

**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**

**Spring 2010**

**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:**

<b><u>Outcomes</u></b>	<b><u>NBPTS/ASTL</u></b>	<b><u>IB</u></b>	<b><u>Technology</u></b>
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 (2<sup>nd</sup> edition). 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 email account.

### **Relevant Websites:**

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\\_com\\_p\\_poli](http://catalog.gmu.edu/content.php?catoid=5&navoid=105&bc=1#resp_use_com_p_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](http://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. Planner-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

Design a plan to support independent learning within your program. Address elements of resource support, timelines, timeliness, management of student work across projects or final essays.

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

Each participant will select a minimum of one teaching/learning episode to videotape. The videotape will be no less than 30 minutes in duration and no longer than 60 minutes. Each participant will supply the planner in which the teaching/learning episode occurs. After the close of the episode, the participant will analyze and reflect on the following:

- a. the purpose of the episode in instructional terms, including range and balance
- b. specific elements of differentiated 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 effectiveness of the instructional episode in terms of the intent

All final papers should be in APA format and no longer than 10 pages long. The videotape must be included in the submission.

<b><u>Assignment</u></b>	<b><u>Percent of Final Grade</u></b>	<b><u>Outcomes Addressed</u></b>
Critical Reflections Journal	15	A, C, D
Planner-differentiation	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

\*Designated Performance Based Assessment- forms part of student learning portfolio in TASKSTREAM.

### **Grading Scale:**

A+ = 100	(C = 70-79 = not accepted for Level I award recommendation)
A = 94-99	(F = Does not meet course requirements)
A- = 90-93	
B+ = 85-89	
B = 80-84	