



Graduate School of EDUCATION

EDU 680
Inquiry into Practice III: Synthesis and Dissemination
3.0 credits

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Zoom Room Link:

Instructor Office Hours	Katie: Mondays , 5-6pm PST <i>*Click link to sign up!</i> Steven: Tuesdays , 6-7pm PST <i>*Click link to sign up!</i>
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Whole class	SPRING TERM
Critical Friend (student led)	2/28/2022: Improvement reviews
Small Group (coach led)	3/7/2023 (week of): The "A" in PDSA
	3/14/2023: Understanding Variation
	3/21/2023 (week of): Spotlight Protocol: Methods/Findings
	3/28/2023: Consolidating our Learning
	4/10/2023 (week of): Spreading Change
	4/18/2023: Writer's Workshop w/ Dr. Patton
	4/24/2023 (week of): Changemakers Workshop
	5/2/2023: Sharing our Learning
	5/8/2023 (week of): Changemakers Workshop
	5/16/2023: Preparing for Final POLs (5/22-5/31)

COURSE DESCRIPTION

This 12-week portion of the course is all about *synthesis, reflection and dissemination* of the leadership improvement project. Students will finish the inquiry cycles started in the previous 12 weeks and engage in the process of synthesizing their learnings to derive key findings. Students will share their learnings in two impactful ways: writing the Methods, Findings and Conclusion sections to add to their Theory of Action paper from fall, AND choosing a second option from the menu below:

- Write a journal article for future publication, focusing on a key finding, perspective, opinion, or policy implication that emerges from the Capstone work
- Create an improver’s guide, consisting a useful tool or resource guide for others who are interested in engaging with the work
- Submit a conference proposal to present at an educational conference

ESSENTIAL QUESTIONS

How can the findings from our learning cycles be transformative for ourselves, our students and our communities?
How can we share and disseminate our work with both professional and academic audiences?

COURSE CONTACT TIME

(135 HOURS/TERM)

Synchronous Course Meetings	8 hours/month (24 hours)
Asynchronous Course Activities	4 hours/week (48 hours)
Out of Class Hours	5 hours/week (60 hours)
Instructor Office Hours	1 hour weekly (6 hours)

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 *Transform Self and Systems, Design for Liberation and Deeper Learning, and Practice Thoughtful INquiry and Reflection*. Through this course, students will be supported in completing the Leadership Improvement Capstone, which serves as a signature assignment for assessing “advanced treatment” of the program learning outcomes italicized below.

Transform Self and Systems

- **SS 1: Examined Leadership:** Develop a greater **understanding of yourself as a leader and a learner** by deepening self-awareness, furthering the ownership of the self, and activating courageous leadership.
- **SS 2: System Leadership:** Continuously improve teaching and learning that advances equity through root-cause analysis and alignment of system-wide teams and structures.

Design for Liberation and Deeper Learning (LDL)

- **LDL 1: Pedagogy:** Collaborate with students and colleagues to design deeper learning pedagogy that advances equity.

LDL 2: Instructional Leadership: Create coherent instructional systems through coaching and adult learning to foster a visible pedagogical culture.

Practice Thoughtful Inquiry & Reflection (IR)

- **IR 1: Inquiry and Iteration:** *Design, implement and reflect on the results of inquiries to address authentic needs and essential questions from practice.*
- **IR 2: Connecting Theory & Practice:** *Synthesize and connect relevant theory and scholarship to one’s own practice and inquiries.*

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
680-1 The student analyzes and synthesizes data from his/her own inquiry project, as well as relevant scholarly research, to draw evidence-based conclusions and to inform future actions. (IR2, IR3)	Written Reflections Final Written Piece: Methods, Findings and Conclusions
680-2 The student produces academic writing that communicates the inquiry process, theory of action and findings in a clear, professional and engaging manner. (IR1, IR2, IR3)	Menu Choice: Improver’s Guide, Article Publication, or Conference Submission
680-3 The student creates an authentic product of lasting value to disseminate his/her learning to colleagues and other authentic audiences. (IR3)	Digital Portfolio
680-4 The student analyzes how the inquiry process has been transformative for the self, the school and the broader education community. (IR1)	Presentation of Learning

REQUIRED COURSE MATERIALS

Students are required to purchase the following books:

Becker, H. S. (2008). *Writing for social scientists: How to start and finish your thesis, book, or article*. University of Chicago Press.

