



VIDEO VIEWING GUIDE for From Awareness to Action: Culturally Responsive Teaching in the Adult ESOL Classroom-Part 1

This guide accompanies the video From Awareness to Action: Culturally Responsive Teaching in the Adult ESOL Classroom-Part 1

It was created to facilitate a more active, engaging viewing experience for you and your colleagues as you watch the video. While the discussion/reflection prompts are designed for group viewing, they can be used for individual reflection as well.

WHAT DO YOU KNOW ABOUT CRST?

Stopping Points

Discussion / Reflection Prompts

Pause Video at 00:20

The narrator states that “Culturally Responsive and Sustaining Teaching is defined by key elements...”

What “key elements” of CRST do you know or can think of? Take a moment to write them down.

Share and discuss your notes with a partner and/or with the group. See if you can agree on the key elements of CRST.

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(If doing this alone, look through the MA Professional Standards for Teachers of Adult ESOL Standard 3: CRST and see if there is anything from there that you would want to add to your list).

The narrator goes on to say that “this first video shows how one teacher creates an inclusive, affirming, and equitable learning environment, and recognizes students’ diverse cultures and identities as assets.”

How do you, or how would you, create an inclusive, affirming, equitable learning environment among your students and how do you recognize their diverse cultures as assets?

THE TEACHER INTRODUCES THE LESSON

Pause at 00:55

What is the focus of the lesson?

What did you notice about how the teacher introduced the lesson?

How would you introduce this lesson?

THE TEACHER MODELS THE ACTIVITY

Pause at 3:13

What was the teacher doing during this segment?

Why do you think she told the story about the bell?

How did she integrate language and culture?

How did she check for understanding?

Was there anything you might suggest to this teacher?

THE STUDENTS' TURN

Pause video at 5:24

What are the students doing in the breakout rooms?

What are two indications that the teacher is monitoring the breakout rooms?

Pause video at 5:55

The teacher uses a graphic of “5 Dimensions of Culture” as a framework for talking about and analyzing culture.

What framework have you used with your students to talk about and analyze culture?

Pause video at 6:20

Why does the teacher tell the students they can use other languages besides English?

Pause video at 7:40

What is the teacher doing in this breakout room?

Pause video at 11:33

What did the students learn about each other's cultures?

What did you learn about the students' cultures?

AFTER WATCHING THE VIDEO

End of video

In what ways did the teacher create an inclusive, affirming, and equitable ESOL class?

...and recognize students' diverse cultures as assets?

In what ways did she demonstrate other aspects of CRS (e.g., instructional materials with diverse perspectives; high expectations for all learners, fostering critical thinking, civic engagement, and a commitment to social justice; critically assessing her own biases, assumptions, and beliefs)?

If you were to give this teacher feedback on what you observed, what would you say?

Exit ticket

What is one take-away from this video and/or viewing activity?