RESEARCH AS INSPIRATION
MIND, BRAIN, AND EDUCATION SCIENCE AS A DRIVER FOR SCHOOL INNOVATION

ST. ANDREW’S EPISCOPAL SCHOOL

The imperative for St. Andrew’s to innovate in the field of MIND, BRAIN, AND EDUCATION SCIENCE research and drive by the desire to gain and achieve TEACHING EXCELLENCE, coupled with CONTINUOUS RESEARCH-INFORMED school improvement, and a DISTINGUISHED AND COMPELLING SCHOOL PROFILE led to a highly competitive independent school market. Beginning in 2007, a strategic plan, some challenging market forces, and a revised school mission statement helped us “put on our seats” as we tried to solve the problem of BRIDGING THE GAP between the SCIENCE OF LEARNING AND TEACHER PRACTICE.

IDEA

Become the destination school for RESEARCH-INFORMED TEACHING, LEARNING, AND SERVICE and recognize the multiple paths we can take to get there.

IMPLEMENTATION

The summit idea was implemented by first training 100% of the St. Andrew’s Preschool through 12th grade faculty and administration in Mind, Brain, and Education Science over a two-year period. To sustain this summit idea, the Dean of Studies was tasked with the goal of “NEVER LETTING HIS FOOT OFF THE GAS FOR THIS MBE INITIATIVE.”

BASECAMP 1
Train and prepare engaging professional development to a 100% of the St. Andrew’s Preschool through 12th grade faculty and administration in Mind, Brain, and Education Science research.

BASECAMP 2
Challenge and support each individual teacher’s efforts and experimentation in using MBE research to inform how he or she designs their classes and works with each individual student.

BASECAMP 3
Synergistic research-to-practice partnerships with leading research universities and professors to help evaluate research and design research studies.

BASECAMP 4
Launch a Center for Transformative Teaching and Learning.

BASECAMP 5
Efficiently and confidently communicates St. Andrew’s Mind, Brain, and Education Science journey to demonstrate the value added of a St. Andrew’s education.

BASECAMP 6
Measure the impact of MBE research on the teacher quality and student achievement.

BASECAMP 7
Create a “brain-based” professional growth pathway for both St. Andrew’s teachers and the larger educational community to become MBE research-informed “experts.”

RESOURCES

SCHOOL WEBSITE
EVIDENCE-BASED EDUCATION (UK)

THINK DIFFERENTLY AND DEEPLY
VOLUME 2

THINK DIFFERENTLY AND DEEPLY
VOLUME 2

DR. MARIALE HARDIMAN, FOUNDER,
NEURO-EDUCATION INITIATIVE, THE JOHNS HOPKINS SCHOOL OF EDUCATION AND CO-FOUNDERS HINTON, FACULTY AT HARVARD’S GRADUATE SCHOOL OF EDUCATION that lead Research Schools International, Johns Hopkins Science of Learning Institute, and Evidence-Based Education (UK).

Johns Hopkins Science of Learning Institute, and Education that lead Research Schools International, its workshops, publications, and trainings.

Transformative Teaching and Learning BASECAMP 6

Transformative Teaching and Learning BASECAMP 5

Transformative Teaching and Learning BASECAMP 4

Transformative Teaching and Learning BASECAMP 3

Transformative Teaching and Learning BASECAMP 2

Transformative Teaching and Learning BASECAMP 1

The early work of the St. Andrew’s faculty attracted the attention of Teach for America (DC Region) and led to research and programming partnerships with individual faculty from Harvard’s Graduate School of Education lead Research Schools International, Johns Hopkins Science of Learning Institute, and Evidence-Based Education (UK).

It has been ten years since the first cohort of St. Andrew’s teachers received their MBE training. Every year, St. Andrew’s teachers receive additional training in MBE research through the school’s internationally recognized CENTER FOR TRANSFORMATIVE TEACHING AND LEARNING whose publication THINK DIFFERENTLY AND DEEPLY, that is a collection of research informed articles written by St. Andrew’s teachers, has been distributed to over 50,000 public, private, and public-charter school teachers, leaders, and policymakers. The goal of the CTL is to work with and present to 30,000 TEACHERS AND SCHOOL LEADERS BY 2020 while making sure that St. Andrew’s remains a model school for research informed teaching and learning.

Looking back, we certainly did not “waste a crisis” but if we could start over we would definitely ADDRESS THREE ERRORS.

1. Come up with a shorter name for the center and make sure its acronym related better to the center’s work.
2. Find ways to develop a Mind, Brain, and Education Science language that is understood equally well internally (among faculty and administrative staff) and externally (among parents, alumni, prospective students and parents).
3. Get a qualitative and quantitative baseline measure of the St. Andrew’s teachers and school leader’s Mind, Brain, and Education Science knowledge, skills, and attitudes.

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