A CASE STUDY OF AN INTERNATIONAL BACCALAUREATE SCHOOL

WITHIN AN URBAN SCHOOL DISTRICT-UNIVERISTY PARTNERSHIP

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DEDICATION

When I chose to embark on this educational journey six years ago, I never imagined the profound ways that my life would be affected during that time; I endured unimaginable grief from losing so many loved ones, but I was also blessed to gain my CIS family and a new perspective on what education can and should accomplish. First and foremost, this is dedicated to my dad, Roy Glass: my spirit animal, best friend and ray of positivity. He taught me that girls can do anything and that the best things in life are free. Everything I do is to serve as a reflection of him and his kindness. To my dear husband Mike, words cannot adequately express the deep love and appreciation I have for you. I would not have been able to grow and get this far without your incredible friendship and emotional, mental and financial support. Simply put, you are my everything. Thank you to my beautiful mom, Cindy, who faithfully took me to the library every week as a child and demonstrated what it meant to be a strong woman. All the efforts you put forth to give us a wonderful childhood, despite a lack of money, have never been lost on me. Your devotion to family leaves me in constant awe and I am who I am thanks to your selflessness. To my amazing sister Courtney, I admire your tenacity and hope you know how much I love you. To my beloved Boss, Dr. Ron Abate, who turned me onto the magic of Loggins and Messina, nurtured my dreams of owning a fruit stand, made me provide sound reasoning for all my arguments, gave me a glimpse into a sailor's life in CT and CA and most importantly, let me hug him sometimes. Your dedication to the mission of the school will stay with me forever.

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ABSTRACT

This research examines the relationship between the International Baccalaureate (IB) program and individual and institutional development as well as the potential of the IB program to increase students' social capital. Drawing on a case study approach, research methods included semi-structured interviews with 21 educators; a focus group with students and a focus group with parents; and a review of archival material. Study findings suggest that educators found the learning curve challenging in opening and sustaining a school with the IB curriculum. Teachers reported tension between teaching the transdisciplinary IB content while also needing to attend to state standards on which their students would be tested. Educators and parents underscored the experience of uncertainty in terms of issues of staffing, space, and enrollment, often sources of anxiety and sometimes a source of engagement. The goals of the IB curriculum, combined with the opportunity and resources to shape the direction of a new urban school, appear to have sustained a high level of teacher motivation. Educator experience suggests the IB curriculum provides teachers with a platform to make significant, lasting change in the lives of their students due teachers' feelings of professionalism, autonomy and willingness to challenge themselves for the betterment of the student body and the school itself.

In an era of school accountability and national efforts to implement a common core of content standards, it is useful to study the growth and struggle encountered by key

stakeholders as they participate in building a rich curriculum focused on the whole child

and attentive to social, academic, physical, and civic development at its core. The study

is significant in terms of its ability to offer insights in the development of future IB

schools, particularly in urban settings.

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CHAPTER I

INTRODUCTION

Statement of the Problem

Cognitive psychologist Jean Piaget once said, "The principal goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done; men and women who are creative, inventive and discoverers, who can be critical and verify, and not accept, everything they are offered" (Jervis & Tobier, 1987). Educational institutions have continually struggled to ensure that students are provided the opportunity to acquire new and progressive tools so that they can go on to impact the world in a fundamental way. For many, schools are viewed as the vehicles in which civic responsibility and skills are provided to enable participation in the activities of everyday life (Dahl, 1998; Tyack, 2003). Ravitch (2000) states that education has the potential to help level educational inequalities while assisting students to achieve social and economic security (Reese, 2008). Gutman (1987), believes that schools promote "democratic ideals" and encourage the "conscious social reproduction or ways in which citizens are or should be empowered to influence the education that in turn shapes the political values, attitudes and modes of behavior" (p. 14). And above all else, schools can serve as catalysts in promotion and obtainment of the American Dream (Hochschild & Scovronick, 2003).

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For many, the opportunity to realize such a dream has been hindered by the educational experience they were provided during their formative school years. The implementation of No Child Left Behind (NCLB), designed to address inequities, has contributed to a narrowing of the curriculum and an overreliance on test scores (Meir, 2004). Such decisions have had serious implications for society, as the notion of creating informed, well-rounded citizenry has been replaced with an emphasis on basic skills and massive amounts of test preparation (Ravitch, 2010). This narrowing of the curriculum has had a profound effect on all public schools, but is particularly acute in under-resourced communities, where middle class flight has already contributed to racially and economically isolated schools (Ravitch, 2010). Increasingly, teachers' professional judgment and participation in curriculum and assessment has been reduced, thus, de-professionalizing teaching and eroding the structure of public education (Meir, 2004; Ravitch, 2010). Therefore, the current educational system is deeply challenged by falling short of meeting the needs of stakeholders, such as parents, students, and teachers.

Within this national and regional context, the newly established Campus International School (CIS) in Cleveland, Ohio, is putting down roots, guided by an understanding of a rich curriculum focused on the whole child and attentive to social, academic, physical, and civic development. The school is engaged in a pioneering level of partnership, with a key understanding that a quality school comes from open communication and collaboration. Unlike other school partnerships where involvement is limited, Cleveland State University (CSU) and the Cleveland Metropolitan School District (CMSD) are in the unique situation of sharing governance and school development. This has afforded teachers, parents, students, and professors the opportunity to help the school grow in a way that benefits all stakeholders.

As this degree of partnership and shared resources toward "growing" a school is not common, it is useful to study the growth and struggle encountered by key stakeholders on the way to building up a new school with the International Baccalaureate (IB) curriculum at its core. Limited research has been conducted in regards to the International Baccalaureate Primary Years Program (PYP), which has been in existence for close to twenty years (Fail, 1996; Sunstein, 2009). In particular, there has been little documentation of the implementation of the IB at the elementary school level. In the case of the Campus International School, the study context is multi-layered and complex, as it entails a newly created public school, a university-district partnership, an inter-district student enrollment policy, and the inclusion of parent and teacher participation in the ongoing development of the school's policies and practices.

As parents and districts grapple with the ever-growing pressure of high stakes testing, more individuals are turning to the International Baccalaureate curriculum for reprieve and quality. In the face of this, international schools, specifically the International Baccalaureate (IB) schools, have seen a great increase in enrollment (Bunnell, 2008). Recently, the ideological role of these institutions has been discussed at length with Ellwood (2006) stating that there is "a growing realization that our international schools do have the potential to effect change" (p. 5) while Dunne (2008) believes that it is necessary to look at international schools increasingly as "agents of social change." Such thinking makes clear that students who attend these schools will be afforded the opportunity to be part of a new generation affecting change on their world.

Purpose of the Study

The purpose of this study is built upon a broader contextual study conducted as part of a research fellowship for the Center for Urban Education at Cleveland State

University that concluded in May of 2013. That particular study focused on four key areas related to the Campus International School: the nature of the CIS partnership between the university and the school district; parent and teacher involvement in the school's growth and development; policies such as intra and inter-district enrollment that contribute to the diversity of the student body and students' exposure to cultural fluency; and the relationship of the IB curriculum to the school's program and development and to its potential to increase students' social capital.

Upon analysis of the data for this broader study, there was an emerging theme on the prominence of the IB program in student social and academic development, teacher professionalism, parent enthusiasm, interest and engagement, school marketing, district efforts to transform, the development of teachers and teacher candidates, research initiatives at Cleveland State University (CSU), and the maintenance of a district partnership between CSU and Cleveland Metropolitan School District (CMSD).

Given the compelling nature of these findings, the focus of this research was the relationship of the IB program to individual and institutional development. By examining the curriculum and attempting to understand the International Baccalaureate's overarching goal of helping to create global citizens, this research explores the perception of the curriculum by key stakeholders who have a vested interest in the success of the school. These select individuals have been witness to the startup of the school and the way in which it has evolved over three years' time. Consideration will be given to the IB mission statement and strategy that highlights its high regard for intercultural enlightenment and compassion:

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The International Baccalaureate aims to develop inquiring, knowledgeable, and

caring young people who help to create a better and more peaceful world through

intercultural understanding and respect.

To this end the organization works with schools, governments, and

international organizations to develop challenging programmes of international

education and rigorous assessment.

These programmes encourage students across the world to become active,

compassionate and lifelong learners who understand that other people, with their

differences, can also be right (International Baccalaureate, n.d.).

Schools that use this philosophy as their educational foundation work hard to

guarantee that the curriculum and social climate of the building reflect kindness, open-

mindedness, and are intellectually driven. Students are encouraged to question their own

actions and the actions of others in regards to the impact they make. These curriculum

ideals empower students of all backgrounds to take control of their lives while

acknowledging their effect on others, which has profound implications for later in their

adult lives.

Also, contrary to some trends within this national landscape of school

accountability, IB is providing educators with a framework for successful growth and

development of its young people, while allowing teachers to take control of their

classrooms, through teacher designed content. Responsibility is paramount to the IB;

therefore, students and teachers alike frequently exhibit this character trait as a result. As

this trait is socially prized, parents seek out the IB school, even if located outside their

residential setting. The program's attention to positive behaviors that are essential to

academic and professional success has resulted in a fully enrolled school with a waiting list.

To attend to the area of the International Baccalaureate curriculum's contribution to the development of the school, the study addressed the following research question: How do key stakeholders experience the IB program and what role does it play in the ongoing development of a recently founded urban school at the center of a district-university partnership?

Significance of the Study

The study examined to what extent the IB curriculum created a culture of positive engagement amongst stakeholders committed to growing a new school in an innovative way. It considered the ways in which the IB may be a catalyst for development at the individual level and institutional/systemic level. Given this, the study is significant in its close look at the ways in which key stakeholders, including teachers, parents, students, university faculty, university administrators and district officials, have navigated the process of starting the school from the ground up and used the IB curriculum as a foundation in doing so. The data collection also offered participants an opportunity to reflect on the school's development and history. Study findings will inform the literature and the school community.

Finally, the study is significant in terms of its ability to offer insights in the development of future IB schools, particularly in urban settings. The documentation that the study provides may lead to informed decision-making concerning teacher and parent collaboration, partnerships, IB schools, lab schools and collaborations between colleges and school districts.

Limitations of the Study

   While this study may have some implications for other school and university

partnerships looking to implement the International Baccalaureate curriculum, the results

found are very specific to the site being studied, which can be viewed as a serious

limitation. As the study is uniquely situated within a school partnership, it provides a

critical lens to the role the IB curriculum played in fostering the school's development

and the ways in which it continues to influence the culture of the school throughout the

six years it has been in existence.

Chapter II

Literature Review

A gap exists in the literature, as very few empirical studies have been conducted on the International Baccalaureate (IB) program or to the experience of the international-minded students (Fail, 1996) the IB schools seek to produce. Little research has been conducted into the use and effectiveness of the Learner Profiles as a pedagogy (Sustein, 2009). Furthermore, no research has been conducted on parent, teacher, and student perceptions and understanding of the IB curriculum, let alone their participation in establishing an IB program at a site like the Campus International School in Cleveland, Ohio.

International Baccalaureate

The field of international education is vast and envelops a variety of areas. The "common currency" (Lowe, 1998) form of comparative education involves the transfer of knowledge and expertise between national systems of education, and is often largely "theoretical" (Watson, 1999), involving explanations of educational phenomena. International schooling focuses on educating a globally mobile child and the emerging middle-class in a national setting and ideologically educating the "global" citizen (Cambridge & Thompson, 2004). In the midst of these actions are the diverse

"international schools" numbering 5,600 in 236 countries, serving 2.6 million children (Bunnell, 2010). It is expected that there will be 15,000 such schools by 2020.

The International Baccalaureate program started in the social studies department at the International School of Geneva in 1968, in conjunction with German educationalist Kurt Hahn's Atlantic College in South Wales. The IB "project" described its mission as the ability to "create a better and more peaceful world through intercultural understanding and respect" (Bunnell, 2008). The IB consists of a Board of Governors and the following six committees: access and advancement, audit, education, finance, human resources, and governance. In 1994, the primary years program (PYP) was adopted and subsequently in 1997 the middle years program (MYP) was included in the continuum, leading to the IB diploma program (IBDP) The IB serves a wide variety of students and has made incredible strides in state-funded schooling especially in parts of the United States, where 92% of the IB schools are state-funded and many serve poor inner-city areas (Conner, 2008).

The International Baccalaureate's Global Research Department conducted a study examining Title I IB schools. A school is identified by the Department of Education as Schoolwide Title I when at least 40% of the student population comes from a low-income household. This is in contrast to a Title I Eligible status, which is assigned when a high percentage of students, but less than 40%, come from a low-income family. Utilizing the 2009-2010 National Center for Education Statistics (NCES) Common Core of Data (CCD), a total of 1,389 public schools in the United States were identified as IB (http://www.ibo.org/iba/documents/ib_global_research.pdf). Study findings determined that "more than half (56%) of the U.S. IB public schools (IB World Schools or candidate schools) were designated Title I. Of that 56%, the majority (71%) are Schoolwide Title I

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programmes" (p. 6) with the Primary Years Programme schools being the most likely to have Title I status (http://www.ibo.org/iba/documents/ib_global_research.pdf). Thus, the IB is sought after by affluent populations, but is also in schools serving low-income students in struggling neighborhoods.

 The IB's annual growth stands at a consistent 15%, and there are expected to be one million IB students by 2014 (Sobulis, 2005). Of that, only 117 schools offer all three IB programs, Primary Years Program, Middle Years Program, and Diploma Program together, highlighting the extent to which these programs are typically stand-alone units.

In April 2007 the International Baccalaureate introduced its **"**Learner Profile," listing the 10 outcomes expected of an IB education to graduate a learner who is knowledgeable, a risk-taker, balanced, an inquirer, thinker, who is reflective, caring, open- minded, and a communicator, who is principled. The International Baccalaureate Learner Profile Booklet provides definitions for the above profiles, which also encompass what the child should be able to do once he or she has properly acquired each profile. For instance, the outcome of inquiring students is defined as, "Their natural curiosity has been nurtured. They have acquired the skills necessary to conduct purposeful, constructive research. They actively enjoy learning and their love of learning will be sustained throughout their lives" (http://www.ibo.org/programmes/profile/). The outcome of students as risk-takers is described in the following way: "They approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe" (http://www.ibo.org/programmes/profile/).

The Learner Profile conveys a generic IB vocabulary of humanistic behavior, forming a self-reflective discourse. This **"**significant advance in defining international

mindedness" (Hill, 2007) means the IB has emerged as a major form of outcomes-based education that is moving towards a core curriculum (Corbett, 2007). The Learner Profile seeks to create consistency and standardization as well as providing an important pedagogical discourse for learning and assessment.

The Primary Years Program focuses on structure and meaningful learning as the ways in which learning can occur (http://www.ibo.org/pyp/curriculum/). There are six trans-disciplinary themes, which are considered to be of global significance, serving as the framework for study and exploration: who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, and with whom we share the planet (http://www.ibo.org/pyp/curriculum/). Utilizing these themes, teachers design "units of inquiry" that are rooted in six subject areas: language, social studies, mathematics, arts, science, personal, social and physical education (http://www.ibo.org/pyp/curriculum/). These themes and subjects combine to form the knowledge element of the IB program.

Along with knowledge, the IB recognizes four other elements that are considered essential to the program. These include the following: concepts, skills, attitudes, and actions (http://www.ibo.org/pyp/curriculum/). The IB Website states that these five elements provide students with the opportunity to gain knowledge that is "relevant and of global significance," come to an understanding of concepts that help them to make connections throughout their education, "acquire trans-disciplinary and disciplinary skills," foster attitudes and beliefs that will allow them to have "international mindedness," and take action as an effect of the learning that occurs (http://www.ibo.org/pyp/curriculum/).

The IB curriculum itself is inextricably connected through three kinds of curriculums: the written curriculum that asks, "What do we want to learn?"; the taught curriculum that asks, "How best will we learn?"; and the assessed curriculum that asks, "How will we know what we have learned?" (http://www.ibo.org/pyp/curriculum/).

