

# **Instructional Strategies: Micro-teaching**

Wednesday 8:15-9:00pm

Saturday 9:00 am – 12:15

In this strand, we will develop our skills around particular instructional strategies. These may be elements of a larger lesson, and are not meant to stand alone. Intentionally keep in mind what you have learned about *how people learn* when you design your lessons.

Each Saturday morning you will be teaching something to your colleagues using the instructional strategy of that week. The Wednesday 10 days before that session, we will review key ideas about that instructional strategy and create a feedback document that includes those key ideas. The 10-day lag time is to give you enough time to carefully prepare your teaching.

## **Instructional Strategy by the Week**

Week 1: Eliciting Students' Ideas

Week 2: Concept Teaching

Week 3: Presentation & Discussion to refine ideas (Group 1)

Week 4: Presentation & Discussion to refine ideas (Group 2)

Week 5: Workshop on Groupwork (no teaching today)

Week 6: Teach using some element of Groupwork

## **Readings and Preparations**

As you do the readings and preparations (that are described under the weekly sessions), remember to do the following:

1. Have the readings completed on the Wednesday 10 days prior to teaching that section
2. Read those portions closely and take careful notes. In particular, take notes on:
  - i) the purpose for using this instructional strategy and the appropriate times to use it
  - ii) the sequence of events in this instructional strategy (what comes first, next, etc.)
  - iii) important features of the steps or strategy (things you want to make sure to do)

You need to come to class prepared with notes that highlight important features of the day's instructional strategy. On Wednesday, you will have 45 minutes to discuss the readings and prepare a feedback form that you will use with each other in your group. Your discussion and feedback forms will guide your work together. Your group members need to be able to rely on you having done these readings and preparations.

### Learning about each Instructional Strategy

#### **Week 1: Eliciting Students' Ideas**

Eliciting Students' Ideas through writing, small and large group discussion  
*As you help students enter into new, complex ideas or concepts, it is important to elicit their current ideas prior to having a learning experience that is meant to deepen or change their current understanding. This elicitation is both about pre-assessment as well as "activating prior knowledge." It needs to be done in such a way that you are not correcting their thinking, nor are you suggesting that all of their ideas are correct. There is an element of "that is what you think... let's just see if that holds true when we learn more about it." So eliciting their ideas heightens their awareness of their current thinking, of a range of possibilities (that come from their colleagues), and a sense of curiosity and wonderment.)*

#### **Versions of Eliciting Students' Ideas**

- "Do now" and discuss, then the "Do now" is meaningful or complex
- KWL charts
- Solving a complex problem individually then discussing
- Creating an initial version of a larger question (drawing a map of the world without looking at a map, creating a timeline of historical events in a region and period, describing a process they believe to be true)
- Looking at a complex question and discussing initial ideas
- Looking at a piece of art, an incorrect explanation, an incorrect solution, an awkward sentence, an incorrect claim and discussing initial ideas
- Pre-reading strategies that are about anticipating what the reading is about (by looking at illustrations, titles, tables of contents, book covers)
- Writing a provocative statement on the board that is relevant to upcoming learning

#### Resources for learning about Eliciting Students' Ideas:

Science including frameworks and video:

[http://tools4teachingscience.org/tools/discourse\\_tools/elicite.html](http://tools4teachingscience.org/tools/discourse_tools/elicite.html)

KWL: <http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html>

Preconceptions: <http://www.apa.org/education/k12/student-thinking.aspx>

*Teaching through text (McKenna & Robinson, 2006, pp. 94-98)*

**Potential candidate misconceptions:**

This is not useful for routines, like Number talks or SRA. It is useful for moving into new concepts and more complex ideas or problems

**Feedback foci during teaching:**

- To what degree was the question or task complex and/or engaging to stimulate discussion?
- To what degree did each person have to engage in the question or task?
- How did the teachers' questions, body postures, and gestures communicate an invitation for discussion of ideas (as opposed to using IRE questioning patterns that focused the attention on the student getting the right answer and the teacher evaluating its correctness)?
- Did the teacher effectively record students' ideas when appropriate, while making it clear that these are just ideas that have not yet been evaluated or checked for correctness?

