**Teaching strategies, lesson delivery, and assessment**

* Quality of student/teacher relationship?
* Enthusiastic?
* Student Friendly and Inviting Tone?
* All students are recognized?
* All students have a voice and opportunity to respond?
* Modeling/Demonstrating?
* Scaffolding?
* Building background?
* Making real life connections?
* Checking for Understanding?
* Culturally Relevant Assessments (not biased)?

**‘Things to Notice’**

**Cultural Diversity in Schools EDUC-X 425.02**

**Learner/ Engagement**

Are students motivated by the relevance of the content?

Are they active participants?

Are they active listeners?

**Classroom ENVIRONMENT**

Student-Centered?

Opportunities for relevant conversation encouraged?

Low stress environment?

Culturally Relevant Posters?

**High Quality Lesson**

* Culturally relevant lesson? Objectives & learning goals obvious/ stated?
* Clear understandable opening hook? Motivating topic? Phases of lesson evident? Direct instruction? Scaffolding of ideas? Transition between activities?

 Closing review

**Materials**

Interesting realia?

Charts/Graphs/Visuals?

Culturally Relevant Posters?

Adapted Technology?

**Observation Report**

**Report**

**Observation Guidelines:** An Observation Report from each core class is required. Question #6 on the Observation Sheet will be specific to each class and provided by the instructor.

* Arrange ahead of time with the school and instructor an observation of your choice and level or you can view one of the videos recommended in the Week 2 Module
* Do not disturb the class while observing if completing this assignment in real time
* Bring/Use the **“Things to Notice”** sheet to help guide your observation
* Final observations must be typed
* Students must complete a **minimum of four (4) observations** during their program to include in the final portfolio class
* ***One observation*** will be completed in EACH core class
* ***One of the observations may be done observing an online class/video*** (these URL’s will be provided by your teacher)
* A ***recommended*** observation time is 15 – 45 minutes
* **Name: Sally Khalil**
* **Class: Methods/Linguistics/ Technologies/ Culture**
* **Date: May 25th**
* **In- person or online (include URL if online): In-person**
* **Class subject observed: ESL**
* **Class level: 2nd grade – Beginner level**
* **Teacher’s name: Gina Rodriguez**
* **Amount of time in observation: 30 minutes**

**General Notes While Observing**

**General**

**Take *notes* during your observation.**

**Use the *Things to Notice* sheet for guidance.**

Pay particular attention to:

* **Learner Engagement**: The students were motivated and actively engaged.
* **High-Quality Lesson:** The teacher gave direct instruction. The phases of the lesson were evident, and there was a transition between activities.
* **Teaching Strategies and Lesson Delivery**: The student-teacher relationship was friendly. The tone was inviting. All students were recognized and given a chance to respond.
* **Materials:** Song videos on YouTube (technology), worksheets, blending boards (visuals), small board, and a phonic book
* **Classroom Environment**: Low-stress environment

**Essay Response**

Answer the questions below in essay form.

***Learning Strategies***

1. **What did you learn about culturally relevant teaching from this observation? Include at least one in – text citation from the current class readings to support your response.** Is there something that was particularly useful in this lesson? Was there clear evidence of a high quality lesson? Were the learning goals and objectives clearly reviewed and evident? Please give examples and specific details (Approx 150 words)

I observed a small class with one Ukrainian and three Mexican students. The lesson was about blending sounds. The teacher began by greeting the students and ensuring they responded in English. Since the class was running a little behind schedule due to a five-minute delay, she immediately started the lesson without a hook or clear learning objectives, which wasn’t a major issue because the lesson was a continuation of the previous day's lesson. She used direct instruction to review the lesson. The booklet and final writing assessment functioned as the teacher's scaffolding to solidify the sound blending skills.

 The teacher paid close attention to each student and ensured that her students participated in class conversation. Watching her various teaching strategies in tackling the blending sounds lesson was particularly useful. She integrated all four listening, speaking, reading, and writing skills into engaging activities, transitioning smoothly between them in only 30 minutes without overwhelming the students.

One culturally relevant teaching strategy was encouraging the students to speak even if they had to use their own language. She would introduce new words to her students in Spanish, such as “despertar” for wake up and “dormir” for sleep. To support her Ukrainian student, the teacher relied on Google Translate for both general communication throughout the lesson and specific situations, like translating his complaint of having a toothache and directing him to the nurse. While the teacher did not use specific bilingual or multi-lingual activities, she clearly used translanguaging as a pedagogical practice as described by Gollnick and Chinn in which “the linguistic repertoire of the students goes beyond that of the language practices in the classroom.” Both scholars believe translanguaging is “the most important language practice of bilinguals in the 21st century.” In addition, they define it as “the ability to use language fluidly, to translanguage in order to make meaning beyond one or two languages through the many media and technology that are now available.” It is particularly important for this beginner level, in fact, “critical for emergent bilinguals.” Furthermore, translanguaging supports “the ability to have multiple identities,” which increases their self-esteem and allows them to be creative in their own language and the second language.

1. **What have you learned from this observation that relates to your current TESOL class?** Discuss two strategies from your current course work and readings that were evident in this lesson. Was there a section where learner engagement and student understanding could be improved? (Approx 150 words)

The teacher ensured all students had a turn and the opportunity to respond. She was inviting, encouraging, and welcoming. The learners were absolutely engaged-- both active participants and listeners. They wanted to share stories, which the teacher allowed only twice because it seemed one of the students wanted to waste time talking about a past injury unrelated to the lesson.

