

Conceptual Framework References

- Annamma, S., & Morrison, D. (2018). Identifying dysfunctional education ecologies: A DisCrit analysis of bias in the classroom. *Equity & Excellence in Education, 51*(2), 114-131.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Desai, S. R. (2019). Humanizing Trayvon Martin: Racial profiling, implicit biases, and teacher education. *Urban Education, 54*(8), 1031-1057.
- Delpit, L. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review, 58*, 280-298.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Freire, P. (1998). *Teachers as cultural workers*. Boulder, CO: Westview Press.
- Gay, G. (2013). Teaching to and through cultural diversity. *Curriculum Inquiry, 43*(1).
- Johnson, L., & Fuller, C. (2014). *Culturally responsive leadership*. New York: Oxford University Press.
- Kinloch, V., & Dixon, K. (2017). Equity and justice for all: The politics of cultivating anti-racist practices in urban teacher education. *English Teaching: Practice & Critique*.
- Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: A.k.a. the remix. *Harvard Educational Review, 84*,1, 74-84,135.
- Mayo, P. (2019). Higher education in a globalising world: Community engagement and lifelong learning. In *Higher education in a globalising world*. Manchester University Press.
- Nieto, S. (2012). *Affirming diversity: The sociopolitical context of multicultural education (6th ed.)*, New York: Longman Publishers.
- Tevis, T. L., Martinez, J. G., & Lozano, Y. E. (2022). Disrupting white hegemony: A necessary shift toward adopting critical approaches within the teaching and learning environment. *International Journal of Qualitative Studies in Education, 35*(4), 341-355.
- Torres, S. A., Sosa, S. S., Flores Toussaint, R. J., Jolie, S., & Bustos, Y. (2022). Systems of Oppression: The Impact of Discrimination on Latinx Immigrant Adolescents' Well-Being and Development. *Journal of Research on Adolescence*.
- Wiggan, G., & Watson, M. J. (2016). Teaching the whole child: The importance of culturally responsiveness, community engagement, and character development in high achieving African American students. *The Urban Review, 48*(5), 766-798.