledge of standards implementation as they apply the information and resources presented in this book. Mathematical rigor in the classroom for students includes lessons that target conceptual knowledge, procedural knowledge, factual knowledge, meta-cognitive knowledge, and the application of this knowledge in context. It also includes opportunities for teachers to develop all three dimensions of rigor as it applies to the Common Core.

This fourth edition of *Racist America* is significantly revised and updated, with an eye toward racism issues arising regularly in our contemporary era. This edition incorporates many recent research studies and reports on U.S. racial issues that update and enhance the last edition's chapters. It expands the discussion and data on social science concepts such as intersectionality and gendered racism, as well as the concepts of the white racial frame, systemic racism, and the elite-white-male dominance system from research studies by Joe Feagin and his colleagues. The authors have further polished the book and added more examples, anecdotes, and narratives about contemporary racism to make it yet more readable for undergraduates. Student objectives, summaries, key terms, and study questions are available under the e-Resources tab at www.routledge.com/9781138096042.

The *Leading Edge of Early Childhood Education* aims to support the effort to simultaneously scale up and improve the quality of early childhood education by bringing together relevant insights from emerging research to provide guidance for this critical, fledgling field. It reflects the growing recognition that early childhood experiences have a powerful effect on children's later academic achievement and long-

term life outcomes. Editors Nonie K. Lesaux and Stephanie M. Jones bring together an impressive array of scholarly contributors. Topics include: · creating learning environments that support children's cognitive and emotional development; · identifying and addressing early risk factors; · using data to guide educators' practice; and · capitalizing on the use of technology. Recent years have seen a surge of local, state, and national initiatives aimed at expanding and improving early childhood initiatives, particularly regarding access to preK programs. The Leading Edge of Early Childhood Education promises to be a valuable resource for those charged with enacting the next level of work in this critical area.

Earth now is dominated by both biogeophysical and anthropogenic processes, as represented in these two images from a simulation of aerosols. Dust (red) from the Sahara sweeps west across the Atlantic Ocean. Sea salt (blue) rises into the atmosphere from winds over the North Atlantic and from a tropical cyclone in the Indian Ocean. Organic and black carbon (green) from biomass burning is notable over the Amazon and Southeast Asia. Plumes of sulfate (white) from fossil fuel burning are particularly prominent over northeastern North America and East Asia. If present trends of dust emissions and fossil fuel burning continues in what we call the Anthropocene epoch, then we could experience high atmospheric CO₂ levels leading to unusual warming rarely experienced in Earth's history. This book focuses on human influences on land, ocean, and the atmosphere, to determine if human activities are operating within or beyond the safe zones of our planet's biological, chemical, and physical systems. Volume highlights include: • Assessment of civic understanding of Earth and its future • Understanding the role of undergraduate geoscience research and community-driven research on the Anthropocene • Effective communication of science to a broader audience that would include the public, the K-12 science community, or populations underrepresented in the sciences • Public outreach on climate education, geoscience alliance, and scientific reasoning Future Earth is a valuable practical guide for scientists from all disciplines including geoscientists, museum curators, science educators, and public policy makers. This volume was made possible with the support of the National Science Foundation through the National Center for Earth-surface Dynamics (EAR-0120914) and the Future Earth Initiative (DRL-0741760). Any opinions, findings, and conclusions or recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.

The Collection's at the Core: Revitalize Your Library with Innovative Resources for the Common Core and STEMABC-CLIO

With chapter sequencing following the new Curriculum, this book supports trainee Primary school teachers to make use of the opportunities presented in the new National Curriculum for effective and engaging Mathematics teaching. Covering all of the areas of the new Curriculum for primary mathematics and offering insight into effective teaching, this book helps students connect what they need to teach with how it can be taught. Exploring opportunities in the new curriculum for creative and imaginative teaching, it shows readers how to capitalize on opportunities to develop children's reasoning and problem solving skills. It explores how to make links between mathematics and children's lived experiences to enhance their learning and enables trainees to develop an ability to plan with discernment, making the most of existing thinking and research as well as building confidence in adapting and customizing ideas. Includes the full National Curriculum Programme of Study for Maths, key stages 1 and 2 as a useful reference for trainee teachers. Other books in this series include: Primary Science for Trainee Teachers and Primary English for Trainee Teachers

