

**George Mason University
College of Education and Human Development
FASTTRAIN IB Certificate Program**

EDUC 623: Models and Strategies for Teaching and Learning in IB Schools

Fall 2010

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Course Description:

Focuses on the development of the capacity of teachers in IB schools to adopt appropriate teaching strategies and techniques instrumental in ensuring program learning outcomes are achieved. Further, participants develop a deep understanding of the critical relationship between teaching and learning.

Prerequisites: Admission to GSE, enrollment in FASTTRAIN IB certificate program and completion of EDUC 621: Teaching and Learning in the International Baccalaureate Programs or permission of instructor.

Nature of Course Delivery:

The course will use a blended online/onsite model. During class meetings, instructors will employ large group, small group, pair work and individual instructional strategies based on the IB philosophy of inquiry. During online classes live chats, Discussion Board postings and building a learning community will be primary features.

Standards:

National Board of Professional Teaching Standards

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities

ASTL 6: Teachers attend to the needs of culturally, linguistically and cognitively diverse learners.

ASTL 7: Teachers are change agents, teacher leaders, and partners with colleagues and families.

IB Teacher Award Inquiry Strands, Level 1:

Area of Inquiry: 2 Teaching and Learning

- e. What learning strategies are appropriate in supporting effective implementation of the programs (e.g. PYP, MYP and DP)
- f. What teaching strategies and learning activities support program learning outcomes?
- f. What instructional strategies are involved in supervising student planning and production of personal projects?
- g. How does the program support the learning needs of all students?
- g. How does differentiated practice support the learning of all students, including those of different levels of competency, types of ability, learning styles, communication styles, and speakers of other languages?
- h. What learning resources support program practice and how are they selected or evaluated?

Area of Inquiry 4: Professional learning

- n. What is reflective practice and how does it support program implementation and enhance practice?
- o. What is the role of collaborative working practice in supporting the program learning outcomes?
- p. How does the online curriculum center and other similar information and communication technologies enable program practitioners to professionally engage with each other?

Technology (ISTE):

IV. Teachers use technology to enhance their productivity and professional practice

Learner Outcomes:

This course will enable students to:

- a. understand the critical relationship between the choice of instructional strategies and the influence on learning;
- b. deliberate on the choice of instructional strategies across IB programs to achieve learner outcomes;
- c. understand the importance of range and balance in the selection of teaching strategies;
- d. make instructional decisions to support programmatic and learner outcomes, including meaningful and relevant inquiry;
- e. design supervisory and management techniques that support learners in the planning and production of a personal project;
- f. select strategies and construct learning environments that support student reflection, inquiry and problem solving;
- g. demonstrate mastery of differentiated instruction to support diverse learning communities;

- h. select and evaluate appropriate teacher and learner resources to support program learning outcomes;
- i. engage in ongoing critical reflection of professional practice.

Standards and Outcomes:

Outcomes	NBPTS/ASTL	IB	Technology
A	1, 2	2e,f,n	
B	4	2f,n	
C	2, 4	2f,g,o	
D	1, 4, 6	2g,g1, p	IV
E	3, 5	2f,o	
F	1, 2	2e,f,f1	
G	2, 6	2g,g1,p	
H	3, 6	2h,p	
I	5, 7	2f,n,o	

Required Course Texts:

Boostrom, R. (2005). Thinking: The foundation of critical and creative learning in the classroom. New York: Teacher’s College Press.

Wells, G. (Ed). (2001). Action, Talk & Text: Learning & Teaching Through Inquiry. New York: Teacher’s College Press.

Recommended Course Texts:

Barell, J. (2007). Problem Based Learning: An inquiry approach (2nd edition). Thousand Oaks, CA: Corwin Press.

Clandinin, D. J. and E. M. Connelly. (2000). Narrative inquiry: Experience and story in qualitative research. San Fransisco: Jossey-Bass.

Gregory, G. H. and L. Kuzmich. (2004). Data driven differentiation in the standards-based classroom. Thousand Oaks, CA: Corwin Press.

Tomlinson, C. & McTighe, J. (2006). Integrating differentiated instruction and understanding by design. Alexandria, VA: ASCD.

Willingham, D. T. (2009). Why don't students like school: A cognitive scientist answers questions about how the mind works and what it means for the classroom. San Francisco: John Wiley & Sons, Inc.

Wilson, J. & Wing Jan, L. (2009). Smart thinking: A programme for developing thinking skills in 7 to 12 year olds. Oxford: Routledge.

All students are required to have access to a computer with internet access and a current GMU e-mail account.

Relevant web sites:

All students will be enrolled in the online Curriculum Center through the International Baccalaureate Organization.

