

Micro-Teaching Handbook For Students

Hamline University
Graduate School of Education

Master of Arts in Teaching

GED 7845: Teaching Literacy in the
Elementary School K-6

Spring, 2006

Instructor: Jean Strait
(651) 523-2981
Jstrait02@hamline.edu

Hamline University
Graduate School of Education
Master of Arts in Teaching
1536 Hewitt Avenue
St. Paul, MN 55104

Spring, 2006

To All Literacy Students,

Greetings! I look forward to being your instructor for *Education 7845: Literacy Development in the Elementary School*. A 30-hour clinical experience in an elementary literacy classroom is a requirement for successful completion of this course. The main objective of this clinical is to provide you with an environment for practice teaching in an elementary setting. Three hours of teaching sessions will occur each week and will provide you with an opportunity for the creation and implementation of lesson plans. This handbook is designed to answer any preliminary questions you might have regarding this experience.

Beginning the week of February 13, 2006 you will be scheduled to spend three hours in an elementary classroom once or twice each week for ten weeks, ending April 28, 2006. Teachers from several elementary schools in St. Paul have expressed interest in mentoring those of you participating in this course. Specific times and locations for your teaching experience will be finalized early in the term.

If you have specific questions regarding this experience, please do not hesitate to contact me. *If you will need special consideration or require a unique arrangement for this clinical, it is essential that we hear from you in advance.*

We look forward to sharing this exciting experience with you.

Sincerely,

Jean Strait
Instructor, GED 7845
Literacy Development in the Elementary School
651-523-2981
jstrait02@hamline.edu

Introduction to Micro-Teaching

The main objective of micro-teaching is to provide you with an environment for practice teaching in an elementary setting. Micro-teaching occurs prior to student teaching. Therefore, many of you will find this to be your first teaching experience in a classroom. As you begin, you will be excited, nervous, and full of questions. Please know I will be available to answer your questions. I want to provide you with the support you need to guide you through a successful micro-teaching experience.

What is micro-teaching? *Micro-teaching* means that you will be experiencing a *teaching* clinical, as opposed to an *observational* clinical. Teaching sessions will occur once each week for two hours and will provide an opportunity for you to create and implement lesson plans.

Everyone participating in this classroom experience will be students enrolled in *GED 7845: Teaching Literacy in the Elementary School K-6*. This course provides an introduction to literacy education in an elementary setting. There are three main components that are emphasized in this course: reading, writing, and children's literature. This course will help you understand the importance and interconnectedness of these three areas in the literacy development of young children. Emphasis will be placed on instructional principles and strategies thought the integration of theory and practice.

Course Goals

Five questions guide the teaching, learning, classroom interactions and assignments for this course:

- What are the major instructional approaches for teaching reading, writing, and integrating literacy instruction?
- How do we develop the concept of a balanced literacy program?
- How do we adapt literacy instruction to meet the needs of all students?
- How do we create a classroom environment that fosters learning for: culturally and linguistically diverse language users, both genders, and exceptional learners?
- How does children's literature reflect our culturally diverse world?

Throughout the course, students will develop knowledge of:

- Minnesota graduation standards
- A historical perspective on literacy instruction
- The reading and writing processes
- Strategies for activating and developing prior knowledge
- The emergent and beginning reader

- Phonemic awareness and phonics instruction
- The role of vocabulary in the construction of meaning
- Comprehension instruction
- Strategies for encouraging response to literature
- Literature circles
- Literature focus units
- The role of writing in learning
- Responding to student writing
- Writing workshops
- Writing conferences
- Spelling, handwriting, and grammar
- Assessment and evaluation in both reading and writing
- The qualities that mark excellent children's literature
- Children's literature available for use in the K-8 classroom
- Specific authors and illustrators who write for elementary children

Organization of the Micro-Teaching Experience

Beginning the week of February 13, 2006, you will be scheduled to visit classrooms once each week for ten teaching sessions, ending April 28, 2006. Specific times for your teaching experience will be worked out early in the term.

Some of you will enter your classrooms as partners. Teachers will handle this in many different ways:

- You may work with small groups of students.
- The class may be divided in half, with you responsible for teaching half of the class.
- You may co-teach a lesson.
- Or, any other organizational structure that will work in the existing classroom.

