

**George Mason University
College of Education and Human Development
FASTTRAIN IB Certificate Program**

EDUC 621: Teaching and Learning in the International Baccalaureate Schools

Summer 2012

Instructor: Kimberley Daly, Ph.D.

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Meeting Time: June 25-July 5, 8:30 am-3:20 pm

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PREREQUISITES

Experience working in or access to a recognized, authorized IB school at the PYP, MYP, or DP level or one in the application process. Instructor may waive prerequisite upon interview.

COURSE DESCRIPTION

Provides an overview of international education and the role of the International Baccalaureate (IB) in determining principles, standards and practices for the K-12 continuum. Introduces the nature of inquiry, the role of standards and assessment in formulating instruction in IB settings.

NATURE OF COURSE DELIVERY

The course will include large group, small group, pair work, and individual instructional strategies. All classes will model the IB philosophy and principles and will incorporate IB training activities.

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.

IB:

Standard A: Philosophy

Standard B: Organization

Standard C: Curriculum

STUDENT OUTCOMES

At the completion of the course, students will be able to:

- A. Demonstrate their understanding of international education and the role of the IB within international education
- B. Demonstrate their understanding of the underpinning educational principles of the IB
- C. Identify and distinguish between the essential features of the IB program continuum
- D. Apply the IB standards to observed IB practice at different levels
- E. Demonstrate their understanding of the role of Ways of Knowing on the IB continuum
- F. Demonstrate their understanding of the roles of inquiry and assessment within the IB continuum
- G. Participate in and evaluate the use of information and communication technologies to engage within the IB community

STANDARDS AND OUTCOMES

Outcomes	NBPTS	IB	Technology
A.	2,5	A,B	
B.	1, 5	A,B	
C.	2, 4	C	
D.	2, 4, 5	C	
E.	1, 4	A,C	
F.	3, 4	A,C	
G.			IV .

GSE 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/>].

GRADING SCALE FOR FAST TRAIN:

A+ = 100

A = 94-99

A- = 90-93

B+ = 85-89

B = 80-84 (no B- grades)

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

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

All students will receive an IP or “In Progress” at the conclusion of this course. Students will be required to turn in the required Fieldwork Log, Fieldwork Evaluation Form, and the final assignment (Performance Based Assessment) to the instructor according to the FAST TRAIN Fieldwork Timeline posted here: <http://fasttrain.gmu.edu/current-students/field-reg/> The deadline for posting the PBA to TaskStream and for completing the required fieldwork document in this course is **November 15, 2012**. Failure to submit this work to the instructor by this deadline will result an “F” for the course.

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.

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). Any unexcused absences will result in a five point deduction from the in-class inquiries grade.

REQUIRED TEXTS

Hayden, M., Thompson, J. & Walker, G. (2002). *International education in practice* : London: RoutledgeFalmer.

Woolman, M. (2006) *Ways of knowing: an introduction to theory of knowledge*. Victoria: IBID Press.

RELATED RESOURCES

Materials provided by the IB and materials accessed online through the OCC and Blackboard.

COURSE REQUIREMENTS

All students must obtain and use a GMU email account. Blackboard will also be used. All students must enroll in the OCC. All students must enroll in TASKSTREAM.

COURSE ASSIGNMENTS

Assignment	Percent of grade	Outcomes
In-class inquiries/participation	10%	C, F, G
Mission Statement Paper	15%	A, B,
International Perspective Paper	25%	A, B,
IB Lesson Plan	15%	B, C, D, E, F
Culminating Synthesis Paper	30%	B, C, D, E, F
Total	100%	

* Designated performance assessment

ASSIGNMENT DESCRIPTIONS

Mission Statement Paper: Student will write a paper discussing the alignment of the IB Learner Profile with the IB Mission statement. Student will reflect on and discuss how the IB Learner Profile adopted by all 3 programs of the IB is evidence of the Mission Statement in action. (3-5 pages)

In-class inquiries: Students will complete individual and group projects that illustrates the IB approach to assessment and inquiry. This is also considered participation in class.

International Perspective Paper: Students will write a paper describing and discussing the role of IB in international education. (5-7 pages)

IB Lesson Plan: Students will design a lesson plan in a global context appropriate to the level that they will teach (PYP, MYP or DP) incorporating the IB standards for written curriculum, taught curriculum and learned curriculum. This will be presented on the final day of class.

Culminating Program Standards Synthesis Assessment * Students will complete a reflective/analytical essay that will identify the critical elements that distinguish each program in the written curriculum, taught curriculum, and learned curriculum. The essay should analyze how the IB curriculum meets the developmental and intellectual needs of students at each of the three age levels and discusses the role the teacher and student play in instruction and assessment throughout the continuum of learning. Students must specifically address the critical elements that are present in the IB curriculum and the strengths and weaknesses of the curriculum as compared to others. Students should incorporate experiences from their fieldwork as well as readings and research to support their analysis. Final paper should be approximately 10 pages in length.

All assignments must be received by 5:00 p.m. EST on the due date or will be considered late.

LATE WORK

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Up to the due date*, you may submit any drafts of your work for review. Once your work is submitted and graded, the grade is final. As assignments are tied to progression through the syllabus and your reflection on your learning, *work submitted late will result in a reduction of one letter grade for each day late.*

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 the **Culminating Program Standards Synthesis Assessment**. 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.

TECHNOLOGY IN CLASS

Students will not be permitted to use cell phones during class. Please silence cell phones (not vibrate) while class is in session. Students may not use laptops unless specifically directed by instructor to do so during class.

GMU EMAIL AND WEB POLICY

Mason uses electronic mail (www.gmu.edu/mail) 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 the Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

COURSE WITHDRAWAL AND 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.

COURSE OUTLINE

Date	Topic	Reading Due	Assessment Due
6/25, Mon.	What are the educational principles of the IB?	Hayden, Thompson & Walker, p.3-35, A Continuum of International Education and IB Learner Profile Booklet	
6/26, Tues.	What does it mean to offer an international education? What role does IB play in international education?	IB Mission Statement, Hayden Thompson & Walker: pp. 55-79 and Walker pp. 38-53 (group chapter)	
6/27, Wed.	What are the underpinning educational principles of the PYP, MYP AND DP? What features distinguish each program?	<i>Basis for Practice: PYP</i> <i>Basis for Practice: MYP</i> <i>Basis for Practice: DP</i>	
6/28, Thurs.	What role does inquiry and assessment play in the IB continuum?	<i>Making the PYP happen</i> <i>MYP: From principles into practice</i> <i>DP: From principles into practice</i>	Mission Statement Paper
6/29, Fri.	What does it mean to be internationally-minded?	Hayden, Thompson & Walker pp. 208-216	
7/2, Mon.	What is the nature of knowledge?	Woolman pp. 9-56, 95-112 & 235-270	International Perspectives Paper
7/3, Tues.	How do the program standards impact teaching and learning?	<i>IB Programme standards and practices</i> <i>IBCC Programme standards and practices</i>	
7/5, Thurs.	Presentations, evaluation and synthesis		IB Lesson Plan and Presentation

***** Culminating Program Standards Synthesis Assessment Due November 15**