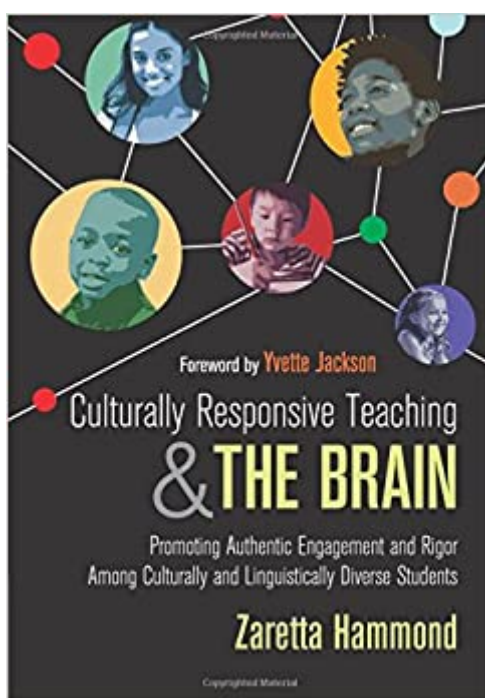


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Culturally Responsive Teaching And The Brain: Promoting Authentic Engagement And Rigor Among Culturally And Linguistically Diverse Students



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 implementation until now. 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. The book includes:

- Information on how one's culture programs the brain to process data and affects learning relationships
- Ten "key moves" to build students' learner operating systems and prepare them to become independent learners
- Prompts for action and valuable self-reflection

Customer Reviews

"All students can and will learn at high levels when provided the type of instruction described in this book. This work calls us to action by mandating that we move beyond looking for student outcomes that rely heavily on the regurgitation of memorized facts to applying the information learned to new situations. Each child's life outcomes are dependent on their ability to think critically. Dr. Hammond does just that in this book. She uses her mind well, writes effectively and provides analysis on the connection between brain-based science and culturally responsive instruction. This is a must read for those wishing to have a mindset shift and aptly implement rigorous instructional practices to support all students."--Kendra Ferguson, Chief of Schools (08/26/2014)"Drawing on the research from neuroscience Zaretta Hammond explains what we should have known all along - all children are capable of higher order thinking and capable of producing intellectually advanced work if provided the opportunity to learn by caring and capable adults. Hammond does more than explain the research. Drawing on years of experience in schools as an educator and trainer, she shows how this can be done even in schools that have grown accustomed to failure. At a time when the nation is searching to find ways to close the racial achievement gap, this book will be an invaluable resource."--Pedro Noguera, Professor, NYU"

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