

LEARNING TO TEACH THE DISCIPLINES

Clinical Rounds in Secondary Teacher Education

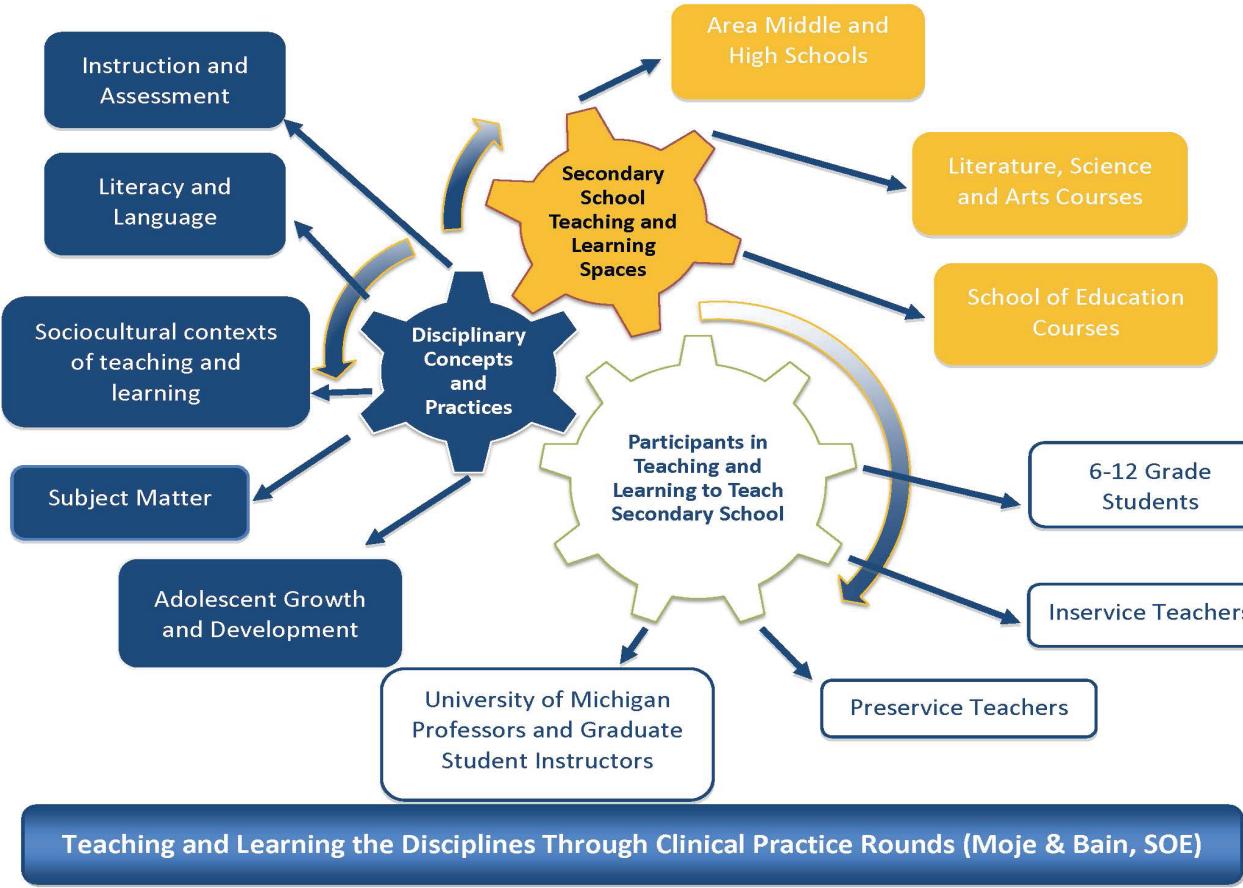
WHAT IS THE ROUNDS PROJECT?

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).

