

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	<p>The narrator states that “<i>Culturally Responsive and Sustaining Teaching is defined by key elements...</i>”</p> <p>What “key elements” of CRST do you know or can think of? Take a moment to write them down.</p> <p>Share and discuss your notes with a partner and/or with the group. See if you can agree on the key elements of CRST.</p> <p>(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).</p>
	<p>The narrator goes on to say that “<i>this first video shows how one teacher creates an inclusive, affirming, and equitable learning environment, and recognizes students’ diverse cultures and identities as assets.</i>”</p> <p>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?</p>

THE TEACHER INTRODUCES THE LESSON

Pause at 00:55	<p>What is the focus of the lesson?</p> <p>What did you notice about how the teacher introduced the lesson?</p> <p>How would you introduce this lesson?</p>
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THE TEACHER MODELS THE ACTIVITY

Pause at 3:13	<p>What was the teacher doing during this segment?</p> <p>Why do you think she told the story about the bell?</p> <p>How did she integrate language and culture?</p> <p>How did she check for understanding?</p> <p>Was there anything you might suggest to this teacher?</p>
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THE STUDENTS' TURN

Pause video at 5:24	<p>What are the students doing in the breakout rooms?</p> <p>What are two indications that the teacher is monitoring the breakout rooms?</p>
Pause video at 5:55	<p>The teacher uses a graphic of “5 Dimensions of Culture” as a framework for talking about and analyzing culture.</p> <p>What framework have you used with your students to talk about and analyze culture?</p>
Pause video at 6:20	<p>Why does the teacher tell the students they can use other languages besides English?</p>
Pause video at 7:40	<p>What is the teacher doing in this breakout room?</p>
Pause video at 11:33	<p>What did the students learn about each other’s cultures?</p> <p>What did you learn about the students’ cultures?</p>

AFTER WATCHING THE VIDEO

End of video	<p>In what ways did the teacher create <i>an inclusive, affirming, and equitable ESOL class</i>?</p> <p><i>...and recognize students’ diverse cultures as assets?</i></p> <p>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)?</p>
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	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?