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Engaging Teacher Candidates in Teacher Inquiry: Questions and Responses

Abstract:

This article reports on transitioning the focus of a general secondary methods course to incorporate teacher inquiry. The author describes the shifted nature of the course, which led to empowered teacher candidates who benefited from engaging in teacher inquiry cycles even after graduation. The author then uses a question and response format to address common questions that arise in conversations about incorporating teacher inquiry for the first time.

Participating in inquiry has empowered us as teacher candidates, and it has helped us understand that we can be change makers within the teaching profession, particularly in relationship to addressing diversity and creating more equitable learning experiences for all children. As we graduate and begin our careers as teachers, we certainly know we have a lot to learn, but inquiry has provided us with many tools to proactively address the tensions and problems that we are sure to experience in the teaching profession, and help us raise awareness and make positive changes related to teaching all children throughout our careers. (Bildstein, Kruse-Meek, Pohland, Snitkey, & Welsh, 2019, p. 273).

When I reflect on the quote above, I am moved by the powerful role teacher inquiry can play in a teacher education program. Literature supports the value of teacher inquiry in programs that prepare teachers and in K-12 schools (Cochran-Smith & Lytle, 1999; Hine, 2013; Hong & Lawrence, 2011; Lattimer, 2012; Miller & Shinas, 2019; Perrett, 2002). Likewise, I have found great value in incorporating teacher inquiry in my work preparing teacher candidates, and this article provides my history with teacher inquiry and addresses questions I've experienced through the process.

In this article, I use “teacher inquiry” to describe my work with teacher research, but I recognize that self-study, classroom research, practitioner inquiry—and in some cases, action research—would have been appropriate. As Cochran-Smith and Lytle identified (1999), there are differences in the ideologies and histories of these traditions, yet the terms are sometimes used interchangeably. I lean on Nancy Fichtman Dana and Diane Yendol-Hoppey’s (2014) work to guide my terminology in this article and in my work with teacher candidates. They define teacher inquiry as “teachers’ systematic study of their own practice” through developing a wondering, collecting data, analyzing data, taking action, and sharing the work with others (p. 14). The term “teacher inquiry” feels less intimidating to my students, all

teacher candidates, than enacting “research” in the classroom. As I describe in this article, however, my teacher candidates feel nervous and overwhelmed, even though we use the term “teacher inquiry.”

My Introduction to Teacher Inquiry

As a doctoral student, I was first introduced to teacher inquiry by two advisors who shared a passion for self-study. While they referenced self-study in conversations throughout my doctoral program, it did not become part of my practice or emerge as an area of research interest at that time. Once I began my tenure-track position at Loras College, where I typically carry a 21-credit teaching load and engage in multiple service endeavors each year, I knew that my busy teaching and service obligations meant that research needed to be embedded into my teaching practice. That shift, along with my yearly participation at the Association of Teacher Educators (ATE) Conference, began my formal work in teacher inquiry.

My personal inquiry journey began in February 2010 at ATE when one of my graduate school advisors introduced me to a cohort of teacher inquirers who, at the time of our introduction, were professors and graduate students at the University of Florida (UF). I became intrigued with their work, particularly with how teacher inquiry was embedded in their undergraduate teacher preparation program. Over a span of several years, I attended the UF scholars’ presentations at ATE, shared meals with them, and asked many questions about how I might introduce my Loras teacher candidates to teacher inquiry. Through these experiences, I was convinced that I needed to bring teacher inquiry to Loras and that I would need to leave my comfort zone to do so.

Embedding Inquiry into Coursework

I taught General Secondary Methods (GSM) for the first time in Spring 2013. GSM takes place in a Professional Development School (PDS) site, situated in a Catholic, college prep high school. Enrolled teacher candidates typically are in their junior year majoring in Biology, Chemistry, English, History, Math, Music, or Spanish.

Teaching GSM for the first time felt like a big deal for several reasons. It was my first year in this tenure-track position; the PDS site happened to be the high school from which I’d graduated 16 years earlier; I was filling in for a colleague who was on sabbatical; the colleague for whom I was filling in was a founding member of the PDS; and prior to Spring 2013, he was the only faculty who had

taught the course in the PDS setting. Because I did not know if I would teach the course after Spring 2013 and status quo felt safe and effective, I used the same text and approach to the course that my colleague used. After completing that semester, it was decided that I would teach the course every-other time it was offered.

