

LEARNING TO TEACH THE DISCIPLINES

Clinical Rounds in Secondary Teacher Education

WHAT IS THE ROUNDS PROJECT?

Learning and Teaching the Disciplines through Clinical Rounds (The Rounds Projects) is a University of Michigan School of Education (SOE) innovation that has (1) integrated literacy teaching and learning into disciplinary/subject area instruction, (2) deepened prospective teachers' knowledge of disciplinary literacy teaching and assessment practices, and (3) reduced the fragmentation preservice teachers typically face in a professional program situated in multiple sites (Literature, Science, and the Arts/LSA, SOE and K-12 schools).

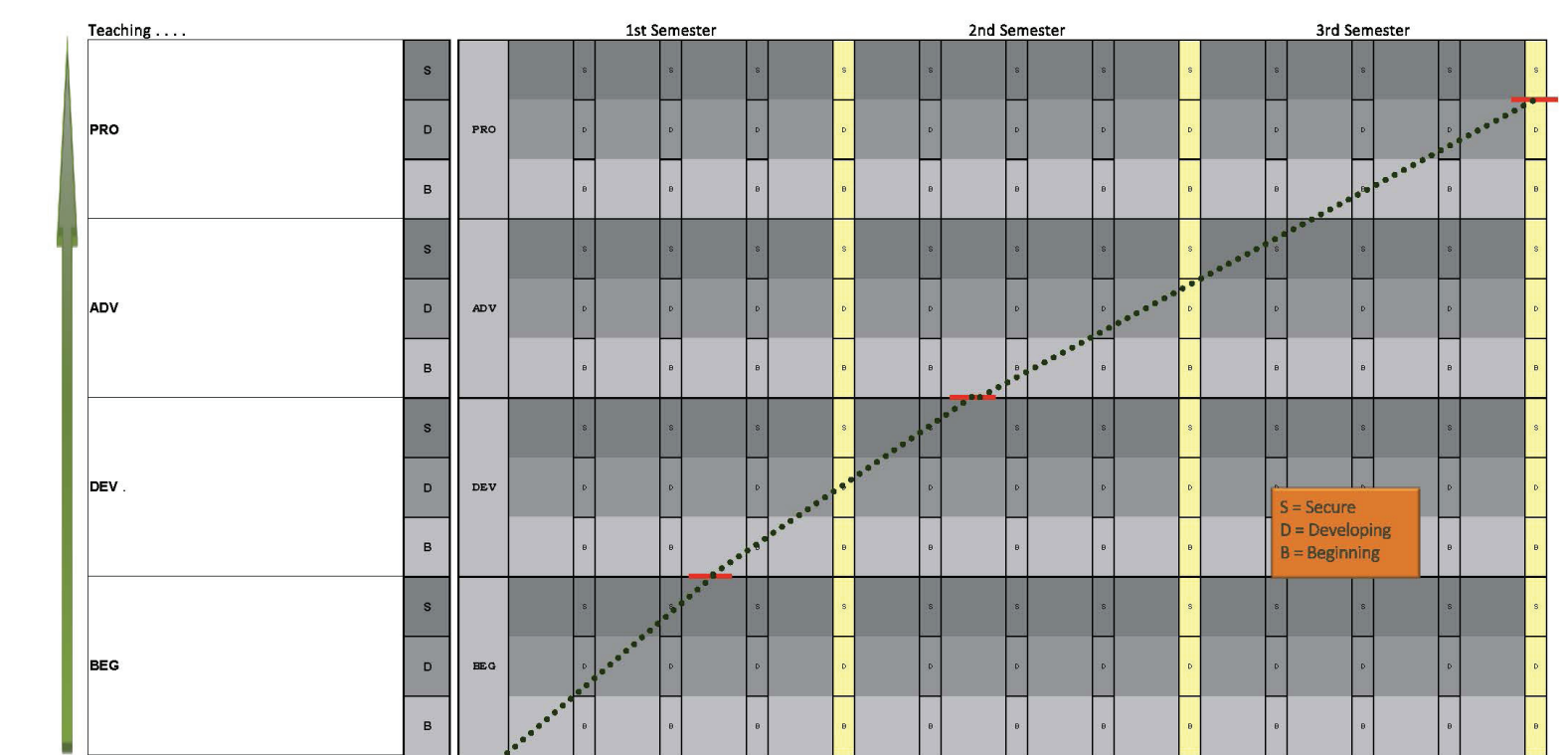
The Rounds Project began as an attempt to integrate literacy teaching and learning into subject area (i.e., mathematics, social studies, science, and English language arts) and to sharpen interns' and residents' understanding of and capacity to help struggling readers and writers become successful readers and writers of the complex texts they must read to access, synthesize, evaluate, and apply subject matter concepts. The work, focused on building coherence, includes numerous innovations:

- Developing, administering, and analyzing **assessments** to document PST learning;
- **Cohorting literacy** course work by disciplinary major;
- Establishing spiraling curricular coherence across courses and field sites using handovers and **Grand Rounds**;
- Developing instructional capacity by creating **weekly "lunch report"**;
- Engaging interns and residents in **field rotations** focused on competencies related to core practices of teaching;
- Changing the **discourse** of teacher education.

