



BALTIMORE  
CITY COLLEGE

# CENTER FOR TEACHING AND LEARNING

Summer 2018

## Center for Teaching and Learning: Supporting Our Mission for Equity and Access

### Dedication:

This issue is dedicated to **Stanford C. Reed** (1921-2018), Baltimore City College Class of 1938. Mr. Reed was a stalwart supporter of City College for many years and also a major supporter of the Center for Teaching and Learning. The **Reed Math and Science Center** tutors and the engineering students who received book scholarships from him will remember Mr. Reed in particular with gratitude.

*Palmas Qui Meruit Ferat*

### Contributors:

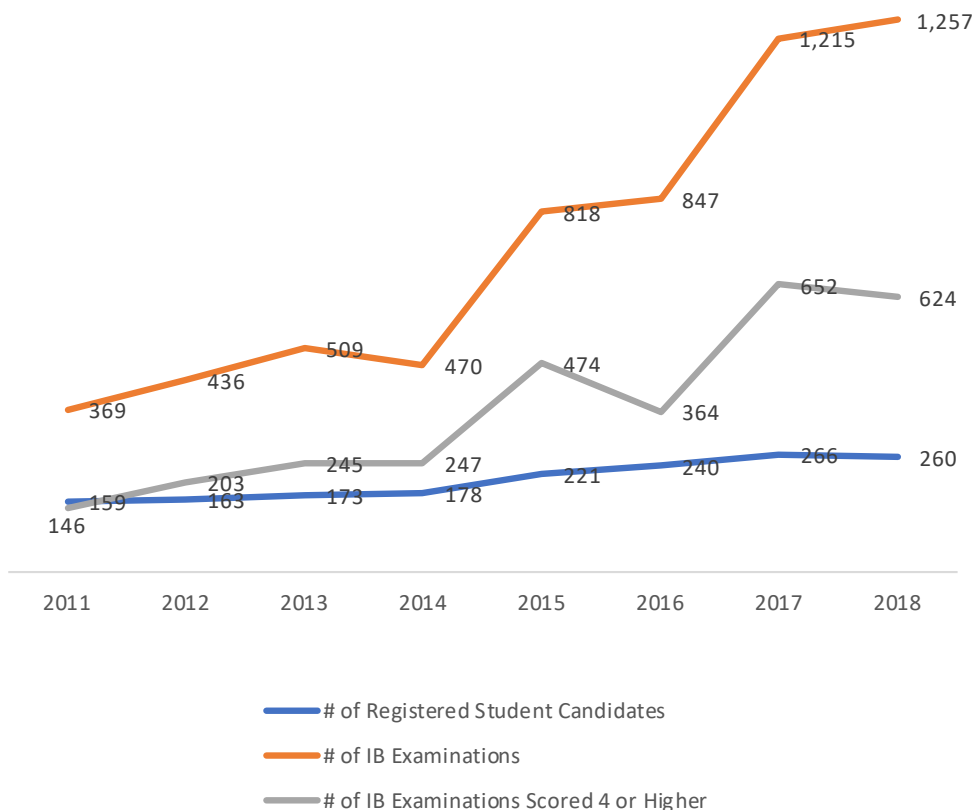
- Sarah Jeanblanc, *Director*
- Jennifer Gaither, *Librarian*
- Alisa Engsberg, *Reed Math and Science Center Coordinator*
- Karen Hodges, *Research Center Coordinator*
- Lena Tashjian, *Writing Center Coordinator*

When we opened the Center for Teaching and Learning in August of 2016, it was with the intention of supporting our ongoing mission of equity and access to an excellent education for all. It was and continues to be the core of our vision, to support our students to be challenged and succeed.

In practice, this means enrolling all of our students in the International Baccalaureate Program. All 9th and 10th graders take IB Middle Years Program coursework and all 11th and 12th graders take at least three IB Diploma Courses and a third of upperclassmen undertake a full load of IB Diploma Courses. Each IB Diploma course is connected to a college credit bearing exams, which is a international gold standard for secondary achievement.

City began expanding access to rigorous IB coursework in 2014 and the largest cohort of students began in 2016 when our new Center for Teaching Learning opened. This means that more students take college preparatory courses in grades 11 and 12 and their corresponding exams that could potentially earn college credit. can use to serve our community and distinguish ourselves as leaders.