Amazon link to [Writing for Social Scientists](#)

Craig & Yewman (2013). *Weekend language*. Dash Consulting
Amazon link to [Weekend Language](#)

Additional readings will be distributed weekly in class.

COURSE ASSIGNMENTS and ACTIVITIES

This course is designed to support the completion of the ***Leadership Improvement Master's Project*** and the two products (described below) associated with it. Both products serve as a summative assessment of IR3.

Models from past student work and peer-reviewed journals will be provided and analyzed together in class to generate a deep understanding of the shared standards for our work.

Using a workshop/critique format, students in this course will share their writing and analysis with colleagues, give and receive critical feedback on their work, discuss dilemmas in inquiry and leadership, and develop individualized action plans to keep their work moving forward. In general, between sessions, you should expect to engage in some analysis/writing (journaling and drafts of sections) and to review and give feedback on peers' writing. You may also be asked to read and reflect on an article/chapter relevant to the writing process, your particular inquiry topic, or leadership. Small group sessions will involve combinations of the following activities:

- Meeting with your *Small Group and Improvement Coach* and/or *Critical Friend* to read, discuss, and provide feedback on each other's work
- Reviewing and discussing models of effective writing and research together
- Group discussions of topics/dilemmas/readings/models relevant to leadership or the inquiry process
- Goal-setting and developing action plans to carry out prior to the next class

Each participant is paired with a colleague so that both parties can serve as *Critical Friends* for the other's work.

We will also be using Google Classroom, an *online forum* to reflect on shared readings and give each other feedback on our work. The purpose of the discussion forum is to serve as an archive of our collective thinking, but more importantly to generate and continue conversations outside of class.

METHODS, FINDINGS and CONCLUSIONS: FINAL WRITTEN REFLECTION

The written product for this course is three additional written sections, to be added to your Fall Theory of Action paper. Detailed descriptions of each section are below:

- **Methods (IR3):** *Includes* a description of the actions taken to address the inquiry question and meet the project's aim. Provides a rationale for why the methods for data collection and analysis were chosen, as well as steps taken to include perspectives from a diverse, representative group of individuals. If Improvement Science methodology is used to guide the work, this is where students discuss how it is a viable approach to educational improvement and describe how it guided the plan of action. (1-2 pages recommended)

- **Findings (IR1, IR3):** *An analysis and synthesis of data to identify key themes related to the inquiry question/aim.* This section includes a discussion of key themes that emerged from the data, with attention to substantiating how the themes were derived from evidence (e.g. surveys, exit cards, interviews, field observations, work samples, etc.). The discussion demonstrates how data collection and analysis guided evidence-based decision-making (i.e. cycles of “inquiry, action and reflection”) throughout the project. It includes stakeholder voices to highlight multiple perspectives related to key themes and to bring an equity lens to the work. (3-4 pages recommended)
- **Conclusions (IR3):** *A discussion of implications for the work.* This section includes a brief summary of key themes and new insights gained into the inquiry question, as well as an analysis of how these confirm or contradict existing theories and practices discussed in the Theory of Action. It discusses implications of the work for the author’s own practice and context, and for others engaged in similar work in other contexts. It concludes with a reflection about the author’s own leadership development: what did you learn about yourself as an educational leader through this process? What was surprising or unexpected? What did you do or not do that affected the outcomes? (1-2 pages recommended)
- **References (IR2):** Alphabetical in APA format, at least 5 NEW citations since the Fall term.