While the literature available is limited and relatively positive, conflicting views regarding the IB curriculum have been presented. As a contrast to the perception of IB as global, Bunnell (2008) laments the lack of research on the International Baccalaureate Diploma Program (IBDP) and the regional disparity that plagues the program. Only 2% of all IB schools are located in Africa, while France, Ireland and England all have very few IBDP programs.   According to Bunnell (2008), this trend is likely the result of nationalism and the cost of implementation and training teachers. Bunnell (2008) states that just over 1200 (50%) of the designated IB World Schools are located in the U.S. and Canada; thus, the notion of World Schools in a global sense is rather misleading. Bunnell (2008) believes that the program now favors a North American centricity.

Bunnell (2010) also thinks that the IB's involvement with a network of international schools to promote a branded and replicated product has been under-reported, and could be viewed as a by-product of educational content amidst globalization. He worries that a possible outcome of "greater global self-identification and affinity is that the elite 'class-in-itself ' served by 'international schooling' might develop a class consciousness, forming a 'class-for-itself '. This new form could use its position and networks to exert power and prestige, leading ultimately to economic and social advantage" (Bunnell, 2010, p. 352).

Hallinger and Walker (2011) examined the problems that schools implementing all three levels of the IB continuum experience during transition. The authors found that as

pressure mounts to create high-quality education with an international spin, more and more districts are choosing to adopt the Primary Years Program (PYP), Middle Years Program (MYP), and Diploma Program (DP), or at least two programs consecutively (Hallinger & Walker, 2011). These programs were not created at the same time, nor established as connected units, and they do not follow a "strategic" order. Therefore, issues arise as students move from one program to the next within in the same school setting (Hallinger & Walker, 2011).

The literature, especially with regard to IB implementation in low-income school districts and amongst minority students, has been furthered in recent years. This has allowed for an evolution in school district thinking, regarding what non-traditional curriculum programs, such as the IB, may best serve their students and how those curriculums should be implemented. Stillisano, Waxman, Hostrup, and Rollins (2011) conducted a qualitative case study on the efficacy of the International Baccalaureate Primary Years Program (IBPYP) and Middle Years Program (IBMYP) in eight Texas schools in one school district. The focus was on whether these particular programs lead to positive student outcomes (Stillisano, et al., 2011).

In the study of eight district schools, three PYP schools were ethnically and racially diverse, one primary school was predominately White, and all four MYP schools were ethnically and racially diverse as well. Stillisano et al. (2011) noted that all of the schools had concerns and discussed challenges to the rigorous implementation of the programs, but educators and administrators believed that there were characteristics of the IB program that were beneficial to the student body.

Stillisano et al. identified study findings that ran across all eight schools, including the following: recruitment and retention of staff, balancing the IB philosophy

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and accountability requirements, bureaucracy and lack of district support, improved professional practice, instructional focus on higher-level thinking and learning, cultural awareness, and relevance of student learning. These themes are discussed below in relation to the findings of Stillisano, et al.

Recruitment and retention of staff. All of the schools discussed the difficulty in recruiting and retaining teachers for IB classrooms, along with finding classroom teachers who had IB experience. All of the teachers interviewed stated that they knew nothing of the IB curriculum before they were hired, while two teachers even admitted to not knowing of its existence before being interviewed for their current positions (Stillisano et al., 2011). It can be quite some time before a teacher feels comfortable with the IB curriculum and when a teacher leaves a position in an IB school, the entire process begins again, taking up both time and financial resources. Also, administrators reported that not all teachers who are hired to teach IB fully embraced the IB philosophy (Stillisano et al., 2011).

Balancing the IB philosophy and accountability requirements. The effects of district and state requirements on the IB curriculum were of great concern to the educators interviewed (Stillisano et al., 2011). Teachers stated that the standardized testing requirements inhibited them from correctly teaching the IB planners and often caused them to deviate from the PYP and MYP planners altogether.

As noted by an educator, "The district focuses on standardized testing and IB is hands-on. That's why [our school's] standardized test scores are not as high as those at some other schools" (Stillisano et al., 2011, p. 176). On the other hand, other educators believed that the nature of IB actually enhanced test preparation. Stillisano et al. (2011), indicated, "When teachers realized that student scores had risen that year, it was a wake-

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up call, that there was a way to get students where they needed to be without using test preparation material all the time" (p. 176).

Bureaucracy and lack of district support. One of the issues raised in four of the eight schools was a lack of district support and the heightened bureaucracy surrounding high stakes testing. Individuals interviewed attributed this to the fact that the central office is predominately concerned with standardized test scores and that if scores fail to improve, then the IB program must not be working (Stillisano et al., 2011). And since so many administrative officials are unfamiliar with IB, they struggle to understand what is occurring at IB schools and how the increased cost of implementation is justified (Stillisano et al., 2011). Other individuals stated that the district promised support, and then never delivered. In one instance, the district threatened to pull the entire program on a single district administrator's "whim" (Stillisano et al., 2011, p. 177). When a school district chooses to implement the IB curriculum, it is imperative that officials in administration are aware of what the IB entails and what successful learning looks like under the IB model. This could be accomplished through training and/or meeting with teachers to discuss how the non-traditional curriculum is also working to meet state standards.

Improved professional practice. All of the schools stated that the IB training was essential to improving teachers' professional practice in the program (Stillisano et al., 2011). Teachers, principals, and IB coordinators believed that the IB training strongly influenced them to become lifelong learners and helped the school to become a "learning community" (Stillisano et al., 2011, p. 177).

Administrators reported that their teachers were utilizing new skills and creativity since attending the IB professional development. One elementary school principal

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relayed that the IB professional development had led to more effective classrooms filled with students becoming successful at the hands of committed teachers (Stillisano, et al., 2011). The training on inquiry methods was narrated to the researchers as one aspect of particular importance, which ultimately changed the way many teachers interacted with students in the classroom (Stillisano et al., 2011).

Respondents in seven of the eight schools stated that increased cross-disciplinary curriculum and collaboration among faculty was a critical component of their professional development. Before the implementation of IB, cross disciplinary curriculum and collaboration were "rare or nonexistent" in the schools and respondents took note of how the program encouraged collaboration, which in turn led to great professionalism among the educators (Stillisano, et al., 2011).

Instructional focus on higher-level thinking and learning. The respondents stated that one of the advantages of the IB program was its focus on "higher-level, creative thinking and learning, particularly the focus on the inquiry method" (Stillisano et al., 2011, p. 178). Before the implementation of the IB program, teachers informed the researchers that the majority of their instructional time had revolved around standardized testing reviews and a high usage of worksheets. Teachers stated that classrooms had become more student-centered, and that the students themselves had grown to be more creative and active in their learning (Stillisano, et al., 2011).

Cultural awareness. Respondents in the study believed that the IB's focus on diversity and cultural awareness was an extremely valuable aspect to the program (Stillisano, et al., 2011). Not only do the materials used in the IB classroom promote cultural awareness, students who spend the majority, if not all of their times, in their own homogenous neighborhoods were provided an opportunity to experience cultural

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awareness through diverse lessons and the incorporation of global thinking. And for others, the program enabled students to gain respect for their own cultures. One teacher stated, "The most valuable part of the program is what it teaches them about cultural awareness and diversity, just the acceptance of different people's cultures and things. I had always tried to help my students appreciate diversity, but the IB training taught me to focus on similarities first, then on differences. It's an easier approach" (Stillisano, et al., 2011, p.180).

Relevance of student learning. Respondents in six of the eight schools stated that the connection between student learning and the students' everyday lives was an important part of the IB program. Not only were students being provided with skill sets, these skills contributed to greater understanding and functioning in the real world, which teachers saw as necessary for survival beyond the classroom (Stillisano, et al., 2011).

In sum, these findings supported the authors' claim that the general instructional practices and student behaviors/activities observed were favorable for student success and were of a higher standard than those found in similar classrooms in Texas schools that were not using the IB curriculum (Stillisano, et al., 2011, p. 181).

Mayer (2010) reached similar findings when conducting an in-depth case study of the implementation of the International Baccalaureate (IB) Diploma Program in an urban high school, Jefferson High, in California. Mayer's work suggests that the International Baccalaureate Diploma program can achieve successful implementation in challenging environments if the program's model contains six of the seven mechanisms necessary for implementation, which are as follows: staff selection, pre-service training, coaching, staff evaluation, program evaluation, and administrative supports (Mayer, 2010).

Implementation can still be effective without one component, systems intervention, as the others serve as such a strong foundation.

Finally, Connor (2008) studied how the IB curriculum found in traditionally affluent international schools was implemented in inner city schools. He argued that while the principles of the IB program are attractive to many individuals, efforts to implement these principles may encounter problems within the rigid conventions of the American school system, specifically in regards to state standardized testing requirements. Connor believed the IB program must "balance interests that in the American context often conflict, such as progressive and standards-based education, and access and prestige" (Connor, 2008, p. 341).

However, in a study of National Student Clearinghouse (NSC) data for more than 28,000 IB students registered to take the IB exam in May 2000 and May 2001, it was found that 76% of IB diploma candidates who attended a school with a high low-income population received a bachelor's degree from a 4-year college or university. Furthermore, 62% of the 1,675 IB candidates who attended a school where at least 35% of the student population received a free or reduced lunch received a bachelor's degree (Chen, Sable, Mitchell, and Liu, 2011).

It should be noted that while a student attended a school with low-income students, there may be a distinction between the students who take the IB and those who are low-income student. It could be that within these schools there remains a concentration of students who are middle class and not representative of the majority of the students in the school. Tracking policies, the influence of guidance counselors, parents' lack of knowledge of IB, and low-income students self-selecting out of these programs can play a crucial role, especially at the high school level.

Thinking about how the IB curriculum can be used for education in urban areas has gained traction lately, as noted by the respective years of the abovementioned studies. This information is extremely promising as it may help lessen the achievement gap in schools, while providing young people in high-risk areas an avenue to inclusion in higher education. The individuals at the center of dispersing such key knowledge are the teachers. Enabling teachers to take risks and engage in quality professional development can make a big impact on the education a child receives. As the International Baccalaureate curriculum encourages teachers to expand their thinking and push themselves creatively in the classroom, low-income students who may be enrolled within traditional classrooms can be served in a higher capacity more characteristic of an education located in suburban or private schools. Thus, the cycle of an inadequate education can be broken and instead allow these students to travel down a new path of opportunity.

University and District Partnerships

Traversing the role of a university and district partnership can be tricky, due to the many different roles these partnerships take and the very different outcomes they produce. While examining the partnership between CSU and CMSD, it is necessary to examine the literature for relationships that have been successful, those that have not, and what steps were taken in each process.

Borthwick, Stirling, Nauman, and Cook (2003) examined what factors were most important to generating a successful university-district partnership, as indicated by teachers, principals, and university officials in ten partnerships. The authors identified five elements demonstrative of varying perceptions on what the most successful factors were for a district university partnership. The authors stated, "Understanding the different

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participants' perceptions of what is required to establish and maintain successful school-university partnerships may help illuminate the process underlying success" (Borthwick et al., 2003, p. 331).

For the purposes of their study, the authors interviewed thirty-four participants, all of whom were involved in partnerships between one Chicago university and ten Chicago public schools (Borthwick et al., 2003). These participants included "ten principals, one assistant principal, ten teachers and ten university partnership coordinators and… two directors from the university's center for collaborative activities" (p. 334). While five of the partnerships existed due to low-test scores and, therefore, mandatory state requirements for external partnerships (three high schools, two elementary schools), the other five were self-initiated by schools willing to engage with the university and receive grants supported by the Chicago Annenberg Project (one high school, one middle school, three elementary schools). Each school ranged from 86% and 98% of the students in these educational settings came from low-income households.

Study participants in probationary schools, those mandated to have a partnership, stated that improving student achievement, primarily in reading and math, was the main focus of their partnership with college. This goal was to be accomplished through curriculum and professional development. The other outcomes desired were "improved discipline, motivation, assessment, engaged learning and other instructional strategies, family and parental involvement, and grant writing" (Borthwick, et al., 2003, p. 339). In contrast, individuals in the voluntary partnerships, discussed student improvement and professional development. They also included the following:

> …advisory, science and technology, scheduling and restructuring teacher time, fine
> arts, team building, Saturday classes, early high school credit, communication with

feeder schools, middle school network, improvement of school image, as well as

extended day and summer school programs (Borthwick et al., 2003, p. 339).

The schools that voluntarily initiated partnerships also included the other same desired

outcomes as the schools involuntarily drawn into partnerships. Both the voluntary and

involuntary school had two thirds of the individuals respond that the partnerships were

"somewhat successful" and one third responded that they were "very successful"

(Borthwick et al., 2003, p. 339).

Using a Q analysis method, the authors also determined five factors to a successful

university-district partnership: Short-Term Focus, Persistence and/or Existence, Dynamic

and Adaptable, Important Interactions and Action Planning (Borthwick et al., 2003).

All of the study respondents loading on factor one, Short-Term Focus, came from

probationary schools. These respondents were anxious to clear their names and be

removed from the probationary list; therefore, they were much less focused on

networking, funding strategies, and helping to benefit the university (Borthwick, et al.,

2003). The authors cited concern that these individuals viewed the partnership as only a

means to an end and that once achievement scores were raised, that the partnership would

dissolve and that business could resume as usual.

Respondents loading on factor two, Persistence and/or Existence, responded

oppositely, demonstrating a greater concern for the partnership as opposed to achieving

set goals. They stated priorities regarding "attention to context, roles and responsibilities

of members, needs and resources of funding and interactions between the partnership in

communication and action planning" (Borthwick et al., 2003, p. 349).

Factor three, Dynamic and Adaptable, loaded on the need to view "school-

university partnerships as a dynamic process that requires reexamining and changing

goals as well as adapting to changing conditions" (Borthwick et al., 2003, p. 350). High-energy participants in the partnership were also identified by the authors as contributing to these dynamic processes by being able to adapt to an ever-changing model of partnership. Respondents to factor four, Important Interactions, discussed the need for interactions and believed that with hard work, attention to varying group characteristics, and communication with one another would allow the partnership to be successful. Also, as with factor one, Short-Term Focus, the respondents expected the partnership to decrease with time (Borthwick et al., 2003). All the authors state that in regards to factor five, Action Planning, that the respondents did not prefer action planning and their responses were significantly different from those of factor one and two.

In the course of the interviews conducted, the authors also discussed perceived advantages and disadvantages of the partnership. Not surprisingly, the positives were professional development, resources, outside interest and influence, and student benefits. The disadvantages included teacher resistance, external partner, time, and leadership. Overall, the benefits of the partnership focused around the school, whereas, the benefits to the university were widely unspoken (Borthwick et al., 2003).

It seems that for a school to be successful, the teachers must be willing to get behind the agenda being driven and if that does not happen, schools struggle to rectify the situation. Teacher development is a key component to the direction that individual's teaching career will take and having a vested interest in the site is also beneficial. As the authors discovered, teachers wanted to adapt to the partnership but resistance to change could dampen such drive. Therefore, it is extremely important that the lessons being taught in professional development and the setting being provided are exactly right.

Teacher Development and Lab Schools

John Dewey thought that involvement in the community would enhance

participation in democracy; therefore, he established the Laboratory School in 1896 at the

University of Chicago in the hopes that he would create a miniature society (Engel,

2008). In order to enhance the democratic ideals, students were encouraged to participate

in their learning experience so that they might gain a positive understanding of what it

means to be a civic member of society. By participating in key decision-making, students

were provided insight into knowledge and skills in citizenship and civic participation

(Engel, 2008). The school itself was used to analyze various educational theories at the

time and to generate new educational ideas and principles (Engel, 2008). The curriculum

centered on intellectual development and vocational occupations, with the subjects

loosely defined and representative of an organic whole (Engel, 2008).

Dewey underscored these concepts in *The School and Society*, which included the

writing of three lectures he gave at the University of Chicago. In the first lecture, entitled

"The School and Social Progress" he discusses how as society changed, it was necessary

for the schools to adapt and rework the meaning of education and the nature of student-

teacher relationships. Dewey (1915) states the following:

> It remains but to organize all these factors, to appreciate them in their fullness of
>
> meaning, and to put the ideas and ideals involved into complete, uncompromising
>
> possession of our school system. To do this means to make each one of our
>
> schools an embryonic community life, active with types of occupations that
>
> reflect the life of the larger society, and permeated throughout with the spirit of
>
> art, history, and science. When the school introduces and trains each child of
>
> society into membership within such a little community, saturating him with the

spirit of service and providing him with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society that is worthy, lovely and harmonious (p. 44).

