

Table 1: Reflective Inquiry Cross Examination of Self

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1	<p>My thoughts regarding the concept of knowledge for practice, which is essentially the concept that educators in training will be taught formal knowledge and theory in order to improve teaching practice, is that it is out-dated and not nearly as beneficial as knowledge in practice and especially knowledge of practice. In my opinion, a foundational knowledge is important when entering the classroom as an educator, but there will be several circumstances that arise in the classroom that may not have necessarily been taught out of a book. Knowledge in practice is a concept based on reflection of practice in order to deepen ones knowledge. I like this concept because it puts responsibility on the educator to make decisions and foster growth based on the observations and reflections of their interactions in the classroom. The third approach, knowledge of practice, is based on the study of relationships among inquiry, knowledge, and professional practice. This concept is a bit difficult to fully comprehend just by reading about it in the article, but what I did gather is that it is highly based on an inquiry approach and the idea that the knowledge teachers need in order to be successful is attained through investigation, interrogation, and interpretation of the classroom. This practice allows educators the room to connect their efforts to larger intellectual, social, and political issues. I find this concept to be highly efficient because teachers across their career span can continue to grow and gain knowledge through inquiry.</p> <p>Inquiry as stance impacts my conception of classroom practice by highlighting the importance of teacher leadership. Inquiry communities exist to improve the quality of students' lives and the climate of schooling. It is important, as someone new to the profession of teaching, to be engaged in "new" professional development which does not focus solely on personal growth and benefit, but instead a life-long pursuit.</p>	<p>After letting the information that Cochran-Smith & Lytle laid out roll around in my head for a while, I noticed myself focusing the origin of knowledge as the outstanding differences between knowledge for practice, knowledge in practice, and knowledge of practice.</p> <p>First, we have knowledge for practice, formal knowledge, which I consider to be basic information for the initial teacher training generated by the institute administering the training. Knowledge developed by other reliable sources and provided to the teacher for further career development would also be considered formal knowledge as it did not originate from the teacher's experience. Secondly knowledge in practice in the basically the practical knowledge that teacher has gained from experience. This knowledge originates from with in the teacher by their own investigations and reflections.</p> <p>Lastly knowledge of practice, according to Cochran-Smith & Lytle, requires the work of a community of like-minded individuals asking questions, evaluating limitations, and developing theory, as a means for generating knowledge. I understand a community could be a group of teachers that can work together over a period to develop and practice the knowledge they generate from the sum of groups experience.</p> <p>My initial concept of classroom practice was once I had the main teacher skills nailed down, I would be set, and teaching would be a breeze for the years to come. Obviously, my initial concept was shot down with this article talking about Inquiry as stance and that teachers need to be engaged in continued teacher education. Cochran-Smith & Lytle made it clear to me that continued collaborative teacher education will keep teachers up to date on current teaching methods, as well as giving students a better classroom experience.</p>	<p>My initial thought after reading the article was that it reminded me of my experiences in and out of the classroom last semester. In terms of the knowledge for practice, we all have our specialty areas whether it may be mathematics, English or physical education. We learn content area knowledge so that we can translate that knowledge to students. We also learn a lot about teaching practices and developing ones own teaching philosophy. Knowledge in practice is something that we are continually going to be gaining through our experiences in the classroom. I have heard many teachers say that once you are teaching the subject you get to know more about student learning and how to tailor your instruction in the ways that students learn best. This is knowledge that cannot be passed on through a lecture but through actual practice and experience. The last portion of the article reminded me of working amongst a PLC. Last semester I was given the opportunity to see how the mathematics PLC worked. I was able to witness the collaboration of the Math 1 teachers and see how they worked as a team. During the meetings they would talk about current instructional issues and collaborated on how to solve them. For example there was a big problem of cheating on tests that was talked about quite a bit. The teachers then collaboration on the different ways they could ask questions so that the students wouldn't be able to solve them using photo math. My thoughts are that all three components are of great importance when teaching. One needs to know the subject well, learn through reflection of practice and work as a team with other teachers.</p>

