Pathways to Professions (P2P): Using Micro-Clinical Rounds to Improve Educator Cultural Competency in STEM Classrooms

NSTA NATIONAL CONFERENCE ON SCIENCE EDUCATION
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Presentation Goal

Share the critical elements of our multi-institutional, collaborative approach to providing clinical experiences for educator candidates.
Higher Education in Maryland

MD Higher Education Commission

16 Community College

20 4-year Independent Institutions

USM: 12 Public 4-year Institutions
Statewide Collaboration

- Maryland Education Deans Council
- Associate of Arts in Teaching Degree
- Faculty In Grassroots Leadership
  - ✔ Ongoing Inter-institutional convenings to share progress and challenges
P2P Key Innovations

- **P2P MicroResidencies**
  Focusing on Culturally Responsive Practices through Rural-Urban Rotations

- **P2P MicroCredentials**
  Focusing on Competency Mastery through P2P Theory-to-Action Model

- **P2P Spotlight Speaker Series**
  Spotlighting Promising Practices Among P2P Partners

- **P2P Virtual Learning Laboratory**
  Featuring Virtual Reality Learning to Bridge Opportunity Gaps

- **P2P Leadership Academy**
  Connecting Educators, Researchers, and Community Leaders through a Networked Improvement Community
Acknowledgement: The P2P initiative is funded under the Teacher Quality Partnership Program awarded by the United States Department of Education (Award # U336S160014). Principal Investigator, Dr. Yi Huang at Coppin State University.
1. **P2P Clinical Rounds** are day-long field experiences in which teacher candidates engage in school settings that are significantly different from their institution.

   **Competency Areas:** (a) Cultural identity, (b) Influence of culture on student learning, (c) Influence of culture on instructional decisions, and (d) Strategies that promote inclusive learning environments (CCSSO, 2013; Danielson, 2013).

2. **P2P Clinical Rotations** are multi-day micro-immersion experiences in which teacher candidates engage in residential internships in school settings that are significantly different from their institution.

   **Competency Areas** (a) Designing coherent instruction, (b) Creating powerful learning environments, (c) Implementing effective instruction, and (d) Assuming professional responsibilities (Danielson, 2013).
Clinical Rounds

- Single Day Visit
- Pre-Visit Briefing on Schools & Contexts
- Onsite Reception w/ Principals & IHE Faculty
- Classroom Observation Using Project-Developed Tools
- Onsite Debriefing w/ Principals & IHE Faculty
- Post-Visit Reflection/Evaluation with Project-Developed Tools
P2P Clinical Rotations

- Multi-Day Visit w/ Subject & Grade Specific STEM Placement
- Pre-Visit Briefing on Schools & Contexts
- Onsite Reception w/Principals & IHE Faculty
- Progressive Agenda w/Required & Optional Activities
- Onsite Debriefing w/Principals & IHE Faculty
- Post-Visit Evaluations by Mentors and Candidates
- Post-Visit Focus Group Interviews
Clinical Rotation: Pre-Visit

Research and Summarize the School Profile
Clinical Rotation: Day 1

Observe & Assist
Discuss the planned instructional activity for day 2 with mentor
Debrief the day’s activity with peers, mentors and supervisors
Reflect and summarize based on the P2P Classroom Observation Framework
Clinical Rotation: Day 2

Observe and assist

Deliver a one-on-one, small group or whole class instructional activity

Review Day 3 Lesson Plan with mentor teacher

Debrief with peers and supervisors using the P2P Classroom Observation Framework
Clinical Rotation: Day 3

- Observe and assist
- Teach the lesson plan with mentor teacher supervision
- Conduct exit interview with the mentor teacher
- Debrief with peers and supervisors using *P2P Classroom Observation Framework*
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<th>Observe</th>
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<td>Observe a teacher in another grade</td>
<td>Observe a resource class (P.E, music art, etc.)</td>
<td>Observe an academic instructional intervention group with a special educator</td>
<td>Observe physical therapy, speech therapy, occupational therapy, behavioral therapy</td>
<td>Assist with lunch or recess duty</td>
<td>Provide an IEP accommodation to an individual student</td>
<td>Interview a guidance counselor to learn more about the student population &amp; their needs</td>
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Clinical Rotations: Post Visit

- Reflect and Summarize

  - Clinical Rotations: Teacher Candidate Self-Evaluation Framework
  - Clinical Rotations: Teacher Candidate Reflection
  - Clinical Rotations: Participant Survey
Clinical Rotations Highlights

- 3-Day Clinical Rotation in a Professional Development School (PDS)
- Required and Elective Activities
- Teacher Candidate Self-Evaluation Framework
- Teacher Candidate Reflection

- Performance Reviewed using existing Internship Evaluation Instrument
- Formative Assessments by Mentor Teacher and/or University Supervisor
- Certificate for up to 24 Practicum/Internship Hours
For Additional Information,

Thank You!

Email us at dmorgan@usmd.edu