Inquiry in the Round?

Education Rounds in an Urban Teacher Residency Program[1]

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Authors' Manuscript

Abstract

In education, the Rounds model provides opportunities for engaging educators as communities of learners who examine instructional issues for purposes of understanding and improving them. Over the past ten years, Rounds have been implemented in school-based experiences in teacher preparation programs across the nation. Yet despite recent interest, there is little description of the opportunities and challenges of implementing the Rounds in teacher preparation. The purpose of this article is to describe Education Rounds implemented in one urban teacher residency program. To do so, we explore the emerging literature on Rounds and the residency program's process of implementing Rounds. We present examples of residents' experiences with Rounds, and we discuss tensions that arise when implementing Rounds as an innovative pedagogical approach in teacher preparation.

Keywords: Preservice teacher education, field experiences, teacher learning

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[1] The three authors on this manuscript are equal co-authors

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Current imperatives for teacher education reform unequivocally call for "clinically rich" teacher preparation that includes prolonged and intensive clinical experience, deeply embedded in schools and classrooms (National Council for Accreditation of Teacher Education, 2010, National Research Council, 2010; New York State Department of Education, 2011; U.S. Department of Education, 2009, 2011, 2014). As part of this call, the National Council for the Accreditation of Teacher Education (NCATE) highlighted Instructional Rounds—also known as "Teacher Rounds," (Del Prete, 2013), "Education Rounds" (Goodwin, Del Prete, Reagan, Roegman, 2015), or simply "Rounds"[2]—as one of a selected group of practices that support clinically-rich teacher preparation (Watts & Levine, 2010).

Rounds models in education provide opportunities for engaging educators as communities of learners to work thoughtfully, deliberately, and collectively to examine mutually identified instructional issues for purposes of understanding and improving them (Elmore, 2007). The concept builds from medical rounds in which experienced physicians, residents, and medical students assess and treat patients collectively in order to enhance the diagnostic and treatment skills of the medical students (City, Elmore, Fiarman & Tietel, 2009; Roegman & Riehl, 2012). In education, Rounds generally involve observations of one or more classrooms, followed by a joint analysis of the observation (Teitel, 2009). For at least fifteen years, Rounds have been implemented as a model for improving teaching practice at the school- and district-levels (City et al., 2009). Scholars have suggested that Rounds have the power to "redefine the teaching profession" (Fullan, 2009) and that they "are one of the most valuable tools that a school or

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[2] For purposes of this article, when describing the model, we refer to it as "Rounds" or participating in a "Round."

district can use to enhance teachers' pedagogical skills and develop a culture of collaboration" (Marzano, 2011, p. 80).

Over the past ten years, Rounds models have been adopted as a part of school-based experiences in teacher preparation at universities across the nation including Clark University (Del Prete, 1997, 2013), University of South Carolina (Watts & Levine, 2010), University of San Francisco (Williamson & Hodder, 2015), and Wake Forest University (Baker & Milner, 2016). Although each university varies in its specific enactment, Rounds models generally involve some combination of teacher candidates and/or in-service teachers identifying a "question" or "problem" of teaching practice, conducting an observation in an educational setting, and debriefing the observation using a structured protocol for analysis of the observation (Goodwin, et al., 2015).

In our own work as teacher educators in an urban teacher residency program, we have employed Rounds to engage teacher candidates in deliberate inquiry into their teaching practice as they interact as members of a learning community around shared observations and collective analyses of classroom instruction. In this article, we build on the existing literature on Rounds, and we share our experiences with Education Rounds in the context of one university-based urban teacher residency program. We use our work to highlight the possibilities and challenges of Rounds in teacher preparation, which are similar to but different from the possibilities and challenges of Rounds with other groups of educators. In doing so, we consider how this recent trend can support teacher candidate learning and identify lessons learned in implementing Rounds in teacher preparation.

We begin with a description of Rounds models, and we explore the emerging literature on Rounds in education. We present a conceptual framework that guides our implementation of

Rounds and the context of Education Rounds in the residency program. We then offer portraits

of residents' experiences with Rounds, framed conceptually by perspectives on teacher learning

and development. We conclude with a discussion of the tensions and lessons that we learned

from implementing Rounds in teacher preparation.

Rounds in Education

As we have suggested elsewhere (Goodwin, et al., 2015), the Rounds model in education

is designed to "adapt the medical idea in a way that uncovers…and engages participants in an

inquiring, clinically-based, and context-specific process of learning" (p. 38). There are two major

models of Rounds prevalent in the educational literature. First, "Instructional Rounds" (City et

al., 2009; Teitel, 2009) brings together school- and district-level personnel who focus on a

"problem of practice," (POP) a specific issue of instruction that is visible during a classroom

observation (e.g., questioning strategies are visible, while curricular adoption would not be).

