



CALIFORNIA STATE UNIVERSITY, LONG BEACH
COLLEGE OF EDUCATION (CED)

Teacher Education Department (TED), Multiple Subject Credential Program (MSCP)

Course Information

- 🍏 Course: **EDEL 431: CULTURAL AND LINGUISTIC DIVERSITY IN SCHOOLS**
- 🍏 Term: Spring 2018
- 🍏 Section 1: Class #: 2549 Tues. 12:30pm - 3:15pm Location: PH1-209
- 🍏 Section 2: Class #: 5589 Thurs. 12:30pm - 3:15pm Location: EED-40

Professor Information

Course Instructor: **Huong Tran Nguyen, Ph.D.**, Professor
Office Hours: Mon., 4:00-5:00 pm; Wed., 4:00-5:00 pm; and by appointment
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Information on the Active Learning Classrooms:

The [Active Learning Classrooms \(ALCs\) webpage](#) is a great introduction which explains the ALCs student centered learning environment, equipment set-up, workshops on ALCs, and supporting research for using ALCs. The ALCs include writeable surface that students can write on with dry erase markers.

Required materials for Active Learning Classrooms:

Two classrooms in the ED1 building (ED1-40 and ED1-41) have been designated as ALC. Students will be actively participating in their learning, which includes writing on the tables with dry erase markers (not permanent markers). Each student is required to purchase a pack of 4 multi-color dry erase markers that are available for purchase in the University bookstore for \$8.00 (or any other store of the student's choice, such as Target, Staples, Office Depot).

College of Education Mission Statement

The CED at CSULB is learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Department Vision Statement

The Department of Teacher Education at CSULB prepares knowledgeable, caring, reflective, and highly competent teachers who are advocates for children, adolescents and families. Our inquiry- and experience-based programs promote educational equity and excellence in contemporary, inclusive urban classrooms.

Catalogue Description

Multicultural education, including concepts of culture, educational equity, social justice, multiple forms of diversity, and anti-bias/anti-racist curriculum. Models of English language acquisition, bilingual education theory, and instructional accommodations for diverse students.

Ten hours fieldwork required. Letter grade only (A-F). Not open for credit to students with credit in EDP 431 or LING 431.

Student Learning Outcomes

The following Student Learning Outcomes (SLOs) are aligned with the Multiple Subject Credential Program SLOs which are based on the *Teaching Performance Expectations* (TPEs, revised and adopted June 2016); Common Core State Standards (revised March, 2013). Upon successful completion of the course, students will demonstrate the following:

SLO 1- PROFESSIONALISM

1. Learn to communicate effectively and collaborate with all stakeholders (other teachers, administrators, support staff, parents, community members) (TPE 6.4)
2. Identify ethical conduct of teaching professionals, including use of technology and digital media (TPE 6.5, 6.6)
3. Reflect on their teaching practice and level of subject matter and pedagogical knowledge that can improve student learning. (TPE 6.1)
4. Demonstrate how and when to communicate effectively with peers and colleagues, and others in the school-community to support teacher and student learning. (TPE 6.4)
5. Acknowledge professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others. (TPE 6.5)

SLO 2- CALIFORNIA'S DIVERSITY

1. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance. (TPE 6.7)
2. Identify characteristics of a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including

focused on English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. (TPE 1.6)

3. Identify a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment. (TPE 1.4)

SLO 3 -- ACCESS and EQUITY

1. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues. (TPE 6.2)
2. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers. (TPE 2.1)
3. Identify inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism. (TPE 2.3)
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile. (TPE 2.4)
5. Recognize clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families. (TPE 2.6)

SLO 4 --PLANNING AND SUPPORTING A FULL RANGE OF LEARNERS

1. Identify instruction used to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include (TPE 4.4):
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;

- appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and use of community resources and services as applicable.
2. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking. (TPE 4.6)
 3. Identify the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance). (TPE 5.1)
 4. Explore and identify learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive. (TPE 2.2)

Required Textbook

🍏 **Gollnick, D. & Chinn, P.** (2017). *Multicultural education in a pluralistic society* (10th ed.). Boston, MA: Pearson (CSULB Bookstore).

Students may also purchase a loose leaf student edition or rent an e-copy of Gollnick & Chinn from the CSULB bookstore.

