

Loyola's Cultural Institutions in Teacher Education Partnership

PARTNERSHIP OVERVIEW: A comprehensive, entirely site-based urban teacher preparation program, Teaching, Learning and Leading with Schools and Communities (TLLSC), is founded on four cornerstones: mutual-benefit partnerships with schools and communities, teacher preparation for diverse classrooms, authentic teaching practice, and participation in professional learning communities. TLLSC recognizes

that the successful development of future teachers requires an all hands-on-deck partnership approach with those constituents vested in the learning, achievement, and success of PK-12 students. Local schools, communities and cultural institutions become sites for teacher candidate learning experiences as school professionals, museum educators, and community leaders share the responsibility of preparing

teachers. Teacher candidates engage in a wide range of learning experiences across varied authentic contexts, developing the professional knowledge, skills and dispositions required to make a positive impact on youth and their communities..

Broader Impacts

FOR TEACHER CANDIDATES

- Expand perspective on where teaching and learning occur
- Develop a greater appreciation for museums' collections, spaces, education materials, personnel
- Learn to transfer pedagogical approaches and other elements of free-choice learning to the classroom
- Utilize cultural institutions and their educational resources during preparation program and in future classrooms
- Develop professional collaborations with museum educators and other cultural institution staff

FOR PK-12 STUDENTS AND PARTNER SCHOOLS

- Increase collaboration with museums and museum educators
- Gain awareness about and access to museum collections, spaces, education materials, personnel
- Integrate museum resources into instructional plans with teacher candidates and cooperating teachers collaboratively delivering instruction.

FOR CULTURAL INSTITUTIONS

- Build sustained relationships with beginning teachers during their four-year preparation
- Develop collaborations among partner schools, teachers, and university instructors
- Deepen relationships and network with other local cultural institutions.
- Refine educational materials and programs with input from candidates, university instructors
- Stay informed of current needs of schools and classroom teachers

INSTRUCTIONAL SITES: PK-12 Schools, Local Community, and Cultural Institutions

PROGRAM STAGE [DEVELOPMENT LEVEL]	INSTRUCTIONAL SEQUENCES	TEACHER CANDIDATE EXPERIENCES
EXPLORATION [BEGINNING]	SEQUENCE 1: Introduction to TLLSC SEQUENCE 2: Exploring Schools as Learning Environments & Communities SEQUENCE 3: Policy and Practice in Urban Classrooms	<ul style="list-style-type: none"> • Explore the varied contexts where learning occurs • Deepen understanding of the roles and responsibilities of educators • Begin to build partnerships with cultural institutions and educators
CONCENTRATION [DEVELOPING]	SEQUENCE 4: Specializing in an Area of Teaching & Learning SEQUENCE 5: Literacy & Data Use SEQUENCE 6: Integrating Content, Cultures & Communities	<ul style="list-style-type: none"> • Develop content-specific pedagogical skills • Deepen content knowledge, interdisciplinary thinking and practice • Access resources for classroom application during coursework • Strengthen partnerships with cultural institutions and educators
SPECIALIZATION [MASTERING]	SEQUENCE 7: Putting it Together: Developing & Implementing Rigorous and Relevant Instruction and Assessment SEQUENCE 8: Student Teaching: Mastering Teaching, Learning & Leading	<ul style="list-style-type: none"> • Apply developmentally appropriate, content-specific and interdisciplinary pedagogical practices • Integrate resources in student teaching • Maintain partnerships with cultural institutions and educators