



Creating Highly Motivating Classrooms for All Students: A Schoolwide Approach to Powerful Teaching with Diverse Learners

Margery B. Ginsberg, Raymond J. Wlodkowski

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"Ginsberg and Wlodkowski each bring a lifetime of knowledge and experience to this book. Their passion for the learning of all students and teachers and their commitment to equity shine through its chapters. They clearly understand the challenges of teaching an increasingly diverse student body and they provide teachers and principals with practical, proven ways to motivate the learning of both students and teachers."

--Dennis Sparks, executive director, National Staff Development Council

"There is nothing so useful as good theory informed by years of great teaching and a commitment to empowering education for all students. Ginsberg and Wlodkowski bring all that and more to this very useful and hopeful resource. Highly recommended to any educator!"

--Beverly Daniel Tatum, dean and professor of psychology and education, Mount Holyoke College, Massachusetts, and author of *Why Are All the Black Kids Sitting Together in the Cafeteria?*

This volume is based on the dual notion that all students are motivated to learn and that the role of teachers is to encourage, elicit, and support this desire to learn. Now education professionals have a practical guide to teaching students of different cultures and ethnic backgrounds. Whether you are a teacher, administrator, staff developer, teacher educator, or district officer, this comprehensive resource provides tools for developing, implementing, and maintaining a culturally responsive system of teaching in any classroom or school.

The authors draw from a synthesis of research and literature on learning theories, cultural studies, and teaching practice to describe the components of a culturally responsive school and pedagogy. They also develop practical strategies for applying *The Motivational Framework for Culturally Responsive Teaching*. In addition to case studies, sample lessons, and field-tested activities, the book presents guidelines to help organize school improvement initiatives, design professional development agendas, and conceptualize an effective method of evaluation.

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