Fresno State University
Kremen School of Education and Human Development

LEE 167/iPOPB: Inquiry & Puzzles of Practice

Spring 2020   3 units
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appointment

Introduction and Course Description

Course Description:
This course will focus on action research, situate it within an equity-based paradigm, and focus on development of inquiry as stance. Students will explore problems of practice through engagement in cycles of inquiry from their fieldwork. In order to develop the stance necessary for reflective teaching, students need time to explore their own field-based problems of practice with an eye on critical, data-driven problem solving.

This course is one in a 3-course series:
iPOPa: This introductory level class will scaffold student development on an inquiry stance toward their own teaching.

iPOPb: This course is the second in a series and will be extending the learning from the previous semester. This course will engage students in more substantive cycles of inquiry, support them in their fieldwork, and reinforce the continued development of inquiry as stance. This course will be an intermediate course that will build on the learning from the previous semester and provide developmentally appropriate scaffolds for candidates to continue to develop their reflective practice.

iPOPc: This course is the last in the series and will engage students in applying their knowledge of inquiry through individual, extended cycles of action research. As the final course in the series, iPOPc will focus on more formal engagements with inquiry and the development of teacher-as-researcher identity, with the goal of promoting professional agency and praxis. Students in this course will be encouraged to present their findings in a professional forum.

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to study an average of 6 hours outside of class each week.

Prerequisites:
Students are required to have successfully completed LEE 180T: iPOPA.

Required Textbooks:
• All course readings will be available as downloadable pdfs on google classroom

Subject to Change Statement:
This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Course Goals and Primary Learning Outcomes

iPOP Series Goals:
By the end of the iPOP series, students will have a broad understanding of the various forms of inquiry, including (but not limited to) action research (AR), participatory action research (PAR), youth PAR (YPAR), lesson study, reflective practice, learning cycles, and the instructional activities approach. Students will engage in inquiries that focus on puzzles of practice (POPs), framing their inquiries around issues of universal design for learning (UDL), culturally sustaining pedagogy (CSP), ableism, and social justice in school settings.

