EDUC 622: Curriculum Development Across IB Programs

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Course Description:

In this course, students will explore the development of practical knowledge about the design and structure of the IB programs' curricula. Students will investigate foundational information in order to develop understanding of how the programs are implemented and how student learning developed within them is assessed.

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 an online model. Class meetings will be virtual, allowing students to largely work at their own pace while maintaining awareness of deadlines. The instructor will hold conferences with the students at the students request via Skype. All work and individual instructional strategies will exemplify the IB philosophy of inquiry.

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 1. Curriculum processes

a. What is international education and how does the IBO's mission and program philosophy promote it?
b. How is the Program curricula framework structured and what principles of learning underpin it?
c. What is a programme of inquiry and how are they constructed?
d. What are the essential elements and processes of developing a program of learning?
e. What are the essential features of the IB programme continuum?

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 is designed to enable students to:

a. develop an understanding of international education
b. develop an awareness of the relationship between IBO's mission and the programs' philosophy (PYP, MYP and Diploma)
c. develop an understanding of the curricular frameworks, the associated structure and the principles of learning which underpin it
d. learn how to develop a program of inquiry including essential questions, elements and processes
e. compare and contrast the PYP, MYP and Diploma programs
f. work in collaborative cross-programmatic teams to apply principles of the learner profile, IB continuum and assessment
g. create an inquiry based curriculum using the planner appropriate to the level of program
h. use technology effectively to enhance teaching and learning
i. engage in critical evaluation and reflective practice

Standards and Outcomes:

Outcomes	NBPTS/ASTLIB	Technology
A.	1, 6	1a
B.	1, 2	1b, 4p
C.	2, 6	1b, 1c

D.	3, 4	1c	
E.	4, 5, 7	1d, 1e	
F.	5, 7	4o	
G.	2	1c, 1d	IV
H.		4p	
I.	4, 7	4n	

Required Course Texts:

Erickson, H.L. (2002). Concept-Based Curriculum and Instruction: Teaching Beyond the Facts.
    Thousand Oaks, CA: Corwin Press.

Ritchhart, R. (2002). Intellectual Character: What It Is, Why It Matters, and How to Get It. San
    Francisco: Jossey Bass.

Recommended Course Texts:

Erickson, H.L. (2007). Concept-Based Curriculum and Instruction for the Thinking Classroom.
    Thousand Oaks, CA: Corwin Press.

Wiggins, G. and J. McTighe (1998). Understanding By Design, Upper Saddle River, NJ:
    Merrill-Prentice Hall.

Willingham, D. T. (2009). Why Don't Students Like School? San Francisco: Jossey Bass.

Technology Resources:

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.valrc.org/publications/research/index.html

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 for a listing of these dispositions).
- Students must follow the guidelines of the University Honor Code (see http://academicintegrity.gmu.edu/ for the full honor code).
- Students must agree to abide by the university policy for Responsible Use of Computing (see http://catalog.gmu.edu/content.php?catoid=15&navoid=1045#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

FAST TRAIN 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 Response Journal** -Students will write three critical response journal entries to assigned reading and a given prompt. These will be uploaded to Blackboard by the assigned dates. Each response will be a minimum of 500 words, written in APA format and written at the caliber expected at the graduate level. Each response will be focused on an essential question and will be structured as the following:
   1. A 150 word maximum summary of reading that accurately reflects the author's intent;
   2. The remaining of the minimum word count (at least 350): Reflection on reading that identifies key understandings and makes personal connections to the participants' experience and purpose as an educator.
b. **Reflective Essay (Performance Based Assessment – PBA)--** each participant will write a 5-7 page reflective/analytical essay that:
   1. Identifies the critical elements that distinguish each program
   2. Analyzes how the curriculum frameworks in each program meet the developmental and intellectual needs of students at each of the three age group levels.
   3. Discusses the role the teacher plays in designing instruction and assessment throughout the continuum of learning.

c. **Multimedia Project** – working independently, students will access appropriate media (Prezi, iMovie, powerpoint, etc) and will design a presentation for parents. The presentation will include two essential elements: describe the role of the Learner Profile in the PYP, MYP **or** DP, and include a clear, concise description of what this "looks like," in their supposed school, such as an activity, as way to give them a clear idea of

what they can expect during the school year. In other words, how can a school/teachers purposefully incorporate the Learner Profile into instruction and activities, and what might this look like?

d. **Curriculum Inquiry Paper** –Each student will write a 4-5 page curriculum inquiry/analysis paper **and** Intent Outline, with appropriate documentation of resources. Students will complete the following for this assignment:
- *Analysis (2-3 pages):*
  - Arguments that have been posed in opposition to "international" curriculum development/IB in the U.S.
  - A critical response to these arguments that demonstrates understanding of the IB and role of global education.
- *A personal reflection (minimum 1 page):* demonstrate a high level of understanding of and personal reflections on the issues in education today as they relate to the demands of 21st century learning and themes of global importance.
- *Intent Outline (1 page):* identify 5-7 units of instruction that you are familiar with for the grade/subject you teach, and in outline format, identify ways in which you can incorporate "internationally minded" connections AND/OR activities AND/OR service learning projects into each unit.

