

The logo features a central dark blue circle with several lines radiating outwards to smaller colored circles (red, yellow, cyan, purple). The text 'WAYS OF KNOWING' is written along the left arc, and 'FORMAS DE CONOCIMIENTO' is written along the right arc. The text 'MODES DE LA CONNAISSANCE' is also visible at the top of the arc.

WAYS OF KNOWING | MODES DE LA CONNAISSANCE | FORMAS DE CONOCIMIENTO

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Rethinking School: University Partnerships to Meet the Needs of Diverse IB Learners in Chicago





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~~**Rethinking School: University
Partnerships to Meet the Needs of
Diverse IB Learners in Chicago**~~





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Rethinking School-University Partnerships to Meet the Needs of Diverse IB Learners in Chicago





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Sara Leven, CPS

Ann Marie Ryan, LUC

Charles Tocci, LUC

David Gregg, Senn High School



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Story of IB in Chicago

Sara Leven

Secondary Magnet and IB Schools Coordinator



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Chicago Public Schools at a glance

Elementary: 472

High schools: 106

Charter schools: 96 Campuses

Student racial breakdown

African-American: 39.6%

Hispanic: 45.6%

White: 9.4%

Asian/Pacific Islander: 3.6%

Native American: 0.31%

Multi: 1.07%

Student enrollment

Preschool: 24,028

Kindergarten: 30,025

Elementary (1-8): 232,772

Secondary (9-12): 106,013

Total: 392,838

Income and demographics:

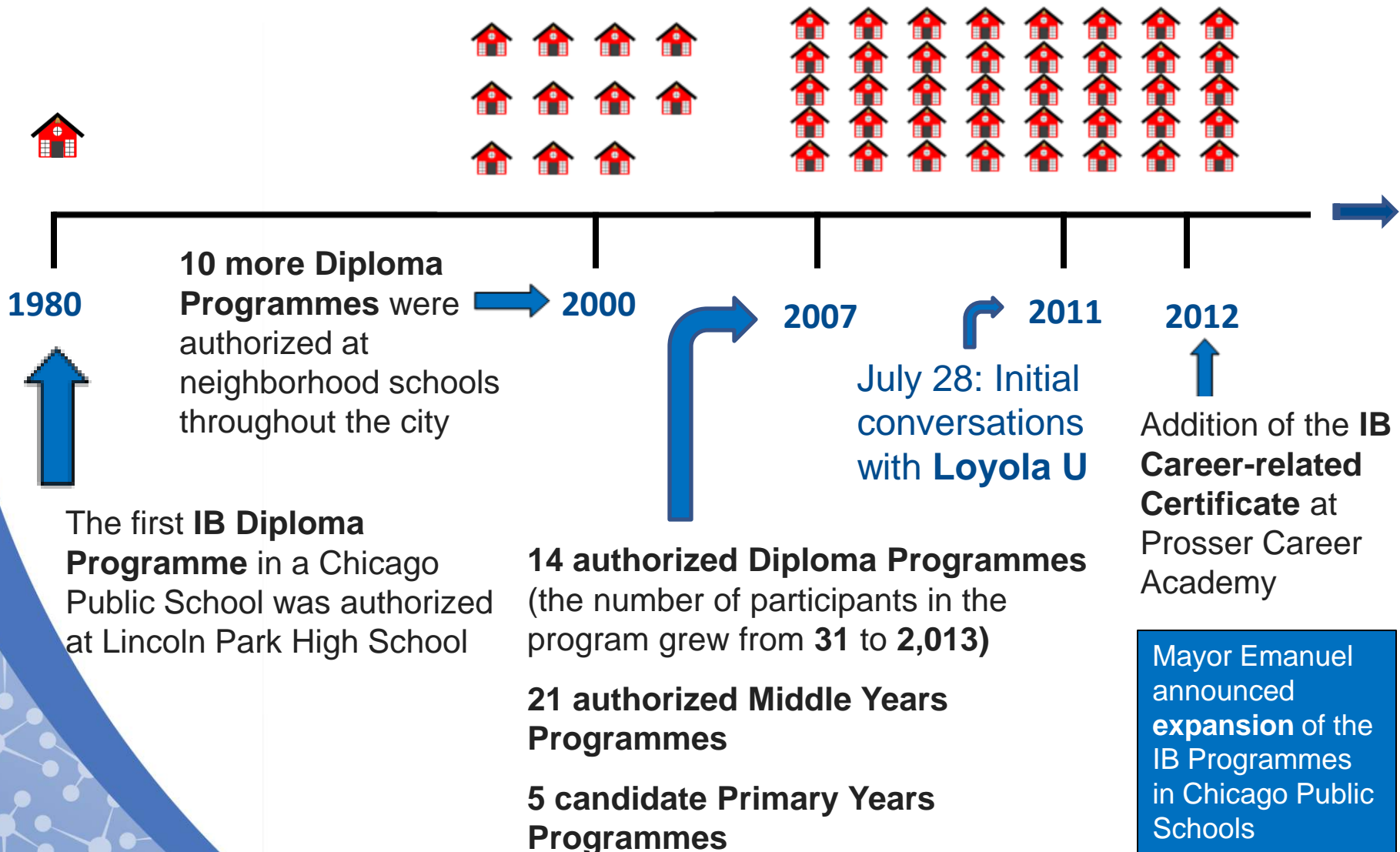
Students from low-income families: 85%

EL students: 16.5%



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Growth of IB in Chicago Public Schools