Primary Learning Outcomes:
iPOPa
Upon successful completion of iPOPa, students will be able to:
- Differentiate between different forms of inquiry and engage in cycles of reflective practice based on inquiry principles (TPE **1.8 [I,P]**; TPE 2: **2.1 [I], 2.3 [I,P]**; TPE 3: 3.3 [I,P], **3.4 [I,P]**, **3.5 [I,P]**; TPE 4: 4.1 [I,P], 4.4 [I,P]; TPE 5: 5.1 [I], 5.2 [I,P], 5.4 [I]; TPE 6: 6.1 [I,P], 6.3 [I,P], 6.4 [I])
- Explore puzzles of practice (POPs) related to subject matter curriculum and frameworks as they relate to student engagement and learning (TPE 3: 3.1 [I], 3.2 [I,P], 3.3 [I,P], **3.4 [I,P]**, **3.5 [I,P]**, 3.6 [I,P], 3.7 [I,P]; TPE 4: 4.1 [I,P], 4.2 [I,P], 4.3 [I], 4.4 [I,P], 4.6 [I,P], 4.7 [I,P], 4.8 [I]; TPE 5: 5.1 [I,P], 5.2 [I,P], 5.4 [I], 5.5 [I]; TPE 6: 6.1 [I,P], 6.3 [I,P], 6.4 [I])
- Gather contextual information and apply it to investigating puzzles of practice (POPs) (TPE 1: **1.1 [I,P]**, 1.3 [I,P], **1.4 [I]**, **1.8 [I]**; TPE 2: **2.1 [I], 2.3 [I]**, 2.4 [I], 2.5 [I]; TPE 3: 3.6 [I,P]; TPE 4: 4.2 [I,P], 4.3 [I], 4.4 [I,P], 4.6 [I,P], 4.7 [I,P]; TPE 5: 5.1 [I,P], 5.2 [I,P], 5.6 [I], 5.7 [I,P], 5.8 [I,P]; TPE 6: 6.1 [I,P], 6.3 [I,P], 6.4 [I], 6.6 [I])
- Apply the lens of UDL to their teaching and evaluate the impact of the design on student learning (TPE 1: **1.1 [I]**, 1.3 [I,P], **1.4 [I]**, **1.5 [I,P]**, 1.6 [I], **1.7 [I]**, **1.8 [I,P]**; TPE 2: **2.2 [I]**, 2.5 [I]; TPE 3: **3.4 [I,P]**; TPE 4: 4.4 [I,P], 4.5 [I], 4.7 [I,P]; TPE 5: 5.3 [I], 5.6 [I], 5.7 [I,P], 5.8 [I,P]; TPE 6: **6.2 [I,P]**, 6.5 [I,P])
- Explore the role of CLSP in student engagement and motivation with curriculum (TPE 1: **1.1 [I,P]**, 1.3 [I,P], **1.4 [I]**, 1.6 [I], **1.8 [I,P]**; TPE 2: **2.2 [I]**, 2.5 [I]; TPE 3: **3.5 [I,P]**; TPE 4: 4.4 [I,P], 4.7 [I,P]; TPE 5: 5.3 [I], 5.6 [I], 5.7[I,P], 5.8 [I,P]; TPE 6: **6.2 [I,P]**, 6.5 [I,P])
- Identify the role of ableism within school systems (TPE 1: **1.1 [I]**, 1.3 [I], **1.4 [I]**, 1.6 [I], **1.8 [I,P]**; TPE 2: **2.2 [I,P]**, 2.5 [I]; TPE 3: 3.2 [I,P]; TPE 4: 4.4 [I,P], 4.7 [I,P]; TPE 5: 5.3 [I], 5.6 [I], 5.7 [I,P], 5.8 [I,P]; TPE 6: **6.2 [I,P]**, 6.5)
- Investigate a range of classroom management strategies through a social justice lens (TPE 1: **1.1**, 1.3. **1.4**, 1.7, **1.8**; TPE 2: **2.1, 2.2, 2.3**, 2.4, 2.5, 2.6; TPE 4: 4.5, 4.8; TPE 5: 5.3, 5.6, 5.7, 5.8; TPE 6: **6.2**, 6.5, 6.6)