It was around this time that I became more intrigued with how the teacher inquiry cycle would look in my courses. I wanted to require teacher candidates to engage in inquiry cycles in my GSM course, and I continued to network with my friends at UF about how I might approach the course change. Changing the course seemed like a risky endeavor since, based on peer and teacher candidate feedback, my GSM course was successful in Spring 2013 and because I would lose some control of course content delivery and pacing. Despite these perceived risks, I decided to re-design my GSM course to incorporate teacher inquiry.

I unveiled my re-designed inquiry-based course in Fall 2014. The rollout was generally successful. The biggest challenge was creating a schedule for the course since course topics emerged from individual inquiry projects. This resulted in a course schedule that I provided teacher candidates in small chunks, released two-to-three weeks at a time. In addition, I felt like I was teaching six different courses, one for each teacher candidate, due to the uniqueness of each inquiry project. I was thankful for an unusually small roster, which made my first attempt seem manageable.

When I taught GSM again in Spring 2017 and Spring 2019, 15 and 14 teacher candidates were enrolled, respectively. Having taught the inquiry-based approach once before, I could better plan the entire course schedule and anticipate learning outcomes that would not be addressed through teacher candidates' inquiry projects (e.g. constructing a lesson plan; Common Core Standards). I also developed a plan to lighten the individualized attention I provided each teacher candidate. I knew I would not survive the semester if I felt like I was teaching 15 separate courses!

Collecting and Analyzing Data

The required text for my GSM course was Dana and Yendol-Hoppey's (2014), *The Reflective Educator's Guide to Classroom Research*. The authors describe the inquiry cycle to include: developing a wondering, collecting data, analyzing data, taking action, and sharing the work with others. It made sense to use the same terms and guidance for my own research. The wonderings that guided my inquiry were:

- How does using teacher inquiry as a central component of the course impact teacher candidates' ideas about teaching and learning?
- How do the implemented changes impact a General Methods Course?

My formal data collection and analysis occurred when I taught GSM in 2014 and 2017. To answer my research questions, data sources included reflective journals, field notes, teacher candidate interviews, and course artifacts (e.g., completed assignments, blog posts, final projects, course evaluation data). Known as formative data analysis, I analyzed data as I collected it; the analysis informed my next data collection steps (Dana, 2013). As I identified themes during my data analysis, I would tweak my course to respond. For example, through analyzing my field notes and teacher candidates' blog entries and written reflections, I noticed that teacher candidates were overwhelmed about the process of conducting student surveys. In response, I invited a teacher candidate who had distributed surveys and begun the data analysis process to talk to her peers about the process. Her step-by-step instructions about how to use Google Forms to create a survey, her description of working with me to create and refine survey questions based on her literature findings and course context, and her description about beginning the analysis process helped ease her peers' anxieties about the process. In her final reflection, Molly [pseudonym] described how her learning was influenced by the Google Forms peer tutorial:

My peers provided valuable feedback on how to troubleshoot certain problems. Before this project I had never used Google surveys; a few of my peers were very knowledgeable with that program and were able to help me figure out the cool features and other things I could do with the information I was collecting through Google.

Applying changes to my course based on formative data analysis helped ensure that teacher candidates were getting what they needed from the class while reducing some anxiety about the process. This was captured in Rowen's final reflection: "You made the project a lot less scary than it seems and I am grateful for that because I do not think I would have slept these last few weeks if it were not for your constant reassurance."

As I reflected on my GSM course impact and plan for upcoming iterations, I identified the following themes:

- Teacher candidates' feelings about teacher inquiry shifted from overwhelmed to empowered
- Novice teachers seemed to benefit from completing teacher inquiry cycles as teacher candidates
- Talking about teacher inquiry cycles could distinguish teacher candidates during job interviews

As I continue to analyze my GSM course and the teacher candidates' experiences, I look forward to identifying how these themes continue to emerge.

Feelings Shifted from Overwhelmed to Empowered

Teacher candidates found the inquiry process overwhelming for the first half of the semester. As they progressed with their data collection the process seemed less intimidating, and they began to feel empowered by their progress. Our inquiry showcase, in which teacher candidates presented their inquiry cycles to peers, professors, and PDS stakeholders, left teacher candidates feeling proud of their accomplishments. They also felt empowered to make research-based teaching decisions. Some got excited about their new knowledge of the teaching profession. I believe that this inquiry work will help my teacher candidates when they enter the profession more than the traditional approach to teaching GSM that I used formerly.