EXAMPLE OF ONE COMPETENCY NARRATIVE

Novice resident	Resident continuously assesses his/her individual students and groups of students, both in-between and during class sessions (i.e., "in the moment"). Resident reliably applies a "hunch" of understanding of his/her students and is able to consistently plan and execute flexible and targeted differentiated instruction (e.g., resident regularly builds students' interests into lessons). Resident provides multiple project options where students can select a project that best meets their skills and interests). The resident always takes into consideration a student's family resources and home support in assigning homework and can use in-the-moment judgments to alter lesson/unit demands according to students' skills, resources, and comfort levels. Resident can provide warranted explanations for all instructional (i.e., planning and enactment) decisions based on his/her understanding of students, and the attending feels comfortable taking a hands-off approach and mostly serving as a resource when needed.	Secure Developing! (Ready for Hire) Beginning!
Advancing intern	The intern deepens understanding of each student, and is able to deliver mostly well-differentiated instruction. For instance, the intern: 1) designs lesson plans that engage students in activities that allow them to make connections between classroom content and their personal interests and/or cultural backgrounds, and 2) plans lessons with different follow-up activities designed to meet the varied skills of the students. Furthermore, the intern is able to use students' recent work and "in-the-moment" assessment (e.g., students' engagement during instruction) to better understand his/her students and better tailor instruction. Additionally, the intern is now able to assess and tailor instruction to whole groups of students and can plan units of instruction with varied participation structures. In planning, the intern takes into consideration a student's resources (including time) and home support in assigning homework. The intern can usually provide warranted explanations for all planning decisions and most instructional enactment decisions based on an understanding of students. The attending serves as a teaching guide, but still needs to provide some hands-on help in planning and executing appropriately differentiated instruction.	Secure! Developing! Beginning!
Progressing intern	The intern gains a better understanding of each student through the effective use of various assessment tools. The intern demonstrates that she is aware of different students' cultural groups, the range of interests of students, and the range of student skills, and the intern may have identified groups of students based on skills, interests, or needs within the class. Furthermore, the intern can plan effective lessons and units that build on students' knowledge, skills, and interests and is able to enact somewhat differentiated instruction (such as identifying texts of interest, planning distinct activities based on students' interest or gross differences in students' abilities). Most often, this differentiated instruction is superficial and/or over-generalized (e.g., lesson plans make only peripheral reference to students' interests; intern takes up a few students' ideas rather than soliciting the group's). The intern may struggle to provide fully warranted explanations for instructional decisions, and the attending must take a fully hands-on approach in helping the intern execute appropriately differentiated instruction.	Secure (Ready for Student Teaching) Developing! Beginning!
Novice intern	The intern understands: 1) the importance of knowing about students (e.g., the students' prior knowledge and skills – including esp., language and literacy proficiencies, extracurricular interests, cultural heritage, community lives) and 2) ways to gain knowledge of students (e.g., content reading inventories, exit slips, formal assessments, informal discussions with students). The intern makes deliberate but unsophisticated attempts to "gather and interpret" information about students (e.g., by only reviewing prior formative assessments, by only side discussions with students about events in their lives or topics they are interested in, etc.). Though students may describe the intern as someone who knows them and is interested in them, the intern's understanding of students remains shallow. The intern can apply developing understanding to designing lessons and pedagogical moves that may advance the goals of the lesson (e.g., the intern may plan to use a teaching move that aligns with one student's interest). However, the intern is not able to enact what she has learned about students through teaching (e.g., although the intern follows a lesson plan to invite student discussion, the questions and/or manner of questioning are stilted and the intern cannot take up and work with students' ideas in the moment).	Secure! Developing! Beginning!

LEARNING-TO-TEACH GROWTH CHART/ER



GRAND ROUNDS: ONE KEY TO COHERENCE

An **educative** space where we **extend** teaching and learning of concepts and practices central to rich and robust professional teaching practice

A **professional** space where people from multiple sites come **together** to examines cases or problems of teaching practice

