Getting Started with Micro-Teaching:
A non-evaluative, teacher-driven, observation practice.

How Can Micro-Teaching Differ from a “Traditional” Observation?

<table>
<thead>
<tr>
<th>“Traditional” Observation</th>
<th>Micro-Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often focused on teacher actions (what the teacher is doing or saying in the lesson).</td>
<td>Focuses on teacher actions AND evidence of student learning.</td>
</tr>
<tr>
<td>Debrief is often observer-driven; focused on observer feedback and what they perceived as</td>
<td>Debrief is often teacher-driven; teacher drives the conversation by sharing</td>
</tr>
<tr>
<td>what they watched the lesson.</td>
<td>his/her strategies, observations, wonders, or next steps.</td>
</tr>
<tr>
<td>Can focus on an entire objective or lesson.</td>
<td>Often focuses on one small moment or specific strategy that is chosen by the</td>
</tr>
<tr>
<td>Often done through an in-person visit from an administrator or coach.</td>
<td>teacher.</td>
</tr>
</tbody>
</table>

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.