When asked to reflect on the inquiry process at the end of the semester, teacher candidates were generally positive and many mentioned how their attitudes shifted as the semester progressed. They mentioned being “very stressed,” “highly critical,” and “freaking out” when the inquiry project was introduced, then discussed a growing level of comfort and excitement as the process unfolded. Teacher candidates also commonly discussed a newfound understanding of and appreciation for the teaching profession, particularly coming to a new understanding about how teachers are lifelong learners and how they can continually improve their practice.

The following excerpt from a teacher candidate's reflection paper illustrates both her shifted attitude and understanding of the skills and strategies required in the teaching profession. It also demonstrates how the inquiry process can help enrich the field experience required in GSM. This is particularly important since teacher candidates from six different majors are required to complete GSM. This particular teacher candidate was a Music major who desired to teach band post-graduation but was placed with a vocal director for GSM:

I talked to my dad [a veteran teacher] about my inquiry project and he has encouraged me to continue with it beyond this class. I think it is important that I do continue, so my bag of tricks can grow. I don't want to be an average teacher, I want to be a great teacher and this inquiry project has given me more skills to become great. Even though I was very critical of inquiry at the beginning, I think it is valuable to continue with it. It forces us to get outside the typical patterns of school and discover more about

ourselves and our discipline. Inquiry forced me to get out of my big head and delve deeper into the choir classroom. It also put me into a musical situation that I was not comfortable with and gave me valuable choral experience.

Inquiry in Teacher Preparation Program Benefits Novice Teachers

Overwhelmingly, teacher candidates recommended that I continue with inquiry as a centerpiece of my GSM course. This message was conveyed in my conversations with them, both during and after the course and in course evaluations and reflection papers. Adding to my belief that the inquiry approach is best practice for teaching my GSM course was the feedback I received when I followed up with five of the six teacher candidates who took my class in Fall 2014. All five found the inquiry projects to be worthwhile. Three mentioned that they apply their findings to their current work as teachers. Three mentioned that they would be interested in completing future inquiry cycles, but as first-year teachers they were too busy with their day-to-day work. One graduate, Emily, reported that inquiry was supported at the high school in which she taught English. She explained an inquiry project she worked on her first year teaching:

One example of a wondering I've focused on in my teaching was 'How do I increase student-engagement while continuing to work on essential skills (i.e., close reading, discussion, analysis)?' I ended up implementing stations every Wednesday in the *To Kill A Mockingbird* unit. I had instructional coaches keep track of student engagement using a basic note-taking sheet we constructed. Other forms of data collection I used included video observations and analyzing student work.

Emily added that had she not completed an inquiry cycle as a teacher candidate, she would not have been as comfortable asking for the support from her instructional coach to help with her inquiry cycle as a first-year teacher. Another graduate from my 2014 cohort conveyed why she found teacher inquiry to be important:

Inquiry is a great tool for someone in my situation. I am teaching at a small school in rural Wisconsin. I am the only Spanish teacher, and after this school year, they are cutting the part time French teacher (the only other foreign language person). I don't have a department and I am on my own a lot. This has its advantages and disadvantages, but one thing that I struggle with is I don't necessarily have people that I can approach to get a lot of advice about teaching Spanish. However, I do have many tools, especially inquiry, that help me to tackle any problems that arise.

Teacher Inquiry Can Distinguish Candidates during the Job Search

To illustrate the way teacher inquiry can impact a novice teacher's job search, I share Morgan's story. In Spring 2017, Morgan, a junior, completed an inquiry project as required in my GSM course. Morgan's inquiry cycle focused on the barriers and promising strategies involved in incorporating high-interest, young adult literature into the English Language Arts classroom. Her data collection strategies included reading literature, taking field notes, interviewing teachers and students, and surveying students. Morgan's data analysis led to rich findings, which she presented at the end-of-course Inquiry Showcase. The following year while student teaching in a public middle school, she added to her inquiry cycle by surveying and interviewing her middle school students. The data collection during student teaching satisfied Morgan's own curiosity and was not part of a course requirement. Morgan found that her middle and high school students had similar experiences with reading in school. As a result of her findings, Morgan planned to adapt her teaching practice by incorporating excerpts of high-interest, young adult literature to bridge the gap between what students want to read and what they are required to read in school.