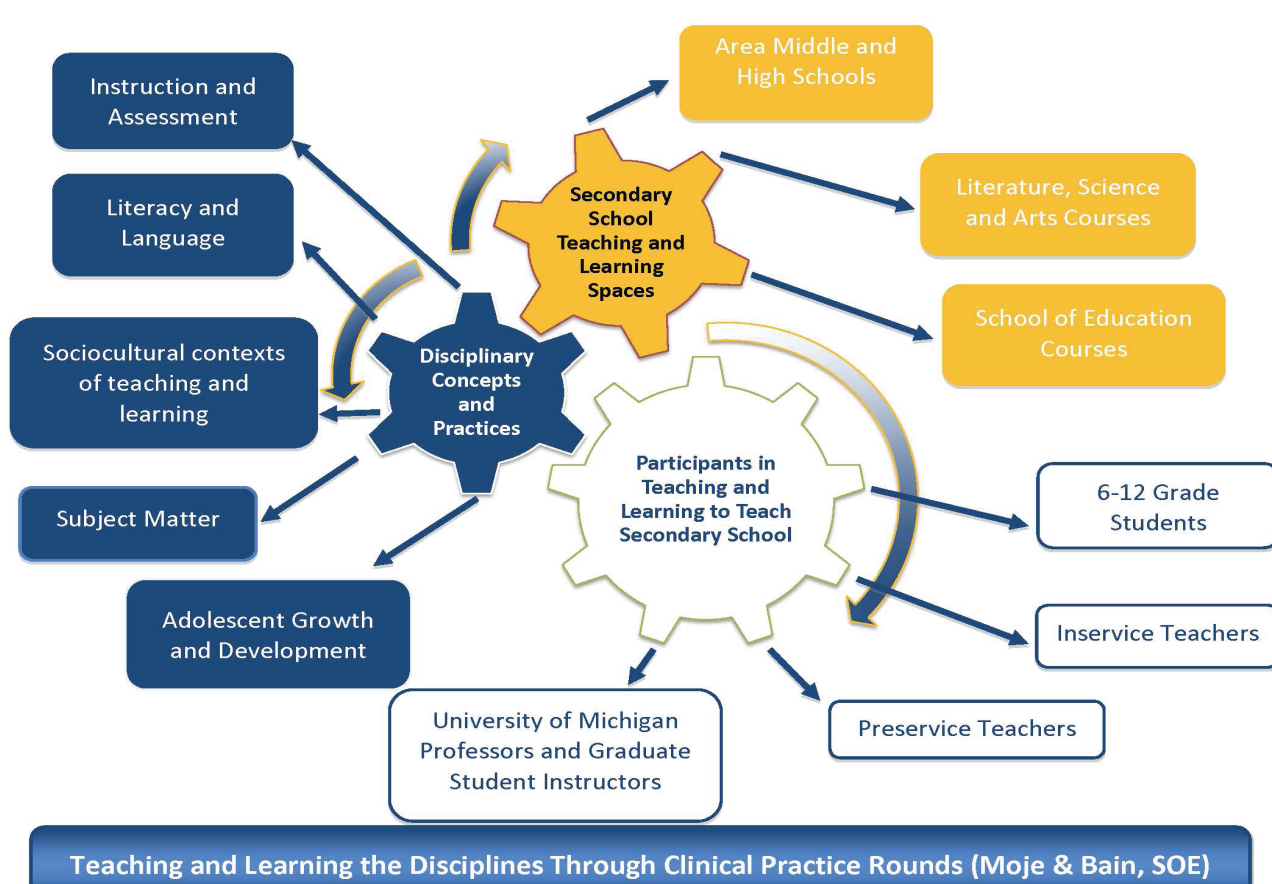
A **developmental** space where we teach how to use the tools and structures for enhancing our teacher education program

FOR MORE INFORMATION

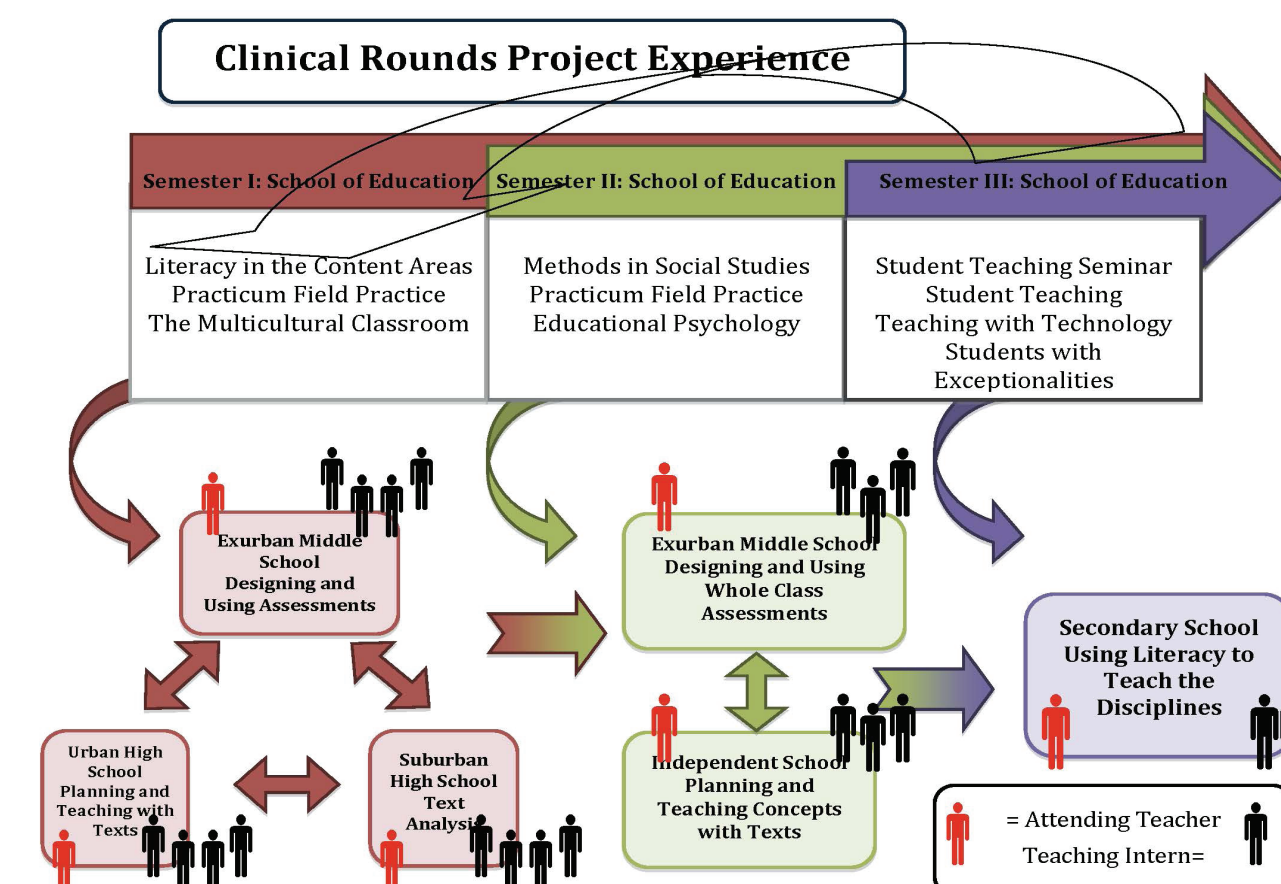
http://sitemaker.umich.edu/roundsproject/the_rounds_project_team

