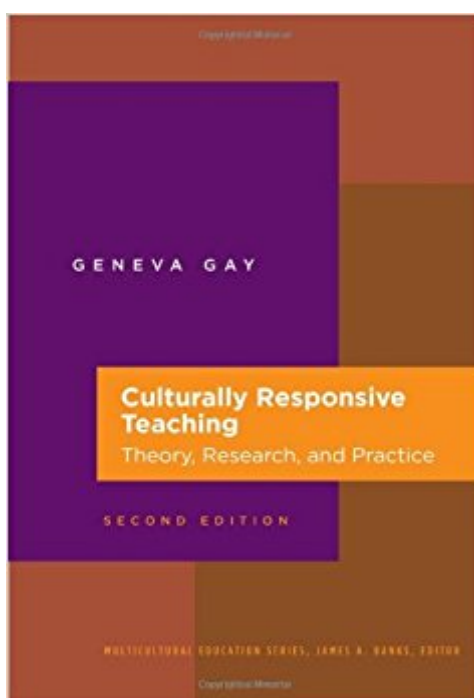


The book was found

Culturally Responsive Teaching: Theory, Research, And Practice (Multicultural Education Series)



Synopsis

The achievement of students of color continues to be disproportionately low at all levels of education. More than ever, Geneva Gay's foundational book on culturally responsive teaching is essential reading in addressing the needs of today's diverse student population. Combining insights from multicultural education theory and research with real-life classroom stories, Gay demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences. This bestselling text has been extensively revised to include:

- * Expanded coverage of student ethnic groups: African and Latino Americans as well as Asian and Native Americans.
- * A new section on standards and diversity.
- * New examples of culturally diverse curriculum content.
- * More examples of programs and techniques that exemplify culturally responsive teaching.
- * An emphasis on positive, action-driven possibilities in student-teacher relationships.
- * New material on culturally diverse communication, addressing common myths about language diversity and the effects of "English Plus" instruction.

Praise for the First Edition! A Choice recommended title. "A comprehensive account of the important role that culture plays in the teaching and learning process." -- Urban Education "From her careful analysis of the educational research and best practices literature, and her wealth of experiences from working with P/K-18 students and teachers, Gay clearly explains how culturally responsive teaching can be used to dramatically influence the academic achievement of students of color and other marginalized students." -- Carl A. Grant, University of Wisconsin at Madison "Geneva Gay has written a passionate and inspiring book that provides a comprehensive explanation of culturally responsive teaching and how it can make a difference in the lives of students of color. She argues that all teachers, regardless of their ethnic group membership, must have the 'courage, competence, and confidence' to teach in a culturally relevant manner." -- Christine Bennett, Indiana University "Written by one of the leading interpreters of diversity in the schools, this book challenges all teachers to reconsider their pedagogical and personal approaches to young people in our nation's increasingly multicultural classrooms." -- Carlos E. CortÃ©s, University of California, Riverside

Book Information

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Customer Reviews

"The message is that it is as important for teachers to know students and their backgrounds as it is to know the subject matter they intend to teach." --CHOICE Magazine

"An essential read...serves as an anchor text in helping us understand culturally responsive teaching, issues surrounding it, and the urgency with which its incorporation needs to take place." --Language Arts Magazine

"An essential read...serves as an anchor text in helping us understand culturally responsive teaching, issues surrounding it, and the urgency with which its incorporation needs to take place." --Language Arts Magazine

Geneva Gay, professor of education and associate of the Center for Multicultural Education at the University of Washington-Seattle

Very wordy and slow to get to the point. Author could state her purposes and meet her goals in a good fourth of the space and number of words she consumes. Although fairly well conceived, it is dry, without character, and poorly executed. Educators: if wanting to instruct in culturally responsive teaching, look for a more engaging, concise, and lively text than what this author offers. Although the topic is appealing, compelling, and relevant, reading this text is fairly torturous.

A decent review of relevant research in culturally responsive teaching. The author is one of the founders of the multicultural approach in education and clearly delineates her views on the essential features of U.S. multicultural education in theory, research and practice.

While I appreciate being made to see the big picture (in this case, the need for CRT and

descriptions of what CRT is) I would have liked more specific classroom examples. Also the references to a disproven theory "learning styles" is a concern.

Addresses some of the issues facing teachers in 2011! This is a creative and truly responsive way of teaching...especially culturally, linguistically, and ability diverse students. I have used this book in practice, research and teaching graduate level courses. Gay, proposes a state of mind and a way of looking at students as capable and competent.

I purchased this book on a whim, read it cover-to-cover, and am very pleased to have it available as a resource in my personal library. Within, Gay makes a clear case for why educators must adopt culturally responsive teaching practices, both to perform their role effectively and as a moral imperative. The content is philosophically rigorous, well-researched, and evidence-based in its claims and prescriptions. Despite that the book is targeted at grade school classroom educators, I believe that anyone working in education, from policy makers to corporate trainers, can benefit from this book. In particular, I found Gay's debunking of well-intentioned but still problematic representations of ethnic and cultural diversity very helpful. For example: In the sub-chapter "Progress but Some Problems Remain" p.131". . . the content included about ethnic issues is rather bland, conservative, conformist and "safe". it tends to emphasize harmonious relations among racial groups and is too often a 'weapon of deculturalization' for the heritages and experiences of groups of color . . . unpleasant sides of society and cultural diversity are either sanitized or bypassed entirely" And "Biases Persist in Child and Adolescent Literature" p.143 "There has also been a tendency to over-correct for stereotypes by not assigning any differentiating characteristics to the speech and actions of . . . [individuals of color] . . . or to make the characters superhumanly good and supremely capable . . ." On reflection, the mistakes here are obvious. As Gay points out, such representations prefer experiences that are closely aligned with mainstream European American values, beliefs and standards of behavior. Furthermore, avoiding more authentic and contextualized representations of diverse peoples may imply to diverse students that their experiences do not matter. Finally, student engagement and achievement is unlikely to improve through the use of bland, fictitious and decontextualized characters. The above, like many of the carefully considered points Gay makes with regards to teaching racially and ethnically diverse students, can be applied to considerations of any student grouping (neurodiverse and differently-abled students come to mind).

Presents very useful perspectives for all Teachers.

The format of the book is very confusing and difficult to follow.

Great info that is thought provoking on how to be culturally responsive in the classroom.

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