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This could be what has been successful, what has not been successful, how a lesson could have been done better, etc. This concept seems better suited for a teacher with a specific type of class. What may work for one period might be different for the next period, which may require a teacher to analyze and then decide to approach it differently or whatever it is that will allow the best learning outcome to take place. Tasks are often much better understood when the person learning decides to take action. Someone can sit in a classroom and take notes on how to be a great teacher, but that might not be helpful until you apply it. From there the individual can decide whether or not they wish to do things differently.</p> <p>Knowledge of practice: When reading this section, I couldn't help but visualize a type of system. In order for this to work, there must be compliance from others, such as co-workers, students, or the community. Once a teacher begins teaching, they may receive feedback or inquires to help shape what the teacher wants to do. The individual can assess by the responses he gets and the success rate of his classroom. From there a teacher can alter what they are doing to do an even better job. This concept makes me think of teaching in action, it has to be messages being received by different ends, "It may also shape the conceptual and interpretive frameworks teachers develop yo masker judgements, theorize practice, and connect..." (Cochran-Smith, Lytle). I find this important, as constructive criticism and praise are all things that can contribute to making someone a better educator.</p> <p>Inquiry as Stance: Inquiry as Stance is a democratic concept that brings in teaching to the community, "...the ways we stand, the ways we see, and the lenses we see through as educators," (Cochran-Smith, Lytle). This concept is implementing teaching and being open to collaborating, debating, and thinking with others. It is learning overtime rather</p>	<p>Cochran-Smith & Lytle introduce the concept of knowledge for practice, knowledge in practice, and knowledge of practice. The knowledge for practice is the formal knowledge teachers acquire through subject competency and the learning theories taken into account to improve practice. Knowledge in practice is practical knowledge for decision making. Teachers must be able to make wise judgements to design a rich learning environment for the students. Lastly, teachers play a critical role in generating knowledge of practice by making their classrooms and schools places for inquiry connecting their work in schools to larger issues in the community.</p> <p>"Inquiry as stance" somewhat impacted my conceptions of classroom practice. Although researchers present essential theories and practices, I have continuously viewed teachers as the knowledge generators. Teacher learning is a lifelong process. Prospective and experienced teachers are constantly linking new learning experiences to existing knowledge to enhance their teaching. Each year, teachers welcome students from varying learning levels into their classrooms. They are to make appropriate modifications in their teaching to design a classroom where all students can learn. When teachers form these inquiry groups and present their knowledge of practice, they begin to identify discrepancies between theories and practices and challenge common routines. Teachers are theorizing all the time. They study their classrooms and school setting and ensure their day-to-day work connects to larger movements for equity and social change.</p>	<p>At first after reading the article my eyes were completely opened because I did not think that what is happening to us now is similar to what teachers have had to face for years before. The reading showed three different ways to interpret knowledge. They are all very interesting but I believe the first one spoke to me the most (knowledge in practice) because I understand that teachers with more experience are going to understand how to handle different situations in a lot of different ways versus a new teacher / student teacher. Knowledge of practice is something that most of us have for our specified subject, so for me that would be math. However I still have run into some issues as a student teacher with the administration from school, where they try to determine the schedule for us to follow in the school year. This means that we are not able to assure that the students understand the material before we have to move on to the next topic. This becomes difficult because administrators have more knowledge of the practice as a whole however I have slightly more knowledge in my practice to know that my students are not always ready to move on.</p>

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	<p>than basing their teaching based on concepts they have learned in school. Educators are open to understanding new perspectives and suggestions. This concept also allows for self-reflecting to create the best possible outcome for learning. Inquiry as stance is a way to correlate teaching to a bigger understanding and being able to integrate what is going on in the world to the classroom teaching. This concept brings more intellectual learning into place. As I am going into art education, this theory resonates very deeply with me, as I want to encourage students to create artwork with a bigger meaning, "...there is an activist aspect to teacher leadership," (Cochran-Smith, Lytle). Art is constantly connecting to large movements and social changes. Although I can agree with this concept, I do see how it can be abused, as teachers may try to push their values and beliefs onto their students when teaching certain lessons, conversations, and etc. Overall, I believe that teachers can use inquiry as stance to bring meaning into not only their own lives, but also their students.</p>		

