Using Research to Inquire, Reflect, Act

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Presenters: Dawn Darling, Washington International School

Erin Foxmann, Southgate Elementary & Frank Hebron-Harman Elementary, AACPS, MD

Leah Magana, Washington International School

David Carpenter, Washington International School

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| Please circle one number to indicate the level of your agreement with the following statements: |
| 1= not at all 2= somewhat 3= mostly 4= completely |
| 27 responses of 40 participants |
| The topic was clearly presented. |
| 1 2 3 4 |
| 0 0 10 17 |
| My understanding of research has improved. |
| 1 2 3 4 |
| 0 1 14 13 |
| The content of the program was what I hoped for. |
| 1 2 3 4 |
| 0 2 14 9 |
| I will be able to use or apply the knowledge and/or strategies I have learned today. |
| 1 2 3 4 |
| 0 2 5 18 |

I wish we had time for…...

x4 more time to share ideas; x2 speaking with colleagues; x2 Exhibition; more time to share action plans; observing how to guide research lessons; more examples; Nothing!; inquiry; more tour; reviewing the work we brought; develop good provocations

What was most meaningful for you during the session?

x8 provocations; x4 student-initiated action; x3 Action stuff;; x2 more teacher self-reflection; x2 self-reflecting on classroom environment; x2 talking with others; time for reflection; useful materials; websites for citations; giving students an audience& purpose; I liked it all.

What insights have you gained?

x7 change central idea to better allow for action; x3 ways to engage students; x2 ways to engage students; x2 types of action; x2 ways to promote student-initiated action; all a process, journey towards an ideal; variety of resources; learning through play; websites

What other topics would you like to see offered during IBMA networking sessions?

x2 inquiry in the primary; x2 Exhibition; assessment; ways to motivate teachers not into IB; use of language; developing a SEN policy; differentiating for exceptional learners

Additional Comments:

Excellent presentation; Thank you!; Loved it. Loved it. Thank you!