

INFORMATION AGE PUBLISHING

MATHEMATICS 2020

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RECENT TITLES

AMERICAN EDUCATIONAL HISTORY JOURNAL



American Educational History Journal

Volume 46 #1 & 2

Shirley Marie McCarther, University of Missouri-Kansas City

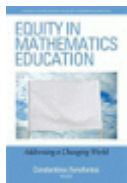
A volume in the series *American Educational History Journal*

2019. Paperback 978-1-64113-800-0 \$45.99. Hardcover 978-1-64113-801-7 \$85.99. eBook 978-1-64113-802-4 \$65.

The American Educational History Journal is a peer-reviewed, national research journal devoted to the examination of educational topics using perspectives from a variety of disciplines. The editors of AEHJ encourage communication between scholars from numerous disciplines, nationalities, institutions, and backgrounds. Authors come from a variety of disciplines including political science, curriculum, history, philosophy, teacher education, and educational leadership. Acceptance for publication in AEHJ requires that each author present a well-articulated argument that deals substantively with questions of educational history.

AEHJ accepts papers of two types. The first consists of papers that are presented each year at our annual meeting. The second type consists of general submission papers received throughout the year. General submission papers may be submitted at any time. They will not, however, undergo the review process until January when papers presented at the annual conference are also due for review and potential publication. For more information about the Organization of Educational Historians (OEH) and its annual conference, visit the OEH web site at: www.edhistorians.org.

COGNITION, EQUITY & SOCIETY: INTERNATIONAL PERSPECTIVES



Equity in Mathematics Education

Addressing a Changing World

Constantinos Xenofontos, University of Stirling, UK

A volume in the series *Cognition, Equity & Society: International Perspectives*

2019. Paperback 9781641137287 \$45.99. Hardcover 9781641137294 \$85.99. eBook 9781641137300 \$65.

Following in the steps of the socio-political turn of the discipline, *Equity in Mathematics Education: Addressing a Changing World* emerged as a response of the editor and the chapter authors to the enormous changes that have in the last years occurred at a global level (for example, the ongoing war in Syria, the political [in]actions of powerful nations to fight climate change, the rise of far-right parties in many countries around the world, and so on). In recent years, massive migration waves from the Middle East have caused significant demographic changes to many European countries, Canada and the US, that are reflected in schools and classrooms. These observations have led this book's contributors to reconsider the concept and/or practice of equity, and its related concept, social justice, and the role of mathematics education research in addressing and promoting a fairer world. Contrary to other, perhaps highly specialized books concerned with similar topics, this book aims to provide a smooth, yet deep introduction to those who are new to this research area.

Equity in Mathematics Education: Addressing a Changing World contributes to the understanding of equity and its complex relations to mathematics education. It is anticipated that it will support individuals in teaching, educational research, policy making and planning, and teacher education, in becoming more aware of the interplay between school mathematics and socio-political issues that, ultimately, impacts the lives of learners and their communities, teachers as practitioners and as citizens, the wider society, and the world as a whole. Even though each chapter can be read independently of others, an engagement with all chapters in this volume will provide readers with a solid holistic understanding of the research territory of equity and mathematics education.

THE ASSOCIATION OF MATHEMATICS TEACHER EDUCATORS (AMTE) PROFESSIONAL BOOK SERIES



The Mathematics Teacher Education Partnership

The Power of a Networked Improvement Community to Transform Secondary Mathematics Teacher Preparation

W. Gary Martin, Auburn University; Brian R. Lawler, Kennesaw State University; Alyson E. Lischka, Middle Tennessee State University; Wendy M. Smith, University of Nebraska - Lincoln

A volume in the series *The Association of Mathematics Teacher Educators (AMTE) Professional Book Series*
2020. Paperback 978-1-64113-931-1 \$45.99. Hardcover 978-1-64113-932-8 \$85.99. eBook 978-1-64113-933-5 \$65.

This book provides an overview of a body of work conducted over the past seven years related to the preparation of secondary mathematics teachers by the Mathematics Teacher Education Partnership (MTE-Partnership), a national consortium of more than 90 universities and 100 school systems. The MTE-Partnership is organized as a Networked Improvement Community (NIC), which combines the disciplined inquiry of improvement science with the power of networking to accelerate improvement by engaging a broad set of participants. The MTE-Partnership is addressing key challenges in secondary mathematics teacher preparation, including:

- Supporting the development of content knowledge relevant to teaching secondary mathematics;
- Providing effective clinical experiences to teacher candidates;
- Recruiting secondary mathematics teacher candidates, ensuring program completion and their subsequent retention in the field as early career teachers;
- Supporting overall transformation of secondary mathematics teacher preparation in alignment with these challenges;
- Ensuring a focus on equity and social justice in secondary mathematics teacher recruitment, preparation, and induction.