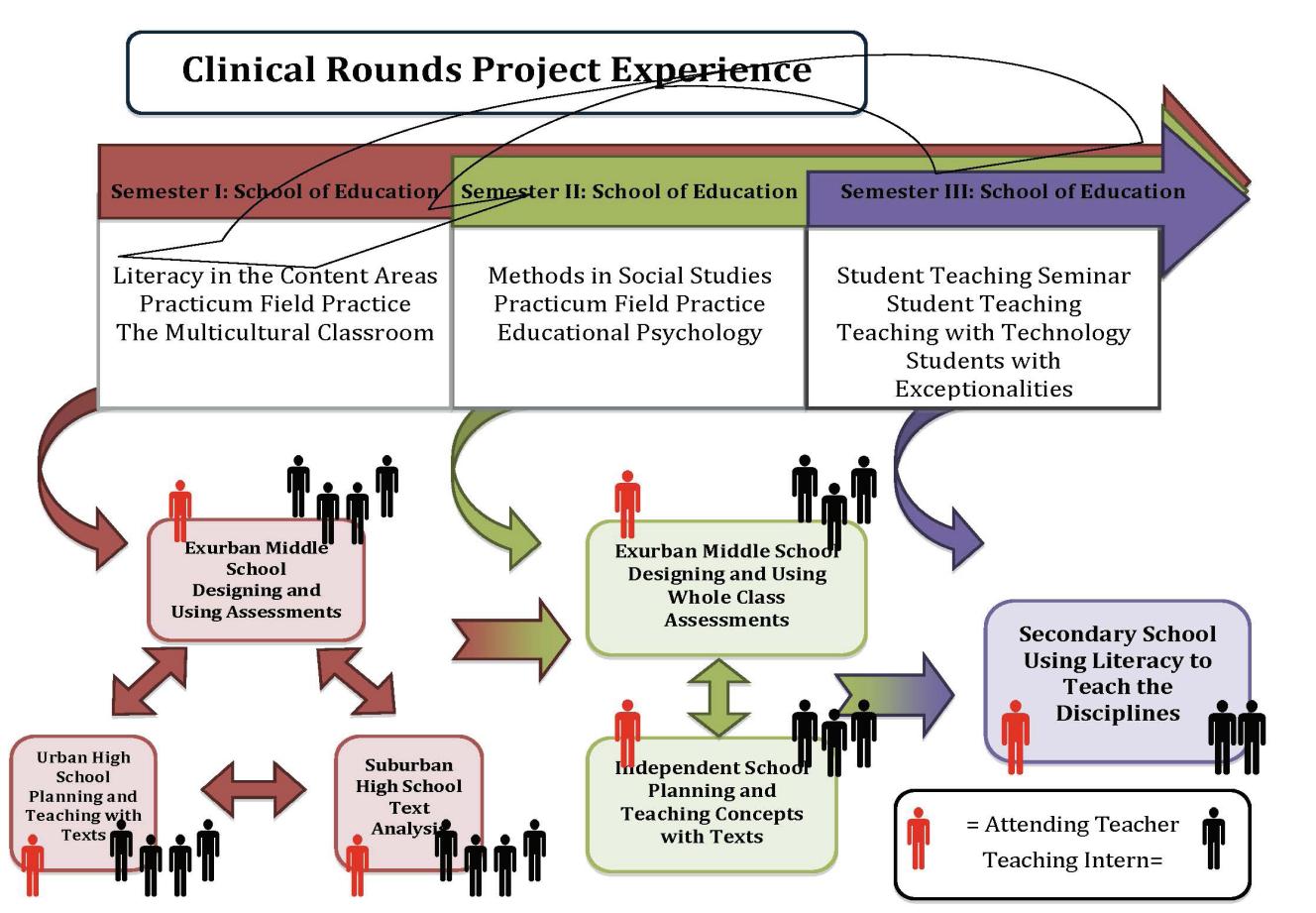
The Rounds Project began as an attempt to integrate literacy teaching and learning into subject area (i.e., mathematics, social studies, science, and English language arts) and to sharpen interns' and