

Books

Banks, C. (2004). *Improving multicultural education*. Teachers College Press.
Describes how a group of educators, social activists, and scholars tried to reduce intergroup tensions and create schools where people of all groups could learn together and from one another.

Banks, J. (1997). *Educating citizens in a multicultural society*. Teachers College Press.
Provides a comprehensive blending of work in citizenship education and multicultural education.

Banks, J. & McGee Banks, C. (2004). *Multicultural education: Issues and perspectives (5th ed. update)* Wiley Jossey-Bass Education.
Provides the knowledge and understanding present and future educators need to become effective practitioners in today's diverse classrooms.

Bolgatz, J. (2005). *Talking race in the classroom*. Teachers College Press.
Analysis of actual classroom dialogues, illustrating the often-rough conversations that teachers and students engage in while learning to talk constructively about race and racism. Along with useful questions, resources, and activities to help teachers.

Chen, J. Horsch, P. DeMoss, & K. Wagner, S. (2003). *Effective partnering for school change: Improving early childhood education in urban classrooms*. Teachers College Press.
Provides guidance for improving teaching and learning, especially with young urban children.

Corbett, D., Wilson, B. & Williams, B. (2003). *Effort and excellence in urban classrooms: Expecting--and getting--success with all students*. Teachers College Press.
Reveals how educators closed the "performance gap" for low-income students by linking expectations and results.

Cortes, C. (2000). *The children are watching: How the media teach about diversity*. Teaching College Press.
Multicultural representations in the mass media and suggests specific programs for integrating media literacy into the curriculum.

Diaz-Rico, Lynne T. (2005). *The cross-cultural, language and academic development handbook: A complete K-12 reference guide*. : Allyn & Bacon.
A book that brings together theories, ideas and resources for promoting cross-cultural awareness, language development and academic progress.

Echevarria, J. (2003). *Making content comprehensible for English language learners: The SIOP model*. Allyn and Bacon.
A research-based model of sheltered instruction (SI) and demonstrates through classroom vignettes how the model can be implemented.

Note: these materials will be housed in the USF Library.

Forte, I. (2001). *ESL active learning lessons: 15 complete content-based units to reinforce language skills and concepts*. Incentive Publications.

A tool for teachers who work with students learning English as a second language.

Forte, I. (2001). *ESL content-based language: games, puzzles and inventive exercises*. Incentive Publications.

A tool for teachers who work with students learning English as a second language (ESL).

Forte, I. (2001). *ESL reading and spelling: games, puzzles and inventive exercises*. Incentive Publications.

A tool for teachers who work with students learning English as a second language (ESL).

Forte, I. (2001). *ESL vocabulary and word usage: games, puzzles and inventive exercises*. Incentive Publications.

A tool for teachers who work with students learning English as a second language.

Grant, C. & Sleeter, C (2002). *Turning on learning: Five approaches for multicultural teaching plans for race, class, gender and disability*. Wiley Jossey-Bass Education.

Offers both teachers and preservice education students' specific illustrations of how to implement multicultural education.

Holt, D. D. (1995). *Cooperative learning: a response to linguistic and cultural diversity*. Skylight Publishing.

A book that provides teachers and teacher trainers with the theoretical rationale and practical strategies for creating successful group activities for students with diverse backgrounds

Howard, G. R. (2006). *We can't teach what we don't know: White teachers, multiracial schools*. Teachers College Press.

Howard gently but firmly challenges those of us in the majority to better understand the perspectives and needs of all students.

Hurley, J. (2006). *Meeting the needs of second language learners: An educator's guide*. ASCD.

Set a sound course for your second language development program by following the ideas and advice from this leadership guide to the key issues of educating students in a multilingual society.

Irvine, J. J. (2000). *Culturally responsive teaching: Lesson planning for elementary and middle grades*. Mc-Graw-Hill Education.

Helps pre-service teachers create and use lesson plans for the culturally diverse classroom.

Irvine, J.J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. Teachers College Press.

Note: these materials will be housed in the USF Library.