Required Supplemental Readings (listed in **APA reference** style)

Bucher, R. (2010). Diversity: An Overview. In *Diversity consciousness: Opening our minds to people, cultures, and Opportunities* (Ch. 1, pp. 1-41). Upper Saddle River, NJ: Prentice Hall.

Gay, G. (2000). Pedagogical potential of cultural responsiveness. In *Culturally responsive teaching: Theory, research and practice* (Ch. 2, pp. 22-46). New York: Teachers College Press.

Parkay, W. & Stanford, B. H. (2010). Philosophical Foundations of U.S. Education. In *Becoming a teacher* (Ch. 4, pp. 107-136). Upper Saddle River, NJ: Merrill Pearson.

Parkay, W. & Stanford, B. H. (2010). Historical Foundations of U.S. Education. In *Becoming a teacher* (Ch. 5, pp. 140-168). Upper Saddle River, NJ: Merrill Pearson.

Taylor, L. & Whittaker, C. (2009). Building Partnerships with Diverse Families and Communities. In *Bridging multiple worlds: Case studies of diverse educational communities* (2nd ed.) (Ch. 3, pp. 46-65). Boston, MA: Allyn & Bacon.

Posnick-Goodwin, S. (2012). Are you a culturally competent teacher? *California Educator*, 19-22.

Posnick-Goodwin, S. (May/June 2016). Bilingual and biliterate: Dual immersion is rewriting the language of success. *California Educator*, 24-29.

Additional Articles

Select short readings will be announced on BeachBoard News and attached for downloading.

Reference Materials

1. Content Standards (K-12) for subject disciplines link:
<http://www.cde.ca.gov/be/st/ss/index.asp>
2. English Language Development (ELD) Standards link:
<http://www.cde.ca.gov/sp/el/er/eldstandards.asp>
3. California Teachers for English Learners (CTEL) Standards link:
<http://www.ctc.ca.gov/educator-prep/standards/EPPS-Handbook-CTEL.pdf>
4. California Department of Education link for Instructional Strategies (see pages 11-15):
<http://www.cde.ca.gov/ci/ma/cf/documents/mathfwconstructstrategies.pdf>

Course Policies

Electronic Devices

Please turn off (or vibration mode) cell phones before entering class, and reserve use of e-devices (e.g., laptop, I-pad) to this course only. Refrain from text messaging in class. If you have an emergency, please notify me.

Electronic Correspondence Etiquette

In an academic context, please begin with a proper salutation and greeting. I teach 4 classes per semester. When corresponding via e-mail, please sign your full name and identify enrolled course. Responses are within a 48-hour period (except on weekends), unless I am away at a professional conference.

Attendance and Class Participation

This course is interactive; hence, your **participation** and **professional conduct** contribute to our collective success. Come to class on time, read assigned material ahead of time, and be prepared to engage in class discussions and activities. Lack of preparation and/or participation may result in point deductions at the end of the semester.

- The first excused absence (e.g., emergency, illness, accident) results in no point loss.
- Absences thereafter will have a deduction of **4** points each.
- Late arrivals and/or early departures will lose **2** points each.
- One hour or more late arrival or early departure counts as an absence.
- Cumulative absences and/or tardiness **WILL** result in a lowered final course grade.
- In the event of an absence, students may submit an assignment before, but not after, the due date.
- Make-up attendance must first be cleared. Students enrolled in a Tuesday session may attend a make-up session on a Thursday, and vice versa.

Roll taking will occur on the first two class meetings to establish the official roster. From the 3rd meeting on, students are responsible for their own attendance by signing in, and recording minutes for tardiness or early departures (if any). Absence from class does not excuse non-submission of work or missing class notes and announcements. See current CSULB Class Schedule Attendance Policy for definitions of *excused* absences.

Incomplete Grades

An incomplete for this course is highly discouraged. Historically, students rarely make up the work, which is not in their best interest. Requests made close to the end of the semester, without having completed 2/3 of the course assignments and earned a satisfactory grade will not be approved.

Policy for Withdrawal

It is the student's responsibility to register and withdraw from classes. Instructors may give permits to students who petition enrollment, but have no obligation to withdraw students who do not attend courses. Refer to the current California State University, Long Beach *Catalog of Undergraduate and Graduate Studies* for more detailed guidelines.

