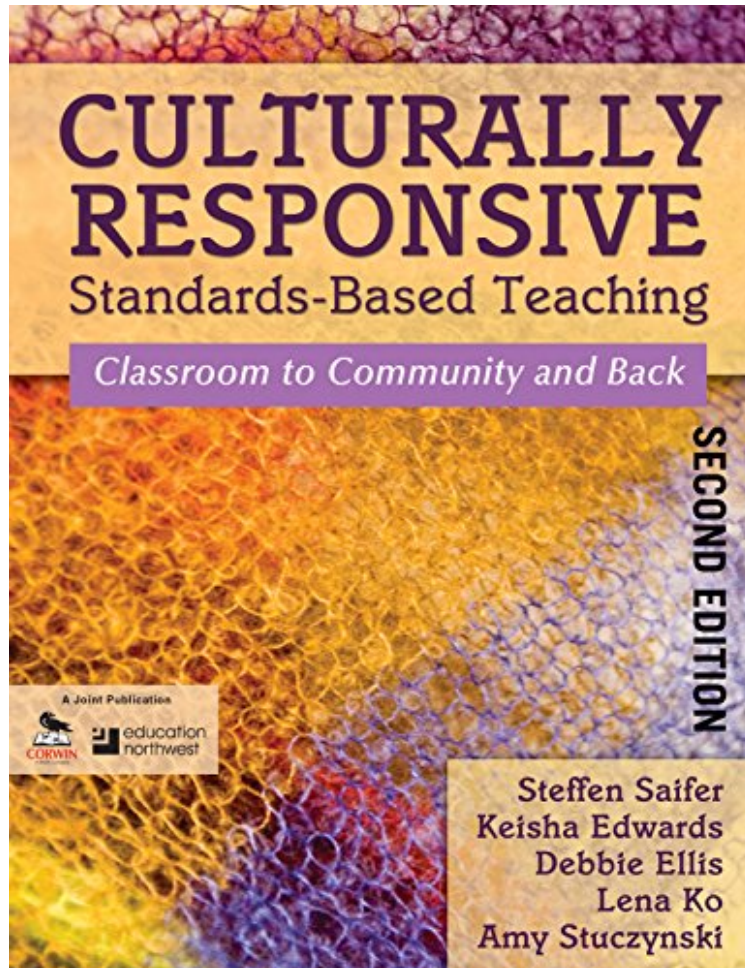


## Culturally Responsive Standards-Based Teaching: Classroom to Community and Back: Volume 2

*Steffen Saifer, Keisha Edwards, Debbie Ellis, Lena Ko, Amy Stuczynski*  
ebooks | Download PDF | \*ePub | DOC | audiobook



 Download

 Read Online

#1265260 in eBooks 2010-11-22 2012-06-08File Name: B008P572DK | File size: 47.Mb

**Steffen Saifer, Keisha Edwards, Debbie Ellis, Lena Ko, Amy Stuczynski : Culturally Responsive Standards-Based Teaching: Classroom to Community and Back: Volume 2** before purchasing it in order to gage whether or not it would be worth my time, and all praised Culturally Responsive Standards-Based Teaching: Classroom to Community and Back: Volume 2:

0 of 0 people found the following review helpful. The text is filled with some excellent tools to help teachers reflect on themselves and their ...By Gary JenkinsThe text is filled with some excellent tools to help teachers reflect on themselves and their teaching practices. some of the examples from other schools and teachers are not easily translated in most public school settings. A bit heavy on NW U.S. schools and communities. A tad of noblesse oblige in some of the role models held up as examples of culturally responsive schools.0 of 0 people found the following review helpful. Five StarsBy CustomerFantastic book.0 of 0 people found the following review helpful. Five StarsBy A Aas described

Close the achievement gap by closing the culture gap Teaching children from diverse backgrounds begins with learning who they are, then using the knowledge and culture students bring to school in a standards-based curriculum to achieve student success. This guide provides tools that show why and how to create culturally responsive, standards-based (CRSB) instruction in the classroom. Results of effective programs include: Increased academic success for all learners Engaged and motivated students Strengthened partnerships between students, families, and communities

