

GEORGE MASON UNIVERSITY
Graduate School of Education
FAST TRAIN

EDUC 511: Introduction to Teaching in International Schools

Syllabus

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Office Hours: By appointment, before/after class

Course Description: This course focuses on the structure and variations of international schools and human growth and development of their students. This includes the examination of international education, its mission and philosophies; comparative models of international education; the relationship between models of international education and patterns of student development; and parameters of effective instruction.

Student Outcomes

- a. To become familiar with the role and purpose of international schools, as well understanding contemporary issues in the international school community.
- b. To become familiar with international school student characteristics - including the stage theories of development, age-level characteristics and student variability.
- c.
- d. To identify and analyze issues related to education in a pluralistic and multicultural setting and society.
- e. To become familiar with principles in educational psychology that affect learning.
- f. To understand the parameters of effective instruction - including behavioral learning theories, cognitive learning theory, information processing theory, as well as understanding motivation and humanistic approaches to education.
- g. To become familiar with the following aspects of child abuse: definition, historical evolution, different forms, underlying factors, legal statutes, assessments, interventions.

ACEI Standards:

Candidates for certification, licensure and/or degree in the FAST TRAIN program are expected to demonstrate their acquisition and ability to apply the following ACEI Standards at acceptable or target levels:

1.0 Development, Learning and Motivation – candidates know, understand and use the major concepts, principles, theories and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge and motivation.

3.2 Adaptation to Diverse Learners – candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

4.0 Assessment for instruction – candidates know, understand and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Professional growth, reflection and evaluation – candidates are aware of and reflect on their practice in light of research on teaching, professional ethics and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies – candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional and physical growth and well-being of children.

Relationship to Program Goals and Professional Organization

EDUC 511 is the introductory course in FAST TRAIN, a program that prepares elementary and ESOL teachers for international schools. FAST TRAIN applies the goals of GMU elementary and ESOL education curriculum to an international context. EDUC 511 addresses the program goals that address educational foundations, especially in human growth and development and psychology. In addition, EDUC 511 primarily addresses the Interstate New Teacher Assessment and Support Consortium (INTASC):

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Further, EDUC 511 addresses the following essential understandings in the PYP Level I Award Programme at an introductory (awareness) level:

- A. International education and the role/philosophy of the IBO programmes.
- B. Curriculum frameworks (principles, structures and practices).
- C. Curriculum and instructional design.
- D. Curriculum articulation
- F. Teaching methodologies and the support of learning
- G. Differentiated teaching strategies
- H. Selection and evaluation of teaching and learning materials
- I. The principles of assessment
- N. The principles and process of reflective practice
- O. Collaborative working: planning, implementation and evaluation.

CHED Statement of Expectations

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

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and

check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Attendance Policy

FAST TRAIN students are expected to attend *all* class periods of courses for which they registered. No absences are accepted for eight day classes. 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 2010).

Laptop/Cell Phone Use

Laptop use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will be closed during discussions, lectures and other assignments in class which require your full attention.

Cell phones must be turned off during class periods. Cell phones may be used during break or at lunch time.

Nature of Course Delivery

This course is delivered in a series of inquiry-based learning experiences that include didactic instruction, cooperative groups, individual assignments, informed discussion,

simulations, Blackboard, reflective practice and cooperation between and among all participants. All students must use their MASON e-mail account during enrollment in FAST TRAIN courses.

Text:

Woolfolk, A.E. (2010). *Educational Psychology* (11th edition). Needham Heights, MA: Allyn and Bacon.

Making The PYP Happen: A Transdisciplinary Curriculum. International Baccalaureate Organization. (Online Curriculum Centre, IB).

Students are responsible for having the most recent edition of the required textbook. Should you purchase another edition, it will be your responsibility to make the adaptations for readings in on your own.

Important Web Sites:

U.S. DOE, Education Resources Information Center
<http://www.askeric.org/Virtual/Lessons/Guide2.html>

The Gateway Collection of Lesson Plans (U.S. DOE)
<http://www.thegateway.org/collections.html>

Education World – Lesson Planning
http://www.education-world.com/a_lesson

International Baccalaureate Organization – Online Curriculum Center (OCC)
<http://www.ibo.org/>

Virginia Standards of Learning
<http://www.knowledge.state.va.us/main/sol/sol.cfm>

American Psychological Association
<http://www.apa.org>

Child Abuse Prevention
http://www.vcu.edu/vissta/training/va_teachers/requirements.html
(online module)
<http://www.ojp.usdoj.gov/nij/childabuse/bg2b.html>
<http://www.dss.state.va.us/family/children.html>

