

[2] **Micro-Teaching:** (500 points) Microteaching is a system of controlled practice that makes focusing on specific teaching behaviors and practicing teaching under controlled conditions possible. Competence in one skill is developed before proceeding to another skill. Collaborative Assessment Log (CAL) is part of this assessment. Each course participant will complete three microteaching episodes.

**T**he basic elements of microteaching include the teacher; the micro class of usually four or five pupils; a short lesson of five to 20 minutes; and predetermined objectives, which have been stated for the particular microteaching occasion (Allen & Eve, 1968). You can apply these seemingly limited parameters to purposes ranging from training to diagnostic evaluation to experimenting with innovation.

In creating a microteaching setting, **five essential conditions** are combined:

1. Actual teaching takes place.
2. Complexity of the normal teaching situation are deliberately reduced.
3. Focus is on practicing instructional skills or techniques of teaching.
4. Methods of feedback and supervision are structured into the training situation.
5. Feedback focuses one to two aspects of performance to determine next steps in the next microteaching.

Microteaching involves a learning curve. You are asked to gain mastery of the components of explicit instruction and use this high-leverage practice (HLP) to teach literacy content using an evidence-based practice (EBP). Each step of the process will be thoroughly explained and then modeled before you complete the process. In addition, you will receive feedback each step of the way. We want you to pay attention to your experience of learning these new skills as an opportunity to enter an empathetic space about how you learn, as well as how your students learn new material and content. Because you will begin your microteaching in just a few weeks, you will need to begin planning almost immediately. The first few lessons will directly prepare you to for writing goals and objectives, lesson planning, teaching, reflecting, and using collaborative assessment. Last year, with each new iteration of microteaching, our candidates grew in confidence in their planning and teaching. They also developed their facilitation skills.

We will use “exit slips” as a way of capturing some of your reflections about how you are learning along the way. I will ask you to answer questions such as the following: Was I able to implement the components of explicit instruction? What did I notice about the affect of my students? What did I notice that was difficult in using the activity? What could I have done differently? These and other questions will help us gain new knowledge about the teaching process.

There are four phases in a microteaching episode:

1. **Planning:** Lesson planning involves a series of steps that include a learning segment; lesson objectives; assessment procedures (e.g., data collection); what the teacher/student will do before, during, and after; a communication skill; generalization and self-directed learning; materials; and a commentary.
2. **Video Recording:** During this phase, teams engage, provide opportunities to practice, and target 12-17 minutes for microteaching. During face-to-face encounters, the videographer uses the teacher’s smart phone to record the microteaching. In a virtual context, the application should provide recording capacity.
3. **Reflective Commentary:** Once the microteaching has been recorded, the teacher completes the reflective commentary on his or her own. This document is a minute-by-minute description of what is happening during the teaching, documenting what the teacher was doing and how students were responding. In a second column, students make meta-cognitive links to principles of learning, theory, and research.

4. **Collaborative Reflection:** In the final phase of microteaching, the participants work through a series of reflective prompts. If helpful, the teacher can select a two-minute clip of video. Peers review the clip with the teacher and provide in-depth feedback using the CAL as a guide for reflection.

The following Concept Map on Microteaching may help to explain the phases of the process visually.