Aligning corporate, education, and community partners requires that we rethink and redesign the system that supports Science, Technology, Engineering and Mathematics (STEM) education and workforce preparedness. What's at stake? Nothing less than the sustainability of our schools, the innovative engines of our businesses, the prosperity of communities, and the global competitiveness of our economies.

Advancing A Jobs Driven Economy is a call to action and provides the framework for how business, education, and communities can cultivate a sustainable pipeline of STEM talent.

STEM Teaching: An Interdisciplinary Approach breaks from the more historical idea of making knowledge within disciplines and seeks to engage the reader in a growing conversation that is gaining momentum and is focused on an 'interdisciplinarity of STEM education', which seeks to embrace and/or present emerging perspectives on the standards.

"Neutrosophic Sets and Systems" has been created for publications on advanced studies in neutrosophy, neutrosophic set, neutrosophic logic, neutrosophic probability, neutrosophic statistics that started in 1995 and their applications in any field, such as the neutrosophic structures developed in algebra, geometry, topology, etc.

This book is the product of a yearlong collaboration at the Institute for Advanced Study. It describes (the beta version of) a new language for mathematics, which may some day replace set theory.

The 2008 financial crisis was a watershed moment which clearly influenced the public's perception of the role of 'finance' in society. Since 2008, a plethora of books and newspaper articles have been produced accusing the academic community of being unable to produce valid models which can accommodate those extreme events. This unique Handbook brings together leading practitioners and academics in the areas of banking, mathematics, and law to present original research on the key issues affecting financial modelling since the 2008 financial crisis. As well as exploring themes of distributional assumptions and efficiency the Handbook also explores how financial modelling can possibly be re-interpreted in light of the 2008 crisis.

The 2014 Asia-Pacific Conference on Computer Science and Applications was held in Shanghai, December 27-28, 2014. These CSAC-2014 proceedings include 105 selected papers, which focus not only on the research of science and technology of computer sciences, but also on the research of applications, aiming at a quick and immediate effect on Gender Economics challenges current economic theory, targeting the way gender is often used for economic gain or increased market share. Experts realize that company growth can no longer be achieved by taking a conventional approach, but few follow through with introducing new frameworks that change the way diversity is treated. Gender Economics: Breakthroughs in Research and Practice features current research that combines the concepts of gender theory, sociology, and economics observing how diversity influences numerous dimensions of business and consumerism. Covering topics including gender empowerment and also bias, economic equality, industrial creativity, leadership, and the impact of social connectedness on life satisfaction, this publication is an ideal reference source for legislators and policymakers, economic developers, corporate practitioners, educational faculties, academicians, researchers, and graduate-level students of all disciplines.

This monograph deals with recent advances in the study of the long-time asymptotics of large solutions to critical

nonlinear dispersive equations. The first part of the monograph describes, in the context of the energy critical wave equation, the "concentration-compactness/rigidity theorem method" introduced by C. Kenig and F. Merle. This approach has become the canonical method for the study of the "global regularity and well-posedness" conjecture (defocusing case) and the "ground-state" conjecture (focusing case) in critical dispersive problems. The second part of the monograph describes the "channel of energy" method, introduced by T. Duyckaerts, C. Kenig, and F. Merle, to study soliton resolution for nonlinear wave equations. This culminates in a presentation of the proof of the soliton resolution conjecture, for the three-dimensional radial focusing energy critical wave equation. It is the intent that the results described in this book will be a model for what to strive for in the study of other nonlinear dispersive equations. A co-publication of the AMS and CBMS.