Course Evaluation Guidelines

Students are expected to keep up with the readings, arrive promptly, be prepared, and participate in all class discussions and activities. The final grade will be based on the following course requirements:

Dispositions Statement	15%	Due Wednesday, June 29th
Influences on Learning	25%	Due Friday, July 1st
Classroom Management/Action Plan	20%	Due Wednesday, July 6th
*Child Study Assignment (PBA)	25%	Due November 15
In-Class Assignments, Participation, Timeliness, and Attendance	15%	
	100%	
Field Experience Requirements	S/U	Due December 1
Child Abuse Prevention Module	S/U	Due Thursday, July 7th

***PBA must be submitted in TASK STREAM**

All assignments are due at the close of class on the date listed. For any late assignment one (1) letter grade will be deducted from the grade received for each day of delay. Any assignment may be turned in early, submitted for review by the instructor prior to the due date. Once an assignment is completed it may not be redone. All assignments must comply with APA guidelines. With the exception of the PBA (Child/Adolescent Study), all assignments will be post to Bb by 5:00 p.m. of the day due.

Grading System: Graduate Coursework

Grading Scale: 100 = A+, 99-94 = A, 90-93 = A-, 89-85 = B+, 80-84 = B, 70-79 = C, below 70 = F

Courses below a B are ineligible for licensure or recommendation for Level I IB Award – these must be repeated licensure and/or Award eligibility.

Students must maintain a 3.0 average and a grade of B or higher for licensure and master’s degree. All course assignments and *field experience activities must be satisfactorily completed before the final grade is awarded.*

Field Work Assessment:

Satisfactory: completion of all assignments with high quality in a timely and efficient manner.

Unsatisfactory: incomplete and/or low quality of assignments submitted more than one week late from due date.

NOTE: Failure to submit documentation of successful completion of your **field work in a timely manner** will make you ineligible to register for coursework or be recommended for licensure.

APA Guidelines

All written work is expected to be of high quality and to follow APA guidelines for presentation of material. Students may use the Online or onsite writing center at Mason for assistance or two external links provided on Bb for support.

Assignment Guidelines

I. Dispositions for a Career Educator (15%)

The College of Education and Human Development along with national and international organizations promote maintaining standards of professional competence. Students must meet GSE grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: content knowledge, pedagogical skill and professional dispositions.

This assignment requires you to consider the professional performance criteria for career educators. You will write a 4-5 page reflective essay, following APA format, identifying your professional strengths, areas for development with respect to the Dispositions/PYP Learner Profile and your professional goals as a career educator.

You will sign the “Dispositions for a Career Educator” form and turn it in to your instructor. Dispositions for a Career Educator are posted in the Course Requirement section on Blackboard and at the back of the Syllabus. The rubric for this assignment is available on Bb.

II. Influences on Learning and Student Engagement (25%)

This assignment is designed to increase your knowledge about factors that influence students and their ability to engage in learning. The topic you choose should help you work more effectively with students and should be related to topics in the course. Examples of topics include: the importance of play in early childhood, third culture kids (TCK’s), gifted and talented students, the effects of divorce on children, inclusion in international schools, mobility/transition, cultural influences on teaching/learning, language/learning, learning disabled students... **have your topic approved by your instructor.**

Review 6-8 sources for your paper. Three of your sources should come from traditional references such as referred journals or books. You may use the internet as a source of information, but you will need to evaluate the quality of the information you find and reference it properly. As you research the concept you may find that it is too broad in nature and consequently you may have to narrow or modify your topic as you conduct your search and develop your paper. Check in with the instructor if modifications need to be made.

Read and review what you have found, then select a minimum of four sources from all those you have reviewed online and onsite, for the report of your key findings on the topic (limit the length of the paper to 4-6 pages of text, APA format). Please note the paper is not necessarily a summary of the topic, rather it should *identify information that will be helpful to you as a teacher*. In addition, supply at least five on-line resources that your colleagues can draw

upon to find resources on your topic. Attach your list of five on-line resources to the end of your paper after your references. The rubric for this assignment is available on Bb.

III. Classroom Environment/Management – Action Plan (20%)

Write a brief review of the current practices that you use (or intend to use) to manage your classroom environment that reflect your professional philosophy/dispositions toward teaching and learning. What values are you trying to support for your students? How would the Learner Profile affect your management strategies? Analyze those elements of your management strategy that are working effectively and those that need improvement.

