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Introduction of Problem 3.2 to deal explicitly with CCSS 6.RP.2 and 6.RP.3 on proportionality. Use tables, graphs and numeric reasoning to find values of the variables. Introduction of Problem 3.4 to develop the order of operation conventions that are needed to express quantitative relationships accurately.

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Abstract curricular program implementation in the context of randomized field trials Gloria Isabel Miller This study examined three cases of commercially available curricular program implementations to determine if a unified approach to measuring the level of implementation was possible (proof of concept). Further, the study investigated whether the level of curriculum and implementation plan specificity made a difference to the strength of

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Implementation achieved in classrooms; and described the implementation evolution in different contexts. The study sample consists of a total of 163 teachers in eight school districts across the United States. In each case teachers were randomly assigned to using the curricular innovation or their currently used materials and processes. The three cases, HS-Math, NewScience, and MathIntervention, were purposely chosen to represent three different points of curricular and implementation specificity and two different subject areas, math and science. Each case features a commercially available program that also had opportunities for teachers to use "electronic" technology to enhance their learning or to engage their students. The cases represent

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differing student grade levels. The cases are different enough to provide a range that exercises the measurement techniques introduced in this study so results can begin to generalize across curricular programs and grades. However, the cases are similar enough in research design, instrumentation, and data collection methods to make them comparable. A key contribution of this investigation is the creation of a framework to measure the level of implementation (the extent to which the teacher and students display the actions, behaviors, and interactions expected by using the innovation). The unified conceptual framework arrived at by using an Activity Theory perspective together with the analytical methods employed provide a way to view the rich complex interaction of

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Implementation as a system with the larger system of the school organization. Data from the analysis revealed that variations in the level of implementation were no different regardless of the level of specificity. A strong finding of this work is that implementation evolves slowly even when the curricular program is scripted and coaching support is provided to teachers. The paper concludes with implications for policy and future research.

College Algebra provides a comprehensive exploration of algebraic principles and meets scope and sequence requirements for a typical introductory algebra course. The modular approach and richness of content ensure that the book meets the needs of a variety of courses. The

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