Participants may be from the same school or district, or may come from different contexts; the

expectation is that outside visitors learn about the instructional practice, while the hosting school

gains feedback on the POP. As such, one of the aims of Instructional Rounds is to support

dialogue and conversation across school sites, creating a shared understanding and common

language around key instructional issues. During a Round, an observation in a classroom setting

typically lasts 20-minutes, at which time observers take descriptive observation notes related

specifically to the POP. Following the observation, a debrief takes place when observers discuss

their observations and generate hypotheses and next steps. During all aspects of the Round,

structured protocols are used to ensure a focus on description and evidence. During Instructional

Rounds, teachers do not typically participate in generating the POP or in debriefing the

observation.

Second, the "Teacher Rounds" model (Del Prete, 1997, 2013), which has been refined over time, generally brings together a group of 3-6 preservice teachers, in-service teachers, and teacher education faculty. In this model, either an experienced teacher hosts a Round for purposes of modeling an instructional practice, or a preservice teacher hosts a Round for purposes of improving practice. The Round is anchored by contextual information on the teacher and students, as well as an inquiry pertaining to practice and student learning (Del Prete, 2013; Goodwin, et al., 2015). Group members observe the host teacher for anywhere from 20 – 60 minutes, and then participate in a post-Round conversation. During the post-Round conversation, members pose questions and discuss observations and insights related to the inquiry and their observations. In one recent variation of this model (Baker & Milner, 2016), candidates observe experienced teachers "as a way to help them observe and develop research" questions for action research projects (p. 95). These models were designed to "encourage critical reflection and deliberation, and build communities of practice" (Goodwin, et al., 2015, p. 38), and to engage participants in systematic inquiry in a field-based setting.

Recent research focuses on the application of Rounds involving networks of administrators across districts (e.g. City, et. al, 2009), district implementation of Rounds (e.g. Hatch, Hill, & Roegman, 2016), and school-based approaches to Rounds (Teitel, 2013). Emerging empirical literature on Rounds in teacher preparation suggests that Rounds has the potential to support teacher candidates' learning through inquiry within a community. In one study, Reagan, Chen, Roegman & Zuckerman (2015) found that some teacher candidates reflected on their own practice during the process of observing their peers' teaching. Similarly, Williamson and Hodder (2015) observed that Rounds helped candidates to articulate a deeper understanding of how context matters in education.

The emerging research also offers cautions for the implementation of Rounds in teacher education and points to potential areas of concern. Reagan and colleagues (2015) found that some candidates made weak or superficial theory-practice connections and instead used the Rounds process to affirm shallow understandings of practice. Williamson and Hodder (2015) shared their struggles in working with all candidates to unpack their assumptions of students from different racial, ethnic, and socioeconomic backgrounds. Furthermore, Roegman and Riehl (2012, 2015) raise questions about drawing on practices from the field of medicine and applying them to education without a deep understanding of how they work. Their review of the literature on medical rounds found multiple and varied perspectives on what rounds are, how they should be implemented, where they should be held, whose opinions matter, and what medical students and junior residents should be learning, with key challenges related to implicit worldview and issues of power/status. They wonder, in instructional rounds, who is the patient and where does the illness lie? These questions have not been addressed in much of the literature on Rounds, potentially causing participants to enter Rounds with their own assumptions about the practice in medicine and in education.

These areas of concern notwithstanding, like Fullan (2009) and Marzano (2011), we view Rounds as a pedagogical innovation with great promise for teacher learning, as borne out by our own research and first-hand application of the model. Through Rounds, teacher candidates have the opportunity to become, essentially, members of networked learning communities (Jackson & Temperley, 2007; Katz & Earl, 2010) where individuals contribute to "shared knowledge and skills [that] are distributed among members…with the key gain of deepened understanding of both content and processes by individual members of the group" (McConnell, Lally, & Banks, 2004, para. 2). While reflection and professional learning communities have long been part of

teacher preparation and in-service learning, networked learning communities "[foster] the kinds of within-school learning communities that are strong and impactful by building strong networks across schools," i.e., "between-school (networked) learning communities" (Katz, Dack, & Earl, 2009, p. 36). Rounds engage teacher candidates collectively around a "common learning focus" to work together beyond their individual school settings "to deepen their understanding and change their practices in an area of need" (Katz, Dack, & Earl, 2009, p. 37).

To that end, we have all been involved in Rounds in different ways. Lin and Emilie were directly involved in the design and implementation of the residency program and Education Rounds in the residency program. Rachel has been involved in implementing and evaluating the impact of Instructional Rounds (based on the City, et al. model) with a professional development network of administrators outside the state; she was also involved in facilitating the evaluation of the residency program, which included examining the implementation of Rounds. Through our experiences in designing, implementing, and evaluating Rounds, we all see how the practice can support teacher candidates in their journey to becoming classroom teachers and designed our model so as to integrate classroom-based inquiry and school-based inquiry.

