



FAST TRAIN Programs

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

**EDUC 511:
Introduction to Teaching in International Schools**

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Office Hours: By appointment

Office: 2603 Thompson Hall

Meeting Dates: January 24 – May 8

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 and child development. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

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, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. 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.

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

1. To become familiar with the role and purpose of international schools, as well understanding contemporary issues in the international school community.
2. To become familiar with international school student characteristics - including the stage theories of development, age-level characteristics and student variability.
3. To identify and analyze issues related to education in a pluralistic and multicultural setting and society.
4. To become familiar with principles in educational psychology that affect learning.
5. 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.
6. 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 focuses upon 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 IB 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. (2013). *Educational Psychology* (12th edition). Upper Saddle River, NJ: Pearson.
ISBN: 978-0132613163

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
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 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: Each student is required to complete 20 hours of fieldwork for this course. The fieldwork will be performed in conjunction with the Project Based Assessment for the course, the *Child Study*. The fieldwork will be marked as:

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

Unsatisfactory: incomplete and/or low quality of assignments submitted or work submitted 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.

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.

Online Participation/Attendance Policy: Students are expected to participate in all online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with more two or more absences will not receive credit for the course.**

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 Study*. This assignment must be posted to Task Stream, where it will be reviewed and scored.

Late Work/Submissions: At the graduate level all work is expected to be of high quality and submitted on the dates due. *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.

Course requirements:

All assignments should be turned in on the due date indicated in the schedule below via Blackboard **except** for the final assignment, the Project Based Assessment (PBA), and the fieldwork materials. The PBA and fieldwork documentation should be uploaded into **Task Stream**. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except for in extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

1. Child Abuse, Neglect and Intervention (S/U)

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

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.

Plan to spend about two hours for the completion of the training session. Once you have completed the module 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, upload a copy of the certificate onto Blackboard to receive credit for completing the training module.

2. Discussion board participation (15%)

Each week in our class we will have an online group discussion of the readings that are assigned for the module. 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. Quizzes (15%)

For each module, there will be a quiz based on the psychology of learning and human development readings (from the Woolfolk text) for the week. The quizzes will cover the main ideas of each module, and will consist of multiple choice and short answer questions. Students may use their texts to complete the quiz. *Each module's quiz must be completed by the end of the module (Wednesday at midnight, EST).* The quizzes will account for **15%** of your final grade.

4. 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 and the IB Learner Profile. To do this, you will write a 4-5 page, double spaced, **reflective essay** identifying **your** professional strengths and 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 an examination of what you believe your strengths or weaknesses are with respect to the Dispositions of a Career Educator and the IB Learner Profile. These strengths and weaknesses should be *clarified and substantiated with sufficient evidence*. Even if you have not taught before, you can use your prior experience to show your dispositions. For example, if 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, IB Learner Profile, and rubric can be found on Blackboard.

5. Multimedia Project: Influences on Learning and Student Engagement (15%)

This assignment is designed to increase your knowledge about factors that influence students and their ability to engage in learning. The concept 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... **You must have your topic approved by the instructor, and only one student will be permitted per topic.**

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.

To gather your data, review several sources 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 presentation.

Read and review what you have found, then select a *minimum of five sources* for your presentation of the 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 further resources and information about your topic. The presentation will count for **15%** of your final grade, and the rubric can be located on Blackboard.

5. Classroom Management Portfolio (15%)

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 in the future). For this assignment, each student will write a brief review of their current practices that he or she uses (or intends to use) to manage the classroom environment that reflects his/her professional philosophy/dispositions toward teaching and learning. Each student will then create a portfolio of 5 potential strategies that will be considered for use in his or her own classroom. To complete this, students are encouraged to draw from Woolfolk, but three additional sources must be utilized. Each strategy needs to be defined and explained, and an example of how the strategy could be situated in classroom practice needs to be provided.

Your paper should range from 6-8 double spaced pages. The Classroom Management Portfolio will count for **15%** of your final grade, and the rubric can be found on Blackboard.

6. Child/Adolescent Study *Performance Based Assessment (25%)

***To be uploaded on Task Stream**

All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is the **Child/Adolescent Study Assignment**. *PBAs must be uploaded on to Task Stream.*

You will conduct a **Child/Adolescent Study** using a *variety* of activities, small/whole group lessons, teacher/parent/student interviews, etc., and write paper that describes the key findings. It is important that you read the guidelines **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.

The Child Study guidelines document, which contains detailed directions, and the Child Study rubric can be found on Blackboard.

7. Field Experience and Field Experience Reflection (S/U)

***To be uploaded on Task Stream**

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). The Fieldwork documents are located on Blackboard.

In addition to the fieldwork log, each student will write a 2-3 page reflection on the fieldwork experience. The reflection should explain what you have learned from the fieldwork experience and your overall reflections on the process.

Assignments, Grading, and Due Dates:

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Child Abuse Prevention Module	S/U	6	February 20
Discussion Board	15	1, 2, 3, 4, 5, 6	Weekly
Quizzes	15	1, 2, 3, 4, 5, 6	Weekly
Dispositions Statement	15	3	March 6
Influences on Learning	15	2, 3, 4, 5	March 27
Classroom Management Portfolio	15	4, 5	April 17
Fieldwork Logs/ Field Experience Reflection	S/U	2, 3, 4, 5	May 1
Child/Adolescent Study (<i>PBA</i>) *	25	2, 4, 5	May 5

***Designated Performance Based Assessment**