Statement Regarding Students with Disabilities

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If students with disabilities feel that modifications, special assistance, or accommodations offered are inappropriate or insufficient, they should seek the assistance of the Director of Disabled Student Services on campus.

Academic Dishonesty

Academic dishonesty includes plagiarism, namely cheating, inventing false information or citations, and helping someone else commit an act of academic dishonesty. Serious consequences, including forced withdrawal from the course and removal from the university follow upon academic dishonesty. Be certain to see the following link for important details: http://web.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html.

Course Assignments

You are expected to submit **quality** work; single-spaced and standard font, size 12. Write **clearly** and **concisely**: avoid ambiguous language. Do **not** submit unedited drafts. Poorly written papers with careless errors will result in **point deductions**.

**** NO LATE ASSIGNMENTS ACCEPTED ****

Grading Scale: 90-100= **A**; 80-89= **B**; 70-79 = **C**; 60 - 69 = **D**; 0 - 59 = **F**

Assignment Description	SLO	Points possible	Mode of Submission	DUE DATE
Prompt Attendance, Preparedness for Class, Professional Conduct & Attitude, and Active Participation	6	10	Attendance roster and professor's observations	To be earned throughout the semester

Assignment I “Who Am I” Identity	3, 6	5	Bring pre-completed 3”x5” card with glued-on picture	<u>Tues. class:</u> 1/30 <u>Thurs. class:</u> 2/1
Assignment II Developing as a Multicultural Educator Statement (600-700 word limit)	3, 6	10	Upload to Dropbox no later than 15 min. before class (Turnitin plagiarism detection activated)	<u>Tues. class:</u> 2/13 <u>Thurs. class:</u> 2/15
Assignment III (Clinical Practice I: 10 hours of observations <u>and</u> participation) Mini-Ethnographic Study of School and Community <u>Part 1</u> – SARC report, Culture of School and Community (Include a total of 8 pictures: 4 of the school & surrounding community and 4 of the classroom environment) <u>Part 2</u> – Teacher Observations <u>and</u> Working with Two Focal Students (e.g., ELL, Special ed., GATE, or Other Instructional Challenge) <u>Part 3</u> – Reflection on Candidate’s Personal & Professional Development <u>Bring to class original copy of 10-hour Clinical Practice I Time Log</u> (completed with required teacher’s full signatures <u>and</u> evaluation comments.		40 pts total Part 1: 15 pts Part 2: 15 pts Part 3: 10 pts		<u>Tues. class:</u> 1. 2/27 2. 3/20 3. 4/17 <u>Thurs. class:</u> 1. 3/1 2. 3/22 3. 4/19 <u>Time Log:</u> Tues. class 5/1 Thurs. class 5/3 (Incomplete time logs will be returned.)
Assignment IV Theory-to-Practice Connections <ol style="list-style-type: none"> <u>Group</u> CRP Principles grid - (up to 4 members) (5 pts) <u>Individual</u> reflection on demo lesson in Vietnamese (5 pts) <u>Group</u> Asset Inventory (5 pts) (up to 4 members) 	3, 6	15	Upload to Dropbox no later than 15 min. before class (Turnitin plagiarism detection activated)	<u>Tues. class</u> a. 3/6 b. 4/3 c. 4/10 <u>Thurs. class</u> a. 3/8 b. 4/5 c. 4/12

Assignment V Cross-Curricular Group Lesson Plan & Mini-Teaching Session (with application of “culturally responsive pedagogy” principles)	1,2,3,4, 5, 6	20 pts total (10 for lesson & 10 for teaching)	Upload to Dropbox , no later than 15 min. before class (Turnitin plagiarism detection activated)	<u>Tues. class:</u> 5/1 & 5/8 <u>Thurs. class:</u> 5/3 & 5/10
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I. “WHO AM I” IDENTITY (5 pts possible)

Submit a pre-completed 3”x5” card (with glued-on picture) at the end of class on due date. Bring a few artifact(s) or objects you believe best represent you and your background. Items could be those you have inherited from your family/relatives, designed, created, or purchased; take items home. Refer to the *Guidelines for Assignments* on BeachBoard for details.

II. DEVELOPING AS A MULTICULTURAL EDUCATOR (**600-700 words, maximum**, regardless of font type, 10 pts possible).

The strict word limit is intended to prepare you for writing a similar statement when applying to a school district for a teaching position. This assignment builds on the previous activity. Refer to the *Guidelines for Assignments* on BeachBoard for details.