All students will have online copy of the complete IB Teacher Award Standards, Level 1.

International Baccalaureate Organization, <http://www.ibo.org>

Practitioner Research as Staff Development, <http://www.aelweb.vcu.edu>

CEHD Course Expectations

The College of Education and Human Development expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions (see <http://cehd.gmu.edu/teacher/professional-disposition>).
- Students must follow the guidelines of the University Honor Code (see <http://academicintegrity.gmu.edu/honorcode>).
- Students must agree to abide by the university policy for Responsible Use of Computing (http://catalog.gmu.edu/content.php?catoid=5&navoid=105&bc=1#resp_use_comp_poli).
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Center (DRC) and inform the instructor, in writing, at the beginning of the semester (see www.gmu.edu/student/drc or call 703.993.2474 to access the DRC).

Online Participation/Attendance Policy

Students are expected to participate in *all* online discussions and attend *all* classes of courses for which they register. Online and class participation is important not only to the individual student, but to the class as whole. Online and class participation is a factor in grading; instructors may use class absence, absence of postings, tardiness in posting or attendance, or cursory postings as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus.

Course requirements:

A. Critical Reflections Journal - each participant will maintain a response journal for the duration of the course. The critical response journal will be written in APA format. The

topics in the course outline should comprise the bulk of the topics read. The responses will be evaluated on:

1. Short summary of the topic that accurately reflects the author's intent;
2. Reflection on reading that identifies key understandings, connections to other readings and experiences, application of the research to teaching/learning and influence on the reader.
3. All entries will be of the caliber expected at the graduate level.

B. Instructional Planning - elements of differentiation

Design a lesson embedded within your planner that provides evidence of differentiated instruction. The episode must include evidence of differentiation in terms of content, process and product as well as accounting for differences in depth and learning styles.

C. Management Plan for Learning Inquiry

Outline a plan to support independent learning within your program. Address elements of inquiry cycle, essential attitudes, approaches to learning, ways of knowing and habits of mind that students need to complete successfully the relevant IB program's capstone academic experience (PYP Exhibition, MYP Personal Project, DP Extended Essay). Consider resource support, timelines, training, and systems for managing student work.

D. Teaching/Learning Episode – Performance Based Assessment (PBA)

Each participant will select one instructional activity to videotape. The activity must be at least 30 minutes in duration and no longer than 60 minutes. Each participant will supply a unit plan (PYP and MYP) or detailed course outline (DP) in which the teaching/learning episode occurs and at least 15 lines of transcribed teacher-student or student-student interactions. In a short critical paper that meets graduate-level expectations, the participant will describe, analyze and reflect on

- a. the purpose of the episode in instructional terms, including range and balance
- b. specific elements of inquiry-driven practice in relation to specific learner needs
- c. evidence of learning that occurred for students
- d. barriers to learning/instruction that occurred
- e. overall analysis of the episode's educational outcomes (reflection)

Assignment	Percent of Final Grade	Outcomes Addressed
Critical Reflections Journal	15	A, C, D
Planner-inquiry	20	B, C, D G
Management Plan	20	E, F, G, H
Teaching/Learning Episode*	35	A-I
In class activities/group work	10	A, B, J

Grading Scale:

A+ = 100
 A = 94-99
 A- = 90-93
 B+ = 85-89
 B = 80-84

(C = 70-79 = not accepted for Level I award recommendation)
 (F = Does not meet course requirements)

Date	Questions and Topics	Readings and Assignments Due
10 & 11 Sept	How do we develop a community of inquirers?	Wells, pp. 1-22 & 171-194 (to be read prior to class) IB Mission Statement IB Learner Profile
18 Sept		1st reflective journal due
24 Sept	The paradox of <i>defining</i>	Boostrom, pp. 1-54
25 Sept	What teaching strategies/learning activities support the IB Learner Profile? Student-centered learning Building school culture	Wells, pp. 41-78
2 Oct		2nd reflective journal due
15 Oct	The paradox of <i>telling</i> Socratic Circles	Boostrom, pp. 57-105
16 Oct	In what ways do we support the learning needs of all students?	Wells, pp. 99-150
23 Oct		3rd reflective journal due
5 Nov	The paradox of <i>believing</i> Problem-based learning	Boostrom, pp. 107-158 Instructional plan due
6 Nov	How do we support self-regulated, independent inquiry?	
12 & 13 Nov	Classroom presentations (learning episodes)	Management plan for learning inquiry
	Performance-Based Assessment (tape, transcript, and critical reflection paper) Not to exceed 10 pages Must be submitted on TaskStream, where it will be marked and stored as part of your IB Archive	