### Number of Registered Candidates and Exams Taken

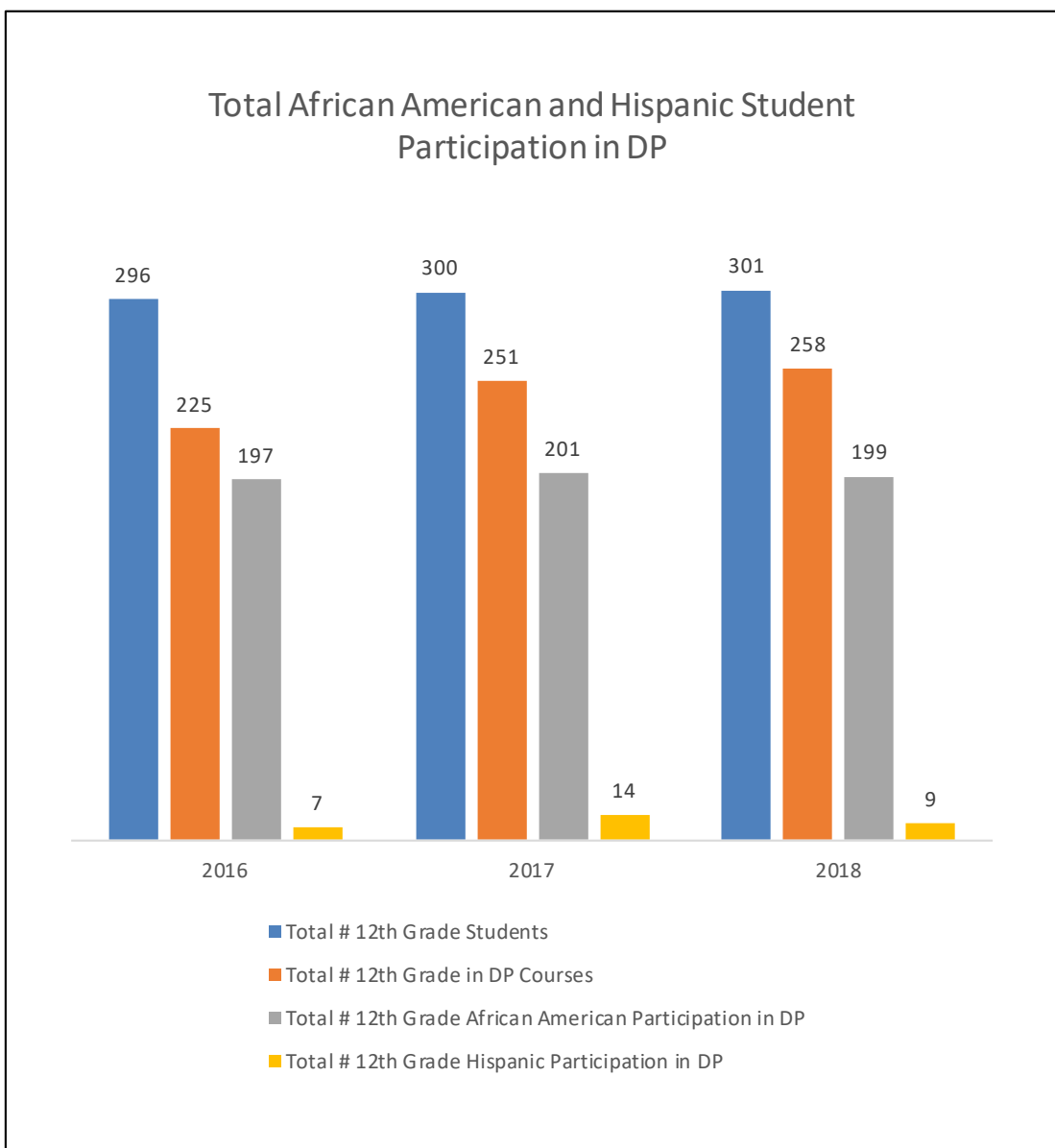




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## Center for Teaching and Learning: Supporting Our Mission for Equity and Access

The dramatic increase of students in IB courses has created a unique need for support, both for students and for teachers. Our IB Diploma course cohort since 2016 serves a diverse population of students with varied school experiences and educational backgrounds.



The Center for Teaching and Learning is at the center of our support, offering individualized instruction, extra time in school, and more resources. This includes focused skill development in the 9th and 10th grade, in which all students are enrolled in the IB Middle Years Program and dedicated support for the challenging independent work that students do in grades 11th and 12th grades.

