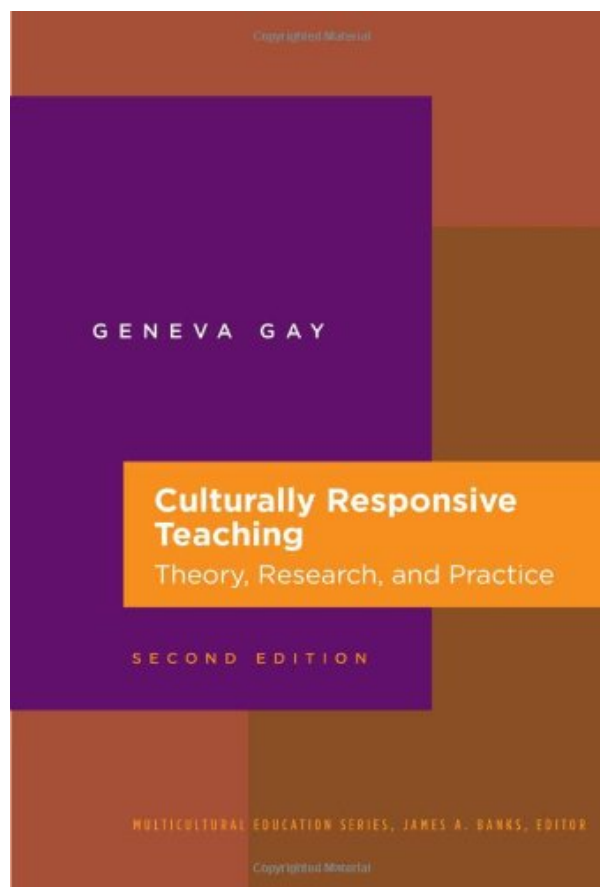
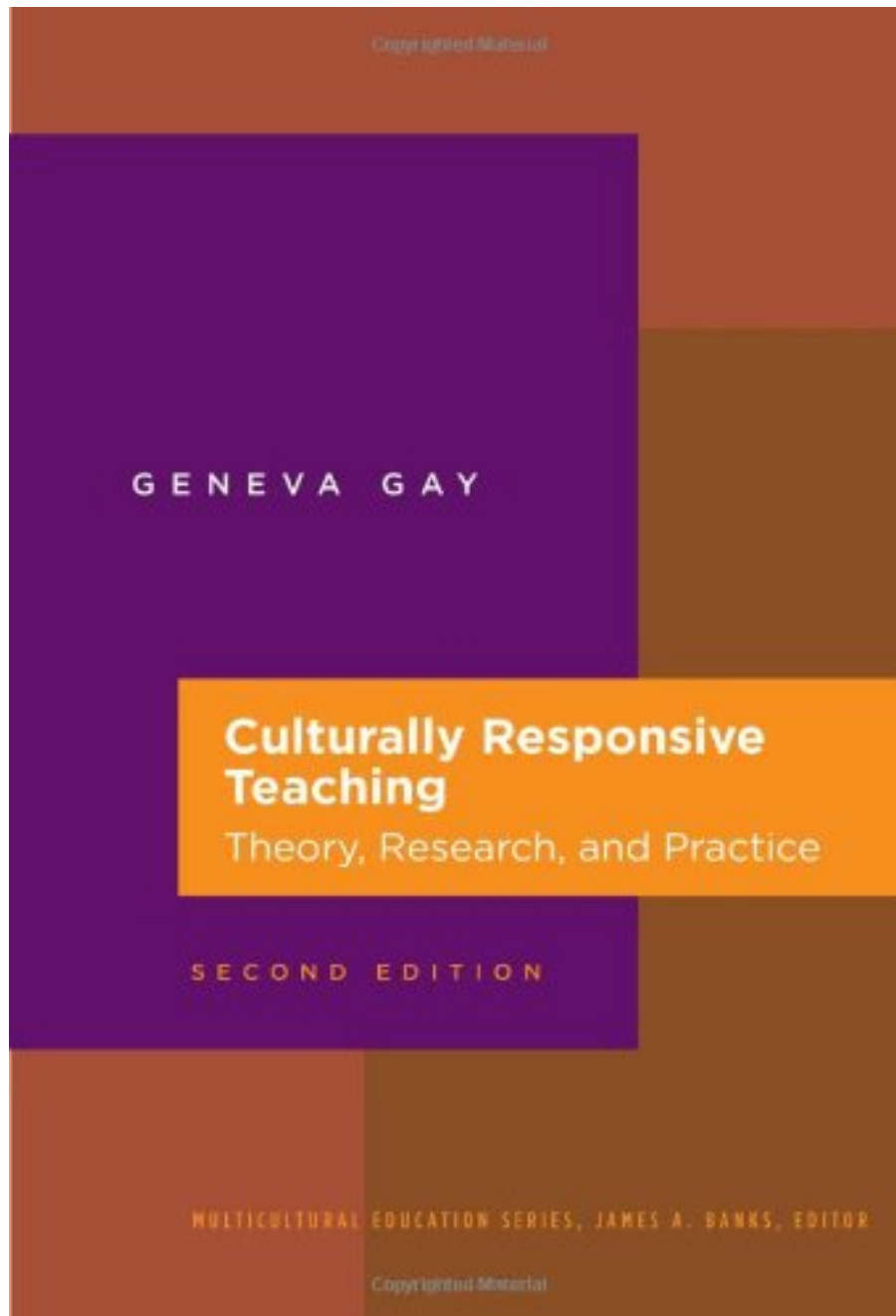


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Review

"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

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CULTURALLY RESPONSIVE TEACHING: THEORY, RESEARCH, AND PRACTICE (MULTICULTURAL EDUCATION SERIES) BY GENEVA GAY PDF

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; 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; and new material on culturally diverse communication, addressing common myths about language diversity and the effects of "English Plus" instruction.

- Sales Rank: #67850 in Books
- Brand: Teachers College Press
- Published on: 2010-05-01
- Original language: English
- Number of items: 1
- Dimensions: 8.90" h x .90" w x 6.00" l, 1.00 pounds
- Binding: Paperback
- 289 pages

Features

- Used Book in Good Condition

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Most helpful customer reviews

7 of 7 people found the following review helpful.

There Must Be a Better Alternative

By Happy Jacques

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.

8 of 9 people found the following review helpful.

Gay demonstrates that culturally responsive teaching is both a moral imperative and essential to effective teaching strategy

By Rachael Craig

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).

3 of 4 people found the following review helpful.

Masterpiece from a nationally and internationally renowned scholar/educator in multicultural education

By SO

Geneva Gay is a top-ranked scholar and educator who has years of research and experience behind the words

of the book, *Culturally Responsive Teaching*. The second edition, in particular, is directly useful to my work as an educator. It is grounded in practice, and--as the subtitle promises--it connects this directly to social data, educational theory, diverse cultural frames of American students, and the practical life of a classroom teacher. While no book is flawless, this book--as well as the author's approach--has been praised widely by specialists in education theory and research and teaching methods. Other reviewers who content the book is uninteresting and written in an unprofessional style may be honest about their lack of connection to the text, but the claim of weak writing is unfounded, in terms of conventions of academic writing.

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