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K-for-P is wisdom of practice for teachers to use in order to improve practice (47). K-in-P is practical knowledge, learned in practice of what the teachers learn and via reflection. K-of-P, I do not understand completely. What I gathered is that it works similar to a Professional Learning Community. Teachers can work together to improve each other, and pay more attention to teaching itself. I cannot explain it well, but it is something like "it's one thing to be alive. It's another to be aware of being alive" or something like sentient vs living. At the site I am at, the PLCs help create a culture among the teachers and students. The members also plan together what is effective for the students, understanding that students change each year, and that what is being taught needs to change. Inquiry as stance helps me in that I am not alone heading into teaching, that there are others I can work with. In working with others, I can learn new ways to connect with students, teach students, and generally improve myself.

Cochran-Smith and Lytle's paper is as relevant today as when it was written. It discusses different thoughts about teacher development and how teachers should be engaged in lifetime professional development. One key to this happening is for teachers to have an the mentality of inquiry as stance. This stance is an attitude and mentality that teaching is a craft that is learned and honed over one's entire professional career. For this reason, the traditional model of "expert" teacher and "student" teacher is thrown out because both teachers are on the same path of honing their teaching skills. Rather than transmission of knowledge from the expert teacher to the student teacher, knowledge is developed by both as they try to increase their practice of teaching. Secondly, inquiry as stance seeks to value the work of the individual teacher and inquiry community by treating local knowledge as valuable. This local knowledge allows teachers to examine what strategies do and do not work for them and decide which strategies to continue using. In my current school, Sequoia Middle School, the Math 8 team is amazing at working together to create local knowledge. Unfortunately, a lot of the professional development that I have attended at Sequoia has been in the frame of knowledge for practice. Too often that is the case that professional development involves telling teachers new strategies that they need to use rather than letting them create local knowledge and use that to improve their teaching. In regards to the impact of inquiry as stance to literacy, it says that literacy comes from being involved in the practice of something, in this case teaching, while also reflecting and creating new knowledge about that practice. An example in math would be solving math problems and then getting to the point where students are able to find shortcuts or articulate the way that will allow them to solve the problem in the easiest way. To do this, students need to be given a chance to reflect on what they have learned and what they are doing. When students are able to do that, they have demonstrated that they have that type of literacy in mathematics.

As I was reading about the three different topics, I noticed a lot of differences between the phrases as well as some connections to things I have learned in the credential program. Knowledge for practice reminded me of learning content to teach such as mathematical practices, formulas, and techniques that I will teach to my students. Knowledge in practice has a lot of similarities to all of us right now in student teaching where we are learning from a master teacher who is trying their best to give us strategies and tips to being a better teacher. Lastly, knowledge of practice is like the end piece that we never quite have or the finish line that we never quite reach. Teaching strategies are always changing and there are always new techniques that arise as the best, therefore we are always improving and adapting. I was always told that teaching is like being a student each and every day and it is completely right, we as teachers will always be learning new things about students, about teaching, and about ourselves. Inquiry as a stance was definitely intriguing as it pertains to student learning and teaching strategies. It is hard for me to completely wrap my mind around this idea but from what I understood, inquiry as a stance leads teachers to talk with other teachers and students to learn about new and more effective strategies. This perception of inquiry of a stance can be observed in some aspects of day to day teaching routines. One recurring instance that I see inquiry as a stance in play is in PLC meetings where teachers bounce ideas back and forth until they decide on the best way to approach a concept. In this sense, inquiry as a stance never really stops as long as we are teachers.