residents' understanding of and capacity to help struggling readers and writers become successful readers 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.

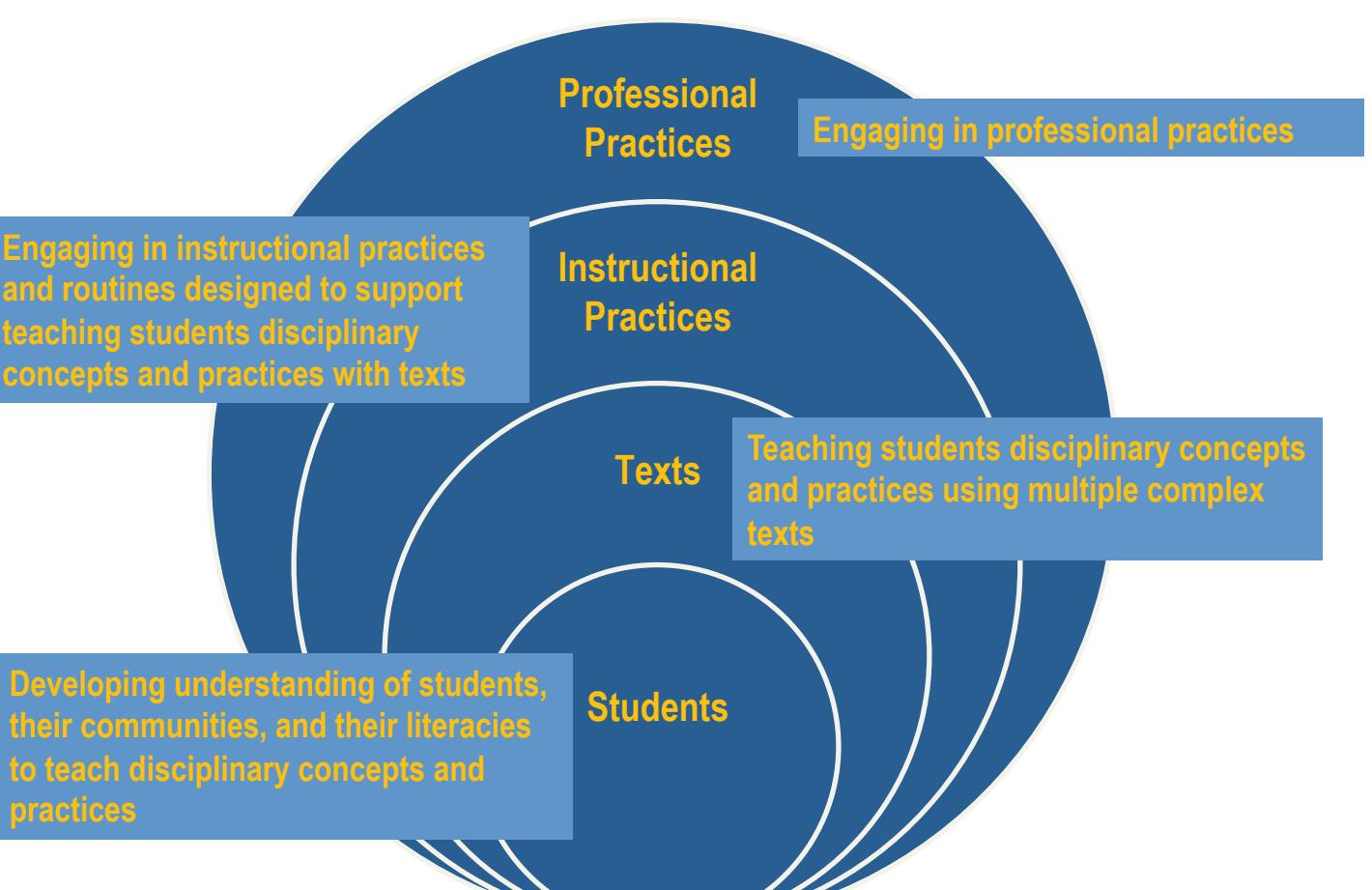
COORDINATING SPACES, PEOPLE, AND CONCEPTS



