

INFORMATION AGE PUBLISHING

# MATHEMATICS 2021

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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

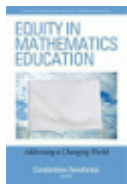
A volume in the series *American Educational History Journal*

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](http://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]jections 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.

## OUT-OF-SCHOOL-TIME STEM PROGRAMS FOR FEMALES: IMPLICATIONS FOR RESEARCH AND PRACTICE



### Out-of-School-Time STEM Programs for Females

Implications for Research and Practice Volume II: Short-Term Programs

Lynda R. Wiest, University of Nevada; Heather Glynn Crawford-Ferre, University of Nevada; Jafeth E. Sanchez, University of Nevada

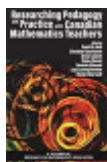
A volume in the series *Out-of-School-Time STEM Programs for Females: Implications for Research and Practice* 2021. Paperback 978-1-64802-149-7 \$45.99. Hardcover 978-1-64802-150-3 \$85.99. eBook 978-1-64802-151-0 \$65.

Vol. II: Short-Term Programs features eight OST STEM programs for females from across the United States that run one to three days in length, in most cases, a single day. In this book, the chapter authors describe their programs, the effectiveness of those programs, and practical implications of their program evaluation data. This book series is the first of its kind to offer researchers, educators, school administrators, policy makers, and others detailed insight into the promise and practice of out-of-school-time STEM programs for females.

Science, technology, engineering, and mathematics (STEM) disciplines play a pivotal role in societal progress and economic prosperity, in addition to enhancing individual lives. However, U.S. students lack strong STEM performance in an international context. The pool of STEM-proficient workers is thus insufficient to fuel the nation, with females being one group that is noticeably absent.

Out-of-school-time (OST) programs, which are on the rise, are increasingly suggested as a way to support and encourage underrepresented groups in STEM. Participants in OST programs have shown improved achievement, interest, and confidence in STEM, as well as greater awareness of STEM role models and careers.

## RESEARCH IN MATHEMATICS EDUCATION



### Researching Pedagogy and Practice with Canadian Mathematics Teachers

David A Reid, Universitetet i Agder; Christine Suurtamm, University of Ottawa; Annie Savard, McGill University; Elaine Simmt, University of Alberta; Dominic Manuel, University of Alberta; Lisa Lunney Borden, St. Francis Xavier University; Richard Barwell, University of Ottawa

A volume in the series *Research in Mathematics Education* 2020. Paperback 978-1-64802-137-4 \$45.99. Hardcover 978-1-64802-138-1 \$85.99. eBook 978-1-64802-139-8 \$65.

The past two decades have seen an increased interest in education, especially in core areas such as mathematics, language and science. This is in part a consequence of the increase in the number of international comparisons of educational outcomes, such as PISA and TIMSS. Much research has focused on the contributions that curricula, financial resources, parental support, and so on, might have on educational outcomes. A factor that seems likely to have a very significant effect on student achievement, teachers' practices and beliefs, has received little attention.

This book reports results from a research program that sought to develop and employ research methods to compare teachers' practices and beliefs across Canada. It provides insight into the challenge of such research, and describes teachers' contexts, beliefs and practices, and how they differ, in four regions and across two languages.

Using a multivocal ethnography approach (Tobin, 1999) teachers were involved in the preparation and discussion of videos of their own teaching and that of others. This approach resulted in not only insights into the teachers' pedagogies and practices, but also opportunities for the teachers to reflect on their own teaching in new ways, and for researchers to reflect on research practices and orientations.

The work is innovative in several ways. In a field crowded with research on teachers' practices, beliefs and knowledge this research helps to unearth the implicit values that underlie the way teachers see teaching itself. Through the process of observation of each other's practice, the teachers became aware of their own pedagogies, giving them new insights into their values and practices. Researchers also engaged in a parallel process of reflection on their own practices as observers of teachers, with similar insights into the values guiding their work.

This book will be of interest to government policy makers, teachers and teacher educators, as well as researchers in Mathematics Education. Members of the AERA SIG in Research in Mathematics Education, the Canadian Mathematics Education Study Group, the NCTM, and provincial Mathematics teacher associations are potential readers.