OR www.umich.edu/~moje

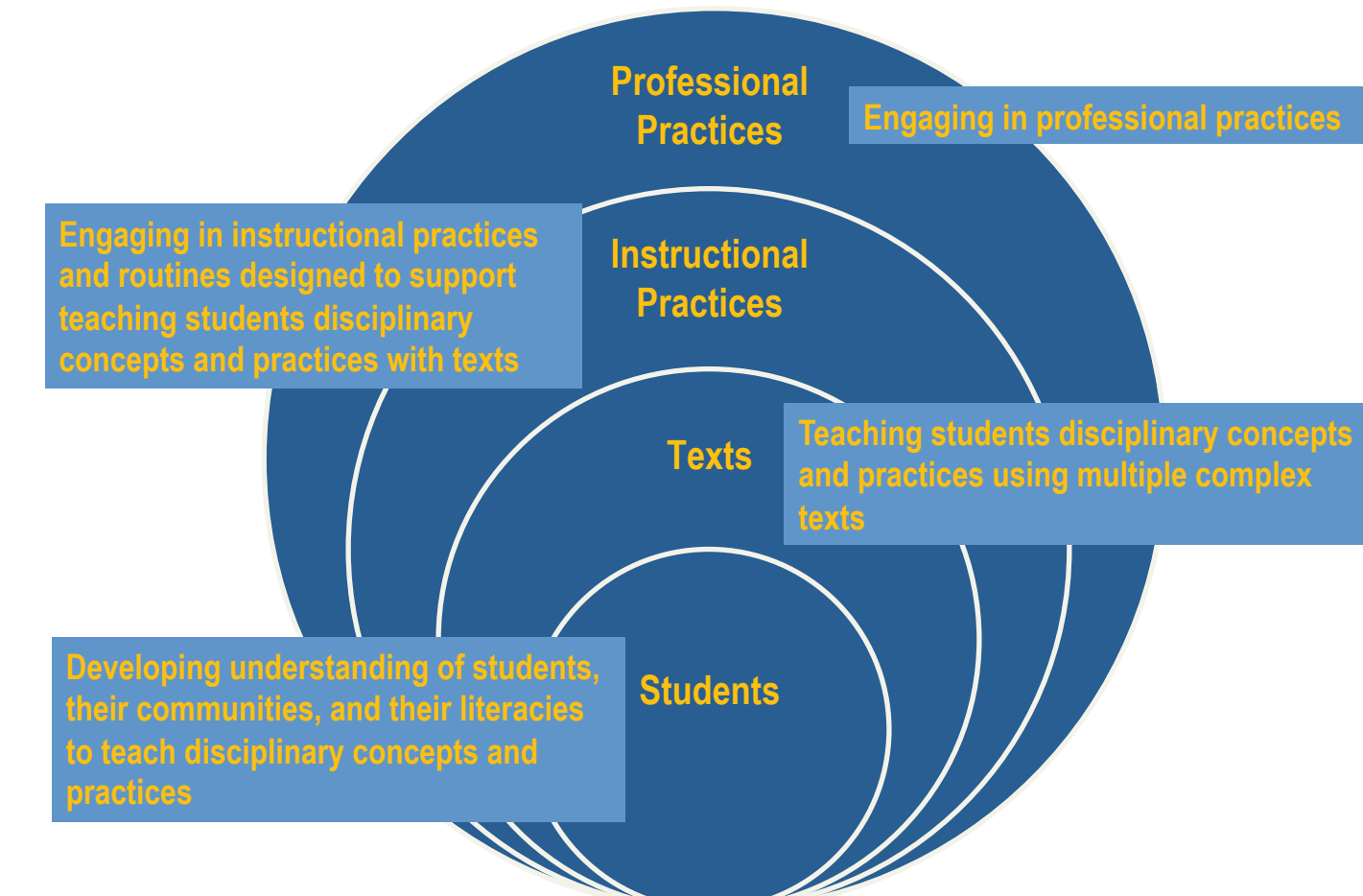
COORDINATING SPACES, PEOPLE, AND CONCEPTS



