

Microteaching Analysis Assignment

PURPOSE

This analysis is not about judging how “successful” your lesson was. It is about examining your teaching as a set of **instructional decisions made in practice**.

You will:

- make sense of what you did
- analyze what happened
- consider what you would revise

WHAT YOU WILL DO

- Write a **4–5 page analysis** (or equivalent audio/video)
- Use specific examples from your lesson and peers’ lessons
- Connect your thinking to course ideas

FRAMING YOUR ANALYSIS

Begin with **1–2 sentences** that frame how you are thinking about this experience.

ANALYSIS PROMPTS

Focus on:

- what you did
- what happened
- how you are making sense of it
- What instructional decisions did you make? What were you aiming to accomplish?
- What did you notice about participant engagement? What contributed to those moments?
- How did your lesson align with course ideas (CRT, UDL, how people learn)?
- What was challenging or surprising? Why?
- What would you revise and why?
- What did you learn from your peers’ lessons?
- What are 2–3 key takeaways? Connect to course ideas

If applicable:

- How did generative AI influence your decisions?

EXPECTATIONS

- Approx. **4–5 pages** (or equivalent format)
 - Use **specific examples**
 - Make **explicit connections** to course ideas
 - Focus on **interpretation, not just description**
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EVALUATION CRITERIA

Microteaching Analysis Evaluation

- A. The analysis clearly examines instructional decisions and their effects on learning. The student uses course ideas as lenses to interpret their experience and supports their thinking with specific examples from their own lesson and peers' lessons.
 - a. The analysis demonstrates:
 - i. clear attention to what was done and why
 - ii. thoughtful interpretation of participant engagement and learning
 - iii. revision thinking (how the lesson could be improved and why)
 - iv. Connections to course ideas are integrated and deepen the analysis.
- B. The analysis addresses instructional decisions and includes relevant examples. Course ideas are used to interpret the experience, though connections may be less developed. Some revision thinking is evident.
- C. The analysis is primarily descriptive, with limited interpretation of instructional decisions. Connections to course ideas are minimal or surface-level. Limited attention to revision.
- D. The analysis shows minimal reflection and limited connection to course ideas. Focus remains descriptive with little evidence of interpretation or revision thinking.
- E. Assignment is incomplete or does not meet expectations.