Conceptual Framework: Complexity, Community, Inquiry

The underlying assumption that frames this article and our work with Education Rounds is that learning to teach, and teach well, is a continuous process that gradually unfolds over time (Cochran-Smith, Barnatt, Friedman & Pine, 2009; Feiman-Nemser, 2008; Hammerness, et al., 2005). Furthermore, we assume that the journey from preservice to expert teacher involves: 1) extensive practice; 2) deep knowledge of content, context, learners, and subject matter; 3) the development of automaticity and flexibility in thinking as well as practice; and 4) strong motivation to learn (Berliner, 2001; Lindner, Carson, Dooley, & La Prad, 2011). To frame our

work, we identified three key habits of thinking and doing that support preservice teacher

learning. Building on Cochran-Smith and Lytle's (1999, 2009) "inquiry as stance" framework,

these habits of thinking and doing include: (1) seeing teaching as complex and complicated; (2)

reflecting on and analyzing practice through systematic inquiry; and (3) learning in and with

communities.

First, literature on teacher development suggests that novices are separated from experts

because they do not yet consistently link the "conceptual tools" of teaching with the "practical

tools" (Rosen & Florio-Ruane, 2008, p. 714). Hammerness, et al. (2005) address a related issue,

characterized as "a problem of complexity" (p. 359) in that novices typically define teaching as

performance or as technique, and may not recognize the depth of understanding and decision-

making that good teaching entails. Second, research suggests that inquiry can help emerging

teachers "raise questions and continuously learn how to teach by researching and reflecting on

practice" (Cochran-Smith, et al., 2009, p. 17). Through inquiry, teacher candidates can

"construct their own understandings by doing, by collaborating, by inquiring into problems,

trying and testing ideas, evaluating and reflecting on the outcomes of their work" (Hammerness,

et al., 2005, p. 24). Third, by investigating practice with peers, teacher candidates' learning is

situated within a community of practice (Lave & Wenger, 1991). This type of situated learning

offers the potential to support teacher candidates as they build on the "social dimensions of

learning to teach" (Rosen & Florio-Ruane, 2008, p. 714).

These three key habits of thinking and doing—complexity, inquiry, and community—

undergird our work with Residents and form the conceptual framework for Education Rounds in

the residency program.

Context: Urban Teacher Residency Program

Funded in part by a U.S. Department of Education Teacher Quality Partnership grant (U.S. Department of Education, 2009), the residency program featured in this article is housed in a university in a large urban area. The university developed the 14-month Master's level program to recruit and prepare teachers for certification in English as a Second Language (ESL) or Teaching Students with Disabilities (TSWD) in a large urban public school district in the northeast.

The residency program was deliberately designed to be both clinically rich and academically rigorous. Each year, a cohort of approximately twenty teacher candidates (called "residents") participated in a variety of teaching and learning activities in and out of school-based settings. Beginning in their first summer term, residents observed K-12 classrooms and completed assignments structured around a core curriculum designed to bridge course work at the university with experiences in classrooms and the broader community. During the academic year that followed (September to June), residents completed a residency in an urban public school three days a week in the fall and four days a week in the spring, under the guidance of a mentor teacher in their certification area and the support of a university-assigned supervisor. At the same time, residents completed coursework in the evenings, leading toward a Master's degree and state certification. Additionally, in the fall, residents volunteered with local community-based organizations to support teaching and learning in out-of-classroom contexts. To synthesize field-based experiences with university coursework, residents came together for a full-day seminar every Friday during the academic year.

Following completion of the residency program, graduates committed to teaching for at least three years in a high-need school[3] in the urban district. The urban teacher residency

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[3] As defined by the U.S. Department of Education Teacher Quality Partnership grant in terms of the percentage of students who qualify for free- or reduced-price lunch.

program offered formal mentoring and induction support to all graduates for the first two years

of teaching, and informal support thereafter.

Education Rounds in the Residency Program

Building on the idea that even as teacher candidates and novice practitioners, peers can

offer each other considerable support and feedback in learning to teach (Hamilton, 2013; Shin,

Wilkins, & Ainsworth, 2006), the residency program's Education Rounds model includes a peer

observation followed by a structured debrief in the context of a learning community. As

described in the overview of the residency program, the purpose of Rounds is for "residents to

learn how to use descriptive observations of classroom practice to support themselves and their

peers in investigating and improving their teaching practice" (Urban Teacher Residency, N.D.).

In the development and implementation of Education Rounds, residency program staff

began by reviewing literature on Rounds (City, et al., 2009; Del Prete, 1997) and visited Clark

University to observe and learn about the implementation of Rounds in a university-based

teacher preparation program. From there, staff analyzed commonalities and differences across

models, and adapted them to develop "Education Rounds" to fit the goals of the residency

program and urban context.