III. MINI-ETHNOGRAPHIC STUDY OF SCHOOL AND COMMUNITY (3 parts, 40 pts total possible) -- Refer to the *Guidelines for Assignments* on BeachBoard for details.

IV. THEORY-TO-PRACTICE CONNECTIONS (from selected activities; 15 points total possible). Refer to the *Guidelines for Assignments* on BeachBoard for details.

V. CROSS-CURRICULAR PLAN & MINI-LESSON TEACHING (10 pts possible for group lesson plan, 10 pts possible for mini-teaching) -- Refer to the *Guidelines for Assignments* on BeachBoard for details.

EDEL 431 Spring 2018 Schedule of Topics, Readings, & Assignments

[Dr. Nguyen reserves the right to make changes to the course, as needed.]

- * Bring paper or e-copy of Syllabus and assigned readings to all class sessions.
- * Power point presentations will be posted after each class session
- * Readings correspond to weekly sessions and are to be read before each class meeting.
- * Additional readings are posted on Beachboard News.

Session	DATE	SESSION TOPIC	READINGS & ACTIVITIES	NOTES	DUE
1	(Tues. Class) 1/23 (Thurs. Class) 1/25	<ul style="list-style-type: none"> • Course Overview Expectations • Readings • Assignments • Clinical Practice I: 10 hours at demographically diverse school (K-8 grades) 	<u>Activities:</u> * Ice breaker * Syllabus hunt * "TEACH" video	Purchase Textbook Download PDF documents; BEGIN READING!	
2	1/30 2/1	<u>Topics: Diversity Overview & Cultural Competence</u> <u>Essential Questions:</u> How do I become more culturally competent? What knowledge, skills, and dispositions do I need to best support students with diverse strengths, and needs?	Bucher (2010), Book Ch. 1 (PDF) and Posnick- Goodwin, "Are You Culturally Competent?" (2012; PDF)		Submit <i>pre-completed</i> 3"x5" Card with glued on picture (at end of class)
3	2/6 2/8	<u>Topic: Philosophical Foundations of U.S. Education</u> <u>Essential Question:</u> How do my philosophy and beliefs influence the type of teacher I will become as well as my perception of future students?	Parkay & Stanford (2010), Ch. 4 (PDF)	Complete & bring to class Inventory results (end of Ch. 4)	
4	2/13 2/15	<u>Topic: Historical Foundations of U.S. Education</u> <u>Essential Questions:</u> How does the historical past of the U.S. inform its current educational and societal systems? What does the past inform the present and future for teachers and teaching?	Parkay & Stanford (2010), Ch. 5 (PDF)		Upload to Dropbox <i>Developing as a Multicultural Educator Statement</i> (no later than 15 min. before class)

5	2/20 2/22	<p>Topics: Ethnicity & Race; and Class & Socioeconomic Status</p> <p><u>Essential Question:</u> How do I ensure that less-privileged students receive equitable access to in-school and after-school educational opportunities?</p>	<p>Gollnick & Chinn, Ch. 2 and Ch. 3</p>	<p><u>Video:</u> Jane Elliott's "Eye of the Storm"</p>	
6	2/27 3/1	<p>Topic: Culturally Responsive Pedagogy (in alignment with CCSS for classroom practice)</p> <p><u>Essential Question:</u> How can I organize my curriculum and implement strategies through students' experiences to make the content more personally meaningful and easier for them to master?</p>	<p>Geneva Gay book chapter (2000; PDF)</p>	<p><u>Video:</u> "Teaching Tolerance" from the Southern Poverty Law Center (4 teachers in 4 U.S. states)</p> <p><u>In-Class CRP group grid:</u> Explore applications of CRP principles in teaching</p>	<p>Upload to Dropbox Part 1 Mini-Ethnography Study of School & Community (no later than 15 min. before class)</p>
7	3/6 3/8	<p>Topic: Exceptionality</p> <p><u>Essential Questions:</u> How can I make concepts in my content area more meaningful and easier for students to master? What types of accommodations must I incorporate to support students with a disability or disorder?</p>	<p>Gollnick & Chinn, Ch. 6 PDF on BB: 🍏 Instructional Strategies, CA Dept. of Ed, 2015 (pp. 11-15) and 🍏 7 Myths of ADHD (1 page) 🍏 Smart Comebacks to Doubters (1 page)</p>	<p><i>Continued dialogue on CRP about application to teaching</i></p>	<p>Upload to Dropbox typed CRP Grid (pair or group up to 4 members) no later than 15 min. before class</p>
8	3/13 3/15	<p>Topic: Language</p> <p><u>Essential Question:</u> How can I support my ELL students' acquisition of language and content with appropriate strategy accommodations to access the CCSS?</p>	<p>Gollnick & Chinn, Ch. 7 Sign up for Cross-Curricular Group Lesson</p>	<p>Demo: "Ma" Lesson using SDAIE strategies; *pair/group work Bring: SDAIE checklist (on BB)</p>	