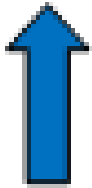


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Growth of IB Programmes in CPS



2014



TODAY: There are over **15,000** Chicago Public School students participating in 46 IB programmes in grades K-12

Mayor Emanuel announces ongoing **expansion** of the IB Programmes in CPS elementary and high schools

By 2020

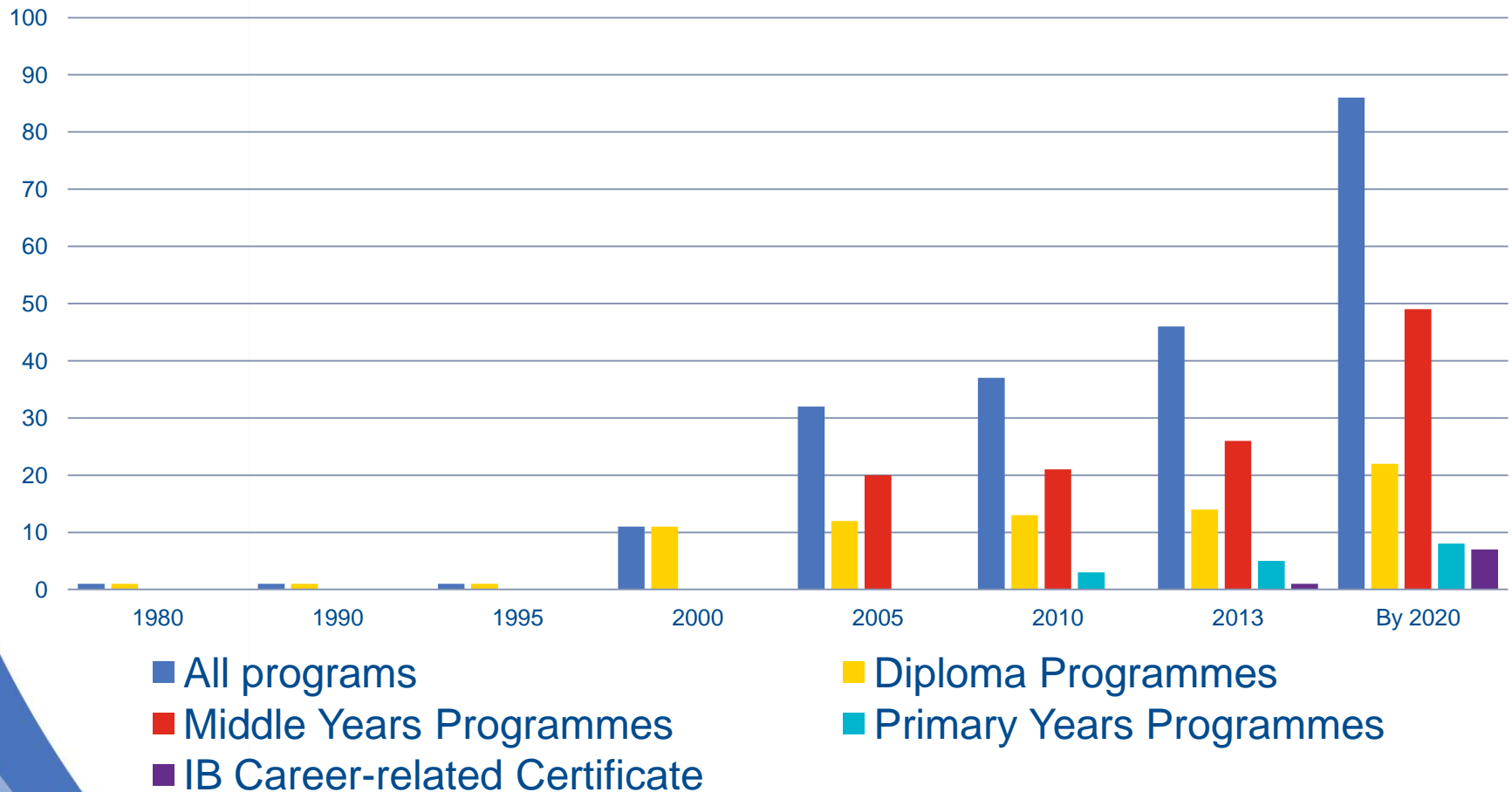


By 2020 there will be 86 IB programmes housed in 30 elementary schools and 22 high schools serving over 32,000 students



