
LESSON PLAN AND MICRO TEACHING DEMONSTRATION

This authentic assessment example is from an Education Unit called Approaches to Teaching and Learning from the Master of Teaching degree.

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Overview	Length/Duration	Weighting	Due
Lesson plan	Fill template with 60 minutes' worth of activities	30%	Draft: Before Session 6 of 11 Final: Day of Session 7
Micro-teaching demonstration	10 minutes	5%	In Session 6

Purpose

The purpose of this assessment task is to demonstrate the three standards of effective teaching:

1. Knowing your students and how they learn
2. Working with the curriculum
3. Providing inclusive and safe learning environments

It aligns with the following learning outcomes:

LO1: Investigate educational teaching and learning practices that contribute to positive student behaviour and learning

LO2: Articulate aspects of student development including their physical, social and intellectual needs

LO3: Engage and communicate their knowledge, understanding, and application of effective lesson plans and learning sequences

Assessment requirements

Prepare a lesson plan for a 60-minute lesson, then deliver a 10-minute segment of this lesson (micro-teaching) to a group of peers. Peers will provide feedback on the micro-teaching.

This assessment consists of the following 4 components:

1. Lesson plan

Craft a lesson plan for a 60-minute lesson using the lesson plan template on your specialisation (EMES) or key learning area (EMPE).

Your lesson plan must:

- Address at least 2 learning outcomes provided by the Victorian Curriculum
- Include learning goals that provide challenges for all students
- Have detailed descriptions of the learning activities and include timing of the tasks
- Include consideration of how you will provide a positive, inclusive and safe learning environment
- Include consideration of feedback and/or assessment for the lesson
- Cite academic sources used to complete this task using Harvard style in a reference list
- Incorporate peer feedback after presenting it to your group

2. Micro-teaching demonstration

In Session 6, you must give a 10-minute presentation of the lesson plan to a group of 4 or 5.

The presentation must:

- Clearly explain the learning goals and strategies employed
- Indicate where you should engage your learners (refer to the 5Es)
- Demonstrate a range of verbal and non-verbal communication strategies
- Include approaches that ensure equal access for all learners

3. Peer reviews

Provide feedback to each of the other members of your micro-teaching demonstration group in FeedbackFruits.

Use the rubric to grade your peers and provide constructive feedback about:

- What worked well in the demonstration
- What was unclear or missed
- What 2 or 3 things your peer could do differently to improve their presentation/teaching

4. Reflection

Once you have received feedback from your peers, include this in your reflection on your teaching demonstration (there is a section at the end of the lesson plan for this).

Instructions

1. Carefully read the assessment requirements, criteria and rubric for this task
2. Craft a 60-minute lesson plan using the lesson plan template, leaving the Reflection section empty for now
3. Submit your lesson plan to FeedbackFruits before Session 6
4. In Session 6, present your lesson plan to your peer group
5. Also in Session 6, provide feedback to your peers in FeedbackFruits
6. Incorporate the feedback you received into the Reflection section of the lesson plan
7. Submit the final lesson plan to the dropbox on the day of Session 7

Assessment criteria

Criterion 1: Planning of lesson

Criterion 2: Learning activities, including inquiry-based learning and metacognition

Criterion 3: Use of Victorian Curriculum

Criterion 4: Provision of a safe learning environment

Criterion 5: Assessment and feedback

Rubric: EED7002 – Lesson plan					
Criteria	High Distinction (80-100%)	Distinction (70-79%)	Credit (60-69%)	Pass (50-59%)	N (0-49%)
Planning of lesson (25%)	<ul style="list-style-type: none"> The lesson plan document is clear, concise and easy to follow. Lesson is 60 minutes in duration with approximate timings for each activity and due consideration for transitions. Lesson engagingly and seamlessly integrates the wide range of activities. 	<ul style="list-style-type: none"> The lesson plan document is clear and easy to follow. Lesson is 60 minutes in duration with approximate timings for each activity. Lesson integrates the range of activities. 	<ul style="list-style-type: none"> The lesson plan document is clear. Lesson is 60 minutes in duration. Lesson includes some relevant activities. 	<ul style="list-style-type: none"> The lesson plan document is mostly clear. Lesson is approximately 60 minutes in duration. Lesson includes a few activities. 	<ul style="list-style-type: none"> The lesson plan document has elements that are unclear. Lesson duration is too short or exceeds 60 minutes. Activities included are of low relevance.
Learning activities, including inquiry-based learning and metacognition (30%)	<ul style="list-style-type: none"> Provides a detailed description of a range of innovative learning activities, timing of tasks and resources required. Holistically integrates an inquiry-based learning approach across the whole lesson, working through activities leading on to the assessment. Purposefully integrates engaging opportunities for metacognition and higher order thinking skills through an inquiry-based approach. 	<ul style="list-style-type: none"> Provides a detailed description of a range of learning activities, timing of tasks and resources required. Applies an inquiry-based learning approach across the whole lesson, working through activities leading on to the assessment. Integrates opportunities for metacognition and higher order thinking skills through an inquiry-based approach. 	<ul style="list-style-type: none"> Provides a detailed description of the learning activities and timing of tasks. Uses an inquiry-based learning approach across most of the lesson, working through activities leading on to the assessment. Provides some opportunities for metacognition and higher order thinking skills through an inquiry-based approach. 	<ul style="list-style-type: none"> Provides a basic description of learning activities and timing of tasks. Mostly uses an inquiry-based learning approach across most of the lesson. Provides occasional opportunities for metacognition and/or higher order thinking skills. 	<ul style="list-style-type: none"> Provides an incomplete description of learning activities and/or timing of tasks. Uses inquiry-based learning approaches occasionally and/or in a limited way. Provides limited opportunity for metacognition or higher order thinking skills.
Use of Victorian Curriculum (15%)	<ul style="list-style-type: none"> Clearly and accurately applies the appropriate Victorian Curriculum with creativity. 	<ul style="list-style-type: none"> Uses the appropriate Victorian Curriculum with accuracy. 	<ul style="list-style-type: none"> Uses the appropriate Victorian Curriculum. 	<ul style="list-style-type: none"> Mostly uses the appropriate Victorian Curriculum. 	<ul style="list-style-type: none"> Use of the appropriate Victorian Curriculum unclear.

Provision of a safe learning environment (15%)	<ul style="list-style-type: none"> Thoughtful, critical consideration of wide-ranging learner needs and how a positive, inclusive and safe learning environment will be provided for all. 	<ul style="list-style-type: none"> Consideration of wide-ranging learner needs and how a positive, inclusive and safe learning environment will be provided for all. 	<ul style="list-style-type: none"> Consideration of learner needs and how a positive, inclusive and safe learning environment will be provided. 	<ul style="list-style-type: none"> Broad consideration of a positive, inclusive and safe learning environment has been considered. 	<ul style="list-style-type: none"> Superficial consideration of a positive/inclusive and/or safe learning environment.
Assessment and feedback (15%)	<ul style="list-style-type: none"> Offers engaging/creative, focused assessments (formative and/or summative) with feedback opportunities. 	<ul style="list-style-type: none"> Offers focused assessments (formative and/or summative) with feedback opportunities. 	<ul style="list-style-type: none"> Offers assessments (formative and/or summative) with feedback opportunities. 	<ul style="list-style-type: none"> Offers assessments with some feedback opportunity. 	<ul style="list-style-type: none"> Offers superficial assessments with limited/minimum thought to feedback.