



FAST TRAIN Programs

GEORGE MASON UNIVERSITY
College of Education and Human Development
Fast Train Program for International Educators

EDUC 520
Curriculum, Instruction, and Assessment in International Schools
Wednesday 20th July – Friday 29th July, 2010

Professor: Dr. Lesley Fern Snowball, CertEd., DipEd., MPhil., PhD
Email: lsnowbal@gmu.edu

Course Description

This course addresses the specifics of curriculum, instruction and assessment in international schools and includes a review of research and effective teaching practices. Through discussion and interaction, self-study and reflection, you will have opportunities to develop deeper understandings complemented by practical ideas and strategies, in the areas of curriculum development and implementation, effective instruction, and appropriate assessment, with emphasis on specific issues affecting international schools. Course content and experiences are designed to improve pedagogical effectiveness and promote continuous reflection to impact your future students' learning in a positive manner.

Student Learning Outcomes. This course is designed to enable students to:

1. become knowledgeable about the interrelationship of curriculum, instruction, and assessment in the elementary curriculum
2. understand specific issues affecting international schools in the areas of curriculum development and implementation, effective instruction, and appropriate assessment
3. appreciate cultural components in their relationship to students, families, and colleagues in international schools
4. adapt curriculum, instruction, and assessment for an international context
5. become familiar with international curriculum models, specifically the Primary Years Program of the International Baccalaureate Organization
6. develop a unit of inquiry using the PYP planning framework
7. extend their repertoire of pedagogical skills including strategies for planning, managing, and assessing learning experiences
8. recognize and plan for sociocultural, linguistic, and learning differences among students
9. utilize strategies to promote inquiry and reflection among students
10. develop skills as a reflective practitioner - observing, recording, and analyzing teaching and learning behaviors from a deliberative reflective stance
11. begin developing an awareness and appreciation of a research base that supports current best practices in teaching and learning
12. appreciate being part of a wider learning community enabling sharing of information, ideas, and resources with colleagues

Learning Outcomes Aligned with Professional Standards of:

1. INTASC http://cte.jhu.edu/pds/resources/intasc_principles.htm
2. International Baccalaureate Organization: Section 2a Draft PYP Practitioner Award Programme Requirements, June 2005. Also see <http://www.ibo.org/pyp/>

Student Learning Outcome	INTASC	PYP Requirement
1.	1,4,7,8	A,B,C,D
2.	2,3,5,7,10	A,B,C,D,E,F,H
3.	1,4,6,8	A -M
4.	1,4,7,8	D,F,H,I,J,K,L,M
5.	2,3,6	E,F,G,H
6.	2,3,4,7	E,F,G,H
7.	1,4,7,8	E,F,H
8.	3,5,6,7,9	N,O,P
9.	1,7,9	E,N,O,P
10.	5,6,9,10	E,F, H,N,O,P

Course requirements and student responsibilities include:

- **Attend all class periods** of courses for which they register. In- class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (GMU Catalog 2010). Be punctual and notify instructor in advance if you are unable to attend class. All work missed is the responsibility of the student.
- **Meet responsibilities with a professional and positive attitude.** Become familiar with GSE professional behavior and dispositions listed below.
- **Complete all readings and assignments.** Submit by due date. Assignments submitted late without approval will be reduced in grade.
- **Participate in class activities.**

Note: Use of laptops in the classroom is restricted to designated times for class work only. Students should not have laptops open without specific direction from the instructor. All cellphones should be turned off during classes.

Required Text:

Arends, R. I. (2007). *Learning to teach*. NY: McGraw-Hill.

Recommended Text:

Kyriacou, C. (2001). *Essential Teaching Skills*. Cheltenham: Nelson Thornes.

Additional readings will be distributed in class and / or posted on Black Board: <http://blackboard.gmu.edu>.

Classroom Observation:

20 hours of field experience explicitly dedicated to each FAST TRAIN course is a requirement. This must be logged and signed by the school. The Field Experience Log must be turned in before the course can be graded. Linked to their Field Experience, EDUC 520 students must complete the Student Learning Analysis Assignment which is the **Performance Based Assessment** for this course.

FIELD OBSERVATIONS Due Date: March 15, 2012 – please note failure to meet the deadlines for field experience will prevent you from registering for your next sequence of courses. In addition, field experience requirements turned in late will be graded at the discretion of the instructor. This may mean they are recorded as Unsatisfactory and will have to be repeated the following Spring.

A Note about Teacher Anthology and PBA's:

The Teacher Candidate Anthology (TCA) is designed to be a collection of performance-based tasks that are valid samples of candidate work throughout the program. It documents the individual's knowledge, skills, dispositions and ability to teach. Further it documents the candidate's ability to positively influence PK-6 student learning. Its purpose is to assess the attainment of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and to provide an avenue for growth and reflection.

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is the Field Observation Report. This assignment must be posted to **Task Stream**, where it will be reviewed and graded.

Additionally, students are required to submit both a mid-point anthology reflective paper after completing three licensure courses and a final reflective paper after completing the final licensure courses. Both the mid-point and final anthology will be posted to Task Stream for scoring. Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN website: http://gse.gmu.edu/fasttrain/programs_of_study/elementary/ for more guidelines about the anthology requirement.

