

Getting Started with Micro-Teaching:

A non-evaluative, teacher-driven, observation practice.

"Traditional" Observation	Micro-Teaching
<ul style="list-style-type: none"> Often focused on teacher actions (what the teacher is doing or saying in the lesson). Debrief is often observer-driven; focused on observer feedback and what they perceived as they watched the lesson. Can focus on an entire objective or lesson. Often done through an in-person visit from an administrator or coach. 	<ul style="list-style-type: none"> Focuses on teacher actions AND evidence of student learning. Debrief is often teacher-driven; teacher drives the conversation by sharing his/her strategies, observations, wonderings, or next steps. Often focuses on one small moment or specific strategy that is chosen by the teacher. Often video recorded. This video is central to discussion and an active debrief between both parties.

Micro-Teaching is traditionally centered around a **video observation**, but it can also be used with an **in person peer observation**. Either format can work, depending on your needs and preferences!

- Advantages of video observation can include: no coordination of schedules needed, ability to view your own teaching or rewatch multiple times, can be less distracting to students (no additional adults in the classroom)
- Advantages of in-person observation can include: no technology needed, no permission for student filming needed, provides an additional perspective "in the moment."

A Micro-Teaching Debrief Session: How Can it Look in Action?

- The observed teacher starts the conversation
 - Provide *background* on what is happening in the observation snippet
 - Identify a *moment of focus* or a *question*



Remember: Keep your overview as objective as possible! Try to avoid inserting moments of self-criticism.

Before: Possible Observed Teacher Prompts

- As you watch the clip, I want you (the observer) to notice/think about...
 - I want you to be aware that...
 - I'm wondering about...
- Watch the video clip together (or discuss what occurred if doing a peer observation)

During: Possible Observer Prompts

- How do you feel _____ went? Why?
- How was this moment different from (or the same as) what you anticipated?
- I like that you brought up the idea of _____. Where would you go next with that idea?
- What I'm wondering is...
- What tools do you find yourself relying on in this moment?

- Identify next steps

After: Possible Prompts

- What do you want to try next time? Why?
- Strategy share: What else might work here? What could we implement or try?
- What might be the impact of this change? What else do you wonder about?



Remember: The role of the observer in Micro-Teaching is less about telling your observed pros and cons to the teacher. The goal is to *question* in a way that *drives collaborative discussion* and pushes teacher thinking towards next steps.

- Re-plan and re-teach, incorporating new strategy or next steps discussed
 - Take time to debrief or reflect on how it went!

Want more info? [This article](#) has more information on Micro-Teaching and a video example of a Micro-Teaching session between two teachers.