CLINICAL ROUNDS PROJECT EXPERIENCE



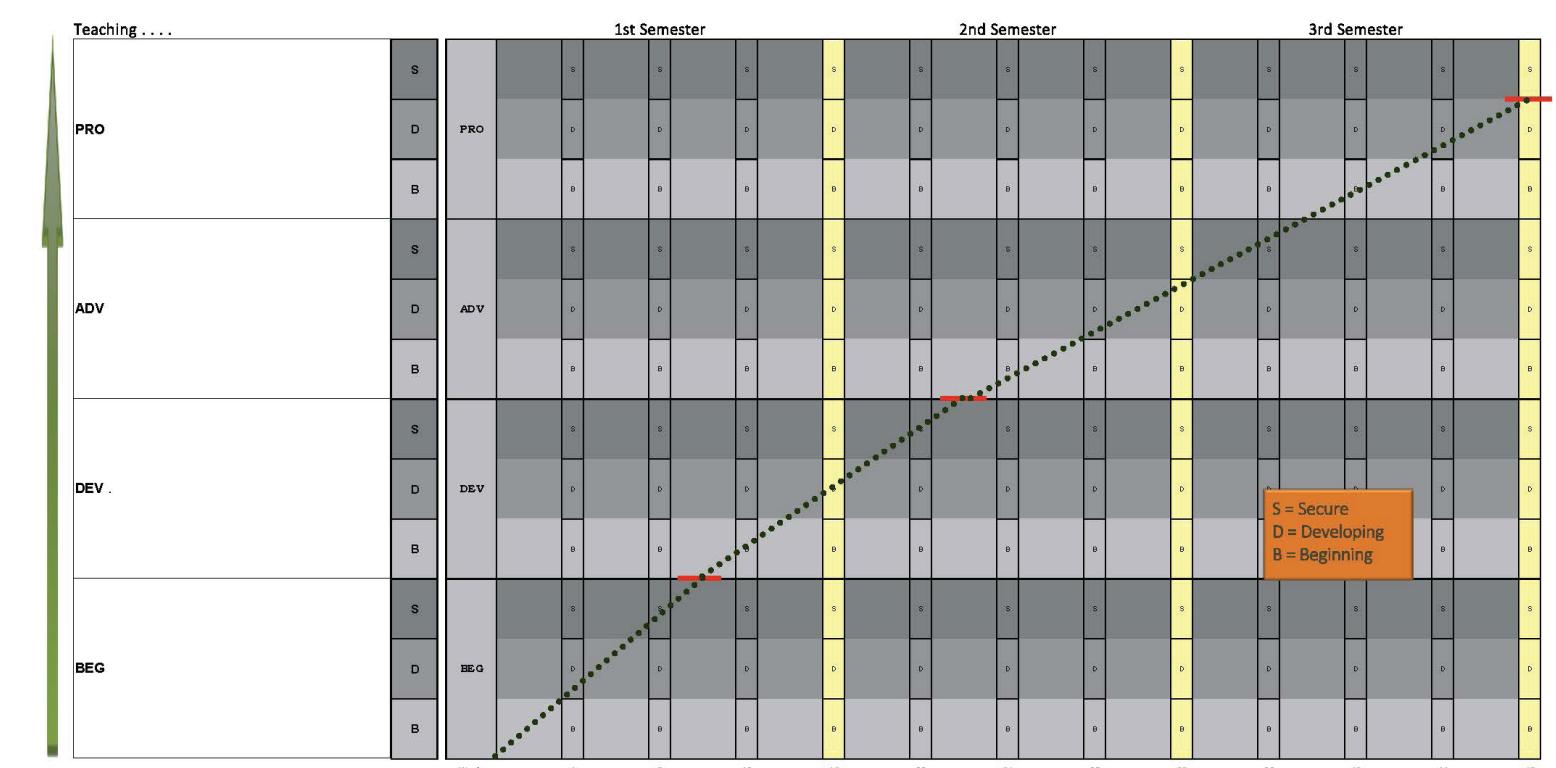
COMPETENCIES MODEL FOR PROFESSIONAL TEACHING PRACTICE



EXAMPLE OF ONE COMPETENCY NARRATIVE

		Secure (Ready for Hire)
Novice resident!	Resident continuously assesses his/her individual students and groups of students, both in-between and during class sessions and exams/testlets and tests. (e.g., resident regularly brings student interests into lesson plans/projects and offers project options where students can pursue a personal interest in their skills/interests). The resident always takes into consideration a student's family resources and home support in assigning homework and can use informed judgment 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 environment) decisions based on informed understanding of students, and the attending teacher can trust the resident's judgment when working with them!	I Beginning!
Advancing Intern!	Interns understand the importance of their students and are able to derive meaningful 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 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 "in-the-moment" assessment (e.g., students' engagement during instruction) to better understand how students are responding to instruction and can use this information to make better instructional decisions to move forward. Interns 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 decisions based on informed understanding of students. The intern serves as a resource for other interns (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 teacher may need a fully narrated explanation from the intern to fully appreciate the decision.	Secure I Developing! Beginning!
Progressing Intern!	The intern demonstrates 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, pairing distinct activities based on students' strengths or areas of interest, and so on). Moreover, the intern can identify what is surface-level and what is internalized (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 teacher may need a fully narrated explanation from the intern to fully appreciate the decision.	Secure (Ready for Student Teaching) Developing! Beginning!
Novice Intern!	The intern recognizes the importance of knowing about students (e.g., the student's prior knowledge and skills – including language and literacy competencies, extracurricular interests, cultural background, community involvement, 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 asking questions about students' interests and not about their academic performance). The intern can identify what is surface-level and what is internalized 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 developed understandings to designing lessons and units, but the intern may have trouble advancing the goals of the lesson to use a learning approach that is aligned 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