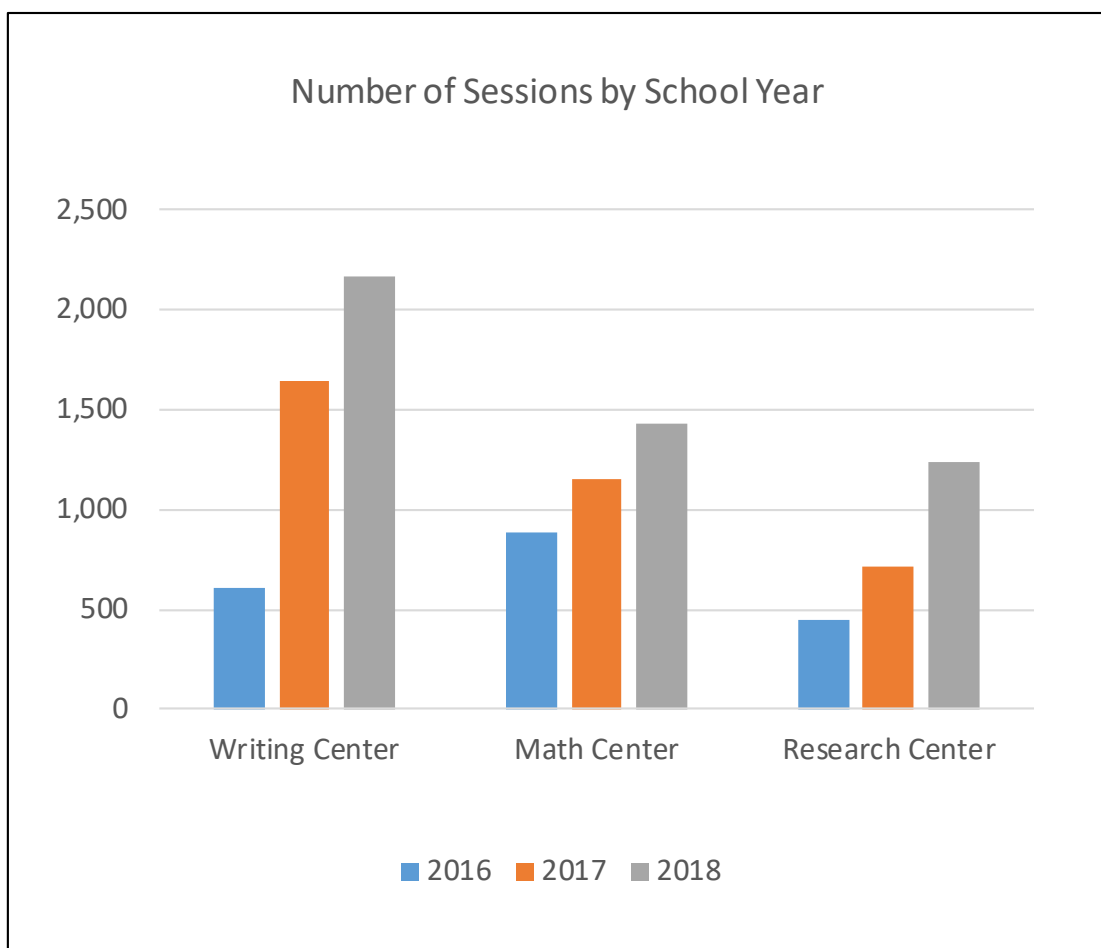


## Center for Teaching and Learning: Supporting Our Mission for Equity and Access

### Targeted Support: A Culture of Learning

At the heart of the Center of Teaching and Learning is the Joseph Meyerhoff Library, which averages about 100 visits a day both during lunch and after school. The space, staffed by our librarian and librarian's assistant, is a welcome space for checking out books, collaboration, access to technology, one on one help and a quiet place to study. With extended hours, it is a popular space used by all grades that sends the message that City is a place where we help each other, work hard and focus on our studies.

But the Center for Teaching and Learning is more than a library. It also has three centers that are dedicated to supporting the skill development in the Reed Math and Science Center, Writing Center and Research Center. Each center is led by a faculty member who trains upperclassmen to not only be peer tutors, but also innovate each center's approach. These upperclassmen take ownership of each center's growth and development and work as a team to help their peers. This is central to creating a culture of learning and high expectations at City College. It is student led. It has become an integral part of our academic culture that students feel supported by their peers to attempt challenging work and succeed. Each center has expanded its reach each year to serve more students and create a culture of caring, support and community at City.



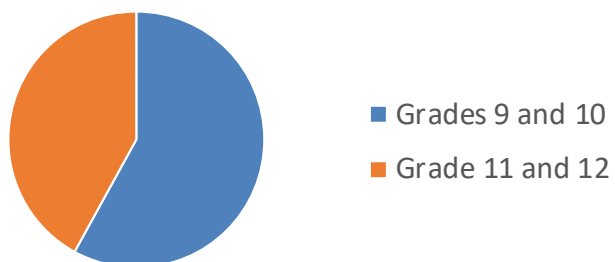


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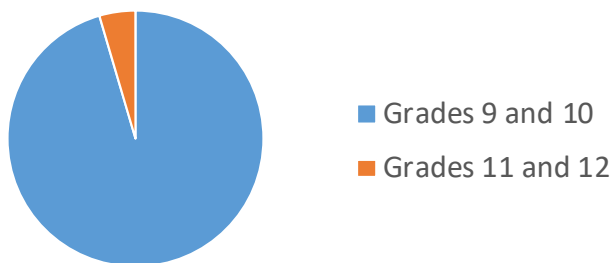
### Targeted Support: Adjustment to College Preparatory Work

Each peer tutoring center tutored more 9th and 10th graders than upperclassmen over the course of the year, giving students who were new to high school and new to IB targeted one on one support. This helped students and teachers bridge skill gaps and develop positive academic behaviors as students prepared for college level IB Diploma work in the upper grades.