CLINICAL ROUNDS PROJECT EXPERIENCE



COMPETENCIES MODEL FOR PROFESSIONAL TEACHING PRACTICE



LEARNING TO TEACH THE DISCIPLINES

Clinical Rounds in Secondary Teacher Education

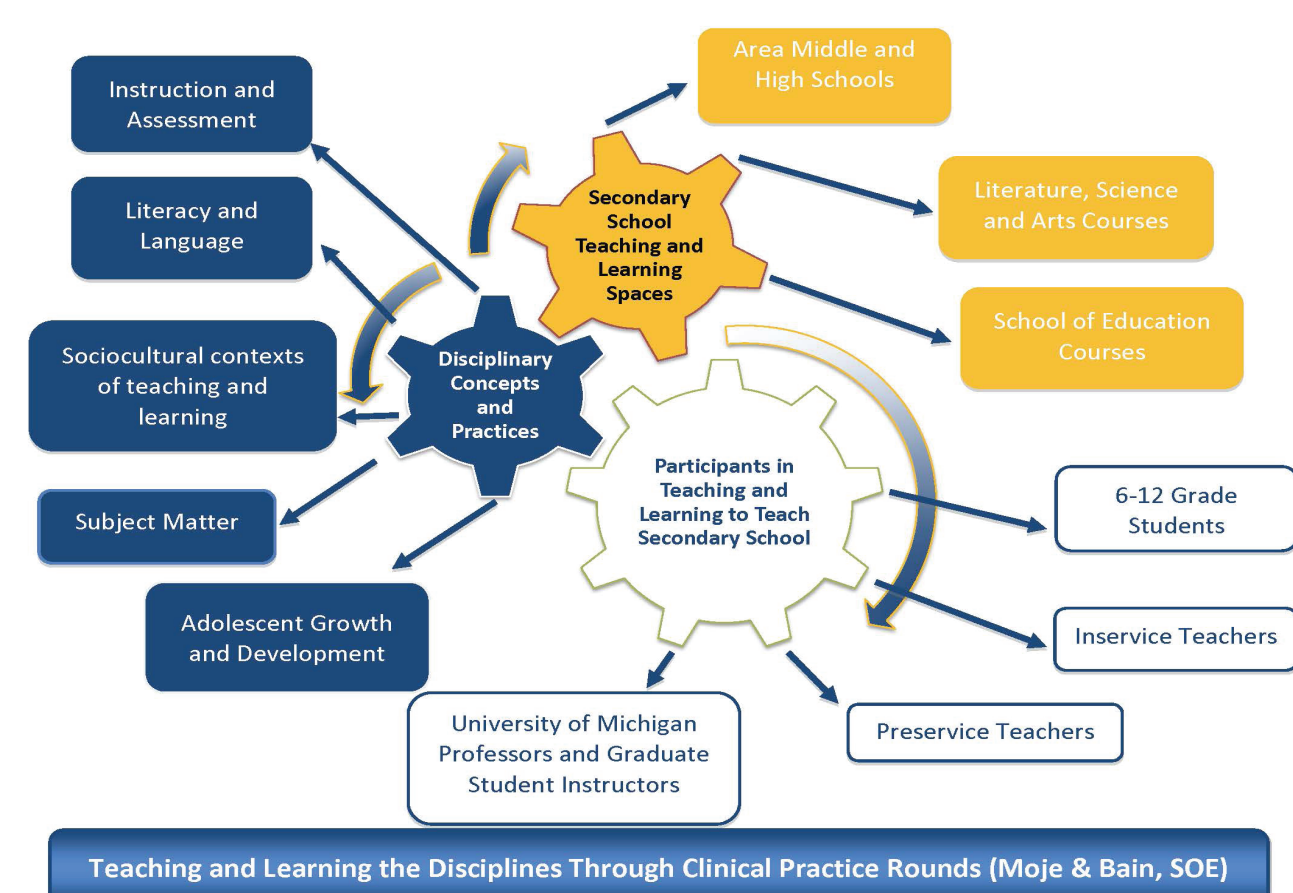
WHAT IS THE ROUNDS PROJECT?

Learning and Teaching the Disciplines through Clinical Rounds (The Rounds Projects) is a University of Michigan School of Education (SOE) innovation that has (1) integrated literacy teaching and learning into disciplinary/subject area instruction, (2) deepened prospective teachers' knowledge of disciplinary literacy teaching and assessment practices, and (3) reduced the fragmentation preservice teachers typically face in a professional program situated in multiple sites (Literature, Science, and the Arts/LSA, SOE and K-12 schools).

