



EDU 675 Inquiry into Practice II: Iterative Learning Cycles to Guide Improvement
Fall 2022 Syllabus
3 units

Course Basics

Synchronous Class Meetings

- Class will meet synchronously every other **Tuesday** from **August 30 - November 8** from **4pm-6pm PST** using the following [Zoom link](#).
- Dates: 8/30, 9/13, 9/27, 10/11, 10/25, 11/8

Small Group Meetings

- Small groups will meet synchronously ~~every other Tuesday from September 6 - November 8 from 4pm-6pm PST~~ OR at an alternative time of their choosing on non-synchronous class weeks.
- Dates: 9/6, 9/20, 10/4, 10/18, 11/1

Instructors

- David Trautman, Ed.M., dtrautman@hthgse.edu, (978) 387-9534
 - Office Hours: **Thursdays, 3:30pm-4:30pm** Pacific/6:30pm-7:30pm Eastern
 - Schedule on [Calendly 24 hours in advance](#) or email to schedule another time
- Rossa Doño-Ramírez, rdonoramirez@hightechhigh.org, (310) 433-1267
 - Office Hours: Tuesdays, 1:00pm-2:00pm Pacific/4:00pm-5:00pm Eastern
 - Please email to schedule. Title Email: EDU 675 Office Hours.

Course Description

Working from their Theory of Action, students engage in iterative cycles of reflective learning using Learning Cycles (also referred to as Plan-Do-Study-Act cycles) to guide improvement at their school sites.

In this course, students are supported in designing both qualitative and quantitative data collection tools, such as field notes, exit cards, interviews, surveys, focus groups, student work samples, etc. Students learn techniques for data analysis to inform evidence-based decision-making throughout the project. Students will a) identify or develop measurement tools that allow them to gather baseline data, progress monitoring data, and outcome data; b) undertake inquiry cycles, and c) identify preliminary

findings and/or learnings that emerge from this process with a particular focus on their leadership in facilitating change. In addition, students will return to the relevant research literature in order to strategically inform their learning cycles. Students will document their learning cycles, methods, and evolving findings and share their learnings in a final Improvement Review with GSE faculty and colleagues.

Essential Questions

- **Measurement:** What data can I collect to understand the problem *now*? What data can I collect to demonstrate impact?
- **PDSA:** What high-impact change ideas could I implement? How will I know if the change is an improvement?
- **Leadership:** How do I facilitate change in collaboration with others?
- **Theory of Action:** *How are my understandings of the root causes and my theory of action changing? How can the research literature and existing craft knowledge continue to inform my actions?*

Learning Outcomes

HTH GSE is committed to developing reflective practitioner leaders who work effectively with colleagues and communities to create and sustain innovative, authentic, rigorous learning environments for *all* students. This shared vision is articulated in our institutional learning outcomes (ILOs) for all HTH GSE students—to *Practice Thoughtful Inquiry and Reflection*, *Design Equitable Learning Environments*, and *Engage in Leadership for School Change*. Through this course, students will be supported in pursuing the specific program learning outcomes italicized below.

Practice Thoughtful Inquiry & Reflection (IR)

- **Reflective Practice (IR1):** *Reflect on and critically analyze their own practice to guide future action.*
- **Connection (IR2):** *Synthesize and connect relevant theory and scholarship to their practice.*
- **Scholarly Inquiry (IR3):** *Design, conduct, and share inquiry that addresses essential questions from their practice.*

Design Equitable Learning Environments (D)

- **Instructional Design (D1):** *Work with colleagues to design approaches to learning that emphasize personalization, connect to the world beyond school, and offer access and challenge to all learners.*
- **Program Design (D2):** *Demonstrate understanding of how the allocation of adult and student resources affects the creation of equitable learning environments in schools.*

Engage in Leadership for School Change (L)

- **Facilitation (L1):** *Support and facilitate student and teacher dialogue focused on improving teaching and learning.*
- **Collaboration (L2):** *Engage colleagues and students in sustained efforts to create equitable, engaging learning environments.*

The curriculum for this course is based on the above essential questions and program learning outcomes, as well as the corresponding set of course-level learning outcomes, activities and products. Together, they represent the knowledge, skills, and dispositions for this course.

Course Learning Outcomes mapped to program learning outcomes	Activities/Products
<ul style="list-style-type: none"> ● 675-1 The student takes thoughtful action to promote equitable learning communities at his/her school site. (L1, L2) ● 675-2 The student synthesizes relevant theory about school design and applies it to the implementation of their inquiry project. (IR2, D2) ● 675-3 The student analyzes data collected from a number of sources. (IR3) ● 675-4 The student evaluates data to assess inquiry project implementation and to determine next steps. (IR1, D1, D2) ● 675-5 The student creates a plan and prototype of a product that links their inquiry project to a broader audience. (IR3, D2) ● 675 - 6 The student analyzes the ethical issues inherent in practitioner research, particularly in relation to their proposed project. (IR1) 	<p>Methodology workshops</p> <p>Learning cycles</p> <p>Annotated Bibliography</p> <p>Stakeholders Review</p> <p>Data analysis workshops</p> <p>Data dives</p>

Course Assignments and Activities
(**RUBRIC** used to assess all final work)

In general, the focus of your work should be on **implementing your PDSA cycles**. As such, course readings and assignments will be fairly limited.