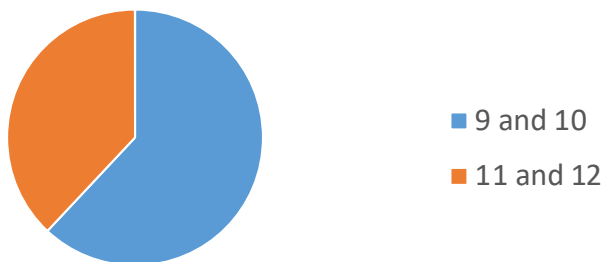
### Writing Center Sessions



### Research Center Sessions



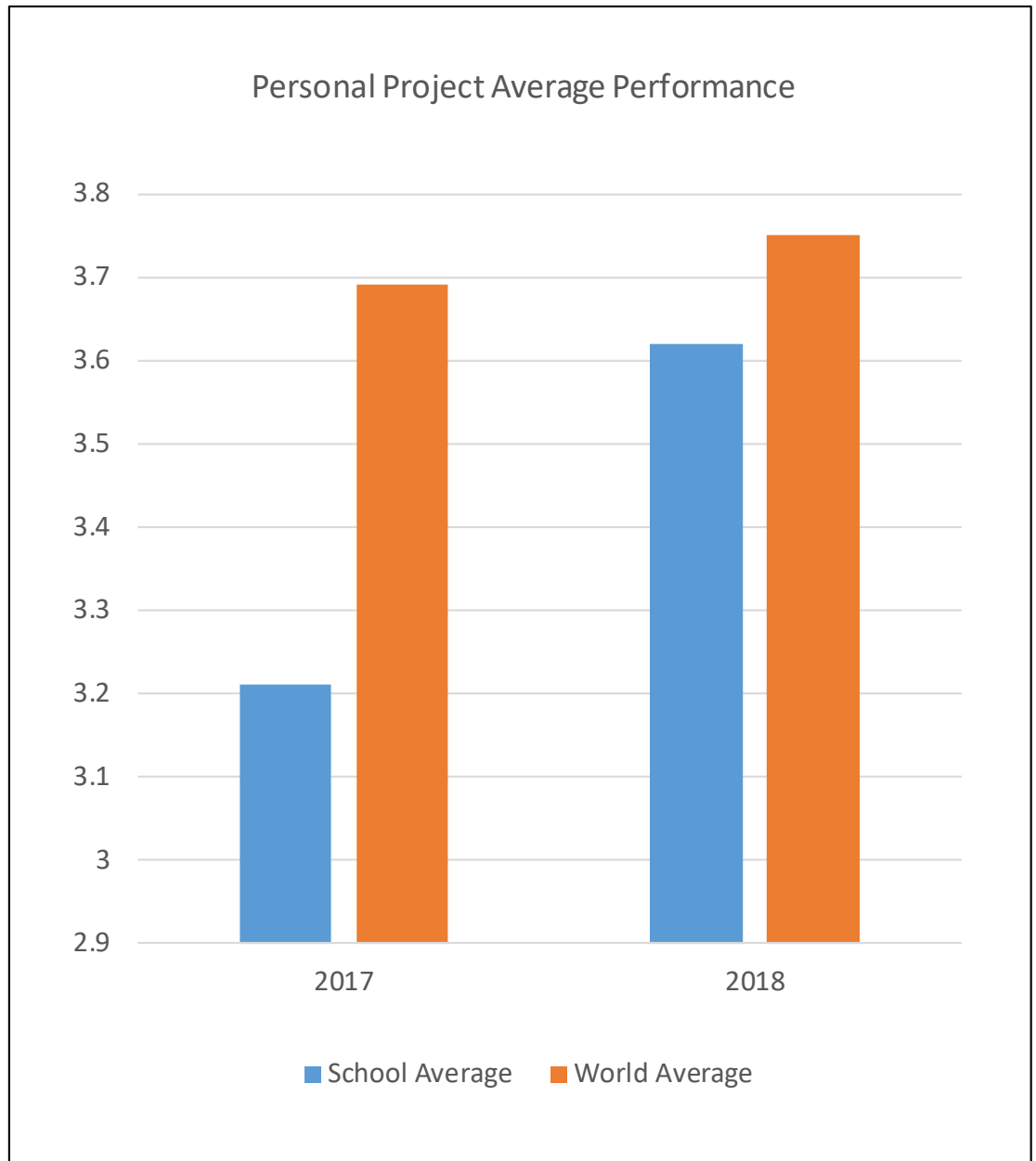
### Math Center Sessions





## Center for Teaching and Learning: Supporting Our Mission for Equity and Access

The Research Center's concentrated support in 10th grade, in particular, resulted in large growth in the 10th grade IB Middle Years Program Personal Project. All 10th graders are required to select a topic of interest, research it and then create both a project and a report to present to faculty and peers. This project is then submitted to the International Baccalaureate Organization's team of graders for marking. The dedicated support of this year's Research Center helped nearly double the passing rate for this year's class and close the gap between our school's average score and the international average score, setting the stage for increasingly challenging working grades 11 and 12, which will also be marked by the IBO's international graders.





