# TODOS: Mathematics for ALL

An Affiliate of the National Council of Teachers of Mathematics (NCTM)

The mission of **TODOS: Mathematics for ALL** is to advocate for an *equitable and high quality mathematics education for all students*, in particular Latino/Hispanic students, by advancing the professional growth and equity awareness of educators. *Visit our website: www.todos-math.org* 



# Bibliography of Diversity and Equity in Mathematics Education

Second Edition

# Spring 2007



This second edition of the TODOS Bibliography of Diversity and Equity should be considered a work in progress and by no means complete.

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## **Assessment in Mathematics Education**

### **Journal Articles**

- Abedi, J., & Lord, C. (2001). The language factor in mathematics tests. *Applied Measurement in Education, 14(3),* 219–34.
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#### **Chapters/Articles in Books**

- Garrison, L. (1999). Portafolio de matematicas: Using mathematics portfolios with Latino students. In L. Ortiz-Franco, N. Hernandez, & Y. De La Cruz (Eds.), *Changing Faces of Mathematics: Perspectives on Latinos and Latinas* (pp. 85-98). Reston, VA: National Council of Teachers of Mathematics.
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## World Wide Web Resources

Center for Bilingual Education and Research (CBER) <u>http://www.asu.edu/educ/cber</u>

*Educación Matemática*, a scholarly journal published by Grupo Editorial Iberoamerica <u>http://www.engrupo.com.mx/gei/pubper.htm</u>

Search engine for mathematics education articles in Spanish <u>http://redalyc.uaemex.mx/redalyc/src/inicio/ResBusAre.jsp</u>

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- Olsen, J. (2006). A guide for integrating issues of social, political, and economic justice into mathematics curriculum. Available on-line from Radical Math Web site, <u>http://www.radical math.org.</u>

## World Wide Web Resources

Center for Research on Education, Diversity & Excellence <u>http://www.crede.ucsc.edu/</u>

# English Language-Learners, ESL and LEP Students in Mathematics Education

- Bresser, R. (February 2003). Helping English-Language Learners develop computational fluency. *Teaching Children Mathematics*, 9 (6), 294-99.
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## **Chapters/Articles in Books**

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- Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), *Schooling and Language Minority Students: A Theoretical Framework* (pp. 3-49). Los Angeles: Evaluation, Dissemination and Assessment Center, California State University, Los Angeles.
- Flores, A. (1997). Si se puede, It can be done. Quality mathematics in more than one language. In J. Trentacosta & M.J. Kenney (Eds.), *Multicultural and gender equity in the mathematics classroom: The gift of diversity* [1997 yearbook] (pp. 81-91). Reston, VA: National Council of Teachers of Mathematics.
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- Moschkovich, J.N. (in press). Beyond words to mathematical content: Assessing English Learners in the mathematics classroom. In A. Schoenfeld (Ed.), *Assessing Mathematical Proficiency*. New York: Cambridge University Press.

## **Reports and Teacher Guides**

- Cuevas, J.A. (1996). Educating Limited-English Proficient students: A review of the research on school programs and classroom practices. Far West Laboratory for Educational Research and Development.
- Jasper, B., Huber, J. et al. (2005). Teachers guide to teaching mathematics for English language learners. Retrieved on-line, February 8, 2007, from <a href="http://www.education.txstate.edu/epic/mellwebdocs/MELLtgpt123.htm">http://www.education.txstate.edu/epic/mellwebdocs/MELLtgpt123.htm</a>
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## World Wide Web Resources

Directory of ESL Programs in the United States <a href="http://www.globalstudy.com/embark/us/">http://www.globalstudy.com/embark/us/</a>

ESL Magazine http://www.eslmag.com

Texas State University System Mathematics for English Language Learners (MELL) <u>http://www.tsusmell.org/productsforeducators.html</u> <u>http://www.mathnerds.com/mathnerds/index\_sp.aspx?LID=2</u> <http://www.mathnerds.com/mathnerds/LEP/index.html>

# Equity, Empowerment, and Social Justice in Mathematics Education

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Weissglass, J. Ripples of hope: Building relationships for educational change. Santa Barbara, CA: National Coalition for Equity in Education.

## **Chapters/Articles in Books**

- Diversity in Mathematics Education Center for Learning and Teaching publication (in press). Prioritizing equity in the work of mathematics education. In F. Lester (Ed.), *Second Handbook of Research on Mathematics Teaching and Learning*.
- Cuevas, G. (1995). Empowering all students to learn mathematics. In I. Carl (Ed.), Seventy-Five years of Progress: Prospects for School Mathematics. Reston, VA: NCTM.
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EQUALS, Lawrence Hall of Science, University of California, Berkeley <u>http://equals.lhs.berkeley.edu/</u>

Fundacion Cientec http://www.cientec.or.cr/

History of Mathematics: <a href="http://www-groups.dcs.st-and.ac.uk/~history/Indexes/HistoryTopics.html">http://www-groups.dcs.st-and.ac.uk/~history/Indexes/HistoryTopics.html</a>

The K-12 Mathematics Curriculum Center <a href="http://www2.edc.org/mcc/">http://www2.edc.org/mcc/</a>

The Math Learning Center http://www.mathlearningcenter.org/

MATHCOUNTS Home Page <u>http://www.mathcounts.org/</u>

Mathematical Association of America <u>http://www.maa.org/</u>

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Problem Solving Activities from Canada http://www.stfx.ca/special/mathproblems/welcome.html

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ShowMe Center Home http://www.showmecenter.missouri.edu/showme/Curricula.htm

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U.S. Department of Education <u>http://www.ed.gov/index.jhtml</u>

# **Race and Class in Mathematics Education**

## **Journal Articles**

- Frankenstein, M. (1990). Incorporating race, class and gender issues into a critical mathematical literacy curriculum. *Journal of Negro Education*, *59*, 336-347.
- Joseph, G.G. (1987). Foundations of Eurocentrism in mathematics. *Race & Class, 28(3)*, 13-28.
- Kitchen, R.S. (2003). Getting real about mathematics education reform in high poverty communities. *For the Learning of Mathematics*, 23(3), 16-22.
- Lubienski, S.T. (2000). Problem solving as a means toward mathematics for all: An exploratory look through a class lens. *Journal for Research in Mathematics Education*, *31(4)*, 454-82.
- Reyes, L., & Stanic, G. (1988). Race, sex, socioeconomic status and mathematics. *Journal for Research in Mathematics Education*, 19(1), 26-43.
- Tate, W.F. (1994, February). Race, retrenchment, and the reform of school mathematics. *Phi Delta Kappan, 75*, 477-85.
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## Books

Kitchen, R.S., DePree, J., Celedón-Pattichis, S., & Brinkerhoff, J. (2006). Mathematics Education at Highly Effective Schools that Serve the Poor: Strategies for Change. Mahwah, NJ: Lawrence Erlbaum Associates.

## **Book Chapters**

- Gutstein, E. (2004). Driving while black or brown: The mathematics of racial profiling. In J. Masingila (Ed.), *Teachers Engaged in Research: Inquiry into Mathematics Practice in Grades 6-8.* Reston, VA: NCTM.
- Oakes, J. (1990). Opportunities, achievement, and choice: Women and minority students in science and mathematics. In C.B. Cazden (Ed.), *Review of Research in Education*, *16*, 153-222. Washington, DC: American Educational Research Association.
- Secada, W.G. (1992). Race, ethnicity, social class, language, and achievement in mathematics. In D.A. Grouws (Ed.), *Handbook of Research on Mathematics Teaching and Learning*. New York: Macmillan Publishing Co., Inc.

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