The concept of lab schools flourished in the early 1900s and has continued to maintain a role in public school education. In New York City alone, 400 new, smaller schools have opened up in the last ten years, a quarter of which are charters. For example, a newly created small public school such as the Bronx Lab School demonstrated great success (Schachter, 2009), with 95% of its class graduating in 2008 and 83% of those students entering college, despite 81% of the student body qualifying for Title I. Class sizes are smaller, the learning time is extended and participatory, allowing for better results (Schachter, 2009). Further study of lab schools, such as the Campus International School, would allow for a rich exploration of how these schools develop in their early years and sustain themselves and their educational mission. Also, by examining CIS in relation to the IB curriculum, the study will demonstrate how the curriculum itself and the process it takes to become an IB school affect the stakeholders' experience with growing and developing a lab school.

Just as Dewey believed that children should be involved in their learning experiences, Darling-Hammond and Bransford (2005) found that quality professional development should enable learning communities to flourish when educators are provided with the opportunity to engage in meaningful, collaborative activities with their peers. Such activities lead to the co-construction of knowledge with regard to teaching and learning (Shulman & Shulman, 2004), which ultimately affects teacher development. Lytle and Cochran-Smith (1994) state that the decisions teachers make and the actions they take are influenced by their knowledge of themselves, such as the perception of who

they are as teachers, along with their own experiences as learners (Lytle & Cochran-Smith, 1994). Research also demonstrates that professional development can enhance teacher development and practices by providing innovative teaching strategies, increased content understanding and various support mechanisms for dealing with particular issues found in the classroom. Thus, the classroom environment and student learning is positively affected (Borko, 2004).

A greater analysis of teacher development, especially in regards to a site such as the Campus International School, would provide insight into the ways in which innovation and collaboration are providing teachers and professors with meaningful experiences that are furthering their professional growth. While it is likely that engaging an educator about instructional decisions does not bring about all professional development, the literature underscores the value of involving educators in aspects of their own development. It is imperative that all key stakeholders exercise professional judgment while keeping the tenets of IB in mind. This can be seen as a role of teachers in such schools, to assist in the governance by not only putting their educational enhancement to work in the classroom but also by affecting the culture of the school in its entirety. This blending of curriculum and professional judgment on the part of teachers is exactly the sort of behavior that invites all stakeholders into the fold and allows each of them to affect the educational experience. As will be further demonstrated, parents also fit into this model, as they bring their own personal understanding of the child to the school community and work to reinforce values or concepts of the school in their own homes.

Parental Involvement

The involvement of all stakeholders is important, and perhaps no single group's involvement is as underestimated as that of the parents. All parents would like to believe that their child's school values their input, takes their goals into consideration, and appreciates their involvement. As evident in earlier research on CIS (Glass, 2013), parents at CIS were active stakeholders in the same way that students, teachers and administrators were.

The success of the school and the student depends heavily not only on what parents bring to the table in terms of involvement at the school but also the level of involvement they take in their child's life and education at home. The literature demonstrates that not all parents share the same philosophy on child rearing, which can stem from various factors such as one's cultural view of school-home partnership, as well as socio-economic status, race/ethnicity and level of education. When these divergent factors collide in a school community, the school must work hard to support and engage parents to the best of their ability.

Lareau (2003) studied parent involvement and socialization of children in working class families and those from middle class and affluent homes. She found that some parents did not see a role for themselves in education, especially amongst the working class parents, who believed their main role to be that of transporting the child to and from school, while the teacher was left with the responsibility of educating the child (Lareau, 2003). However, those that did see themselves in a partner role with the schools were able to use that role strategically for the placement of their children (Lareau, 2003). Those of middle class and affluent backgrounds were typically active and played a role within the school (Lareau, 2003).

Understanding what parental involvement is and how it can be procured is a necessary first step for parents and educators alike. Epstein (2001) defines parental involvement within the context of a framework that delineates ways that parents can be engaged effectively. This framework consists of six roles in parental involvement in schools. These include the following: *parenting*, which involves assisting parents in understanding the developmental stages of children and guiding parents in providing supportive home environments for children; *communicating*, which involves the development of effective "two-way communication" about student advancement and school activities; *volunteering*, which enables parents to assist and support school and student activities and programs; *learning at home*, which includes ways that parents can support student learning at home; *decision making*, which builds leadership capacity of parents; and *collaborating with community*, which utilizes community resources and services to help the school, families and students (Epstein, 2001).

It has been noted that some parents want to be involved with their child's education, but have a weak relationship with the school (Adelman, 1994); therefore, they do not participate to the greatest level. Boyd and Correa (2005) assert, "The omnipresent phenomenon of acculturation level especially impacts low income, minority parents, because they are more likely to hold different cultural values and beliefs than the middle-class professionals with whom they interact" (p. 4). Frequently this leads to parent isolation and a suspicion of the educational institution. This lack of connection can cause them to confuse "teaching with learning, grade advancement with education, and a diploma with competence" (Brandon, 2007, p. 117). These in turn lead educators to believe that parents are not supportive, do not care, and are uninterested. Thus, the cycle

of un-involvement permeates parent-school relationships and jeopardizes parent-school communication (Brandon, 2007).

Such closed communication has serious effects on the child. It can lead to negative outcomes. In schools where this cultural mismatch between families and educators exists, there is a greater likelihood of a high dropout rate, a high rate of student suspension, low student motivation, and a high rate of placement of students in special education programs, particularly in classes serving students with developmental and emotional disabilities (Calabrese, 1990).

The factors stated above have also been found to affect parent perception (Griffin & Galassi, 2010). Parental expectations set for the child are related to the children's views of their own competencies (Fredricks & Eccles, 2002; Frome & Eccles, 1998), which further influences their learning outcomes (Wigfield & Eccles, 2000). A study of the influence of the IB program on the experience of stakeholders and the development of the Campus International School will need to attend to the economic diversity of the parents and how this may influence parent's perception and educators' interpretation of that participation, especially in regards to how much or how little the tenets of the IB curriculum are reinforced when the child is at home.

The merits of the child's home life and education directly impact the social and cultural capital that the child is gleaning, which my ultimately affect his livelihood. It is necessary to explore the ways in which the IB curriculum is working to reduce such variance within the social setting and allow every child to possess interaction skills most prized by future employers.

Social and Cultural Capital

Authors McNamee and Miller (2004) state that in relation to the conversation around the American Dream, education is viewed as the "engine" of meritocracy. However, the authors note that the education one receives is frequently linked to one's "social class standing" (McNamee & Miller, 2004, p. 107), contradicting the notion of merit over family socioeconomic circumstances. Meritocracy views the education that a child receives as directly related to the amount of merit he or she is perceived as having; this is directly correlated with the type of employment that can be obtained and awards associated with such employment (McNamee & Miller, 2004, p. 107). French sociologist Pierre Bourdieu (1986) argues that schools do not produce cultural capital, but instead reward those who already possess it and marginalize children from lower socioeconomic backgrounds due to a deficit view of the culture among the poor and working class. Additionally, there is the potential for the self- realization among members of these marginalized groups that they will be unable to succeed in the heavy laden cultural capital system. Also key to the kind of advancement schools might provide students is Bourdieu's view of social capital, which he conceptualizes as "the sum of resources, actual or virtual, that accrue to an individual or group by virtue of possessing a durable network of more or less institutionalized relationships of mutual acquaintance and recognition" (as cited in Field, 2009, p. 17).

Such instances are represented in the quality of school that a child attends. Parents from a higher socioeconomic background are able to send their children to better performing schools, with ample resources, where the academic expectations are higher and thus, the chances for success greater (McNamee & Miller, 2004, p. 120). The child is able to increase and capitalize on social and cultural capital. Children of a lower

socioeconomic status are more likely to be relegated to schools that are not equal to middle class schools in opportunities or outcomes. As a result, these under-resourced schools are less able to increase social and cultural capital for their students. This has a profound effect on the child's ability to achieve educational and financial success (McNamee & Miller, 2004, p. 121).

In his book *Justice,* Michael Sandel examines philosopher John Rawls response to meritocracy, especially as it relates to social and cultural capital. Rawls believes that the circumstances surrounding one's birth are not the result of one's actions and therefore, life prospects should not be based on such a random fact (Sandel, 2009, p. 153). Since your talents may exist due to arbitrary factors, then the rewards that you reap should belong to the entire community (Sandel, 2009, p. 156). This would decrease the unfair advantage that individuals with high social and cultural capital hold over those who do not. By Rawl's perspective, Sandel says that it is a "measure of good fortune, not [of] virtue" that society prizes one's particular strengths (p. 178). Minorities and individuals of a lower socioeconomic background lay victim to the meritocratic system that presumes to "[permit] the distribution of wealth and income [on the] natural distribution of abilities and talents" (p. 154). Since many of the working class are put at an inherent disadvantage upon birth, they are unable to indulge in the benefits that the meritocratic system may afford them (Sandel, 2009, p. 154). They do not obtain in their lifetime the social and cultural capital necessary to be successful, and much of this fault lies in the inferior education they receive. This reflects the gap in opportunity between low-income students and their more affluent counterparts who accumulate these forms of capital as they move through an educational system already immersed in such socially reproductive practices.

The Campus International School is striving to reverse such inequity by providing low-income students who comprise a high percent of the student body with the same access to opportunity that the middle-income students receive in the school. The school is unique in many ways from other city schools in its racial, ethnic, and economic diversity. Not only do all the CIS students get equal access to resources, they interact with other students from different socio-economic statuses and different cultural backgrounds. This provides experiences within the community that have the potential to increase the social and cultural capital each child receives during their education. To sustain its diversity and commitment to equal opportunity, CIS conducts admission via a lottery system. CIS is helping to eliminate the gap in access that is frequently common between the city and suburbs. However, despite the best of intentions, some forms of privilege may seep through. It is imperative the school understand how this occurs and work to minimize it. This study will reflect whether that is indeed happening or not and how the IB curriculum is working to neutralize that issue.

In conclusion, as the literature has demonstrated, the use of the IB curriculum is increasing within urban settings and may play a role in efforts to equalize the educational experience for students across all social and economic backgrounds, while also attempting to minimize the effects of a standardized testing environment. By focusing on the role of IB at the foundational level, the study has explored how the IB might be influencing individuals and the culture of the school in a way that might not have existed had a traditional curriculum been adopted.

Chapter III

Methodology

This study examined the ways in which the IB curriculum has impacted the school's program and development and its potential to increase students' social capital. This study is informed by my earlier archival study (Glass, 2012) and fellowship study (Glass, 2013), which provided important historical data as well as stakeholder experience, and gave direction to my current study purpose and participant selection as well.

In an era of school accountability and national efforts to implement a common core of content standards, it is useful to study the growth and struggle encountered by key stakeholders as they participate in building a rich curriculum focused on the whole child and attentive to social, academic, physical, and civic development at its core.

Research Setting

Campus International School opened in August of 2010 in a church building that sits on the eastern edge of Cleveland State University's campus. It was conceived as a partnership between the Cleveland Metropolitan School District (CMSD) and Cleveland State University (CSU), with both parties sharing financial and professional responsibilities. While the school originally opened with nine staff members, the school now has forty-four teachers, one professor in residence, and two members of the

administrative team. It started with two classes each of grades K-2, under the notion that a grade would be added each year until the school reached twelfth grade. It currently has students in kindergarten through seventh grades.

The campus school would be utilized to improve educational practice and prepare teachers with an expanding knowledge base, which would be beneficial to both CSU and CMSD. This would coincide with the understanding that other universities had paired with K-12 schools and school districts to further a shared interest; however, these partnerships have been met with differing degrees of success. Charged with conceptualizing the design of the school, the Task Force said, "Our intent was to design an innovative new school wherein our collaborative advantage would support children, staff and families" (Task Force Binder: Recommendations, n.d.).

The campus school could be conceived as an IB school because it was designated an Innovative School by CMSD. Such labeling allows for new instructional methodologies and school structures. While the core standards of the district curriculum must be followed, specialty courses may be added and a memorandum of understanding is developed between the school district and the Cleveland Teachers Union (Task Force Binder: Handouts, n.d.).

Currently, the staff is comprised of one principal, one assistant principal and one CSU Professor-in-Residence, who provide leadership to the building. There are four kindergarten teachers, four first grade teachers, four second grade teachers, four third grade teachers, four fourth grade teachers, three fifth grade teachers, two sixth grade teachers, and two seventh grade teachers, with a new grade level being added each year until 12th grade. In addition to these core teachers, there are five Mandarin teachers, two music teachers, two art teachers and two physical education teachers. For other related

services there are four intervention specialists, one school psychologist, two school planning center directors and one speech therapist.

As previously stated, admission is open to all students; however, a school lottery was put in place after the first year due to such high enrollment requests. Campus International School is the only school in the district that has a waiting list. The school accepts 65% of its students from the Cleveland proper, 20% are affiliated with Cleveland State University (meaning that the guardian is either a full time staff/faculty member or student), and 15% come from outside of the city limits. The school presently serves 533 students. As all students within the CMSD receive a free lunch, the socio-economic status of the students is difficult to quantify; however, a number come from impoverished neighborhoods and single-family homes. Approximately 85% of the student body is African American, 10% White and 5% falling within the category of Other (Asian, Latino, Mixed Race).

Research Question

The purpose of the research is twofold: 1) study the relationship of the IB curriculum to the school's program and development and 2) its potential to increase students' social capital, as demonstrated through the experiences of key stakeholders.

This research question has emerged from two earlier studies focused on CIS as the research site (Glass, 2012, 2013). The first study looked at the experience of key stakeholders in the establishment of an International Baccalaureate, urban, public school at the center of a district/university partnership. As both CSU and CMSD shared the responsibility for the creation of the school and the selection of the IB curriculum, it has been instrumental to look at the various policies and procedures that were put in place or were reworked to sustain the partnership and the selection of the IB curriculum. The

collaboration has allowed for a plethora of resources typically unavailable to the average Cleveland public school student. Such resources facilitate unique experiences and learning, which are key to Campus International's foundation and which the school district could never provide on its own. The second study (Glass, 2013), involved interviews and focus groups with participants from the district, the university, parents, educators, and students. Findings provided insight into the stakeholders' experience of the workings of this professional, educational collaboration. It resulted in the conceptualizing of this case study, which is specifically focused on the relationship between the IB program and the development of this innovative urban school at the center of a university-district partnership.

In this manner, the International Baccalaureate's mission of creating global citizens was explored in relation to the growth of CIS over a three-year period encompassing the founding of the school through its completion of its third year. By working towards the creation of global citizens, the IB seeks to expose individuals to people of a different background, allowing for the potential of social capital increases. A student who has been educated as an IB learner may carry his or her education, skills and Learner Profile everywhere; these traits are viewed as important to human development, which is why the IB curriculum at a young age can be meaningful. The framework of the curriculum lends itself to innovation in school instruction and assessment while also helping to equalize educational opportunity by offering a rich curriculum in urban schools with under-resourced districts. To attend to the contribution of the IB curriculum to the growth and development of the school and the school community, the study addressed the following research question: How do key stakeholders experience the International Baccalaureate program and what role does it play in the ongoing

development of a recently founded urban school at the center of a district-university partnership?

Methodological Approach

As the focus of the study centered on the experience of stakeholders within a newly created school, it fit squarely within the construct of qualitative research. The core components of qualitative research allow for "an emphasis on…processes and meanings that are not experimentally measured (if measured at all) in terms of quantity, amount, intensity or frequency" (Denzin & Lincoln, 2000, p. 7). Qualitative research examines how reality and knowledge are "socially constructed" and qualitative inquiry works to demonstrate "how social experience is created and given meaning" (Denzin & Lincoln, 2000, p. 8). Since this study examines the Campus International School in a particular moment in time, it lends itself to qualitative research as it explores the lived experience of the key stakeholders and constructs meaning of those experiences.

