

KEY BOOKS:

- Aguirre, J. Mayfield-Ingram, K., & Martin, D. (2013). *The Impact of Identity in K-8 Mathematics Learning and Teaching: Rethinking Equity-based Practices*. Reston, VA: National Council of Teachers of Mathematics.
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- Celedón-Pattichis, S. & Ramirez, N. (2012) *Beyond good teaching: Advancing Mathematics Education for ELLs*. pp. 183-194. Reston, VA: National Council of Teachers of Mathematics.
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- Foot, M. (Ed.) (2010). *Mathematics teaching and learning in K-12: Equity and professional development*. New York: Palgrave MacMillan.
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- Horn, I. (2012). *Strength in Numbers: Collaborative in Secondary Mathematics*. Reston, VA: National Council of Teachers of Mathematics.
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- Martin, D.B. (2009) *Mathematics teaching, learning, and liberation in the lives of Black Children*. New York: Routledge.
- Mayfield-Ingram, K., & Ramirez, A. (2005). *The Journey through Middle School Math*. EQUALS Publication, University of California. <http://www.lawrencehallofscience.org/equals/EQbkJourney.html>
- Tan, E., Barton, A.C., Turner, E., & Gutierrez, M. (2012). *Empowering Science and Mathematics Education in Urban Schools*. Chicago: University of Chicago Press.
- Telléz, K., Moschkovich, J., & Civil, M. (2011) *Latinos/as in mathematics education: Research on learning and teaching in classrooms and communities*. Charlotte, NC: Information Age Publishing.
- Wager, A. A., & Stinson, D. W. (Eds.). (2012). *Teaching mathematics for social justice: Conversations with educators*. Reston, VA: National Council of Teachers of Mathematics.

EQUITY-FOCUSED SPECIAL ISSUES & SERIES:

- Aguirre, J., & Civil, M. (Eds.) (2016). Mathematics through the lens of social justice: Special issue. *Teaching for Excellence and Equity in Mathematics*, 7(1).
- Alexander, N. (Ed.) (2012, Fall-Winter). Equity Issue. *Journal of Mathematics Teacher Education at Teacher's College*, 3.
- Bartell, T.G., & Flores, A. (Eds.) (2014). *Embracing resources of children, families, communities, and cultures in mathematics learning* [A Research Monograph of TODOS: Mathematics for ALL]. San Bernardino, CA: TODOS.
- Ernest, P. (Ed.). (2014). *Philosophy of Mathematics Education Journal*. Themed issue on Mathematics and Gender, 28.
- Gutiérrez, R. (Ed.) (2013). *Journal for Research in Mathematics Education*. Themed issue on Equity (Identity and Power), 41(1).
- Gates, P., & Jorgensen, R.Z. (Eds.) (2009). Foregrounding social justice in mathematics teacher education. *Journal of Mathematics Teacher Education*, 12(3).
- Stinson, D.W., & Spencer, J.A. (Eds.) (2013). PrOMPTE special issue. *Journal of Urban Mathematics Education*, 6(1).
- Strutchens, M., Bay-Williams, J., Civil, M., Chval, K., Malloy, C., White., D.Y., D'Ambrosio, B., & Berry, R.Q. (Eds.) (2012). Foregrounding equity in mathematics teacher education. *Journal of Mathematics Teacher Education*, 15(1).

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- Aguirre, J.M. & Zavala, M. (2013). When equal isn't fair. Using ratios to scale up mathematical arguments. In E. Gutstein & B. Peterson. *Rethinking mathematics: Teaching social justice by the numbers*. pp. 115-121. Milwaukee, WI: Rethinking Schools, Ltd.
- Aguirre, J. M., Zavala, M. (2013). Making culturally responsive mathematics teaching explicit: a lesson analysis tool. *Pedagogies: An International Journal*, 8(2), pp. 163-190.
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- Felton, M. D. (2010). Is math politically neutral? *Teaching Children Mathematics*, 17(2), 60–63.
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- Gutiérrez, R. (2013). Why (urban) mathematics teachers need political knowledge. *Journal of Urban Mathematics Education*. 6(2) 7-19.
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- Martin, D.B. (2009, October). Does Race Matter? *Teaching Children Mathematics*. pp.134-139.
- Nasir, N. (2008) Everyday Pedagogy: Lessons from Basketball, Track, and Dominoes. *The Phi Delta Kappan*, Vol. 89, No. 7, pp. 529-532.
- Perkins, I.& Flores, A. (2007) Mathematical notations and procedures of recent immigrant students. *Mathematics Teaching in the Middle School*. 7(6) 346-352.
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- Turner, E. & Font Strawhun, B. (2007, May). Posing problems that matter: Investigating school overcrowding. *Teaching Children Mathematics*. (pp. 457-463).
- Turner, E. E., Drake, C., Roth McDuffie, A., Aguirre, J. M., Bartell, T. G., & Foote, M. Q. (2012). Promoting equity in mathematics teacher preparation: A framework for advancing teacher learning of children's multiple mathematics knowledge bases. *Journal of Mathematics Teacher Education*, 15(1), 67-82.
- Turner, E., Dominguez, H., Maldonado, L., & Empson, S. (2010). English learners' participation in mathematical discussion: Shifting positionings and dynamic identities. *Journal for Research in Mathematics Education*, 41(0), 1–36.

ORGANIZATIONS & WEB SITES:

Association of Mathematics Teacher Educators (AMTE)	www.amte.net	Organization
Complex Instruction Mathematics (CIMath)	www.cimath.org	Website
National Council of Supervisors of Mathematics (NCSM)	www.mathedleadership.org	Organization
National Council of Teachers of Mathematics (NCTM)	www.nctm.org	Organization
Teachers Empowered to Advance Change in Mathematics (TEACH MATH)	www.teachmath.info	Website
TODOS: Mathematics For All	www.todos-math.org	Organization