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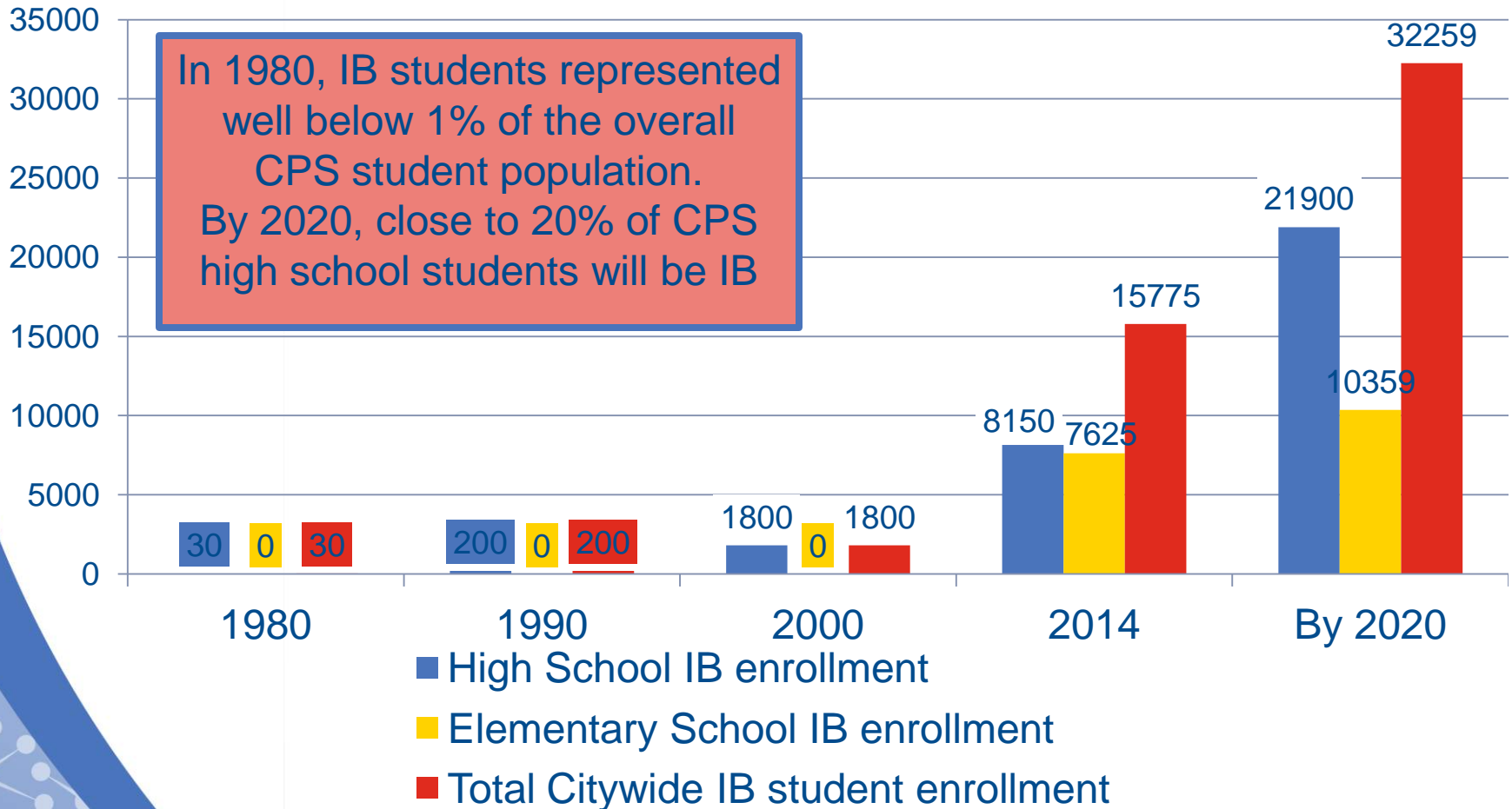
Growth of IB Programmes in CPS





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Increase in IB Students in CPS