iPOPb
Upon successful completion of iPOPb, students will be able to:
- Differentiate between different forms of inquiry and engage in cycles of reflective practice based on inquiry principles (TPE **1.8 [P, A]**; TPE 2: 2.1 [P], 2.3 [P], 2.4 [P], **2.5 [P, A]**; TPE 3: **3.3 [P, A], 3.4 [P], 3.5 [P]**; TPE 4: **4.1 [P, A]**, 4.4 [P]; TPE 5: 5.1 [P], 5.2 [P, A], 5.4 [P] [P]; TPE 6: 6.1 [P], 6.3 [P], 6.4 [P])
- Explore puzzles of practice (POPs) related to subject matter curriculum and frameworks as they relate to student engagement and learning (TPE 3: **3.1 [P, A], 3.2 [P, A], 3.3 [P, A], 3.4 [P], 3.5 [P]**, 3.6 [P]; TPE 4: **4.1 [P, A], 4.2 [P], 4.3 [P]**, 4.4 [P], 4.6 [P], 4.7 [P], 4.8 [P]; TPE 5: 5.1 [P], 5.2 [P, A], 5.4 [P] [P], 5.5 [P]; TPE 6: 6.1 [P], 6.3 [P], 6.4 [P])
- Gather contextual information and apply it to investigating puzzles of practice (POPs) (TPE 1: **1.1 [P, A]**, **1.3** [P, A], **1.4** [P, A], **1.8 [P, A]**; TPE 2: 2.1 [P], 2.3 [P], 2.4 [P], **2.5 [P, A]**; TPE 3: 3.6 [P]; TPE 4: **4.2 [P], 4.3 [P]**, 4.4 [P], 4.6 [P], 4.7 [P]; TPE 5: 5.1 [P], 5.2 [P, A], 5.7 [P], 5.8 [P]; TPE 6: 6.1 [P], 6.3 [P], 6.4 [P], 6.6 [P])
- Apply the lens of UDL to their teaching and evaluate the impact of the design on student learning (TPE 1: **1.1** [P, A], **1.3** [P, A], **1.4** [P, A], **1.5** [P], **1.6 [P], 1.7 [P], 1.8 [P, A]**; TPE 2: **2.2 [P, A], 2.5 [P, A]**; TPE 3: **3.4 [P]**; TPE 4: 4.4 [P], 4.5 [P], 4.7 [P]; TPE 5: 5.3 [P], 5.7 [P], 5.8 [P]; TPE 6: 6.2 [P], 6.5 [P])
- Explore the role of CSP in student engagement and motivation with curriculum (TPE 1: **1.1** [P, A], **1.3** [P, A], **1.4** [P, A], **1.6 [P], 1.8 [P, A]**; TPE 2: **2.2 [P, A], 2.5 [P, A]**; TPE 3: **3.5 [P]**; TPE 4: 4.4 [P], 4.7 [P]; TPE 5: 5.3 [P], 5.7 [P], 5.8 [P]; TPE 6: 6.2 [P], 6.5 [P])
- Identify the role of ableism within school systems (TPE 1: **1.1** [P, A], **1.3** [P, A], **1.4** [P, A], **1.6 [P], 1.8 [P, A]**; TPE 2: **2.2 [P, A], 2.5 [P, A]**; TPE 3: **3.2 [P, A]**; TPE 4: 4.4 [P], 4.7 [P]; TPE 5: 5.3 [P], 5.7 [P], 5.8 [P]; TPE 6: 6.2 [P], 6.5 [P])
- Investigate a range of classroom management strategies through a social justice lens (TPE 1: **1.1** [P, A], **1.3** [P, A], **1.4** [P, A], **1.7 [P], 1.8 [P, A]**; TPE 2: 2.1 [P], **2.2 [P, A]**, 2.3 [P], 2.4 [P], **2.5 [P, A], 2.6 [P] [P, A]**; TPE 4: 4.5 [P], 4.8 [P]; TPE 5: 5.3 [P], 5.7 [P], 5.8 [P]; TPE 6: 6.2 [P], 6.5 [P], 6.6 [P])

iPOPc
Upon successful completion of iPOPc, students will be able to:
- Articulate the theoretical roots of Service-Learning (S-L) pedagogy and Youth Participatory Action Research (YPAR) and the relationship between the two;
- Utilize effective principles of S-L and YPAR to design meaningful learning experiences that meet the needs of all learners;
- Design and implement S-L-based YPAR projects that integrate K-12 school curriculum standards; (TPE 3: **3.1 [P,A], 3.2 [P,A], 3.3 [P,A], 3.4 [P], 3.5 [P,A], 3.6 [P,A]**; TPE 4: **4.1 [P,A], 4.2 [P], 4.3, 4.4 [P,A]**, 4.6 [P], **4.7 [P]**, 4.8 [P]; TPE 5: **5.1 [P,A], 5.2 [P,A], 5.4 [P]**, 5.5 [P]; TPE 6: **6.1 [P,A] [P,A], 6.3 [P,A], 6.4 [P]**)

