



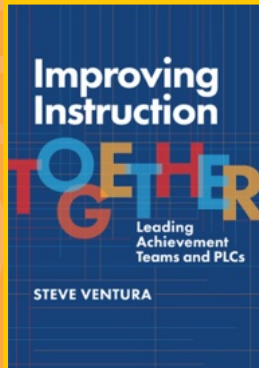
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- ☐ Teacher, Director, Assistant Principal, Principal
- ☐ Superintendent



ASCD - Association for Supervision and Curriculum Development  



Association for Supervision and Curriculum Development (ASCD)



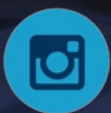
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Steve Ventura



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RCS BLOG ABOUT CONTACT

STAY IN TOUCH

Michelle Ventura and
Steve Ventura Book
Signing!

Schedule: Wednesday,
July 1, 11:15 – 11:45 a.m.

Location: ISTE+ASCD
Central Author Signings



ISTE
LIVE 25

2025
ASCD
annual

Research Driven Learning Labs: Refining Instruction Through Microteaching Methods

(#118437862)

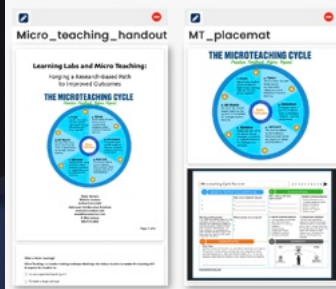
Format: Interactive Session

Schedule: Wednesday, July 1, 10 – 11 a.m.

Location: W304GH

Max Capacity: 112 (R)

[ADD RESOURCE](#)



Learning Labs and Micro Teaching:

Forging a Research-Based Path
to Improved Outcomes

THE MICROTEACHING CYCLE

Plan. Teach. Reflect. Repeat.



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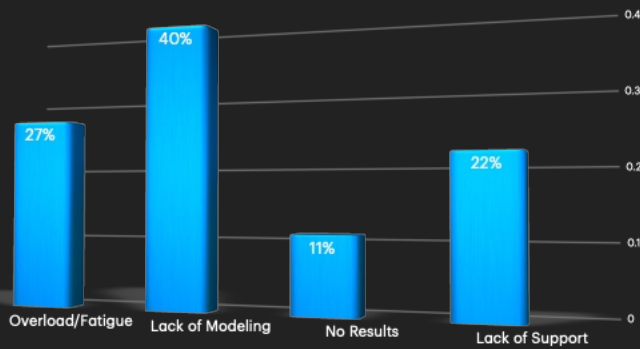
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Why Teachers
Don't Always Learn
(or Adopt) New
Instructional
Strategies



Why Teachers Don't Always Learn (or Adopt) New Instructional Strategies—and How to Overcome It



When was the latest time you tried something new in your teaching or leadership practice?



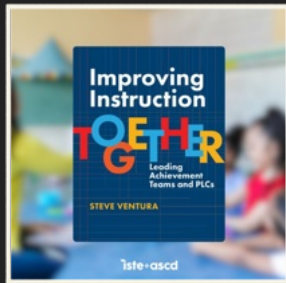
What is Micro Teaching?

Micro Teaching is a teacher training technique that helps the trainee teacher to master the teaching skill.

It requires the teacher to:

- ☐ To use a specified teaching skill
- ☐ To teach a single concept
- ☐ To teach for a short time
- ☐ To teach a small number of students





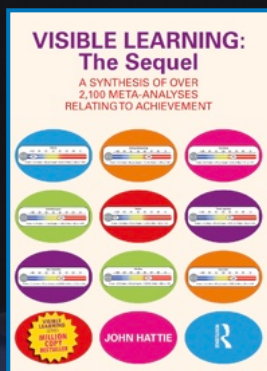
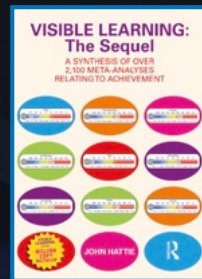
RESEARCH-DRIVEN MICROTEACHING AND LEARNING LABS

Introduction to Microteaching and Learning Labs

In this chapter, you'll learn how to combine microteaching and learning labs to further improve teacher collaboration across your school or district. Leaders can promote and support a powerful method that encourages teachers to experiment with instructional strategies that are unfamiliar or that require additional practice to develop confidence. However, microteaching and learning labs involve more than just practicing new instructional strategies. They also encourage innovation and provide an opportunity to immerse action research where teachers investigate evidence-based practices that accelerate student achievement. This is a hands-on, experiential learning opportunity that combines the practical applications of microteaching in a lab setting.