<p>Microteaching is a system of controlled practice that makes focusing on specific teaching behaviors possible  (Allen &amp; Eve, 1968)</p>	<h1>MICROTEACHING</h1> <h2>A Pedagogy of Enactment</h2>			<p>Purpose:</p> <ul style="list-style-type: none"> <li>• Training</li> <li>• Diagnostic Evaluation</li> <li>• Experiment with innovation</li> </ul>
<p><b>PLANNING</b></p>	<p><b>TEACHING</b></p>	<p><b>REFLECTIVE COMMENTARY</b></p>	<p><b>COLLABORATIVE ASSESSMENT</b></p>	
<ul style="list-style-type: none"> <li>• Identify and prioritize long- &amp; short-term learning goals</li> <li>• What you do before, during, and after</li> <li>• Communication skills, self-directed learning</li> <li>• Data collection, recourses, EBPs, and HLPs</li> </ul>	<ul style="list-style-type: none"> <li>• 10-20 minutes of instruction</li> <li>• Selected content area</li> <li>• EBP</li> <li>• HLP</li> </ul>	<ul style="list-style-type: none"> <li>• Individually, teacher completes analysis of the recorded teaching, asking, “What was I doing and how were students responding?”</li> <li>• In a separate column, make connections to principles of learning research</li> </ul>	<ul style="list-style-type: none"> <li>• Who struggled?</li> <li>• What part was problematic?</li> <li>• Misconceptions?</li> <li>• What practical experiences will help?</li> <li>• How will you use what you learn about your students?</li> <li>• Collaboration: celebrate/concerns?</li> <li>• Next steps</li> </ul>	
<ul style="list-style-type: none"> <li>• Allen, D. W., &amp; Eve, A. W. (1968). Microteaching. <i>Theory into practice</i>, 7(5), 181-185.</li> <li>• Fisher, D., Frey, N., &amp; Hattie, J. (2016). <i>Visual learning for literacy</i>. Thousand Oaks CA: Corwin Literacy.</li> <li>• Gaudin, C. &amp; Chalies, S. (2015). Video viewing in teacher education and professional development: A literature review. <i>Educational Research Review</i>, 16, 41-67.</li> </ul>		<p>How do we know we have learned this?</p> <ul style="list-style-type: none"> <li>• Actual teaching takes place.</li> <li>• Reduced complexity of typical teaching.</li> <li>• Focus on specific task: practice skills, technique, mastery, demonstration.</li> <li>• Feedback from multiple perspectives.</li> <li>• Evaluation focuses on translation into actual practice.</li> </ul>		

### Three Microteaching Episodes

In a recent study, Dr. Doyle and I examined how candidates developed expertise during microteaching. Not surprisingly, candidates developed their skills quickly, and they changed as teachers over the course of completing multiple microteaching episodes. In the beginning, candidates were cautious about receiving and providing

feedback to and from their peers. They quickly learned, however, that we are all about helping each other improve. We are not trying to catch mistakes – *gotchas*. Based on our findings and understanding about how people learn, we have developed specific learning goals for the microteaching episodes and have outlined them below. Not only will you learn by doing, but you will also learn by watching your peers teach.

At the beginning of the microteaching process, we will form small microteaching teams. These teams will remain the same throughout the microteaching process and may be different than other teams you find yourself in during the semester. Two especially important areas of the microteaching process require feedback. The first area of feedback is concerned with goal/objective writing along with planning for data collection. These skills are fundamental teacher skills and even more so for special educators. Goals and objectives have specific characteristics. We will spend time mastering these elements before beginning the first microteaching. Data collection is another aspect that requires special training. Yet another area of special feedback occurs during the collaborative assessment phase. During this phase, the CAL will guide our discussions about what we are noticing in our teaching experiences. We have noticed that what candidates pay attention to while teaching and reflecting changes as they grow in confidence in their ability to examine teaching and students’ learning.

1. **Microteaching #1:** The first microteaching roughly parallels a chapter that we will study in our text book related to surface learning (pp. 36-70). This first episode of microteaching is your first exposure to the microteaching process and requires recall and some literal interpretation. The goal is to help you acquire the basics of microteaching as well as the fundamental aspects of a HLP and an EBP.
2. **Microteaching #2:** The second microteaching roughly corresponds to our chapter on deep learning (pp. 73-104). During deep learning, learners seek interaction with content and ideas. Learners are beginning to integrate existing knowledge with newly assimilated knowledge. During this second episode we are learning to makes sense of complex ideas, which requires that we use metacognition, self-regulation, and self-questioning skills.
3. **Microteaching #3:** The third microteaching roughly corresponds to our chapter on transfer learning (pp. 106-131). During transfer learning, we increase in our ability to detect similarities and differences. We draw on our knowledge base to perform tasks in new ways and in different settings. We organize our conceptual knowledge, problem solve, and provide more meaningful feedback.