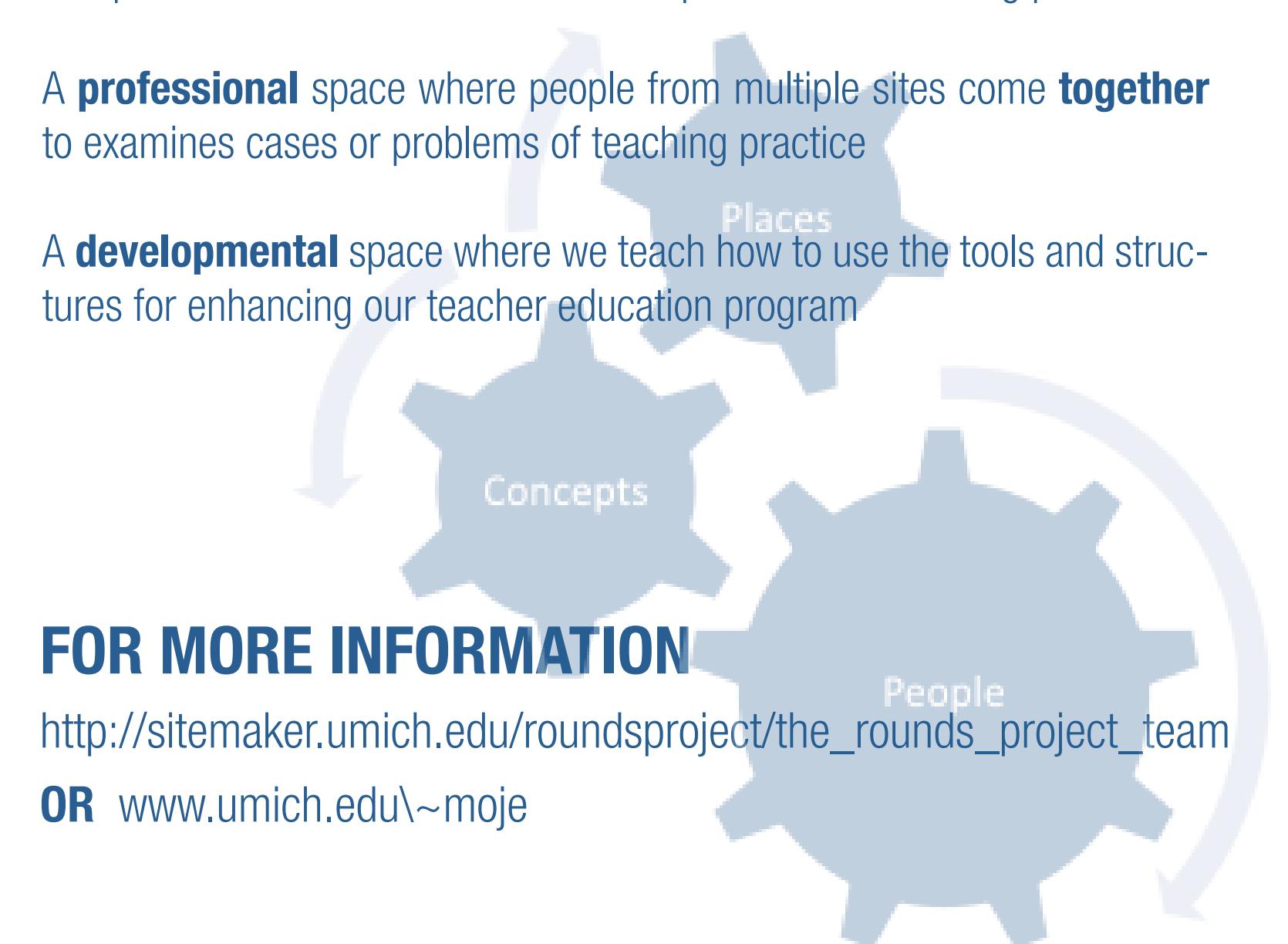


GRAND ROUNDS: ONE KEY TO COHERENCE

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

LEARNING TO TEACH THE DISCIPLINES

Clinical Rounds in Secondary Teacher Education

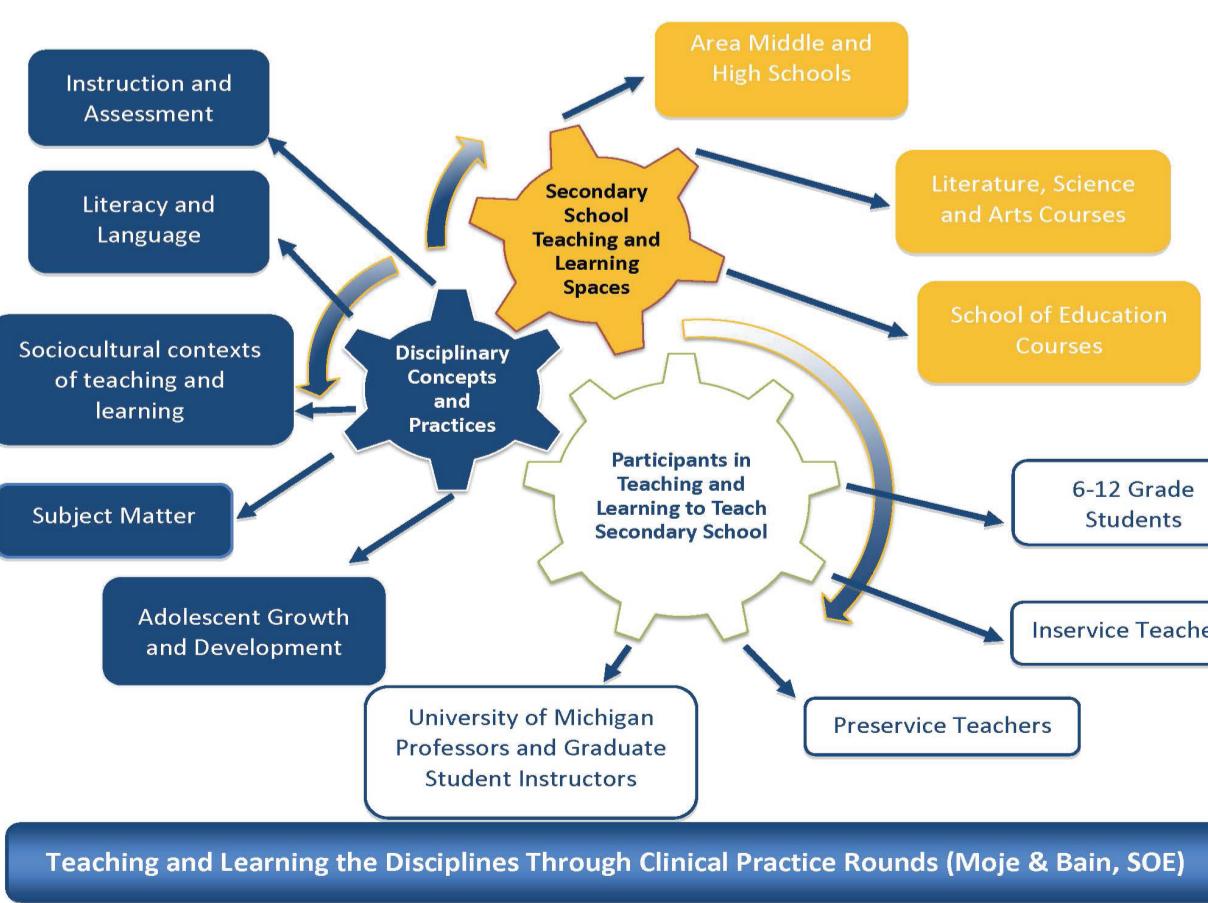
WHAT IS THE ROUNDS PROJECT?

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).