In our adaptation of Rounds, we blended Teacher Rounds and Instructional Rounds to

engage classroom practitioners *across schools* in collective reflection and problem solving

around specific classroom practice questions brought to the group by individual teachers.

Specifically, building on Del Prete's (1997) Teacher Rounds model, the residency program

positioned residents as active participants in Rounds. Residents themselves generated questions

of practice, served as hosts and observers, and participated in the debrief sessions. Building on

the City, et al. (2009) Instructional Rounds model, the residency program adapted protocols to

focus on patterns and analysis of the observation and residents' teaching practices within and across residents' school placements.

The residency program's Education Rounds model consists of four steps: the host resident's development of a question of practice and an accompanying rationale, which serves as the focus of the observation; an observation of practice that takes place for a full class period (ranging from 35 minutes to 1 hour); a debrief session using a set of protocols that include an analysis of the observation, feedback, and next steps for the host and peers in the learning community; and an end-of-semester group reflection (see Appendix A for sample protocols). A sample question of practice is:

> When I am teaching a mini-lesson, my students tend to talk to each other and disrupt the lesson for others. As a result, some miss the directions and ask questions when doing an activity or assignment that I have already explained.
>
> ▸ Where am I standing during the mini-lesson?
>
> ▸ When do my students tend to talk during the mini-lesson?

During the spring semester, all residents participated in Education Rounds. Prior to their first observation, residents learned about the practice during a one-hour orientation, in which they analyzed sample questions of practice, practiced taking descriptive observation notes, and reviewed the protocols of the debrief session.

Over four months (February through May), each resident participated in four Education Rounds, once as a host and three times as an observer. During each Round, groups of three to four teaching residents and one or two program staff members observed a host resident. Each Round required coordination with school administrators, mentor teachers, and host residents to ensure that the day and time of the Round would be appropriate for the school and classroom

community (e.g., an assembly or a testing day would not work for a Round). In the residency seminar on the Friday following, each group participated in a one hour structured debrief session analyzing the observation. The purpose of the debrief was to analyze descriptive notes taken by the observers that pertained to the host resident's question of practice and generate next steps for instructional practice.

Two residency program staff members facilitated Education Rounds to coordinate logistics and participate in the Education Rounds process. After each Round, residents reflected on their Rounds experience, responding to prompts around what worked, what could be changed, and what they were learning. Following the conclusion of all of the Rounds, residents completed group projects by creating posters in which they described what they learned from the Education Rounds process and how they might engage in a practice such as Rounds in their first year of teaching.

Possibilities and Challenges of Implementing Rounds

Following one cohort of 20 residents enrolled in the urban teacher residency program, we collected Rounds protocols and guidelines, as well as documents generated by the residents during the Rounds process, including their questions of practice, observation notes, collective debriefing notes, in-class reflections, and final-group projects. In addition, four residents volunteered to participate in 20-minute interviews on their experiences and perspectives on Education Rounds. We reviewed these artifacts for purposes of gaining insights into residents' experiences and how we could improve the Rounds in future iterations.

Here we share what we have learned about the possibilities and challenges of implementing Rounds in the urban teacher residency program. We outline general trends in residents' questions of practice to gain insight into their instructional or curricular priorities. We

then describe how final group projects enabled us to better understand how residents interpreted Rounds. Finally, we offer illustrations of two residents' engagement with Rounds to uncover different ways that the practice seems to influence teacher development. Our intention is not to provide a systematic analysis of residents' experience and perceptions, but rather to illustrate how residents participated in and interpreted Rounds, and how they might take up the three habits of thinking and doing, including: 1) See teaching as complex and complicated; 2) reflecting on and analyzing practice through systematic inquiry; and 3) learning in and with communities. This examination provided useful information for the residency program's implementation of Rounds in subsequent years.

What Did They Ask? Examining Questions of Practice

We were particularly interested in the questions that the host residents developed and the rationales for investigating particular areas of their teaching practice, to see how they were conceptualizing teaching and learning. Examining their questions of practice illuminated residents' self-identified "problems of enactment" (Kennedy, 1999), which, in turn, provided a window into the various degrees of complexity by which residents seemed to frame teaching.

Overall, residents' questions of practice were organized around four topics: accessing curriculum; assessment; management; and student-teacher interactions. In their questions of practice, we found that all residents made connections to their students' actions in some way, indicating that even as teacher candidates they demonstrated a focus on learners. However, there was variation across the questions in terms of why residents were focusing on particular aspects of their teaching practice. Four residents of the twenty residents made explicit connections to students and their learning in their questions and rationales. Conversely, eight residents focused their questions of practice on discrete skills and strategies without linking them to larger theories

of teaching and learning. The remaining eight residents' questions of practice fell somewhere in between where they focused on the teacher facilitating opportunities for students with some connection to improving practice.