- Use formal and informal assessment tools to evaluate S-L-based YPAR projects for their effectiveness in supporting students' intellectual, emotional, and civic development and meeting community needs;
- Use data from analysis of S-L-based YPAR projects to critically reflect upon and analyze the process and outcomes of the learning experiences; (TPE 1: **1.8 [P,A]**; TPE 2: 2.1 [P], 2.3 [P], 2.4 [P], **2.5 [P,A]**; TPE 3: **3.3 [P,A], 3.4 [P], 3.5 [P,A]**; TPE 4: **4.1 [P,A], 4.4 [P,A]**; TPE 5: **5.1 [P,A], 5.2 [P,A], 5.4 [P]**; TPE 6: **6.1 [P,A] [P,A]**, **6.3 [P,A], 6.4 [P]**)
- Articulate and critically analyze how S-L-based YPAR experiences support culturally and linguistically diverse learners, including Emerging Bilinguals and Students with Special Needs (TPE 1: **1.1 [P,A], 1.3 [P,A] 1.4 [P,A], 1.6 [P], 1.8 [P,A]**; TPE 2: **2.2 [P,A], 2.5 [P,A]**; TPE 3: **3.5 [P,A]**; TPE 4: **4.4 [P,A], 4.7 [P]**; TPE 5: 5.3 [P]**, 5.7 [P], 5.8 [P]**; TPE 6: **6.2 [P,A], 6.5 [P]**)
- Identify sources of information pertaining to community agencies that can assist teachers in integrating service experiences and academic standards;
- Demonstrate the ability to create collaborative partnerships between K-12 schools and community organizations to support children's learning and well-being;
- Apply the lens of UDL to their teaching and evaluate the impact of the design on student learning (TPE 1: **1.1 [P,A], 1.3 [P,A], 1.4[P,A], 1.5 [P,A], 1.6 [P], 1.7 [P], 1.8 [P,A]**; TPE 2: **2.2 [P,A], 2.5 [P,A]**; TPE 3: **3.4 [P]**; TPE 4: **4.4 [P,A], 4.5 [P], 4.7 [P]**; TPE 5: 5.3 [P]**, 5.7 [P], 5.8 [P]**; TPE 6: **6.2 [P,A], 6.5 [P]**)
- Identify the role of ableism within school systems (TPE 1: **1.1[P,A], 1.3 [P,A], 1.4 [P,A], 1.6 [P], 1.8 [P,A]**; TPE 2: **2.2 [P,A], 2.5 [P,A]**; TPE 3: **3.2 [P,A]**; TPE 4: **4.4 [P,A], 4.7 [P]**; TPE 5: 5.3 [P]**, 5.7 [P], 5.8 [P]**; TPE 6: **6.2 [P,A], 6.5 [P]**)
- Investigate a range of classroom management strategies through a social justice lens (TPE 1: **1.1 [P,A], 1.3 [P,A], 1.4 [P,A], 1.7 [P], 1.8 [P,A]**; TPE 2: 2.1 [P], **2.2 [P,A]**, 2.3 [P], 2.4 [P], **2.5 [P,A], 2.6 [P]**; TPE 4: **4.5 [P]**, 4.8 [P]; TPE 5: 5.3 [P]**, 5.7 [P], 5.8 [P]**; TPE 6: **6.2 [P,A], 6.5 [P], 6.6 [P]**)

Course Expectations

Attendance and Participation

Attendance and participation are vital components to the understanding and learning of course content. Much of the work for this course will be completed in class. Therefore, all students are expected to be at each class on time and for the entire duration of the class, complete assigned readings and assignments on time, and participate in class discussions and activities. Attending class is required and part of your overall grade. I expect you to be present and on time for every class. Your attendance also requires your active participation. I will not tolerate arriving late, leaving early, or unexcused absences, such practices will negatively impact your grade. You will be granted one excused absence, any additional will adversely affect your final grade.

If you must miss class, it your responsibility to contact the course instructor and to check on announcements made while you are away.

It is usually expected that students will spend approximately two hours of study time outside of class for every one hour in class. Since this is a three-unit class, you should expect to study an average of **six hours** outside of class each week. Some students may need more outside study time and some less.

Course Rules

Please silence your phones and put them away for the duration of class. Use of laptops/tablets during class is okay, but if at any point I notice that you are browsing the internet for non-course related activities, I will remove computer privileges.

Communication

Participation includes timely and appropriate communication such as responding to emails, checking the class website, and meeting with the professor. Emails sent to instructors will typically be responded to within 48 hours.

Any announcements regarding the course will be posted on Blackboard and sent via email. It is expected that you will check Blackboard regularly.