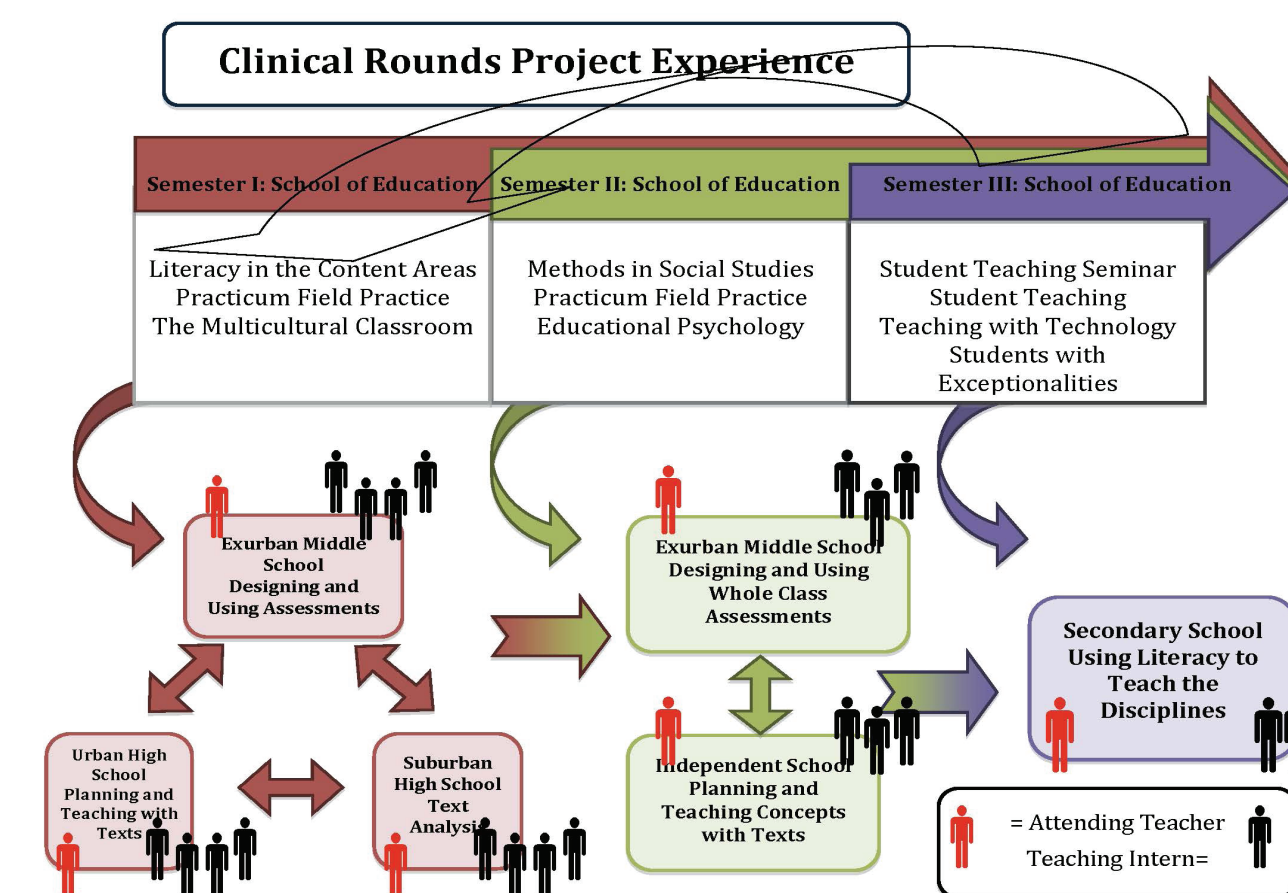
The Rounds Project began as an attempt to integrate literacy teaching and learning into subject area (i.e., mathematics, social studies, science, and English language arts) and to sharpen interns' and residents' understanding of and capacity to help struggling readers and writers become successful readers and writers of the complex texts they must read to access, synthesize, evaluate, and apply subject matter concepts. The work, focused on building coherence, includes numerous innovations:

- Developing, administering, and analyzing **assessments** to document PST learning;
- **Cohorting literacy** course work by disciplinary major;
- Establishing spiraling curricular coherence across courses and field sites using handovers and **Grand Rounds**;
- Developing instructional capacity by creating **weekly "lunch report"**;
- Engaging interns and residents in **field rotations** focused on competencies related to core practices of teaching;
- Changing the **discourse** of teacher education.