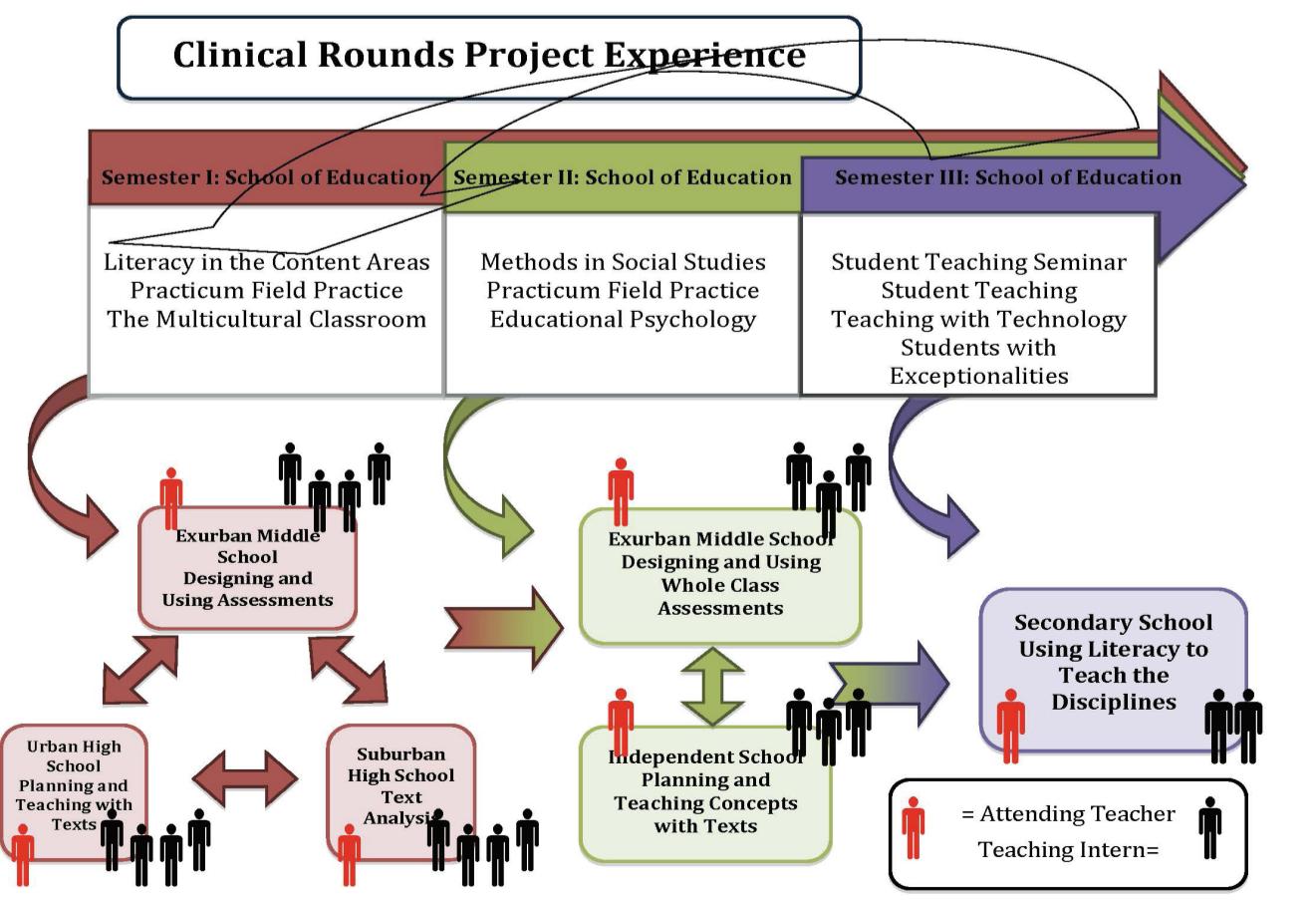
The Rounds Project began as an attempt to integrate literacy teaching and learning into subject area (i.e., mathematics, social studies, science, and English language arts) and to sharpen interns' and residents' understanding of and capacity to help struggling readers and writers become successful readers 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.

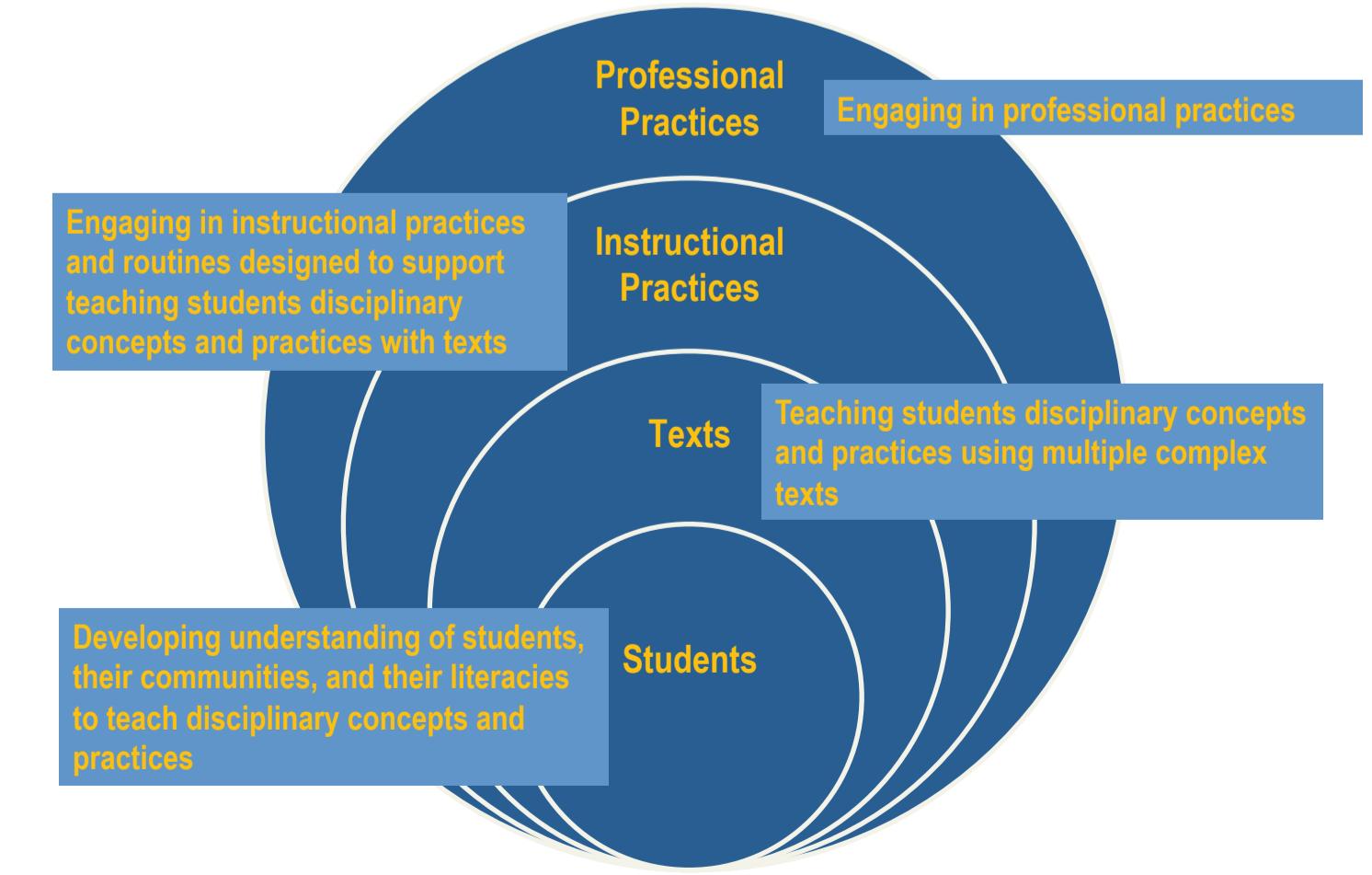
COORDINATING SPACES, PEOPLE, AND CONCEPTS