Operating within the approach of a case study, I used data collection procedures that included interviews among teachers, building on earlier data collection (Glass 2013) also with teachers as well as administrators, parents, student teachers, university members, and district officials to gather information about this specific school. Denzin and Lincoln (2000) state that qualitative research provides the researchers the chance to delve into "situated activity that locates the observer in the world." The qualitative study occurred in the "natural setting" which allowed for the researcher to study individuals, groups or activities while situated within their own culture (Creswell, 2007).

Because the data was collected at the site where the participants experience the issue or problem under study, this allows for the researcher to closely gather this information by engaging in direct interaction with the participants (Creswell, 2007). This

is further enhanced by the fact that the researcher has spent the last two years on the campus, which provides greater access to the site and greater knowledge of potential participants for interviews. This helped to further expand the literature available by highlighting what key stakeholder perceptions are of the IB at the elementary level – the PYP curriculum.

Central to the study of lived experience is the meaning individuals give to that experience. To study the meaning the CIS stakeholders give to their experience, the research worked within a constructivist paradigm. Constructivism is founded on the idea that there is a social construction of reality (Searle, 1995) in which the individual comes to an understanding of the world in which he or she works and lives by creating subjective meanings of their experiences (Creswell, 2007). As stated in Baxter (2008), this paradigm "recognizes the importance of the subjective human creation of meaning, but doesn't reject outright some notion of objectivity" (Miller & Crabtree, 1999, p. 10).

This particular paradigm affords the researcher an opportunity to intimately engage and collaborate with the participants while allowing participants the chance to convey their narratives (Crabtree & Miller, 1999). As this study focuses on key stakeholder perceptions of the IB curriculum and partnership at the school where the researcher is a graduate assistant, it is essential that the participants be free to construct their own reality of the situation, while maintaining a professional relationship with the researcher who is already deeply embedded in the program. There is also the potential for divergence in stakeholders' experience and some degree of tension in the perception of reality. Through the stories told, the researcher was able to view the constructed reality of each participant and better understand the participants' actions and perceptions

(Lather, 1992). The data analysis required a study of convergent and divergent themes

emerging from the study.

Case Study

For the purposes of this study, I employed an intrinsic holistic single case study.

The case study was chosen because it allows for exploration of a phenomenon within its

context using a variety of data sources and lenses, so that multiple perspectives of the

phenomenon is revealed and understood (Creswell, 2007). The case itself is defined by

Miles & Huberman (1994) as a "phenomenon of some sort occurring in a bounded

context" (p. 25). The case is "in effect, your unit of analysis" (Miles & Huberman, 1994,

p. 25). In this instance, the case is the IB curriculum being used at the Campus

International School and it is bounded by its history, geographical location, current social

reality, and the participation of its stakeholders. Stake (1995) states that an intrinsic study

be used by researchers who have a genuine interest in the case and want to better

understand the case of interest itself. Since it is an intrinsic case study, the issues or

propositions are not present because there is not enough experience or information from

the literature from which to base these issues or propositions on (Baxter, 2008). Yin

(2003) believes that a holistic case study should be conducted when the researcher is

examining a unique situation. Since the school is collaboration between Cleveland State

University and the Cleveland Metropolitan School District, the school is the epitome of a

unique situation to study.

Also, case study allowed for the immersion of the researcher in the study site,

permitting a close inquiry into relationships, organizational structures, the culture of a

school as it developed, and the understandings of how the International Baccalaureate

curriculum was impacting the development of the school. Through semi-structured

interviews, focus groups, and the study of archival material, district and collegiate documents and IB materials, the study provided an in-depth look at the experience of Campus International School stakeholders in the school's early years and the role that the IB curriculum played. My use of this qualitative approach allowed for a close understanding amongst the culture-sharing group of Campus International School.

The case study consisted of two phases. The first phase involved an analysis of data collected during the fellowship study. While Glass (2013) looked more broadly at the experience of stakeholders in four key areas, this case study was more narrowly tailored to the question of relationship between the IB program and the growth and development of CIS. The data collected in the first phase through interviews or focus groups with key stakeholders offered important insights into the role of the IB as CIS has taken on a new grade each year and met new challenges. The key stakeholders included teachers, administrators, parents, student teachers, students, university members, and district officials. Additionally, archival data related to the IB program's establishment and ongoing implementation was included in triangulating the interpretation of the data.

The second phase of the case study consisted of a set of interviews solely with educators from CIS who had been in their role for at least two of the six years the school has been operating. There is a need for this more in-depth study of the educators' experience with more targeted questions regarding the contribution of the IB program to the school's growth and development as an innovative school within the context of the district's effort to transform itself as a portfolio district.

Participant Selection

Based on my ability to retrieve information from prior interviews and analyze it during the first phase of my data collection (Glass 2012, 2013), there was no need to

interview CSU, CMSD or CIS parents and students any further. The answers that they

provided spoke clearly to the role the IB curriculum has played in their support of the

school, the education it is helping to foster and the ways in which it is moving CIS

forward. However, to deepen my understanding of the IB's relationship in developing the

school, I conducted six semi-structured interviews with CIS educators. These interviews

lasted approximately one hour with the opportunity for more time if needed. Due to the

small number of educators with experience of the early years at the school, six was

chosen as an appropriate number.

Purposeful and criterion-based sampling was used in choosing teachers for the

interviews. Criterion sampling is most relevant when all of the individuals being studied

have experienced the same phenomenon (Creswell, 2007). This also helped to ensure

quality (Creswell, 2007). The criteria included the teachers who have been a part of the

school since its first or second year as these individuals would best be able to trace the

evolution of the school since its inception and the role that the IB has played in regards to

the school's development.

Data Collection

Collection of the data took place in two phases so that each particular aspect of

the research question could be adequately addressed and without duplication of efforts. In

the first phase of the data collection, I reviewed the information gathered during

interviews, focus groups, and archival study as part of the Center for Urban Education

Fellowship in the fall of 2012 and spring of 2013 (Glass, 2012, 2013). These data were

reviewed with the specific purpose of understanding how the IB curriculum relates to

individual and institutional development at Campus International School. This phase was

completed in May-July of 2013. Starting in February of 2014, interviews with educators

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at CIS began to take place, with a focus on how the school has evolved since its inception and what role the IB program has played in this evolution. All interviews were audio recorded and then transcribed. I also gathered artifacts from the school, such as copies of the school newspaper, *The Campus Communicator*, and student work to review for information beneficial to the study.

Data Analysis

My analysis was iterative, accompanying data collection in an ongoing manner and developing analytical codes that took on conceptual strength as the research proceeded. Once all observations, interviews and artifacts had been gathered, I analyzed for thematic patterns and moved toward synthesis and conceptualizing a response to the research question.

I developed the analytical codes while working through the interviews, focus groups and artifacts. While developing codes and reviewing data, I employed Constant Comparison Analysis (CCA) method as defined by Glaser and Strauss (1967). This form of analysis helps to take a large amount of data and compress it through the use of continual recording and comparison with other incidents found during the coding process (Glaser and Strauss, 1967).

As outlined above, during the first and second phase of the analysis, I practiced open coding. This allowed for careful consideration of each code developed and where it may be possible to combine similar codes (Glaser & Strauss, 1967). Reading through each interview, focus group interview or artifact I created these codes, one at a time. Within the text of the document, I identified codes that stood out because of their relationship to the research question regarding the IB curriculum's influence on the growth and development of the school. I later looked for data that might be reflect aspects

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of my theoretical framework that uses Fullan's (2006) theory of action and Stillisano et al.'s (2011) identification of themes across a school district implementing the IB curriculum. Lastly, I remained open to analyzing data that I did not anticipate finding and worked to identify appropriate themes in relation to these codes.

Interpretation of the data involved member checks and triangulation of data from the multiple methods of my research design and the framework within which I have determined a priori areas of focus. These included the process of starting the school from the ground up and using the IB curriculum as a foundation; also, I was looking at the experience of the teachers in terms of creating transformative mechanisms of teaching and inquiry occurring between CIS and CSU.

Theoretical Framework

The theoretical framework that I utilized when analyzing my data draws from sources within the literature. It is conceptualized as how the International Baccalaureate curriculum is at the intersection of parents' desire for their child's accumulation of social capital, teachers' desire for meaningful curriculum, the school district's desire to reinvent itself, and the university's desire to develop a lab school with wide spread academic implications.

As the Campus International School is serving as a site of innovation, Fullan's (2006) discussion of change knowledge and the seven premises in his theory of action are applicable. He states, "We have been using and refining our change knowledge over the past decade, in particular in order to design strategies that get results. In these cases the change knowledge at work is being used deliberately and in a self-reflective and group-reflective manner" (Fullan, 2006, p. 8). Fullan's seven "underpinnings" of change are as follows: a focus on motivation; capacity building, with a focus on results; learning in

context; changing context; a bias for reflective action; tri-level engagement; and persistence and flexibility in staying the course (Fullan, 2006, p. 8).

I also used Stillisano et al.'s (2011) eight themes identified in their study as important to this study. Stillisano et al. found the follow areas of focus for IB schools in urban settings: recruitment and retention of staff, balancing the IB philosophy and accountability requirements, bureaucracy and lack of district support, improved professional practice, instructional focus on higher-level thinking and learning, cultural awareness, and relevance of student learning.

These two sources in particular afforded me the ability to identify ways in which the IB curriculum is impacting individual and institutional growth while also determining the role it plays in developing a new, urban school at the heart of a university and school district partnership.

Trustworthiness

According to Baxter (2008), to ensure trustworthiness, the researcher should employ a triangulation of data. This occurs by using multiple methods to collect data, which in this particular instance included the phase one (Glass 2012, 2013) and current phase two data sources. Triangulation was also achieved through the inclusion of different constituent groups, through which variation in perspectives and experience was revealed. I also met with my advisor, who conducted audits of my data analysis. These efforts at achieving trustworthiness helped to increase validity and rigor. I also documented in a journal my questions and concerns as well as ethical and methodological dilemmas as they emerged in the study, offering necessary attention to research reflexivity. Periodic meetings with my advisor assisted in attending to such issues and other challenges to data collection and analysis.

Researcher Subjectivity

A qualitative research approach provides the researcher an opportunity to study people in real-life situations (Yin, 2003). It is essential that the researcher be able to attend to her subjectivity through reflexive notes. Moments in which methodological dilemmas may arise, such as in the use of particular probes during an interview or in the direction of my analysis, were considered as well as ethical dilemmas related to my close relationship to the site and its participants.

I was an educator for six years in an urban, north-western public high school and have seen the effects a traditional school curriculum and high stakes testing can have on student achievement and the role that parent involvement plays in such achievement or lack thereof. While I am a strong proponent of public education, I am also keenly aware that there are other models that could be applied to existing public schools. As the majority of the IB schools in the country are public, I believed that this study could prove beneficial to school districts looking for a new mode of teaching and learning.

Because I was a graduate assistant at CIS before and during the case study, I worked to ensure that I was aware of my subjectivity regarding the school and my relationship to its stakeholders. Due to my previous involvement, my assumptions were that teachers would feel supported in their classrooms and as a professional, with the IB curriculum helping them to hone in on what made learning meaningful. I anticipated that the participants might view the interview as a positive experience and see its value to informing stakeholders and the field.

In order to minimalize any of my own subjectivity, I used a self-reflective journal throughout the process. I made sure to include notes at the conclusion of my interviews where I considered my own assumptions and aspects of the interview, such as the

participant's body language or different cues, language, or ideas that I found interesting

or puzzling from the interview. I reflected on these notes and consider how they might

shape my ongoing data collection and analysis.

Chapter IV

Data Analysis and Findings

Building on a prior contextual study conducted as part of a research fellowship (Glass, 2012, 2013), this research focuses on how teachers experienced the International Baccalaureate (IB) program and what role it played in the ongoing development of a recently founded urban school at the center of a district-university partnership. The purpose of this chapter is to present the themes that emerged from the narrative of teacher participants when discussing how the IB curriculum has impacted their classrooms and educational philosophies.

So as to provide context regarding the history, it is necessary to understand how the school came into existence, along with the rationale behind this particular curriculum and how it would impact the development of the school. Within this section, I will be drawing from a study of archival documents related to the planning and establishment of the school (Glass, 2012).

Historical Context

In an effort to "attract and retain" individuals with school-aged children to a Cleveland school in the downtown area, Cleveland State University (CSU) and Cleveland Metropolitan School District (CMSD) agreed in January of 2010 to collaborate on the

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creation of a public school that would be housed on the CSU campus. Both parties committed to promote a "high quality education" for all students while also allowing them the ability to garner the necessary skills for education after high school, in part to the resources available as part of the partnership. One of the other main goals of the school was to encourage innovation and creativity that would be applicable to other schools within the Cleveland Metropolitan School District.

An individual from CSU and CMSD was chosen to serve as co-chairs of the newly created committee that would serve as the deciding body for all issues regarding the school. This committee was called the New School Design Task Force. As stated by Co-Chairs of the New School Design Task Force, the design took into consideration the following:

The purpose of the school is not to merely educate a small number of students well. Rather, it is to develop successful techniques and utilize the talents and skills of faculty, teachers and CSU students to create a model of success that can be replicated throughout the CMSD... and beyond (Task Force Binder: Recommended Plan, n.d.).

Eight particular areas emerged from the Task Force's plan, which highlighted the specific steps the Task Force felt were necessary for implementation. As CSU partners desired for the school to be on campus, only sites within direct vicinity of the university were considered. The Task Force decided that the first location of the school should be the First United Methodist Church on the corner of East 30th and Euclid Avenue ((Task Force Binder: Recommended Plan, n.d.). The facility research conducted in choosing this particular location included a review of CSU and CMSD properties and other areas

within the downtown. All of these properties would have required "extreme" renovations to be functional as a school (Task Force Binder: Recommendations, n.d.).

There were many benefits to selecting the church site, including the following considerations: the site already had a school complex attached to the church; parking accommodations for staff and stakeholders were available; and minimal modifications were needed for occupancy of the site. Thus, the school opening in August 2010 was conceivable; the downtown location was in line with the mission and vision of the school as set forth by the Task Force; there was improved transportation availability for students and the potential revitalization of the neighborhood was likely due to the school helping to serve as an anchor site just outside Cleveland State's borders; the church sanctuary was placed on the regional historical registry, which made the church leaders want to see the facility in use while also providing for the community; the church leaders were willing to negotiate a long-term lease so that the building remained occupied; and church leaders took the lead in designing a lease proposal, which enabled CSU and CMSD to move more quickly than if it had been left to one them (Task Force Binder: Recommendations, n.d.).

It was important that CSU attempt to be the lead lease agreement holder, as CMSD included in its academic and financial transformation efforts the ability to downsize properties. The district had been continuously losing student enrollment over the last few years and was attempting to become fiscally solvent. CSU was listed as the tenant, which meant that the university was responsible for paying the expenses to operate the building and the condition of the premises would be "as-is, where-is."

The Task Force also recommended that a funding method and location for the final school (capacity 500 students) be determined by January 2011 ((Task Force Binder:

Recommendations, n.d.). However, this was not completed until the spring of 2012, which led to the current residence of the K-4 grades in Cleveland State University's Cole Center, which still houses the university radio station on the top floor. This location is at 3001 Chester Avenue. The 5-7 grades returned to the First United Methodist Church on the corner of East 30th and Euclid Avenue. The plan is to establish a K-12 campus in the future once a site has been identified.

The Task Force determined that CIS should utilize the same recruitment strategies used by other CMSD New and Innovative Schools of Choice, as CIS would be included in this portfolio. It was stated that the school would "adhere to a targeted equitable ratio of students comprised of: Cleveland Metropolitan School District Students; children of Cleveland State University's faculty and student body; and students from the greater Cleveland region" (Task Force Binder: Recommendations, n.d.).