Assignments and Evaluation	
Preparation, Participation, Attendance	20%
<i>To be included in your development portfolio:</i>	
Student Learning Analysis Assignment (PBA)	40%
PYP Planner Creation	20%
Develop and critique an authentic assessment tool	20%
Total	100%

Evaluation Criteria are listed with each assignment.

Grading Scale:

A+ = 100; A = 93-99; A- = 90-92; B+ = 86-89; B = 85-80; C = below 80

Please note that C is not a passing grade in licensure courses. A student who receives an overall grade of C must repeat the course in order to apply for licensure.

Detailed Assignment Descriptions and Evaluation

Preparation, Participation, and Attendance (20 points)				
Students are required to attend and be prepared for all classes. In- class participation is important not only to the individual student, but to the class as whole.				
Criteria/Grading	Exemplary 18-20 points	Accomplished 15-17 points	Developing 12-14 points	Beginning 11 & below points
<p>Class Preparation Reading/Sharing Observation Reports <i>Reading widely and specifically about the teaching is central to students' understanding of its application to their teaching. Dialogue with peers about the readings broadens students' perspectives and thinking about the readings.</i></p>	Selects and fully completes all readings and reports. Comes prepared with thoughtful synopsis, questions, and comments to share with class. Is able to demonstrate an excellent understanding of readings and with connections to observations.	Selects and fully completes most of the readings and reports. Is prepared for sharing reading and asking questions. Demonstrates a good understanding of readings and makes connections to observations.	Selects and completes some of the readings and reports. Is somewhat prepared to share readings and questions. Demonstrates a beginning understanding of readings and makes some connection to observations.	Little or no involvement and sharing of readings and reports. Is seldom prepared to share readings and questions. Demonstrates a limited understanding of readings and makes few connections to observations.
<p>Class Activities <i>Class activities serve to deepen students' comprehension and invites critical friends into conversations and projects to extend learning.</i></p>	Completes all activities. Integrates and demonstrates a keen understanding; Well-presented in class. Evidence of extensive reflection.	Completes most activities. Demonstrates a good understanding; Evidence of thorough reflection.	Completes some activities. Demonstrates a beginning understanding g in activities; Evidence of some reflection	Completes a few activities. Demonstrates a limited understanding in activities. Lack of reflection.
<p>Participation <i>Participation s a critical component of this course. It is based on your contribution to building a positive classroom climate and community. Participants contribute to each others' learning by actively listening, exchanging ideas, and supporting each other's efforts.</i></p>	Outstanding participation; participates regularly and actively in discussions and activities. Promotes conversation focused on the topic. Comments demonstrate a high level of understanding. Listens actively to peers. Prompts peer feedback and input.	Participates in discussions and activities on a regular basis; questions and comments reveal thought and reflection. Frequently involves peers in discussion.	Doesn't contribute to discussions or activities very often, but generally reveals some thought and reflection. Follows rather than leads group activities. Solicits some peer discussion.	Few meaningful contributions to class discussions. Little evidence of participation. Shows little concern for peers' learning or input. Misses classes and does not make up work.

Performance Based Assessment (PBA)*

Student Learning Analysis (40 points)

For EDUC 520 you will complete the Student Learning Analysis assignment. This assignment, to be completed during your 20 hour field assignment, is designed to focus on the relationship between your teaching and student learning. It should answer the questions, “When I teach, do students learn? and How do I know they are learning?” You may complete this assignment in any content area with a small group of students (with your supervising teacher’s approval). You will need to be able to work for four to six weeks on this assignment so please plan accordingly.

Specifically, you will design a unit of instruction for elementary age students (using the PYP planner or any other planner appropriate to your setting). You will establish baseline evidence of student knowledge through a pre-assessment you design. You will teach/lead the inquiry in your planned area. You will collect sample student work for analysis and complete a post-assessment of student learning. You will provide an in-depth analysis of teaching and student learning along with your critical reflection on the process.

Your final assignment will be assessed against the following 8 criteria, each potentially worth 5 points.

Criteria/Level	Target – 5	Target - 4	Acceptable - 3	Unacceptable - 2	Unacceptable - 1
ACEI 2.7 Physical education	Description of the group gives an extended and comprehensive picture of their physical development, activity levels, special learning needs and is supported by extended and substantive research references	Description of the group gives a comprehensive picture of their physical development and activity level, special learning needs and is supported by substantive references	Satisfactory description of the group gives a clear picture of their physical development and activity level, special learning needs and is supported by references	Description of the group gives an incomplete picture of their physical development and activity level, special learning needs and is supported by a few references	Little to any physical description or special learning needs of the group with no references provided
ACEI 5.2 Collaboration	Family interview is evident giving a clear, comprehensive description. Includes language, culture and socio-economic status. Description is linked to extended research references	Clear and comprehensive description of the family using interview protocol, school, community and culture. Includes linguistic background and socio-economic status. Description is linked to research references	Satisfactory description of the family using interview protocol, school, community and culture. Includes language and socio-economic status. Description is supported by some research	Incomplete description of the family using interview protocol, school, community and culture. Provides a few connections to research	Description is vague and unclear with no connections to research. Fails to include family interview
ACEI 3.1 Integrating and applying knowledge	Planning includes all required elements, comprehensively described: purposes, goals/objectives, materials/resources, instructional activities (including technology), assessments,	Planning includes all required elements: purposes, goals/objectives, materials/resources, instructional activities (including technology), assessments, differentiation and theme of inquiry	Planning includes most required elements.	Planning includes only some required elements	Planning includes few required elements