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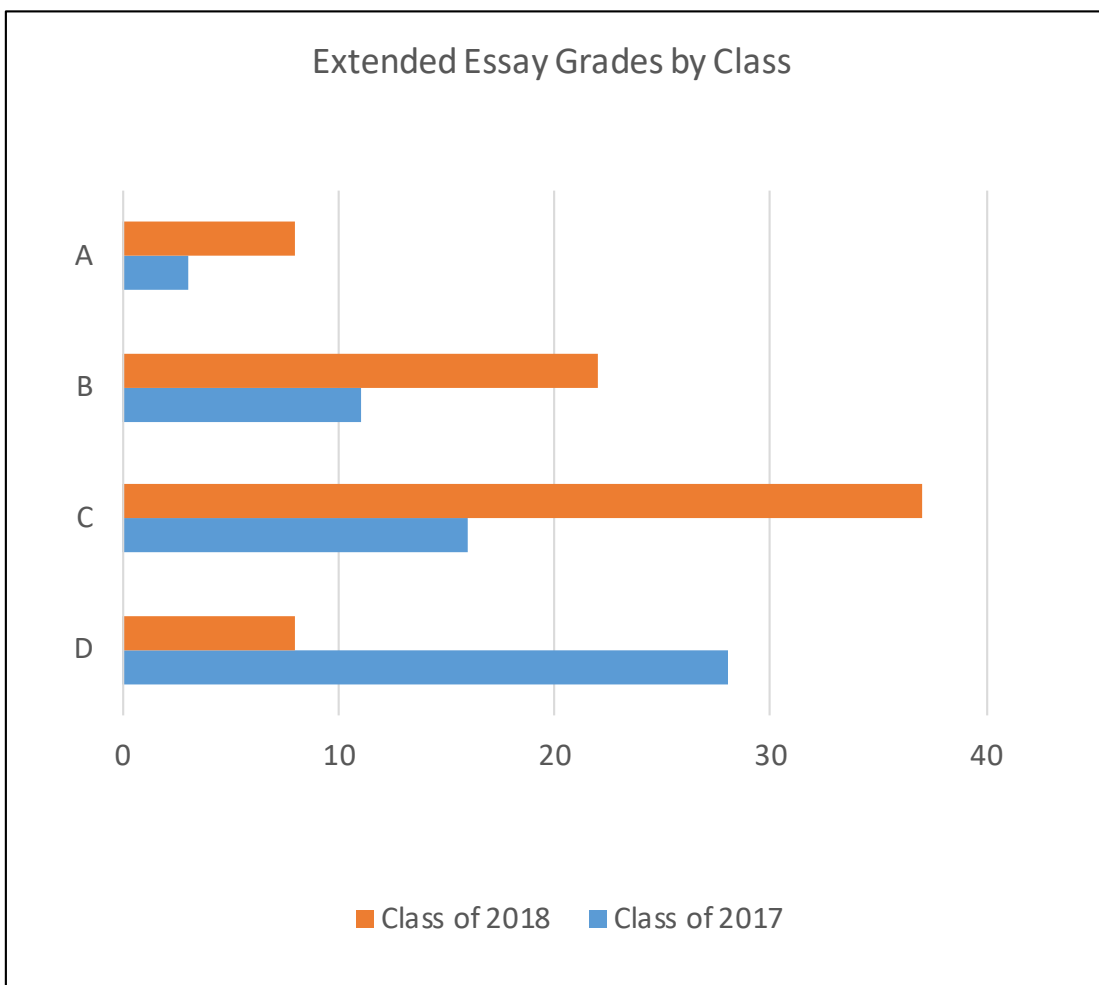
## Center for Teaching and Learning: Supporting Our Mission for Equity and Access

### Targeted Support: Extended Essay

To support upperclassmen, the Center for Teaching and Learning dedicated significant resources to the IB Extended Essay, which is a key component of earning the IB Diploma. The essay, an academic research project at 4,000 words, is done independently under the guidance of an advisor. With a rising number of full IB Diploma candidates, each with their own research project, it is essential that the library support this endeavor in order for students to be successful.

To support this increasing number of projects, the library dedicated a significant amount of time, staffing and funding to support students. Since 76% of the class of 2018 selected topics in history, 47% of new books purchased for the library were in support of individual topics. The library remained open beyond regular hours for one on one instruction. The library was full during Summer Break, Professional Development Days and Early Release Days so that students had access to the resources and support that they needed. The results showed that the extended time, access to resources, expanded collection and one on one tutoring was well spent. Not only did all of the Class of 2018 History essays earn passing marks, they earned significantly higher marks than the class of 2017.