The Task Force also stated that when recruiting students, part of the presentation should focus on the "need/requirement" for parental involvement. From very early on in the Task Force process, it was determined that the school would use a lottery once they had reached capacity; however, no documentation exists on how they determined the percentages from each area for enrollment (Cleveland proper, suburbs, CSU faculty and full-time students). The final breakdown was 65% student intake from Cleveland proper, 20% from full-time staff or students at CSU and 15% from the outer ring suburbs of Cleveland.

The selection of a particular curriculum was done after much consideration between the International Baccalaureate (IB) curriculum and the Asia Society curriculum. The IB curriculum was decided on due to its ability to be implemented quickly and with relatively little training. Some other factors that influenced the Task

Force's recommendation for IB include the following: a language immersion program requirement, which would facilitate the teaching of Mandarin through CSU's Confucius Institute; the IB label was already recognized for excellence; a large society of schools existed, including within the surrounding area; and a diploma from an IB school is recognized world-wide (Task Force Binder: Recommendations, n.d.).

While the Task Force determined that little training was needed for IB implementation, none of the teachers hired had any training prior to working at CIS and frequently did not receive much, if any, training afterwards. Teachers relied on learning from peers as the year progressed. Coupled with that, the school continues to grow by one grade level each year, which creates its own new set of challenges regarding staffing, student enrollment and space.

The IB curriculum that was implemented is created by each grade level team and modified each year based on student need and interest. Teachers had very little to work with and in some instances, no examples from which to draw from. This required a great amount of personal agency on the part of faculty and administration; individuals were not completely constricted by district mandates but instead used creativity to design engaging lessons relevant to what students are interested in learning about while pushing a global perspective. Thus, the IB allowed for ownership, which was appealing to teacher participants, even if state standards must still be implemented. The majority of the teachers said that they were drawn to teaching at an IB school because they already held similar beliefs about teaching or were mirroring the tenets of the IB curriculum previously. One teacher summarized her connection to the IB philosophy in her statement: "That is who I am and that is how I teach. It seemed like a perfect fit" (Glass, 2013). Given the history of the school and the teachers' enthusiasm for the IB

curriculum, the experiences surrounding its implementation are vital to understanding how the school developed.

Core Themes

The purpose of this study was to examine the relationship of the International Baccalaureate program to individual and institutional development at a recently founded urban school at the center of a district-university partnership. Six themes presented themselves during data analysis. Within the theme *Teaching in a Different Way* I discuss how once teacher participants became familiar with the tenets of the IB, they feel as if it aligns directly with the way he or she has always wanted to teach. In *Serving Two Masters* I explore how teachers work to follow state required standards while also using the IB curriculum in their classrooms; the combination of which can be challenging. *Going the Extra Mile* highlights how teacher participants are willing to worker longer hours and extra days to maintain constant preparedness in the classroom and good communication with parents. Data analyzed within the theme *The Weak Link* reflects how teacher participants view themselves in comparison with other teachers at the school and that the level of commitment to the school's mission must remain high or he/she risks letting down the school community. Finally in *Living in the Unknown* I discuss how the future of the school is in a constant state of flux, where issues such as staffing, space and enrollment cause anxiety for the school community. Included within the findings is an earlier study of the archives (Glass, 2012) as well as results of a related study (Glass, 2013) that looked at the following: the nature of the CIS partnership between the university and the school district; parent and teacher involvement in the school's growth and development; policies such as intra and inter-district enrollment that contribute to the diversity of the student body and students'

exposure to cultural fluency; and the relationship of the IB curriculum to the school's

program and development and to its potential to increase students' social capital. Within

that data was the emerging theme of the prominence of the IB curriculum. These earlier

findings serve to triangulate my interpretation of the data collected for this study.

      Teaching a different way. Joining a school setting that has been recently

designed can be a daunting experience in and of itself; couple this with an unfamiliar

curriculum and the outcome can be overwhelming. The teacher participants in the study

were subjected to both at CIS and worked hard to overcome the initial anxiety that shook

their professional confidence. As one teacher noted, "When we opened, we didn't really

know what we were doing. We were strangers, no one knew each other, and everybody

was way out of their comfort zone." In prior school settings, the teachers were part of a

known, traditional model in which they played little part in modifying or influencing the

system in place.

      Entering Campus International School for the first time changed all of that. These

teachers were considered a core component of all decision making, from how classrooms

would look, to who was hired, and what approach the school would take to implement the

IB curriculum. "It was a lot of work and a lot of being overwhelmed, but also to me it

was finally, like, 'Oh, I can do things the way I want, the way I've envisioned things

happening.'" As none of the teacher participants had received prior training on the IB

curriculum, the learning curve was steep, even "scary," but the majority of the

participants responded that they were drawn to teaching at an IB school because their

own styles and philosophies mirrored those of the curriculum. In prior settings, teachers

were dismayed because they believed that not all lessons should look the same for each

class, as designed by the district curriculum, since this often does not meet the

differentiated needs of individual students. They also valued going outside the scripted lessons and incorporating student interests into their instruction, which was difficult when certain lessons and standards needed to be done by a particular date in a mandated timeline. But most importantly, teachers appreciated that the IB curriculum allowed them the ability to attend to emotional and social needs of the child as well as the academic through the Learner Profile.

That said, many of the participants wondered whether they were going to be able to teach in such a new way and if their students would be receptive. Regarding that first year, one teacher participated stated, "I cried every night. I felt like I had to throw everything I had been taught—or everything I had been doing for the last however many years, 12 years I had been teaching prior to coming here—out the door and learning everything new." One of the biggest challenges was for the teacher respondents to relinquish the control over lessons that they had held in their previous school settings and "let them [the students] go." The IB encouraged teachers to design lessons that were more student-centered, as opposed to teacher-driven, and respondents found that students were much more capable of doing self/peer guided activities and researching, if the expectation was set for them. A teacher said,

> Where before it was very simple to write lesson plans a week in advance, two weeks in advance, sometimes you could go even a month in advance. You cannot do that [here]. I'll write them out constantly, retyping, restructuring because of where their enquiries brought us one day might change the rest of the week.

As time went on, the teachers reported that they began to feel confidence and camaraderie, which allowed everyone to embrace the positive, caring, committed culture and IB curriculum that CIS was attempting to instill in this new school.

The IB curriculum gives students more hands-on experiences and the opportunity to interact with real world situations, as opposed to merely reading out of textbooks and following a traditional classroom routine. A classroom teacher said, "At our school, we're actually living and breathing and doing the work. We're involving our kids." The Learner Profile was consistently identified as a core component for enabling student growth. Teachers reported that the language allowed them to structure their lessons in a way that gives students a voice in the educational process. The various terms associated with the Learner Profile are constantly infused into the discussion of students and teachers alike, allowing for a common denominator in all conversation. The International Baccalaureate Organization states that the Learner Profile "represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities" (http://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf). These attributes are as follows: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. A specials teacher (music, art, physical education or media) discussed how not only do the teachers encourage students to live the Learner Profile but that it is essential that teachers do as well, "When you speak it, you also have to demonstrate it."

Data from an earlier study, using focus groups with parents, corroborated that the teachers were teaching in a very different way than they had previously encountered. Parents discussed how children they had at the school were exhibiting different characteristics than siblings at the same age that attended a traditional school setting. Children at CIS were considered to be curious and slow to anger or aggression. It was viewed that the Learner Profile was giving them a different perspective and language to

use. One mother said, "We use it, too [the Learner Profile], and I think it's helpful and it's not just a school thing you know it's for the real world and outside of the school as well" (Glass, 2013).

Teachers also indicated that the IB's emphasis on global citizenship has infused the school culture with emotional sensitivity and a willingness to work through challenging situations. One teacher stated, "Everybody is understanding of everyone else's feelings and the world around us. At my old building there was very little talking out the problem, you were fighting your way out of the problem with the students." The data suggest that parents and teachers see the curriculum as contributing to a school culture that encourages teachers and students to "be the best they can be" and make a difference in the world, whether as a kindergartner, sixth grader or adult.

While the school culture was enabling students to be understanding, both district and university officials discussed how the curriculum was also helping to prepare students for a diverse and changing global economy. In an earlier study (Glass, 2013), using a focus group of 4th graders, students spoke readily about different countries, people and ideas in a positive way that many hope will translate into employment success upon completion of high school or college. As one university official said, "The borders are being torn down... So what this does is to start preparing you [students] for the careers that you will be engaged in. Having that IB curriculum gives you the inside track" (Glass, 2013).

The IB curriculum increases social capital by enabling the students to have a shared curriculum and language with students from all over the world. Future schools and employers will recognize that having an IB curriculum ensures that the student has been taught with a global perspective. Also, those within the city are aware of the reputation

the school has garnered for its provision of rich student-adult and peer interaction. That said, while the context and culture of CIS provided a solid foundation for personal growth and understanding, the broader context demanded that the children be able to demonstrate competency on standardized tests, or risk the school district dismissing the ways in which the school was proving successful.

Serving two masters. There are many factors that are used to judge the quality of a school, but often the score on the state report card remains paramount in the public's eye to whether a child will attend there or not. Driven primarily by standardized test scores, school districts are forced to push instruction in the direction of test adherence, or face a loss of students and funding. Campus International School is attempting to carry out a balancing act between this reality and the International Baccalaureate curriculum design. The result is teachers who are working hard to obtain standardized test scores that show real growth and success for their students while also staying true to the framework of the IB curriculum. As one teacher lamented "serving two masters" weighs heavily on the minds of teachers who think that the lessons they are teaching as part of the IB curriculum will help students in the long run but are not given as much importance by the district. As one teacher explained,

> I think a lot of the struggles come from CMSD, where they have their own
> program and we're expected to follow it, even though that is not our model...The
> rest of the district does AR, accelerated reader, in which I know the primary
> grades have a lot of low-level questioning. There was a lot of push back because
> we do not do that. We don't, we want to ask them all types of questions and we
> don't want them to just get used to answering low-level questions, we want them
> to think deeper, wonder, not answer everything for them, research.

While there have been efforts to facilitate higher-level thinking in recent curricular reforms, such as the Common Core, critical thinking is not given the level of importance in a traditional curriculum that the IB curriculum and CIS staff believe it deserves.

Another unique component of the IB curriculum is that teachers adopt a trans-disciplinary approach, which allows for multiple subjects to be taught at once, as opposed to each subject being its own separate entity and time block every week. Teachers use unit planners, which are collaborative documents created by each grade level team that are continually evolving; they are concept based with a central idea and activities that are driven by inquiry. As previously stated, they are trans-disciplinary and address all content standards at each grade level along with IB standards. The planners are at the center of all teaching and learning and are created using backward design. Additionally, the planners include elements of the Learner Profile that should be developed throughout the unit and the trans-disciplinary skills that students will be able to practice and apply to other situations. Unit planners do not need to follow a prescribed timeline. For instance, the planner can rely more heavily on Social Studies for six weeks then flip to a planner that contains more Science. A teacher said, "With the IB, as long as you're covering the standards and they're getting mastered by the end of the year, that's what's important, it's not the time." As the learning is student driven, some classes are able to master the concepts significantly more quickly and move on to the next standards. This was a distinct departure from the previous way teachers had taught, as teachers noted they think that the ability to be a self-starter, think independently and work collaboratively will be especially useful in the students' higher education and future work life. Teachers also spoke frequently of the ways in which the IB curriculum was allowing students to realize that the world was bigger than their own backyard. As one teacher noted,

[I]t's not based on whether you know what five times five is in a timed test. I

think it's teaching our students to know about who we are and how we express

ourselves and where we are in place and time and all these other aspects that are

more globally centered, rather than if you can answer ten multiplication problems

in eight minutes.

Often this mismatch between the IB curriculum and testing results in teachers

attending trainings that they do not believe are relevant to their day to day teaching, or

having to infuse their lessons with information they do not think is beneficial to the

overall child because the bottom line "remained test scores." Teachers point to the

continued success amongst their student body as proof that the curriculum is working;

however, many do not believe that the district is recognizing them for this. One teacher

thought that as long as test scores were good, the district would continue to be supportive,

whereas, if scores went down support for the school may decrease as well.

Teachers discussed at length how the IB curriculum promotes action by students,

and supports students in finding ways in which they can make the world a better place.

While not taught within a prescribed skill set, students are aware of the actions they are

taking and the consequences they may have. Students are able to take ownership of their

learning and resolve conflicts on their own. While not testable, the teachers believed that

helping to create a kind, thoughtful student body with an emphasis on global awareness

and tolerance would serve students greatly in the future.

Parent respondents indicated that along with its diversity and global outlook, one

of the main reasons that they chose Campus International School for their child was

because of the school's move away from a strong focus on standardized testing. One

mother said, "As more and more public schools are teaching more of the standards, we

wanted a curriculum that was gonna be more critical thinking and the IB curriculum really does that" (Glass, 2013). One 4th grade student from the focus group stated that she felt more prepared for college because of the IB curriculum, and classmates agreed (Glass 2013). Teachers felt strongly about standardized testing and its effects at CIS as well. A teacher commented

> I think that's so frustrating for us because we are about educating the whole child and not just how you score on a test and I think that's something they need for life. You are not just graded once a year in your life, and we teach our kids, you're more than the test, you're more than the test. Unfortunately, the district doesn't have the same ability to look at it through that lens.

Out of all the positives regarding the curriculum, the emphasis on testing caused one area of concern. Teachers are worried that children who struggle academically have a harder time switching from the child inquiry driven and relatively open-ended format of the IB curriculum to the rigid structure of standardized testing. As a school that does not typically center its learning on test material and testing strategies, some students become easily confused when it's time to take the state required tests. As one teacher commented, "They can't switch from, okay, I get to *choose* how to do this to, no, this is what the question *says* and they can't transfer the knowledge." In its present format, high-stakes standardized testing focuses on a much more narrow scope of content and its design may limit some students from accurately demonstrating the amount of knowledge they have gained in the classroom.

The curriculum format also makes the higher level thinking required by the IB more difficult for those struggling students and could potentially set them back further academically. When asked, respondents stated that "75-80%" of the student body truly

grasped the concepts of the IB and the ways in which those concepts aided their

understanding of classroom learning. That said, teacher respondents discussed the ways

in which the curriculum brought out curiosity and the desire to learn, even in a child who

struggles academically or has been identified with a social or learning disability. This

proves difficult to quantify on a test.

The emphasis on a global awareness encourages students to learn about different

cultures and is especially beneficial to students who might not have been exposed to a

broader world due to the persistence of racial and economic isolation in their

communities and neighborhood schools. Students are regularly given opportunities to

attend Cleveland State University campus, the Playhouse Square and go on a myriad of

other field trips throughout the city. Teachers say that all of these experiences contribute

to the yearning for more knowledge and increase the confidence children have when

speaking with adults and professionals. While this unique set of conditions creates an

environment of achievement, teachers must continue to be the driving force in the

classroom.

Going the extra mile. Due to the high interest in Campus International School,

and maintaining a diverse population, students are drawn from a lottery system with no

entrance exam. With the school allotting a particular amount of spaces to students from

the city limits, along with the suburbs and full time faculty and students of Cleveland

State University, there is a distinct economic diversity that enriches the ability to

accomplish what many other schools cannot; students who may otherwise have been

educated in an under-resourced or racially segregated school settings are instead nurtured

in an environment rich with parent support, a diverse population, and resources. While

this does not free the teachers from dealing with behavioral and academic challenges in

the student body, as some teachers narrated was a commonly held thought by peers in the district, it does help to disrupt the way schools can socially reproduce exclusion of students vulnerable by economic challenges or whose academic experience is such that they require more individualized support. According to respondents in this study and a prior study (Glass, 2013), the approach by the school community and teachers to these social and educational issues is what makes the difference in the outcome of these particular situations and helps to limit the amount of students who struggle with emotional and/or behavioral problems. One teacher stated

> We just care so deeply for our kids and are willing to go the extra mile...we just care so much that some of the kids who have been so challenging would have never have had that. When they don't have that, that feeling of loved and being cared for, that behavior escalates.

