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# **Teaching, Learning and Leading with Schools and Communities: An Integrative Approach to IB Programme Design**

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**Field-based Teacher Preparation**



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# Session Objectives

- Describe the initial processes to begin the exploration and integration of IB principles and practice into teacher education programs.
- Explain the need for targeted and integrated IB content and experience for teacher candidates.
- Discuss how school and community partners support IB teacher preparation.



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# Challenging Old Paradigms

- Our program redesign began by challenging the often used framework of employing a series of courses beginning with foundations, moving to methods and then ending with more intensive clinical experiences.

We instead began our program design work with a question:

- ***What do we need to do to better prepare diverse candidates to work with diverse learners in diverse settings to have a positive impact on student learning and behavior outcomes?***



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# TLLSC's Big Ideas

The following ideas guided our work on the redesign of our program:

- Prepare all teachers to teach all students.
- Focus on pk-12 schools and higher education preparing teachers together.
- Develop clinical experiences with affiliated courses not courses with affiliated experiences.
- Program and teacher candidates generate data to evaluate performance.





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# TLLSC's Key Decisions

- Decided to use backward design to develop our new program.
- Involved all faculty in Teaching and Learning across all programs – Early Childhood/Special Education, Elementary, Secondary, Bilingual/Bicultural, and Special Education. This also included faculty who focus on our graduate programs in Curriculum and Instruction.
- Focused on designing one program for all candidates with areas of specialization (and certification) as a part of a single program.



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# TLLSC's Design

- We developed eleven Enduring Understandings (EUs) or core principles for the program based on the following:
  - the SOE's and our program's mission, vision and practice.
  - research on teacher education.
  - professional standards, e.g. IPTS, NCATE, AACTE and content area professional associations.
  - professional principles of the [International Baccalaureate](#)
- We developed knowledge and skill indicators to support each EU.
- We also developed dispositions that we believed were essential to carrying out the EUs in practice.
- These were then **integrated** into the program.



## Enduring Understanding 2

Candidates will understand that effective educators **engage in collaborative relationships with fellow teachers, school personnel, administrators, students, families and communities and promote collaboration among students to ensure the academic success, and social and emotional well-being of all students.**

	<u>Knowledge</u> Candidates will ...		<u>Skills</u> Candidates will be able to ...
EU2K1	Identify conditions and contextual factors necessary for successful collaboration. (c1F, d1B, h1A, h1B) (IB)	EU2S1	Engage in professional learning communities to work with others on issues related to curriculum, assessment, and instruction; engage in reflection and professional discourse about their own learning and practice. (h2A, h2B, h2C, i2F, i2G, i2H) (IB)
EU2K2	Explain the benefits for students, schools and communities of effective internal collaborative relationships (e.g. teacher-teacher, teacher-support personnel, teacher-administrator). (c1F, h1E, h1F) (IB)		
EU2K3	Identify the various models of co-teaching and explain the procedures for implementing them across the curriculum horizontally and vertically. (c1F, h1B, h1G) (IB)	EU2S2	Collaborate with fellow teachers to co-plan and co-teach instructional units that meet the academic, social, and emotional needs of all students. (c2I, h2A, h2B, h2C, h2E, h2J) (IB)
EU2K4	Explain the benefits for students, schools and communities of effective external collaborative relationships (e.g. school-family, school-community, and service-learning). (c1F, h1A, h1E) (IB)	EU2S3	Participate on committees charged with tasks related to school or district improvement initiatives. (h2A, h2B, h2C, i2F, i2G, i2H)
EU2K5	Explain the role of families and communities in supporting students' academic achievement and effective schools. (c1F, d1B, h1A, h1D, h1E)	EU2S4	Communicate with and engage families in facets of educational decision-making (e.g., reviewing universal assessment data, curriculum design and instructional planning). (h2D, h2G, h2H, i2D, i2E) (IB)
		EU2S5	Communicate with and engage community organizations in opportunities that enrich student learning. (h2K, i2F)



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# TLLSC's Approach to Initial Teacher Preparation

- A developmental curriculum where teacher candidates move from beginning to developing to mastering stages to **build competency**.
- A spiraling curriculum where clinical experiences and modules (courses) are fully integrated.
- A curriculum that is embedded in schools and communities and relies on the expertise of both university faculty as well as school *and* community partners.



