

LEE 160/iPOPa: Inquiry & Puzzles of Practice

Fall 2019

3 units

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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. You are required and responsible for securing placement in a school and must commit 10 hours every week.

This course is one in a 3-course series:

- 1) iPOPa: This introductory level class will scaffold student development on an inquiry stance toward their own teaching. iPOPa covers an introduction to Social Justice, Culturally Sustaining Pedagogy, and Universal Design for Learning.
- 2) 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.
- 3) 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 6-9 hours outside of class each week.

Prerequisites for the course: Admission to the multiple subject credential program.

REQUIRED COURSE MATERIALS

There is no required textbook for this course, all materials will be posted on Canvas and/or

provided in class. It is your responsibility to download/print each reading and be ready to discuss them in class. Students are expected to complete the required readings **prior** to class. I expect that you be an active learner and contribute to the construction of knowledge.

COURSE SPECIFICS

Course 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), 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.

Student Learning Outcomes:

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 [I,P])

- Investigate a range of classroom management strategies through a social justice lens (TPE 1: **1.1 [I]**, 1.3 [I], **1.4 [I]**, 1.7 [I], **1.8 [I]**; TPE 2: **2.1 [I]**, **2.2 [I,P]**, **2.3 [I,P]**, 2.4 [I], 2.5 [I,P], 2.6 [I]; TPE 4: 4.5 [I], 4.8 [I]; 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], 6.6[I])

Links: [General Education](#), [Service Learning](#), and [Writing](#)

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 Canvas and sent via email. It is expected that you will check Canvas regularly.

Submitting Work

All documents submitted via Canvas 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/) (<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.

For free tutoring on campus, contact the Learning Center

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>)

to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

SUBJECT TO CHANGE STATEMENT

At the instructor's discretion, course readings, requirements, and grading may be subject to change.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:

<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

Assignments

1. **Beginning and End-of-Semester Surveys**
2. **Observations / Data Collection Activities**
3. **Reflective Memos**
2. **Focal Student Profiles**
3. **Learning Plan**
4. **Final Presentation**
5. **Participation**

Beginning and End-of-Semester Surveys

As a way to capture your emerging understandings about inquiry, at both the beginning and the end of the semester you will be asked to complete a brief survey. There are no right or wrong answers to the survey. We only ask that you answer each question honestly and completely.

Observations / Data Collection Activities

A major focus of this course will be conducting weekly observations in your placement. Each week, you will be asked to share highlights from your observations and reflect on what you saw. Some weeks, you may be asked to focus your observations in a specific way to align with the topic of discussion.

Additionally, as the semester progresses, you will be asked to collect additional types of data to help you learn more about the context where you are observing and students within that context. These data will include a teacher interview, focal student work, etc.

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, throughout the semester, you will be asked to complete reflective memos. These memos should be about a page in length (250-300 words) and should be grounded in your observations and the data you have collected. As such, they should include (1) key details from your observation; (2) connections between your observations and the topics we have been discussing in class; (3) your reflections and questions about your learning.

Focal Student Profiles

This semester, you will be asked to select two focal students to study more in depth. The students you selected should be enrolled in your placement class. You will be asked to collect specific data about these students and construct profiles about each based on the data you collect.

Learning Plan

After you have constructed focal profiles about two students, you will be asked to select one for whom you will collect a learning plan. In order to create a learning plan that is responsive

and student-centered, you will draw on what you learned about the student from constructing the profile to help you create the learning plan. Once you complete the learning plan, you will then implement the plan with the student, collecting data to help you (a) evaluate the effectiveness of the plan and (b) learn about what the student learned. You will then analyze that data and reflect on the results.

[TPE 1.1, 1.3, 1.4, 1.5, 1.8, 2.2, 2.5, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.8, 6.1]

Final Presentation:

As a culminating activity, you will prepare a presentation that highlights the learning plan you created and rationale for its creation; your implementation of the learning plan; what data you collected; what you learned from analyzing that data; your next steps .

****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: iPOPa 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 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.