Our examination of these questions shed light on how residents perceive what they need to learn in order to teach well, which in turn provided insight into how they define the act of teaching. As we expected, residents did not uniformly perceive teaching in the same ways, and in fact, their conceptions of what it means to teach well did not, in most cases, stretch beyond fairly vague notions of "good" teaching, marked by certain behaviors such as managing transitions efficiently. If expert teachers see good teaching as complex and complicated, Rounds offered us very specific assessment data about how well we had been able to "seed" this mindset, and indicated clearly that we had more work ahead. Thus Rounds not only provided residents with targeted learning opportunities, they provided the program with important data as well about the kinds of learning opportunities we would need to structure according to the individual needs of residents to support their development as teachers. We learned from these questions of practice that residents needed further support in thinking about and purposefully generating questions that would get at the heart of their practices.

How Did They Interpret Rounds? Examining Group Projects

The Rounds model has the potential to guide teacher candidates to reflect on teaching practice within a community of peers. In the group projects, residents reported that through the Education Rounds process, they could focus on specific areas of practice through the development of questions, collecting data through observations, and analyzing data through the debriefing process. Additionally, residents viewed Education Rounds as contributing to inquiry in different ways: as a way to systematically improve teaching practice; as an opportunity to

identify gaps in teaching practice or areas of practice, of which they were unaware; and as an opportunity to learn new strategies being enacted by peers.

For example, in Figure 1, a group of teaching residents created a poster titled, "Ed Rounds Man," who "saved the day" by "showing us [teaching residents] different teaching contexts, helping us see holes in practice, and letting us see the talents of colleagues."

[Insert Figure 1 about here]

Engaging in systematic inquiry within a community of learners can deepen mindsets and transform inquiry from an individual examination to a shared and collective one, thereby exposing internal thinking to multiple perspectives and critique. The group projects overwhelmingly suggested that the Education Rounds process facilitated and supported opportunities for the residents to develop as a cross-school community. For example, in a final collaborative project, one group shared that Education Rounds "created a network of teachers," and provided opportunities to "learn about other schools and communities," and participate in "interdisciplinary learning" through peer observation, feedback, and support. Additionally, residents expressed that engaging with peers was "reaffirming" and that they found value in "seeing peers teach." For example, as Abby reflected, "Seeing/observing peers is not only good for them, but really useful for me as well." Further comments suggest that the mere process of opening up their classes and being welcomed into other classes facilitated opportunities to receive support from peers as well as strengthen ties— through similarities—across the group. As Noah noted in his reflection, "many residents are experiencing similar challenges in the classroom." Similarly, Austin expressed, "I liked seeing the common threads in our practices." These comments were also echoed in the final group projects in which two groups highlighted

"inviting other teachers into your classroom" and "letting us see the talents of colleagues," (See

Figure 2) as the benefits of Education Rounds.

[Insert Figure 2 about here]

In the final group projects, some residents focused on the technical or surface aspects of

teaching given references to the "tool kit" and "strategies," or even the notion of "tourism" in

relation to learning about teaching. However, we also noticed the future orientation in both

projects and the promise to continue practices acquired through Rounds, such as "descriptive

observations" or asking questions of their teaching. Additionally, these projects helped us to see

residents beginning to build a learning community among themselves and voice some habits of

mind in the direction of questioning practice.

A Closer Look: Examining Two Residents' Experiences and Reflections on Rounds

Two residents' experiences with Education Rounds demonstrate the possibilities and

challenges of supporting teacher candidates in developing habits of thinking and doing around

complexity, inquiry, and community. While both residents found value in the practice of Rounds,

they did so for different reasons, with different implications for their development as beginning

teachers. On the one hand, Jacob, a resident completing his residency placement in a high school

ESL history placement positioned himself as "teacher as learner." On the other hand, Eric, a

resident in an English and social studies middle school residency placement took on a role of

"teacher as performer."

Jacob: Teacher as Learner. Jacob framed his question of practice in relation to

instructional scaffolding. This stemmed from his concern that his students, who were English

language learners (ELLs), were not able to reach a deep understanding of course material

because his lessons did not always include language supports or sufficient opportunities to apply

and demonstrate understanding. Jacob worried that his students were able to "get by" in lessons by being compliant, copying board notes, and staying quiet. For the Education Rounds visit, he asked his peers to focus on his instruction in this area, including:

1. What are we [mentor teacher and himself] doing to provide language supports/scaffolding during the lesson?

2. What opportunities are we providing for ELLs and all students to demonstrate their understanding of the content?

Jacob's rationale and questions of practice demonstrate complexity in that he considered the interactions between his teaching behaviors, opportunities provided to students, and students' understanding of content.

In the debrief following the observations by his peers, Jacob received specific feedback to both of his questions. The majority of feedback focused on language supports and scaffolds in terms of the use of graphic organizers and vocabulary activities. Jacob's peers also noted opportunities for students to show understanding through visual displays and checks for understanding.