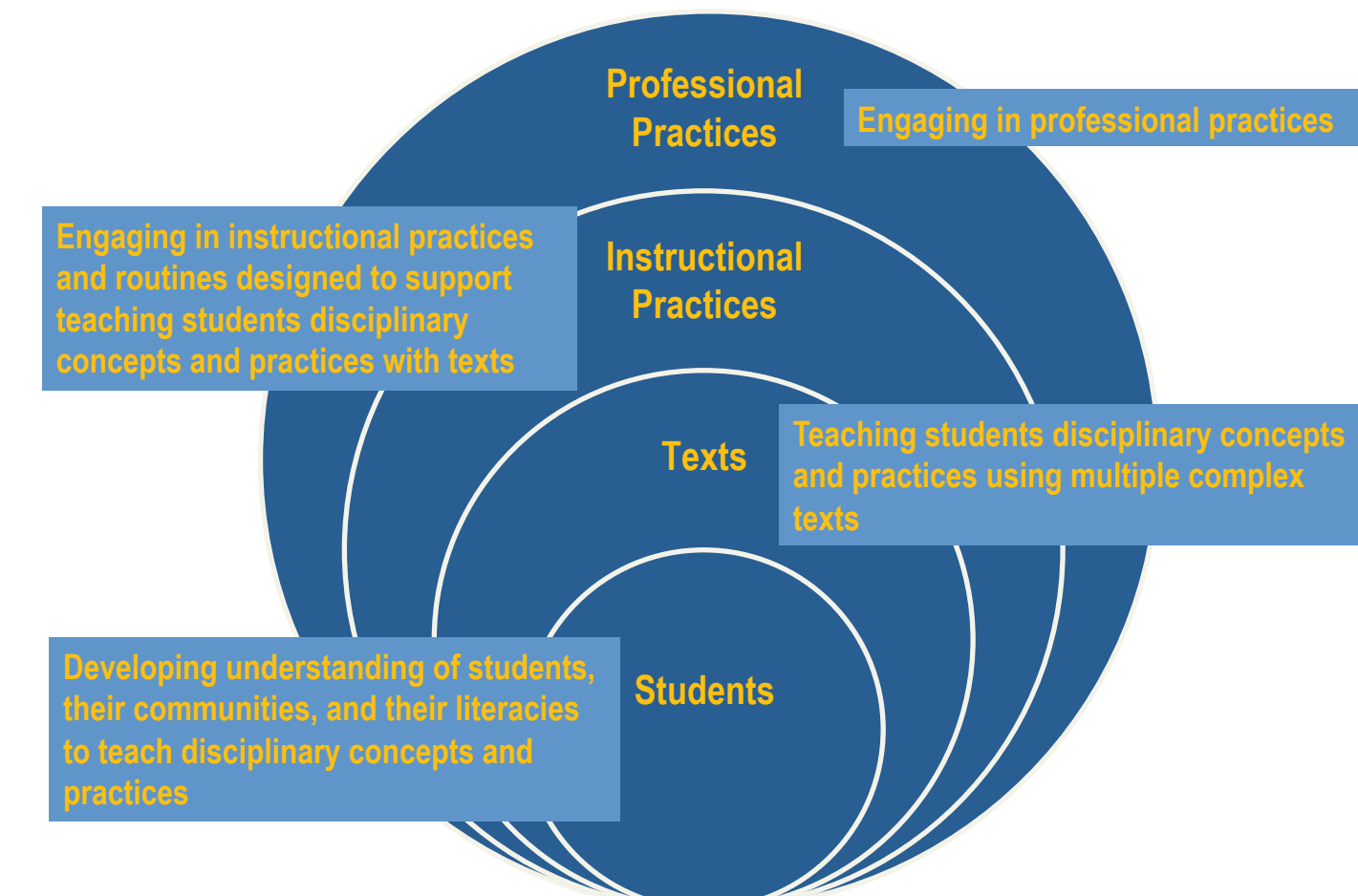
COORDINATING SPACES, PEOPLE, AND CONCEPTS