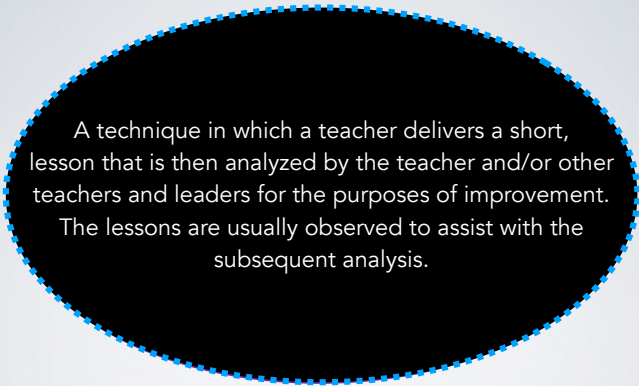
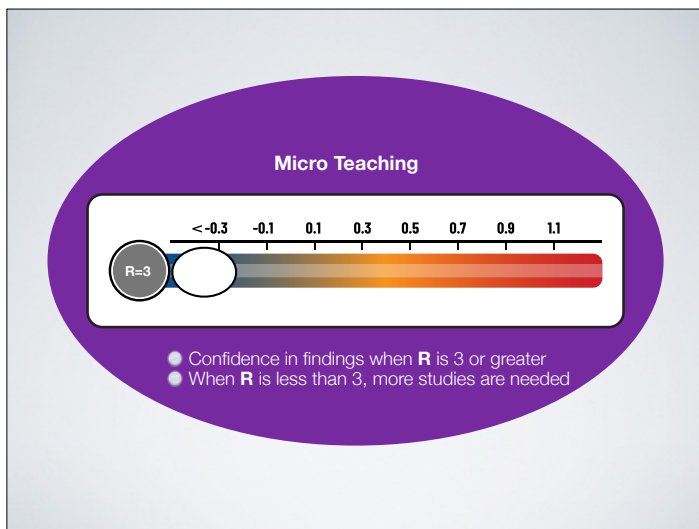
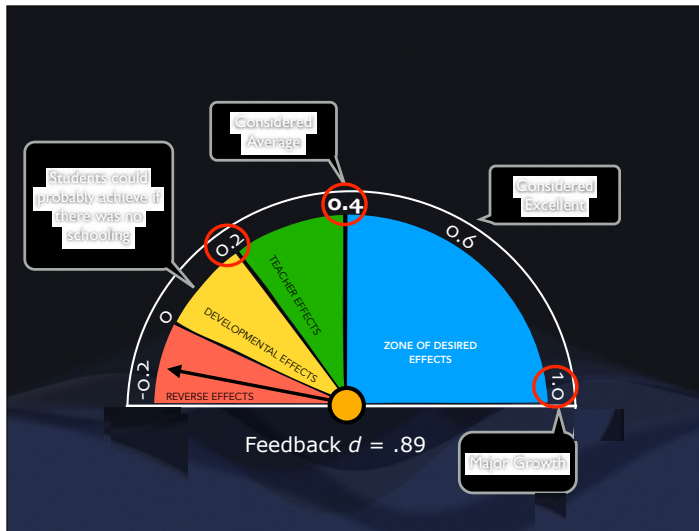
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“Our time with students is limited and valuable. Every minute we spend with them should be spent using the practices that are most likely to be successful. This is a shift from looking at instructional practices that work **to looking at practices that work best**” (Hattie 2009).



Largest summary of
educational research
ever conducted

- ☐ 2,100 meta-analyses
- ☐ 132,000 studies
- ☐ 300 million students
- ☐ 320 + influences



A technique in which a teacher delivers a short, lesson that is then analyzed by the teacher and/or other teachers and leaders for the purposes of improvement. The lessons are usually observed to assist with the subsequent analysis.

THE MICROTEACHING CYCLE

Practice. Feedback. Refine. Repeat.



Micro-teaching Cycle Placemat

1 Identify Your Top Three Instructional Priorities

1. _____
2. _____
3. _____

What is the Criteria for Success?

1. _____
2. _____
3. _____

Planning and Preparation

The coach and teacher determine the objectives, content, and resources required for a learning lab, based on educational goals, students' needs, and curriculum requirements. The main objective of microteaching, is that it enables teachers to learn and assimilate new teaching skills under controlled conditions.

