

George Mason University
College of Education and Human Development
FAST TRAIN IB Certificate Program

EDUC 511:
Introduction to Teaching in International Schools
Fall 2012 Syllabus

Instructor: April Mattix, Ph. D.

Email: amattix@gmu.com

Phone: (o) 703.993.4007

Skype: april.mattix

Office Hours: By appointment

Office: 2603 Thompson Hall

Meeting Dates: August 30 – December 4

Meeting Time: online

Meeting Location: online

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.

Nature of Course: This course is a seminar. This means that our work together will primarily be through dialogue with each other. Instead of utilizing lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about international education. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

While this is a web-based course, it is vitally important for each student to complete readings on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of the 15 modules, you should spend this amount of time on the website in addition to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated and manage their time well.

Expectations for participation

This online course is **not self-paced**. You will be expected to complete one module every week. Completing a module involves reading and participating in discussions with the whole class and completing a journal. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates. The quality of this class depends on the community we create as we engage deeply with the big ideas of the course. For each module you have the possibility of earning up to ten points for your participation. These points will be awarded at the close of discussion for each module and recorded in the online gradebook.

Learner Outcomes: This course is designed to enable students to:

- 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. To identify and analyze issues related to education in a pluralistic and multicultural setting and society.
- d. To become familiar with principles in educational psychology that affect learning.
- e. 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.
- f. To become familiar with the following aspects of child abuse: definition, historical evolution, different forms, underlying factors, legal statutes, assessments, interventions.

Standards: The following standards will be addressed in this course:

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 following Standards from the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDUC 511 also addresses the following Core Values from the College of Education and Human Development.

Visit the appropriate links for complete descriptions and examples of each standard and/or value.

INTASC	ITSE	Core Values
Standard #1 Learner Development	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value #2 Ethical Leadership
Standard #2 Learning Differences	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #5 Social Justice
Standard #3 Learning Environments	Standard #3 Model Digital-Age Work and Learning	
Standard #9 Professional Learning and Ethical Practice	Standard #4 Promote & Model Digital Citizenship & Responsibility	
Standard #10 Leadership & Collaboration	Standard #5 Engage in Professional Growth & Leadership	
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

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.

Required Course Texts:

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

Various Primary Years Programme documents and publications. *These will be available to you online.*

Technology Resources:

*All students are required to have access to a computer with Internet access and a current GMU email account.

*All students will be enrolled in the online Curriculum Center through the International Baccalaureate Organization.

*Relevant Websites:

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>

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

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

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.

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.

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 withdrawals will be permitted.

Late Work/Submissions

At the graduate level all work is expected to be of high quality and submitted on the dates due. Once your work is submitted and graded, the grade is final. *Work submitted late will be reduced one letter grade for every day of delay.*

Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. It is up to the discretion of the instructor to approve the late/makeup work.

Performance Based Assessment (PBA): **All courses in FAST TRAIN will have a required Performance Based Assessment (PBA). The required PBA for this course is the Child/Adolescent Study. 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 PBA requirement.**

Course requirements:

1. Child Abuse, Neglect and Intervention

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 the student for licensure purposes. Upon completion of your training and after you have printed out your certificate for your records, please notify your instructor.

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.

2. Discussion board participation

Each week in our class we will have an online group discussion of the readings that are assigned for the week. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others comments). Your participation in discussion board conversations is **15%** of your final grade.

****Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. Each module will begin on a Thursday and run through the following Wednesday. You must start posting for each module by *Sunday at noon (EST)* so that the class will have Sunday through Wednesday to engage in conversation.**

****Students will be expected to respond to each of the discussion questions posted. Additionally, students should respond to at least **three** posts from other classmates.**

3. Dispositions for a Career Educator

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 and the IB Learner Profile. To do this, you will write a 4-5 page, double spaced, **reflective essay** identifying **your** professional strengths, areas for development with respect to the Dispositions of a Career Educator and the IB Learner Profile. The Dispositions Paper will account for **15%** of your final grade.

IMPORTANT: This is not a paper of *how you would teach*, but what your strengths or weaknesses you believe you have with respect to the Dispositions of a Career Educator and the IB Learner Profiles, clarified and substantiated with sufficient evidence. For example, even if you have not taught before, but you have worked in an office, you could tell me that you have “advanced your profession” (found under Commitment to the Profession) – because you have taken outside courses to improve yourself in respect to your job.

The Dispositions for a Career Educator are found at the end of this syllabus.

4. Classroom Environment/Management and Action Plan

The purpose of this assignment is to help you reflect on the relationship between your philosophy of education and your style of management in your classroom (now or future). Your paper should range from 5-8 double spaced pages. APA format required. The Classroom Environment and Action Plan will count for **20%** of your final grade.

