

How to Teach Students who Don't Look Like You: Culturally Relevant Teaching Strategies. Facilitator's guide - 2009 - 48 pages - Bonnie M. Davis - Corwin Press, 2009 - 9781412968522

Start by marking "How to Teach Students Who Don't Look Like You: Culturally Relevant Teaching Strategies" as Want to Read: Want to Read saving... Want to Read. Let us know what's wrong with this preview of How to Teach Students Who Don't Look Like You by Bonnie M. Davis. Problem: It's the wrong book It's the wrong edition Other. This practical workbook's strategies, proven activities, reflective questions, staff development activities, and facilitator's guide will teach how to effectively reach culturally and ethnically diverse students. This practical workbook's strategies, proven activities, reflective questions, staff development activities, and facilitator's guide will teach how to effectively reach culturally and ethnically diverse students. ...more. How can other teachers learn from these teachers who are able to form significant relationships? A key starting place is for teacher educators to define, describe and help develop the critical elements necessary for relationships that are essential to successful schooling. Today's classrooms look radically different from those of just a decade ago. Culturally responsive teaching provides the pathway for teachers to connect with all students for academic success. This idea is firmly supported by scholars such as Ladson-Billings (1992; 2009) who describes culturally relevant teaching and Gay (2010) who discusses culturally responsive teaching. Most teachers will agree that getting to know students is important for effective teaching and learning. Culturally relevant teaching or responsive teaching is a pedagogy grounded in teachers' displaying cultural competence: skill at teaching in a cross-cultural or multicultural setting. Teachers using this method encourage each student to relate course content to his or her cultural context. While the term often deals specifically with instruction of African American students in the United States, it has been proven to be an effective form of pedagogy for students of all racial and ethnic backgrounds