In reflecting on Education Rounds, Jacob expressed initial nervousness and a desire to impress his peers, but then he came to see a value in the Rounds visit, regardless of the visitors. As Jacob explained,

> Whether or not observers actually came, I think it was really helpful to be thinking about those questions we have about our own practice and our own teaching, to be able to come to school every day with a lens through which to see how we can improve and see what the kids are doing…what we might do to get them to learn more, to understand more, to

be more effective participants in the classroom. So going through that whole process,

even before the observers came, was really useful.

Jacob's reflections on the Education Rounds process demonstrate his emerging inquiry stance.

He located this inquiry in his own practice and emphasized the importance of the low-stakes

nature of the visit.

Furthermore, Jacob expressed a desire for a community in which to investigate practice

because "when you get a lot of teachers together talking about things, you're in a better position

to improve in your own practice and to be able to answer those questions you have about your

own teaching more comprehensively." Jacob approached his debrief with the idea that "any

feedback was going to be couched in very positive terms related to how I can grow." Feedback

was important for Jacob, not just to improve a specific technique, but more importantly to

support his growth as a teacher in working with students. Jacob elaborated,

I think the best thing is the feedback that you get in relation to specific questions you

have about what you're doing in the classroom…so getting in that mind frame of coming

up with specific ways to improve with specific questions you have…gets you thinking

like a teacher, gets you thinking like someone who is looking for results, and research

and feedback…So having people be able to sit down and show you what they saw helped

me, not just in that moment, but when I moved forward and thought about, you know,

teaching the next week and the next month and for the rest of the year. Those were the

things that I couldn't forget because they were coming from people that I really

respected, coming from people who had actually seen me teach, and not just from a

textbook or anything.

Jacob saw the value of Rounds as an opportunity to get into a "mind frame" of thinking about practice and engaging with a community of peers. Instilling "a culture of intellectual inquiry" (Westheimer, 2008, p. 761) and reflection among preservice teachers also guides them to "develop the tools and dispositions to study teaching," one of the "central tasks of learning to teach" (Feiman-Nemser, 2001, p. 1050), thereby cultivating a disposition towards reflecting in/on action (Schon, 1983).

      Eric: Teacher as Performer. Eric framed his question of practice in relation to student disruptions during class. His concerns related to students talking out of turn, speaking to each other, or texting during the lesson, and he identified strategies that he had used to address these behaviors, including raising his voice, and once, removing a student from class. Eric's mentor teacher spoke with him about managing the class more effectively, and he began following her advice. For the Education Rounds visit, he asked his peers to focus on his classroom management, including

1. To what degree did student behavior affect the flow and delivery of the lesson?

2. Did it detract from it or contribute to it?

3. What techniques did I use--subtle or overt--to help manage the classroom before, during, and after the lesson?

Eric's questions and rationale centered on specific skills and strategies, reflecting a technical view of teaching focused on his actions as a teacher. Through his concern with students "interrupting the flow of the lesson," Eric positioned himself at the center of the classroom, as did his reflections on the visit; indeed Eric characterized hosting the visit as putting on a show for his friends:

I think I put on one of my better lessons when my friends came by. And it's always

exciting when your classmates or at least a group of your classmates, you know, come

over… it's like, "Hey, my, my friends are here." So rather than being nervous, you've

really shifted to fifth gear, at least that's the way I felt. And it feels somewhat—and

sometimes it's like show time! And so you put a little extra, you know, step in your strut

and I think you put on your best performance when you have your friends in the room.

Education Rounds provided Eric an opportunity to show his "friends" what his teaching was like.

Eric's perspective also differed from Jacob's frame when it came to receiving feedback.

From the two groups of peers who visited his classroom, Eric received the most specific

feedback to the third question around techniques. Sample notes include, "Eric asks a student who

is talking a question and walks over to her," and "Eric says, 5, 4, 3, 2, 1." There were no notes

from the debrief that could offer answers to the first two questions. Although Eric was anxious

before the debrief to hear what his classmates would say, he felt the feedback was "quite

constructive." Eric particularly expressed an appreciation for a supportive community, noting

that, "what everyone in the class enjoys is the warm and fuzzy moment…when we go around

and we share nice things about our hosts and …made everyone feel good." In addition to

appreciating the positive feedback, Eric saw value in getting to see his peers teach as a way "to

get to know them on a more personal basis." Being part of a community of "my friends and my

classmates" was an important part of Eric's frame for teaching and learning.