Bi-Weekly Activities

Readings

Readings indicated in the course syllabus should be completed **prior to the following class** (e.g. the readings listed in the Class 1 Action Items should be completed by Class 2).

Individual Action Items (Fieldwork, Writing, Feedback)

Individual actions listed in the syllabus should be completed either by the following class **OR** by the date indicated in **red**. Every two weeks, you should be engaging with academic research, adding 1 resource to your annotated bibliography. Most of your time should be spent working on your PDSA cycles and updating your slide deck (explained below).

Small Groups

Every other week you will be meeting with your small group using the agenda provided to you by the instructors and linked in the syllabus. You are responsible for taking detailed notes so that the instructors can provide targeted feedback to you and your team.

Final Products

Annotated Bibliography

The annotated bibliography is designed to scaffold the literature review section of your Theory of Action 2.0. Over the 12 weeks of this course, students will add a minimum of **five new** citations to the existing ten citations in their annotated bibliography (for a total of *at least* 15 entries). These five new sources are designed to refine and chart a path through the theory of action and inform the selection of change ideas. These five new sources will ultimately be integrated into the final product for the Spring term.

The fifteen total sources in the Annotated Bibliography should be diverse and provide multiple (sometimes conflicting) perspectives on the issue. Each annotation should be in APA format, and include a short paragraph with key quotes and the central ideas/themes relevant to your work

Communal PDSA Slide Deck

Throughout the course you will be responsible for maintaining a running log of reflections on your learning cycles in your personal [PDSA Slide Deck](#) (make a copy and add your name to create a personal slide deck). Your reflection should include: What did you do? What did you discover? What are you learning about your problem? Was your change an improvement? What will you do next?

EDU 675 Improvement Review: Final Class, November 8th, 2022

This is the culminating presentation and discussion of your improvement work over the 675 course. It will follow a dilemma consultancy protocol and cover key learnings/findings, next steps, and ideas for a preliminary change package for others interested in engaging in the work. You will present in front of a panel of GSE faculty, course instructors, and your cohort small group.

During your improvement review, you will prepare a presentation that addresses the following;

- What actions did you take through your PDSA cycles? How did you collect/analyze data to guide learning, monitor progress, and know if (and for whom) the actions were leading to improvement? How did one PDSA inform the next?
- What have you discovered/learned? Were there surprises? What did you predict, and what happened? What themes are emerging?
- How has your understanding of the problem (i.e. fishbone) and your theory of action (i.e. DD) evolved?
- Which change ideas have evidence indicating improvement?
- What ideas do you have to share and disseminate your learning during the Spring term?

Expectations and Assessment

Assessment in this course is discourse-based, combining reflection, peer critique, and instructor response. Final projects and overall course participation are assessed in a “student-led comment”

format, where the participant presents a self-assessment and the instructor responds. Contributions to the forum are not assessed formally, but become a part of the ongoing dialogue with peers and the instructor. The instructors recognize that assessment is a two-way street and invite critique on the course content and process through exit cards following each session and in a course evaluation at the end.

The effectiveness of our learning community depends upon each person's consistent and thoughtful participation. GSE courses are pass/fail. Rather than focusing on grades, we will strive to create our best work. The learning process throughout will be supported through conversation, critique, and multiple opportunities for revision. We will create work that is worth doing and worth sharing, often discussing the idea of audience and how to make a broader impact on the educational community. Each student's participation in this course will be assessed in accordance with the following criteria:

Pass

Student's class participation and outside work reflect professionalism, effort, and dedication; readings and assignments are completed on time. In order to earn a passing grade, students must achieve the learning outcomes stated on the second page. The final product must "meet" or "exceed" the criteria stated on the rubric and students will be required to revise their work if they "approach" the criteria. Students attend every class session, providing advance notice in the event of unavoidable absence and making up for missed work in a timely manner, as approved by the instructor.

Fail

The student makes little to no progress toward completing course assignments, and fail to achieve the learning outcomes for the course. Assignments are missing, or class participation and/or outside work are below average. The final product is missing, incomplete, or fails to meet the assignment parameters and/or the standards set by the class. As stated in the GSE catalog, if a candidate misses more than 20% of a course, she/he will be required to take the course the following year. In extreme cases, please talk to the instructors if you must miss class or need an extension.

Credit Hours

This is a 3.0 credit course. Each credit represents 45 hours of learning, for 135 total hours. There will be 36 hours of face-to-face instruction, 12 hours of out-of-class instructional time (via online forums and coaching conversations) and 87 hours of out of class work (e.g. readings, assignments, final product, digital portfolio maintenance, and documentation of learning cycles).

