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Published in collaboration with the ONS, this Study Guide is a must-have for those

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who are taking the certification exam. The chapters parallel those presented in the Core Curriculum for Oncology Nursing, 4e. The number of questions in each chapter will correspond with the percentage of questions on that particular topic included in the certification exam. Answers and rationales for correct and incorrect responses are listed

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at the end of each chapter. The book also includes an updated bibliography for each subject.

A Framework for K-12 Science Education and Next Generation Science Standards (NGSS) describe a new vision for science learning and teaching that is catalyzing

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improvements in science classrooms across the United States. Achieving this new vision will require time, resources, and ongoing commitment from state, district, and school leaders, as well as classroom teachers. Successful implementation of the NGSS will ensure that all K-12 students have high-quality opportunities to learn science. Guide

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to Implementing the Next Generation Science Standards provides guidance to district and school leaders and teachers charged with developing a plan and implementing the NGSS as they change their curriculum, instruction, professional learning, policies, and assessment to align with the new standards. For each of these

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elements, this report lays out recommendations for action around key issues and cautions about potential pitfalls. Coordinating changes in these aspects of the education system is challenging. As a foundation for that process, *Guide to Implementing the Next Generation Science Standards* identifies some overarching

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principles that should guide the planning and implementation process. The new standards present a vision of science and engineering learning designed to bring these subjects alive for all students, emphasizing the satisfaction of pursuing compelling questions and the joy of discovery and invention. Achieving this vision in all

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science classrooms will be a major undertaking and will require changes to many aspects of science education. Guide to Implementing the Next Generation Science Standards will be a valuable resource for states, districts, and schools charged with planning and implementing changes, to help them achieve the goal of teaching science for

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the 21st century.

It is essential for today's students to learn about science and engineering in order to make sense of the world around them and participate as informed members of a democratic society. The skills and ways of thinking that are developed and honed

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through engaging in scientific and engineering endeavors can be used to engage with evidence in making personal decisions, to participate responsibly in civic life, and to improve and maintain the health of the environment, as well as to prepare for careers that use science and technology. The majority of Americans learn most of what

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they know about science and engineering as middle and high school students. During these years of rapid change for students' knowledge, attitudes, and interests, they can be engaged in learning science and engineering through schoolwork that piques their curiosity about the phenomena around them in ways that are relevant to their local

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surroundings and to their culture. Many decades of education research provide strong evidence for effective practices in teaching and learning of science and engineering. One of the effective practices that helps students learn is to engage in science investigation and engineering design. Broad implementation of science

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investigation and engineering design and other evidence-based practices in middle and high schools can help address present-day and future national challenges, including broadening access to science and engineering for communities who have traditionally been underrepresented and improving students' educational and life

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experiences. Science and Engineering for Grades 6-12: Investigation and Design at the Center revisits America's Lab Report: Investigations in High School Science in order to consider its discussion of laboratory experiences and teacher and school readiness in an updated context. It considers how to engage today's middle and high

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school students in doing science and engineering through an analysis of evidence and examples. This report provides guidance for teachers, administrators, creators of instructional resources, and leaders in teacher professional learning on how to support students as they make sense of phenomena, gather and analyze

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data/information, construct explanations and design solutions, and communicate reasoning to self and others during science investigation and engineering design. It also provides guidance to help educators get started with designing, implementing, and assessing investigation and design.

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In 2006 the National Institutes of Health (NIH) established the Clinical and Translational Science Awards (CTSA) Program, recognizing the need for a new impetus to encourage clinical and translational research. At the time it was very

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difficult to translate basic and clinical research into clinical and community practice; making it difficult for individual patients and communities to receive its benefits. Since its creation the CTSA Program has expanded, with 61 sites spread across the nation's academic health centers and other institutions, hoping to provide

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catalysts and test beds for policies and practices that can benefit clinical and translation research organizations throughout the country. The NIH contracted with the Institute of Medicine (IOM) in 2012 to conduct a study to assess and provide recommendations on appropriateness of the CTSA Program's

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mission and strategic goals and whether changes were needed. The study was also address the implementation of the program by the National Center for Advancing Translational Sciences (NCATS) while exploring the CTSA's contributions in the acceleration of the development of new therapeutics. A 13-member committee was

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established to head this task; the committee had collective expertise in community outreach and engagement, public health and health policy, bioethics, education and training, pharmaceutical research and development, program evaluation, clinical and biomedical research, and child health research. The CTSA Program at NIH:

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Opportunities for Advancing Clinical and Translational Research is the result of investigations into previous program evaluations and assessments, open-session meetings and conference class, and the review of scientific literature. Overall, the committee believes that the CTSA Program is significant to the advancement of clinical

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and translational research through its contributions. The Program would benefit from a variety of revisions, however, to make it more efficient and effective.