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4	<p>I support the assertion by Cochran-Smith and Lytle that theory and practice should be viewed as inseparable in education. The knowledge-for-practice approach to professional development screams ivory tower. Knowledge derived solely from formal university settings without drawing on the practical experience of classroom teachers are problematic because they fail to consider the multitudinous variables that arise in real-world classrooms. When educators of educators take this approach they quickly lose the respect of their pupils because they reveal themselves as out of touch with the daily demands classroom teachers face. Most teachers and teacher candidates that I know would argue that this type of formal knowledge sounds good “in theory,” but does not play out according to theory in their own classrooms</p> <p>Knowledge-in-practice, on the other hand, may appeal more to teachers and teacher candidates because it more directly relates to their classroom experiences. My practical experience at my student teaching sites has by far been the most valuable component of the credential program to me so far. It has helped shape my decision making in the classroom and made me a more effective manager in the classroom. However, the knowledge-in-practice approach threatens to neglect deeper intellectual exploration of the purposes and effects of educational practice. It is easy for teachers to lose sight of their reasons for teaching when they do not actively participate in theoretical discussions and inquiry related to their daily practices.</p> <p>Cochran-Smith and Lytle argue that knowledge-of-practice breaks from the traditional formal knowledge-practical knowledge dichotomy in favor of “inquiry as stance.” When teachers view their classrooms as sites of inquiry, they embrace a more scientific approach to education. Rather than focusing solely on theory or solely on practice, teachers infuse their practice with complex knowledge of the various institutions and societal influences at play in their community. An inquiry stance both informs teachers’ practical decisions and complicates theoretical assertions by making them problematic. It enables both novice and veteran teachers to contribute their own experiences and knowledge to collective</p>	<p>In their article, “Beyond Certainty: Taking an Inquiry Stance on Practice” by Cochran-Smith and Lytle, the authors provide insight into three different approaches into professional development. The first approach that they discuss is “knowledge-for-practice.” In this first approach, the teacher incorporates into their practice knowledge that is generated by university-based researchers. In “knowledge-in-practice,” the authors refer to practical knowledge that is embedded within the teacher’s practice as well as reflections of the practice. The third and final approach into professional development that is mentioned by the authors is “knowledge-of-practice.” This approach emphasizes the role of the teacher in the construction of knowledge and learning. In the “knowledge-of-practice” approach, there is an importance of consistent inquiry into a teachers classroom as well as into other sources of knowledge when addressing problems of practice.</p> <p>The article also discusses the concept of “inquiry as stance,” which is a critical habit of mind that challenges previous assumptions about pedagogy. It a viewpoint that recognizes that a teachers knowledge is central to the goal of reforming and advancing education. The way in which the concept of inquiry as stance has impacted my conception of classroom practice is by emphasizing the idea of the teacher as an individual who is consistently seeking knowledge and not just someone who is simply providing knowledge. It is important for teachers to question the knowledge, theories, and practices of others and themselves. The teacher is someone that has the capacity to always generate as well as critique knowledge and improve practices. As a teacher, we teach our kids to think critically about the world in which they live, and “inquiry as stance” allows teachers to model that ideal an implement it within their classroom when they raise questions about the source and use of knowledge and develop the skills of critique which is essential in critical thinking.</p>	<p>The Cochran-Smith and Lytle reading provided an analysis of knowledge and professional development for teachers based on an understanding of the teacher’s role as a researcher and generator of knowledge through ongoing inquiry. I found this reading very interesting, as it put into words the all-too-familiar phenomenon of a polarity existing between formal knowledge acquired for practice and knowledge based entirely in practice. In my experiences thus far, the transmission of knowledge-for-practice (formal theory knowledge for teachers) is a prevalent aspect of our education in credential program classes while knowledge-in-practice embodies a primary function of student teaching. As indicated in the chapter, knowledge-for-practice is not necessarily a “lesser” aspect of professional development when compared to knowledge-in-practice; rather, it is important to understand how these two facets of our educational and professional experiences provide a basis/context for inquiry. I have heard before that much of the formal knowledge gained from schooling and professional development only goes so far, as observations and experiences in the field are “more valuable”; after reading this chapter, I can see more clearly that these two factors are not independent, but rather are both encompassed under the umbrella of inquiry.</p> <p>When reading this chapter, the concept of inquiry as a stance stood out to me as directly relating to the driving force behind pursuing development for teachers who play an active and critical role in improving their practice. Rather than absorbing and re-transmitting knowledge acquired in practice or for practice, the inquiry as a stance perspective dictates that teachers view the insight they gain from others within their learning communities and from experiences in their classroom/school site through a critical lens. In this way, inquiry as a stance emphasizes the examination of intellectual, social, and</p>