Discussion: Learning from Rounds

We observed much promise in the implementation of Education Rounds in the urban

teacher residency program. For example, Rounds provided a structured opportunity for the

residents to engage in and with communities of practice and try on the role and work of teachers

through school-based observations followed by interactions with peers and colleagues (Wenger, 1998). However, during Rounds, residents struggled to collectively

> pose problems, identify discrepancies between theories and practices, challenge common
> routines, draw on the work of others for generative frameworks, and attempt to make
> visible much of what is taken for granted about teaching and learning (Cochran-Smith &
> Lytle, 1999, p. 293).

Our examples also suggest that residents found multiple purposes for Rounds. Some residents, such as Jacob, appreciated the opportunity to investigate their practice and to receive feedback about their own teaching questions in a low stakes environment. Others valued sharing strategies, resources, and ideas with one another. Still others viewed Education Rounds as an occasion to survey different schools in the large urban district. This may be particularly valuable in a residency program which, by definition, emphasizes deep immersion in one setting, as residents can gain exposure to other schools and teaching contexts, even within a structure that may mitigate against the danger of thin-ness of superficial engagement at the same time that it privileges one site over multiple settings. Thus our work also highlights several tensions when implementing Rounds as a learning opportunity that facilitates complex understandings of teaching, systemic inquiry, and meaningful participation in a professional community.

Rounds as a Process

Comparing Eric's and Jacob's experiences and reflections raises interesting questions about Rounds as a process for developing a community of inquiry within a teacher preparation program. Clearly, undergoing the same practices during teacher preparation does not guarantee that all teachers in the program will experience them similarly. Like some of the students in Cochran-Smith and colleagues' (2009) study of the final inquiry projects in their teacher

education program, it is possible that the construction of Education Rounds as one point in time

might implicitly encourage teaching residents like Eric to focus on a one-off performance,

instead of adopting an inquiry stance or viewing inquiry as a process. Eric's vision of teacher as

performer may have made it more difficult for him to take on a reflective stance, a position that

Jacob enacted more readily because of his vision of teacher as learner. Through the Education

Rounds process, Jacob may have viewed inquiry as more than a point in time or "project", but

rather as a process or stance that was beneficial to his teaching practice (Cochran-Smith, et al.,

2009).

Hammerness' work on teachers' visions (2006) may help to support teacher candidates in

viewing Rounds as a learning process rather than a performance. Teacher preparation programs

can structure opportunities for students to frame their problems of practice in relation to their

own visions of themselves as teachers—who they want to be and how they envision themselves

teaching in their own classrooms. This would help to ground the act of Rounds in teacher

candidates' core beliefs such that Rounds takes on meaning beyond an isolated task or

assignment. Furthermore, following Rounds, instead of open-ended reflective prompts, teacher

candidates could then be guided to engage in reflection-on-practice with more targeted questions,

such as, "What did you learn about your teaching practice through the process of Rounds?"

Rounds in the development of community

A similar tension exists within both Jacob's and Eric's understandings of community. For

both Jacob and Eric, community was an important aspect of their experience of Education

Rounds. At the same time, they viewed community in different ways. On the one hand, Jacob

expressed a desire for an inquiry community (Cochran-Smith & Lytle, 1999). For him,

participating in Rounds enabled him to put in practice his beliefs about teaching as a way to

engage with colleagues and friends who are "struggling with some of the same things." At the same time, Jacob also highlighted the concept of local knowledge (Cochran-Smith & Lytle, 1999), finding that engaging in inquiry with fellow teachers is useful because "the knowledge is in the room." On the other hand, Eric expressed an appreciation for a supportive community and the opportunity to share practice with friends.

Overwhelmingly, residents agreed that Education Rounds engaged them as a learning community, thus challenging the predominant "culture of privacy" (Westheimer, 2008) in the teaching profession. However, it is possible that the "culture of nice" (City, et al., 2009) that is entrenched in education may have been replicated in the process, with Education Rounds working as a "reaffirming experience" as opposed to an opportunity for authentic collaborative inquiry in which educators provide constructive feedback that may challenge each other's assumptions or beliefs. As we suggest in the examples highlighted here, some teaching residents, such as Eric, used community to share resources or affirm beliefs about practice, rather than a space to challenge each other's assumptions about teaching (Cuddapah & Clayton, 2011). Farr Darling (2001) notes the tensions between developing a community of inquiry and a community of compassion, whose primary purpose is "mutual support." The residents' contrasting experiences highlight the tensions between supporting peers and engaging in collaborative inquiry that may raise tough questions.

Supporting Inquiry: Refining questions that frame the Round

Although Education Rounds provided an opportunity for the residents to investigate their practice and explore the complexity of teaching, the ways in which residents approached Rounds varied from focusing on technical skills and strategies, to examining their practice within a broader curricular vision. Residents may have benefitted from participating in Rounds by

observing expert teachers (Del Prete, 2013), and practicing different aspects of Rounds before becoming hosts themselves. Additionally, residents may have needed additional support and scaffolding when developing their questions of practice as hosts.

