

Micro Teaching Reflective Packet

Organization

The packet should be organized in the following order:

1. Self-analysis of lesson (3 to 5 pages typewritten, double spaced)
2. Original UDL lesson plan with any handouts used during the lesson
3. Feedback forms from peers

Self-Analysis of Lesson

Consider carefully the lesson you taught and ask yourself the following questions:

1. Which aspects of the lesson were effective and why? Accommodations?
2. Which aspects were less effective and why? Accommodations?
3. What were some of the comments shared by your peers and your thoughts regarding them? Impressions from watching yourself on video?
4. What are your overall thoughts and feelings of this microteaching experience?

Write a thoughtful critique of your lesson incorporating the feedback from peers and your reaction to your lesson video.

Evaluation for Entire Packet

The microteaching reflective packet will be assigned a maximum of 100 points based on the following:

1. A complete packet is turned in on the due date (no later than a week following the student's presentation in class)
2. The microteaching **UDL lesson plan** is prepared in accordance with the lesson rubric (content/strategy/accommodations) (30 points)
3. The microteaching **lesson presentation** follows each of the elements outlined by the instructor (50 points)
4. The **self-analysis** is well-written and edited. Peer feedback is included in your analysis as well as your reaction to the video of your lesson and it is clear that the above questions were taken into consideration during the self-analysis of the lesson (20 points)

**** Student examples can be found at the following [website](#). Please note that no examples listed either on this web site or any other, may be copied; they are simply points of reference. Any individual involved in any form of plagiarism within this course will receive a failing grade.**

Total: _____ / 100 points

Microteaching Partner Lesson Presentation

Each student in this course will co- plan, deliver and reflect upon one micro-teaching lesson. Using the UDL lesson plan each partnership will design a 20 minute micro teaching lesson

Students are encouraged to be creative in their presentations. They may use Prezi <http://prezi.com/learn/> power point, the web, etc.; as long as they meet the instructional objective ☺ **Each partner must participate in each phase of the lesson** both in the planning portion and in the presentation portion as well. I don't expect perfection nor do I expect a complete understanding of everything you present. My job is to help, answer questions, and to clarify the information prior to, during, and after the presentation. This is a learning activity.

UDL Lesson Phases: *anticipatory set, introduce and model new information, guided practice, independent practice, wrap up, assessment*

For Full **Lesson Presentation Points** Your Lesson Should Include the Following

- Effectively implement each of the 6 core phases of a [UDL lesson plan](#) /10
- Model the use of effective UDL [accommodations](#) in each of the 6 core phases /10
- [Specific strategies](#) to support the role playing students with a disability in the lesson /10
- Incorporated at least one [metacognitive](#) strategy /10
- Utilize some form of **instructional technology** /10

Total Points for Microteaching Lesson Presentation: _____ / 50

Microteaching Class Feedback Form (Elements to be included in reflective essay)

Your Name: _____ Presenter's Name: _____

	Accommodations	Alternative Activities/Accommodations	Constructive Feedback
Anticipatory Set			
Introduction and model new knowledge			
Guided Practice			
Independent Practice			
Wrap Up			
Assessment of Student Learning – Formative and Summative			

Microteaching Partner UDL Lesson Plan

(Please ask for clarification on any element that is still unclear)

	Overview	Points
Lesson Overview	Lesson itemizes the basic elements of the lesson (title, author, subject, grade level)	1
Unit Description	Student provides a complete description of what the unit will entail, how long it will take and which UDL approaches are used.	2
Lesson Description	Student describes what will be taught in the lesson that day.	1
<u>State Standards</u>	National or local content area standards are listed verbatim with the specific section of the standard addressed in the lesson highlighted in some way (e.g., bold, underline, italics, etc).	2
Unit Goals	Student provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson over the course of the unit.	1
Lesson Goals – Objectives	Student provides an overview of the goals (and/or lesson objectives) that will be covered in the lesson that day.	2
	Methods	
Anticipatory Set	Student provides an introductory activity which stimulate his or her students' thinking about the lesson and connects the lesson to all of his or her students' prior knowledge.	3
Introduction and model new knowledge	Student completely yet concisely describes the new concept that will be the subject of the day's lesson	3
Guided Practice	Student model's various ways that their students can engage with the new content and guides them as they engage with it in various meaningful ways.	3
Independent Practice	Student are provided with the opportunity to engage with the content independently.	3
Wrap Up	Student reviews all important points of the lesson as reflected by the lesson's objectives for all students.	3
Assessment of Student Learning – Formative and Summative	Student describes an assessment plan that directly matches the lesson's objectives which address both the lesson goals and the unit goals (eg: short, formative forms and end of the unit summative assessments)	3
Materials	All materials are listed and clearly relate to the lesson.	1
Differentiated-Accommodation Strategies	Candidate provides specific instructional strategies/accommodations appropriate for all of the students in the target audience.	2

Total Points for Microteaching UDL Lesson Plan _____ / 30

Individual Self-Analysis of Lesson

After watching your microteaching video, consider carefully the lesson you taught and ask yourself the following questions:

1. Which aspects of the lesson were effective and why specifically focusing on which UDL accommodations were effective and why?
2. Which aspects were less effective and why specifically focusing on which UDL accommodations were less effective and why?
3. What were some of the comments shared by your peers and your thoughts regarding them? List specific impressions from watching yourself on video? How did these two factors (peer feedback and video) affect your reflective process?
4. What are your overall thoughts and feelings of this microteaching experience?

Write a thoughtful critique of your lesson incorporating the feedback from peers and your reaction to your lesson video. Use the following four headings to organize your paper: 1) Effective Elements, 2) Less Effective Elements, 3) Feedback from Peers and Video, 4) Concluding Thoughts.

Effective Elements					Less Effective Elements				
Student effectively addressed which aspects of his/her lesson was effective and why. He or she also specifically addressed the accommodations that helped the students participating in the lesson affectively access the content of his/her lesson.					Student effectively addressed which aspects of his/her lesson was less effective and why. He or she also specifically addressed the accommodations that could have been implemented for students participating in the lesson to more effectively access the content from his/her lesson.				
5	4	3	2	1	5	4	3	2	1
Incorporated Elements from Peers and Video					Overall Thoughts and Feelings				
Student incorporated feedback from his/her peers and specific reactions from his/her microteaching video.					Student thoroughly summed up his/her thoughts and feelings regarding the overall microteaching experience addressing each of the key phases (planning, teaching, reflecting).				
5	4	3	2	1	5	4	3	2	1

Total Points for Microteaching Lesson Reflection: _____ / 50