Extended Essay Grades by Class

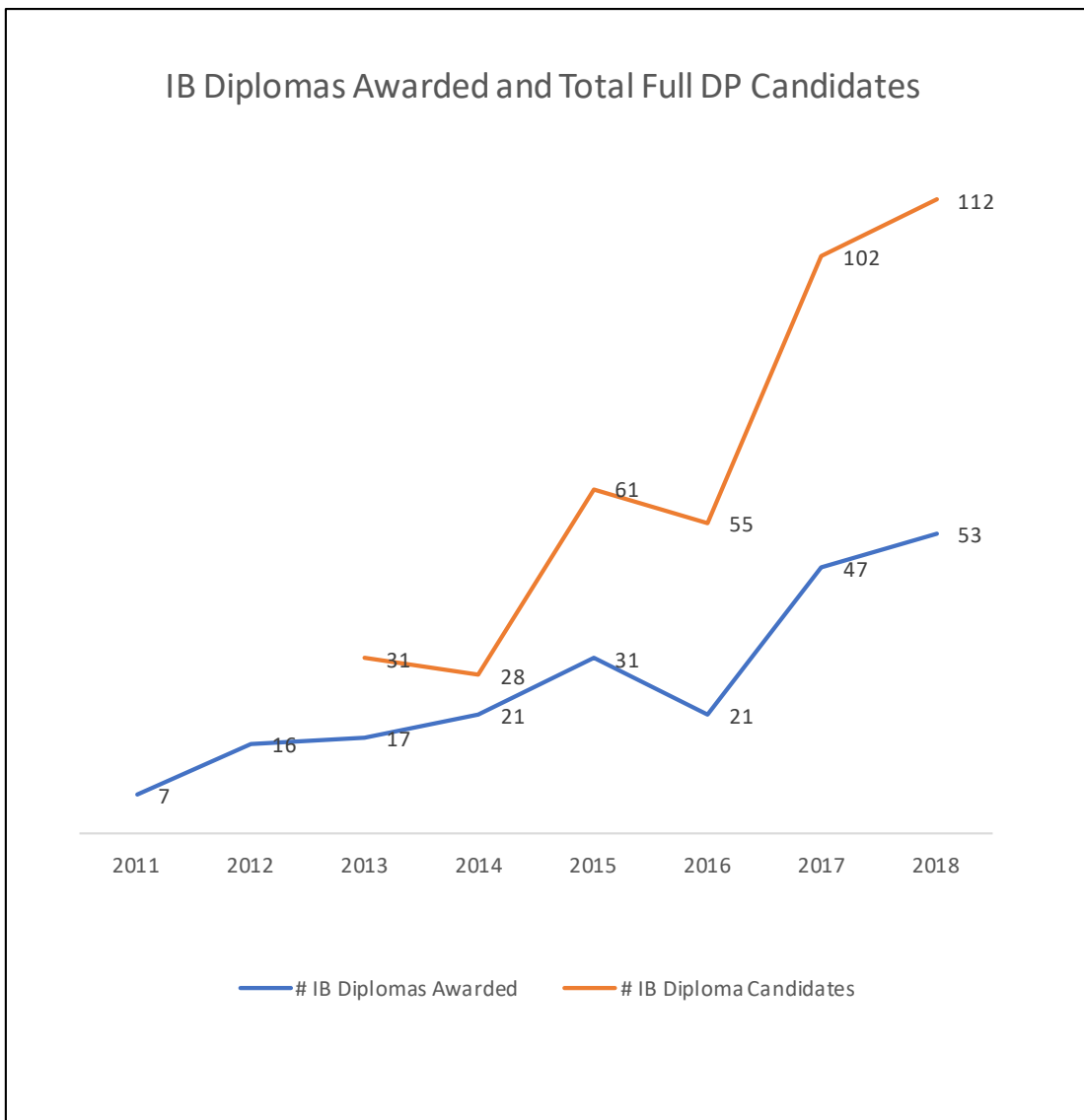




## Center for Teaching and Learning: Supporting Our Mission for Equity and Access

### The Results: Better College Preparation

City has increased participation, diversity and achievement in our IB Diploma program, the global gold standard for excellence in achievement. As a result of increasing achievement of these exams, more students are earning college credit, increasing the likelihood that they will complete college in four years. More students are also prepared for the rigorous writing, research, and independent work of college. After experiencing a positive culture of support in City's Center for Teaching and Learning, students are more likely to seek out support at their college or university. Our Center for Teaching and Learning is central to our mission-to prepare all students for the best colleges and universities.