**Week 2: Concept Teaching**

Resources: Arends Chapter 9 - "Concept Teaching" (on Moodle)

**Week 3 & 4: Presentation & Discussion to refine ideas (Group 1 will teach on week 3, Group 2 on week 4)**

*Note: These two instructional strategies are being placed together because the kind of discussion we want you to practice here is about refining students' understanding of newly learned ideas. So you have to do some kind of presentation in order for there to be a legitimate discussion.*

Resources on Presentation:

Everyone read: Arends Chapter 8 (on Moodle)

Science folks study and prepare (Watch case videos for models):

[http://tools4teachingscience.org/tools/discourse\\_tools/making\\_sense.html](http://tools4teachingscience.org/tools/discourse_tools/making_sense.html)

Resources on Discussion:

Everyone read: Arends Chapter 5 (on Moodle)

Additional relevant resources:

Science folks study and prepare (Watch case videos for models):

[http://tools4teachingscience.org/tools/discourse\\_tools/pressing.html](http://tools4teachingscience.org/tools/discourse_tools/pressing.html)

Math (elementary and secondary): Refer to the "Orchestrating student discussions" article from Winter quarter to guide your work with leading discussions following explorations on complex tasks:

Literacy: *Teaching Through Text* (McKenna & Robinson, 2006, Ch. 10)

**Week 5: Workshop on Groupwork (no teaching today) & Week 6: Teach using some element of Groupwork**

Groupwork (Read Chapters 2 & 3 by Wednesday of Week 4. Read pp. 57-59 and Chapters 5 & 6 by Wednesday Week 5.

Elementary and Math people Read Chapter 7.

Everyone else, rather than Chapter 7, read Rachel Lotan's article on Groupworthy Tasks (on Moodle)

Also, during your practicum, please observe how status plays out when students work in pairs or groups --who gets to talk? Whose ideas carry weight?)

**Advice across all elements of teaching**

- Orient people's attention to what you are doing. Each time you do something in teaching, you need to help bring your students into the context. You are generally transitioning them from another content or another class. They need a moment to realize they are in a new space, and to begin to focus their attention on that larger area.
- You want all students engaged in the thinking, and to express your confidence that everyone is capable of the work. This suggests using strategies such as think-pair-share, reflective individual writing, randomizing calling strategies, randomizing selection strategies within small groups
- Avoid "talking at" students for extended periods of time. Make sure each student is doing something while you are talking. This might be note-taking openly or within a frame, discussing ideas with a partner, ... somehow actively engaging in ideas.
- You usually need visual cues when you are prompting them to think about something or explaining directions.
- When you give directions, don't rely on the question, "does everyone understand" to confirm their understanding. Actually check for understanding by inviting several students to repeat directions, or at least having students explain the directions to a partner and then have them ask questions if that didn't go so well.

### **Bring with you on your teaching Saturday**

- All materials associated with your teaching (don't fake it!)
- A copy of your lesson plan for each person in your group. This lesson plan needs to include the full lesson plan, with great detail on the portion of that lesson that you are teaching in this micro-teaching experience.

### **"Reflections on Teaching": To turn in on Monday's following your teaching**

- The feedback you received from your colleagues.
- A summary of the comments and insights you gained from your micro-teaching.
- Your original lesson plan with hand-written changes on it, that you would make if you were to do this again. These changes should include the rationale for why you would make those changes.

### **Teaching Schedule**

Weeks 1, 2 and 6 we will use the following schedule

25 minutes are designated for each person. This includes their teaching followed by individual reflections and group discussion about the teaching. Take a break after the 3rd person has taught. There will be 2 groups of 7, in which you will have 20 minutes each. We will reconvene from 12:00 - 12:15 for a whole group discussion about what you learned, questions, and challenges. (Consider the period of time *your* time. If you have a very very short eliciting activity, consider doing 2 of them. Elementary teachers, you might do a literacy and science one, for example. But if you do this, make certain you still have sufficient time for reflections and discussion with your colleagues.)