During and after her inquiry cycle, Morgan presented her work at two college-wide research conferences and for the Loras College External Advisory Board, which included local K-12 leaders. Morgan is currently a first year middle school Language Arts and Religion teacher. She is exploring a new wondering, currently stated as: "How can I effectively incorporate art and music into my religion classroom?" Morgan's story is a nice illustration of the transferability of inquiry as she seamlessly incorporated inquiry in a private high school English classroom (as required in her GSM course), a public middle school language arts classroom (during student teaching), and the middle school religion classroom (as an in-service teacher).

In a career in which professional development varies widely in quality, applicability, and impact (Darling-Hammond et al, 2009), teacher inquiry is different because it addresses the complexities and tensions in an individual teacher's context. Morgan's story demonstrates the staying power and transferability of inquiry as professional development (Charteris & Smardon, 2015; Noffke, 2009).

Morgan's story also illustrates how introducing inquiry at the undergraduate level can impact the job search. Morgan spoke with confidence about the inquiry process in her job interviews. She was offered three jobs in one week (2 public

schools, 1 private school). The principal who hired Morgan told me he felt fortunate that she accepted his job offer and that Morgan embodies characteristics of a veteran teacher. In an interview with Morgan during her first year teaching, Morgan discussed how being introduced to teacher inquiry helped in student teaching, during the job search process, and as a new teacher. She said:

During interviews, I feel like I had experiences that other people didn't get; I had something unique to offer. Administrators seemed to be excited to hear about my inquiry work. During interviews, I got excited while talking about my inquiry work, which showed administrators my enthusiasm for learning and my desire to be a lifelong learner. I also had confidence entering my teaching career. I know that I can begin an inquiry cycle at any point with relative ease, which is a nice reminder when I'm struggling through something. I remind myself that I am a professional and I have something to offer. I know that I am going to struggle and there will be problems. That's a normal part of teaching that I can welcome because I have inquiry to help investigate and solve problems.

Question and Response

When I discuss my GSM course shift to inquiry with colleagues or at conferences, people interested in embedding teacher inquiry into their undergraduate programs often ask similar questions. These are the same questions that I asked the UF group as I began exploring teacher inquiry. Below I've captured the common questions and my responses.

Question: Incorporating teacher inquiry into my classes seems like a good idea, but where do I start?

Response: Talk to people who have incorporated inquiry and attend conference sessions focused on the topic. Networking and building a group of critical friends gave me the confidence to try it. While networking gave me the courage to begin incorporating inquiry into GSM, I also needed support during implementation. The Dana and Yendol- Hoppey (2014) text I require for GSM includes a step-by-step guide, discussion questions, and companion website. It provides me with support while being accessible for teacher candidates. I also collaborated with a peer from graduate school who was employed as a Professional Development Specialist at a national organization. She encouraged me to require teacher candidates to make their work public by posting each step in the inquiry process on the now defunct *Literacy and Learning Exchange*. In that space, teacher candidates also read the work of other groups who were engaged in inquiry projects. My peer from graduate school read my teacher candidates' blog posts, asked probing questions, and helped me troubleshoot. Knowing that an "outsider" was reading and responding to their

work added a layer of accountability for my teacher candidates. Because of these supports, I did not feel like I was on my own, despite being the only person in my college using teacher inquiry in a course.

Question: It seems difficult to embed a major teacher inquiry project *and* ensure required content is learned. How do you balance these requirements?

Response: This was the greatest challenge for me. All teacher candidates at our college pursuing secondary education licensure are required to enroll in GSM. With teacher candidates majoring in English, History, Biology, Chemistry, Math, and Music in the course, it was already a challenge to teach content relevant to all teacher candidates. With inquiry, teacher candidates identified their wonderings, which personalized the course to suit their needs; however, I still needed to ensure that certain content that did not arise through inquiry projects was taught and assessed. For example, lesson planning, education philosophies, and Common Core Standards were topics that did not emerge through inquiry projects. On the other hand, students' inquiry projects often incorporated topics that can be applied to every major such as student motivation, classroom management, formative assessment techniques, and differentiated instruction.