inquiry. It also challenges routines and pushes teachers to become lifelong learners rather than settling on teaching practices that are comfortable for them. This approach to education is challenging because it does not allow for teachers to become complacent with their work. It pushes them to question and identify areas that can be improved upon, and encourages professional educators to learn from those around them as well as from their own experiments in the classroom. Because I embrace the concept of lifelong learning, this approach appeals to me as perpetually challenging and intellectually stimulating. Although the knowledge-in-practice approach may be more comfortable, the knowledge-of-practice approach has the potential to make education more meaningful.

political implications behind one's own and others' knowledge-in-practice and knowledge-for-practice.

My thoughts regarding Cochran-Smith & Lytle's concept of knowledge for practice versus knowledge in practice is that one person views formal knowledge through university-based researchers' theories as the basis for successful teachers while the other views practical knowledge learned through more "expert" teachers' work and own learning interactions within the classroom as the basis for successful teachers. Both "knowledge-for-practice and knowledge-in-practice approaches to professional development pivot on the notion of expertise in teaching and its role in the improvement of practice (Cochran-Smith & Lytle, p.52)." Knowledge-for-practice believes the expert teacher is the one who has the formal knowledge base from the university-based researchers and must always update their knowledge base through this method. However, knowledge-in-practice believes the expert teacher is the one who is able to communicate and directly instruct the knowledge learned through their own actions for the novice and less accomplished teachers. The novice teachers are expected to emulate the expert teachers by following their practices and strategies. Therefore, when using a knowledge-in-practice perspective, professional development is the process of a novice moving on to become that of an expert.

Knowledge-of-practice uses the concept "inquiry as stance" which "permits closer understanding of knowledge-practice relationships as well as how inquiry produces knowledge, how inquiry relates to practice, and what teachers learn from inquiry within communities (Cochran-Smith & Lytle, p.48)." A person with a knowledge-of-practice perspective understands that knowledge and practice in professional development cannot be separated into two separate categories. Teachers should use the knowledge and theory generated from others for questioning and interpretation while also treating their own classrooms and schools as places for their own investigations. They therefore, generate their local knowledge of practice working in inquiry communities to create their own works and theories, and better connecting them to social, cultural, and political issues. With this perspective, any teacher beginner through experienced have a different relationship to knowledge. However, a knowledge-of-practice perspective also does not believe in "novice" or "expert"

The assigned reading presented information that has been introduced to us many times before, (both in our undergrad and in our initial student teaching), but does a great job of highlighting it in a different, more organized light. Cochran-Smith & Lytle provide a distinction between the different conceptions of teacher learning that help us continuously adapt and grow as educators and lifelong learners. For example, they present the first concept of knowledge for practice in which we receive formal knowledge and learn about theories in order to help improve our teaching practice. They go on to distinguish the second concept as knowledge in practice in which competent educators now possess practical knowledge after probing and gaining embedded from the work of experts. Additionally, it is mentioned that teachers can achieve knowledge in practice through a constant reflection of their own teaching practices. Similarly, in knowledge of practice, it is assumed that educators' intrinsic need to teach well is fostered when they use their teaching environment as sites for intentional investigation and the knowledge produced as generative material for interrogation and interpretation. This last example, in my opinion, is imperative to highlight within our arsenal of teaching practice as it connects our instruction beyond methodology and theories. It forces us to connect further to the actual communities we teach, taking the larger social, cultural, and political climates into consideration and really understanding the class profile for the purpose of implementing a much more effective curriculum.