It was difficult for teachers to state whether they thought that the IB culture or the staff helped to reduce the number of students inappropriately identified as having a learning or emotional disability; low-income students and students of color also tend to be at greater risk for mis-identification in an under-resourced school. One teacher stated that the curriculum encouraged the staff to be overly caring and supportive. This teacher pondered how students who were placed in a traditional setting might have fared. She lamented that the children could "end up on the wrong track" with a serious discipline record or misidentified disability due to behavior. Neighborhood schools in urban districts typically lack the social capital and resources CIS has to provide the attention and structure used to promote positive outcomes in these children with emotional challenges or children who struggle with classroom expectations.

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Teachers also discussed how students who come to CIS after they have been in another school for a period of time are accustomed to different policies relating to discipline. While other schools typically send home misbehaving students, CIS does everything it can to keep students in school as they know learning will be disrupted and the punishment will serve more as a reward. Teachers also discuss how the culture of the school has influenced student behavior,

> …now they're [students] conforming and going toward being more principled and balanced because they're seeing the majority is that way, whereas a traditional Cleveland school, the majority is not following the Learner Profile. I'm not sure if it's the IB. I mean, it's the culture we've established here and they're using IB, but I think it's the positive role models.

Not only did teachers narrate how they were putting in more time, but they also spoke about how students are benefiting from a highly engaged community that allows teachers the ability to go further in their teaching and its impact. The community, recognizing the uniqueness of the school within the district, has rallied behind the school, both financially and personally. Volunteers from the community and university are regularly in the building, thus increasing the adult to student ratio. This access to such a diverse group of racially and socio-economic individuals helps to increase the students' social capital by exposing them to a broad and dense network of different professionals who will be able to provide meaningful sources of capital, such as letters of recommendations and access to potential internships and employment opportunities when the time comes. The students will thus have a greater ability to network as a result of the social networks they have constructed at the school. As Tierney states, "Social capital is the scaffolding that makes trust possible" (p. 21).

This additional support also enables students to receive true differentiation in their learning, for both those that are struggling and those who are excelling. This affords the teachers the chance to teach lessons where they know that the needs of each individual child are being met. This differs greatly from the previous settings of the teachers, where they were challenged to balance and accommodate the needs of every child on their own. In additional to human resources, the school has received many donations of classroom materials, electronics and even a playground from private donors, charitable organizations and the university. Cleveland State views this as an important component to being a good partner and being viewed as such; the school is allowing Cleveland State students and staff the ability to increase undergraduate student learning through pre-service teacher intern hours in the school, and the partnership has also moved faculty research forward at the same time (Glass, 2013). All of this helps to provide a better experience for the children. A district official stated that she believes there is such a high level of support for the school because anyone who visits or associates with it notes that staff and students are "engaged" (Glass, 2013).

Teachers narrated that this engaged learning is the result of them working harder than ever before, often with consequences that they did not intend. According to a prior study by Glass (2013) such commitment to the children's education often comes at the expense of their own personal time and family commitments, especially because the IB curriculum is entirely new to them. One teacher stated,

> I think that I hate to say that I at times neglect my family but I put so much time
> and energy into doing what is right for the school, my classes and making sure
> that parents have a direct line to me. That sometimes causes me to disconnect

from my own children and what they need from me. Then am I being as involved as a parent as I want for my own students? I wonder… (Glass 2013)

While teacher respondents acknowledged that collaborating was a positive experience at CIS, they also noted that all of the time spent teaching and collaborating leaves little time to get their own work done. Teachers frequently come in on weekends to work in their classrooms and are in constant contact with their fellow grade level teachers throughout the day and night. One teacher stated that she speaks with her peers more than her husband, which puts strain on their relationship, "He works and when his time is up, he's done." Making time to communicate with parents is also an essential component to the teacher formula at CIS. Fourth grade students seemed to reinforce the idea that communication amongst the parents is extremely frequent, with one student going as far as thinking that his parents were friends with his teacher, "Because they talk to her all the time." The students viewed the principal as "their mom" and felt that the teachers worked with them, as opposed to against them, which is what was felt at their previous school location (Glass, 2013). Teachers discussed calling students on days they were home sick or if a birthday occurred on a weekend. Teachers reported willingly answering their private cell phones, to which parents have been provided numbers, no matter the day or time.

Such commitment to the cause is high and the end result is the quality of education the students are receiving. As another teacher commented, "There's no taking a day off, even when you're here. You have to be on, you have to be at your best because you never know who's going to walk in... and you want to make sure that your students are getting the best education you can give them." Teachers are quick to comment that they put much of the pressure on themselves and have set the bar high for what good

teaching looks like and remaining true to the mission of the school. One teacher even discussed that when the IB officials came to tour the school for authorization, they discussed their concerns about staff mental well-being. "You guys need to find your balance, because you're going to burn out."

This is highlighted as one of the biggest challenges of working at the school - the need to "keep up the momentum." Teachers acknowledge that because there is such "buzz" around the school and that visitors are a regular occurrence, teachers are never afforded a less than stellar moment in their days. Teachers understand that the education the students are receiving is paramount to a bright future, and for many of the students who might otherwise be attending a far less resourced neighborhood school, every minute counts.

The weak link. As the reputation of the Campus International School continues to grow, and its presence continues to positively influence the view of Cleveland schools by city residents, key stakeholders understand the importance of supporting this upward trajectory. One way to do that is to continue staffing the school with skilled educators. Respondents in a prior study (Glass, 2013) indicated that it was a commonly held belief that the quality of teacher was higher at the Campus International School than at other traditional schools in the district due to the fact that each individual had to go through a "grueling interview process to be hired." It was evident that if a teacher did not "buy into" the mission of CIS and the additional responsibilities that were associated with working there, that she/he would not have interviewed in the first place. Often, the principal and liaison found that teachers would express initial interest in obtaining a position at the school, due to its reputation, but would fail to write an essay answering three simple questions regarding their teaching. Being unwilling to do something outside of the box

that required minimal effort was an immediate red flag that the teacher would not be a good fit.

Some of the teachers even felt intimidated by their fellow peers upon first meeting due to the high level of intensity and drive found among them. One teacher said, "It's like all the teachers were the valedictorians at their old buildings but then you come here and it's like Harvard." The stress for perfection is evident in the interviews, as teachers consistently stated time and time again that he or she did not want to be viewed as the "weak link" in the faculty and that the building was filled with "overachievers." The majority of the teachers in the building had served as mentors to other teachers, were involved in many district programs, and had seemingly accomplished many things within their professional careers. One respondent referred to other staff members as "power teachers" and wondered whether she truly belonged with this particular group of people. In order for collaboration to occur, trust needed to develop among the peers, which teachers indicate took some time to develop.

Teachers discussed that in the beginning, individuals were fearful of going to one another for help because they did not want to appear incompetent, even though they were "flying by the seats of their pants" in terms of creating the required unit planners and then teaching the planners to the children. As time went on, it became apparent that collaboration would be necessary for the school to be successful. This was a direct departure from the experiences that teacher respondents had had in their previous school settings. Doors typically remained closed and teachers did not share with one another strategies that were working, for fear that another teacher would use said strategies and "outshine" the creator. This behavior likely stemmed from the teachers residing in buildings that were sorely under-resourced and lagging in state academic standings. In a

system where 50% of a teacher's salary is based on student test scores, including CIS teachers, the collegiality of CIS isn't necessarily an option. The conditions under which the teachers from different schools are working are exceptionally trying and when faced with potential job loss, any advantage is a meaningful one.

Living in the unknown. The school district has faced many severe challenges over the last twenty years, including losing over 30,000 students and having a high percentage of the schools in academic emergency. Because of perceived district mismanagement among parents and staff, individuals are wary of how the district will handle the Campus International School and many are concerned the vision of a K-12 will not become a reality, or that the structure of the school will change (Glass, 2013). Coupled with these concerns, teachers struggle with the constant influx of new teachers as the school takes on a new grade each year. These new teachers are unfamiliar with the IB curriculum and the ways in which the IB still continues to challenge even those who have been in the setting for some time. Teachers discussed conditions at the time the school initially started, and the staff was so small it was more like a "close knit-intimate group of people" and that everything was manageable. Now, they note, the school has more than doubled in size, which has increased responsibilities for everyone. A teacher commented,

> Again we are trying so desperately to do it perfectly... that's really hard. We have a lot of overachievers here and that can be very frustrating because we are all so used to having the right answer already or at least thinking we do that that living in the unknown is disconcerting.

As the initial school setting was literally coming together at the same time teachers were first beginning to teach IB to new students, the situation became

overwhelming for many. All of the learning about IB was being done in real time. In the first year, desks were not delivered until the weekend before school opened, lessons remained unplanned and some of the initial hires were not completed until days before; this left teachers to choose between aesthetics and academics. This dilemma has been continually repeated by every new hire in each subsequent year, which also proves challenging on its own.

Teachers are put through a rigorous interview and mock lesson before they are considered for the job. Once a candidate has been chosen and committed to the extended responsibilities required to work at Campus International School, the staff recognizes it must be patient while that new teacher finds her/his footing with the curriculum; while this may sound easy, most veteran teachers reported it was not. As one teacher noted,

> Our biggest struggle I think is growing every year and we just have to embrace that. Getting new staff and trying to share our vision and our learning with the new staff in a way that's understandable for them but isn't overwhelming. I think often we forget and they don't know how when we started we knew nothing. We thought we knew something, but in retrospect, we didn't know as much as we thought we did.

Teachers commented that in the beginning they were forced to take risks in their teaching because there was no one to tell them if what they were doing was right. Having such uncertainty about the curriculum allowed teachers to interpret it as they saw fit, which led to a heightened sense of creativity, both in the classroom environment and in the lessons. Many teachers believe that academic freedom and autonomy is what helped make the school into what it is today.

Now that the school has been in existence for a few years and planners have been reworked with proper training, new hires do not have the same experience. The variation in understanding of the IB curriculum that exists due to years of teaching can be stark, as teachers who have been with the school for a number of years have a foundation for what the IB curriculum is asking of them in the classroom, as compared to a teacher who has had no interaction with the curriculum previously. The more seasoned IB teachers struggle to slow down their planning to accommodate the learning curve of new peers. As one teacher described it, "It's deja vu every fall" in regards to what information needs to be covered in grade level and whole school meetings. This issue will continue as the school grows.

Over the last five years, the size increase has also brought about other challenges - spacing and enrollment. The initial church building was supposed to last three years (Glass 2012) but was only able to accommodate the population for two years due to increased enrollment, and then a second site that was supposed to last for three as well but ran out of space after two (Glass 2013). As of the 2015-2016 school year, grades 5-7 are located in the original church site. In a prior study (Glass, 2013) a university official admitted, "The big challenge is the fact that it is one school that is almost always oversubscribed. So that has increased pressure for us and the district to increase the number of sections [classes for each grade]."

The lack of a future plan and site has rattled the Campus International School community. An individual long involved in the school's development said that the original plan was deeply flawed and that the "devil is in the details." In the Glass (2013) study and this current study on teacher experience, space was the number one concern about the future that every participant provided and the ability to solve this issue remains

complicated. As one teacher said, "We have no space to grow. Even next year they're talking about two different spaces and what's that going to do to our culture?" As a school that cares very much about its culture, this has been of serious concern. Parents discussed how CMSD was known for its uncertainty while a university official admitted that a compromise needed to be made with CMSD on the "timing of these decisions. It has always been at the 11th hour. Even moving into this new building [the second site], it was the 12th hour" (Glass, 2013).

Teachers discussed how they felt that the support of Cleveland State was making the district more accountable to the unique needs of the school but that their involvement could increase in areas where the district was deficient. As one teacher said,

> I think they [the district] want to understand it [IB curriculum], I don't think it's that they don't care about it, by any means, I think that they just, to understand IB really takes an investment in professional development and I think that they just don't have the time to invest in just IB, that they're entrusting us and [the school leadership] and CSU to kind of feel that out.

In a related manner, according to a prior study (Glass, 2013), professors of the college were upset because they themselves had received no training on IB and, therefore, felt ill prepared to partner with teachers on activities. When pressed on whether the university should take a more active role in the day-to-day decision making as a true partner (outside of funding, research and additional staffing), a university official admitted

> I think that we need to better integrate… That is a process. We will get there. There is good communication with the leadership. We have identified ways that we can further the relationship. But to get full engagement with each other is going to take concerted effort on all of our parts...[I]t can come off as a criticism

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that CSU has given the building and all the space and all of this construction but

why the heck are they not making these other decisions?

Presented with such contradictory information, one could believe that not only the

teachers are living in the unknown, but the partnership is as well. The lack of clarity

amongst the stakeholders as to who supports the implementation of the IB curriculum

undermines the trust that the teachers, parents and community have put in the partnership.

A re-evaluation of responsibilities for each member of the partnership might be beneficial

in this instance.

In summary, my research uncovered five key themes about CIS. The five themes

were:

1. Teaching in a different way

2. Serving two masters

3. Going the extra mile

4. The weak link

5. Living in the unknown

These themes demonstrated how the IB curriculum both supports and challenges the

ways in which teachers approach their practice. It is evident from the data that having

additional support systems in place, such as a strong community and university

partnership, enables the implementation of a non-traditional curriculum in a non-

traditional school. If school district officials had better understanding of the curriculum,

the ability to recognize success outside of standardizes testing might be realized. In

chapter 5, I discuss the findings and their importance and significance.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

As a prior high school English teacher, I witnessed first hand how a dysfunctional school system could be potentially damaging to the education of the student body it was tasked to educate and to the teachers who were to helm the classroom. Upon resigning from my teaching position and accepting a placement in the doctoral program, I was assigned as a graduate assistant to this school of study within a few weeks of it opening. My job responsibilities were undefined and as result I was able to fully integrate myself into the small staff and take on activities that no one else had the time to do, including creating the school newspaper and a Wiki space for parents to post comments and stay current with school updates.

What I witnessed within these first two years was public education working for the community, the teachers, the parents and the students. All of the stakeholders were extremely dedicated to the cause because we felt as if we were on the cusp of changing education in our city and making education work the way we felt was most holistic and beneficial to the children. This engagement completely countered my prior experience with public education and renewed my sense of purpose in the profession. When I reflected on the components that made this particular school seemingly work, I was

drawn to the dynamics of the partnership and how it was functioning outside of the typical parameters between a university and school district.

My supervisor, a college professor on sabbatical, worked side by side with the school principal to get the building in place and help decide what the future of the school would look like. My previous experiences had been limited to a university partnership offering teachers a discount on classes needed to maintain licensure in exchange for an influx of student teachers. Not surprisingly, when I began to research this partnership, I found that the aforementioned is most typically the norm. This led me to wonder what exactly made this current partnership work and function? I also believed that the focus at CIS was in stark contrast to the present structure in education, where there is a narrowing of curriculum, an over-reliance on test scores and the undermining of teacher competency and decision-making (Meier, 2004). This is even more pronounced in neighborhoods that are under resourced and economically/racially isolated (Meier, 2004; Ravitch, 2010).

As a result, I conducted a qualitative study on the partnership that focused on the following: the nature of the CIS partnership between the university and the school district; parent and teacher involvement in the school's growth and development; policies such as intra and inter-district enrollment that contribute to the diversity of the student body and students' exposure to cultural fluency; and the relationship of the IB curriculum to the school's program and development and to its potential to increase students' social capital. Due to my close relationship with the school community, I was granted interviews with parents, teachers, students, university officials and school district officials who were all forthcoming in their narratives.

During my analysis, I noted an emerging theme on the prominence of the IB program. For that reason, I decided to conduct my dissertation research on a case study of

the school and how the IB curriculum influenced individual and institutional development, with a particular focus on teacher participants. Six individuals were chosen using purposeful and criterion based sampling (Creswell, 2007). Participants needed to have been at the school since the first or second year so that they could trace the evolution of the school since its inception and the role that the IB has played regarding the schools origins. The group was heterogeneous in terms of grade levels and subjects taught, although it was a predominately white group of participants, as is the case with the teaching staff.

During my analysis I employed the Constant Comparative Analysis, as defined by Glaser and Strauss (1967). During the first and second phase of my iterative analysis, I practiced open coding, while also looking for how the data could be coded to my theoretical frameworks that utilized Fullan's (2006) theory of action and Stillisano et al.'s (2011) identification of themes across a school district implementing the IB curriculum. In the third and fourth stages, I began to work towards data saturation and use triangulation to find my a priori areas of focus: the process of starting the school from the ground up and using the IB curriculum as a foundation; also, looking at the experience of the teachers in terms of transformative mechanisms of teaching and inquiry occurring between CIS and CSU.