- 1) 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.
- 2) Read Chapter 12 on Classroom Environments/Management. Identify and read three additional readings, of your own choosing, on the topic of classroom environment/management. Do not rely on Woolfolk's readings only – do some research and find other classroom management ideas. There are several articles that I have uploaded on Bb that you may find interesting on Classroom Management. Feel free to use any and or all of these articles for your “additional readings,” or others that you have found.
- 3) 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 punishment or punitive measures in the classroom (no more than three pages total). First name the concept (i.e. Proximity) then define the concept and provide an example of how proximity would be used in the classroom and/or why it is effective (comprehension and then application). Plan on approximately one paragraph per concept.
- 4) From the strategies that you have chosen above, create a written plan of action that you will later incorporate in your classroom or field experience that identifies two of the strategies you have selected, your reasoning behind the selection, and how it relates to your philosophy of teaching/learning.

5. Multimedia Project: Influences on Learning and Student Engagement

This assignment is designed to increase your knowledge about factors that influence students and their ability to engage in learning. The concept 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.

Working independently, students will utilize a multimedia tool (Prezi, iMovie, PowerPoint, etc) to design a presentation on his or her selected topic. Presentations will be shared with the entire class online. The goal of the presentation is to teach your fellow classmates about this specific topic, and the presentation should be viewed as one that could be presented in a professional development session for teachers.

Review several sources for your presentation including the IBO website on special needs/issues. Two to 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.

Read and review what you have found, then select a minimum of four sources for the report of your key findings on the topic. Please note the presentation 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. The presentations will be shared online and will count for **25%** of your final grade.

6. Child/Adolescent Study *Performance Based Assessment

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is the **Child/Adolescent Study Assignment**. If you are an elementary student you *must* post this paper onto TASK STREAM. If you are an ESL candidate you can submit this paper under additional artifacts to TASK STREAM or you can choose not to do so (your assignment will be graded as directed by the instructor).

You will conduct a **Child/Adolescent Study** using a *variety* of activities, small/whole group lessons, teacher/parent/student interviews and write paper that describes the key findings from the Child/Adolescent Study. It is important that you read this guideline NOW so that you know what you will be writing about for this assignment.

The purpose of the study is to begin to learn about international children in a holistic sense. It is important to note that these activities are introductory in nature - they cannot explain characteristics of large groups of students. It is important to begin planning for your Child/Adolescent Study very early in your Field Experience in order to complete sufficient activities and observations with your target student. The Child/Adolescent Study will count for **25%** of your final grade.

Elementary Teacher Candidates: Teacher Anthology and Performance Based Assignments

For Elementary Students, this assignment is part of the Teacher Candidate Anthology (TCA) which 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.

ESOL Teachers are required to submit this assignment to Taskstream.

***SEE Child Study Guidelines document for on Blackboard for much more detail on this requirement**

For grading details please see the rubric.

7. Field Experience Reflection

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. Field Experience Reflections need to be posted to Taskstream by **December 1** and will be scored S/U.

EDUC 511
OBJECTIVES FOR FIELD PLACEMENT (four pages)

Total Number of Hours Required: 20

Placement Site: Public or private elementary school classroom, For those seeking the IB Level I Award, field experience should take place in an authorized IB school where possible.

Objectives:

1. To become familiar with student characteristics - including the age/stage developmental theories; age-level characteristics; and student variability/diversity.
2. To observe the role of teachers in lower primary and upper elementary school settings and gain experience in working with elementary school students.
3. To become aware of the ways in which educational theories and research in the areas of: motivation, individual differences, student engagement including the nature of learning and knowledge, environmental influences on behavior, effective educational practices, and classroom based assessment is applied to instruction.
4. 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.
5. To assess one's potential to assume the responsibilities of a teacher

Required Activities:

1. You will observe two teachers and assist in the classrooms by working with individuals and small groups of students as deemed appropriate by the teacher
2. You will conduct a **Child/Adolescent Study** using a *variety* of activities, small/whole group lessons, teacher/parent/student interviews and write paper that describes the key findings from the Child/Adolescent Study.

The purpose of the study is to begin to learn about international children in a holistic sense. It is important to note that these activities are introductory in nature - they cannot explain characteristics of large groups of students.(See appendix for outline of Child - Adolescent Study/Learner Profile). It is important to begin planning for your Child/Adolescent Study very early in your Field Experience in order to complete sufficient activities and observations with your target student.

3. You will write a two - three paragraph reflective statement about your overall field experience activities and what you learned from your experiences, including the two management strategies outlined in Assignment #3.
4. The Field Experience Evaluation Form and Observation Form will be completed by the student and signed by the cooperating teacher/supervisor and **posted onto TaskStream under "Fieldwork Logs – EDUC 511. (Only ELEM students must post to TaskStream, ESL students post on Bb only). The**

forms are to be filled out by your observing teacher. Some may not apply to you, just put N/A in those lines. NO final grades will be issued until this is completed.

