

**Figure 2.4** A Comparison of Microteaching Practices

What Microteaching <i>Is</i>		What Microteaching <i>Is Not</i>
To co-construct content pedagogical knowledge with the team	<b>Purpose</b>	To evaluate someone else's teaching
Identified by the teacher	<b>Determination of Focus</b>	Identified by others
Directs the discussion	<b>Role of the Teacher</b>	Listens passively
To ask mediating questions to prompt the thinking of the teacher	<b>Role of Other PLC+ Members</b>	To provide feedback about the quality of the lesson; to offer judgments and personal opinions

*Source:* Fisher et al. (2020b). *The PLC+ playbook: A hands-on guide to collectively improving student learning* (p. 89). Thousand Oaks, CA: Corwin. Used with permission.