

Articles

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Books

Hammond Z. (2015), *Culturally Responsive Teaching and the Brain: Promoting Authentic engagement and Rigor Among Culturally and Linguistically Diverse Students* (Thousand Oak, CA: Corwin Press.

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Organizations and Newsletters

[Association for the Assessment of Learning in Higher Education \(AALHE\)](#). An organization of practitioners, formed in 2009, interested in using effective assessment practice to document and improve student learning. AALHE offers a wide range of resources for all who are interested in the improvement of learning, from assessment directors who organize and manage programs, to faculty and Student Affairs professionals who use assessment strategies to understand their students' learning, to graduate students and others who conduct research on the effectiveness of assessment processes and instruments, to institutional researchers who develop effective learning data systems. Check out [Intersection](#), AALHE's journal at the intersection of assessment and learning.

[National Institute for Learning Outcomes Assessment \(NILOA\)](#). A research and resource-development organization, established in 2008, dedicated to documenting, advocating, and facilitating the systematic use of learning outcomes assessment to improve student learning. NILOA supports institutions in designing learning experiences and assessment approaches that strengthen the experience of diverse learners within a variety of institutional contexts. NILOA works in partnership with a broad range of organizations and provides technical assistance and research support to various projects focused on learning throughout the U.S. and internationally. NILOA's work on equity and assessment may be found, [here](#), by expanding on the "Equity and Assessment?" choice under "Top Questions We Receive:". Sign up to receive their monthly newsletter [here](#).

Toolkits

[Equity Tool Kit](#). Colorado Department of Higher Education. The purpose of this toolkit is to assist faculty in their work to erase equity gaps in the classroom. Resources include: [Inclusive Curriculum Design](#), [Teaching Race: Pedagogy and Practice](#), and [Inclusive Teaching Strategies: Reflecting on Your Practice](#).

[Grading for Equity](#). This site includes some resources, such as teacher examples, a quiz for gauging how equitable your grading is, and shared stories. It is focused on K - 12, but contains resources that could be adapted for higher ed.

[Inclusive Teaching Practices Toolkit](#). Association of College and University Educators (ACUE). This toolkit was created to support instructors in creating inclusive learning environments. It offers a set of free resources, including 10 inclusive teaching practices that can be immediately put to use to benefit both faculty and their students. These practices are tailored for online teaching but are also relevant to the physical classroom.

[Syllabus Review Guide](#). The Center for Urban Education at the University of Southern California. An inquiry tool for promoting racial and ethnic equity and equity-minded practice.

[Culturally Responsive Teaching Overview](#). Center for New America. A policy document with extensive discussion of CRT methods

Listening to Marginalized Voices: Paradigmatic, Philosophical, and Ethical Bases of Inclusive Inquiry Practices in Student Affairs

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Kristan A. Morrison, Holly H. Robbins, and Dana Gregory Rose, "Operationalizing Culturally Relevant Pedagogy: A Synthesis of Classroom-Based Research" *Equity & Excellence in Education* 41, no. 4 (2008): 433–452, [source](#);

Brittany Aronson and Judson Laughter, "The Theory and Practice of Culturally Relevant Education: A Synthesis of Research Across Content Areas," *Review of Educational Research* 86, no. 1 (2016): 163–206, [source](#);

Thomas Dee and Emily Penner, *The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum* (Stanford, CA: *Stanford Center for Education Policy Analysis*, 2016), [source](#)