5.

Field Experience Record

Mason Student: _____
Gnumber: _____
Course: _____
Semester: _____

Cooperating Teacher: _____
Title: _____
Years Experience: _____
Degree/License: _____

Please sign signature column to indicate that the student completed field experience in your classroom. Please make any additional comments on the back of this sheet. Thank you for your time, effort and support in this endeavor.

Date	Grade	Subject or Action	School	Hours Observed	Teacher Signature

Student's Signature: _____ Date: _____

Field Experience Evaluation Form
(for courses that do not require a teaching evaluation form)

Mason Student: _____

Gnumber: _____

Course: _____

Semester: _____

Cooperating Teacher: _____

Title: _____

Years Experience: _____

Degree/License: _____

Comments:

PERSONAL AND PROFESSIONAL QUALITIES	Excellent	Above Average	Average	Below Average
Communication Skills				
Dependable				
Punctual				
Professional Qualities				
Demonstrates knowledge of child development				
Demonstrates knowledge of content necessary for successful teaching				
Understands how students differ in their approaches to learning				
Can create learning experiences that make subject matter meaningful				
Uses a variety of instructional or assessment strategies				
Understands individual/group motivation to create a positive learning environment				
Uses effective verbal and non-verbal communication strategies				
Plans activities using knowledge of subject matter, students, community and curriculum goals				
Engages in critical reflection to improve fieldwork experience				
Fosters positive relationships with colleagues, students, and families				

Grading

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Child/Adolescent Study (<i>PBA</i>)	25	B, D, E	December 4
Dispositions Statement	15	C	October 10
Classroom Management/Action Plan	20	D, E	October 31
Influences on Learning	25	B, C, D, E, F	November 18
Discussion Board	15	A, B, C, D, E, F	weekly
Field Experience	S/U	B, C, D, E, F	December 4
Child Abuse Prevention Module	S/U	F	September 26

Class Schedule

Module 1		Exploring the Terrain: <i>International Education and Learning, Teaching, and Educational Psychology</i>
Dates	August 30 – September 5	
Readings	<ul style="list-style-type: none"> Chapter 1 - Woolfolk Chapter 2 – Gutek (on Blackboard) 	
Assignments due	<ol style="list-style-type: none"> Post self-introduction (by Sept 2) Participate in Discussion Board 1 	

Module 2		<i>International Schools and Cognitive Development and Language</i>
Dates	September 6 – September 12	
Readings	<ul style="list-style-type: none"> Chapter 2 – Woolfolk Chapter 2 – Hayden (on Blackboard) 	
Assignments due	<ol style="list-style-type: none"> Participate in Discussion Board 2 	

Module 3 <i>The Future of International Education and The Self, Social, and Moral Development</i>	
Dates	September 13 – September 19
Readings	<ul style="list-style-type: none"> • Chapter 3 – Woolfolk • Chapter 11 – Hayden (on Blackboard)
Assignments due	1. Participate in Discussion Board 3

Module 4 <i>The Need for Global Education and Learner Differences and Learning Needs</i>	
Dates	September 20 – September 26
Readings	<ul style="list-style-type: none"> • Chapter 4 – Woolfolk • Suarez-Orozco & Sattin (on Blackboard)
Assignments due	<ol style="list-style-type: none"> 1. Participate in Discussion Board 4 2. Child Abuse Prevention Module

Module 5 <i>Third Culture Kids and Culture and Diversity</i>	
Dates	September 27 – October 3
Readings	<ul style="list-style-type: none"> • Chapter 5 – Woolfolk • Pollock & Van Reken – Chapter 2 (on Blackboard)
Assignments due	1. Participate in Discussion Board 5

Module 6 <i>Globally Mobile Students: The International School Experience and Behavioral Views of Learning</i>	
Dates	October 4 – October 10
Readings	<ul style="list-style-type: none"> • Chapter 6 – Woolfolk • Chapter 6 – Hayden (on Blackboard)
Assignments due	<ol style="list-style-type: none"> 1. Participate in Discussion Board 6 2. Dispositions Statement

Module 7 <i>Why a Cross-Cultural Childhood Matters Cognitive Views of Learning</i>	
Dates	October 11 – October 17
Readings	<ul style="list-style-type: none"> • Chapter 7 – Woolfolk • Chapter 4 – Pollock & Van Reken (on Blackboard)
Assignments due	<ol style="list-style-type: none"> 1. Participate in Discussion Board 7 2.