9	3/20 3/22	<p>Topics: Cross-Curricular Lesson planning, ELD, Dual Immersion, CSS/NGSS Standards</p> <p><u>Essential Question:</u> What do I need to know about the foundations of language in the communicative, expressive, and social domains in order to teaching ELLs and support their development?</p>	<p>Posnick-Goodwin (2016), “Bilingual Biliterate: Dual Immersion” (PDF)</p> <p>Bring laptop for online search of standards</p>	<p>Dr. Nguyen to share Cross-Curricular Lesson examples</p>	<p>Upload to Dropbox Part 2 Mini-Ethnography Study of School & Community (no later than 15 min. before class)</p>
10	3/26 4/1	HAVE A FANTASTIC	SPRING	BREAK!	
11	4/3 4/5	<p>Topic: Building Partnerships with Diverse Families and Communities</p> <p><u>Essential Questions:</u> What are some guidelines for effective school- family-community partnerships? How does it support student success?</p>	<p>Taylor & Whittaker, Ch. 3 (2009); PDF book chapter on BB)</p>	<p>In-class pair/group work on Asset Inventory (up to 4 members)</p>	<p>Upload <u>individual Reflection on Vietnamese demo “ma” lesson</u> (no later than 15 min. before class)</p>
12	4/10 4/12 No class meeting	<p>REQUIRED INDEPENDENT GROUP MEETING TO WORK ON CROSS-CURRICULAR PROJECT</p> <p><u>Essential Question:</u> From a culturally responsive lens, what are creative and meaningful ways to ignite learners’ interests and support “outside the box” thinking?</p>	<p>RESEARCH on COMMON CORE STATE STANDARDS</p>	<p>GRADE LEVEL and SUBJECT-SPECIFIC (also, see <i>Next Generation Science Standards</i>, if used)</p>	<p>Upload to Dropbox typed Asset Inventory for School-Families-Community Partnerships (no later than 15 min. before class)</p>
13	4/17 4/19	<p>Topics: Gender & Sexual Orientation</p> <p><u>Essential Questions:</u> How would you establish and maintain an inclusive environment for all students? What are some examples from fieldwork?</p>	<p>Gollnick & Chinn, Ch. 4 and Ch. 5;</p>	<p>“Bullied: A student, a school, and a case that made history”</p>	<p>Upload to Dropbox Part 3 Mini-Ethnography Study of School & Community (no later than 15 min. before class)</p>

14	4/24 4/26	<p><u>Topic: Youth Culture</u></p> <p><u>Essential Question:</u> How do teachers build on students' strengths and aspirations? How do teachers assist students in adapting to their academic and social environments, particularly during times of crisis?</p>	Gollnick & Chinn, Ch. 10	Cross-Curricular groups: Final consultations with Dr. Nguyen	
15	5/1 5/3	<p>[Max. 4 members per group; min. 3 subjects per group]</p> <p>CROSS-CURRICULAR GROUP MINI-TEACHING (CCSS/NGSS) with application of CRP principles</p>		<p>Bring hard copy of 10-hour Clinical Practice I Time Log with teacher's original full signatures and evaluation comments</p> <p><i>*Incomplete time logs will be returned*</i></p>	
16	5/8 5/10	<p>[Max. 4 members per group; min. 3 subjects per group]</p> <p>CROSS-CURRICULAR GROUP PRESENTATIONS (CCSS/NGSS) with application of CRP principles</p>			<p><i>Cross-Curricular Project due for all groups</i></p> <p>One person per group uploads to Dropbox <u>one</u> lesson plan with <u>all</u> documents used (no later than 15 min. before class) No extensions!</p>
	5/14-5/18	FINALS WEEK			