What outcomes do we expect?

1. _____
2. _____
3. _____

2 Implementation Plan

Next Steps

Identify one area of instruction, i.e., procedural, reasoning, or conceptual. This process includes setting learning objectives, designing activities, and selecting resources. Have each teacher create a 15- to 20-minute engaging lesson they will model to a small group of four to six students.

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3 Evidence of Impact

What evidence will show improvement?

1. _____
2. _____
3. _____

1. Student Evidence Examples

Student achievement data
Formative assessment results
Student participation
Student engagement
Student work samples
Student surveys

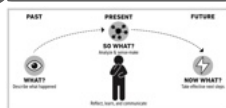
2. Teacher Evidence Examples

Communicating with Students
Use of Success Criteria
Expectations for Learning
Modeling
Guided Practice
Independent Practice
Feedback to Students
Grouping of Students

3. Purpose over Perfection

This cycle gives teachers the opportunity to practice strategies and deliver lessons in a low-stakes environment. It is about evaluating the strengths and weaknesses of the lesson itself and how to make adjustments so all teachers can replicate the strategy being modeled.

4 Self-Reflection



THE MICROTEACHING CYCLE

Practice. Feedback. Refine. Repeat.



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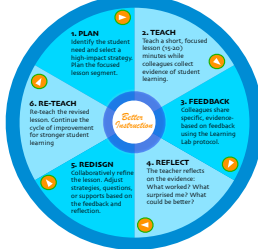


Reflection Questions

- ☐ Which step of the cycle would have the greatest impact on improving instruction in your school, and why?
- ☐ Which step do you believe is the most challenging? Why?

THE MICROTEACHING CYCLE

Practice. Feedback. Refine. Repeat.

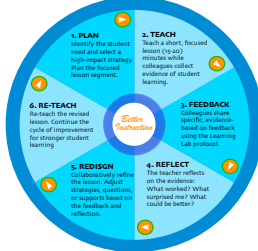


Leadership Questions

- ☐ How could school leaders create the conditions for this cycle to become part of everyday professional learning?
- ☐ Which step requires the greatest amount of trust among colleagues? Why?

THE MICROTEACHING CYCLE

Practice. Feedback. Refine. Repeat.



Think-Ink-Pair-Share

How are micro-teaching and learning labs different from classroom walkthroughs?



Page 7

Teacher Observation	Teacher Observation	What is the student doing?
Did the teacher explain what to do in the steps? Domain 1: Instruction Communicating with students Expectations for learning Directions and procedures Explanations of content Use of oral and written language		
Did the teacher ask questions using academic vocabulary, e.g., part, part, whole? Domain 2: Using questioning and discussion techniques Quality of questions Discussion techniques Student participation Student Engagement Activities and assignments Grouping of students Instructional material and resources Structure and pacing		
Did the teacher provide students with feedback? Domain 3: Using assessment in instruction Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress Lesson adjustment		
Comments:		
Recommendations:		

8

Teacher Observation	Teacher Observation	What is the student doing?
☐ Did the teacher explain what to do in the steps? Domain 1: Instruction Communicating with students Expectations for learning Directions and procedures Explanations of content Use of oral and written language	Expectations for learning: Clearly stated, "Today we are learning how to solve multi-step problems using part-part-whole models." Directions and procedures: Directions were broken into 3 clear steps and posted on the board. Teacher modeled each step before releasing students.	Students were able to restate directions and begin work independently with minimal confusion.
☐ Did the teacher ask questions using academic vocabulary, e.g., part, part, whole? Domain 2: Using questioning and discussion techniques Quality of questions Discussion techniques Student participation Student Engagement Activities and assignments Grouping of students Instructional material and resources Structure and pacing	Quality of questions: Teacher asked higher-level questions such as, "How do you know this is the whole?" and "Can you explain your reasoning using our vocabulary?" Discussion techniques: Think-partners structures allowed all students to participate. Student participation: Nearly all students were engaged, multiple students shared responses using academic language.	Students used terms like "part" and "whole" accurately during discussions.
☐ Did the teacher provide students with feedback? Domain 3: Using assessment in instruction Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress Lesson adjustment	Assessment criteria: Success criteria were posted and referenced ("I can solve multi-step problems using a part-part-whole model"). Feedback to students: Feedback was specific and actionable (e.g., "You identified the parts correctly--now check if your total matches the whole.")	Students revised their work based on feedback and improved accuracy.
Comments:	Clear communication of learning intentions and success criteria supported student independence.	High level of student engagement through structured collaboration.
Recommendations:	Consider incorporating more opportunities for student-led discussion (e.g., students facilitating portions of the conversation).	Consider an extension task for students who demonstrate early mastery to deepen their thinking.