I built in time for teacher candidates to discuss their inquiry projects. The collaborative nature of planning, implementing, and sharing inquiry work led to opportunities in which teacher candidates learned from their peers. For example, through sharing their inquiry projects as they progressed, teacher candidates learned from each other different ways to approach classroom management and student motivation. These organic learning opportunities felt different from my more traditional course organization and delivery because students chose the topics, conducted the research, and shared their knowledge.

Planning for GSM

When I plan for a GSM course, I make a list of the topics that need to be taught and assessed. I build in time to teach these topics explicitly if they do not emerge through inquiry projects. Then as teacher candidates discuss their inquiry work, I supplement their discussions with direct instruction. This means that I'm constantly adapting to what teacher candidates know and need to know. While it can be a challenge, I have found it to be a rich way for teacher candidates to acquire the knowledge necessary to be successful in their specialized methods classes and beyond. When I first incorporated teacher inquiry into GSM in 2014, it was difficult for me to let go of my thoughtfully planned, organized course schedule. The first time I taught the course I provided teacher candidates with their schedule in two-week increments. The second time I taught the course, I was able to release the

entire schedule on the first day of the semester; however, I left space in the schedule for topics that emerged. Our class met two days per week. One of those days was mostly dedicated to inquiry or topics that would emerge through inquiry (e.g. classroom management, student motivation) with the other day focused on a different topic that did not emerge through the inquiries (e.g. lesson planning, Common Core).

When I first incorporated inquiry in Fall 2014, I was also transparent about it being my first time and about the reasons I had chosen to incorporate it. As I explained the reasons in my tenure portfolio, in my annual reflection, and to teacher candidates enrolled in GSM, I was modeling that effective teachers take risks and are responsive to what their students need.

Question: It seems like facilitating inquiry is complex. How do I know if it worked?

Response: Being able to respond to this question was important to me, particularly since my tenure portfolio deadline was in Fall 2015. By asking my own inquiry question related to the changes, I had data to present in my annual reflections and tenure portfolio. By analyzing teacher candidates' blogs, reflection papers, interview responses and formal course evaluations as well as my reflective journals, I felt I could proactively address how well the course was working. Because I closely monitored teacher candidates' inquiry processes, I could provide detailed illustrations of the depth and outcomes of their work. This has been helpful in conference presentations, when discussing inquiry with local K-12 leadership, and while securing a one-year endowed research chair position based on this work.

Question: I feel like I may want to give teacher inquiry a try. What happens if it's not working?

Response: I closely monitored the process through my own data collection and formative analysis and adjusted when necessary.

In order to keep up with each teacher candidate's inquiry project, I knew I would need major revisions when my class went from six teacher candidates in Fall 2014 to 15 in Spring 2017. In 2014, portions of our class time were used to debrief and share inquiry progress as a whole group. In 2017 with the larger group, I scheduled an individual conference in the middle of the semester with each teacher candidate during our normal class time. During the workshop, each teacher candidate and I discussed his/her progress and plans. The teacher candidate left with at least one "next step" and a deadline for following up with me about that step. These conferences were helpful for the teacher candidates and me. I was able to get an update on each teacher candidate's progress, and

the accountability of meeting with me individually seemed to assist teacher candidates who needed an extra push.

The individual conferences went so well in Spring 2017 that I incorporated two in Spring 2019 (up from one in 2017). In addition to the individual conferences being helpful for teacher candidates, the data I collected were critical in formative feedback and when it was time to assign grades at the end of the semester.

In the 2014 and 2017 schedules I also built in five courses in which class was held as usual but there was some time (30-60 minutes of the 110 minute class period) provided for Writing Workshop time. During the first iteration of the inquiry-based course in Fall 2014, I found these Workshops to be critical time for me to check on each teacher candidate's progress, to review survey or interview questions, to help with data analysis, and to provide guidance for next steps. The time was also used for teacher candidates to provide feedback to their peers. With the larger class, some teacher candidates were off task during the Writing Workshop time. While the highly motivated and the teacher candidates I individually coached were productive, many of the others chatted or completed work not related to inquiry that had more quickly approaching deadlines. Learning from that experience, I made changes when I taught the class in Spring 2019. I built three Writing Workshop sessions into the schedule (down from five in 2014 and 2017). I required teacher candidates to submit their progress from each Writing Workshop for my review. This new setup provided needed accountability and allowed me to connect teacher candidates' productivity (or lack thereof) during Writing Workshop time to their inquiry project grades.