It is my hope that you will contribute significantly to the classroom environment as you work closely with your cooperating teacher and learn from their modeling.

Micro-Teaching Expectations

Expectations of the Cooperating Teacher

- 1) Share 3 hours each week with one or two pre-service teachers. Provide an opportunity for Hamline students to teach lessons, interact with your students, and gain experience in the role of teacher.
- 2) Support Hamline students by reviewing and offering suggestions on the lesson plans they write prior to implementation.
- 3) Provide feedback following each lesson.
- 4) Discuss any concerns with the supervising instructor from Hamline.
- 5) Complete a final evaluation reflecting upon what our students learn during this clinical.

Expectations of Hamline Students (often referred to as *Micro-teachers*)

- 1) Create lesson plans and submit in advance of the lesson to the cooperating teacher.
- 2) Make arrangements to receive feedback on the lesson prior to implementation.
- 3) Make adjustments to the lesson plan once feedback is given.
- 4) Arrive in the classroom early each week and come well prepared for the instructional time.
- 5) Discuss any questions or concerns with the supervising instructor from Hamline.

Expectations of Supervising Instructor:

Jean Strait, 651-523-2981

- 1) Coordinate the clinical experience.
- 2) Assist micro-teachers in their understanding of literacy education.
- 3) Model several different literacy lessons and provide an organizational framework for the lessons to be taught.
- 4) Observe micro-teachers during selected lessons.
- 5) Support cooperating teachers throughout the experience.

Weekly Classroom Visits

The first two weeks at the school will be observational weeks. This will be a time for micro-teachers to observe and learn from the cooperating teacher, the

students, and the classroom environment. During the remaining eight weeks, the micro-teacher will take responsibility for teaching the literacy lessons. The micro-teacher will be responsible for preparing and implementing lessons based upon the cooperating teacher's intended curriculum for that day.

February 13-17	Observation
February 20-24	Observation
February 27- Mar. 3	_____
March 6-10	_____
March 13-17	_____
March 20-24	_____
March 27- 31	_____
April 3-7 *	_____
April 10-14	_____
April 17-21	_____
April 24-28	_____
May 1-5	Make-up week for any missed hours.

*NOTE: Spring Break for St. Paul Public Schools, no microteaching.
If you are not in St. Paul, check individual school districts' calendars for vacation days.

Classroom Observations

As you enter your classroom you will have many questions:

- How might you describe the students in your classroom?
- What are their abilities? What special needs exist?
- How would you describe your classroom routines for literacy instruction?
- What concepts are you currently working on?
- What are your classroom management policies?
- How can I best implement the policies you already have in place?

In addition, you will be asked to carefully tune into your classroom activities by reflecting on the following questions:

What can you learn from the **cooperating teacher**?

- How does your teacher manage the reading group?
- How does your teacher begin and end a lesson?
- How are students monitored?
- What are the routines and procedures used?
- How are lessons structured?
- What teaching materials are used?
- How might you describe your teacher's "style"?
- How does the teacher maintain interest throughout the lesson?
- What effective teaching strategies are used?
- What interactions take place between teacher and student?
- How are students with diverse needs engaged?
- What kinds of positive reinforcement are given?
- How are disruptions handled?
- How are lessons assessed for learning? Formal assessment? Informal assessment?

What can you learn from observing a **reading group**?

- Why is the small group working together?
- Are all members of the group participating?
- What are the differences in the individual members' contributions to the group?
Give examples.
- What is your overall impression of the group?

What can you learn from observing **individual students**?

- Describe the student (physical appearance, background, language, skills, abilities, social interactions, attitude, motivation, self-concept, etc.)
- How is the student responding to the lesson?
- Describe the interactions this student has with other students.
- What is the quality of the student's work?
- What did the student accomplish during the lesson?
- Note other observations/thoughts.

Sample Lesson Plan

Hamline students will use the following lesson plan template as they write their literacy lessons:

Name _____ Date _____
Subject and Topic _____ Grade _____
Duration of the Lesson _____ Time of day _____

Pre-instructional Planning

Prepare Ahead:

Materials Needed: (e.g. markers, pencils, paper, books, Big Book easel, etc.)