### **Praise for Researching Pedagogy and Practice with Canadian Mathematics Teachers:**

*What a treasure! This book is an important resource for anyone interested in high quality mathematics teaching. It fills a gap in our understanding of how mathematics is taught across Canada, where students are among the highest performing on international mathematics assessments. The studies reported are conceptually grounded, methodologically rigorous, and filled with nuanced observations of the similarity and variation in classroom teaching across many of the Canadian provinces.*

Edward A. Silver

Senior Associate Dean for Research & Graduate Studies

William A. Brownell Collegiate Professor of Education

& Professor of Mathematics University of Michigan

## **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.

## NO SERIES



### 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.



## The Inspirational Untold Stories of Secondary Mathematics Teachers

Alice F. Artzt, Queens College of the City University of New York; Frances R. Curcio, Queens College of the City University of New York

2020. Paperback 978-1-64802-201-2 \$45.99. Hardcover 978-1-64802-202-9 \$85.99. eBook 978-1-64802-203-6 \$65.

Personal story telling is a powerful and interesting medium through which one can share experiences, insights, successes, and difficulties in meaningful contexts. Teaching in general, and mathematics teaching in particular, is much more than what meets the eye. Most people have only experienced teaching from the vantage point of a student and have impressions of teachers and teaching that are simplistic and usually totally incorrect. The lives of mathematics teachers are varied and contrary to what one might think they are. The journeys of exemplary in-service teachers are not linear; there are many bends, potholes, and detours through which they have navigated. The "road conditions" of teaching are fodder for the 12 untold stories collected in this volume, whose authors graduated from a special four-year undergraduate mathematics teacher preparation program, containing innovative components, many of which are revealed through the experiences described in their stories. The range of narratives vary in every possible way, from the reasons they became mathematics teachers, to the number of years teaching, to the experiences encountered while teaching, to the different roles they have assumed throughout their careers. Nevertheless, one strand permeates all of the stories: their passion for what they do and their ability to reflect on early college experiences that contribute to their performance. These inspiring narratives will shed light on the developmental processes of mathematics teachers, what it means to teach mathematics, and the components of a secondary mathematics teacher preparation program that can contribute to their expertise.

Praise for *The Inspirational Untold Stories of Secondary Mathematics Teachers*:

*This lovely book contains personal stories about the process of becoming a mathematics teacher and the challenges and rewards of the early years of teaching. These stories highlight that the path to teaching is often indirect, rocky, and filled with doubts. But these poignant stories are powerful because they are so honest. I wish I'd read these stories before I experienced some of the joys and challenges of my early years of teaching because they would have prepared me for the roller coaster of emotion associated with entering this complex but beautiful profession. I think these stories will be helpful when working with prospective and early career teachers.*

**Randolph Philipp**

Professor of Mathematics Education  
School of Teacher Education, San Diego State University  
Immediate Past President, Association of Mathematics Teacher Educators (AMTE)

*This is a book about real people and true stories; the narratives are really insightful and truly inspirational. It is not only a book that those involved in teacher preparation programs may find useful and informative to read, but also a book that could provide insights and inspiration to those who are exploring what it is like to be a teacher. The journey of each of these success stories, despite the diverse starting point of each, speaks volumes of the importance of an effective teacher preparation program that not only nurtures but also provides support for the growth of the preservice teachers. The narratives in this book are certainly a testimonial to what we often hear—Teachers are more often made than born.*

**Ngan Hoe Lee**

Associate Professor, Mathematics & Mathematics Education  
National Institute of Education, Singapore



## Preparing STEM Teachers

The UTeach Replication Model

Joanne E. Goodell, Cleveland State University; Selma Koç, Cleveland State University

2020. Paperback 978-1-64802-166-4 \$45.99. Hardcover 978-1-64802-167-1 \$85.99. eBook 978-1-64802-168-8 \$65.

STEM project-based instruction is a pedagogical approach that is gaining popularity across the USA. However, there are very few teacher education programs that focus specifically on preparing graduates to teach in project-based environments. This book is focused on the UTeach program, a STEM teacher education model that is being implemented across the USA in 46 universities. Originally focused only on mathematics and science, many UTeach programs are now offering engineering and computer science licensure programs as well.

This book provides a forum to disseminate how different institutions have implemented the UTeach model in their local context. Topics discussed will include sustainability features of the model, and how program assessment, innovative instructional programming, classroom research and effectiveness research have contributed to its success. The objectives of the book are:

- To help educators gain insight into a teacher education organizational model focused on STEM and how and why it was developed

- To present the theoretical underpinnings of a STEM education model, i.e. deep learning, conceptual understanding
- To present innovative instructional programming in teacher education, i.e. projectbased instruction, functions and modeling, research methods
- To present research and practice in classroom and field implementation and future research recommendations
- To disseminate program assessments and improvement efforts