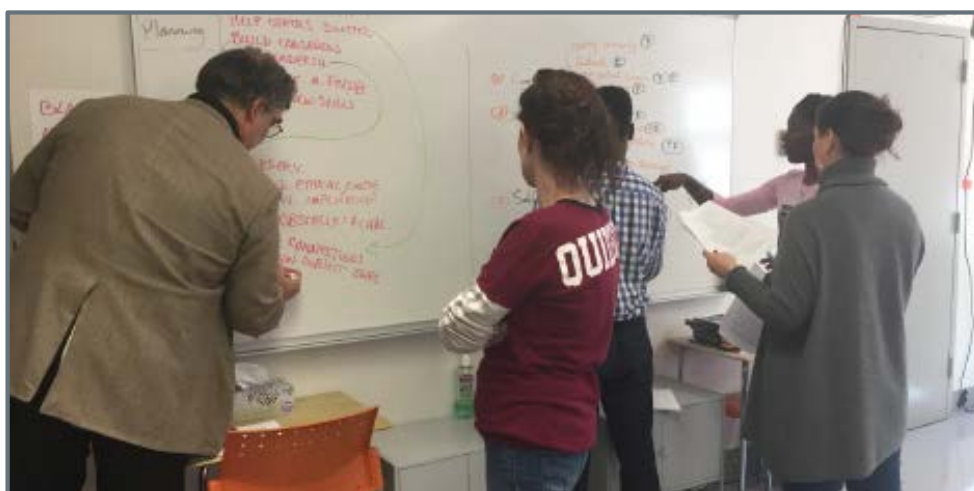


## Sharing Our Work: How We Worked with Other Educators

In our second year of operation in the Center for Teaching and Learning, we began to share with other practitioners what we have learned with others. The CTL hosted professional development and networked with other schools in Baltimore and the Mid Atlantic region.

To support Baltimore City Schools, City hosted training for IB teachers in the Approaches to Learning and a citywide Writing Center Conference for teachers and students interested in starting a peer tutoring program. We also held two events that drew teachers from outside of Baltimore, an IB Coordinators Networking Session and an IB Design Technology workshop.

Our teachers and students were proud to show other educators from Baltimore and the Mid Atlantic region both our beautiful space and the work that we have done to increase achievement. We shared our journey to give equity and access to all, reflected on next steps and asked for feedback. We look forward to collaborating more schools in the upcoming school year.



City teachers collaborate with teachers from Thomas Jefferson Elementary and Middle School and Baltimore International Academy in an October workshop for IB teachers in BCPSS.

The following schools attended professional development and/or networking events at City this year:

### Baltimore City Public Schools

Baltimore International Academy  
Baltimore Leadership School for Young Women  
Baltimore School for the Arts  
Barclay Elementary and Middle School  
Bard High School Early College  
City Springs Elementary and Middle School  
Hampden Elementary and Middle School  
Hampstead Hill Academy  
Paul Laurence Dunbar High School  
Stadium School  
The Mount Washington School  
Thomas Jefferson Elementary and Middle School  
Tunbridge Public Charter Schools

### Other Schools Outside of BCPSS

**Anne Arundel County Public Schools, MD**  
Old Mill High School  
Old Mill Middle School North

**Baltimore County Public Schools, MD**  
Windsor Mill Middle School

**Fairfax County Public Schools, VA**  
Montgomery Village Middle School

**Falls Church City Public Schools, VA**  
Mary Ellen Henderson Middle School  
George Mason High School





## Peer Tutor Spotlights: Leadership and Service

Peer tutoring benefits more than the clients. At City’s Center for Teaching and Learning, peer tutoring serves a dual purpose. It is also an opportunity for leadership and service for our upperclassmen. Not only do our tutors learn from their work with peers, they also have additional opportunities to serve the community, learn about post secondary options, and take on new challenges. Below are some of the additional ways that our tutors grew this school year in addition to traditional tutoring in their individual centers:

### Math Center

- Explored STEM opportunities at University of Maryland, College Park and Baltimore County
- Became teaching Assistants in 9th and 10th grade classrooms
- Presented at Kirwan Commission and Social Justice Teach In

### Writing Center

- Hosted citywide Writing Conference to encourage more Writing Centers
- Presented at Kirwan Commission and Social Justice Teach In
- Tutored elementary students at neighboring Abbottston Elementary School
- Tutored community members at Enoch Pratt Waverly Branch

### Research Center

- Provided online feedback to 10th graders via Google Classroom
- Led small group in class “push in” sessions to help 9th and 10th grade research
- Proofread bibliographies and citations in Senior Extended Essays