Arrangements Needed: (e.g. What questions do you have for your cooperating teacher before you begin the lesson? Are there any special seating arrangements you need to consider ahead of time?)

Time Needed:

Creating Community: (How will you work toward creating community today? Any behavior strategies needed?)

Providing for Individual Difference: (How will you account for differences in student abilities?)

Identify Desired Understandings/Results:

List specifically what the students will be able to do at the end of this lesson.

What should students know, understand, and be able to do?

What is worthy of understanding?

Assessment:

How will you assess student understanding?

How will you know if students have achieved the desired results?

Implementation of the Lesson

Introduce and Motivate

How will you introduce the lesson in a way that will motivate the students to participate? (e.g. Ask a question, KWL, quick demonstration, read a passage or quote aloud, describe a scenario, brainstorm, recall a common incident, etc.)

How much time will be needed?

How will you transition to the next section?

Explore and Enable

What specific learning activities will the student engage in during the lesson?

How much time will be needed?

Reflect and Rethink

How will you provide an opportunity for students to reflect on the major ideas in the lesson?

How will students know if they are learning?

How will you transition to the next section?

Wrap-Up Activity

How will you end the lesson? The ending should be meaningful and connect students with the desired understandings.

Post Instructional Review

Suggestions for Revision

How will you assess your instructional performance?

Micro-Teaching Portfolio

Upon completion of this classroom experience, you will be required to turn in a portfolio summarizing and reflecting on their teaching.

There will be three components of this portfolio:

- **Lesson plans** written for five lessons taught.
- **Written evidence of reflection and self-evaluation** following each classroom visit (10 entries).
 - What went well during the lesson?
 - What would you do differently if you were to teach this lesson again?
 - What did you learn about your students?
 - What surprises or challenges surfaced?
 - What were your feelings before, during, and after the lesson?
- **Final write-up** summarizing and synthesizing the learning experience
 - Write a description of the classroom you spent time in.
 - Describe how your teacher organizes his/her literacy classroom.
 - What characteristics make this a language-rich classroom?
 - What are you learning about classroom management and discipline?
 - Tell about two or three of your best accomplishments in this classroom.
 - Describe the challenges that have been placed in front of you.
 - What have you learned about yourself as a teacher?
 - Identify what you believe to be your main strengths as a teacher.

Assessment: 20% of final grade

Assessment Criteria:

- insightful observations of the classroom, teacher, and students
- well planned lessons constructed with thought
- evidence of reflective practice
- clearly written final write-up, rich in description
- evidence of growth in understanding
- successful evaluations from cooperating teacher and Hamline supervisor

MICRO-TEACHING EVALUATION
HAMLIN UNIVERSITY
Master of Arts in Teaching

This form is used to assess the student's performance during a micro-teaching assignment. Please complete this evaluation below based on observations of the student's performance.

Student's Name: _____

Grade: _____

Cooperating Teacher: _____

School: _____

Rate the student's performance based on the criteria in the table. If the criteria do not apply to any observations, circle N/A.

Student Teacher Performance Criteria	1=Needs Work		5=Outstanding			
Understands graduation standards for the State of Minnesota and how to implement them.	1	2	3	4	5	N/A
Tailors lesson plans specific to student needs and state of development.	1	2	3	4	5	N/A
Sensitive to communication concerns. Understands the process of second language acquisition and strategies to support ESL students.	1	2	3	4	5	N/A
Designs lesson plans around students' experiences.	1	2	3	4	5	N/A
Ties lesson plans to past/present/future students' experiences.	1	2	3	4	5	N/A
Challenges students to solve problems, think critically, and take risks.	1	2	3	4	5	N/A
Encourages full group participation.	1	2	3	4	5	N/A
Fosters curiosity and encourages students to ask questions.	1	2	3	4	5	N/A
Knows how to motivate students.	1	2	3	4	5	N/A
Manages time and projects well.	1	2	3	4	5	N/A
Monitors own performance.	1	2	3	4	5	N/A
Recognizes the importance of self-assessment and reflection.	1	2	3	4	5	N/A