CHOICE PROJECT:

Candidates may choose one of the options below for the second product of the course, the “choice project.”

OPTION 1: [WRITE AN ARTICLE FOR PUBLICATION](#) (HINT, HTH UNBOXED!)

OPTION 2: CREATE AN [IMPROVER’S GUIDE](#)

OPTION 3: [SUBMIT A WORKSHOP PROPOSAL TO AN EDUCATIONAL CONFERENCE](#)

DIGITAL PORTFOLIO

Through the Digital Portfolio, candidates will keep a record of their learning and reflections throughout the program, as well as the final products and any additional artifacts related to their Master’s Project.

PRESENTATION OF LEARNING

During the window of May 23 - June 2nd, all candidates will present a final Presentation of Learning. Details are in this [handout](#).

COURSE SCHEDULE

The schedule below outlines the important deadlines to meet to complete the Leadership Improvement Project prior to graduation. Detailed daily agendas, with the continuous learning for the week, will be distributed at course meetings and posted on Google Classroom.

Date	In-Class Activities	Due Today
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<p>2/28</p> <p>Synchronous Whole Group</p>	<p>IMPROVEMENT REVIEWS</p>	<p>-Insect Diagram</p>
<p>WEEK OF 3/7</p> <p>Online Module</p>	<p>Methods, Findings and Conclusions</p> <p>Plan next steps and receive feedback</p>	<p>-Book Purchases DUE TODAY</p>
<p>3/14</p> <p>Small Group with Coach</p>	<p>PDSA Reflections</p>	<p>-Decolonizing Research Reading</p>
<p>3/21</p> <p>Online Module</p>	<p>Writer's Workshop Zero Draft of Methods (get feedback)</p> <p>Discuss <i>Weekend Language</i> and <i>Becker</i></p>	<p>-Zero Draft of Methods Section</p> <p>- <i>Weekend Language</i> pgs 1-46</p> <p>-Becker Chapter 3</p>
<p>3/28</p> <p>Synchronous Whole Group</p>	<p>Triangulation of Data</p> <p>Finding Themes in our Data</p>	
<p>WEEK OF 4/10</p> <p>Online Module</p>	<p>Discuss Becker</p> <p>Peer Feedback Zero Draft of Findings</p> <p>Conclusions Section</p> <p>Choice Products</p>	<p>-Zero Draft of Findings Section</p> <p>-Finish <i>Weekend Language</i></p> <p>-Read Chapter 4 Becker</p>
<p>4/18</p> <p>Synchronous Whole Group</p>	<p>Writer's Workshop w Dr. Patton</p>	<p>-Findings Section Due</p> <p>-Read Chapter 7 of Becker</p>
<p>WEEK OF 4/24</p> <p>Online Module</p>	<p>Choice Product Workshop</p> <p>POLs</p> <p>DPs</p>	<p>-Draft Choice Product Due</p>

5/2 Small Group w Coach	Sharing our Learning	-Conclusions Section Due
WEEK OF 5/8 Online Module	Change Makers Workshop	-Zero Draft MFC Due
5/16 Synchronous Whole Group	POL Prep DP Workshop Connections	-Final MFC and Choice Option Due
5/23 - 6/2 POLs		
MAY 23: FINAL PAPER (MFC) DUE CHOICE PROJECT DUE DIGITAL PORTFOLIO DUE SELF ASSESSED RUBRIC DUE		
Presentations of Learning: 5/23-6/2		
June 10 GSE GRADUATION!		

CREDIT HOURS

This is a 3 credit course (12 weeks). Each credit represents 45 hours of learning, for 135 total hours. There will be 36 hours of face-to-face instruction, 27 hours of out-of-class instructional time (via online forums and tutorial instruction) and 72 hours of out of class work (e.g. readings, assignments, final product, digital portfolio maintenance).