It was clear from the lesson and our one-on-one discussions that the teacher was extremely supportive of her students. She talked to me before starting her class, expressing her deep concern about the Ukrainian student. She knew everything about this student’s background and the barriers he faced in learning English. She had tried connecting with his family, who knew very little English. He had moved to three different countries in the past two years and stayed a few months in each before ending up in her class last year. Therefore, he has struggled to learn a new language every time. She would not give up on him and tried different teaching strategies with him. Based on Gollnick and Chinn’s concepts of multicultural education, a teacher must be confident that all her students can learn by holding high expectations for their academic achievement and pushing them to develop their potential. She genuinely desired to support him by contacting his parents and working together on an individualized learning plan. She did not share more details with me about this plan. She, however, failed to get support from the school district. She was not content with the little help the district provides ELL students in general, especially since she believed he might also have a learning disability.

***Connecting to TESOL Classwork***

1. **Discuss in detail the learner engagement of this particular lesson.** (Approx 100-200 words)

The students were active listeners and participants in all the classroom activities. They liked singing along with the first video while making the short vowel sounds and using hand gestures. The second video was called *Rap Our Letter Sounds*, so they tried to rap along with it. They similarly enjoyed reading a story called *Kim, the Bug*. The teacher started with critical thinking questions that increased their engagement, such as what was on the cover, how they knew the bee was a female, and what the speech bubble meant. During reading, they paid attention to the letter sounds and followed each other’s reading by putting their fingers on the letters as they read. When the bell rang, they exclaimed that the class was short that day. It was not short, but they were unaware of the time because they were having too much fun.

1. **Were there informal assessments (checking for understanding) during this lesson that prove understanding and clarity on the part of the student**? Describe these assessments in detail. Were they stressful? What additional assessments could you add if you were the teacher? (Approx 100-200 words)

The teacher cleverly integrated informal assessments throughout the lesson, evaluating all four language skills (reading, writing, listening, and speaking) without creating any stress for the students. For the first assessment, students gathered around a table with a small blending board. She would randomly change CVC (Consonant -Vowel- Consonant) cards, and the students would take turns reading them aloud. In the next assessment, she handed each student a phonics book and asked questions related to the pictures, such as why the bee was a female (because she was wearing a bow on her head) and what the bee was doing on page 3. She would then act out the word. If the students struggled, they could use Spanish or Ukrainian, which promoted inclusivity. Finally, they reread the CVC words they had practiced earlier but independently this time.

Another assessment required students to write three spaces on a small markerboard. She then dictated CVC words like "dog" and "mat." Students wrote the word down, each letter filling an empty space. After finishing writing the words, they had to put them in sentences. For example, a student wrote, “The dog is on the mat.” This was an excellent lesson that I would absolutely use in the future. However, I would probably add matching sound worksheets with pictures as they effectively reinforce vocabulary and pronunciation. Certainly, the teacher’s focus was clearly on pronunciation only. I think an additional element could be added to strengthen the lesson.

***Things to Remember***

1. **Is there something from this observation that really stands out?** Give two or more examples and justify your reasoning. (Approx 100-200 words)

This teacher effectively managed classroom time because her lessons were highly organized, a result of excellent planning.
I was impressed by her ability to integrate various activities in a single class period while ensuring the students’ comprehension. The activities remarkably addressed all four skills and maintained a smooth transition. I initially doubted that a beginner level could handle such a variety, but the activities clearly reviewed and reinforced the lesson to address different learning styles such as visual, auditory, musical, and kinesthetic (movement).

Instead of directly pointing out the students' mistakes, the teacher made them correct their own mistakes. She repeated the letter sound, raised her blending board, and encouraged the students to compare theirs. In this way, they would have to identify the mistakes independently.

***Current Classwork***

1. **Based on the classroom environment, did you find the space the be designed to be inclusive of all learners (race cultures, special needs, genders, religions, SES, etc)? In other words, is it a culturally relevant environment (reference videos and article from this week to support your response)**. (Approx 100- 200 words)

 The class did not discuss culturally specific topics due to the students' limited English proficiency and time constraints. It was also the last week before the end of the semester. The teacher used Google Translate to assist the Ukrainian student. Recognizing the importance of building upon existing knowledge, she encouraged them to use their native language when they could not find the English equivalent. Additionally, she herself used words like nombre, desepertar, and dormir to introduce the new words.

She embraced the idea that everyone is an educator. By asking students the meaning of a picture in their native language, she acknowledged their cultural knowledge and demonstrated her willingness to learn from them, echoing Jeffrey Dessources' notion that “everyone can teach, young or old.”

The teacher exemplified culturally responsive teaching in several ways.[[1]](#footnote-1) First, she built bridges by connecting lessons to students' lives. For instance, when the baby sister of *Kim, the Bug* was introduced in the reading, she inquired if students had siblings, creating a connection to the text and “a culture of care and positive personal regard.” Her support for struggling students and making them feel capable aligns with the culturally responsive teaching principles: reinforcing academic development, accommodating learning differences, and maintaining a firm yet caring classroom environment.

References

Deem, J. (n.d.). *7 principles for culturally responsive teaching*. prezi.com. <https://prezi.com/lbllq9f3umum/7-principles-for-culturally-responsive-teaching/>

Dessources, J. (2018, May 8). *Trilledu: Culturally responsive pedagogy... | Jeffrey Dessources | tedxnewjerseycityuniversity*. YouTube. <https://www.youtube.com/watch?v=4KrxfcW7Irg&t=172s>

 Gollnick, D. M., & Chinn, P. C. (2021). Lecture 4: Language. In *Multicultural Education in a Pluralistic Society.* (11th ed.). essay, Prentice Hall.

1. From the 7 Principles for Culturally Responsive Teaching [↑](#footnote-ref-1)