

**Figure 2.5** Microteaching Protocol

Before Filming	
What are my goals for this process? (e.g., to improve a teaching technique, to refine my ability to engage in expert noticing, to identify the thinking of a student)	
When will I record the lesson? Who will I need for assistance before, during, or after the recording?	
What do I hope to capture in the video?	
After Filming	
Schedule time to review the footage. In what ways was the lesson you delivered different from the lesson you planned?	
What questions does the recording raise for you?	
What questions do you want your team to help you answer?	
In Your Team Meeting	
Introduce the video to your team, set the context, and pose your major questions.	

(Continued)

In Your Team Meeting	
<i>Suggested team member questions</i>	
<ul style="list-style-type: none"><li>• What did you want your students to know and be able to do?</li><li>• What connections have you made?</li><li>• What did you see or hear that confirms your previous thinking?</li><li>• What did you see or hear that conflicts with your previous thinking?</li><li>• Which moments did you find to be particularly effective?</li><li>• Which moments did you think did not go as well as you had hoped?</li><li>• What was different in comparing those moments?</li><li>• What would you change in order to accomplish your stated goal?</li><li>• What do you want to be sure to do again?</li></ul>	
Debrief the Microteaching Experience as a Whole	
What did we learn today as a team?	
How might we move student learning forward?	
How might we move our own learning forward?	
What goals do we have for ourselves for the next two weeks?	

*Source:* Adapted from Fisher et al. (2020b). *The PLC+ playbook: A hands-on guide to collectively improving student learning* (p. 96). Thousand Oaks, CA: Corwin. Used with permission.



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