Course Schedule and Action Items

Session	Student Action Items	Instructor Action Items
0: Prework	<p>Readings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course Syllabus + Final Rubric <input type="checkbox"/> Bryk et al. chapters 4 + 5 (Powerschool) <input type="checkbox"/> Listen to “Improvement as a Tool for Our Collective Liberation” on Unboxed (~1 hour) <p>Individual Actions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Complete Small Group Survey by Aug 28, 2022 	<p>Review</p> <ul style="list-style-type: none"> <input type="checkbox"/> Small Group Survey
<p>Class 1: Course Overview; Grounding in Why; Intro to PDSA</p> <p>Aug 30, 2022</p>	<p>Readings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Qualities of a Good Question <input type="checkbox"/> Gehlbach & Artino, 2018 <input type="checkbox"/> Heath & Heath, Ch. 6 + 7 <p>Individual Actions</p> <ul style="list-style-type: none"> <input type="checkbox"/> PDSA Cycle 1 Slide <input type="checkbox"/> Add 1 citation to your Annotated Bibliography 	<p>Review</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class Feedback
<p>Small Group 1: Learning Cycle 1</p> <p>Sep 6, 2022</p>	<p>Small Group</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agenda 1 	<p>Feedback</p> <ul style="list-style-type: none"> <input type="checkbox"/> Small Group Notes
<p>Class 2: Survey Design</p> <p>Sep 13, 2022</p>	<p>Readings</p> <ul style="list-style-type: none"> <input type="checkbox"/> Dave’s Class Paper <input type="checkbox"/> Heath & Heath, Ch. 8 <p>Individual Actions</p> <ul style="list-style-type: none"> <input type="checkbox"/> PDSA Cycle 2 Slide <input type="checkbox"/> Gather your Baseline Data and post to Powerschool Google Classroom by Sep 27, 2022 <input type="checkbox"/> Add 1 citation to your Annotated Bibliography 	<p>Review</p> <ul style="list-style-type: none"> <input type="checkbox"/> Class Feedback <p>Feedback</p> <ul style="list-style-type: none"> <input type="checkbox"/> PDSA Slide Decks

	<input type="checkbox"/> Post a leadership reflection to Powerschool Google Classroom by Sep 24, 2022 : <i>What are you learning about yourself as a leader? Where did you find yourself successful in leading and collaborating with others? Where did you find yourself activated and/ or in conflict? What dilemmas emerged for you?</i> <input type="checkbox"/> Respond to two small group peers by Sep 27, 2022 <input type="checkbox"/> Share your PDSA slides with Dave and Rossa; Let them know whether you want feedback on Cycle 1 or Cycle 2	
Small Group 2: Sep 20, 2022	Small Group <input type="checkbox"/> Agenda 2	Feedback <input type="checkbox"/> Small Group Notes
Class 3: Qualitative Analysis Sep 27, 2022	Readings <input type="checkbox"/> Heath & Heath, Ch. 9 Individual Actions <input type="checkbox"/> PDSA Cycle 3 Slide <input type="checkbox"/> Add 1 citation to your Annotated Bibliography	Review <input type="checkbox"/> Class Feedback
Small Group 3: Oct 4, 2022	Small Group <input type="checkbox"/> Agenda 3	Feedback <input type="checkbox"/> Small Group Notes
Class 4: Data Spotlights Oct 11, 2022	Readings <input type="checkbox"/> Heath & Heath, Ch. 10 Individual Actions <input type="checkbox"/> PDSA Cycle 4 Slide <input type="checkbox"/> Add 1 citation to your Annotated Bibliography <input type="checkbox"/> Post a leadership reflection to Powerschool Google Classroom by Oct 22, 2022 : <i>What are you learning about yourself as a leader? Where did you find yourself successful in leading and collaborating with others? Where did you find yourself</i>	Review <input type="checkbox"/> Class Feedback

	<p><i>activated and/or in conflict? What dilemmas emerged for you?</i></p> <p><input type="checkbox"/> Respond to two peers by Oct 25, 2022</p>	
<p>Small Group 4: Oct 18, 2022</p>	<p>Small Group</p> <p><input type="checkbox"/> Agenda 4</p>	<p>Feedback</p> <p><input type="checkbox"/> Small Group Notes</p>
<p>Class 5: Consolidating our Learning; Insect Diagrams Oct 25, 2022</p>	<p>Readings</p> <p><input type="checkbox"/> None</p> <p>Individual Actions</p> <p><input type="checkbox"/> Improvement Review Presentation</p> <p><input type="checkbox"/> Add 1 citation to your Annotated Bibliography</p>	<p>Review</p> <p><input type="checkbox"/> Class Feedback</p>
<p>Small Group 5: Nov 1, 2022</p>	<p>Small Group</p> <p><input type="checkbox"/> Agenda 5</p>	<p>Feedback</p> <p><input type="checkbox"/> Small Group Notes</p>
<p>Class 6: Improvement Reviews Nov 8, 2022</p>	<p>Readings</p> <p><input type="checkbox"/> None</p> <p>Individual Actions</p> <p><input type="checkbox"/> Submit Final Rubric, PDSA Slides, and Annotated Bibliography</p>	<p>Review</p> <p><input type="checkbox"/> Class Feedback</p>