# '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?

## 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?

## 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?

## Materials

Interesting realia?
Charts/Graphs/Visuals?
Culturally Relevant Posters?
Adapted Technology?

# Observation 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
- Sit quietly and do not disturb the class while observing
- Bring the **"Things to Notice"** sheet to help guide your observation
- Final observations must be typed
- Students must complete a minimum of four (4) observations to include in the final portfolio class
- One in-person observation will be done in EACH core class
- One of the observations may be done observing an online class (these URL's will be provided by your teacher)
- A recommended observation time is 25 – 50 minutes

➢ **Name:** Maria Kang

➢ **Class:** EDUCX 425.02 Cultural Perspectives and Teaching Methods

➢ **Date:** April 15, 2026

➢ **In- person or online (include URL if online):** In person

➢ **Class subject observed:** English Literature

# TESOL Certificate Program UCLA Extension

*Classroom Observation*

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- **Class level:** Should Foreign School - High School 12th Grade
- **Teacher's name:** Lychelle Bruski
- **Amount of time in observation:** 70 minutes

## General Notes While Observing

**Take *notes* during your observation.**
**Use the *Things to Notice* sheet for guidance.**
Pay particular attention to: Notes attached

- Learner Engagement:
- High Quality Lesson:
- Teaching Strategies and Lesson Delivery:
- Materials:
- Classroom Environment:

# Essay Response

Answer the questions below.

***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? Ms. Bruski's teaching style exemplified Prezi's 7 Principles for Culturally Responsive Teaching wherein I saw how "Affirming students in their cultural connections and being personally inviting" was successfully carried out. Even before the start of class, Ms. Bruski was establishing a welcoming classroom atmosphere by speaking with the students about their day. She was up to date on current trends and knew the students' interests so she followed up on information they had shared with her previously. Since this class was second to last before the IB exam, Ms. Bruski provided a pragmatic lesson plan which she also shared in Google Docs and displayed on the screen. She also provided previous sample IB exam questions and answers via Google Docs for students to take a look at after discussions.

2. **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? Ms. Bruski's rapport with her students fostered Katherine Carlton's position that "schools don't exist in a vacuum". Ms. Bruski's interest in her students' life was clearly evident and the students reciprocated her sincerity. This human connection in education is exactly what Steve Pemberton had discussed in his Ted Talk. The only improvement that can be

administered is utilizing a different card game to exercise reading comprehension. Even though the students are in an international school setting, the students did not know "Apples to Apples" and "Cards Against Humanity" that are more familiar to students in the US. Due to this cultural difference, Ms. Bruski had to spend over 10 minutes explaining the rules of the game.

***Connecting to TESOL Classwork***

3. **Discuss the learner engagement for this lesson.** The learner engagement was excellent primarily because the lesson was in preparation for the upcoming IB exam. Being Seniors, the students were mature and focused. Providing former test questions and sample answers after class discussions was an effective method in ensuring student participation. If the resource was made accessible prior or during the discussions, the students would not have been as engaging.

4. **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? The method used to check the students' comprehension was playing Apples to Apples and Cards Against Humanity which were modified to include content from the reading materials. However, as I mentioned above, the students were not familiar with these card games. As a result, Ms. Bruski had to spend some time explaining the rules of the games which detracted from the flow of the class. After class, Ms. Bruski and I spoke about how she was surprised the students did not know the games. I explained that these types of card games are more common to students in the US. For example, my teenagers know games like this including Uno, Clue, and Life, only because they previously lived in the states while their friends in Korea don't know them.

***Things to Remember***

5. **Is there something from this observation that really stands out?** With your example/s, justify your reasoning. Ms. Bruski's relationship with her students really stood out because she was culturally in tune with the students' generation. For example, she and a few students were talking about Coachella before the start of class. As Seniors preparing for the upcoming IB exams, they first walked in tired and restless. However, speaking with the students about their interest really brightened up the classroom environment. Also when Ms. Bruski provided previous IB exam question and sample answers via Google Doc to the students, she personified the co-conspirator that Bettina Love spoke about. Instead of having the students search for the study resources on their own, she actively supported their exam preparation.

***Current Classwork***

6. **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?** Explain. The three books that were reviewed in preparation for the IB exam were: 1) Human Acts, 2) Drive your Plow Over the Bones of the Dead; and 3) Cyrano de Bergerac. Comparing and contrasting these works not only have cultural significance in themselves but correlating them to the sample IB exam test questions was truly impressive. Besides intellectual analysis, review of the underlying themes in the book naturally fostered discussion about cultural perspectives. The students shared their personal thoughts about the key concepts that derived from their funds of knowledge. Most students shared similar views and Ms. Bruski did a great job in facilitating the discussion from a different perspective for students to consider.