The limitations of my study include its inability to be replicated due to the unique conditions of the site being studied. While this is a serious limitation, the study may still prove useful to other universities or school districts interested in the implementing the IB curriculum, specifically those located within an urban environment. I was also hired to be the Dean of Students for the middle school building while I was conducting the study, so in order to manage subjectivity, I engaged in thematic analysis with systematic attention

to the study data, and separated out, as best as possible, my everyday experience and knowledge of CIS. To ensure rigor and focus, I maintained a self-reflective journal.

This chapter reviews and discusses the findings of this study. This chapter also extends from the findings a discussion of the ways in which the IB curriculum may be particularly useful to an urban school district looking for a different curriculum that empowers teachers and students with a holistic approach. I conclude with suggestions for further research.

Synthesis of Study Findings

The research question addressed by the study was as follows: How do key stakeholders experience the International Baccalaureate program and what role does it play in the ongoing development of a recently founded urban school at the center of a district-university partnership?

This research question was answered by triangulating data from this study, a prior study on the school (Glass, 2013) and an archival study that examined all of the school's founding documents (Glass, 2012) that resulted in the themes discussed during Chapter 4.

Theme 1: Teaching in a Different Way

The International Baccalaureate Learner Profile Booklet discusses the importance of students being a risk-taker, but the notion of risk-taking aptly applies to the teachers at Campus International School as well. The IB booklet states, "[The students] approach unfamiliar situations without anxiety and have the confidence and independence of spirit to explore new roles, ideas and strategies. They are courageous and articulate in defending those things in which they believe" (http://www.ibo.org/programmes/profile/). The teachers at the school took the initiative to leave a traditional school setting where they were well versed in the practices and procedures to take a chance on a new school

and an entire new way of teaching, causing them to abandon their previous practices and adapt to this new design. While the teachers did not enter into it without anxiety, they embodied courageousness and independence in their pursuit for what they believed to be their true philosophy on education, which mirrored greatly that of the IB. It is interesting that without knowing much about the curriculum that the individuals hired inherently possessed the traits of the risk-taker and were therefore likely more suited to teach students within the IB's structure.

Having the motivation to learn a new way to deliver classroom instruction and engage students is at the heart of this theme. It also directly relates to Michael Fullan's Change Theory (2006). The first premise of his Theories of Action is a focus on motivation. He discusses how this premise is most crucial for change, as the other six premises rely on this one. He states, "If one's theory of action does not motivate people to put in the effort–individually and collectively–that is necessary to get results, improvement is not possible" (Fullan, 2006, p. 8). If the teacher participants were not personally motivated by the larger plan for the school culture and community, then overall understanding and improvement in teaching the IB curriculum would not have achieved success. That said, Fullan (2006) also outlines other factors that are components of this premise. These, too, were evident in the teachers' narratives. These additional dimensions are as follows: moral purpose; capacity; resources; peer leadership and support; and identity.

As discussed in chapter 4, teacher respondents strongly believed that education should not only focus on the academic needs of the children but also their emotional and physical states. The teachers noted the use of district-mandated lessons as not serving the needs of the child. Because of their experience in the early years of the school's

development, the majority of the teachers interviewed later acted in the role of mentors to incoming teachers and were considered to be some of the best in their building. Their interview data suggest what a quality in the teachers interviewed capacity to relearn well into their careers and operate independently with little oversight. While they lacked specific IB training, they were provided numerous material and immaterial resources. Parents were willing to help out in the classrooms, donate supplies, make copies, and volunteer, while the university supplied CIS teachers with technology, student teachers and professional relationships with the faculty. In this regard, the school is replete with resources. The interview data suggest an emphasis on their involvement in this vast undertaking and their professional engagement with the school's development. Less emphasis is evident in terms of the technical and material resources provided through the partnership.

The peer support that the teachers gave one another and the leadership in which they encouraged each other to exercise, appears to be essential to the learning process and making the school come together. There needed to be trust and understanding that everyone was going through the same process and working towards cohesion. Finally, in the interviews I sensed that teachers felt as if they had finally come into the role of professional, or were at least acknowledged by the school administration and university faculty to be excellent at their craft. This appeared to give the teachers an identity that had been missing in their prior school setting.

Fullan's Premise 5 involves a "bias for reflective action and the ownership and shared vision" was also present throughout the interviews. As teachers were involved in the decision-making early in the process, and even now, they were able to help make decisions that shaped the culture and environment of CIS. As Fullan states, "First, shared

vision and ownership is more an outcome of a quality process than it is a precondition"
(2006, p. 10). As none of the teachers had encountered a professional teaching situation
like this before, they lacked preconceived notions of what would take place and instead
were able to immerse themselves in the process of opening a new school and
implementing a new curriculum. Teachers continually reported that they had reflected on
their previous teaching style, the dogma of the prior school setting and the ways in which
they could effect what they believed to be positive change in the classroom. If the
teachers lacked this quality that Fullan refers to as "reflection action," the ability to look
at their past, their effort to create a vision might have been shortchanged. The teachers
owned this process by investing hours and taking risks in their teaching. The IB
curriculum and culture of CIS enabled them to be successful and create engaging lessons
with students. If this had not occurred, their style would continue to mirror that of a
traditional classroom, which would be evident to the administration and their peers. This
is further underscored by Lytle and Cochran-Smith (1994) who argue the decisions
teachers make and the actions they take are influenced by their knowledge of themselves,
such as the perception of who they are as teachers, along with their own experiences as
learners. Teachers repeatedly discussed working through the steps of learning the new
curriculum and figuring out how to implement it in their classrooms, despite how
challenging and foreign this was to them. All expressed passion for learning and
continually improving themselves, which they felt was at the foundation of the IB
curriculum.

　　　　Teachers also discussed in this theme the frequent exposure students had to rich
and engaging adult-child relationships through classroom activities with volunteers and
school guests. Additionally, the school's location within the university and the students'

frequent exchanges with university students and faculty offered exposure to careers and disciplines for the students. It is in this regard that the school itself serves as a site that fosters student social capital. In Tierney's discussion of the social capital literature, he notes, "Social capital comprises the internal actions within the network as well as the resources and values developed for individuals and the organization outside of, or within, the network" (Tierney, 2006, p. 34). Hence, at an early age, students were building a network of adults and peers who would serve as resources for future growth and opportunity. As one teacher participant commented, "it lets them [students] see the world is bigger than just what you see before you and that's so important, to be able to interact with others and have an appreciation and see the value in everything, in everyone around you and know that everybody has something to offer." This sentiment demonstrates the ways in which students' growth and development and social capital serves as a motivation for the teachers as well.

In a related manner, teachers reported how the IB curriculum was encouraging students to be more globally minded and sensitive to the feelings of others. This is also evident in the literature on the IB in urban schools. In a study conducted by Stillisano et al. (2011), one theme the authors discovered when interviewing teachers about the implementation of the IB curriculum was the way in which the curriculum increased cultural awareness amongst the student body. Stillisano et al. state that some teachers in the study discussed how IB "helped students learn to focus more on similarities among people than on differences" (2011, p. 180). This was a similar sentiment shared by participants in this study but also in the narratives of individuals interviewed for the previous study on the school (Glass, 2013).

The IB curriculum gave teachers an opportunity to create the type of classroom that many had wistfully envisioned in their previous settings. According to the teachers whom I interviewed, the IB program engaged them in a new way of teaching and in helping to create caring citizens of the school community.

Theme 2: Serving Two Masters

While evaluating through testing how much knowledge a student has gained over the school year is helpful in determining what educational interventions would be necessary for more academic success and true differentiation in the classroom, test scores fail to determine the intangible quality of good citizenship, inclusiveness and global awareness. As these three traits are essential to the IB curriculum, teachers work extra hard to ensure that both state and IB standards are being met in the classroom lessons.

The focus on the whole child and encouraging participation in classroom learning is originally rooted in the ideas of John Dewey's Laboratory School at the University of Chicago. Dewey (1915) states the following:

> All that society has accomplished for itself is put, through the agency of the school, at the disposal of its future members. All its better thoughts of itself it hopes to realize through the new possibilities thus opened to its future self. Here individualism and socialism are at one. Only by being true to the full growth of all the individuals who make it up, can society by any chance be true to itself. And in the self-direction thus given, nothing counts as much as the school, for, as Horace Mann said, "Where anything is growing, one former is worth a thousand re-formers (p. 19).

As noted in the narratives, teachers witnessed students showing empathy for others, a respect for those different than themselves and the ability to collaborate with

peers of all learning abilities. Within all of this, teachers noted that students were able to celebrate the accomplishments or good actions of their peers, due to the understanding that as long as a person is trying to better themselves or the world, that is a positive thing.

Fullan's (2006) second premise, capacity building with a focus on results, not only speaks to the balance that teachers attempt to strike in their teaching, but also the way in which the children engage in capacity building as well. Fullan (2006) states, "Capacity building is defined as any strategy that increases the collective effectiveness of a group to raise the bar and close the gap of student learning. For us it involves helping to develop individual and collective knowledge and competencies; resources; and motivation" (p. 9). The teachers of CIS utilized the IB curriculum as a way to raise the bar for their students and the students in turn developed individual and collective to encourage one another. Fullan argues that the more effort that is put into capacity building, the more individuals will believe that better results are possible.

The school district's focus on test scores fails to take into consideration how positive pressure actually leads to an increase in new capacities. Fullan (2006) states, "An emphasis on accountability by itself produces negative pressure: pressure that doesn't motivate and that doesn't get to capacity building" (p. 9). The over reliance on testing data, a form of negative pressure, can overlook the substantial gains being made in the character of a child or the way in which a child approaches learning from a different perspective. When looking at the state report card for CIS (2013), the data did not reflect Dewey's notion of "full growth" or teachers narrative of the "whole child." The performance index of B and measure of "indicators met" of D in the school report card issued by the Ohio Department of Education reflects a narrower body of evidence than the emphasis on critical thinking and transdisciplinary learning as narrated by teachers,

parents, and students

(http://reportcard.education.ohio.gov/Archives%20TS/043786/012350/012350_2013-

2014_BUILD.pdf).

In Stillisano et al. (2011), the participants also struggled with district bureaucracy

and balancing the requirements of the IB curriculum along with state and district

standards. Participants believed that school officials in their district also failed to

understand the tenets of the IB curriculum and viewed progress through the traditional

lens of test scores. Similar to the teacher participants in this study, Stillisano et al. (2011)

reported participants thinking, "district requirements conflicted with optimal teaching of

the IB curriculum" (p. 176).

The root of this tension lies in the difference between what a state and district

think is necessary to a quality education and what is conceptualized as central to the IB

curriculum by practitioners. Fullan (2006) discusses in his sixth premise the need for tri-

level engagement. This encompasses school and community; district; and state (p. 11).

The three entities must "pursu[e] strategies that promote mutual interaction and influence

within and across the three levels" (p. 11). It is his thought that if enough "leaders"

accomplish this mutual interaction, the system itself can change (Fullan, 2006).

Teacher participants passionately discussed the ways in which the IB curriculum

has students engaged in higher-level thinking and the ways in which that will be

beneficial for the child over his or her lifetime. Teachers noted that the material on

standardized tests frequently require a lower level of thinking that hinders intellectual

growth and has little relevance to students' day to day lives. The focus on higher level

thinking and learning was identified as an important advantage of the program by

Stillisano, et al. (2011). Respondents noted "the IB curriculum had empowered students

to take a different role in the classroom, becoming active learners rather than passive learners, participating in their own learning" (p. 179). It was also found in Stillisano et al.'s study (2011) that "the relevance of student learning to students' everyday lives" was strength of the IB curriculum (p. 180).

As narrated in the interviews, the teachers were viewed as professionals and given autonomy by the school leadership to design and run their classrooms, as they believed most beneficial to the students. This level of trust and independence was in turn, encouraged in their students. As one teacher noted,

> Before I came here it was very important that everybody went to the restroom at the same time and you walked your children wherever they had to go, you had to be right there with them. We instill a sense of independence and I can't think of the word I want to say, but that they're capable of handling certain responsibilities and following through on them. To see that with a five year old and to see it with a ten year old is pretty impressive.

Such ownership enables students to learn how to interact with responsibilities, boundaries and a sense of right and wrong. These skills can help to negate the socio-economic factors that many have hindered a child's change of success in the greater society (Sandel, 2010).

Theme 3: Going the Extra Mile

Teachers discussed how they were working harder than ever, even at the expense of their family, in order to ensure that lessons were effective and that communication with the parents was maintained. Teacher participants narrated how they frequently answered phone calls from parents, no matter the day of the week or the time of day. Adelman (1994) states that parents frequently want to be involved in their child's

education but do not have a strong relationship with the school. Contrary to barriers to parent-teacher collaboration as narrated in the literature the teachers who were interviewed for the study narrated that they worked diligently to maintain communication with parents about the overall well-being of the child. This helps to open up the closed communication often found between teachers and parents as discussed by Calabrese (1990). This lack of parent-teacher engagement can lead to negative outcomes, among them a high rate of student suspension, low student motivation, and a high rate of placement of students in special education programs, particularly in classes serving students with developmental and emotional disabilities.

Within this theme, there was evidence of teachers narrating how every effort was made to work with students who struggled in school. The teachers at CIS appeared to be interrupting the way schools can socially reproduce exclusion of students vulnerable by economic challenges or whose academic experience is such that they require more individualized support. The teachers continually noted that this is frequently done through "caring" about the students so much. Within their narratives, the emphasis of individual caring was prominent, while attention to material resources was not. Noted in their interviews, however, were the conditions present in the school setting in which the teachers were given autonomy over the content of their lessons, the design of their classrooms and a level of professional engagement they had not experienced before. According to Fullan (2006), these factors are essential in encouraging and enabling the teachers to go the extra mile. This caused the work to be much more at the level of motivation than it likely was before and, as a result, appeared to contribute to greater positive outcomes among the student body.

Theme 4: The Weak Link

In order for teachers to be hired at CIS, they must first show their dedication to additional responsibilities by writing a short essay and signing a contract that extends their school year by two weeks, which is more of a commitment than experienced by the majority of other teachers in the district. Individuals who are willing to put in the extra time and effort, along with solid recommendations and an interview, are typically hired at the school. It is narrated by the teachers that along with the more grueling work, there is a sense among them that perfection might be achievable if one works hard enough. And in a building where the environment encourages such thoughts among peers, there is the concern that if one teacher drops off even a little bit, this individual will be regarded as the weak link.

Darling-Hammond and Bransford (2005) found that quality professional development should enable learning communities to flourish when educators are provided with the opportunity to engage in meaningful, collaborative activities with their peers. Although teachers in the study reported initially feeling concerned about going to one another when the school opened because they did not want to seem unknowledgeable to their peers, it soon became clear that collaboration would be necessary. When applying and maintaining a charter through the IB, the school must record the time grade level teams met and collaborated. As the learning is student driven, grade level designed unit planner can be taught differently in varying classrooms; therefore, it is necessary to openly discuss how the lessons went and what had been learned and how to move forward into the next planner. In this manner, we see Fullan's (2006) third premise -- learning in context. Fullan states "learning in context actually changes the very context itself " (, p. 9). As the teachers were learning the tenets of the IB curriculum, they were

also putting them into action in real time. In this regard, teachers were able to invest more deeply in their own relationship with the program.

In the study conducted by Stillisano et al. (2011) one of the themes identified was that of improved professional practice. Engaging with the IB curriculum led respondents to become lifelong learners and "the school to become a learning community" (p. 177). Administrators commented that teachers were "stronger, more creative instructional leaders" since receiving the professional development and that collaboration had increased dramatically, in particular with cross-discipline planning (Stillisano et al., 2011). Similarly to what CIS teachers narrated, teachers within the study by Stillisano et al. reported that collaboration previously had been "rare or nonexistent... and respondents recognized the collaboration encouraged by the program as a strong contributor to their professionalism" (p. 178).

