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interpretation of data, while avoiding common errors and pitfalls. *How to Make Data Work* provides clear strategies for getting data into workable shape and creating an environment that supports understanding, analysis, and successful use of data, no matter what data system or educational technology tools are in place in your district. This accessible resource makes data easy to understand and use so that educators can better evaluate and maximize their systems to help their staff, students, and school succeed. With this tried-and-true guidance, you ' ll be prepared to advocate for tools that adhere to data reporting standards, avoid misinterpretation of data, and improve the data use climate in your school.

The research reported in *Caught in the Act* draws together the insights gained from a continuous professional development

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initiative for high school mathematics teachers, teaching in low socio-economic status and socially challenged environments in South Africa. The chapters show the possibilities for enhancing achievement in school mathematics if a strength-based approach is adopted to develop teaching with teachers and when their concerns are taken seriously. The book demonstrates that the ecological relevance – fitness for the context in which teachers are teaching – of the “ goods ” developed and distributed by initiatives should be a major consideration to offer hope for sustainable implementation to improve school mathematics education. The book is of interest to mathematics teachers, school leaders, mathematics curriculum advisors, policy makers and researchers.

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How do we understand numbers? Do animals and babies have numerical abilities? Why do some people fail to grasp numbers, and how we can improve numerical understanding? Numbers are vital to so many areas of life: in science, economics, sports, education, and many aspects of everyday life from infancy onwards. Numerical cognition is a vibrant area that brings together scientists from different and diverse research areas (e.g., neuropsychology, cognitive psychology, developmental psychology, comparative psychology, anthropology, education, and neuroscience) using different methodological approaches (e.g., behavioral studies of healthy children and adults and of patients; electrophysiology and brain imaging studies in humans; single-cell neurophysiology in non-human primates, habituation studies in human infants and animals,

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and computer modeling). While the study of numerical cognition had been relatively neglected for a long time, during the last decade there has been an explosion of studies and new findings. This has resulted in an enormous advance in our understanding of the neural and cognitive mechanisms of numerical cognition. In addition, there has recently been increasing interest and concern about pupils' mathematical achievement in many countries, resulting in attempts to use research to guide mathematics instruction in schools, and to develop interventions for children with mathematical difficulties. This handbook brings together the different research areas that make up the field of numerical cognition in one comprehensive and authoritative volume. The chapters provide a broad and extensive review that is written in an accessible form for scholars and students, as well as educationalists, clinicians, and policy makers. The book

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covers the most important aspects of research on numerical cognition from the areas of development psychology, cognitive psychology, neuropsychology and rehabilitation, learning disabilities, human and animal cognition and neuroscience, computational modeling, education and individual differences, and philosophy. Containing more than 60 chapters by leading specialists in their fields, the Oxford Handbook of Numerical Cognition is a state-of-the-art review of the current literature.

Motivation makes all the difference. And what's more motivating than the expectation of success? The instructions are clear and to the point, so students can quickly get down to writing practice in these 64-page worktexts. Helpful prompts pack the worktext lesson pages including illustrations, examples, and sample responses.

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Sample Content: book and movie reviews, travelogue, a character sketch, fashions.

In *Educational Inequality and School Finance*, Bruce D. Baker offers a comprehensive examination of how US public schools receive and spend money. Drawing on extensive longitudinal data and numerous studies of states and districts, he provides a vivid and dismaying portrait of the stagnation of state investment in public education and the continuing challenges of achieving equity and adequacy in school funding. Baker explores school finance, the school and classroom resources derived from school funding, and how and why those resources matter. He provides a critical examination of popular assumptions that undergird the policy discourse around school funding—notably, that money doesn't

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matter and that we are spending more and getting less—and shows how these misunderstandings contribute to our reluctance to increase investment in education at a time when the demands on our educational system are rising. Through an introduction to the concepts of adequacy, equity, productivity, and efficiency, Baker shows how these can be used to evaluate policy reforms. He argues that we know a great deal about the role and importance of money in schools, the mechanisms through which money matters for student outcomes, and the trade-offs involved, and he presents a framework for designing and financing an equitable and adequate public education system, with balanced and stable sources of revenue. *Educational Inequality and School Finance* takes an issue all too often relegated to technical experts and makes it accessible for broader public empowerment and engagement.

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“ What is important for citizens to know and be able to do? ” The OECD Programme for International Student Assessment (PISA) seeks to answer that question through the most comprehensive and rigorous international assessment of student knowledge and skills.

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