"Everybody who has ever read a book will benefit from the way Keith Houston explores the most powerful object of our time. And everybody who has read it will agree that reports of the book's death have been greatly exaggerated."—Erik Spiekermann, typographer

We may love books, but do we know what lies behind them? In *The Book*, Keith Houston reveals that the paper, ink, thread, glue, and board from which a book is made tell as rich a story as the words on its pages—of civilizations, empires, human ingenuity, and madness. In an invitingly tactile history of this 2,000-year-old medium, Houston follows the development of writing, printing, the art of illustrations, and binding to show how we have moved from cuneiform tablets and papyrus scrolls to the hardcovers and paperbacks of today. Sure to delight book lovers of all stripes with its lush, full-color illustrations, *The Book* gives us the momentous and surprising history behind humanity's most important—and universal—information technology.

These are challenging times in which to be an educator. The constant flow of innovation offers new opportunities to support learners in an environment of ever-shifting demands. Educators work as they have always done: making the most of the resources at hand, and dealing with constraints, to provide experiences which foster growth. This was John Dewey's ideal of education 80 years ago and it is still relevant today. This view sees education as a practice that achieves its goals through creative processes involving both craft and design. Craft is visible in the resources that educators produce and in their interactions with learners. Design, though, is tacit, and educators are often unaware of their own design practices. The rapid pace of change is shifting the balance from craft to design, requiring that educators' design work become visible, shareable and malleable. The participatory patterns workshop is a method for doing this through engaging practitioners in collaborative reflection leading to the production of structured representations of design knowledge. The editors have led many such workshops and this book is a record of that endeavour and its outcomes in the form of practical design narratives, patterns and scenarios that can be used to address challenges in

teaching and learning with technology.

Most Americans had no idea what Common Core was in 2013, according to polls. But it had been creeping into schools nationwide over the previous three years, and children were feeling its effects. They cried over math homework so mystifying their parents could not help them, even in elementary school. They read motley assortments of “informational text” instead of classic literature. They dreaded the high-stakes tests, in unfamiliar formats, that were increasingly controlling their classrooms. How did this latest and most sweeping “reform” of American education come in mostly under the radar? Joy Pullmann started tugging on a thread of reports from worried parents and frustrated teachers, and it led to a big tangle of history and politics, intrigue and arrogance. She unwound it to discover how a cabal of private foundation honchos and unelected public officials cooked up a set of rules for what American children must learn in core K–12 classes, and how the Obama administration pressured states to adopt them. Thus a federalized education scheme took root, despite legal prohibitions against federal involvement in curriculum. Common Core and its testing regime were touted as “an absolute game-changer in public education,” yet the evidence so far suggests that kids are actually learning less under it. Why, then, was such a costly and disruptive agenda imposed on the nation’s schools? Who benefits? And how can citizens regain local self-governance in education, so their children’s minds will be fed a more nourishing intellectual diet and be protected from the experiments of emboldened bureaucrats? *The Education Invasion* offers answers and remedies.

In *Evidence, Politics, and Education Policy*, political scientists Lorraine M. McDonnell and M. Stephen Weatherford provide an original analysis of evidence use in education policymaking to help scholars and advocates shape policy more effectively. The book shows how multiple types of evidence are combined as elected officials and their staffs work with researchers, advocates, policy entrepreneurs, and intermediary organizations to develop, create, and implement education policies. *Evidence, Politics, and Education Policy* offers an in-depth understanding of the political environment in which evidence is solicited and used. Two key case studies inform the book’s findings. The primary case—a major, multimethod study—examines the development and early implementation of the Common Core State Standards at the national level and in four states: California, Indiana, Massachusetts, and Tennessee. A comparative case analyzes the evidence used in Congressional hearings over the twenty-year history of the Children’s Health Insurance Program. Together, the two cases illustrate the conditions under which different types of evidence are used and, in particular, how federalism, the complexity of the policy problem, and the policy’s maturity shape evidence use.

McDonnell and Weatherford focus on three leverage points for strengthening the use of research evidence in education policy: integrating research findings with value-based policy ideas; designing policies with incentives for research use built into their rules and organizational structures; and training policy analysts to promote the use of research in policymaking venues.

