

Peer Editing of the Microteach Criteria

Review each other's lesson plans, providing feedback in the following areas:

1. Are all of the components of the lesson plan present? Refer to the ESOL-Infused Lesson Plan Rubric and the sample lesson plan. **(NOTE: The Sunshine State Standards and Benchmarks don't need to be included.)**
2. Is the title of the lesson a subcategory of the title of the unit? (For example, if the unit title is "The Solar System," a lesson title might be "Saturn.")
3. Does the language objective section include the vocabulary and phrases that are going to be taught?
4. The content objective provides an overview of WHAT is going to be taught. Does the content objective do that?
5. Does the culture objective reflect the target culture (L2)?
6. Has the L2 culture been incorporated in a natural way rather than a forced way? (For example, if you were going to have students learn how to count in the L2, a natural way to incorporate culture would be to have the students count authentic artifacts (*realia*) from the target culture.)
7. Are ALL of the instructional materials – for the entire lesson – listed in the Materials section? (Suggestion: Go through the lesson and highlight all of the materials used; then see if they have been included in the Materials section.)
8. The length of the lesson is to reflect the length of the entire instructional period (not the 15 minutes that will be allotted for the microteach). Does the length of lesson reflect the length of the entire instructional period?
9. Is the anticipatory set truly something that would get the students interested in the lesson? Is it based on THEIR interests and the lesson content? If possible, try to relate it to student-oriented, real-life situations.
10. In this lesson, the teacher is to explain or demonstrate something. Is the teacher doing this in the "Presentation/Providing Input" section of the lesson?
11. Modeling is when the teacher explains and/or demonstrates how to do something with the expectation that the students will then do the SAME thing later in the lesson. Look over the "Modeling" part of the plan. Is the teacher truly modeling?
12. Even though the lesson plan will not be implemented in its entirety during Microteach I, the plan still needs to include the "Guided Practice," "Independent Practice," "Closure," "Evaluation," and "Follow-Up Activities" sections. Does the plan include these sections?
13. Guided Practice involves group work or activities during which the students are still assisted by the teacher and/or by each other. Does the Guided Practice section reflect such activities?
14. Closure is how a lesson is brought to a conclusion. Does the Closure consist of an activity that reviews the lesson content in some way?
15. Let's pretend you are a substitute teacher and were to follow this plan. When reading the procedures, would you be able to easily implement this lesson or are some parts of the procedures unclear?
16. Independent Practice involves the students working independently (without teacher or peer assistance) at their desks or refers to homework. Does the "Independent Practice" section reflect such activities?
17. Does the evaluation include ways to assess the students' attainment of all three objectives – language, content, and culture? (Several different forms of assessment may be included for the different objectives.)
18. Do the Follow-up Activities reflect using the lesson content in a new way, recycling the material in a creative way?
19. In the "Procedures," "Evaluation," and "Follow-Up Activities" sections, the teacher is essentially writing directions/commands to himself/herself (using the imperative form of the verb). Are the procedures written this way? (For example, "Explain to the students...", "Ask the students...")
20. Cross-reference the language objectives, content objectives, and culture objectives with the activities in the Procedures section. In the activities in the Procedures section, are all three types of objectives addressed? (NOTE: There may be an activity for one type of objective, another activity for another type of objective, etc., or an activity may address more than one type of objective.)
21. Does the lesson plan include at least 3 labeled ESOL strategies?
22. Are the ESOL strategies identified throughout the lesson in bold, capital letters as follows: **(ESOL STRATEGY #1: USE OF VISUALS) (ESOL STRATEGY #2: USING GESTURES), etc.?**