Dimensions of Rounds

- Sequencing courses
- Cohorting by disciplines
- Assessing and tracking interns’ development
- Focusing on coherence
- Developing teacher educators
- Applying rotations and rounds
- Changing the discourse


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Developing understandings of students, their communities, and their literacies to teach disciplinary concepts and practices

Teaching students disciplinary concepts and practices using multiple complex texts

Engaging in instructional practices and routines designed to support teaching disciplinary concepts and practices with texts

Professional Practices

Instructional Practices

Teaching Students

Competencies Model for Professional Teaching Practice

Novice Intern

Progressing Intern

Advancing Resident

Novice

Engaging Concepts and Literacies to Instruction to Understand His/Her Students and Better Tailor Instruction. Additionally, the intern is now able to assess and tailor students' recent work and "in-the-moment" assessment (e.g., students' engagement during instruction) to better planning distinct activities based on students' interest or gross differences in students' abilities). Most often, this skills, and interests and is able to enact within the class. Furthermore, the intern can plan effective lessons and units that build on students' knowledge, approach in helping the intern execute appropriately differentiated instruction. to provide fully warranted explanations for instructional decisions, and the attending must take a fully hands-on students' interests, intern takes up a few students' ideas rather than soliciting the group's). The intern may struggle differentiated instruction is superficial and/or over-generalized (e.g., lesson plans make only peripheral reference to the range of student skills, and the intern may have identified groups of students based on skills, interests, or needs to provide some hands-on help in planning and executing appropriately differentiated instruction. The intern deepens understanding of each student, and is able to deliver different follow-up activities designed to meet the varied skills of the students. Furthermore, the intern is able to use between classroom content and their personal interests and/or cultural backgrounds, and 2) plans lessons with instance, the intern: 1) designs lesson plans that engage students in activities that allow them to make connections to students' skills, resources, and comfort levels. Resident can provide warranted explanations for all instructional home support in assigning homework and can use in-the-moment judgments to alter lesson/unit demands according best meets their skills and interests). The resident always takes into consideration a student's family resources and students' interests into lessons, resident provides multiple project options where students can select a project that to consistently plan and execute flexible and targeted differentiated instruction (e.g., resident regularly builds sessions (i.e., "in the moment"). Resident reliably applies a "nuanced" understanding of his/her students and is able Resident continuously assesses his/her individual students and groups of students, both in-between and during class enactment decisions based on an understanding of students. The attending serves as a teaching guide, but still planning, the intern takes into consideration a student's resources (including time) and home support in assigning as someone who knows them and is interested in them, the intern's understanding of students remains shallow. 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). 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 students' interest). However, the intern is not able to enact what s/he has learned about students through teaching (e.g., although the intern follows a of the lesson (e.g., the intern may plan to use a teaching move that aligns with one students' interest). However, 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 students' interest). However, the intern is not able to enact what s/he has learned about students through teaching (e.g., although the intern follows a...
Grand Rounds

- 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 examine 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

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