CLINICAL ROUNDS PROJECT EXPERIENCE



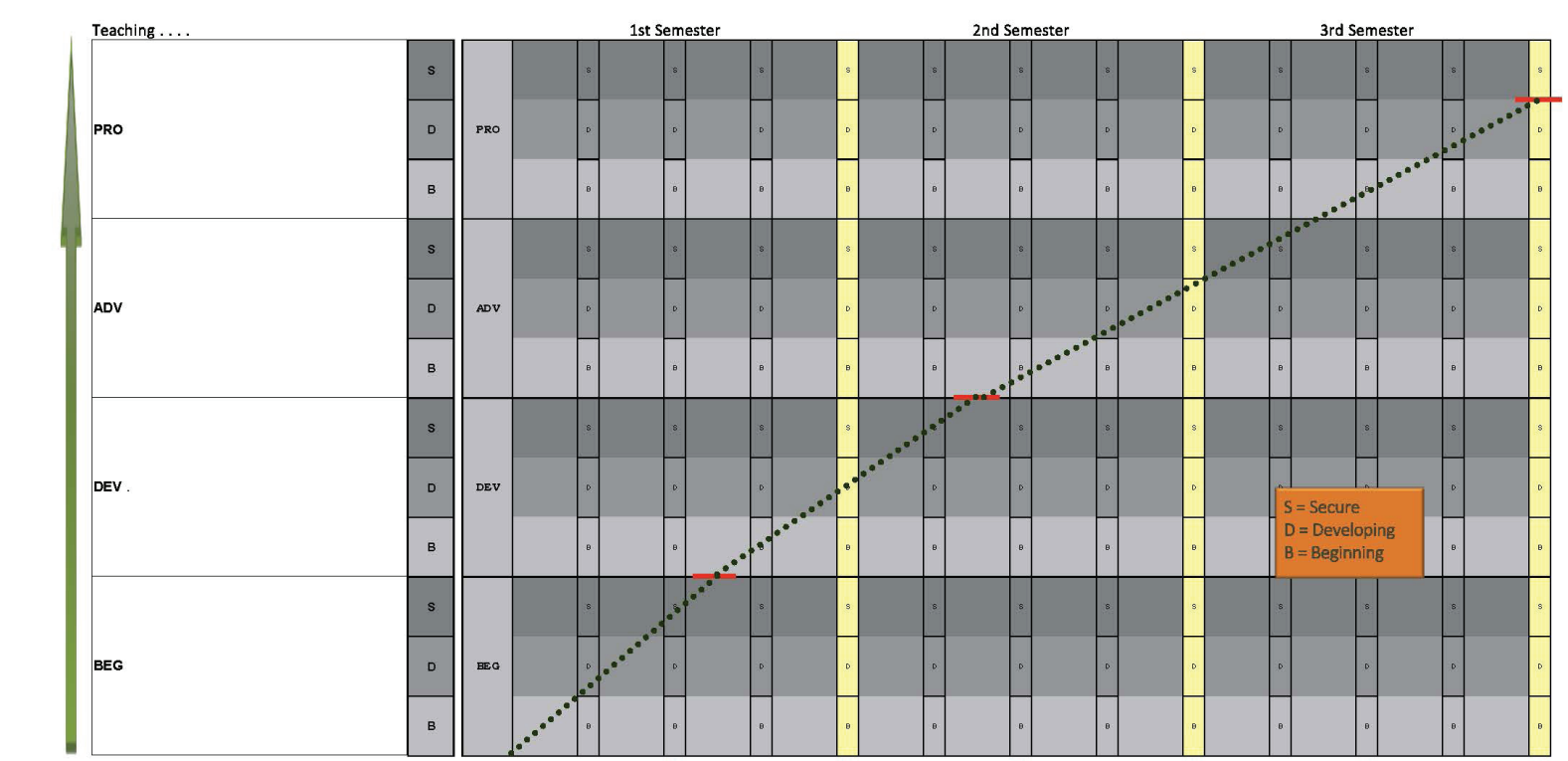
COMPETENCIES MODEL FOR PROFESSIONAL TEACHING PRACTICE



EXAMPLE OF ONE COMPETENCY NARRATIVE

Novice resident!	Resident continuously assesses his/her individual students and groups of students, both in-between and during class sessions (i.e., "in the moment"). Resident reliably applies a "nuanced" understanding of his/her students and is able to consistently plan and execute flexible and targeted differentiated instruction (e.g., resident regularly builds students' interests into lessons, resident provides multiple project options where students can select a project that best meets their skills and interests). The resident always takes into consideration a student's family resources and home support in assigning homework and can use in-the-moment judgments to alter lesson/unit demands according to students' skills, resources, and comfort levels. Resident can provide warranted explanations for all instructional (i.e., planning and enactment) decisions based on his/her understanding of students, and the attending feels comfortable taking a hands-off approach and mostly serving as a resource when needed.	Secure! (Ready for Hire) _____ Developing! _____ Beginning! _____
Advancing intern!	The intern deepens understanding of each student, and is able to deliver mostly well-differentiated instruction. For instance, the intern: 1) designs lesson plans that engage students in activities that allow them to make connections between classroom content and their personal interests and/or cultural backgrounds, and 2) plans lessons with different follow-up activities designed to meet the varied skills of the students. Furthermore, the intern is able to use students' recent work and "in-the-moment" assessment (e.g., students' engagement during instruction) to better understand his/her students and better tailor instruction. Additionally, the intern is now able to assess and tailor instruction to whole groups of students and can plan units of instruction with varied participation structures. In planning, the intern takes into consideration a student's resources (including time) and home support in assigning homework. The intern can usually provide warranted explanations for all planning decisions and most instructional enactment decisions based on an understanding of students. The attending serves as a teaching guide, but still needs to provide some hands-on help in planning and executing appropriately differentiated instruction.	Secure! _____ Developing! _____ Beginning! _____
Progressing intern!	The intern gains a better understanding of each student through the effective use of various assessment tools. The intern demonstrates that she is aware of different students' cultural groups, the range of interests of students, and the range of student skills, and the intern may have identified groups of students based on skills, interests, or needs within the class. Furthermore, the intern can plan effective lessons and units that build on students' knowledge, skills, and interests and is able to enact somewhat differentiated instruction (such as identifying texts of interest, planning distinct activities based on students' interest or gross differences in students' abilities). Most often, this differentiated instruction is superficial and/or over-generalized (e.g., lesson plans make only peripheral reference to students' interests, intern takes up a few students' ideas rather than soliciting the group's). The intern may struggle to provide fully warranted explanations for instructional decisions, and the attending must take a fully hands-on approach in helping the intern execute appropriately differentiated instruction.	Secure (Ready for Student Teaching!) _____ Developing! _____ Beginning! _____
Novice intern!	The intern understands: 1) the importance of knowing about students (e.g., the students' prior knowledge and skills – including gaps, language and literacy proficiencies, extracultural interests, cultural heritage, community lives) and 2) ways to gain knowledge of students (e.g., content reading inventories, exits slips, formal assessments, informal discussions with students). The intern makes deliberate but unsophisticated attempts to "gather and interpret" information about students (e.g., by only reviewing prior formative assessments, by only asking questions with students about events in their lives or topics they are interested in, etc.). Though students may describe the intern as someone who knows them and is interested in them, the intern's understanding of students remains shallow. The intern can apply developing understanding to designing lessons and pedagogical moves that may advance the goals of the lesson (e.g., the intern may plan to use a teaching move that aligns with one student's interest). However, the intern is not able to enact what she has learned about students through teaching (e.g., although the intern follows a lesson plan to invite student discussion, the questions and/or manner of questioning are stilted and the intern cannot take up and work with students' ideas in the moment.)	Secure! _____ Developing! _____ Beginning! _____

LEARNING-TO-TEACH GROWTH CHART/ER



GRAND ROUNDS: ONE KEY TO COHERENCE

An **educative** space where we **extend** teaching and learning of concepts and practices central to rich and robust professional teaching practice

A **professional** space where people from multiple sites come **together** to examines cases or problems of teaching practice

A **developmental** space where we teach how to use the tools and structures for enhancing our teacher education program

FOR MORE INFORMATION

http://sitemaker.umich.edu/roundsproject/the_rounds_project_team

OR www.umich.edu/~moje