Due Dates
All assignments will be submitted by midnight on the due date through Blackboard.com.

Assignment	Prerequisite Reading	Due Date
Critical Response Journal #1	General IB Documents; Documents provided; Ritchhart Pt One; Erickson Ch 1	12/16
Critical Response Journal #2	TBA	1/6
Critical Response Journal #3	Ritchhart Pt Two; Erickson Ch 4	1/20
Multimedia Project	IB documents, classroom readings	2/3
Curriculum Inquiry Paper	Additional research	2/17
Reflective Essay (PBA)	All	2/24

Assignment	Percent of Final Grade	Outcomes Addressed
Critical Response Journal	15	A, C, H, I
Reflective Essay (PBA) *	20	B, C, E
Cooperative Group Project	25	B, C, D, I
Curriculum Inquiry	30	C, D, G, H
Professionalism **	10	E, F

* Designated Performance Based Assessment- must be entered into Taskstream®
** Organization (preparation and time management), collaboration & participation (in class and online)

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

Students must maintain a 3.0 average and a grade of B or higher for licensure and master's degree. Grades of C or below are unacceptable for graduate credit and/or licensure and will have to be redone. All course assignments and *field experience activities must be satisfactorily completed before the final grade is awarded.*

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Rubric Reflective/ Analytical Essay

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaching Standards	1 - Below Standards	Score
Distinguishing Features	The essay provides a clear statement of the critical elements of each of the 3 frameworks.	The essay is less developed with respect to critical elements that distinguish among the 3 frameworks.	The essay is present, but does not make the distinguishing features and essential elements clear between and among programs.	There is no statement.	
Role of the Teacher	The essay provides a clear statement and examples of the role of the teacher throughout the IB continuum of learning	The essay provides a statement of the role of the teacher but is less clear across the programs	The role of the teacher is discussed but does not make the distinction among programs clear.	There is no description of the role of the teacher	
Connections	The essay establishes clear and accurate connections to readings, discussion activities and experiences	The essay establishes some connections to readings, discussion activities and experiences	The essay establishes few connections to readings or discussion activities.	The essay only establishes connections to current teaching practice.	
Evidence and Examples	All of the evidence and examples are specific, relevant, and explanations are given that supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that supports the author's position.	Evidence and examples are NOT relevant AND/OR are not explained.	
Language Usage	Author makes no errors in grammar, spelling or mechanics that distract the reader from the content. Uses language masterfully to express their ideas.	Author makes few errors in grammar, mechanics, spelling that distract the reader from the content. Uses language with elaboration to express their ideas.	Author makes some errors in grammar, mechanics or spelling that distract the reader from the content. Uses language that is appropriate but not fluent or elaborate.	Author makes more than 4 errors in grammar, mechanics or spelling that distract the reader from the content. Uses language that is inappropriate for graduate level work.	
Overall Critical reflection	The author transforms the readings, discussion activities and experiences to give deep understandings of the curriculum frameworks, essential elements and role of the teacher	The author works with meaning in a reflective and well structured manner	The author appears to be making meaning of the frameworks through a set of well integrated ideas	The author is reporting on the frameworks in an unfocused manner with ideas that lack integration	

Comments:

Critical Reflections: Guidelines

To be effective and constructive, reflective writing needs to go beyond descriptions of events, the reading, or your own personal experience. You need to:

- step back, explore and analyze
- consider different perspectives such as those found in your own teaching practice, discussions in class, or other materials you may have studied
- make connections to relevant theories, supporting your ideas by references to other literature and to research
- consider legal and organizational implications
- show awareness of social and political influences
- show what you have learned from your reading, this could include implications, predictions or conclusions you have drawn

As you construct your critical reflections about your readings for this course the quality of the reflections will be guided by the following criteria:

States of Critical Reflection (Biggs, 1999).

Transformative Learning	Meaningful, reflective, restructured by the learner – idiosyncratic or creative
Working with Meaning	Meaningful, reflective, well structured
Making Meaning	Meaningful, well integrated, ideas linked
Making Sense	Reproduction of ideas, ideas not well linked
Noticing	Memorized representation

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