This book outlines existing knowledge related to each of these key challenges, as well as the work of Research Action Clusters (RACs) formed to address the challenges. Each RAC includes participants from multiple institutions who work collaboratively to iteratively develop, test, and refine processes and products that can help programs more effectively prepare secondary mathematics teacher candidates. The book describes promising approaches to improving aspects of secondary mathematics teacher preparation developed by the RACs, including specific products that have been developed, which will inform the work of others involved in secondary mathematics teacher preparation. In addition, reflections on the use of the NIC model provides insights for others considering this research design. Particular references to the Standards for Preparing Teachers of Mathematics (Association of Mathematics Teacher Educators, 2017) are included throughout the book.

THE MONTANA MATHEMATICS ENTHUSIAST



Selected Writings from the Journal of the Saskatchewan Mathematics Teachers' Society

Celebrating 50 years (1961-2011) of Vinculum

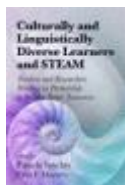
Egan J Chernoff, University of Saskatchewan; Gale L. Russell, University of Regina; Bharath Sriraman, University of Montana

A volume in the series *The Montana Mathematics Enthusiast*
2019. Paperback 9781641135276 \$45.99. Hardcover 9781641135283 \$85.99. eBook 9781641135290 \$65.

The teaching and learning of mathematics in Saskatchewan—one of three Canadian provinces sharing a border with Montana—has a long and storied history. An integral part of the past 50 years (1961-2011) of history has been vinculum: Journal of the Saskatchewan Mathematics Teachers' Society (in its many different renditions). This monograph, which presents ten memorable articles from each of the past five decades (i.e., 50 articles from the past 50 years of the journal), provides an opportunity to share this rich history with a wide range of individuals interested in the teaching and learning

of mathematics and mathematics education. Each decade begins with an introduction, providing a historical context, and concludes with a decade-specific commentary by a prominent member of the Saskatchewan mathematics education community. As a result, this monograph provides a historical account as well as a contemporary view of many of the trends and issues (e.g., curriculum, technology) in the teaching and learning of mathematics. This book is meant to serve as a resource for a variety of individuals, including teachers of mathematics, mathematics teacher educators, mathematics education researchers, historians, and undergraduate and graduate students and, further, as a celebratory retrospective on the work of the Saskatchewan Mathematics Teachers' Society.

NO SERIES



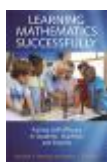
Culturally and Linguistically Diverse Learners and STEAM Teachers and Researchers Working in Partnership to Build a Better Tomorrow

Pamela Spycher, WestEd; Erin F. Haynes, Engage Language, LLC

2019. Paperback 9781641136051 \$45.99. Hardcover 9781641136068 \$85.99. eBook 9781641136075 \$65.

Multilingual students, multidialectal students, and students learning English as an additional language constitute a substantial and growing demographic in the United States. But these groups of students tend to receive unequal access to and inadequate instruction in Science, Technology, Engineering, Arts, and Mathematics (STEAM), with their cultural and linguistic assets going largely unacknowledged and underutilized. The need for more information about quality STEAM education for culturally and linguistically diverse students is pressing. This book seeks to address this need, with chapters from asset-oriented researchers and practitioners whose work offers promising teaching and learning approaches in the STEAM subjects in K-16 education settings. Authors share innovative ways in which classroom teachers integrate disciplinary reading, writing, discussion, and language development with content knowledge development in STEAM subjects. Also shared are approaches for integrating indigenous epistemologies, culturally sustaining pedagogy, and students' linguistic resources and life experiences into classroom teaching.