As traditional classroom settings, particularly in urban districts, are dictated by a mandated curriculum and teachers have little say or autonomy in its teaching, there is generally less opportunity for meaningful professional collaboration in the urban school setting. If the CIS teachers, who narrated how the IB curriculum reflected their own teaching philosophies, had not felt able to collaborate in their prior school settings, then likely the majority of teachers in traditional settings do not either. Providing teacher autonomy allows educators to teach students, who they personally know, in the best way possible. If these students are not engaged or do not find the work meaningful, then that provides the opportunity for off-task behavior and a disregard for the importance of what is being taught. This feeling can permeate a school and draw teachers in it as well. I believe that there is a direct correlation between teachers feeling empowered and students

being engaged – it appears from the teachers' experience that the IB curriculum affords both.

Theme 5: Living in the Unknown

As narrated by key stakeholders (Glass, 2013) and teacher participants, building a school from the ground up is a daunting task, even with a group of thoughtful, committed individuals. While the Task Force attempted to take all factors into consideration, it was clear within the first year that there would be many unanswered questions about the future of the school and the success of implementing an IB curriculum, which had never been done in the district, nor had the university ever helped design a school. While making sure all components were in place to daily run a school was difficult, decisions regarding staffing, student enrollment, space and building location loomed large and created a sense of anxiety amongst the stakeholders.

Finding individuals who wanted to work at the school was hard because of the required responsibilities, dedication to parent communication, a focus on the whole child and an expectation for a willingness to teach a new and unfamiliar curriculum Additionally, as the school grew each year, teachers in the study narrated how patience was required to help new teachers integrate into the school community, and how basics of the culture and curriculum were repeated every year, until the school is fully staffed – which will not occur until the first cohort reaches twelfth grade. Stillisano et al. (2011) found "the logistics of recruiting and retaining IB teachers and the concurrent adjustment period for new teachers was a concern respondents voiced at all schools" (p. 175).

For the IB curriculum to be successful in a school setting, everyone must be willing to promote the tenets of the curriculum and use the language that is associated with it. University officials narrated their frustration about? a lack of knowledge about

the curriculum, which hindered their ability to conduct meaningful research or provide assistance to teachers in the classroom (Glass, 2013). If the partnership is to work, the university and the district need to better understand the structure of the IB curriculum and what behaviors and characteristics it promotes through the Learner Profile. The partnership must also create a direct line of communication between university officials and district officials so that responsibilities for both parties are agreed upon and understood.

While the issue of a building has been resolved since the participants were interviewed, allowing key stakeholders to be concerned about such a major development could erode the trust that is placed in the school and the partnership. In a study on what factors lead to a successful school university partnership, Borthwick, Stirling, Nauman, and Cook (2003) found that the partnership must be willing to re-examine the goals it has set for itself and adapt to changes that may have occurred. Respondents of that particular study discussed the need for interactions between the partners and thought that attention to varying group characteristics, hard work and communication with one another would allow the partnership to be successful.

Implications for Educational Reform

While this particular study only examined the first three years of a new startup school, it provides a window into what education can accomplish if teachers are given autonomy in the classroom, students a voice in their learning, and a community of parents and professionals who feel like true partners in the educational outcomes of these children due to continued communication and outreach.

Moving forward, I would like to highlight four implications for future school reformers that do not require an IB affiliation to achieve, nor additional financial

resources. First, we must abandon the narrative that public education does not work and that nothing innovative can be done in these spaces. Campus International School is repeatedly misidentified as a charter school because it is defying the popular sentiment on education. As opposed to traditional school settings that only take students from surrounding neighborhoods, the partnership saw the benefits to having a school community made up of individuals from all socio-economic backgrounds and neighborhoods, with no pre-requisites or entrance exams. Going outside the box of educational norms, this allowed students to embrace the cultural and global concepts of the IB curriculum, as they were experiencing this diversity in their own classrooms. The social barriers that would have prevented these students from ever engaging with one another become obsolete, creating a new reality where students of all backgrounds feel comfortable working with those that are different from them because that is all they know.

Secondly, we need to provide teachers with autonomy and ownership, not just in the classroom but in key decision making as it relates to school policy and practice. The teachers at Campus International School are always encouraged to sit in on new hire interviews, meetings with parents, or discussions with the school district or university. Their opinions are valued, which in turn gives them a sense of professionalism that is severely lacking in the current school context. When teachers share in the vision of the school's mission, the work takes on a deeper, more personal level. It is in this space that teachers are willing to work outside the parameters of contracts and evaluations and focus on all the needs of the child. This is particularly important in the early years of the child's schooling; however, it is never too late to care. It s not uncommon to see CIS teachers,

students and parents hugging or hear them uttering that they love one another. Familial bonds can transcend the home if people feel respected and trusted.

Thirdly, our work in educational reform must understand that for many citizens in our society, test scores alone no longer measure success. While the state report card for Campus International seemingly speaks to academic distress, not a single individual interviewed in either one of my studies ever discussed this. In fact, they quite frequently spoke of how successful the school was in educating future leaders and that the school had high standards for all of the children regarding behavior, participation and learning. I strongly believe the reason for this was that the key stakeholders in the school community understood that a more expansive view of learning, one that supported student interest and exposure to a multitude of people and places, would be the most beneficial for the child and the world in the long run.

Test scores were somewhat regarded as an antiquated, misguided attempt to quantify learning. Participants repeatedly narrated how engaged the students were, despite the fact that textbooks are not utilized and there is no emphasis on test taking. As with most things in life, I think the wave is rolling back and we are coming full circle to the type of progressive education that Dewey so strongly promoted. Cremin (1988) discusses how in Dewey's second lecture, "The School and the Life of the Child,"

> Dewey pointed to changes that would be required if teachers were to take account
> of children's natural tendencies (Dewey called them instincts) - their wish to
> converse, to construct things, to inquire, and to express themselves artistically -
> and to seize upon these natural tendencies in guiding children toward true culture
> (which Dewey defined as "the growth of the imagination in flexibility, in scope,

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and in sympathy, till the life which the individual lives is informed with the life of nature and society) (Cremin, 1988, p. 170).

While we are more connected than ever before, in many ways we are very disconnected as well. Giving teachers the ability to nurture their students' "instincts" helps all students and parents feel a greater sense of relationship with the school, as thoughtful listening is occurring amongst all parties. This is especially important to individuals who have been marginalized by society due to a lack of social capital and biased practices. When a community sees this cohesion, the public will rally and support the school with resources and involvement, allowing for a richer teaching and educational experience. For this reason, it is very important that a school mirrors CIS by welcoming and allowing individuals of all backgrounds the opportunity to engage with the students. An environment with open access demonstrates transparency, which in turn creates strong levels of trust. This trust allows for honest communication, which is at the heart of any solid foundation.

Finally, if a school district would like to pilot the above recommendations, I think it best to empty an entire school building, hire back teachers that share the school's mission and are willing to take on extra responsibilities and see what community partnership may be feasible. While a university need not co-run the school, which was obviously extremely beneficial in terms of leadership from the university liaison, an increase in financial and physical resources and assistance with added personnel in the building, it does bring a sense of creativity and commitment that will resonate with the community and allow teachers to feel valued as professionals due to the extended network.

While starting over may seem drastic, reconsider Fullan's premise: learning in context. This premise was absolutely essential to CIS because teachers were given the opportunity to take risks, make mistakes and learn from those experiences in a new, unknown setting. While we tell our children to learn from mistakes, teachers are not afforded this, nor are the children when they take high-stakes standardized tests. So much about education has become an all or nothing phenomenon. As CIS demonstrates, there can be a compromise. But the school needs to have teachers and administrators who want to engage in a new way of teaching and a focus on the whole child, so that trust can exist between them.

In this vein, school rules are typically negative and only speak to the student body. Using the Learner Profile as an example, if the faculty and students are provided a set of principals or characteristics to strive for, then everyone has a vested interest and can freely converse with one another in the same language. This type of language spills over into the home and greater community, creating a more positive approach to situations of all kinds. This unity of vision is not bound by neighborhoods, religion, race or economic means - those differences only enhance the school and demonstrate that public education can still work for everyone. As Tierney (2006) says, "Individuals create structures; structures are not preexisting, rigid entities. They have little meaning prior to individuals giving them life" (p. 32). Taking these recommendations into consideration, future reformers have the ability to create a meaningful, holistic vision of success in public education that supports teachers and fills schools with diversity and opportunity.

Recommendations for Future Research

This study is focused on a very unique site, so it would be beneficial for other school settings to be studied for the ways in which the International Baccalaureate was

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helping to increase teacher growth, autonomy and creativity in the classroom, specifically in under-resourced urban communities that had a prior school curriculum in place. Also within these sites, it would be interesting to examine if the implementation of the Learner Profile helped to decrease student discipline problems and increase student engagement and collaboration in the classroom. The use of a pre- and post-test could also determine how students envisioned their future endeavors before their interaction with the IB curriculum and afterwards, with factors such as cultural awareness, inquiry-driven instruction and an increase in higher level thinking affecting their future prospects. As the IB takes a more holistic approach to education, conducting research on the intangibles described in this paper (good character, caring, globally minded, etc.) would be beneficial to encourage school districts currently driven by standardized test data, particularly in urban communities, to see the value of educating the whole child and increasing social and cultural capital in its district. As there currently is no instrument to measure this, studies such as this must continue to take place so that the conversation surrounding what a quality education looks like can defer to the IB curriculum for possible implementation. Finally, it would be of use to examine other school-university partnerships, similar to that of CIS and other partnerships identified in the literature, to see what affect the partnership has on teacher professionalism, morale, and the use of best practices.

Conclusion

This study examined how stakeholders at a recently founded urban school at the center of a district-university partnership experienced the International Baccalaureate program and the role the program played in the ongoing development of the school. Teacher respondents noted that for the Campus International School staff, the positive culture that has been created is inextricably linked with the IB curriculum; despite my

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attempts at trying, I was unable to ply apart the influence of the IB curriculum from the positive school culture. In conjunction with this, the Learner Profile encompasses the kind of language that can only promote one mindset: to be tolerant, ask questions, try new things, and leave a place or situation better then when you found it. This led me to the conclusion that when school staff are presented with a curriculum speaking to their understanding of how to best educate a whole child, and when the school ethos is to trust professional judgment and encourage professional autonomy to implement said curriculum through student inquiry, everyone wins. In essence, a true *community* is created with all of the stakeholders, including district officials, university officials, school administration, teachers, students and parents. Inquiry does not end when the school day does, but is instead immersed in conversations that key stakeholders continue to have with one another, influencing their sense of ownership as to how the school continues to develop.

As reported, students at CIS have the skills to express themselves and to question and engage teachers, peers, and a variety of individuals from varying backgrounds and professions. In particular, from the concentration on inquiry and the connections students make within their learning, there is great potential to help students to increase their social capital. Tierney (2006) comments, "Simply stated, social capital influences the behavior that also influences the networks in which the individual and organization resides" (p. 34). Also noted in the study, individuals, particularly the teachers, understand that hard work and dedication to student success is paramount to creating a new generation of thinkers focused on bettering their community and world; in this regard, their efforts are likely to have lasting effects for many more people.

As the results of this study mirrored Fullan's (2006) Theory of Change and found similar themes to Stillisano et al. (2011), it is clear that the IB curriculum drastically shifts the paradigm of what education looks like and what it can accomplish. The teachers in this study recognized that rote memorization and standardization of professional practice do not get at the underlining skills or emotional states that create members of a just, well-rounded society. This professional climate is in stark contrast to the persistence of pressures of test scores, particularly in under-resourced areas, contributing to public school communities' alienation from their educational institutions. The results from this study reveal the value of student driven inquiry and of the benefits of accumulated social and cultural capital that accrues through expanded networks.

While partnerships like the one between Cleveland Metropolitan School District and Cleveland State University allow for a departure from traditional education and settings to occur, there are gaps evident in the communication between partners that hinder the collaborative from reaching its full potential. This is despite the positive accolades the school has received thus far. A better understanding of the long term goals and IB curriculum by both parties would enable more dialogue around their implementation, the effects it is having on the school community, and the measures that could be taken to foster a stronger relationship between professors and teachers in the classroom. It should not be overlooked that the university has brought a level of confidence and trust to the public, which encouraged parents from the city and outer suburbs to take a chance on a school located in the downtown of a city, in a school district with unfavorable test scores and an unstable enrollment.

The International Baccalaureate curriculum has the ability to foster more conversation in public education arenas, specifically in urban areas, on how best to

confront the academic, emotional and social issues facing many of our country's students today. Providing teachers with some degree of professional autonomy and ample resources appears to put in place the conditions in which the IB program can thrive. While CIS is unique, it does not have to remain such an exclusive model; schools created from the ground up or undergoing a change in curricular structure may find similar trends as noted in this study and those cited in the literature. In short, coupled with support for teachers as professionals and sufficient material resources, educators can be risk-takers.

CHAPTER VI

EPILOGUE

Dear Miss Lindsey,   5/5/16

I hope that you do a good job so you become Doctor Lindsey. But if you don't

least you tried your best. Just how you told me when i wasn't confident you told

me that i can do it and [now] i am telling you that you can do it. Be a awesome

RISK-TAKER because that is what you are! And i think that you put all your time

to do this BIG PROJECT. At CIS we try our best to do what we can so know it's

time for you to do what's best we are counting on you i can't wait to call you

DOCTOR LINDSEY,

Sincerely your awesome student,

Ryan Brown

Sometimes life imitates art, or in this case, it reinforces research results. On the

morning of my defense, as I was making last minute preparations, an email from a

teacher, Karen Rickard, arrived in my inbox. As we are good friends, I assumed it was

well wishes, however, the subject line puzzled me. "Fw: Dear Miss Lindsey 5/5/16 -

Invitation to edit." Upon opening it, I was greeted with the above letter (which is being

shared with permission from Ryan and his mother). I immediately texted Karen telling

her that this meant so much to me, to hug Ryan and that I loved them both. She responded that he independently initiated this letter.

Even though I had resigned as Dean of Students to complete my dissertation, the students, faculty and parents understood I was studying the school and were kept aware of my progress. In fact, much of my anxiety surrounding the dissertation was letting the school community down if I resigned and did not graduate in May. In other words, I knew they really were "counting on me" to complete the degree in a timely manner. So without knowing the full extent of my research or what I had found, Ryan embodied all the language, commitment and wonderful characteristics that the IB and CIS encourage. He had listened to me give him a similar speech many times and in turn, used that reasoning on me. More importantly, he internalized the language of the Learner Profile, demonstrating in a really tangible way that true learning and a heightened sense of emotional intelligence was occurring outside the scope of test scores.

While we are currently not professionally connected, Ryan still considers himself my student and I still consider myself his dean because CIS continues to connect us through the love and care we have for one another. Ryan and I both understand that we need to keep trying to do our best, because that's how you make the world a better place.

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APPENDIX

APPENDIX A

TEACHER INTERVIEW PROTOCOL

Script:

As a _____, I would like to hear about your thoughts and experiences while a member of the school community.

1. What were the first few days at CIS like? (p) Struggles? Accomplishments?
2. Why did you want to teach at an IB school? (p) What has been the most positive thing about working at CIS? (p) What has been the most challenging thing?
3. Specifically which tenets of the IB curriculum have helped you grow as an educator?
4. What role has the IB curriculum played in creating a different learning environment than the one you were previously in?
5. What fate do you believe would have befallen your most challenging students if they had been placed in a traditional public school? (p) Has the IB provided them structure for success? Tools to help you facilitate that success?
6. What challenges have you faced trying to integrate the IB curriculum into a district where there are no other examples of this curriculum? (p) Has the district been supportive or discouraging? (p) Are test scores still the bottom line?
7. How has the partnership with CSU enabled systematic reform within the school? (p) Would this have been possible with just district and community support?
8. Do you think that the IB curriculum has helped equalize the inequality that is typically found at a public school with a high level of low-income students? (p) How has it done that? (p) Do you believe that to be an attractive thing to parents of all backgrounds?