

JMCS Reading Guide

Culturally Responsive Teaching and the Brain

by Zaretta Hammond

Guide adapted from Michelle Pledger, High Tech High Center for Research on Equity and Innovation

Suggested Pacing

Dates	Chapters
10/26 - 11/3	Foreword & Introduction
11/4 - 11/17	Chapter 1
11/18 - 12/1	Chapter 2
12/2 - 12/15	Chapter 3
12/16 - 12/29	Chapter 4
12/30 - 1/12	Chapter 5
1/13 - 1/26	Chapter 6
1/27 - 2/9	Chapter 7
2/10 - 2/23	Chapter 8
2/24 - 3/8	Chapter 9
3/9 - 3/22	Epilogue

Prompts for Reading with Intention and Purpose

***use with every chapter**

Mindset Prompts

mindset |'mīn(d)set| noun *[usually in singular]* the established set of attitudes held by someone

- What did you read that confirmed what you already knew or believed about teaching culturally and linguistically diverse students?
- What did you read that challenged what you already knew or believed about teaching culturally and linguistically diverse students?
- In what ways, if any, did your mindset shift related to teaching culturally and linguistically diverse students?

Move Prompts

move |moʊv| verb 3 *[no object]* make progress; develop in a particular manner or direction

- What “teacher move” are you committed to trying after reading this chapter?
 - What will you try?
 - How will you do it?
 - When will you do it?

Musing Prompts

musings |'myoʊziNG| noun (usually musings) a period of reflection or thought

- Take a moment to reflect on the outcome of your “teaching move”.
 - What were you able to implement?
 - How did it go?
 - What did you learn?
 - If you were not able to implement anything, why not?
 - What will you try differently moving forward?

Prompts for Virtual Book Club Meetings

- AFFIRM
 - What was affirmed for you?
- ASK
 - What was asked of you in terms of your beliefs and connection to personal experiences?
 - What questions did you find yourself asking?
- ACTION
 - What action will you take now?