ACHIEVEMENT TEAMS

Instructional Strategy Flip book



Twenty-Five Instructional Strategies to Enhance and Assist with Achievement Teams Implementation.



The Achievement Teams Instructional Strategy Play Card organizes all instructional strategies listed in this flip book into five instructional domains.

This play card was created in partnership with Ashley Taplin and Steve Ventura.

Teacher Led	Connect or Introduce	Collaborative Learning	Reflect on Learning	Build Independence	Focus Questions for Observational Data
Graphic Organizers	Anchor Activities	Jigsaw/Jigsaw II	Error Analysis	Menus	1. What are the assessment results strengths and gaps? 2. What skills and concepts were achieved from the learning target and what still needs to be learned? 3. Who did we teach effectively and who still needs help? 4. Which strategies were used effectively and which ones were not?
Scaffolding	Card Sort	Numbered Heads Together	GIST Summarizing Activity	Contracts/Independent Projects	
Study Skills	Concept Mapping	Reciprocal Teaching	Exit Cards/Journal Prompts	Practice and Challenge by Choice	
		Send-A-Problem	Inquiry Writing	Self-reported Grades	
		Teammates Consult	Feedback	Success Criteria	
		Think-Ink-Pair-Share	RAFT	Tiered Assignments	
			Single Point Rubric		

Reciprocal Teaching

Description

Reciprocal teaching is a scaffolded, or supported, discussion technique that incorporates four main strategies—predicting, questioning, clarifying, and summarizing.

What's the point?

Reciprocal Teaching involves a dialogue between students and allows them to construct meaning while comprehending a text.

Set-up

1. Assign pairs of students paragraphs to read (100-200 words for younger students and 500 words for older students).
2. Tell them to read so that they are prepared to respond to one or more prompts: predict, summarize, question, connect.
3. Have students read the same paragraph.
4. One student summarizes, predicts, questions and/or connects.
5. The partner student "checks and perfects." For example, "Do you agree? What can you add? What is missing? What questions do you have? What else does this connect to?"
6. Have students switch roles. Repeat steps 3, 4, and 5.

How is this strategy used by students?

Pairs use summarizing, questioning, clarifying, and predicting strategies with a partner to clarify textual information.

How is this strategy used by teachers?

This is an excellent way to get students to learn (or review) information with their peers. As a group, students have to decide on an answer, but every group member has input in the discussion.

Reciprocal Teaching require teaching students to learn and use strategies such as summarizing, questioning, clarifying, and predicting as they discuss and interact with text.

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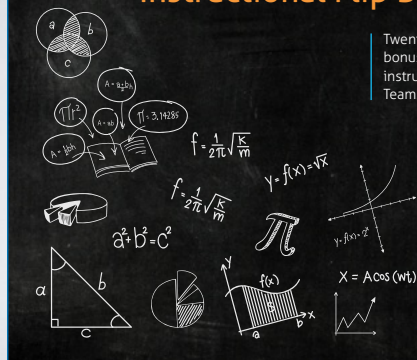
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ACHIEVEMENT TEAMS

Instructional Flip Book for Math

Twenty instructional strategies and bonus resources to elevate math instruction through Achievement Teams implementation



ADVANCED
COLLABORATIVE SOLUTIONS

The Achievement Teams Instructional Strategy Play Card for Math

Teacher Led	Connect or Introduce	Collaborative Learning	Reflect on Learning	Build Independence
Two Things (pg. 6)	Accountable Talk (pg. 10)	Post Then Prove, Square Then Compare (pg. 14)	Think-Link, Combine & Refine (pg. 18)	Success Criteria (pg. 22)
Three-Column Note-Taking (pg. 7)	Yes-No Sorting Game (pg. 11)	Jigsaw Meets Reciprocal Teaching (pg. 15)	Know-Wonder-Learned (K-W-L) (pg. 19)	Link & Learn (pg. 23)
Which One Doesn't Belong (pg. 8)	Four Corners (pg. 12)	Try It-Talk It-Color It-Check It (pg. 16)	Error Analysis (pg. 20)	Chalk Talk (pg. 24)
Priority Review (pg. 9)	Card Sort (pg. 13)	Debate Math (pg. 17)	Metacognition Through 3 Questions (pg. 21)	Problem-Solving Teaching (pg. 25)

Learn more about this resource on [page 31](#).