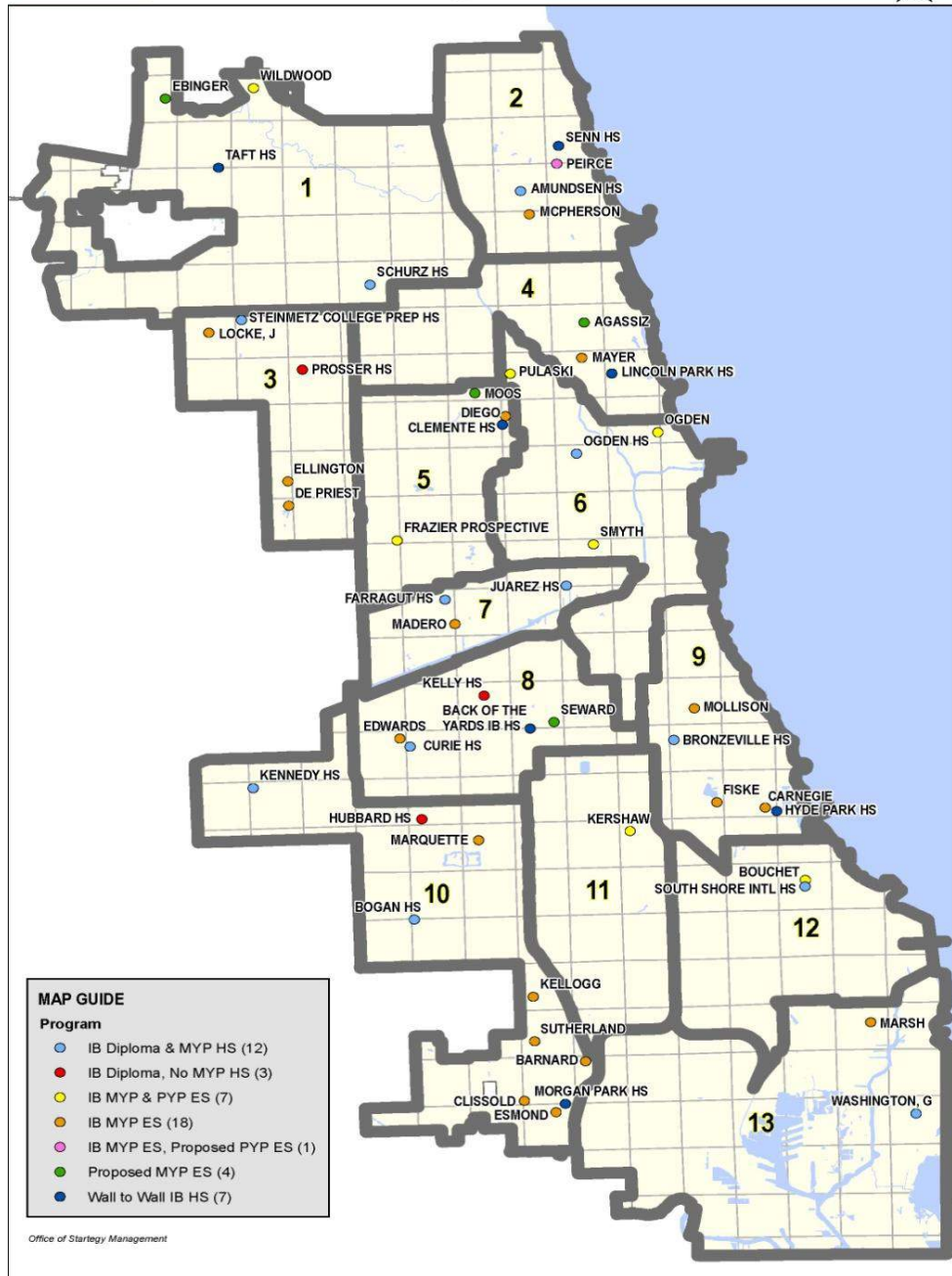


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Map of IB Schools in CPS

CHICAGO PUBLIC SCHOOLS CPS

IB Programmes

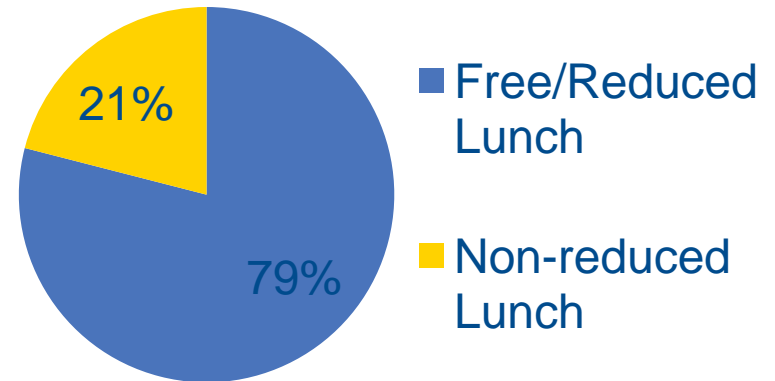




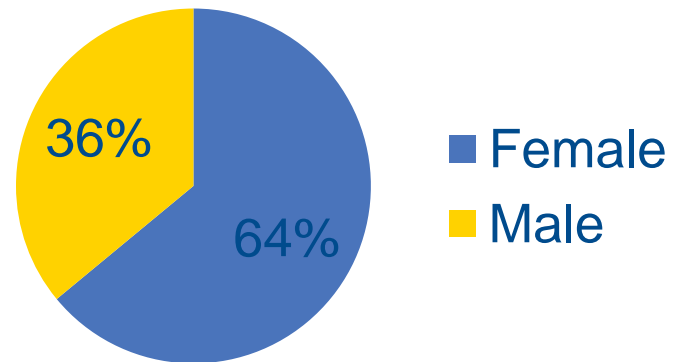
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Demographics of IB in Chicago Public Schools