As a field, education has largely failed to learn from experience. Time after time, promising education reforms fall short of their

goals and are abandoned as other promising ideas take their place. In *Learning to Improve*, the authors argue for a new approach. Rather than “implementing fast and learning slow,” they believe educators should adopt a more rigorous approach to improvement that allows the field to “learn fast to implement well.” Using ideas borrowed from improvement science, the authors show how a process of disciplined inquiry can be combined with the use of networks to identify, adapt, and successfully scale up promising interventions in education. Organized around six core principles, the book shows how “networked improvement communities” can bring together researchers and practitioners to accelerate learning in key areas of education. Examples include efforts to address the high rates of failure among students in community college remedial math courses and strategies for improving feedback to novice teachers. *Learning to Improve* offers a new paradigm for research and development in education that promises to be a powerful driver of improvement for the nation’s schools and colleges.

Recent global and national debates have shown that demographic change, the rising incidence of chronic disease, and the unmet need for more personalized care are trends demanding a new, integrated approach to health and social care. The advancement and adoption of technology in both health and social care settings is a valuable tool for encouraging change and improving the quality and efficiency of care provided to patients and care clients. *Achieving Effective Integrated E-Care Beyond the Silos* presents a collection of real-life examples, frameworks, business models, financial implications, and methods of evaluating the technological tools that are enabling a more human-centered approach to health and social care. Based on relevant research in the field of integrated e-care, this publication is ideally designed for use by practitioners, researchers, and decision-makers in the care field. In the field of mechanical engineering, steam turbine fault diagnosis is a difficult task for mechanical engineers who are confronted with challenges in dealing with copious amounts of uncertain information.

Effective measurement of the composition and properties of petroleum is essential for its exploration, production, and refining; however, new technologies and methodologies are not adequately documented in much of the current literature. *Analytical Methods in Petroleum Upstream Applications* explores advances in the analytical methods and instrumentation that allow more accurate determination of the components, classes of compounds, properties, and features of petroleum and its fractions.

Recognized experts explore a host of topics, including: A petroleum molecular composition continuity model as a context for other analytical measurements A modern modular sampling system for use in the lab or the process area to collect and control samples for subsequent analysis The importance of oil-in-water measurements and monitoring The chemical and physical properties of heavy oils, their fractions, and products from their upgrading Analytical measurements using gas chromatography and nuclear magnetic resonance (NMR) applications Asphaltene and heavy ends analysis Chemometrics and modeling approaches for understanding petroleum composition and properties to improve upstream, midstream, and downstream operations Due to the renaissance of gas and oil production in North America, interest has grown in analytical methods for a wide range of applications. The understanding provided in this text is designed to help chemists, geologists, and chemical and petroleum engineers make more accurate estimates of the crude value to specific refinery configurations, providing insight into optimum development and

extraction schemes.

This two-volume-set (LNCS 8384 and 8385) constitutes the refereed proceedings of the 10th International Conference of Parallel Processing and Applied Mathematics, PPAM 2013, held in Warsaw, Poland, in September 2013. The 143 revised full papers presented in both volumes were carefully reviewed and selected from numerous submissions. The papers cover important fields of parallel/distributed/cloud computing and applied mathematics, such as numerical algorithms and parallel scientific computing; parallel non-numerical algorithms; tools and environments for parallel/distributed/cloud computing; applications of parallel computing; applied mathematics, evolutionary computing and metaheuristics.