CLINICAL ROUNDS PROJECT EXPERIENCE



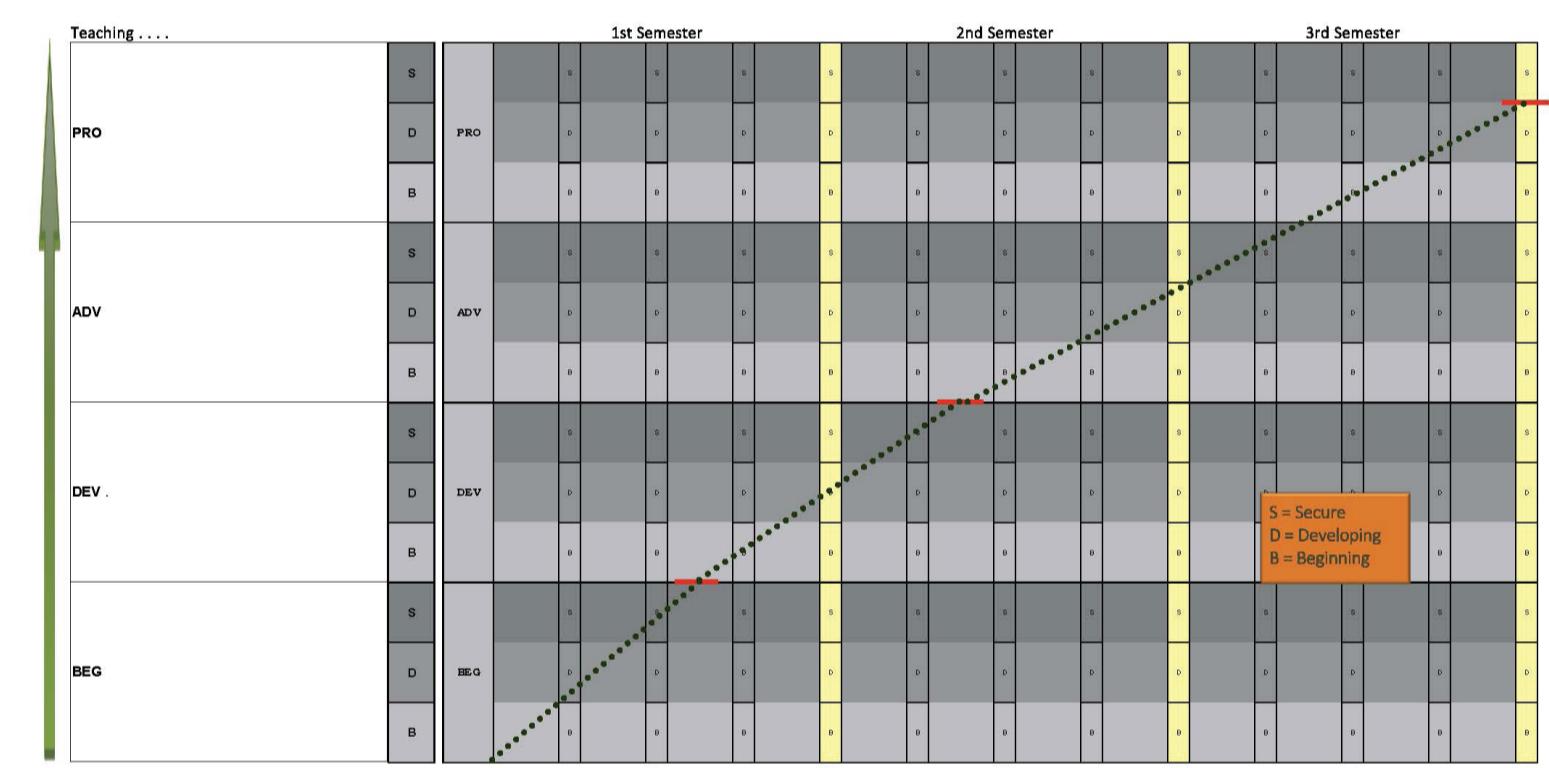
COMPETENCIES MODEL FOR PROFESSIONAL TEACHING PRACTICE



EXAMPLE OF ONE COMPETENCY NARRATIVE

Novice resident!	Resident continuously assesses higher individual students and groups of students, both in-between and during class sessions and execute flexible and targeted differentiated instruction (e.g., resident regularly builds students' interests into lessons, resident provides ample opportunities for students to select a project that reflects their interests and interests). The resident always takes into consideration a student's family responsibilities, home support in reading homework and use immediate 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-on approach and mostly serving as a resource when needed!.
Advancing intern!	Resident designs lessons that reflect students' interests and needs, and the attending can see clear connections between classroom activities and students' interests and needs. Furthermore, the intern is able to use students' recent work and "in-the-moment" assessment (e.g., student engagement during instruction) to better understand his/her students and better tailor instructional decisions. The attending can see how the intern uses varied participation structures to engage students in learning with varied participation structures. In planning, the intern takes into consideration a student's resources (including time) 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!.