79% of CPS students enrolled in DP courses qualify for free or reduced lunch



64 % of CPS students enrolled in DP courses are female

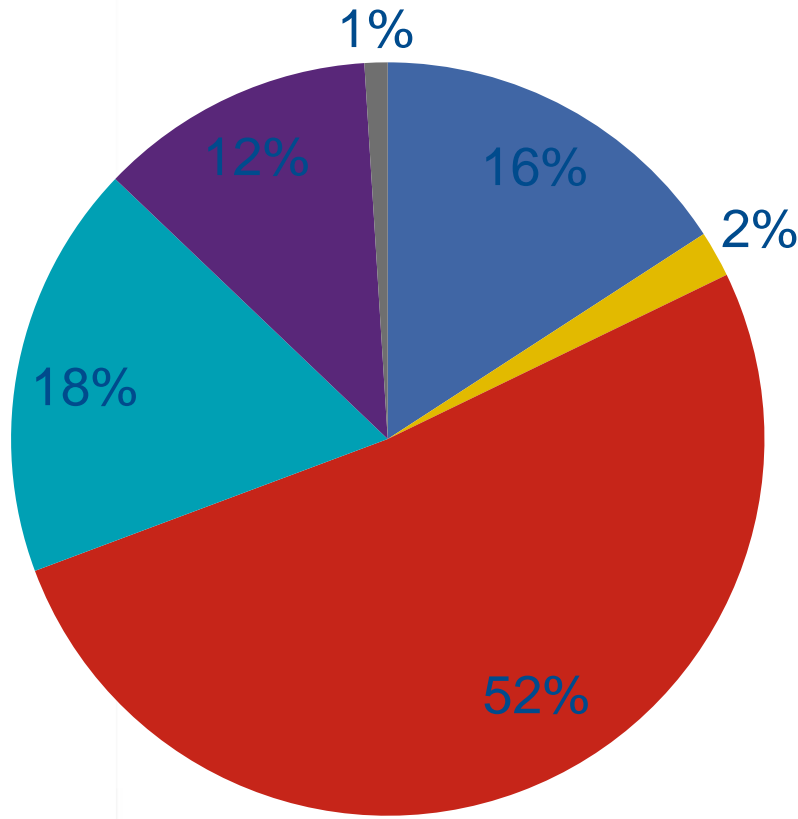




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Demographics of IB in CPS High Schools

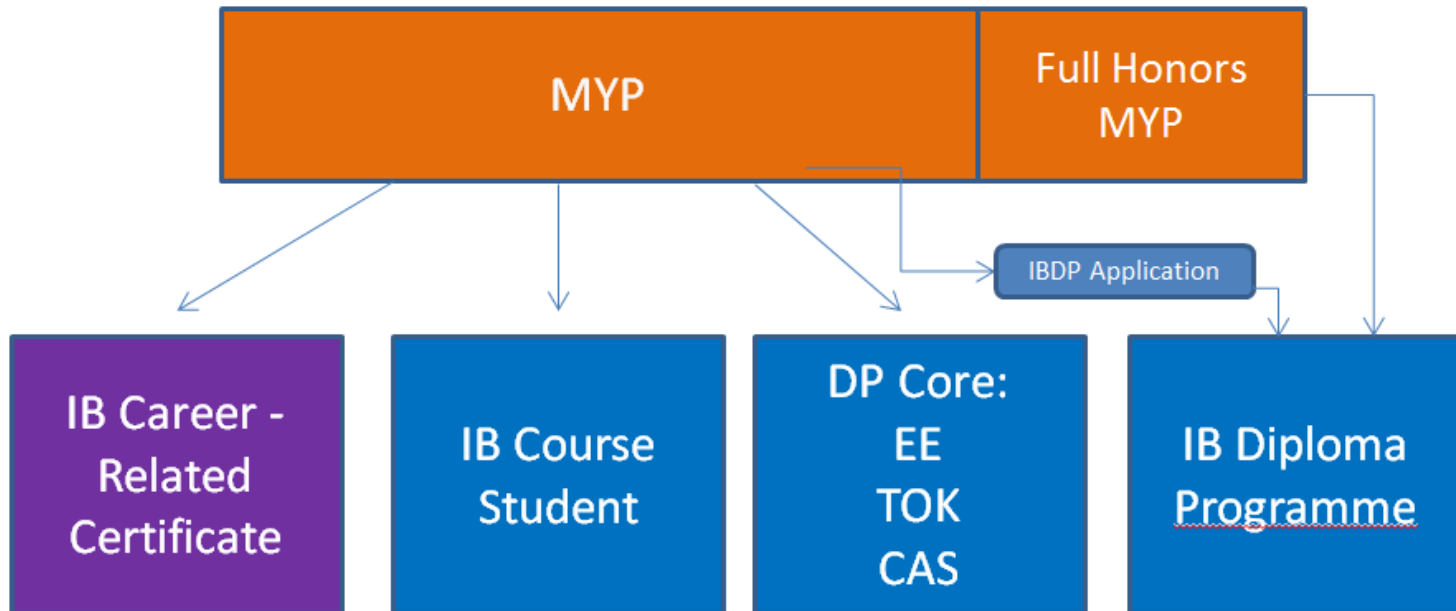
IB Students enrolled in DP courses



- WHITE, NON-HISPANIC
- MULTI
- HISPANIC
- BLACK, NON-HISPANIC
- ASIAN
- AMERICAN INDIAN



What is Wall-to-Wall IB?





