

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

Summer 2012

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 with a focus on critical thinking and differentiated instruction.

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 be delivered in an intensive seminar setting. During class meetings, students will explore and participate in large group, small group, pair work and individual instructional strategies based on the IB philosophy of inquiry. Students will post daily reflections using an online discussion board. Course field work will be conducted in approved educational settings during the academic year following.

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:

<u>Outcomes</u>	<u>NBPTS/ASTL</u>	<u>IB</u>	<u>Technology</u>
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,fl	
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 Francisco: Jossey-Bass.

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

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

Wilson, J. and L. Wing Jan. (2008). Smart Thinking: A programme for developing thinking skills in 7-12 year olds. London: Routledge.

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

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 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 (Mason Catalog).

Grading Scale for FAST TRAIN:

A+ = 100

A = 94-99

A- = 90-93

B+ = 85-89

B = 80-84

C = 70-79 – does not meet licensure requirements or Level I award recommendation

F = Does not meet requirements of the Graduate School of Education

GMU E-mail: Web Policy: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion. (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Incomplete (IN): This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog); Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the

student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

PBA's:

All courses in the Certificate Program in Advanced IB studies will have a required Performance Based Assessment (PBA). The required PBA for this course is Teaching / Learning Video Episode and Reflection. This assignment must be posted to Task Stream, where it will be reviewed and scored. Please see the FAST TRAIN website: http://fasttrain.gmu.edu/assets/docs/fast_train/IB-Archive.pdf for more guidelines about the anthology requirement.

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. Three entries are required, each one integrating required readings, class work and discussions, and professional experience. The responses will be evaluated on:

1. Clear, concise summarization that adequately describes the author's intent;
2. Effective and meaningful integration of text, academic discussion, and personal experience;
3. Communication that observes conventions and meets graduate-level expectations.

B. Instructional Planning-elements of Differentiation (Group project)

Working collaboratively, design a lesson embedded within a learning unit 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 (Problem based learning)

Outline a multi-year (vertically articulated) plan to support independent learning within your program. Address elements of the inquiry cycle, essential attitudes/approaches to learning/ways of knowing and habits of mind that students need to complete successfully the relevant IB programme'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 15 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 and analyze:

- a. the episode's instructional context and purpose
- b. instructional planning and delivery that responds to a diversity of learners (differentiation)
- c. evidence of learning through inquiry and critical thinking (what worked)
- d. barriers to effective inquiry and critical thinking (what didn't work, and why)
- e. contributions and implications of research with respect to relevant issues in teaching and learning
- f. overall analysis of the episode's educational outcomes (reflection)**

* This unit plan/detailed course outline may be submitted as the Performance Based Assessment for EDUC 622.

** This reflection may be submitted as one or more entries in the classroom-based reflection journal submitted as the Performance Based Assessment for EDUC 621.

<u>Assignment</u>	<u>Percent of Final Grade</u>	<u>Outcomes Addressed</u>
Critical Reflections Journal	15	A, C, D
Planner-differentiation	21	B, C, D G
Inquiry Management Plan	21	E, F, G, H
Teaching/Learning Episode (PBA)	35	A-I
In class activities/group work	8	A, B, J

Tentative Schedule of Topics/Assignments

	Topics/Questions	Readings/Assignments
1 7/18	How do we develop a community of inquirers? Aligning curriculum and pedagogy (Parallel Curriculum)	Wells, pp1-22, 171-194 (to be read prior to class)
2 7/19	The paradox of defining Active learning strategies (Kagan et al) – Approaches to learning	Boostrom, pp 1-54 DP report on ATL/ PISA
3 7/20	What teaching strategies/learning activities support the IB learner profile? Student-centered learning- collaborative inquiry teaching for international mindedness	Wells, pp 41-78 1 st Reflective Journal Due Bruner, <i>Culture of Education</i> ch 1 'What is an IB Education?'
4 7/23	The paradox of telling Socratic Circles- inquiry articles- Thinking skills Cognitive processes	Boostrom, pp 57-105 IB command terms
5 7/24	In what ways do we support the learning needs of all students? Differentiation web search	Wells, pp 99-150 2 nd Reflective Journal Due
6 7/25	The paradox of believing Problem-based learning (subject/age specific inquiry)	Boostrom, pp 107-158 Differentiation Plan Due
7 7/26	How do we support self-regulated, independent inquiry? Science/ Humanities classroom products- research analysis	3 rd Reflective Journal Due 'distributed scaffolding' article
8 7/27	Classroom presentations (learning episode practice)	Inquiry Management Plan Due
	Performance Based Assessment (tape, transcript, and critical reflection paper) <i>Not to exceed 10 pages</i> Must be submitted on TaskStream where it will be marked and stored as part of your IB Archive.	October 1, 2012 All students will receive an IN at the end of their summer coursework. The IN will allow students to successfully complete their field experience and turn in their integrated field work assignment (Performance Based Assessment) for grading.

EDUC 623: Video Teaching Learning Episode Rubric

Criteria/Level	Excellent 5	Proficient 3	Satisfactory 1	Limited 0
A. Purpose	Clear and comprehensive description of the purpose of the TLV, including range and balance	Description of the TLV including range and balance	Description of the TLV gives an incomplete picture of the teaching episode and fails to fully discuss range and balance	Little to no description of the purpose of the teaching episode, range and balance are scantily discussed.
B. Differentiation	Clear and comprehensive description of the learners, includes assessment of learning needs and specific examples of how the teaching episode was differentiated based on the assessments	Very good description of the learners, includes some assessment information and a few examples of how the teaching episode was linked to the selection of differentiated strategies	Satisfactory description of the learners, little evidence of assessment and unclear links to differentiated strategies	Description is vague and unclear with few connections between learner assessment and differentiated strategies
C. Evidence of Learning (Inquiry)	Evidence of student learning and IB outcomes is clearly documented and provides significant support for teaching implications	Evidence of student learning and IB outcomes is documented with sufficient evidence to support teaching implications	Evidence of student learning and IB outcomes is apparent but unclear. Insufficient evidence is provided to support teaching implications	Evidence provided is unclear or insufficient; links to student learning and/or IB learner outcomes is not established. Insufficient depth to support teaching implications
D. Barriers to Learning/Instruction	Description of episode give a comprehensive picture of the barriers to learning and instruction as well as recommendations for changes	Description of the episode gives clear picture of the barriers to learning/instruction and includes a few recommendations for change	Description of the episode gives an incomplete picture of the barriers and does not develop the relationship to change	Little to any description of the episode with no connections or changes evident
E. Teaching Implications	Thoroughly and effectively describes the connection between collected data and teaching recommendations that are supported by research	Very good description between collected data and teaching recommendations that are supported by research	Satisfactory description of the relationship between data collected and teaching implications supported by some research	Description is vague and unclear. No clear research support is given for teaching implications
F. Reflects on TLE	In-depth & comprehensive reflection	A clear reflection of the teaching/learning episode in terms of the intent	A limited reflection of teaching/learning episode	Little or no reflection on the teaching/learning episode
G. Overall:	Individual analysis is comprehensive and presented in a professional a timely manner	Individual analysis is clearly presented in a professional and timely manner	Individual analysis is incomplete but presented in a professional and timely manner	Individual analysis is incomplete and not presented in a professional or timely manner

Comments: