Further Reading

Francis M. Hult, PhD  ♦  Introduction: Sustainable Literacy Education


Web Resources
https://sdgs.un.org/goals
https://sdgs.un.org/goals/goal4
https://en.unesco.org/commemorations/literacyday
Keisha McIntosh Allen, EdD ◆ Just Teaching: Engaging Racial Literacy During Distance Learning and COVID-19


Jennifer Mata-McMahon, EdD ◆ How a Dual Language Program is Supporting Biliteracy for ELLs in a Baltimore City Public School


Web Resource
Free meditation techniques for teachers: https://www.drjenmata.com/spirit-lab

Kindel Nash, PhD ◆ The Children Come Full: Toward Culturally Sustaining Literacy Practices in Urban Communities

Nash, K.T. & Panther, L. (2019). The children come full: From high leverage to humanizing and culturally sustaining literacy practices in urban schools. Teachers College Record, 121(4). Retrieved from https://drive.google.com/file/d/0B4Bk3rdD6D5wQUd2SXBJam5JMm9oNVl6bzV0eTRxZFIVSmw0/view?usp=sharing

Tracy Irish, PhD ◆ STEM Literacy: Integrating Content across Science, Technology, Engineering and Math through Cross Cutting Concepts, Collaboration, and Communication to Develop Informed Citizens


Web Resource
https://education.umbc.edu/masters-of-arts-in-education-mae/
Jiyoung Lee, PhD ♦ A Collaborative Approach to Language Assessment Literacy Development in the Midst of COVID-19


Mavis G. Sanders, PhD ♦ Promoting Early Literacy Through Research-Practice Partnerships: The Role of UMBC’s Sherman Center for Early Learning in Urban Communities


Web Resource
https://shermancenter.umbc.edu