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Nicholas Senn High School & Loyola University Chicago

David Gregg
MYP Coordinator

Charles Tocci
Clinical Assistant Professor



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Partnership of Shared Values

College & career success for all students through rich, rigorous, & engaging learning experiences



Preparing teachers & supporting schools to meet these goals

Strong, sustaining, open-access public schools that serve diverse communities



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Senn High School at a glance

9th: 430

11th: 343

10th: 369

12th: 224

Student racial breakdown

African-American: 27.6%

Hispanic: 43.9%

White: 9.4%

Asian/Pacific Islander: 14.8%

Other: 4.3%

Student National Origin & Language

Nationalities represented: 55

Language spoken: 49

Income and demographics: Students from low-income families: 88%



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current projects

David Gregg
MYP Coordinator

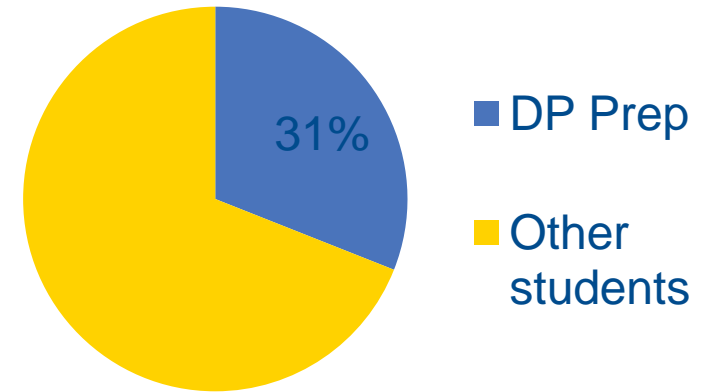
Charles Tocci
Clinical Assistant Professor



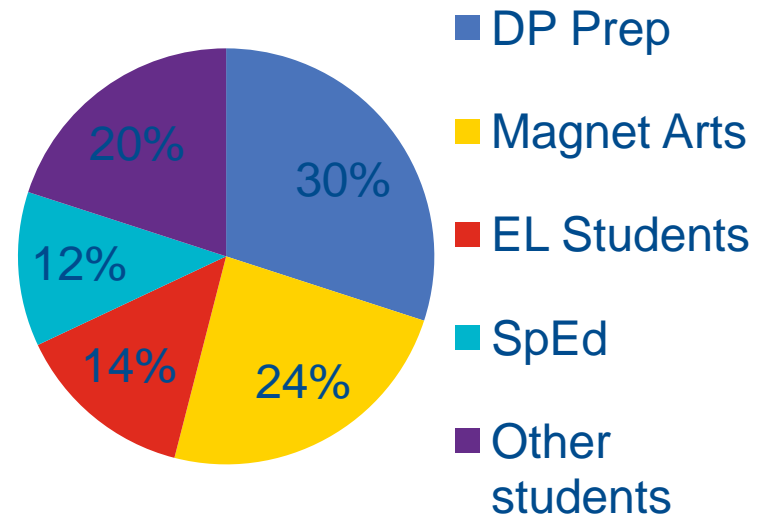
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MYP PERSONAL PROJECT