Module 8 <i>Growing up Internationally: Benefits and Challenges and Complex Cognitive Processes</i>	
Dates	October 18 – October 24
Readings	<ul style="list-style-type: none"> • Chapter 8 – Woolfolk • Chapter 6 – Pollock & Van Reken (on Blackboard)
Assignments due	<ol style="list-style-type: none"> 1. Participate in Discussion Board 8

Module 9 <i>PYP and The Learning Sciences and Constructivism</i>	
Dates	October 25 – October 31
Readings	<ul style="list-style-type: none"> • Chapter 9 – Woolfolk • PYP Basis for Practice (on Blackboard)
Assignments due	<ol style="list-style-type: none"> 1. Participate in Discussion Board 9 2. Classroom Management/Action Plan

Module 10 <i>PYP and Social Cognitive Views of Learning and Motivation</i>	
Dates	November 1 – November 7
Readings	<ul style="list-style-type: none"> • Chapter 10 – Woolfolk • Selections from <i>Making the PYP Happen</i> (on Blackboard)
Assignments due	<ol style="list-style-type: none"> 1. Participate in Discussion Board 10

Module 11 <i>Creating PYP Units of Learning Motivation in Learning and Teaching</i>	
Dates	November 8 – November 14
Readings	<ul style="list-style-type: none"> • Chapter 11 – Woolfolk • <i>Creating PYP Units</i> (online)
Assignments due	<ol style="list-style-type: none"> 1. Participate in Discussion Board 11

Module 12 <i>Teaching Perspectives and Creating Learning Environments</i>	
Dates	November 15 – November 21
Readings	<ul style="list-style-type: none"> • Chapter 12 – Woolfolk • Davies, McNulty & Maddox (on Blackboard)
Assignments due	<ol style="list-style-type: none"> 1. Participate in Discussion Board 12 2. Influences on Learning

Module 13 <i>Teaching the Internationally Mobile and Teaching Every Student</i>	
Dates	November 22 – November 28
Readings	<ul style="list-style-type: none"> • Chapter 13 – Woolfolk • Chapter 15 – Pollock & Van Reken (on Blackboard)
Assignments due	<ol style="list-style-type: none"> 1. Participate in Discussion Board 13

Module 14 <i>International Schools in Action and Classroom Assessment, Grading and Standardized Testing</i>	
Dates	November 29 – December 4
Readings	<ul style="list-style-type: none"> • Chapter 14 – Woolfolk • Allen (on Blackboard)
Assignments due	<ol style="list-style-type: none"> 1. Participate in Discussion Board 14 2. PBA due 3. Field Experience due

George Mason University Graduate School of Education

Professional Performance Criteria

Dispositions for A Career Educator

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet GSE grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration and professionalism. Therefore, the Graduate School of Education expects its students to develop and exhibit the following:

Commitment to the Profession

- a. Promoting exemplary practice
- b. Excellence in teaching and learning
- c. Advancing the profession
- d. Engagement in partnerships

Commitment to Honoring Professional Ethical Standards

- a. Fairness
- b. Honesty
- c. Integrity
- d. Trustworthiness
- e. Confidentiality
- f. Respect for Colleagues and students

Commitment to Key Elements of Professional Knowledge

- a. Belief that all individuals have the potential for growth and learning
- b. Persistence in helping individuals succeed
- c. High standards
- d. Safe and supportive learning environments
- e. Systematic planning
- f. Intrinsic motivation
- g. Reciprocal, active learning
- h. Continuous, integrated assessment
- i. Critical thinking
- j. Thoughtful, responsive listening
- k. Active, supportive interactions
- l. Technology-supported learning
- m. Research-based practices
- n. Respect for diverse talents, abilities and perspectives
- o. Authentic and relevant learning

Commitment to Being a Member of A Learning Community

- a. Professional dialogue

- b. Self-improvement
- c. Collective improvement
- d. Reflective practice
- e. Responsibility
- f. Flexibility
- g. Collaboration
- h. Continuous, lifelong learning

Commitment to Democratic Values and Social Justice

- a. Understanding systemic issues the prevent full participation
- b. Awareness of practices that promote equity and access
- c. Respects the opinion and dignity of others
- d. Appreciates and integrates multiple perspectives

Adopted by GSE – May 2004

In addition, candidates for initial teaching licensure in elementary education are assessed on the following standards:

- Possess the basic skills and knowledge needed to guide students' learning
- Demonstrate effort to continue learning both content and pedagogy
- Reflect on his/her professional practice, including personal teaching and learning style
- Welcome assistance for improvement and problem solving
- Can develop and explain professional judgments using research-base theory and practice
- Engage in productive relationships with professional colleagues and support staff
- Demonstrate stamina, flexibility, and a positive attitude
- Is responsible, dependable, and observant of school policies and procedures
- Project a professional image in terms of demeanor and appearance
- Maintain confidentiality of information about colleagues, school sites and students unless disclosure serves a professionally compelling purpose or is required by law
- Is punctual and prepared for all responsibilities
- Meets all expectations for professional behavior