## 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
<b>Culturally and Linguistically Diverse Learners and STEAM:</b> Teachers and Researchers Working in Partnership to Build a Better Tomorrow Pamela Spycher, WestEd; Erin F. Haynes, Engage Language, LLC	2019	\$45.99 9781641136051	\$85.99 9781641136068
<b>Selected Writings from the Journal of the Saskatchewan Mathematics Teachers' Society:</b> Celebrating 50 years (1961-2011) of Vinculum Egan J Chernoff, University of Saskatchewan; Gale L. Russell, University of Regina; Bharath Sriraman, University of Montana <i>Series: The Montana Mathematics Enthusiast</i>	2019	\$45.99 9781641135276	\$85.99 9781641135283
<b>American Educational History Journal:</b> 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
<b>Facilitator's Guidebook for Use of Mathematics Situations in Professional Learning</b> 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
<b>How Students Think When Doing Algebra</b> 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
<b>International Perspectives on Mathematics Curriculum</b> Denisse R Thompson, University of South Florida; Mary Ann Huntley, Cornell University; Christine Suurtamm, University of Ottawa <i>Series: Research in Mathematics Education</i>	2018	\$45.99 978-1-64113-043-1	\$85.99 978-1-64113-044-8
<b>Problems in Algebra for Teachers</b> Alexander Karp, Teachers College, Columbia University; Julia Viro, Stony Brook University	2018	\$45.99 9781641133951	\$85.99 9781641133968
<b>A Quiet Revolution:</b> One District's Story of Radical Curricular Change in High School Mathematics Michael D. Steele, University of Wisconsin-Milwaukee; Craig Huhn, Holt (MI) High School	2018	\$45.99 9781641131810	\$85.99 9781641131827
<b>Using Classification and Regression Trees:</b> A Practical Primer Xin Ma, University of Kentucky	2018	\$45.99 978-1-64113-237-4	\$85.99 978-1-64113-238-1
<b>Write On! Math:</b> Note Taking Strategies That Increase Understanding and Achievement 3rd Edition Robert Gerver	2018	\$45.99 978-1-64113-197-1	\$85.99 978-1-64113-198-8
<b>American Educational History Journal:</b> Volume 44 # 1 & 2 Donna M. Davis, University of Missouri - Kansas City <i>Series: American Educational History Journal</i>	2017	\$45.99 978-1-64113-040-0	\$85.99 978-1-64113-041-7
<b>Building Support for Scholarly Practices in Mathematics Methods</b> Signe E. Kastberg, Purdue University; Andrew M. Tyminski, Clemson University; Alyson E. Lischka, Middle Tennessee State University; Wendy B. Sanchez, Kennesaw State University <i>Series: The Association of Mathematics Teacher Educators (AMTE) Professional Book Series</i>	2017	\$45.99 978-1-64113-025-7	\$85.99 978-1-64113-026-4

<p><b>Elementary Mathematics Specialists:</b> Developing, Refining, and Examining Programs That Support Mathematics Teaching and Learning Maggie B. McGatha, University of Louisville; Nicole R. Rigelman, Portland State University <i>Series: The Association of Mathematics Teacher Educators (AMTE) Professional Book Series</i></p>	2017	\$45.99 9781681238227	\$85.99 9781681238234
<p><b>Metacognitive Knowledge:</b> Development, Application, and Improvement Joke van Velzen</p>	2017	\$45.99 978-1-64113-022-6	\$85.99 978-1-64113-023-3
<p><b>Out-of-School-Time STEM Programs for Females:</b> Implications for Research and Practice Volume I: Longer-Term Programs Lynda R. Wiest, University of Nevada; Jafeth E. Sanchez, University of Nevada; Heather Glynn Crawford-Ferre, University of Nevada <i>Series: Out-of-School-Time STEM Programs for Females: Implications for Research and Practice</i></p>	2017	\$45.99 9781681238432	\$85.99 9781681238449
<p><b>Reflecting the World:</b> A Guide to Incorporating Equity in Mathematics Teacher Education Mathew D. Felton-Koestler, Ohio University; Ksenija Simic-Muller, Pacific Lutheran University; José María Menéndez, Pima Community College</p>	2017	\$45.99 9781681237671	\$85.99 9781681237688
<p><b>Writing Math Research Papers - 5th Ed.:</b> A Guide for High School Students and Instructors Robert Gerver</p>	2017	\$45.99 978-1-64113-110-0	\$85.99 978-1-64113-111-7
<p><b>American Educational History Journal:</b> Volume 43 # 1 &amp; 2 Donna M. Davis, University of Missouri - Kansas City <i>Series: American Educational History Journal</i></p>	2016	\$45.99 9781681236070	\$85.99 9781681236087
<p><b>Cases for Mathematics Teacher Educators:</b> Facilitating Conversations about Inequities in Mathematics Classrooms Dorothy Y. White, University of Georgia; Sandra Crespo, Michigan State University; Marta Civil, The University of Arizona <i>Series: The Association of Mathematics Teacher Educators (AMTE) Professional Book Series</i></p>	2016	\$45.99 9781681236254	\$85.99 9781681236261
<p><b>Critical Mathematics Education:</b> Theory, Praxis and Reality Paul Ernest, University of Exeter, UK; Bharath Sriraman, University of Montana; Nuala Ernest <i>Series: Cognition, Equity &amp; Society: International Perspectives</i></p>	2016	\$45.99 978-1-68123-259-1	\$85.99 978-1-68123-260-7
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