**Original model –
only DP Prep
completed
Personal Project**



**Now all students
complete Personal
Project**





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MYP PERSONAL PROJECT

Students' experience with supervisor

Senn faculty

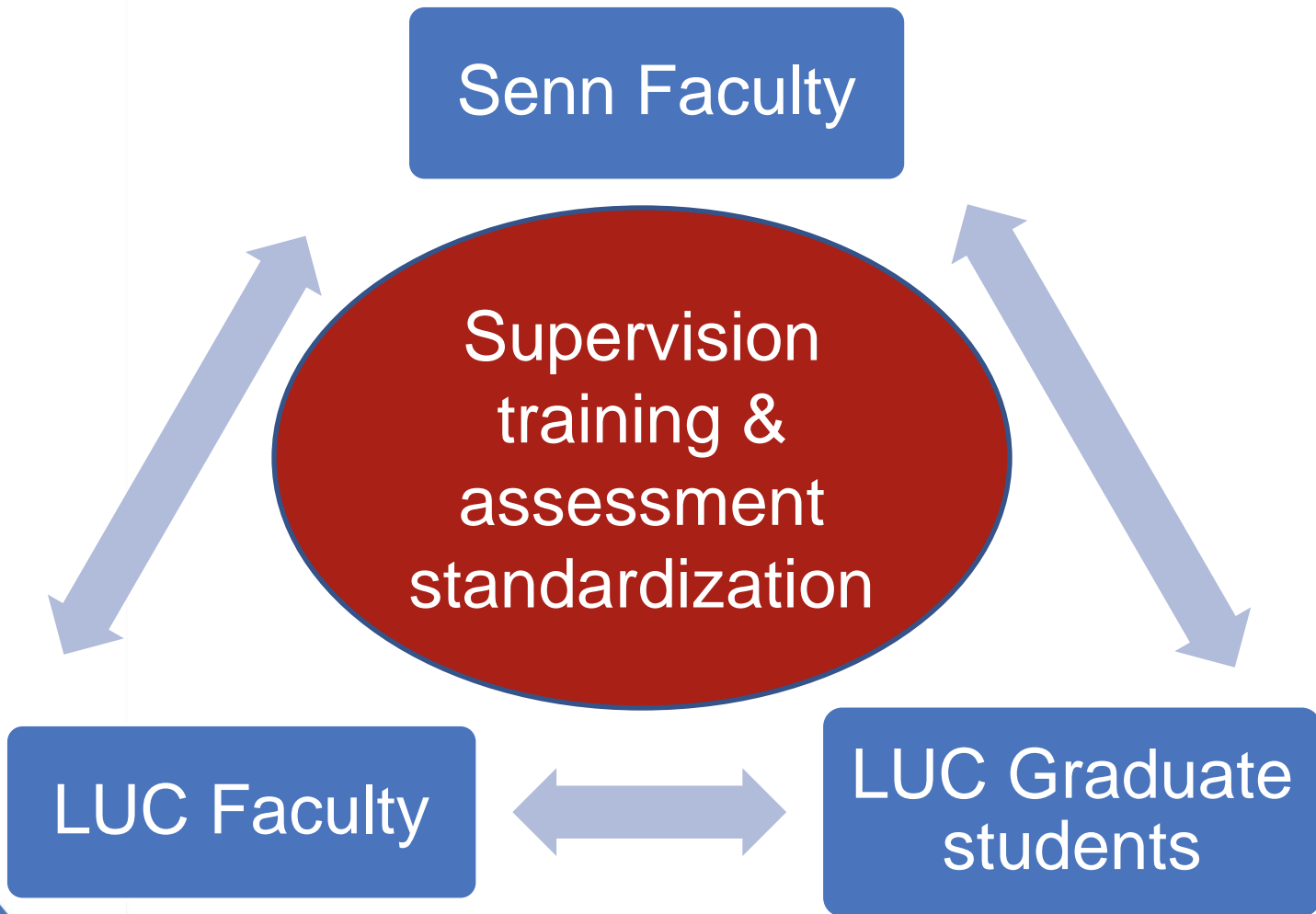
LUC faculty

LUC graduate students



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MYP PERSONAL PROJECT





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EXTENDED ESSAY

Orientation

Introductory seminars with LUC discipline practitioners

Series of research workshops with LUC librarian

Continuing support

Ongoing access to LUC library & librarian

LUC student researcher sessions with Senn students: overcoming obstacles

Outcomes

Eases burden on Senn supervisors

Student enthusiasm for the Extended Essay!!!



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LUC's Field-based Teacher Preparation Model





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B.S.Ed. PROGRAM PHASES

PHASE 1: EXPLORATION

Diverse experiences across birth to grade 12 schools and community settings focusing on:

- Exploring the fundamentals of teaching and learning
- The importance of understanding communities' role in the education of children
- Collaboration with university faculty, teachers, and community professionals supporting the development of students



PHASE 2: CONCENTRATION

Students choose and delve deeply into an area of concentration, developing their knowledge, skills, and dispositions in:

- Teaching reading and literacy skills across grade levels and content areas
- Using data to inform instruction
- Broadening the scope of teaching to incorporate a global framework and engage students in service to the community

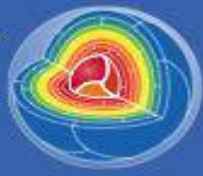


PHASE 3: SPECIALIZATION

Yearlong school-based internship.

first semester: part-time immersion in the school, classroom instruction

second semester: assuming the role of a full-time teacher



SEQUENCE 1

Intro to TLSC



MODULES

TLSC 110

The Profession and Our Program (TLSC)

TLSC 120

Bringing Language Learning and Developmental Theory into Practice

TLSC 130

Community Immersion

TLSC 300

Professional Learning Communities

SEQUENCE 2

Exploring Schools as Learning Environments and Communities



MODULES

TLSC 140

Teaching, Learning and Leading for Social Justice

TLSC 150

Developing Constructive Learning Environments

TLSC 160

Analyzing Culturally-Responsive Classroom Instruction

TLSC 300

Professional Learning Communities

SEQUENCE 3

Policy and Practice in Urban Classrooms



MODULES

TLSC 210

Educational Policy: Then and Now

TLSC 220

Individualizing Assessment and Instruction for Diverse Students

TLSC 300

Professional Learning Communities

SEQUENCE 4

Specializing in an Area of Teaching and Learning



MODULES

TLSC 2--

Modules vary by area of concentration:

- Early Childhood Special Education
- Elementary Education
- Bilingual Elementary Education (Spanish)
- Special Education
- Secondary Education

TLSC 300

Professional Learning Communities

SEQUENCE 5

Literacy and Data Use



MODULES

TLSC 310

Foundations of Classroom Reading Instruction

TLSC 320

Using Classroom Data in a Collaborative Environment to Advance Student Achievement

TLSC 330

Teaching and Assessing Literacy in Discipline Specific Contexts

TLSC 300

Professional Learning Communities

SEQUENCE 6

Integrating Content, Cultures and Communities



MODULES

TLSC 340

Teaching and Learning in an Area of Specialization

TLSC 350

Teaching and Learning with a Global Framework

TLSC 300

Professional Learning Communities

SEQUENCE 7

Putting It Together: Developing and Implementing Rigorous and Relevant Instruction and Assessment



MODULES

TLSC 360

Developing Rigorous and Relevant Instruction and Assessment: Teaching Performance Assessment Preparation

TLSC 370

Designing and Implementing Rigorous and Relevant Instruction and Assessment: Teaching Performance Assessment Preparation

TLSC 300

Professional Learning Communities

SEQUENCE 8

Mastering Teaching, Learning and Leading



MODULES

TLSC 380

Teaching, Learning and Leading with Schools and Communities Internship: Student Teaching

TLSC 300

Professional Learning Communities

Return to School of Education Web Site



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Learning IB Instructional Methods On-site at Senn HS

- TLSC 210: Educational Policy for Culturally and Linguistically Diverse Students
- TLSC 220: Individualized Assessment and Instruction for Diverse Students



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TLSC 210: Educational Policy

Essential Questions

- What are the critical issues, laws and policies in historical American education?
- What are the critical issues, laws and policies in contemporary American education?
- How are local educational actors impacted by local, national and international forces?
- How do broader societal issues (e.g., racism, economy) connect with educational issues?
- What is the role of the teacher leader/advocate in the broader realm of educational policy?

