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As Jana Noel taught courses in Educational Foundations, she was constantly struck by the lack of attention to the development of education in California within the currently available Educational Foundations textbooks. As she and other teachers worked their way through traditional texts, they began asking their students questions such as the following. How has the unique, diverse social history of California impacted the development of its public schools? Did



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California have legalized school segregation? Is there anything about the political structure of California that may have an impact on education? How many times has California law changed to either allow or ban bilingual education? By simply raising questions such as these, Noel noticed a large increase in interest in what had often been considered dry subjects such as history, educational politics, and educational funding. California Foundations of Education addresses the lack of attention to California's education within Educational Foundations textbooks. The ultimate goal of the book is to scrutinize how education in California has developed in relation to the unique, diverse social history of California. Perfect for courses such as: Educational Foundations | Social Foundations of Education | Introduction to Teaching Multicultural Education | Curriculum and Instruction

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Now available in paperback, the sixth edition of this definitive text provides students a strong background in the conceptual, theoretical, and philosophical issues in multicultural education from a leading authority and scholarly leader of the field---James A. Banks. In the opening chapter author Banks presents his well-known and widely used concept of Dimensions of Multicultural Education to help build an understanding of how the various components of multicultural education are interrelated. He then provides an overview on preparing students to function as effective citizens in a global world; discusses the dimensions, history, and goals of multicultural education; presents the conceptual, philosophical, and research issues related to education and diversity; examines the issues involved in curriculum and teaching;

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looks at gender equity, disability, giftedness, and language diversity; and focuses on intergroup relations and principles for teaching and learning. This new edition incorporates new concepts, theories, research, and developments in the field of multicultural education and features: A new Chapter 5, "Increasing Student Academic Achievement: Paradigms and Explanations" provides important explanations for the achievement gap and suggests ways that educators can work to close it. A new Chapter 7, "Researching Race, Culture, and Difference," explains the unique characteristics of multicultural research and how it differs from mainstream research in education and social science. A new Chapter 14, "Principles for Teaching and Learning in a Multicultural Society" contains research-based guidelines for reforming teaching and the school in order to increase the academic achievement and social

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development of students from diverse racial, ethnic, cultural, language, and gender groups. A new Appendix—"Essential Principles Checklist"—designed to help educators determine the extent to which practices within their schools, colleges, and universities are consistent with the research-based findings described in the book.

Sharpes' approach synthesizes historical, philosophical, and cultural standpoints. The text contains practical teaching applications alongside theory and an integrated emphasis of diversity and other multicultural themes. It also covers the history of schooling from ancient times to the present, including biographies of major non-Western figures as well as the canon of educational innovators.

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This volume will be a valuable resource to instructors who teach in the fields of teacher education, social studies, educational leadership, social work, social, cultural and philosophical foundations of education, sociology, political science, and global studies as well as their students. Due to the volume's international focus, we also expect that it will be purchased by a large number of university libraries, researchers, educators and others in a number of countries.

This book follows a group of teachers who worked to create a program that supported their students' native languages and funds of knowledge, finding that structures within the school and discourses from other teachers, administrators, and the nation/community both constrained/enabled the teachers to create an equitable learning

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environment.

This thoroughly updated edition of the best-selling book gives all classroom teachers, special educators, and administrators an arsenal of adaptable and ready-to-use strategies, lessons, and activities.

*How to Reach and Teach All Children in the Inclusive Classroom* is a comprehensive resource that helps teachers reach students with varied learning styles, ability levels, skills, and behaviors. The authors offer a team approach that includes parents, colleagues, and learning specialists, enabling teachers to guide diverse groups of students in grades 3–8 toward academic, social, and emotional success.

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