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Finding and Answering Our Own Questions

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Authors

Margery Staman Miller, Harriet Deane, Mike Pabian, Barbara Govendo, Roberta Jackson, and Ben Geiger

Answering the Question:

Three graduate students engaged in classroom inquiry based on the questions they had formed and the hypotheses they were testing, all related to differentiated instruction, will show how the online use of dialogue around the action steps they were taking helped them carry out their inquiry. The graduate students will demonstrate how the answers to their questions were used to inform work in their current settings and how what they learned would inform their work in their classrooms of the future.


Joe Feintuck
Elementary
Lowell Cohort
Teacher, Grade 3
McCarthy School, Framingham

Michelle Janoschek
Elementary
Lowell Cohort
Teacher, Grade 3
Applewild School, Fitchburg


Bernice Petrovick
Elementary
Shrewsbury Cohort
Teacher, Ages 14-18
Hampshire Collaborative, Weston

Michael Pabian, Faculty
Seminar Leader
Lesley University

*A Community of Scholars:
A Celebration of Research and Inquiry at
Lesley University
March 31, 2009*



Finding and Answering Our Own Questions: Reflections on the Inquiry Process



Facilitator: Margery Staman Miller
Division Director, Language and Literacy
Program Director, Specialist Teacher of Reading
Seminar Leader and Faculty

Finding the Question:

To find an important question, teachers begin by paying attention to classroom activities and experiences that they wonder about and question. They gather some informal data by observing the actions of the students. This information helps them develop a hypothesis they then frame into a problem solving question.

Jean Corbo-Hudak
Early Childhood / Creative Arts
On-campus Program
Intern, Grade 2
Maria Baldwin Elementary School, Cambridge

Chandra Hollander
Elementary
On-campus Program
Intern, Grade 4
Maria Baldwin Elementary School, Cambridge

Paul M. Kelly
Middle School / General Science
On-Campus Program
Intern, Grade 7-8
Maria Baldwin Elementary School, Cambridge

Ben Geiger
Teacher, Grade 2
Maria Baldwin Elementary School, Cambridge

Barbara Govendo, Associate Professor
Lesley Liaison
Maria Baldwin Elementary School, Cambridge

Roberta Jackson, Assistant Professor
Cambridge Professional Development Schools Supervisor

Collecting the Data:

The data collection conversation begins with curiosity about students: wondering why they behave as they do, wondering how to best teach something new, wondering what will work. The focus is on the rich range of data that is available in the classroom, ways to collect and record data and the value of examining this data with mentors to see what it means in the classroom context.

Gretchen Adams
Moderate Disabilities PK-8
On-campus Program
Intern, Grade 7-8
Pierce School, Brookline

Kate Coleman
Moderate Disabilities PK-8
On-campus Program
Intern, Grade 4-7
Pierce School, Brookline

Athena Fazio
Moderate Disabilities PK-8
On-campus Program
Intern, Grade K-3
Lawrence School, Brookline

Emily Howard
Moderate Disabilities PK-8
On-campus Program
Intern, Grade K-4
Heath School, Brookline

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Learning Center Teacher and Mentor
Pierce School, Brookline