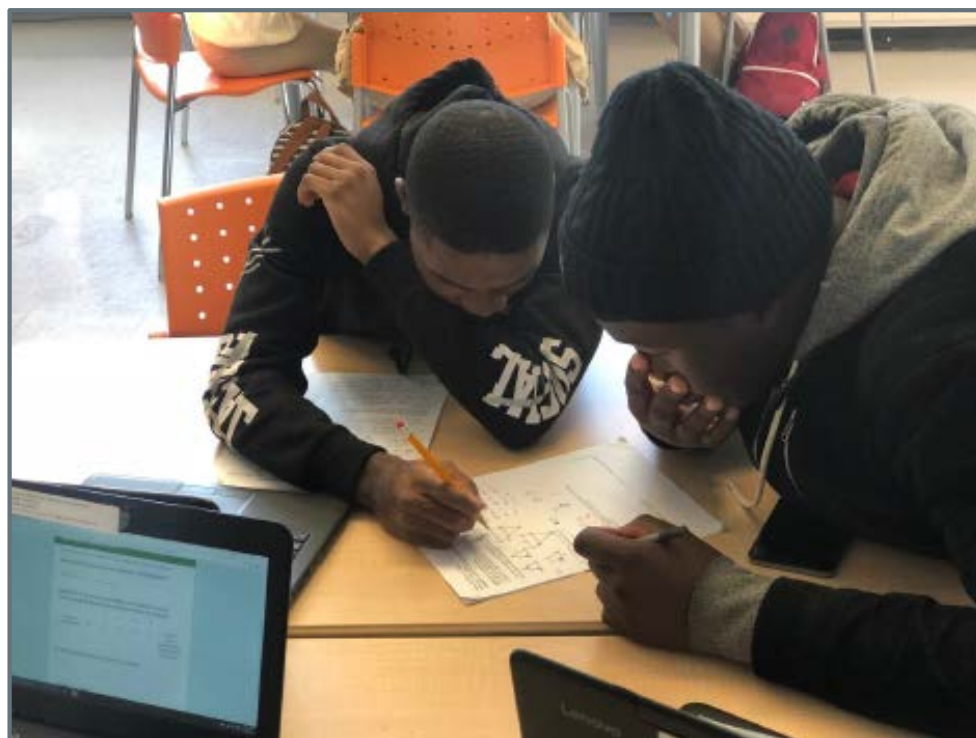
Tyler Cook, Class of 2019, Reed Math and Science Center Tutor

Before I was a tutor in the Reed Center, I was frustrated with math because of how hard that I thought it was. I was always good at math in middle school, but high school math was more complex. My grades were inconsistent, but my math teacher recommended me to tutor.

Being a Reed Center tutor opened up a lot of new doors for me. I can proudly say that I have evolved to become a leader because of all the new responsibilities that I now have. I started to use my peer tutor training and knowledge to help others by becoming a teacher assistant for a 9th grade math class. Helping freshmen with their math work has also helped me improve my communication skills in real life. An added benefit is that I can easily get help on all of my school work by asking the other tutors for help. This has helped me to not be so overwhelmed. When Mr. Reed sponsored field trips to University of Maryland College Park and UMBC engineering departments, I acquired new information about colleges that I never would have imagined going to if it were not for that visit. I am very grateful to be a part of the Reed Math and Science Center.



## Peer Tutor Spotlights: Leadership and Service



A lunchtime tutoring session in the Reed Center

Kyisha Crawford, Class of 2019, Writing Center Tutor

Before I became a tutor, I was worried that I would mess it up. I was worried that my clients would not be able to understand what I was trying to say. But I was wrong. By being a part of the writing center community, I got to learn new things that helped me become a better writer and explore new experiences. This year, I got to be a part of our first writing center conference. This conference was student led and we encouraged teachers and students from other schools to build writing centers of their own. I am glad that I got to help other schools expand their learning resources.

The Writing Center is one of the most important aspects to the Baltimore City College community. For starters, the writing center is student led. Students get a chance to be leaders and help out other students on assignments. The center is also a safe space for students to feel comfortable. It is a place where students can come in during any part of the writing process and not get judged for their writing. In this room, we encourage students and give them feedback in areas where they can improve. For me personally, sometimes it can be hard to understand what a teacher is trying to say, so it is useful to hear it from a peer so that I can better understand the assignment.

As a part of the writing center, there are also opportunities to go on college trips and see what a college writing center looks like. It was very interesting to see that we are doing college level work and that we could even pursue being a tutor in college. Finally, in this little room, we are like a family. You get to meet new people and build relationships with people you have never met before. Being a tutor has given me new experiences, helped me become a better writer and given me the opportunity to help others.



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## Peer Tutor Spotlights: Leadership and Service



The Writing Center Tutors visit Loyola University's Writing Center.



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## George Doetsch Hall: A Community Space for Performance and Celebration

A sampling of the diversity of events that took place during throughout the school year in Doetsch Hall.

### SEPTEMBER



IB Coordinators from the Mid Atlantic Region gathered for a Networking session.

### OCTOBER



Prospective students visited to learn about City's program on one of our Preview Days.

### NOVEMBER



Deputy Surgeon General Sylvia Trent Adams meets with junior and senior IB Chemistry and Biology students to talk about her work.

### DECEMBER



Family and faculty celebrated when Malik Hamm, Class of 2018, signed to play football with Lafayette College.

### JANUARY



Lionel Foster, class of 1998, organized writing conferences between 9th graders and professional writers in preparation for the Baldwin Prize writing context.

### FEBRUARY



Alsarah and the Nubatones, in partnership with the Creative Alliance, hold a special performance for students.

### MARCH



Principal Cindy Harcum, class of 1989, speaks at the inaugural City Now City Forever Annual Fund Event.

### APRIL



Author Jason Reynolds read an excerpt from his book, A Long Way Down, at One City One Book Family Night.

### MAY



Students present to local legislators about the upcoming Kirwan Commission, advocating for more funding for City Schools.