Appendix: Microteaching Assignment

**Microteaching Assignment Prompt**

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|  | **SINGLE SUBJECT CREDENTIAL PROGRAM****MICROTEACHING FORM** |
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| **NAMES OF TEAM MEMBERS (\*NEXT TO RECORDED MEMBER’S NAME)** | **MICROTEACHING LESSON 1, 2, OR 3?** | **DATE OF RECORDED LESSON** |
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| **ESSENTIAL/GUIDING QUESTION** | **NGSS PE** | **NGSS DCI** | **NGSS CCC** |
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| **CONTENT OBJECTIVE(S)** | **LANGUAGE OBJECTIVE(S)** |

**Instructions**

This form should be completed for each Microteaching event. All sections are expected to be fully completed. Space will expand as needed. Please upload a copy of this form to the Video Analysis Tool along with your video, discourse tool, and pictures of student work (if applicable).

**Goal Setting**

Select one, no more than two, elements of ambitious science teaching to target for this microteaching event. Then determine the evidence you will look for as evidence of student learning in this lesson.

## **Elements of Ambitious Science Teaching**

* Learning is oriented around complex and puzzling phenomena.
* Students’ ideas and experiences are treated as resources for learning.
* Teachers provide varied opportunities to reason through talk.
* Thinking is made visible.
* Students construct and revise models and explanations.
* Specialized tools support talk and writing.
* Activities build toward cumulative understandings.
* Everyone is helped to participate.

## **Evidence of student learning to be collected:**

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**Target student information:**

Student 1:

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Student 2:

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# Video Analysis Guide

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|  | **Evidence of goal achievement****(written work / student talk / student performance)** | **Contributing Instruction** | **Recommended Changes** |
| **Objectives/ Learning Goals****Maintain focus on stated learning goal throughout!***Does* ***instruction*** *align with the learning goal? Does the* ***assessment*** *of student learning align with the learning goal? Does the* ***evidence*** *of student learning align with the learning goal? Does the* ***analysis*** *of the evidence align with the learning goal? Do the* ***teacher actions*** *cited align with the stated evidence and the learning goal? Do the* ***recommendations*** *made align with the evidence, analysis, and the learning goal?* | **Who learned?*****How do you know?*** | **What was learned****/ not learned?*****How do you know?*** | **Teacher Actions** |  |
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**Reflection Prompt**

Address the following questions in your written reflection. Use your analysis and the RSST to inform your response.

* What were the goals for this lesson?
* To what extent did you achieve the goals of this lesson? How do you know?
* What was something interesting one of your target students said, did, or wrote? Explain why it was interesting.
* How did your instructional or curricular choices contribute to the learning of the target students?
* What was the most important decision you made in this lesson? Why was it so important?
* What might you differently (or the same) if you teach this lesson again to similar students? Why?

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