

Assignment: Microteaching Lesson Plan

PURPOSE

The microteaching lesson is an opportunity to design and enact a short lesson grounded in your own interests and funds of knowledge.

More importantly, it is an opportunity to **rehearse the work of teaching**—making intentional decisions about how to:

- engage learners
- represent ideas
- structure participation

This is not about “getting it right.” It is about trying out ideas, noticing what happens, and preparing to analyze your instructional choices.

WHAT YOU WILL DO

- Design a **20-minute lesson** using the lesson planning template (link on Canvas in assignment module)
- Teach your lesson during your scheduled microteaching session
- Submit your lesson plan and materials (slides, handouts, etc.) to Canvas

DESIGNING YOUR LESSON

Your lesson should reflect **intentional decisions** about:

- **Engagement:** How will participants be involved in the learning?
- **Representation:** How will you present and make sense of ideas?
- **Participation:** How will learners talk, think, and interact?

Your lesson design should incorporate practices from course ideas such as:

- Culturally responsive teaching
 - Universal Design for Learning
 - Inquiry and discussion-based strategies
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CONSIDERATIONS FOR PLANNING

As you design, think about:

- How will you connect to participants' **funds of knowledge**?
 - How will you invite participants to **make meaning**, not just receive information?
 - How will you balance:
 - listening
 - speaking
 - thinking
 - doing
 - What decisions are you making to move beyond lecture or demonstration?
 - How will your choices shape **engagement and learning**?
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STRATEGIES TO CONSIDER:

Consider strategies that will support your students' engagement, motivation, and learning:

- Ways to draw on participants' "funds of knowledge"
 - Visual/ auditory inquiry: What do you see/ hear? What do you notice/ hear? What makes you think so? What do you notice?
 - How might you move the topic beyond a craft or simple skill? Are there ways to incorporate cultural knowledge and history into your topic?
 - How might you utilize turn-and-talks, chalk talks, discussion, or other strategies to encourage the voices of participants?
 - How will you balance opportunities for listening, speaking, thinking, and doing?
 - What other strategies will make your lesson dynamic, engaging, and learning-focused, and will "stretch" you beyond what you already know how to do?
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EXPECTATIONS

- Prepare a complete lesson aligned with the planning template

- Plan for a **20-25 minute lesson** (including transitions)
- Rehearse your lesson in advance
- Submit lesson plan and materials prior to class
- If using generative AI:
 - begin independently
 - use AI to refine your thinking

This assignment is **low-stakes and intellectually rigorous**. It's a space to try, notice, and learn.

Microteaching Lesson Plan Evaluation

- A. The lesson reflects **clear, intentional instructional decisions** across the lesson. Design demonstrates strong alignment to course ideas (culturally responsive teaching, UDL, and engagement strategies) and shows thoughtful planning for:
 - a. **Engagement** (how participants are involved)
 - b. **Representation** (how ideas are presented and made accessible)
 - c. **Participation** (how learners think, talk, and make meaning)
 - d. Instructional choices are purposeful, well-integrated, and clearly support participant learning.
- B. The lesson reflects generally intentional instructional decisions with minor gaps. Design shows alignment to course ideas, though some aspects of engagement, representation, or participation could be more fully developed or clearly connected to learning goals.
- C. The lesson shows basic alignment to the planning template, with limited evidence of intentional decision-making. Design leans more toward activity completion than purposeful structuring of learning. Connections to course ideas are present but underdeveloped.
- D. The lesson shows significant gaps in design and limited alignment to course ideas. Instructional decisions are unclear, underdeveloped, or inconsistently applied.
- E. Assignment is incomplete or does not meet expectations.