The value of quality STEAM education for all students is an equity issue, a civics issue, and an economic issue. Our technologically-driven, scientifically-oriented, innovative society should be led by diverse people with diverse ways of approaching and being in the world. This book aims to make quality STEAM education a reality for all students, taking into account the many perspectives, bodies of knowledge, and skills they bring from a range of cultural and linguistic backgrounds, with the ultimate goal of strengthening the fields that will drive our society towards the future. There are three primary audiences for this book: teachers (both in-service and pre-service teachers), teacher educators (both pre-service preparation and professional learning); and applied researchers. Whatever their current or evolving role, readers are encouraged to use this book and the inquiry questions provided at the end of each chapter as a launching point for their own important work in achieving equity in STEAM education.



Learning Mathematics Successfully Raising Self-Efficacy in Students, Teachers and Parents

Clark J Hickman; Helene J. Sherman

2019. Paperback 9781641137379 \$45.99. Hardcover 9781641137386 \$85.99. eBook 9781641137393 \$65.

The goal of this book is to bring together the concept of self-efficacy theory with practical how-to strategies for both teachers and parents to use in heightening their students' levels of self-efficacy. The book examines how self-efficacy theory relates to the acquisition of mathematical competence. The text also provides specific and practical how-to strategies for both teachers and parents in applying these principles to classroom mathematics instruction and activities. The self-efficacy practices and applications to mathematics are also suitable for families working with learners outside the school environment.

Acquiring mathematical skills requires more than knowing arithmetic tables, memorizing rules, and knowing proofs. It requires a basic belief that one is capable of obtaining this information, making sense of it, and applying and generalizing it in mathematical problems. In addition, a student must believe that obtaining these skills leads to a positive outcome, whether it is perceived to be a good or passing grade, comfort-level in tackling mathematical problems, being able to advance to the next mathematics course, being able to score highly on the math section of the SAT and/or be competitive for a desired job.

The ability of students to achieve and exceed grade level competence in mathematics is addressed through the lens of Albert Bandura's Self-Efficacy

Theory. This theoretical position states that one will persist in mastering a behavior (in this case, mastering mathematical principles and skills), in the face of obstacles or failures—to the extent that one believes he or she has the ability to do so, and that there is a desired outcome for doing so. The research literature on the role of self-efficacy in mathematic instruction is examined to demonstrate the validity of using this concept to increase student (and parent/teacher) confidence in learning and applying grade-appropriate math content. Specific teaching methodologies will be provided that infuse self-efficacy strategies for students. Lastly, teachers and parents are provided strategies to increase their own self-efficacy when it comes to conveying mathematics principles to their child or student, as well as strategies to assess their students' level of self-efficacy over time.

Teaching and learning mathematics so that students achieve success at their grade level or above can present a variety of challenges. One barrier that affects learners is the belief that one is not capable of learning mathematics or not naturally talented in the field, not a “math person.” As a result, learners may not believe they are capable of a positive outcome for achieving mathematics success. This book is an important resource for pre-service and in-service teachers, as well as families in applying the theory of self-efficacy to support learners in becoming confident and assured in their ability to understand and apply mathematical principles and procedures. Coupled with classroom ready mathematics instructional strategies, the book provides readers with the background, tools and strategies needed to carry content success and confidence forward to remain persistent in solving all future mathematical problems.



Algebra for the Middle Grades

Francis Gardella, Hunter College-CUNY; Maria DeLucia, Middlesex County College

2020. Paperback 978-1-64113-845-1 \$45.99. Hardcover 978-1-64113-846-8 \$85.99. eBook 978-1-64113-847-5 \$65.

Algebra in the Middle Grades addresses topics that are formalized in the first half of an Algebra 1 course, focusing on linear equations, their graphs and their applications to problem solving. The book is intended to be used by students in the middle school in preparation for the formal study of Algebra 1. In this, it is a truly Pre-Algebra program.

Algebra in the Middle Grades is an approach that brings Algebra to the students. It is written to have the essential elements of Algebra be understood on an inductive level so that when students later address the topic formally, there will be an informal background to create deep understanding.

The approach is extremely visual using both algebra tile-type diagrams along with graphs for equations and grids for ratio. In this way, the text gives students 3 aspects of a topic, the Numerical, the Geometric and the Algebraic. The text places the Numerical and Geometric first having understanding in these contexts leading to understanding in an Algebraic, symbolic context.