Suggested Readings

- August, D., Goldenberg, C., & Rueda, R. (2010). Restrictive state language policies: Are they scientifically based? In P. Gandara, & M. Hopkins(Eds.), *Forbidden languages: English learners and restrictive language policies*. New York, NY: Teachers College Press.
- Benesch, S. (2008). Generation 1.5” and its discourses of partiality: A critical analysis. *Journal of Language, Identity, and Education*, 7, 294-311.
- Bonilla-Silva, E. (2017). *Racism without racists: Color-blind racism and the persistence of Racial inequality in America* (4th ed.). Lanham, MD: Rowman & Littlefield.
- Buckelew, M. & Fishman, A. (2011). *Reaching and teaching diverse populations: Strategies for moving beyond stereotypes*. Thousand Oaks, CA: Sage.
- Cushner, K., McClelland, A., & Safford, P. (2012). *Human diversity in education: An intercultural approach* (7th ed.). New York: McGraw Hill.
- Dewey, J. (1966). *Democracy and education: An introduction to the philosophy of education*. New York, NY: Free Press (Original work published in 1916).
- DiAngelo, R. (2016). *What does it mean to be white?* (revised ed.). New York: Peter Lang Publishing, Inc.
- Essex, N. (2011). *A teacher’s guide to school law* (2nd ed.). Boston: Pearson.
- Fergus, E., Noguera, P., & Martin, M. (2014). *Schooling for resilience: Improving the life trajectory of black and latino boys*. Cambridge, MA: Harvard Education Press.
- Gay, G. (2000). *Culturally responsive teaching: Theory, research and practice*. New York: Teachers College Press.
- Gillborn, D. (2006). Critical Race Theory and Education: Racism and anti-racism in Educational theory and praxis. *Discourse: Studies in the Cultural Politics of Education*, 27, 11-32.
- Gorski, P. (2013). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. New York, NY: Teachers College Press.
- Hallahan, D., Kauffman, J., & Pullen, P. (2015). *Exceptional learners: An introduction to special education*. Upper Saddle River, NJ: Pearson Education, Inc.
- Kiang, P. N. (2006). Policy challenges for Asian Americans and Pacific Islanders in education, *Race Ethnicity and Education*, 9(1), 103-115.
- Lei, J. L. (2006). Teaching and learning with Asian American and Pacific Islander students. *Race, Ethnicity and Education*, 9(1), 85-101.

- Mayo, C. (2014). *LGBTQ youth and education: Policies and practices*. New York, NY: Teachers College Press.
- McIntosh, P. (2013). White privilege: Unpacking the invisible knapsack. In M. L. Andersen & P. H. Collins (Eds.), *Race, class and gender: An anthology* (8th ed., pp. 49-53). Belmont, CA: Wadsworth.
- Nguyen, H. T. (2012a). What role do race, ethnicity, language and gender play in the teaching profession? *Race, Ethnicity and Education*, 15 (5). 653-681.
doi:10.1080/13613324.2011.624504
- Nguyen, H. T. (2012b). General education and special education teachers collaborate: Methods and strategies that support English language learners with learning disabilities. *Issues in Teacher Education*, 21(1), 127-152.
- Nguyen, H. T. (2012c). Culturally and linguistically diverse students with giftedness: How teachers and parents can support their academic and social needs. *Multicultural Education*, 19(2), 10-17.
- Noguera, P. (2008). *The trouble with black boys...and other reflections on race, equity, and the future of public education*. San Francisco, CA: John Wiley & Sons, Inc.
- Olsen, L. (2010). Excerpts from "Reparable Harm: Fulfilling the unkept promise of educational opportunity for California's long term English learners." Available: http://www.calfund.org/pub_documents/reparable_harm_full_final_lo.pdf
- Posnick-Goodwin, S. & Buschman, S. (2012). Are you a culturally competent teacher? *California Educator*, 16(9), 19-22.
- Posnick-Goodwin, S. (May/June 2016). Bilingual and biliterate: Dual immersion is rewriting the language of success. *California Educator*, 24-29.
- Solomon, R., Singer, J., Campbell, A., Allen, A. & Portelli, J. (2011). *Brave new teachers: Doing social justice work in neo-liberal times*. Toronto, Canada: Canadian Scholars' Press, Inc.