Progressing intern!	The intern gains a better understanding of each student through the effective use of various assessment tools. The intern plans lessons that reflect students' interests and needs, and the attending can see clear connections between classroom activities and students' interests and needs. 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' interests or needs, and assessing students' learning). The attending can see how the intern uses varied participation structures (e.g., lesson plans make only general reference to students' interests, intern takes up a few students' ideas rather than attending must take a fully hands-on approach in helping the intern execute appropriately differentiated instruction!).
Novice intern!	The intern understands the importance of knowing about students (e.g., the students' prior knowledge and skills – including phonological and literacy abilities, extracurricular interests, community involvement), 2) what students know and need to learn, and (e.g., content knowledge, even simple formal assessments, informal discussions with students). 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' interests or needs, and assessing students' learning). The attending can see how the intern uses varied participation structures (e.g., lesson plans make only general reference to students' interests, intern takes up a few students' ideas rather than attending must take a fully hands-on approach in helping the intern execute appropriately differentiated instruction!).

LEARNING-TO-TEACH GROWTH CHART/ER

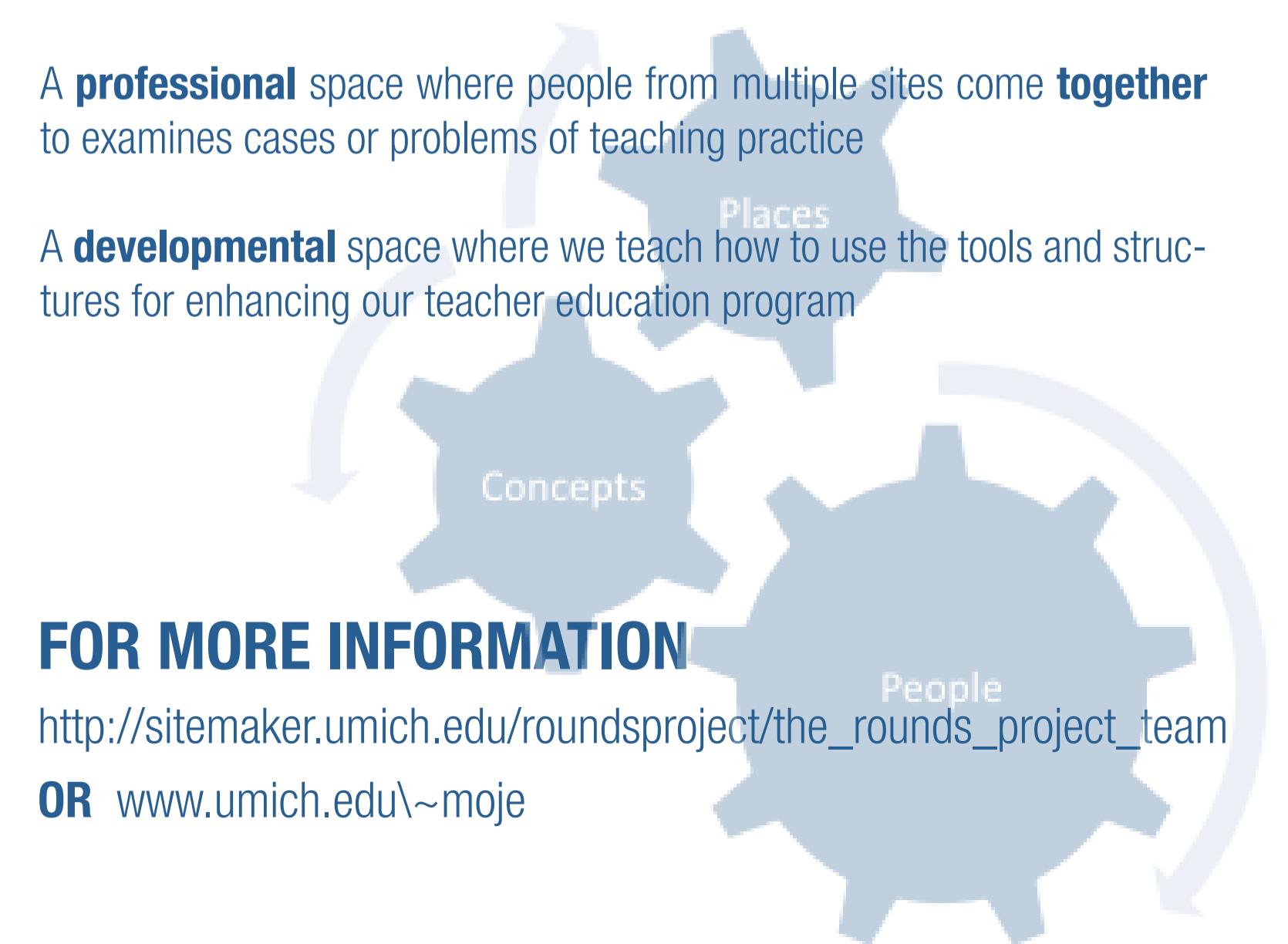


GRAND ROUNDS: ONE KEY TO COHERENCE

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

