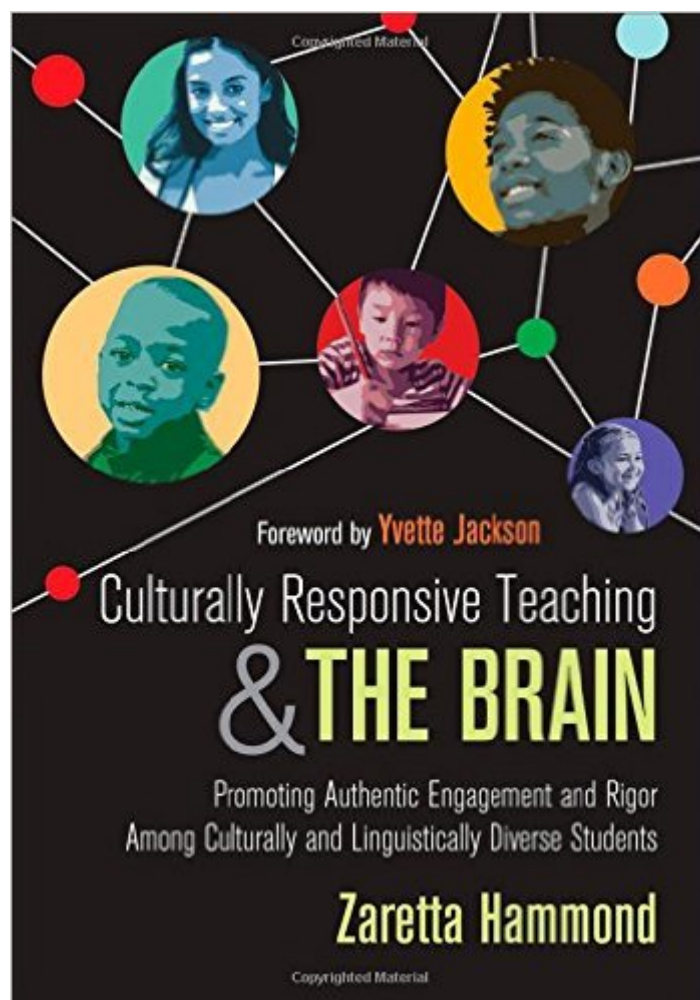


The book was found

Culturally Responsive Teaching And The Brain: Promoting Authentic Engagement And Rigor Among Culturally And Linguistically Diverse Students





Synopsis

A bold, brain-based teaching approach to culturally responsive instruction To close the achievement gap, diverse classrooms need a proven framework for optimizing student engagement. Culturally responsive instruction has shown promise, but many teachers have struggled with its implementationâuntil now. Â In this book, Zaretta Hammond draws on cutting-edge neuroscience research to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction. Â The book includes: Â Information on how oneâs culture programs the brain to process data and affects learning relationships Ten âkey movesâ to build studentsâ learner operating systems and prepare them to become independent learners Prompts for action and valuable self-reflection

Book Information

Paperback: 192 pages

Publisher: Corwin (December 1, 2014)

Language: English

ISBN-10: 1483308014

ISBN-13: 978-1483308012

Product Dimensions: 0.5 x 7 x 9.8 inches

Shipping Weight: 14.4 ounces (View shipping rates and policies)

Average Customer Review: 4.7 out of 5 starsÂ See all reviewsÂ (16 customer reviews)

Best Sellers Rank: #9,319 in Books (See Top 100 in Books) #101 inÂ Books > Education &

Teaching > Schools & Teaching > Education Theory #152 inÂ Books > Textbooks > Education

Customer Reviews

This book is fantastic, a triumph; a truly ground-breaking work that may forever change the way teachers in America face the challenges of their profession. Iâve been a teacher for over thirty years and always felt I was pretty damn good at it, as good as anybody. But about halfway through my reading of Culturally Responsive Teaching and the Brain, I was suddenly stuck by the horrific realization that if I had known when I started teaching what Zaretta Hammond writes in this book, I would have been not just a good teacher, but perhaps a great one. I have always been focused on getting my students--whatever ethnic or socio-economic background they might have sprung from--to be interested in their studies and to give it their all. I tried my damndest to motivate them to want to excel, not just in school, but in life. I sometimes succeeded, sometimes didnât. I always smugly thought nobody (well, almost nobody) could do a better job than I was doing. But Ms.

Hammond's book destroyed that glib notion quickly. Reading her book was like being repeatedly, page by page, hit in the head with a brick. Soon I could see with absolute clarity that I could and should overhaul my thinking and my methods. By following the techniques suggested in Culturally Responsive Teaching and the Brain I could make quantum strides in my individual approach to each of my students and be confident that every last one of them could reach for and achieve their best. Before reading the book I'd thought of cultural responsive teaching as academic eduspeak sort of stuff, a fancy label for what good teachers have been doing all along--pumping up an underachieving kid's self esteem, blah, blah, blah. But I now know I was dead wrong.

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