EXPECTATIONS & ASSESSMENT

"If something is worth doing, it is worth doing well." - Proverb

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 Haiku are not assessed on a completion basis, and 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 the 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.

SYNCHRONOUS AND ASYNCHRONOUS ONLINE LEARNING

Contact time will be met by a combination of online synchronous activities (two hours per week of live meetings, guided student discussion) and online asynchronous learning (five and a half hours per week of faculty and invited expert video lectures as well as collaborative asynchronous activities, such as posting to discussion forums, posting video reflections to digital recording tools such as FlipGrid, and contributing to online workspaces such as a Miro board or Padlet) to be completed to prepare for synchronous sessions. To make as much time as possible for active work and discussion during live sessions, students will watch prerecorded lectures and videos and complete some activities prior to the synchronous meetings.

Students are expected to prepare for this course by doing all the reading, watching all the videos, and completing all required tasks before attending the synchronous sessions.

All students will be required to complete assignments online and independently along with completing related reading and writing assignments. The time needed to complete all assignments fulfills the remaining course unit time requirements.

By this point in the program, students' level of technical competence should include basic knowledge of the internet. Basic tasks will include posting attachments, opening and posting discussion forums, and uploading assignments, including video clips. In addition to completing assignments and accessing course documents, students should have familiarity with the entire G Suite of google applications, including Google Docs, Google Sheets, and Google Slides.

Students will have ongoing access to the instructor and fellow classmates throughout the course. Through the Google Classroom course page and emails, the instructor will maintain ongoing communication with students.

Email will be the primary form of immediate communication with the instructor outside of class time. Email will be checked on a daily basis during the weekdays and will be responded to within 48 hours.

The Google Classroom course page provides a place for the instructor to share new information and new postings. Google Classroom discussion forums provide students a place to post questions, comments, or concerns regarding readings and assignments.. In addition to weekly class time sessions, discussion forums in Google Classroom are a primary location for students to communicate their learning with one another. It will be open at all times for postings and reactions.

All required materials will be prepared and posted prior to the start of the course, but an instructor may add optional material at any point. Students are responsible for checking the Google Classroom course page and their emails regularly.

OPTIMIZING LIVE SESSION CONNECTIVITY AND QUALITY

For the best possible synchronous experience, students should consider these factors when deciding how to connect to class. Your decision affects everyone's ability to participate.

Everyone's connectivity is affected by the weakest internet connection in the room. If you are participating on a wireless connection, this is a weaker connection than being on a wired connection. Use a wired connection if possible.

Connect from a home or office rather than a public space. Connecting from a public space hampers overall bandwidth as this is often a weaker connection than home-/office-based wired or Wi-Fi connections.

Remind those who might share your internet connection (e.g., family members or housemates) to be mindful of their bandwidth usage. Household members downloading large files and streaming video while you're in class can lead to a detrimental experience as they may be utilizing a lot of bandwidth. In addition, locate yourself as close as possible to the router.

COURSE PARTICIPATION

Students enrolled in this course are required to read *all* current assignments and complete all other asynchronous exercises and projects required *before* each synchronous session where the material will be discussed. We ask that students make every effort to engage in discussion by having both video and audio connected. Online students who do not participate in the synchronous sessions (via video and voice) will receive only partial credit for participation. Students are expected to actively participate in class discussions by asking questions and contributing to the discussion, drawing on the readings, assignments, and asynchronous exercises.

Excused absences are at the discretion of the instructor. In order to receive partial credit for the excused absence, the student will write an email to the instructor indicating what he/she would have contributed to the class had he/she been able to attend and what he/she learned from having watched the recording. This email must be received within one 1 week after the absence.

STANDARDS OF ONLINE BEHAVIOR

The protocols defined by the HTH GSE Student Handbook must be upheld in all online classes. Students are not allowed to post inappropriate material or spam to the class or use offensive language or online flaming.