At least one teacher candidate seemed to feel that the Writing Workshops were not always productive. In the faculty evaluation he/she wrote, "Writing workshops felt like a waste of time. I would have rather slept in and done work on my own time." However, in end of semester reflection papers, several teacher candidates mentioned how much their peers guided them through the process. Here Rowen explained the benefits of collaboration:

The turning point for this change of heart for inquiry was when we began to talk more about it in class. I started to become a lot more excited for my own results to be known and to see what my peers had accomplished this semester. My classmates this semester have really helped me get passionate for this project. Through the success that I have had through research I felt more confident in helping my classmates determine how they will use the

data they collected, and hopefully get as excited as I am for putting it all together.

Question: Based on your own data collection, what other significant changes have you made related to facilitating inquiry?

Response: My requirements for teacher candidates' interactions with partner teachers have changed. Partner teacher involvement varies, and the involvement increases with each iteration of the course. The involvement is particularly high for teachers who have hosted a teacher candidate more than one time.

A significant change I made to the course was in how teacher candidates communicated with their partner teachers about inquiry. In GSM, each teacher candidate is assigned a partner teacher with whom they spend 40 hours over the course of the semester. In Fall 2014, I invited the partner teachers to join our Literacy and Learning Exchange (LLE) online conversation about the inquiry projects. When no partner teacher joined the LLE group, I knew that I needed to make a change. In 2017 and 2019, I required four specific occurrences in which teacher candidates talked to their GSM partner teachers about their inquiry progress. Teacher candidates were required to initiate conversations to explain or discuss teacher inquiry, specifically about wondering ideas, the data collection plan, and a data analysis update. They needed to feel confident entering those conversations, so they used our course text to plan their talking points ahead of the conversations. They also role played the initial conversation with their peers. I noticed that requiring teacher candidates to have multiple conversations with their partner teachers gave them more command of their inquiry processes. Planning for and participating in these conversations increased teacher candidates' knowledge of inquiry while raising their confidence.

In 2017, one result of their confidence was demonstrated when at least seven of the fifteen teacher candidates sought out college professors in their content areas (e.g. Biology, English, Math) to help them through the inquiry process. I attribute their willingness to seek outside help to the confidence they gained through prepping for their partner teacher conversations. Requiring these partner teacher conversations was successful, and I will continue to incorporate required conversations when I teach the course.

Moving Forward

Including teacher inquiry as the centerpiece for my GSM course has not been as easy as a more traditional approach. The traditional approach was predictable. I used course outcomes and textbooks to guide the topics studied. I could plan our schedule prior to the semester's start and stay the course with occasional, minor adjustments. Teacher candidates and I appreciated knowing what the semester would entail. Conversely, the emergent nature of inquiry projects required me to be responsive in my planning and course implementation.

Teacher candidates gained rich knowledge through their individual inquiry cycles and through learning from their peers. Themes I identified through analyzing interview notes and work samples demonstrate that my teacher candidates have increased appreciation for teachers as lifelong learners, informed decision makers, collaborators, and problem solvers. They also came to a stronger understanding of the work of a teacher and cite increased appreciation for the teaching profession. Brad's reflection captures this learning well:

After completing this inquiry project, I have even more respect for the teaching profession. As a student, it can be easy to see teaching just as what happens in the classroom during school hours. This project helped to show me the importance of teachers collaborating, sharing information, and constantly working to better themselves and their teaching. If I asked myself before taking any education classes about what teachers do, I would most likely respond that they go to school, teach students, grade papers, and have summers off. The inquiry project showed me that teaching is more than teaching. Honestly, teaching is mainly learning, which makes me even more excited to teach because I like the idea of constantly shifting and becoming better.

When I first incorporated inquiry into GSM, I worried that I was expecting too much of my teacher candidates, especially given the open-ended nature of the work. Requiring inquiry cycles is quite different than requiring a position paper on classroom management, for example, with its clearly articulated assignment description, rubric, and exemplar. I also worried that if I pushed teacher candidates too hard or stressed them too much, they would never contemplate doing an inquiry cycle on their own. Now I understand it differently. I know that if I do not push them as teacher candidates, they will never push themselves as in-service teachers to do inquiry. After all, I want my teacher candidates to try innovative teaching strategies, reflect on their teaching, and become instructional leaders. These are all aspects of teaching that teacher inquiry encourages.

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