Post Then Prove, Square Then Compare

Description: Post Then Prove, Square Then Compare is an engaging strategy that promotes a collaborative learning approach designed to enhance critical thinking, problem-solving, and peer discussion.

Collaborative Learning

What's the point?

This strategy has a high degree of engagement because it includes kinesthetic movement with collaborative discussion. It encourages critical thinking, peer discussion, feedback, and error detection in a low stakes environment.

Set-up

1. Post math problems related to what you are teaching on chart paper or white boards around the room (problems to solve, justify, correct, or prove).
2. Direct students to work with independently (or with a partner) to stand next to the problem of their choice.
3. Students work independently (or in pairs) to solve, justify, correct, or prove the solution.
4. Students form groups of four with other students working on the same problem. Students share their answers, and discuss if their reasoning matches. If disagreements arise, they revisit the calculations together.
5. Teacher circulates to provide feedback and check for understanding.
6. For differentiation or challenge, teachers can assign students to specific problems.

How is this strategy used by students?

This strategy gets students actively engaged in both independent and collaborative learning, leveraging their reasoning skills while benefiting from peer insights. This combination deepens understanding and provides a supportive environment.

How is this strategy used by teachers?

Post Then Prove, Square Then Compare is a collaborative strategy that encourages critical thinking and mathematical discussion. Teachers are able to identify misconceptions in the moment, provide feedback, and assess where students are in the learning process.



Benefit:
Enhances reasoning through justification

14

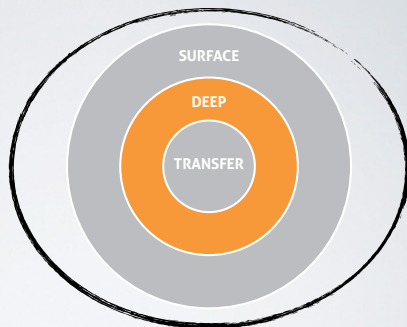
ADVANTAGE

Collaborative Learning

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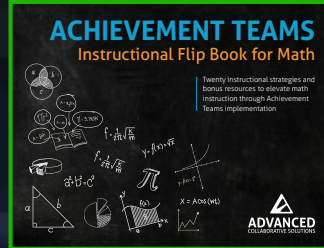
art paper or white (or prove). er) to stand next to the correct, or prove the on the same problem. t matches. If

standing. ts to specific problems.



Turn and Talk

- ☐ How could these two instructional strategy flip books help your team design more intentional and impactful learning labs?



Feedback for Learning Lab Participants

Providing teachers with feedback after a learning lab is crucial for their professional development and improvement in teaching practices. Here's a structured approach you can follow to give effective feedback:

1. Start with Positive Feedback:

Begin by highlighting what went well during the learning lab. Acknowledge the teacher's strengths, efforts, and achievements. Positive reinforcement can boost confidence and create a positive environment for constructive feedback.

2. Be Specific:

Provide specific examples of what you observed during the learning lab. Instead of general statements like "Good job," say something like "I noticed how you engaged all students by using different questioning techniques."

3. Focus on Areas of Improvement:

Address areas where the teacher could improve or try different strategies. Frame suggestions as opportunities for growth rather than criticism. Use phrases like "Have you considered..." or "You might try..." to offer suggestions.

4. Use a Constructive Tone:

Ensure your feedback is delivered in a positive and supportive manner. Avoid using negative language or making the teacher feel defensive. Be respectful and empathetic in your communication.

5. Encourage Reflection and Self-assessment:

Encourage the teacher to reflect on their own performance during the learning lab. Ask open-ended questions to stimulate self-assessment, such as "How do you think that activity engaged the students?" or "What could you do differently next time?"

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6. Provide Resources or Additional Support:

Offer resources, materials, or training opportunities that can help the teacher improve in specific areas.

Provide opportunities for the teacher to observe other experienced educators or participate in professional development workshops.

Remember, the goal of providing feedback after a learning lab is to support the teacher's growth and improvement. By offering specific, constructive, and supportive feedback, you can help teachers enhance their teaching practices and ultimately benefit their students' learning experiences.

School Culture

What student strengths can we build on?

Think about student empathy

Honorize your data

Recognize the value of differences

Think about teacher empathy

Talk about equity in schools

Tap into school-wide strengths

10

Thank you!

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Presentation