Module Experiences

- Explore educational policies and the role of policy in school and classroom practice.
- Rotate to various classrooms to investigate the enactment of policies in practice.
 - International Baccalaureate policy & programs
 - Language policy & programs (e.g., bilingual)
 - Special Education policy & programs
 - Common Core Standards & related instruction

Module Assessment

- In the Policy Case Study, candidates will collaboratively:
 - Select a piece of legislation, court case, or policy. Research historical and contemporary impact on education.
 - Examine how the law/case/policy affects the school (e.g., administrators, teachers, students, parents and community).
 - Analyze layers of local, national, and international forces. Reflect upon social justice issues emergent in the case.
 - Identify the role of the teacher in the advocacy of students.



TLSC 220: Individualized Assessment & Instruction

Essential Questions

- What are the various ways that students develop and achieve in the classroom?
- How can students' funds of knowledge contribute to achievement at schools?
- How can teachers support students' language and literacy development?
- How can teachers use individualized data to plan instruction?
- How does individualized assessment and instruction impact student engagement, motivation, self-concept, and other affective factors of learning?

Module Experiences

- Explore the learner profile and the multiple facets of student background and development.
- Grounded in related theories and principles, apply knowledge through assessment and instruction with an individual student.
 - Bilingual student (Second language acquisition)
 - Struggling reader (Literacy development)
 - Student with special needs (Cognitive)

Module Assessment

- In the *Student Case Study*, candidates will:
 - Design and select assessments to collect data about the student, family, community and classroom.
 - Use data to plan and implement targeted instructional practices to meet the social, emotional, behavioral, cultural, linguistic, and academic needs of the student.



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Supporting Curricular-Themed Cohort Development

SENN HIGH SCHOOL

ACADEMIC COHORTS



ALL STUDENTS RECEIVE
CPS DIPLOMA AND...

FRESHMAN	SOPHOMORE	JUNIOR	SENIOR
MIDDLE YEARS PROGRAMME			
IB DIGITAL JOURNALISM ☆ 📁 * Open only to community applicants			
IB GLOBAL ENVIRONMENT ☆ 📁 * Open only to community applicants			
IB DIPLOMA PREP 📁 Open to city-wide applicants		IB DIPLOMA PROGRAMME 📖 CAS 📁 Open to city-wide applicants	
SENN ARTS DANCE 📁 * Open to city-wide applicants			
SENN ARTS MUSIC 📁 * Open to city-wide applicants			
SENN ARTS THEATRE 📁 * Open to city-wide applicants			
SENN ARTS VISUAL ARTS 📁 * Open to city-wide applicants			

DIGITAL JOURNALISM DIPLOMA

GLOBAL ENVIRONMENT DIPLOMA

INTERNATIONAL BACCALAUREATE DIPLOMA

SENN ARTS DIPLOMA IN DANCE

SENN ARTS DIPLOMA IN MUSIC

SENN ARTS DIPLOMA IN THEATRE

SENN ARTS DIPLOMA IN VISUAL ARTS

LEGEND

- ☆ Qualified students may enroll in Diploma Programme
- 📁 Personal project required for all
- 📖 Extended essay
- 📁 Theory of Knowledge course
- CAS Creativity, Action, Service component
- * Must take at least one of the following IB Diploma courses or core components for an IB Certificate:
 - English
 - Second Language
 - Individuals & Society
 - Experimental Sciences
 - Mathematics
 - The Arts
 - Theory of Knowledge
 - Creativity Action Service
 - Extended Essay





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Supporting Curricular-Themed Cohort Development

Digital Journalism

Teaching students to use the tools of journalism and media making.



Global Environmental Studies

Teaching students to conceptualize and carry out environmental sustainability endeavors.





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Building Partnerships

- How do we develop relationships between schools and universities that result in mutually beneficial partnerships?
 - Explore shared values and points of connection
 - Service Learning; Civic Engagement
 - Social Justice Education
 - Schools of Education, Health and Human Development
 - Teacher Education
 - Others?



Reflecting on the Session

- What ideas or questions were raised for you from this session regarding the role IB can play in promoting partnerships across educational institutions?
- How might the examples from our partnership inform your current partnerships?
- What next steps are you interested in taking regarding partnerships?



Discussing Next Steps

Turn to one or two people near you to discuss your thoughts, ideas, and questions around your responses to the questions posed.

What are some key thoughts, ideas, or questions that were raised in your small group discussions?

What are some possible next steps that you might take given today's session?