## Validating students: Preparation for Culturally Relevant Teaching Professional Resources

### Books

- Alexander, M. (2010). The new Jim Crow: Mass incarceration in the age of colorblindness. New York, NY: New Press.
- Au, W., Bigelow, B., & Karp, S. (Eds.). (2007). *Rethinking our classrooms: Teaching for equity and justice*. Volume 1,. Milwaukee, WI: Rethinking Schools Publication.
- Ball, A. F. and Tyson, C.A. (2011). *Studying Diversity in Teacher Education*. New York: Rowman & Littlefield Publishers, Inc.

Compton-Lily, C. (2004). *Confronting racism, poverty ,and power: Classroom strategies to change the world*. Portsmouth, NH: Heineman

- Gay, G. (2000). *Culturally responsive teaching: Theory, research, and practice. New York*: Teachers College Press.
- Jackson, Y. (2011). *Pedagogy of Confidence*. New York: Teachers College Press.
- Landsman, J. (2001). *A white teacher talks about race.* Lanham, MD: Scarecrow Press.
- Lazar, A., Edwards, P. & McMillon, G. T. (2012. *Bridging literacy and equity*. New York: Teachers College Press.
- Michie, G. (1999) *Holler if you hear me: The education of a teacher and his students.* New York: Teachers College Press.
- Michie, G. (2005). *See you when we get there: Teaching for change in urban schools.* New York: Teachers College Press.
- Paley, V. (1979). White teacher. Cambridge, MA: Harvard University Press.
- Paley, V.G. (1998). The girl with the brown crayon. Cambridge, MA: Harvard University Press.
- Parker, D. (1997). Jamie: A literacy story. York, ME: Stenhouse Publishers.
- Walker-Dalhouse, D., & Dalhouse, A.D. (2013). Preservice teachers' culturally relevant beliefs: The impact of a clinical experience tutoring Sudanese students. In J. Ho. *Immigrants: Acculturation, Socioeconomic Challenges, and Cultural Psychology* (pp. 171-185). New York, NY: Nova Science Publisher.

# **Children's Books**

Anzaldua, G. (1997). *Friends from the Other Side/Amigos del otro lado.* San Francisco, CA: Children's Book Press.

Bateson-Hill, M. (2001). *Sheila and the star quilt*. Little Rock, AZ: Zero to Ten.

Bradman, T. (2007) *Give me shelter: Stories about children who seek shelter*. London, UK: Frances Lincoln Children's Books. Choi, Y. (2001). The Name Jar. New York, NY: Knopf.

Garza, C.L. (1990). *Family pictures*. San Francisco, CA: Children's Book Press.

Medina, J. (1999). *My Name is Jorge on Both Sides of the River*.

Naidoo, B. (2002). The other side of truth. New York: Harper Trophy

- Park, L. S. (2011) *A long walk to water: Based on a true story*. New York: HMN Publishers
- Perez, A.I. (2009). *My diary from here to there*. New York: Lee & Low.
- Tan, S. (2007). *The Arrival*. New York: Arthur Levine Books

Zephaniah, B. (2002). *Refugee boy.* New York: Bloomsbury Pub. Ltd.

# Media

Jhally, Z. (1997). *Bell Hooks: A cultural criticism and transformation.*. Northampton, MA: Media Education Foundation.

### Articles

#### Immigrants and Refugees References

- Brown, C. S. (2011). American elementary school children's attitudes about immigrants, immigration, and being an American. *Journal of Applied Developmental Psychology, 32,* 109-117.
- Brown, C.S., & Chu, H. (2012). Discrimination, ethnic identity, and academic outcomes of immigrant children: The importance of school context. *Child Development*, 83(5). 1477-1485.
- Cameron, L., Rutland, A., Brown, R., & Douch, R. (2006). Changing children's intergroup attitudes toward refugees: Testing different models of extended contact. *Child Development*, 77(5), 1208-1219.
- McCall, A.L. & Vang, B. (2012). Preparing preservice teachers to meet the needs of Hmong refugee students. *Multicultural Perspectives*, 14(1), 32-37.
- Nino, M.C. (2012). Challenging preservice teacher perspectives: Immigration, equitable opportunity, and advocacy. *Teacher Education and Practice*, 25(4), 521-535.
- Roxas, K. (2010). Who really wants "The tired, the poor, and the huddled masses" anyway? Use of cultural scripts with refugee students in public schools. *Multicultural Perspectives*, 12(2), 65-73.
- Shappeck, M. & Moss, G. (2012). Critical stories of experience: Preservice teachers learning to teach immigrant students. Teacher Education & Practice, 25(4), 496-520.

#### Additional Articles

- Athanases, S.A. and Martin, K.J. (2006). Learning to advocate for educational equity in a teacher credential program. *Teaching and Teacher Education*, 22(6), 627-646.
- Bales, B.L. & Saffold, F. (2011). A new era in the preparation of teachers for urban schools: Linking multiculturalism, disciplinary-based content, and pedagogy. *Urban Education*, *46*(5), 953-974.
- Bennett, S. (2013). Effective facets of a field experience that contributed to eight preservice teachers' developing. *Urban Education*, *48*(3). 380-419.
- Heineke, A. J. (2014). Dialoging about English Learners: Preparing teachers through culturally relevant literature circles. *Action in Teacher Education*, 36, 117-140.
- Marx, H. and Moss, D. M. (2011). Please mind the culture gap: Intercultural development during a teacher education study abroad program. *Journal of Teacher Education, 62* (1), 35-47.
- Wheeler, R. (2010). Fostering linguistic habits of mind: Engaging teachers' knowledge and attitudes toward African American Vernacular English. *Language and Linguistic Compass* 4/10, 954-971.