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# TLLSC's Program Cornerstones

Partnerships  
with Schools and  
Communities

Teacher Preparation for  
Diverse Classrooms

Authentic Teaching  
Practices Increase Over  
Four Years

Participation in  
Professional Learning  
Communities





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# TLLSC's Program Features

## Program Continuum

- Phase I: Exploration - Sequences 1-3
  - Targeted IB Sequence: Sequence 3
- Phase II: Concentration - Sequences 4-6
  - Targeted IB Sequence: Sequence 6
- Phase III: Specialization - Sequences 7-8



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# TLLSC: A Targeted & Integrated Approach to IB Teacher Education

- Within our instructional sequences and corresponding modules, we aimed for candidates to engage in teaching and learning about and within IB settings.
- To ensure candidates' deep understanding related to IB principles and practice, we utilized a targeted and integrated approach to ensure specific knowledge of IB practice (i.e., **targeted**) and general knowledge of IB principles across all practice (i.e., **integrated**).
- **Targeted Curriculum Exemplars**
  - TLSC 210: Educational Policy for Culturally and Linguistically Diverse Students
  - TLSC 350: Teaching and Learning with a Global Framework





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# TLSC 210: Educational Policy for Culturally and Linguistically Diverse Students

## IB Principles Targeted

- IB policy & practice
- Teacher advocacy
- Participation in local, national, and international education communities

## IB Principles Integrated

- Collaborative professional practice
- Teacher as inquirer and researcher
- Teacher leadership

## TLSC 210 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.





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# TLSC 210: Educational Policy for Culturally and Linguistically Diverse Students

## 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?



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# TLSC 210: 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



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# TLSC 350: Teaching and Learning with a Global Framework

## IB Principles Targeted

- IB policy and practice  
Participation in local, national, and international education communities
- Collaborative professional practice
- Teacher as inquirer and researcher
- Teacher leadership

## IB Principles Integrated

- Local and national standards
- Loyola's conceptual framework grounded in social justice

## TLSC 350 Module Assessment

- In the *Curriculum Unit* teacher candidates will
- develop a transdisciplinary, interdisciplinary or disciplinary unit with interdisciplinary connections, including the art
- address the criteria used to plan IB curriculum units with a service component when appropriate
- engage in a self-assessment of the unit using the LUC SOE conceptual framework and IB criteria.



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# TLSC 350: Teaching and Learning with a Global Framework

## Essential Questions

- What does it mean to be a responsible citizen in the world?
- What is social justice?
- What is international-mindedness?
- How does serving our local community have an impact on the international community?
- How do we know what we know? What is worth knowing?
- How are academic disciplines related to one another?



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# TLSC 350: Module Experiences

Candidates are embedded in their specific IB programme (PYP, MYP or DP) and placed with an IB educator.

- Candidates co-plan and teach a unit with their cooperating teacher educator. The unit needs to be assessed through a structured inquiry project with local relevance and international connections focused on an issue of equity.
- Candidates analyze student assessment data from the instructional unit and reflect on the teaching experience to identify areas for professional growth.
- Candidates assess how their instruction met the expectations of IB principles and the LUC SOE conceptual framework.
- Candidates present their module experiences to peers, co-teacher educators, other school professional personnel and university faculty.



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# Quick Write

Reflect on the ideas that we have put forth in this presentation related to teacher preparation broadly and specific to the integration of IB.

- How might this inform the goals you have for your program?
- Who might you partner with to work towards these goals both within and outside of your department or school?
- What resources can you draw upon?
- What additional resources will you need to be successful?





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# Small Group Discussion

- Turn to one or two people near you to discuss your thoughts, ideas, and questions around your responses to the questions posed.
- Ann Marie and Amy will circulate to support your conversations and answer questions.



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# Whole-Group Discussion

- 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?



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**THANK YOU!**

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