Figure 1.2 Developmental Phases of Microteaching

<h1>Microteaching</h1>		
Surface	Deep	Transfer
<ul style="list-style-type: none"> <li>• HLP</li> <li>• EBP</li> <li>• First Exposure requires recall and literal interpretation</li> <li>• Acquisition and consolidation</li> </ul>	<ul style="list-style-type: none"> <li>• HLP</li> <li>• EBP</li> <li>• Deep learning that seeks interaction with content and ideas</li> <li>• Acquisition and consolidation</li> </ul>	<ul style="list-style-type: none"> <li>• HLP</li> <li>• EBP</li> <li>• Ability to detect similarities and differences, can draw on knowledge base</li> <li>• Small leaps and bridging to other areas of knowledge</li> </ul>
<b>Developmental sequence of microteaching episodes</b>		

Leveraging prior learning, building vocabulary, summarizing, mnemonics	Concept mapping, discussion, self-questioning, close reading, feedback	Organizing conceptual knowledge, problem solving, feedback
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## Frequently Asked Questions

### FAQ: HLP & EBP

**Question: How will I know which HLP and EBP to select for my microteaching episodes?**

**Answer:** We will work this out together; however, here are a few guidelines we will use. First, knowing that many HLPs and EBPs exist is important. We will focus on one HLP in particular – HLP #16 – *Explicit teaching*. You will likely include other HLPs, but this one will be the subject of intense learning for all of us. We will complete some learning modules about explicit instruction. In addition to HLP #16, you will select one of the EBPs in our text book and use explicit teaching to teach that particular strategy.

**Question: What is the difference between an HLP and an EBP?**

**Answer:** While not an easy response, the basic answer is that we use HLPs to teach an EBP. Let's say I want to teach the EBP of *summarization*. Summarizing something is a complex skill that has many parts that need mastery to achieve. To teach the skill of summarization, I would use an HLP such as explicit instruction in which I would explain the concept of summarization, model how to summarize, provide ample guided practice with immediate feedback, and eventually provide opportunities for independent practice. In this example, I used explicit teaching (an HLP) to teach summarization (an EBP). Don't worry; you will get used to this language! The following Venn diagram from our colleagues in Arizona helps delineate the similarities and differences. As our friend Jeni Huber was quoted saying, "No HLP stands alone, but instead, effective teaching is an orchestration of multiple HLPs during the execution of an EBP."

