

Resources

Websites

- ❖ National Council of Teachers of Mathematics (NCTM) Principles and Standards for School Mathematics. www.nctm.org/standards.
- ❖ NCTM position statement on Equity in Mathematics Education: <http://www.nctm.org/about/content.aspx?id=13490>
- ❖ NCTM position statement on Mathematics for Second Language Learners: <http://www.nctm.org/about/content.aspx?id=6368>
- ❖ NCTM Journal Articles on Equity: <http://www.nctm.org/resources/content.aspx?id=23199>
- ❖ Connecting Math to our Lives: Global Networking Project in English and Spanish <http://www.orillas.org/math/>
- ❖ Teaching Mathematics for Social Justice: Database of resources for using mathematics to address social, economic, cultural, and political issues
- ❖ Rethinking Schools: <http://www.rethinkingschools.org/index.shtml>
- ❖ Teaching Math through Culture: Website that explores mathematical basis of different cultural artifacts of Latino, Native American, and African American cultural groups <http://csdt.rpi.edu/>
- ❖ Radical Math: Resource to integrate issues of social and economic justice into the math curriculum <http://www.radicalmath.org/>
- ❖ The Algebra Project: <http://www.algebra.org/>

Readings

- ❖ Averill, R., Anderson, D., Easton, H., Te Maro, P., Smith, D., & Hynds, A. (2009). Culturally responsive teaching: Three models from linked studies. *Journal for Research in Mathematics Education*, 40, 157–186.
- ❖ Bartell, T. & Meyer, M. (2008). Connecting research to teaching: Addressing the equity principle in the mathematics classroom. *Mathematics Teacher*
- ❖ Bartell, T. G. (2011). Caring, race, culture, and power: A research synthesis toward supporting mathematics teaching in caring with awareness. *Journal of Urban Mathematics Education*, 4(1), 50–74.
- ❖ Berry, R. Q. (2008). Access to upper-level mathematics: The stories of successful African American middle school boys, *Journal of Research in Mathematics Education*. 39 (5). 464 – 488.
- ❖ Brown, C., Cady, J., & Taylor, P.M. Problem solving and the English language learner. *Mathematics Teaching in the Middle School*, 14 (9), 532-539.
- ❖ Cleaves, W. Promoting mathematics accessibility through multiple representations jigsaws. *Mathematics Teaching in the Middle School*. P. 446-452.
- ❖ Coy, L. (2008). Teaching mathematics and social justice. *Mathematics Teacher*, 101 (6), 456-461.
- ❖ Dorward, J. (2002). Research, reflection, practice-Mathematics learning and the Latino student. *Teaching Children Mathematics*, 9 (1), 32-38.

- ❖ Flores, A. (1997). Sí se puede. It can be done: Quality mathematics in more than one language. In J. Tentracosta (Ed.), *Multicultural and gender equity in the mathematics classroom* (p. 81-91). Reston, VA: National Council of Teachers of Mathematics.
- ❖ González, N., Andrade, R., & Carson, C. (2001). Creating links between home and school mathematics practices. In E. McIntyre, A. Rosebery, & N. Gonzalez (Eds.), *Classroom diversity: Connecting curriculum to students' lives* (pp. 100–114). Portsmouth, NH: Heinemann.
- ❖ Gutstein E. & Peterson, B. (2005). *Rethinking Mathematics: Teaching Social Justice by the Numbers* (pp. 117-120). Milwaukee: Rethinking Schools Publications.
- ❖ Herzig, A. (2005). Connecting research to teaching: Goals for achieving diversity in mathematics classrooms. *99* (4), 253 – 259.
- ❖ Imm, K., Styllanou, D., & Chae, N. (2008). Student representations at the center Promoting classroom equity. *Mathematics Teaching in the Middle School*.
- ❖ Kahn, L. & Civil, M. (2001). Unearthing the mathematics of a classroom garden. In E. McIntyre, A. Rosebery, & N. González (Eds.), *Classroom diversity: Connecting school to students' lives* (pp. 37-50). Portsmouth, NH: Heinemann.
- ❖ Lee, H. & Woo, J. (2004). Limited-English Proficient (LEP) students and mathematical understanding. *Mathematics Teaching in the Middle School* 9(5), 269 – 274.
- ❖ Leonard, J. & Guha, S. (2002). Creating cultural relevance in teaching and learning mathematics. *Teaching Children Mathematics*. 9 (2), 114-118.
- ❖ Lo Cicero, A., Fuson, K., & Allexsah-Snyder, M. (2001), *Mathematizing children's stories, helping children solve word problems, and supporting parental involvement*. In W. Secada (Ed.) *Changing the Faces of Mathematics: Perspectives on Latinos* (pp. 59-70). Reston, VA: NCTM.
- ❖ Moschkovich, J. (1999). Supporting the participation of English language learners in mathematical discussions. *For the Learning of Mathematics*, 19, 11-19.
- ❖ Moschkovich, J.N. (1999) Learning mathematics in two languages. In Walter Secada (Ed) *Changing the faces of mathematics: Perspectives on Multiculturalism and gender equity*. Reston, VA: NCTM. pp. 85-93.
- ❖ Orey, D. C. & Rosa, M. (2002). Ethnomathematics and cultural representations: Teaching in highly diverse contexts. 346-366.
- ❖ Perkins, I., & Flores, A. (2002). Mathematical notations and procedures of recent immigrant students. *Mathematics Teaching in the Middle School*, 7 (6), 346-351.
- ❖ Philipp, Randolph A., Multicultural Mathematics and Alternative Algorithms, *Teaching Children Mathematics*, Nov 1996, 128-33
- ❖ Rubel, L. & Meyer, M. (2005). Spotlight on the principles: The pursuit of mathematics for all. *Mathematics Teaching in the Middle School*, May 2005, 479
- ❖ Tennison, A. (2007). Promoting equity in mathematics: One teacher's journey. *Mathematics Teacher*. 101(1), 28-31.
- ❖ Torres-Velásquez, D. (2004). Culturally responsive mathematics teaching and English Language Learners. *Teaching Children Mathematics*, 249-255.
- ❖ Turner, E. & Font Strawhun, B. (2007, May). Posing problems that matter: Investigating school overcrowding. *Teaching Children Mathematics*. (pp. 457-463).
- ❖ Winsor, M. (2007). Bridging the language barrier in mathematics. *Mathematics Teacher*. 101 (5), 372-378