"The relevancy of this book should be recognized by every reader who acknowledges the diversity within any group of people. The processes are clear and the next steps are outlined so the practitioner can bring this into his/her classroom and meet the needs of every individual."--Thelma A. Davis, Principal (06/30/2010)"This book takes the concept of multiculturalism a step further. It integrates a self-evaluative framework for making changes and includes a selection of tools with which changes or considerations for improvement of one's own learning environment can be documented."--Rachel Mederios, ELL Teacher and Bldg. Program Supervisor (06/30/2010)"The relevancy of this book should be recognized by every reader who acknowledges the diversity within any group of people. The processes are clear and the next steps are outlined so the practitioner can bring this into his/her classroom and meet the needs of every individual."--Thelma A. Davis, Principal (06/30/2010)"This book takes the concept of multiculturalism a step further. It integrates a self-evaluative framework for making changes and includes a selection of tools with which changes or considerations for improvement of one's own learning environment can be documented."--Rachel Mederios, ELL Teacher and Bldg. Program Supervisor (06/30/2010)"This book takes the concept of multiculturalism a step further. It integrates a self-evaluative framework for making changes and includes a selection of tools with which changes or considerations for improvement of one's own learning environment can be documented." (Rachel Mederios, ELL Teacher and Bldg. Program Supervisor 2010-06-30)"The relevancy of this book should be recognized by every reader who acknowledges the diversity within any group of people. The processes are clear and the next steps are outlined so the practitioner can bring this into his/her classroom and meet the needs of every individual." (Thelma A. Davis, Principal 2010-06-30)About the AuthorSteffen Saifer has served as director of the Child and Family Program at Education Northwest since 2000 and as an adjunct faculty member at Portland State University since 1996, where he has taught graduate courses in education. His areas of work and expertise include cultural-historical activity theory, the role of play in human development, and school-family partnerships. Saifer has worked extensively in Russia and Eastern Europe, assisting in education curricula reform. He helped implement a graduate program in early childhood development at BRAC University in Dhaka, Bangladesh (co-funded by the Open Society Foundation). He is the author or co-author of numerous publications including Practical Solutions to Practically Every Problem: The Early Childhood Teachers' Manual (2003, Redleaf Press), and Education and the Culture of Democracy: Early Childhood Practice (1996, Open Society Institute).Keishan Edwards is a trainer for the Oregon Parent Information Resource Center (OR-PIRC) at Education Northwest. Her primary work is to design and deliver meaningful learning for educators and families on educational equity, cultural competence, and engaging diverse families as allies in the school change process. In this role over the past 5 years, Edwards has facilitated over 300 workshops, trainings, and coaching sessions with diverse audiences. As a result, she strongly believes that a new discourse, personal reflection, and deep dialogue across difference will soon be the most powerful and preferred strategies to transform school culture. Edwards is the author or co-author of several publications, including: Everyone's Guide to Successful Project Planning: Tool for Youth (NWREL, 2000); Beyond the Oregon Trail: Oregon's Untold Racial History (Oregon Uniting, 2003).Debbie Ellis is the project director for the Oregon State Parental Information and Resource Center (Oregon PIRC) at Education Northwest. Her area of work and expertise focuses on school/family partnerships, educational equity, and early childhood parent education. Ellis coordinates a statewide conference for educators and parents focusing on school-family partnerships, educational equity, and academic achievement. She assisted in the development of a statewide parent leadership curriculum to help under-represented parents, and developed a multi-media training for families. She has worked as a teacher and family advocate/parent educator and is the author or co-author of numerous publications including See Poverty, Be the Difference: Discovering the Missing Pieces for Working with People in Poverty (Communication Across Barriers, 2007), and Partnerships by Design: Cultivating Effective and Meaningful School-Family Partnerships (Northwest Regional Educational Laboratory, 2002).Lena Ko is an advisor in early childhood education and school-family-community partnerships at Education Northwest. She has over 20 years experience training and coaching educators, coordinating professional development and technical assistance in model early childhood teaching centers, and consulting and technical writing for various education agencies. She has worked to help develop a state-wide family resource center project, as well as several federal grant initiatives to help communities improve outcomes for children and families. She has experience working with culturally diverse populations, in unique settings including children with special needs, at a therapeutic preschool. In addition to this book, she has co-authored an Education Northwest publication on a school process called The School PASS (Practices for All Students Success) that focuses on assessing and preparing for the needs of new and diverse students.Amy Stuczynski is currently working with the Human Services Research Institute evaluating the use of family team meetings by public child welfare agencies. She

began her career as a social worker for a community-based service organization for African American youth and families in Madison, Wisconsin. She later joined Education Northwest, where she wrote about language, literacy, and culture for six years. Amy holds a master's degree in social work from the University of Wisconsin-Madison.