A respected resource for decades, the Guide for the Care and Use of Laboratory Animals has been updated by a committee of experts,

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taking into consideration input from the scientific and laboratory animal communities and the public at large. The Guide incorporates new scientific information on common laboratory animals, including aquatic species, and includes extensive references. It is organized around major components of animal use:

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Key concepts of animal care and use. The Guide sets the framework for the humane care and use of laboratory animals. Animal care and use program. The Guide discusses the concept of a broad Program of Animal Care and Use, including roles and responsibilities of the Institutional Official, Attending Veterinarian and the Institutional

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Animal Care and Use Committee. Animal environment, husbandry, and management. A chapter on this topic is now divided into sections on terrestrial and aquatic animals and provides recommendations for housing and environment, husbandry, behavioral and population management, and more. Veterinary care. The Guide discusses

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Attending veterinarian care and the responsibilities of the Attending Veterinarian. It includes recommendations on animal procurement and transportation, preventive medicine (including animal biosecurity), and clinical care and management. The Guide addresses distress and pain recognition and relief, and issues surrounding euthanasia. Physical

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plant. The Guide identifies design issues, providing construction guidelines for functional areas; considerations such as drainage, vibration and noise control, and environmental monitoring; and specialized facilities for animal housing and research needs. The Guide for the Care and Use of Laboratory Animals provides a framework

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for the judgments required in the management of animal facilities. This updated and expanded resource of proven value will be important to scientists and researchers, veterinarians, animal care personnel, facilities managers, institutional administrators, policy makers involved in research issues, and animal welfare

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advocates.

Assessments, understood as tools for tracking what and how well students have learned, play a critical role in the classroom. *Developing Assessments for the Next Generation Science Standards* develops an approach to science assessment to meet the

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vision of science education for the future as it has been elaborated in A Framework for K-12 Science Education (Framework) and Next Generation Science Standards (NGSS). These documents are brand new and the changes they call for are barely under way, but the new assessments will be needed as soon as states and districts begin

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the process of implementing the NGSS and changing their approach to science education. The new Framework and the NGSS are designed to guide educators in significantly altering the way K-12 science is taught. The Framework is aimed at making science education more closely resemble the way scientists actually work and think, and

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making instruction reflect research on learning that demonstrates the importance of building coherent understandings over time. It structures science education around three dimensions - the practices through which scientists and engineers do their work, the key crosscutting concepts that cut across disciplines, and the core ideas of the

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disciplines - and argues that they should be interwoven in every aspect of science education, building in sophistication as students progress through grades K-12. Developing Assessments for the Next Generation Science Standards recommends strategies for developing assessments that yield valid measures of student proficiency

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in science as described in the new Framework. This report reviews recent and current work in science assessment to determine which aspects of the Framework's vision can be assessed with available techniques and what additional research and development will be needed to support an assessment system that fully meets that

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vision. The report offers a systems approach to science assessment, in which a range of assessment strategies are designed to answer different kinds of questions with appropriate degrees of specificity and provide results that complement one another. Developing Assessments for the Next Generation Science Standards makes the case that a

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science assessment system that meets the Framework's vision should consist of assessments designed to support classroom instruction, assessments designed to monitor science learning on a broader scale, and indicators designed to track opportunity to learn. New standards for science education make clear that new

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modes of assessment designed to measure the integrated learning they promote are essential. The recommendations of this report will be key to making sure that the dramatic changes in curriculum and instruction signaled by Framework and the NGSS reduce inequities in science education and raise the level of science education for

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The interdisciplinary field of the learning sciences encompasses educational psychology, cognitive science, computer science, and anthropology, among other

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disciplines. The Cambridge Handbook of the Learning Sciences is the definitive introduction to this innovative approach to teaching, learning, and educational technology. This dramatically revised second edition incorporates the latest research in the field, includes twenty new chapters on emerging areas of interest, and

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features contributors who reflect the increasingly international nature of the learning sciences. The authors address the best ways to design educational software, prepare effective teachers, organize classrooms, and use the internet to enhance student learning. They illustrate the importance of creating productive learning

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environments both inside and outside school, including after-school clubs, libraries, museums, and online learning environments. Accessible and engaging, the Handbook has proven to be an essential resource for graduate students, researchers, teachers, administrators, consultants, educational technology designers, and

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