Standards for Preparing Teachers of Mathematics

(color version)

Association of Mathematics Teacher Educators (AMTE)

2020. Paperback 9781641139991 \$69.99. Hardcover 9781648020001 \$95.99. eBook 9781641139984 \$65.

Also available in a [black + white version](#)

AMTE, in the Standards for Preparing Teachers of Mathematics (SPTM), puts forward a national vision of initial preparation for all Pre-K–12 teachers who teach mathematics. SPTM contains critical messages for all who teach mathematics, including elementary school teachers teaching all disciplines, middle and high school mathematics teachers who may teach mathematics exclusively, special education teachers, teachers of emergent multilingual students, and other teaching professionals and administrators who have responsibility for students' mathematical learning. SPTM has broad implications for teacher preparation programs, in which stakeholders include faculty and administrators in both education and mathematics at the university level; teachers, principals, and district leaders in the schools with which preparation programs partner; and the communities in which preparation programs and their school partners are situated.

SPTM is intended as a national guide that articulates a vision for mathematics teacher preparation and supports the continuous improvement of teacher preparation programs. Such continuous improvement includes changes to preparation program courses and structures, partnerships involving schools and universities and their leaders, the ongoing accreditation of such programs regionally and nationally, and the shaping of state and national mathematics teacher preparation policy. SPTM is also designed to inform assessment practices for mathematics teacher preparation programs, to influence policies related to preparation of teachers of mathematics, and to promote national dialogue around preparing teachers of mathematics. The vision articulated in SPTM is aspirational in that it describes a set of high expectations for developing a well-prepared beginning teacher of

mathematics who can support meaningful student learning. The vision is research-based and establishes a set of goals for the continued development and refinement of a mathematics teacher preparation program and a research agenda for the study of the effects of such a program. SPTM contains detailed depictions of what a well-prepared beginning teacher knows and is able to do related to content, pedagogy, and disposition, and what a strong preparation program entails with respect to learning experiences, assessments, and partnerships. Stakeholders in mathematics teacher preparation will find messages related to their roles.

Standards for Preparing Teachers of Mathematics includes standards and indicators for teacher candidates and for the design of teacher preparation programs. SPTM outlines assessment practices related to overall quality, program effectiveness, and candidate performance. SPTM describes specific focal practices by grade band and provides guidance to stakeholders regarding processes for productive change.



Standards for Preparing Teachers of Mathematics

(black + white version)

Association of Mathematics Teacher Educators (AMTE)

2020. Paperback 9781641139960 \$59.99. Hardcover 9781641139977 \$85.99. eBook 9781641139984 \$65.

Also available in a [color version](#)

AMTE, in the Standards for Preparing Teachers of Mathematics (SPTM), puts forward a national vision of initial preparation for all Pre-K–12 teachers who teach mathematics. SPTM contains critical messages for all who teach mathematics, including elementary school teachers teaching all disciplines, middle and high school mathematics teachers who may teach mathematics exclusively, special education teachers, teachers of emergent multilingual students, and other teaching professionals and administrators who have responsibility for students' mathematical learning. SPTM has broad implications for teacher preparation programs, in which stakeholders include faculty and administrators in both education and mathematics at the university level; teachers, principals, and district leaders in the schools with which preparation programs partner; and the communities in which preparation programs and their school partners are situated.

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BACK LIST

Title	Year	Paperback	Hardcover
American Educational History Journal: Volume 45 # 1 & 2 Shirley Marie McCarther, University of Missouri-Kansas City <i>Series: American Educational History Journal</i>	2018	\$45.99 978-1-64113-453-8	\$85.99 978-1-64113-454-5
Facilitator's Guidebook for Use of Mathematics Situations in Professional Learning Rose Mary Zbiek, Pennsylvania State University; Glendon W. Blume, The Pennsylvania State University; M. Kathleen Heid, The Pennsylvania State University	2018	\$32.99 978-1-64113-079-0	\$64.99 978-1-64113-080-6
How Students Think When Doing Algebra Steve Rhine, Pacific University; Rachel Harrington, Western Oregon University; Colin Starr, Willamette University	2018	\$45.99 978-1-64113-411-8	\$85.99 978-1-64113-412-5
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<p>American Educational History Journal: Volume 43 # 1 & 2 Donna M. Davis, University of Missouri - Kansas City <i>Series: American Educational History Journal</i></p>	2016	\$45.99 9781681236070	\$85.99 9781681236087
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<p>American Educational History Journal: Volume 42 # 1-2 Donna M. Davis, University of Missouri - Kansas City <i>Series: American Educational History Journal</i></p>	2015	\$45.99 9781681232652	\$85.99 9781681232669
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