This edited book brings together for the first time an international collection of work focused on two important aspects of any young child's life – learning mathematics and starting primary or elementary school. The chapters take a variety of perspectives, and integrate these two components in sometimes explicit and sometimes more subtle ways. The key issues and themes explored in this book are: the mathematical and other strengths that all participants in the transition to school bring to this period of a child's life; the opportunities provided by transition to school for young children's mathematics learning; the importance of partnerships among adults, and among adults and children, for effective school transitions and mathematics learning and teaching; the critical impact of expectations on their mathematics learning as children start school; the importance of providing children with meaningful, challenging and relevant mathematical experiences throughout transition to school; the entitlement of children and educators to experience assessment and instructional pedagogies that match the strengths of the learners and the teachers; the importance for the aspirations of children, families, communities, educators and educational organisations to be recognised as legitimate and key determinants of actions, experiences and successes in both transition to school and mathematics learning; and the belief that young children are powerful mathematics learners who can demonstrate this power as they start school. In each chapter, authors reflect on their work in the area of mathematics and transition to school, place that work within the overall context of research in these fields, predict the trajectory of this work in the future, and consider the implications of the work both theoretically and practically.

The GCC is a major player in the post-2011 reordering of the Middle East. Despite the rise in prominence of individual Gulf states - especially Kuwait, Qatar, Saudi Arabia and the United Arab Emirates - and the growth of the GCC as a collective entity, surprisingly little attention has been paid to the actual mechanics of policy-making in the region. This book analyses the vital role that institutions are coming to play in shaping policy in the Gulf Arab states. The research coincides with two key developments that have given institutions new importance in the policy process: the emergence of a new generation of leaders in the Gulf, and the era of low oil prices. Both developments, along with dramatic demographic change, have compelled state and citizens to re-evaluate the nature of the social contract that binds them together. Contributors assess the changing relationship between state and citizen and evaluate the role that formal and informal institutions play in mediating such change and informing policy. The book shows how academic, social and economic institutions are responding to the increasingly complex process of decision-making,

where citizens demand better services and further empowerment, and states are obliged to seek wider counsel, although wanting to retain ultimate authority. With contributions from both academics and practitioners, this book will be highly relevant for researchers and policymakers alike.

Our mission: to make math a fun part of kids' everyday lives. We all know it's wonderful to read bedtime stories to kids, but what about doing math? Many generations of Americans are uncomfortable with math and numbers, and too often we hear the phrase, "I'm just not good at math!" For decades, this attitude has trickled down from parents to their kids, and we now have a culture that finds math dry, intimidating, and just not cool. Bedtime Math wants to change all that. Inside this book, families will find fun, mischief-making math problems to tackle—math that isn't just kid-friendly, but actually kid-appealing. With over 100 math riddles on topics from jalapeños and submarines to roller coasters and flamingos, this book bursts with math that looks nothing like school. And with three different levels of challenge (wee ones, little kids, and big kids), there's something for everyone. We can make numbers fun, and change the world, one Bedtime Math puzzle at a time.

This damning account examines the forces that have hijacked progress on climate change and offers a bold vision of what it will take, politically and economically, to face the existential threat of global warming head-on. In the past few years, it has become impossible (for most) to deny the effects of climate change and that the planet is warming, and to acknowledge that we must act. But a new kind of denialism is taking root in the halls of power, shaped by a quarter-century of neoliberal policies, that threatens to doom us before we've grasped the full extent of the crisis. As Kate Aronoff argues, since the 1980s and 1990s, economists, pro-business Democrats and Republicans in the US, and global organizations like the UN and the World Economic Forum have all made concessions to the oil and gas industry that they have no intention of reversing. What's more, they believe that climate change can be solved through the market, capitalism can be a force for good, and all of us, corporations included, are fighting the good fight together. These assumptions, Aronoff makes abundantly clear, will not save the planet. Drawing on years of reporting and rigorous economic analysis, Aronoff lays out a robust vision for what will, detailing how to constrain the fossil fuel industry; transform the economy into a sustainable, democratic one; mobilize political support; create effective public-private partnerships; enact climate reparations; and adapt to inevitable warming in a way that is just and equitable. Our future, *Overheated* makes clear, will require a radical reimagining of our politics and our economies, but if done right, it will save the world.