Submitting Work

All documents submitted via Blackboard must be saved as .doc, .docx, .pdf, .txt, or .rtf files for the work to be accepted. It is your responsibility to verify the submission of any document. Late assignments may not be accepted. I encourage you to contact me if you have concerns about the course or particular assignments. Please do not hesitate to inform me of extreme emergencies.

University Policies

For information on the University's Policy on Students with Disabilities, the University Honor Code, the Policy on Cheating and Plagiarism, a statement on copyright, and the university computer requirement, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations) at the following link: http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc

Students with Disabilities:
Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Computers:
"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (http://www.fresnostate.edu/adminserv/technology/) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:
"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Honor Code:
"Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.

c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Copyright Policy:
Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with

copyright and fair use policies, the University encourages you to visit its [Copyright Web Page](http://libguides.csufresno.edu/copyright) (http://libguides.csufresno.edu/copyright).

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Assignments

1. **Data Collection Activities**   40 points
2. **Research Context Narrative**   20 points
3. **Reflective Memo 1**   30 points
4. **Lesson Study 1**   30 points
5. **Lesson Study 2**   50 points
6. **Poster Presentation**   40 points
7. **Participation**   90 points

Grade Breakdown: 270-300=A, 240-269=B, 210-239=C

Data Collection Activities

A major focus of this course will be collecting various types of data from your students. For each type, what, in particular, you collect should be connected with your identified inquiry question or puzzle of practice. In class, we will discuss the type of data and brainstorm ideas of what you might collect. With your inquiry group, you will create a plan for what, specifically, to collect. In the next week, you will be responsible for (1) collecting the assigned data, (2) engaging in some preliminary analysis, and (3) reflecting on what you collected and your findings to date. At the next class session, you will be expected to bring the data you collected to share with your inquiry group and engage in further analysis. As a class, we will then reflect on the affordances of each type of data—what you gain from each method and when you might want to use it.

Research Context Narrative

The purpose of the Research Context Narrative is to give you the opportunity to gather information about the context in which you are teaching. Your understanding of the context of your research setting, combined with your puzzles of practice, should directly affect your development of an inquiry focus. Knowing more about your context—from whether your school is focusing on raising CAASP scores to particular instructional emphases adopted by your school to the academic challenges of your students—will enable you to develop a inquiry focus that is relevant to the particularities of both where and whom you teach.

Reflective Memo

Engaging in inquiry means constantly reflecting on your practice—what happened? What did you teach? How did students respond? How did that align with what you were or were not expecting? For this reason, each time you engage in a data collection activity, you will be asked to complete a reflective memo. These memos should be about one to two pages in length (300-400 words) and should include the following: (1) a description of what you collected and how it aligns with your inquiry question or puzzle of practice; (2) your preliminary analysis of the data you collected; (3) your reflections—both on the process of collecting the data and of what you found.

Lesson Study 1:

After an in-depth study of types of data you can collect and the affordances and limitations of each, you will engage in a Lesson Study with a group of your colleagues on a common Puzzle Of Practice in a particular content area. As a class, we will learn what Lesson Study is and how it connects with Inquiry. You will then have time to work through the lesson study cycle with your group, including planning a focal lesson; teaching and observing the focal lesson; reflecting on and revising the lesson; and re-teaching the lesson. After completing the full Lesson Study, you will be responsible for writing a reflective memo on the lesson study process.

Lesson Study 2:

With a group of colleagues, you will create an interdisciplinary unit. As a team, you will create a minimum of FIVE lessons that (1) are interdisciplinary in nature (2) lead your students toward the overarching goal of the unit. For each lesson, you and your team will first engage in data collection and analysis to inform the focus of the lesson and the instructional activities to be included with the lesson. Once the lesson plan is finalized, you and your team will determine what data to collect from the instruction of the lesson. This data will then be brought to the next class session for analysis and reflection. The findings from this analysis will be used to inform future instruction.

At the end of the unit, you will be responsible for submitting an in-depth reflection in which you document the overarching question, and provide details about each lesson that was taught, what data were collected, how the data were analyzed, and how you used the findings to inform the teaching of the next lesson. Additionally, you will need to reflect overall on the success of the unit, including what went well and what you would change in the future. Throughout, you should cite specific data to support any claims you make.