Read the textbook *Part 3: Cluster 12* on Classroom Environments/Management and the articles provided on Bb. Identify and read three additional readings, of your own choosing, on the topic of classroom environment/management. (Hint: Check Bb)

Based on the above readings and the analysis of your teaching philosophy and management plan, briefly describe 5 potential strategies that you will consider using in the classroom prior to the use of punishment or punitive measures in the classroom). First name the concept (i.e. Proximity) then define the concept and provide an example of how proximity would be used in your classroom and/or why it is effective (comprehension and then application). Write approximately one paragraph per concept in your paper.

At the close of your description of the concepts, create a written action-plan to be used in your classroom (now or later) that identifies two of the strategies you have selected to add to your management planning, your reasoning behind the selection, how it relates to your philosophy of teaching/learning. The rubric for this assignment is posted to Bb.

IV. Child Abuse, Neglect and Intervention (Required for licensure)

This on-line training module will provide an overview on child abuse and neglect. Students will find the tutorial at the following web site:

www.vcu.edu/vissta/training/va_teachers/requirements.html

Plan to spend about two hours for the completion of the training session. Once you have completed the training you will be able to print a certificate that verifies your completion of the training. **This certificate should be kept by you to include in your licensure application, it is required by VDOE.**

The purpose of the training is to become familiar with the multiple aspects of child abuse, including: the definition and historical evolution of child abuse, different forms, underlying factors, legal statutes, assessments, and interventions. Because teachers will work with helping professionals from different disciplines, this course will also provide a multidisciplinary perspective to child abuse and neglect

This module is a licensure requirement, it must be completed prior to applying for licensure and the printed certificate attached to your application for Virginia licensure.

V. Field Experience

The field experience is a required component of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). This will include your log of hours, recommendation and your reflection on your field experience.

In order to be more effective and efficient your Child Study is embedded within your field experience requirements. Please see the Child Study requirements for further details and rubric.

Due Date: November 15, 2011 – 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 in the order in which they are received and at the discretion of the instructor. Finally, all field experience documents must be received no later than December 15, 2010 in order to be graded as Satisfactory, anything later will be recorded as Unsatisfactory and will have to be repeated in Spring 2012.

Summer Graduates: all summer graduates must complete the field experience requirement and the Child Study no later than September 1st in order to leave time for grading and processes. It is up to the instructor to allow this option and must be requested in writing by the student on the first day of class. A timeline must accompany the request to demonstrate the student has sufficient time in school to complete the hours/child study.

VI. Portfolio and Anthology Requirements

All elementary candidates create an Anthology as part of TASK STREAM, the details for the elementary anthology are provided on the FAST TRAIN website. Please familiarize yourself with the requirements and timelines of the elementary anthology.

All ESOL candidates create a Portfolio as part of TASKSTREAM, the details for the ESOL portfolio are provided on the FASTTRAIN website. In addition to the collection of specific artifacts (PBAs), ESOL candidates will have optional PBAs to add to their portfolio. Please familiarize yourself with the requirements and timelines of the ESOL Portfolio.

The Elementary Anthology and the ESOL Portfolio are a required part of the program, failure to complete your Anthology or Portfolio in a timely manner may jeopardize your licensure.

Tentative Class Schedule

Outline of Topics / Activities

June 27/28 (Monday/Tuesday)

Introduction, Course Overview, Using APA Guidelines, Pre-assessment of knowledge
Looking at the Past to Understand the Future, Using Theory to Guide Practice

Readings: Part 1: Learning, Teaching, and Educational Psychology, pp 1-19
Part 13: Research on Teaching, pp 454-455

Monday 3:30-5:00-

**Required Library Orientation for ESL, JC Library 2nd floor
Instructional Room**

Required Technology Orientation for Elementary/IB students, IN 223

Tuesday 3:30 – 5:00

Required Technology Orientation for ESL Students, IN 336

**Required Library Orientation for Elementary/IB students, JC Library 2nd floor Instructional
Room**

June 29/30 (Wednesday/Thursday)

Understanding the Student

Readings: Part 2, Cognitive Development and Language, pp 26-57
Part 3, The Self, Social and Moral Development, pp 65-102

Wednesday 4:00-5:00

Required International Student Meeting, OIPS, JC 3rd floor, Room C(bring documents)

Assignment #1: Dispositions Essay Due Wed., June 29th

July 1 (Friday)

Learner Differences and Learning Needs and External Links (Db),

Readings: Part 4 Learner Difference and Learning Needs, pp 111-149

Culture and Community: Working in American / International Schools (Bb Course Materials),