

EXERCISE 10.1

Pulling It All Together—Micro Peer Teaching III

Instructions: The purpose of this exercise is to learn how to develop your own MPT experiences. You will prepare and teach a lesson for your peers, at their level of intellectual maturity and understanding (i.e., as opposed to teaching the lesson to peers pretending that they are public school students).

This experience has two components:

1. Your preparation and implementation of a demonstration lesson.
2. Your completion of an analysis of the summative peer assessment and the self-assessment, with statements of how you would change the lesson and your teaching of it were you to repeat the lesson.

You should prepare and carry out a 15- to 20-minute lesson to a group of peers. The exact time limit for the lesson should be set by your group, based on the size of the group and the amount of time available. When the time limit has been set, complete the time-allowed entry (item 1) of Form A of this exercise. Some of your peers will serve as your students; others will be evaluating your teaching. (The process works best when "students" do not evaluate while being students.) Your teaching should be videotaped for self-evaluation.

For your lesson, identify one concept and develop your lesson to teach toward an understanding of that concept. Within the time allowed, your lesson should include both teacher talk and a hands-on activity for the students. Use Form A for the initial planning of your lesson. Then complete a lesson plan, selecting a lesson plan format as discussed in Chapter 6. Then present the lesson to the "students." The peers who are evaluating your presentation should use Form B of this exercise.

After your presentation, collect your peer evaluations (the Form B copies that you gave to the evaluators). Then review your presentation by viewing the videotape. After viewing the tape, prepare:

- A tabulation and statistical analysis of the peer evaluations, of your lesson.
- A self-evaluation based on your analysis of the peer evaluations, your feelings after having taught the lesson, and your thoughts after viewing the videotape.
- A summary analysis that includes your selection and a description of your teaching strengths and weaknesses as indicated by this peer-teaching experience, and how you would improve were you to repeat the lesson.

Tabulation of Peer Evaluations

The procedure for tabulating the completed evaluations received from your peers is as follows:

1. *Use a blank copy of Form B for tabulating.* In the left margin of that copy, place the letters *N* (number) and *o* (total) to prepare for two columns of numbers that will fall below each of those letters. In the far right margin, place the word *Score*:
2. *For each item (a through y) on the peer evaluation form, count the number of evaluators who gave a rating (from 1 to 5) on the item.* Sometimes an evaluator may not rate a particular item, so although 10 peers may have been evaluating your micro peer teaching, the number of

evaluators giving you a rating on any one particular item could be less than 10. For each item, the number of evaluators rating that item we call N . Place this number in the N column at the far left margin on your blank copy of Form B, next to the relevant item.

3. *Using a calculator, obtain the sum of the peer ratings for each item.* For example, for item a, lesson preparation, you add the numbers given by each evaluator for that item. If there were 10 evaluators who gave you a number rating on that item, then your sum on that item will not be more than 50 (5×10). Because individual evaluators will make their X marks differently, you sometimes must estimate an individual evaluator's number rating—that is, rather than a clear rating of 3 or 3.5 on an item, you may have to estimate it as being a 3.2 or a 3.9. In the left margin of your blank copy of Form B, in the σ column, place the sum for each item.
4. *Now obtain a score for each item, a through y.* The score for each item is obtained by dividing σ by N . Your score for each item will range between 1 and 5. Write this dividend in the column in the right margin under the word *Score* on a line parallel to the relevant item. This is the number you will use in the analysis phase.

Procedure for Analyzing the Tabulations

Having completed the tabulation of the peer evaluations of your teaching, you are ready to proceed with your analysis of those tabulations.