Poster Presentation:

As a culminating activity, you and your group members will, together, prepare and present a poster that details your lesson study process.

****Additional details will be provided about the Poster Presentation

Participation

In each class session, you will be expected to either engage in an active discussion of the assigned readings or collaborate with your peers on your inquiry. In either, case, you are expected to come to class ready to participate fully. Each week, you will complete a quickwrite at the beginning of class and a written reflection at the end of the class session.

Unexcused absences or failure to come prepared will lead to a loss of participation points, 10 points each day.

LEE 167: iPOPb Course Schedule (Subject to Change)

This is a working document. As such, it will be updated periodically as the course evolves to ensure we are meeting the needs of the students in the course.

****Additional readings from may be assigned based on specific needs of class.
****You may be asked to seek out additional readings from the library to inform the work you do connected to your inquiry.

Date	Class Activities + Readings	Assignment
Week 1: Thinking about Context		

Jan. 22	• Context, Content, Community
	    Really dive into your specific Community
	• Review asset-based perspective
	• Thinking About Context: Complete what you can
	     Finish the rest during your days at your clinical practice
	• CREATe Rubric Review: Evaluate Teacher Videos
		• Context data gathering (finish)

Week 2: What is Inquiry		

Jan. 29	• Review cultural capital
	• Thinking About Context
	    Share out + Reflections
	• Review: What is Inquiry?
	   Survey + Discussion + Reading + Discussion
	  - Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as stance.* New York, NY: Teachers College Press
	    - Chapter 2: Practitioner Inquiry
	• Create POP teams (Common district/curriculum/grade level)
	  - Decide focal content area for lesson one
	  - Determine what baseline data to collect and how to collect it: Where do students currently know?
		• Design data collection instrumen
		student data (understanding/learn
		• Collect baseline data

Week 3: Data & Analysis		

Feb. 5	• Review: What is Data?
	    How do we use data to inform our instruction? How
	    does the data we collect shape what we learn?
	• What data did you bring in?
	• Review analysis approaches
	
	• Identifying Puzzles of Practice: Area of focus for lesson improvement
	         • Analyzing student data
	         • Data Collection 2: Teacher Interview
		• Conduct Teacher Interview & Co
		Memo

	• Freewriting + Question Identification	
Week 4: Puzzles of Practice: What is Lesson Study?		

Feb. 12	• What is Lesson Study?
	 • Readings from:
	  Lewis, C., & Hurd, J. (2011). *Lesson study step-by-step: How teacher learning communities improve instruction.* Portsmouth, NH: Heinemann.
	• Research Content POP:
	  How can you engage your students in the same standard?
	• Lesson Planning (Responsive to Context + Community)
	  • Create a research-based lesson plan using backward lesson design
		• With group, finalize lesson

Week 5: Lesson Study 1: Reviewing, Revising, & Teaching		

Feb. 19	**NO FORMAL CLASS MEETING!!!**
	
	With your group:
	• Reviewing & Revise Lesson
	• Prepare to teach lesson
	  • What data will be collected?
	  • Who will collect the data?
	  • How will the data be analyzed?
	  • How will lesson be recorded?
		•Teach lesson
		 • Video self from angle wh
		  student engagement/react
		 • Watch your video and write dov
		  notes regarding student engag
		
		• Collect student data (understand
		BRING DATA TO CLASS

Week 6: Lesson Study 1: Data Analysis & Reflection		

Feb. 26	Reading:
	  Athanases, S. Z., Bennett, L. H., & Wahleithner, J. M. (2013). Fostering data literacy through preservice teacher inquiry in English language arts. *The Teacher Educator, 48*(1), 8-28.
	