Weeks 3 & 4 we will use the following schedule (group 1 will teach on week 3 and group 2 will teach on week 4)

Since you are doing both "presentation" and "discussion" - you will have 55 minutes each. This includes time for set-up, teaching and debriefing and a break between teacher 2 and 3. Groups of 7, you will have 45 minutes each with a 15 minute break during the week when 4 people teach. On the week when 3 people teach, you will have 55 minutes each.

Week 5 will be a workshop on groupwork - as it is extremely complex.

## Groups

### Week 1: Discussion Eliciting Students' Ideas

Group A Room 218	Group B Room 204	Group C Room 205	Group D Room 206	Group E Room 207
<b>Christopher</b> Jose Kris Phil Adam Matthew Brianna	<b>Krystal</b> Christina LisaL Tori DanielF KellyL	<b>Claudia</b> Jim Kecia Paul Christy Sarah KellyS	<b>LisaW</b> Andrea Emily Marisa Dwayne Nick	<b>Justine</b> Amanda Michael Jessica Kat DanielM

### Week 2: Concept Teaching

Group A Room 218	Group B Room 204	Group C Room 205	Group D Room 206	Group E Room 207
<b>Christy</b> Krystal Paul Adam Claudia Jim Michael	<b>LisaL</b> KellyS DanielF Marisa DanielM Christina Matthew	<b>Sarah</b> Jessica Christopher Kat Andrea Kris	<b>Phil</b> KellyL Brianna Dwayne Emily Tori	<b>Amanda</b> Jose Nick Justine Kecia LisaW

### Week 3 & 4: Presentation and Discussion (decide who will teach on week 3 & week 4)

Group A Room 218	Group B Room 204	Group C Room 205	Group D Room 206	Group E Room 207
<b>Jim</b> Nick Christina DanielM Jessica LisaL DanielF	<b>Adam</b> Christy Kris Michael KellyL Brianna Dwayne	<b>Andrea</b> LisaW KellyS Tori Claudia Christopher	<b>Matthew</b> Jose Justine Marisa Phil Sarah	<b>Paul</b> Emily Krystal Kecia Amanda Kat

### Week 6: Groupwork

Group A Room 218	Group B Room 204	Group C Room 205	Group D Room 206	Group E Room 207
<b>Jose</b> Phil Christopher LisaW Christina Kecia	<b>Dwayne</b> Amanda Kris Marisa Tori Adam Justine	<b>Nick</b> Christy Jessica KellyL LisaL DanielM	<b>Sarah</b> Claudia Paul Krystal Andrea Matthew	<b>DanielF</b> Kat KellyS Emily Jim Brianna Michael

\* Note: The person whose name is bold (on the top of each group list) will be the one to create your group's feedback form.

## **Instructional Strategies Strand**

### **Wednesday session: Preparing for 10 days later**

#### **Final Product**

By the end of this session, each group member should be clear about elements of this week's instructional strategy. They should understand how to move forward in their lesson planning and what to include in their lesson that they will teach 10 days later. You will also have your reflection questions identified, and your leader is prepared to type them and send them to Matt Frasier for copying by the Wednesday prior to the Saturday teaching.

#### **Procedures**

Sit among group members in Room 218

Clarify who the leader is for that week. (It is the person at the top of the group list, whose name is in bold.)

(Discuss readings & plan feedback)

- Discuss the purpose for using this instructional strategy and the appropriate times to use it.
- Name the sequence of events in this instructional strategy (what goes first, what next, etc.)
- Describe the important features of the steps or strategy (things you want to make sure to do)
- Create 4-6 reflective questions you will use to provide feedback to each other on that instructional practice. One question must be, "If I was handed this lesson plan as a substitute teacher, was it written clearly and specifically enough that I could have taught it in the same way the teacher lead the lesson?"

\*Note: Each person is responsible to take notes and write down the questions.