Provides an analysis of current conditions and reforms in education and also suggestions and practices for improving educational outcomes for all children.

Lindsey, R., Kikanza, N. B. & Terrell, R. (2003). *Cultural proficiency: A manual for school leaders (2nd Ed)*. Sage Publications, Inc.

The book is appropriate for educational leaders in almost any setting, since it raises issues that face us all as we seek to move beyond being merely competent to becoming proficient in understanding the complex connections between culture and schooling.

Payne, R. K. (2001). *A framework for understanding poverty (3rd Ed.)*. aha Press, Inc.

"To better understand students and adults from poverty, a working definition of poverty is "the extent to which an individual does without resources..."

Reyes, P. Scribner, J. & Scribner, A. (1999). *Lessons from high-performing Hispanic schools: Creating learning communities*. Teachers College Press.

Shows teachers specific classroom practices that academically motivate minority children and describes specific assessment practices.

Robins, K. N. (2001). *Culturally proficient instruction: A guide for people who teach*. Corwin Press.

A book that provides a range of examples that address the needs of K-12 teachers and administrators in multicultural environments.

Schultz, K. (2003). *Listening: A framework for teaching across differences*. Teachers College Press.

A conceptual framework for "deep listening". Proposes new ways of thinking about teaching across all grade levels and subject areas.

Sleeter, C. (2001). *Culture, difference, and power*. Teachers College Press.

This is an e-book that guides future teachers to discover and explore their lack of knowledge about and discomfort with various types of diversity.

Stephan, W. & Voght, W. editors (2004). *Education programs for improving intergroup relations: Theory, research, and practice*. Teachers College Press.

DVD

Anti-Discrimination Response Training (ART). How to respond to incidents of discrimination. Insight Media.

Children learning English as a second language. The variety of approaches that teachers can use to teach ESL. Insight Media.

Communicating between cultures. Designed to reveal how such cultural givens as getting right to the point and provides practical guideline for communicating respectfully. Insight Media.

Cross-cultural communication: Perspectives on cross-cultural communication. Explores the nature and significance of cultural variations. Insight Media.

Cross-cultural communication: How culture affects communication. Discusses public behavior and taboos, power stereotyping and prejudice. Insight Media.

Multicultural education: Teaching diversity. Practical suggestions to help educators work with culturally diverse students and how to develop instructional strategies for all groups. Insight Media.

Working with students from the culture of poverty. Examines the middle class values that frame schools. It covers topics such as understanding why some children do not adapt well to the school environment, etc. Insight Media.

VHS

Examining the middle class values that frame schools. It covers topics as understanding why some children do not adapt well to the school environment, etc.

Helping students of limited English skills in the regular classroom. Explores the power of placing English-language learners into the regular classroom. Elementary or Secondary. Insight Media.

Instructional strategies for the differentiated classroom: Tiered assignments. Shows how all students can be appropriately challenged and rewarded by tiered assignments at varying levels of readiness. Insight Media.

Leading for diversity. The four key principles for improving cross-cultural relations in K-12 classrooms. Insight Media.

Linguistic diversity and reading in the multicultural classroom. Addressing the bilingual education as understandable instruction with the use of black English as a bridge for instruction, and the importance of reading. Insight Media.

Maximizing learning for English language learners: Teaching strategies. Analyzes teaching strategies proven to work with English language learners for their teachers and families. Insight Media.

Portraits of the children: Culturally competent assessment. Encourages schools to look at children individually and examine the issues that impact their leaning abilities. Insight Media.

Profile of effective teaching in a multicultural classroom. Highlights the value of interweaving multiple teaching strategies. Insight Media.

Reading comprehension. Discusses reading comprehension strategies for ESL students. Insight Media.

Reading instruction for inner-city children. Experts in fields of early childhood, reading adult literacy and elementary and secondary education as they explain why children reject reading. They discuss environmental and social obstacle to literacy and provides strategies for overcoming them. Insight Media.

Understanding the unmotivated child. Helps instructors, students and parents understand the discrepancy between ability and performance. Insight Media.