1. To proceed, you need a blank copy of Form C of this exercise, your self-analysis form.
2. On the blank copy of Form C, there are five items: Implementation, Personal, Voice, Materials, and Strategies.
3. In the far left margin of Form C, place the letter σ for the sum. To its right, and parallel with it, place the word *Average*. You now have arranged for two columns of five numbers each—a σ column and an *Average* column.
4. For each of the five items, get the total score for that item, as follows:
 - a. *Implementation.* Add all scores (from the right margin of blank Form B) for the four items a, c, x, and y. The total should be 20 or less (4×5). Place this total in the left margin under a (to the left of "1. Implementation").
 - b. *Personal.* Add all scores (from the right margin of blank Form B) for the nine items f, g, m, n, o, p, q, s, and t. The total should be 45 or less (9×5). Place this total in the left margin under a (to the left of "2. Personal").
 - c. *Voice.* Add all scores (from the right margin of blank Form B) for the three items h, i, and j. The total should be 15 or less (3×5). Place this total in the left margin under a (to the left of "3. Voice").
 - d. *Materials.* Add all "scores" (from the right margin of blank Form B) for item k. The total should be 5 or less (1×5). Place this total in the left margin under s (to the left of "4. Materials").
 - e. *Strategies.* Add all "scores" (from the right margin of blank Form B) for the eight items b, d, e, l, r, u, v, and w. The total should be 40 or less (8×5). Place this total in the left margin under s (to the left of "5. Strategies").
5. Now, for each of the five categories, divide the sum by the number of items in the category to get your peer evaluation average score for that category. For item 1 you will divide by 4; for item 2, by 9; for item 3, by 3; for item 4, by 1; and for item 5, by 8. For each category you should then have a final average peer evaluation score of a number between 1 and 5. If correctly done, you now have average scores for each of the five categories:

Implementation, Personal, Voice, Materials, and Strategies. With those scores and evaluators' comments you can prepare your final summary analysis.

The following table includes three sample analyses of MPT lessons based *only* on the scores— that is, without reference to comments made by individual evaluators, although peer evaluators' comments are important considerations for actual analyses.

Sample Analyses of MPT's Based Only on Peer Evaluation Scores

	<i>Category/Rating</i>					
Teacher	1	2	3	4	5	Possible Strengths and Weaknesses
A	4.2	2.5	2.8	4.5	4.5	Good lesson, weakened by personal items and voice
B	4.5	4.6	5.0	5.0	5.0	Excellent teaching, perhaps needing a stronger start
C	2.5	3.0	3.5	1.0	1.5	Poor strategy choice, lack of student involvement

EXERCISE 10.1 FORM A

MPT Preparation

Form A is to be used for initial preparation of your MPT lesson. (For preparation of your lesson, study Form B.) After completing Form A, proceed with the preparation of your MPT lesson using a lesson plan format as discussed in Chapter 6. A copy of the final lesson plan should be presented to the evaluators at the start of your MPT presentation.

1. Time allowed:

2. Title or topic of lesson I will teach:

3. Concept:

4. Specific instructional objectives for the lesson:

Cognitive:

Affective:

Psychomotor:

5. Strategies to be used, including approximate time plan: Set
introduction:

Transitions:

Closure:

Others:

6. Student experiences to be provided (i.e., specify for each—visual, verbal, kinesthetic, and tactile experiences):

7. Materials, equipment, and resources needed:

EXERCISE 10.1 FORM B

Peer Evaluation

Evaluators use Form B, making an *X* on the continuum between 5 and 1. Far left (5) is the highest rating; far right (1) is the lowest. Completed forms are collected and given to the teacher upon completion of that teacher's MPT and are reviewed by the teacher prior to reviewing his or her videotaped lesson.

To evaluators: Comments as well as marks are useful to the teacher.

To teacher: Give one copy of your lesson plan to the evaluators at the start of your MPT. (Note: It is best if evaluators can be together at a table at the rear of the room.)

Teacher: _____ Date: _____

Topic: _____

Concept: _____

1. <i>Organization of Lesson</i>	5	4	3	2	1
a. Lesson preparation evident	Very		Somewhat		No
b. Lesson beginning effective	Yes		Somewhat		Poor
c. Subject-matter knowledge apparent	Yes		Somewhat		No
d. Strategies selection effective	Yes		Somewhat		Poor
e. Closure effective	Yes		Somewhat		Poor

COMMENTS:

2. <i>Lesson Implementation</i>	5	4	3	2	1
f. Eye contact excellent	Yes		Somewhat		Poor
g. Enthusiasm evident	Yes		Somewhat		No
h. Speech delivery	Articulate		Minor Problems		Poor
i. Voice inflection; cueing	Effective		Minor Problems		Poor
j. Vocabulary use	Well Chosen		Minor Problems		Poor
k. Aids, props, and material	Effective		Okay		None