Figure 2: Venn Diagram of HLP and EBP distinctions

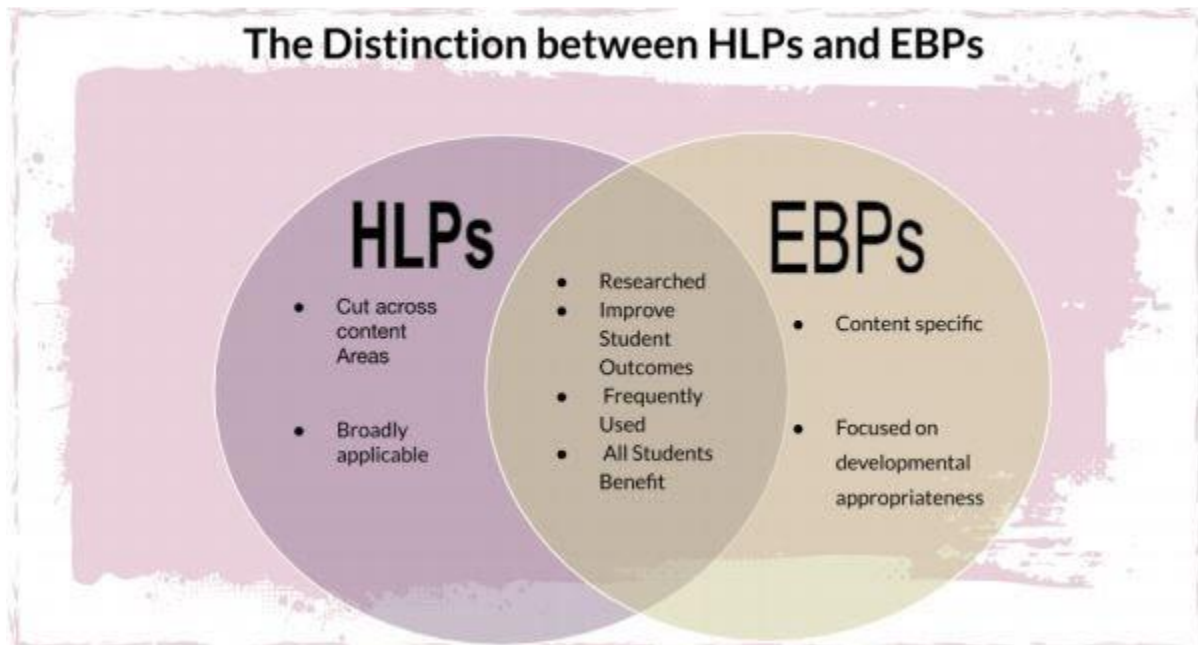


Diagram from Beth Hoffman. Arizona CEEDAR Group

**Question: How will our group determine which HLP and EBP to learn?**

**Answer:** Each group will make sure they are using different HLPs and EBPs to create more exposure to various practices. By watching your peers teach different EBPs, you will learn them vicariously because you will be their students.

**Question: Do you have any special requests?**

**Answer:** Yes, thank you for asking. I request that one person from each small group select reciprocal teaching as the EBP practice they will use for all three of their microteaching episodes.

**Question: Do we need to complete any learning modules before our first microteaching?**

**Answer:** Below are the links for the modules you will complete before the first microteaching. This list does not include the special readings we will complete using interteaching.

IEPs: Developing High-Quality Individualized Education Programs: [IRIS LINK to Module](#)

- HLP #16: Explicit Instruction [LINK](#): (you will complete a modules guide while you watch this video)
- Module 5 Part 1 [LINK](#)
- Module 5 Part 2 [LINK](#)
- Module 5 Part 3 [LINK](#)
- Intensive Intervention Explicit Instruction Course [LINK to Module 5](#)

**Question: What forms to we need to use to complete our Microteaching?**

**Answer:** You will complete four forms. We will work through each one of them. I have included the following forms below: (a) learning segment template, (b) lesson planning template, (c) reflective commentary, and (d) the CAL.

**Learning Segment Template**

<b>Learning Goal:</b>	
<b>Standard:</b>	
<b>Short-Term Objective:</b>	<b>Specific Supports:</b>

**Lesson Planning Template**

<b>Lesson objective with measurable criteria</b>		
<b>Assessment tools and data collection procedures</b> (data collection sheet included)		
<b>What teacher does:</b>	<b>What student does:</b> engagement <b>Assessment:</b> evidence of learning	<b>Contingencies:</b>
<b>Before:</b> How will you gain student attention, activate background knowledge, pre-teach as needed?		
<b>During:</b> How does student self-monitor (e.g., text connections, content clues, graphic organizers)?		
<b>After:</b> How did student remember learning and integrate into existing knowledge?		

<b>Communication skill and planned supports</b>		
<b>Plans for generalization or self-directed learning</b>		
<b>Resources &amp; materials modifications/accommodations</b>		

Reflective Commentary

<b>Min</b>	<b>What is happening in the video? What are you doing, and how is the student responding?</b>	<b>Links to research and theory</b>
1		
2		
3		

Collaborative Assessment Log (CAL)

<b>Candidate:</b>	<b>Grade Level:</b>	<b>Number of Students:</b>
<b>Mentor Teacher:</b>	<b>Date:</b>	
<ul style="list-style-type: none"> <li>Did all of the students meet the learning objectives? Explain the evidence for your response.</li> </ul>		
<ul style="list-style-type: none"> <li>If not, which students struggled?</li> <li>What part of the learning experiences was problematic or challenging?</li> <li>Did students share misconceptions or gaps in their prior knowledge that caused problems?</li> <li>What practical experiences will help these students meet the learning objectives?</li> </ul>	<ul style="list-style-type: none"> <li>What did you learn about the students?</li> <li>How will you use this new knowledge about your students to plan future learning segments?</li> </ul>	<ul style="list-style-type: none"> <li>Reflecting on your placement and levels of collaboration, what can you celebrate, and what are the areas for improvement?</li> </ul>
<ul style="list-style-type: none"> <li>Candidate's next steps</li> </ul>	<ul style="list-style-type: none"> <li>Mentor teacher's next steps:</li> </ul>	