Rethinking School: University Partnerships to Meet the Needs of Diverse IB Learners in Chicago
Rethinking School: University Partnerships to Meet the Needs of Diverse IB Learners in Chicago
Rethinking School-University Partnerships to Meet the Needs of Diverse IB Learners in Chicago
Sara Leven, CPS
Ann Marie Ryan, LUC
Charles Tocci, LUC
David Gregg, Senn High School
Story of IB in Chicago

Sara Leven
Secondary Magnet and IB Schools Coordinator
Chicago Public Schools at a glance

**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

**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%

**Income and demographics:**
- Students from low-income families: 85%
- EL students: 16.5%

**Elementary:** 472

**Charter schools:** 96 Campuses

**High schools:** 106
The first IB Diploma Programme in a Chicago Public School was authorized at Lincoln Park High School.

- **1980**: The first IB Diploma Programme was authorized at Lincoln Park High School.
- **2000**: 10 more Diploma Programmes were authorized at neighborhood schools throughout the city.
- **2007**: 14 authorized Diploma Programmes (the number of participants in the program grew from 31 to 2,013).
- **2011**: 21 authorized Middle Years Programmes.
- **2012**: 5 candidate Primary Years Programmes.
- **July 28, 2011**: Initial conversations with Loyola U.

Mayor Emanuel announced expansion of the IB Programmes in Chicago Public Schools.
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
Growth of IB Programmes in CPS

- All programs
- Diploma Programmes
- Middle Years Programmes
- Primary Years Programmes
- IB Career-related Certificate
In 1980, IB students represented well below 1% of the overall CPS student population. By 2020, close to 20% of CPS high school students will be IB.
Map of IB Schools in CPS
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
Demographics of IB in CPS High Schools

IB Students enrolled in DP courses

- WHITE, NON-HISPANIC: 16%
- MULTI: 2%
- HISPANIC: 18%
- BLACK, NON-HISPANIC: 12%
- ASIAN: 1%
- AMERICAN INDIAN: 52%
What is Wall-to-Wall IB?

- MYP
- Full Honors MYP
- IB Career-Related Certificate
- IB Course Student
- DP Core: EE TOK CAS
- IB Diploma Programme
- IBDP Application
Nicholas Senn High School & Loyola University Chicago

David Gregg
MYP Coordinator

Charles Tocci
Clinical Assistant Professor
Partnership of Shared Values

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

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

Preparing teachers & supporting schools to meet these goals
Senn High School at a glance

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%
current projects

David Gregg
MYP Coordinator

Charles Tocci
Clinical Assistant Professor
MYP PERSONAL PROJECT

Original model – only DP Prep completed Personal Project

Now all students complete Personal Project
MYP PERSONAL PROJECT

Students’ experience with supervisor

- Senn faculty
- LUC faculty
- LUC graduate students
MYP PERSONAL PROJECT

Senn Faculty

Supervision training & assessment standardization

LUC Faculty

LUC Graduate students
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!!!
LUC’s Field-based Teacher Preparation Model
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
### 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

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<tr>
<th>Essential Questions</th>
<th>Module Experiences</th>
<th>Module Assessment</th>
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<td>• What are the various ways that students develop and achieve in the classroom?</td>
<td>• Explore the learner profile and the multiple facets of student background and development.</td>
<td>• In the <em>Student Case Study</em>, candidates will:</td>
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<td>• How can students' funds of knowledge contribute to achievement at schools?</td>
<td>• Grounded in related theories and principles, apply knowledge through assessment and instruction with an individual student.</td>
<td>• Design and select assessments to collect data about the student, family, community and classroom.</td>
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<td>• How can teachers support students' language and literacy development?</td>
<td>• Bilingual student (Second language acquisition)</td>
<td>• Use data to plan and implement targeted instructional practices to meet the social, emotional, behavioral, cultural, linguistic, and academic needs of the student.</td>
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<td>• How can teachers use individualized data to plan instruction?</td>
<td>• Struggling reader (Literacy development)</td>
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<td>• How does individualized assessment and instruction impact student engagement, motivation, self-concept, and other affective factors of learning?</td>
<td>• Student with special needs (Cognitive)</td>
<td></td>
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Supporting Curricular-Themed Cohort Development
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.
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?