	• Data Analysis Workshop
	  • Analyzing Data
		• Data Analysis Memo 1 & Submit

	• Reflecting on Findings
	
	• Reflection on Lesson Study Cycle 1
	      • What did you learn about student learning?
	      • Connecting Lesson Study to Inquiry
	
	• Planning next steps instruction	

Week 7: Lesson Study 2: Planning a Unit		

Mar. 4	NO FORMAL CLASS MEETING
	
	• Meet with grade level team to:
	  - Review science, social science, and VAPA standards
	  - Reflect on findings from Lesson Study 1: Where do students need to go next?
	  - Select a focus for interdisciplinary unit
	  - Create preliminary plan to collect baseline data
		• Interview Mentor Teacher
		    • Share plans for unit them
		  feedback
		    • Determine specific stand
		  like embedded
		    • Discuss timeline for teach
		• Consult research literature relat
		instruction areas
		• Begin to collect baseline data

Week 8: Lesson Study 2: Unit Planning Workshop		

Mar. 11	• Plan Lesson Study 2: An Interdisciplinary Unit:
	    • 5-lesson unit: Include 4 disciplines + VAPA
	    • Determine underlying themes
	        o Multiple disciplines under each
	        o Focal area embedded under each
	    • Incorporate formative and summative assessment (Tovani, Ch. 1)
	    • Analyze baseline data
	    • Plan further collection of data to inform lesson design (survey, focal student interviews, analysis of focal student work, etc.)
	
	• Reading:
	  Lewis, C., Perry, R., & Murata, A. (2006). How should research contribute to instructional improvement? The case of lesson study. *Educational Researcher, 35*(3), 3-14.
		• Bring any resources to next class
		• Continue to plan and revise unit
		• Continue to collect data (formal
		inform lesson design

Week 9: Lesson Study 2: Unit Planning Workshop 2		

Mar. 18	• Reviewing & Revising Units	• Finalize unit plans
	• Sharing in groups	
	• Use CREATe to evaluate lesson	
	• Analyze data collected	
	• Revise lesson based on (1) ongoing analysis of data; (2) research literature; and (3) feedback from groups	

Week 10: Lesson Study 2: Planning Data Collection

Mar. 25	• Finalize Unit Plans	• Begin teaching unit
	• Preparing to teach lesson	• Video self from angle wh
	• What data will be collected?	student engagement/react
	• Who will collect the data?	• Watch your video and write dov
	• How will the data be analyzed?	notes regarding student engag
	• How will lesson be recorded?	
		• Collect student data (understanc
		BRING DATA TO CLASS

Week 11: Lesson Study 2: Analyzing, Planning, & Revising

April 1	• Data Analysis Workshop 1	•Teach next lessons
	• Analyzing Data	• Video self from angle wh
	• Reflecting on Findings	student engagement/react
	• Revise next lessons in response to Findings	• Watch your video and write dov
		notes regarding student engag
		• Collect student data (understanc
		BRING DATA TO CLASS

Spring Break • April 6-10

Week 12: Lesson Study 2: Data Analysis & Reflection

April 15	• Data Analysis Workshop 2	• Continue to teach unit lessons
	• Analyzing Data	• Video record lessons fror
	• Reflecting on Findings	captures student engagem
	• Revise next lesson in response to Findings	• Watch your video and write dov
	• Data Analysis Memo	notes regarding student engag
		• Collect student data (understanc
		BRING DATA TO CLASS

Week 13: Lesson Study 2: Data Analysis & Reflection

| April 22 | • Data Analysis Workshop 3 | • Complete Lesson Study Final Ref |
| | • Analyzing Data | |

	• Reflecting on Findings • Revise next lesson in response to Findings • Reflection on Lesson Study Cycle • Planning next steps instruction	
Week 14: Inquiry/Puzzles of Practice: Taking Stock of Our Learning		

April 29	• Taking stock of our learning
	  • What new insights do you have about teaching?
	  • What new insights do you have about conducting inquiry?
	  • What new insights do you have about lesson study?
	  • How has engaging in inquiry helped you develop your knowledge for teaching?	

Week 15: Inquiry/Puzzles of Practice: Going Public		
May 6	• Inquiry as responsive to community: Making plans to go public with our learning • Poster Creation	• Presentation of Posters