Moving forward, the introduction to Education Rounds process could be expanded to support teacher candidates in crafting initial questions of practice and framing their questions within broader notions of teaching and learning. We can give feedback to early drafts of teacher candidates' questions of practice. Additionally, we will look to existing protocols such as the "5 Whys for Inquiry" protocol (National School Reform Faculty, N.D.) that can help residents get at the foundational roots of their questions. For example, if the initial question of practice is about transition time, this protocol engages the teacher candidate in thinking about why this question is important, how it connects to their vision of teaching and learning, and what underlying factors might have led them to focus on transition, when the resident was actually more interested in engagement. Furthermore, residents could work in small groups to connect their technical questions (e.g. classroom management strategies) to their broader visions of teaching and learning, and then consider the types of evidence that observers might try to collect during the observation that could illustrate both the technical question and the broader vision.

Moreover, we plan to expand the rounds process and support residents in deepening their questions of practice and looking beyond the simply technical or instrumental by revising the way we introduce and explain Rounds, so as to intentionally engage them in purposeful discussion during a "Pre-Round orientation" (Del Prete, 2013). This change in our practice would likely have an impact on how our residents interact as a community of practice, as well as the varying degrees of complexity they consider as they develop questions of practice.

After the observation, we can support residents in using data collected from technical questions to link to broader visions of teaching and learning. For example, if a teacher candidate is interested in participation patterns and asks the observers to tally how many girls and boys were called on during a lesson, in the debrief, in addition to discussing the patterns observed, the we might facilitate a conversation around what this pattern might mean, why it matters specifically to the host, and why it matters generally in teaching.

As teacher educators who were involved in the urban teacher residency program, the Education Rounds process demonstrated the potential to "seed" behaviors characteristic of good teaching and expert teachers. In thinking about the implications of Education Rounds for practice—ours as well as that of other teacher educators interested in implementing Rounds — we highlight our use of the term "potential" to underscore our understanding that Education Rounds as a professional or pedagogical strategy cannot, alone, move teacher candidates along the novice-expert trajectory. That is, school-based practice must be framed, grounded in, and informed by thoughtful and deliberate "teacher education practice" (Oyler, 2013). Although our description of Education Rounds here is limited to one teacher residency program, our understanding of Rounds now allows us to identify those spaces in our own practice that need to be bolstered or explicit in order to scaffold our preservice teachers' learning more concretely. By helping residents refine their questions through examining their practice in relation to their beliefs and teacher visions, providing examples of how to ask meaningful questions, and structuring opportunities for residents to practice observation, analysis, and debrief before the Rounds, we can simultaneously help them to extend, stretch, and sharpen their observations, participation in a broader community, and debriefing discussions around teaching and learning.

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Appendix A. Residency Program Education Rounds protocols (adapted from City, et al., 2009)
Step 1: Question(s) of Practice

The question(s) of practice outlines the focus of the observation. The question of practice will be shared with the visiting Residents prior to the observation.

Name of Resident:

Name of Mentor Teacher:

School context (e.g., grade levels, scheduling, structure):

Grade levels, subject, and room numbers of the observed classes:

Class structure (e.g., push-in, ICT):

Class context (e.g., overview of the class, students)

Question of practice overview and rationale:

Questions of practice:

Step 2: Observation

Sample Observation Protocol – Part 1

Each host resident will be observed by two groups in the learning community. Each group will observe the host resident for the duration of one period. This means that, depending on the school, not all visiting residents will observe all host residents.

Directions: During the observation, please complete the observation protocol (parts 1 &2) by collecting descriptive observation data

Host Resident:

Host Mentor Teacher:

Number of students:

Number of adults (not including visiting residents):

Diagram of the Classroom:

Question(s) of practice:

General chronology of events (can be completed after observation):

What is the task?	What is the teacher doing/saying?	What are the students doing/saying?

Step 3: Debrief and Next Steps

Description (10 minutes)

- Read through your notes
- Put a star next to observations that seem relevant to the question of practice
- Select 5-10 pieces of data, and write each piece of data on an individual sticky note
- Share observations of the lesson, focusing only on descriptive data.
    - If necessary, ask "What did you see/hear that makes you think that?"

Analysis (10 minutes)

- On chart paper, group the evidence (sticky notes) in ways that make sense to you. Single pieces of evidence (sticky notes) can become a group on chart paper. If a piece of evidence belongs in multiple groups, copy it to multiple sticky notes
- Label your groups
- Identify patterns

Next Steps (15 minutes)

- Discuss patterns
- Identify next steps for continued development
- Ask questions that will support next steps

     Following all small group debriefs, the whole group comes together to debrief

Whole group debrief (20 minutes)

- What did you learn from this process?
- What would changes would you like to make for the next round?

Warm and fuzzies (5 minutes)

- Visiting residents share compliments about the observed lesson to the host resident