Many enquiries into the state of accounting education/training, undertaken in several countries over the past 40 years, have warned that it must change if it is to be made more relevant to students, to the accounting profession, and to stakeholders in the wider community. This book's over-riding aim is to provide a comprehensive and authoritative source of reference which defines the domain of accounting education/training, and which provides a critical overview of the state of this domain (including emerging and cutting edge issues) as a foundation for facilitating improved accounting education/training scholarship and research in order to enhance the educational base of accounting practice. The *Routledge Companion to Accounting Education* highlights the key drivers of change - whether in the field of practice on the one hand (e.g. increased regulation, globalisation, risk, and complexity), or from developments in the academy on the other (e.g. pressures to embed technology within the classroom, or to meet accreditation criteria) on the other. Thirty chapters, written by leading scholars from around the world, are grouped into seven themed sections which focus on different facets of their respective themes – including student, curriculum, pedagogic, and assessment considerations.

The latest leadership textbook from respected author team Kaplan and Owings explores how principals can effectively build a culture around

student achievement. Introduction to the Principalship helps aspiring principals understand how to develop a vision for improvement, make decisions and manage conflict, build teachers' capacity, communicate, monitor the organization's performance, and create a school climate of mutual respect. This important book provides readers with various leadership concepts to inform their practice, as well as the cognitive and practical tools to evaluate and prioritize what leadership actions to take. Each chapter offers opportunities for readers to create personal meaning and explore new ways of doing leadership to advance a positive, person-focused environment. Providing both the theoretical framework and skills for effective practice, Introduction to the Principalship addresses the issues most urgent and relevant for educational leadership graduate students learning how to build a school culture that promotes every student's success. Special Features: • Learning Objectives—chapter openers introduce the topic and initiate student thinking. • Reflections and Relevance —interactive exercises, role plays, class activities, and assignments help readers think about content in personally meaningful ways, facilitate understanding of chapter content, and help transfer leadership thinking to action in their own schools. • ISLLC Standards—each chapter is aligned to the 2015 Interstate School Leadership Licensure Standards. • Companion Website—includes links to supplemental material, additional readings, and PowerPoints for instructors.

This book constitutes the refereed proceedings of the 19th International Working Conference on Requirements Engineering: Foundation for Software Quality, REFSQ 2013, held in Essen, Germany, in April 2013. The papers are organized in 8 topical sections on requirements engineering and architecture; natural language requirements; requirements engineering and quality; traceability; requirements engineering and business/goals; requirements engineering and software development; requirements engineering in practice; product lines and product management.

Common Core standards, OER, STEM, and collection development—where to begin? This book investigates these critical topics together to give you the power to transform your collection and practice and put your school library at the center of STEM. • Authored by a former school administrator and school librarian with 15 years' experience working on K–12 STEM initiatives • Enables school librarians to understand the nature and importance of STEM as well as the value of including high-quality, free STEM digital multimedia in library collections • Presents effective strategies for promoting collections to ultimate beneficiaries including learners, educators, parents, community members, and, importantly, other school librarians • Gives school librarians specific criteria and sources with which to build STEM collections that meet national standards for science, health, technology, engineering, and mathematics as well as to select resources that cross curriculum areas

This twenty-third ICMI Study addresses for the first time mathematics teaching and learning in the primary school (and pre-school) setting, while also taking international perspectives, socio-cultural diversity and institutional constraints into account. One of the main challenges of designing the first ICMI primary school study of this kind is the complex nature of mathematics at the early level. Accordingly, a focus area that is central to the discussion was chosen, together with a number of related questions. The broad area of Whole Number Arithmetic (WNA), including operations and relations and arithmetic word problems, forms the core content of all primary mathematics curricula. The study of this core content area is often regarded as foundational for later mathematics learning. However, the principles and main goals of instruction on the foundational concepts and skills in WNA are far from universally agreed upon, and practice varies substantially from country to country. As such, this study presents a meta-level analysis and synthesis of what is currently known about WNA, providing a useful base from which to gauge gaps and shortcomings, as well as an opportunity to learn from the practices of different countries and contexts.

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