Alternatively, if I read correctly, I believe that inquiry as a stance plays an integral role within advancing teaching as a whole. It is a sort of check-and-balance system that encourages us to challenge teaching notions and question each method, theory, and practice for the sake of understanding its effectiveness. It encourages us to challenge the traditional route of teaching, assessment, and even content that is to be taught in the classroom. This becomes extremely apparent when taking into consideration the concept of local knowledge. In my own experience as a coach for low-socioeconomic music programs, and my

I find it interesting that Cochran-Smith and Lytle divided teacher learning into three different conceptions: knowledge for practice, knowledge in practice, and knowledge of practice. In a way they are similar because they are all intended to improve teacher learning and teacher development, but indeed, each conception of knowledge affects how knowledge is viewed and used. The first approach, "knowledge-for-practice," is very familiar to me because as a student teacher going through the university, gaining the knowledge through the school serves as a foundation on which to start. I feel like it is a good descriptor of some of the knowledge we have gained here in the program. The second, "knowledge-in-practice" is what is describing my experience as a student teacher - I am observing and asking questions from a teacher who is much more experienced than I am and using their strategies to teach. The first two are very relatable and simple to understand because of my experience as a student teacher. The third approach, "knowledge-of-practice," is the most interesting because it challenges the teacher to take "inquiry as stance." This stance forced me to stop and think a little bit more about the collaboration and context of teaching and professional development. "Inquiry as stance" impacts my conceptions of classroom practice and literacy because it encourages teachers like myself to view professional development in a larger and more democratic way. With this stance, professional development becomes a little more uncertain as new ideas enter the community and older or more "established" ideas are dismantled. It is a stance that encourages teachers to learn and ask questions and make bigger changes over time. As they state in the article, engaging in inquiry means that we teach and learn through interpretation and theorizing about what we are doing. I feel like the overall benefit of taking inquiry as stance is that it allows for new ideas and growth because the teacher will constantly theorize and ask questions about what they are doing in the classroom,

teachers, but that every teacher is a life-long learner and need to not only engage in similar intellectual work but also maintain engaging in practices that are sensitive to particular and local histories, cultures, and communities.

"Inquiry as stance" impacts my conceptions of classroom practice in a positive way. I believe that I fall within the knowledge-of-practice perspective and have personally witnessed in just a short amount of time, the benefits to having both formal and practical knowledge and do not believe that they belong in separate categories or that one or the other is more beneficial to becoming a successful teacher. I also do not believe in the other two perspectives views on "novice" and "expert" teachers. I do not believe that the amount of training through formal knowledge or time spent in the classroom determines whether a teacher is considered "novice" or "expert." Every teacher is a lifelong learner and must be sensitive to the constant changing of local histories, cultures, and communities. A teacher who has more time put into teaching or more formal education, does not necessarily make them a more expert or better teacher. Teacher's must change and engage in similar intellectual work as their colleagues over the course of their entire teaching career in order to stay relevant to the changing times, practices, and demographics. Just because a teacher has been using the same method for several years does not mean it is correct nor a proper fit for another teacher. I stand with the perspective that teachers and student teachers who engage in the joint construction of knowledge through conversation and other forms of collaboration, leads to the better social and intellectual climate of the schools. This is why I also feel very confident in districts that support professional learning communities.

student teaching both semesters, I have found that students typically develop a better intrinsic motivation to learn about music when it is presented in a way that is relatable to them. Using local knowledge, albeit difficult to do with every concept in the musical curriculum, can include simple implementations such as variety of repertoire played. For example, the moment we began to implement traditional corridos (traditional Mexican ballads) into our reading exercises, students began to look forward to practicing their sight-reading. This was additionally reinforced by their established mariachi program, as the largely Hispanic student body has been involved in that program, while also having experienced the music in their day-to-day home life. This concept stretches further into the community as well. When parents heard that we were playing more diverse literature, the unintended result was a collective of parents that were wanting to volunteer for the festival and actually attend to watch their kids perform. This one simple implementation of diverse literature tapped into the local knowledge of music so well that the community now felt like they were being seen and wanted to be a part of the experience. So, inquiry as a stance plays a huge role when designing any curriculum: do we teach Bach and Mozart as a standard to each and every classroom? Or do we learn to challenge the notion that Western music is the only "right" kind of music that all students should learn?

locally, and overall what the big contribution will be when those kids grow up and take their knowledge and experiences out into the world.