Week	Date	Topic/Content	Assignment
1	Aug. 26	<ul style="list-style-type: none"> • What is teaching? • What is inquiry? • Examining our own histories as students • Making observations 	<ul style="list-style-type: none"> • Observations in placement <ul style="list-style-type: none"> - See/Think/Wonder format • Complete survey (by 8/31) • Complete your history as a student narrative for 9/9
2	Sept. 2	Labor Day • No Class Session	<ul style="list-style-type: none"> • Observations in placement
3	Sept. 9	<ul style="list-style-type: none"> • Examining our own histories • Sharing & Reflecting on Observations • Developing Inquiries • Inquiry as responsive to Community 	<ul style="list-style-type: none"> • Observations in placement • Teacher interview • Research gathering – Fine 3 articles to share
4	Sept. 16	<ul style="list-style-type: none"> • Sharing & Reflecting on Observations • Sharing findings from interviews • Reviewing research literature • Creating your ideal classroom 	<ul style="list-style-type: none"> • Observations in placement • Your ideal classroom • Reflective Memo on ideal classroom
5	Sept. 23	<ul style="list-style-type: none"> • Sharing & Reflecting on Observations • Thinking about students: Who are the students in your class? • Researching context 	<ul style="list-style-type: none"> • Observations in placement • Gather data about the students in your focal class
6	Sept. 30	<ul style="list-style-type: none"> • Sharing & Reflecting on Observations • Your Context: Sharing your Findings • Selecting potential focal students 	<ul style="list-style-type: none"> • Observations in placement <ul style="list-style-type: none"> - Focus your observations on your potential focal students • Collect additional data about your potential focal students
7	Oct. 7	<ul style="list-style-type: none"> • Sharing & Reflecting on Observations • Constructing student profiles • Select two focal students • Collecting data on focal students <ul style="list-style-type: none"> - What do you want to learn? - What might you collect to help you learn that? 	<ul style="list-style-type: none"> • Observations in placement <ul style="list-style-type: none"> - Focus your observations on your focal students • Collect data on focal students
8	Oct. 14	<ul style="list-style-type: none"> • Sharing & Reflecting on Observations • Analyzing data on focal students • Reflecting on new learning 	<ul style="list-style-type: none"> • Observations in placement • Gathering information about curriculum • Reflective memo on focal students

9	Oct. 21	<ul style="list-style-type: none"> • Sharing & Reflecting on Observations • Thinking about curriculum: <ul style="list-style-type: none"> - What's taught? Why? - Who/what is represented? - How does/might this impact your focal students? 	<ul style="list-style-type: none"> • Observations in placement <ul style="list-style-type: none"> - Focus observation on who is talking and when
10	Oct. 28	<ul style="list-style-type: none"> • Sharing & Reflecting on Observations • Thinking about discourse <ul style="list-style-type: none"> - Who gets to speak? When? - What is allowed to be said? - Who gets to decide? - How does/might this impact your focal students? 	<ul style="list-style-type: none"> • Observations in placement <ul style="list-style-type: none"> - Focus observation on how assessment is used
11	Nov. 4	<ul style="list-style-type: none"> • Sharing & Reflecting on Observations • Thinking about assessment <ul style="list-style-type: none"> - What does it mean to assess? - When are students assessed? Why? - How is the assessment information used? - How does/might this impact your focal students? 	<ul style="list-style-type: none"> • Observations in placement
12	Nov. 11	Veterans Day • No Class Session	<ul style="list-style-type: none"> • Observations in placement
13	Nov. 18	<ul style="list-style-type: none"> • Sharing & Reflecting on Observations • Create Learning Plan for your focal student 	<ul style="list-style-type: none"> • Observations in placement • Implement Learning Plan <ul style="list-style-type: none"> - Collect data
14	Nov. 25	Thanksgiving Week • No Class Session	
15	Dec. 2	<ul style="list-style-type: none"> • Sharing & Reflecting on Observations • Analyze data from Learning Plan implementation <ul style="list-style-type: none"> - Reflect on findings - Consider next steps • Create Final Presentation 	<ul style="list-style-type: none"> • Observations in placement • Prepare Final Presentation
16	Dec. 9	<ul style="list-style-type: none"> • Present Final Presentation • Reflect on learning • End-of-Semester Survey 	