



FAST TRAIN Programs

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 2013

July 17-26, Mon-Fri 8:30 am - 3:20 pm, Innovation Hall 207

Instructor: Dr. Kimberley Daly, Ph.D.

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Office Hours: Please arrange ahead of time for Skype or conference call being mindful of the time zone difference. All other correspondence should be sent via e-mail.

Course Description:

This course 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.

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:

This course is delivered in a series of inquiry-based learning experiences that included mini-lectures, cooperative groups, individual assignments and informed discussion. During online classes live chats, discussion board postings and building a learning community will be primary features. Successful students are proactive, self-regulated and manage their time well.

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 do the Online Curriculum Centre 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 Table:

Outcomes	NBPTS/ASTL	IB	Technology
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,f1	
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.

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:

International Baccalaureate Organization, <http://www.ibo.org/>
 Practitioner Research as Staff Development, <http://valrc.org/publications/research/index.html>
 American Psychological Association, <http://www.apa.org>

Student Expectations:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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 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.
- 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).
- FAST TRAIN students are expected to attend *all* class periods of courses for which they register. Class participation is a factor in grading; instructors may use class absence, absence of postings, tardiness in posting or attendance, or cursory postings as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog). Any unexcused absences will result in a 25 percent deduction in your participation grade.

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:

A+ = 100	(C = 70-79 = not accepted for Level I award recommendation)
A = 94-99	(F = Does not meet requirements of Graduate School of Education)
A- = 90-93	
B+ = 85-89	
B = 80-84 (no B- grades)	

All students will receive an IP or “In Progress” at the conclusion of this course. Students will be required to turn in the required Field Log, Fieldwork Evaluation Form and the final assignment (Performance Based Assessment) to the instructor according to the FAST TRAIN Fieldwork Time posted here: <http://fasttrain.gmu.edu/licensure/fieldwork> . The deadline for posting the PBA to Task Stream and for completing the required fieldwork document in this course is **March 15, 2014**. Failure to submit this work to the instructor by this deadline will result in an “F” for the course.

PBA's:

All courses in the Certificate Program in Advanced IB Studies have a required Performance Based Assessment. The required PBA for this course is the **Teaching Learning Episode (Video), Transcript, and Paper**. 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.

Every student registered for any Certificate in IB Teaching and Learning course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment, **Teaching Learning Episode (Video), Transcript, and Paper** to Taskstream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using Taskstream. Failure to submit the assessment to Taskstream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Taskstream submission, the IN will convert to an F nine weeks into the following semester.

Fieldwork:

Students must complete 20 hours of fieldwork for EDUC 623 and must upload a fieldwork log and fieldwork evaluation form to Task Stream by **March 15, 2014**.

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 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 if 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.

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.

Principle Class Assignments and Requirements

Class Assignments for EDUC 623			
Project	Emphasis/Goal	Percentage of Grade	Due Date
Fieldwork	Students must complete a minimum of 20 hours of fieldwork, observing an IB classroom appropriate for their teaching position. A fieldwork log and evaluation form must be posted to Task Stream.	N/A but if not completed a grade will not be issued until requirement is met.	15 March 2014
Online/Class Participation and Readings	Each student is responsible for reading all of the materials designated for discussion. Students are expected to actively participate in every class session whether it be in person or through electronic postings and discussion boards by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for class. Students are expected to attend all classes.	10 percent	17-26 July
Critical Reflection Journals	Each student will write two critical response journals in APA format. The topics in the course outline should comprise the bulk of the topics read. The responses will be evaluated on: <ol style="list-style-type: none"> 1. Short summary of the topic that accurately reflects the author's intent. 2. Reflection on reading that identifies key understandings, connections to other readings and experiences, application of the research to teaching/learning and influence on the reader. All entries will be of the caliber expected at the graduate level. Journals should be between three and five pages in legible 12-point font.	20 percent (10 percent each)	<i>1st</i> Journal due on 19 July; <i>2nd</i> Journal due on 24 July;
Instructional Planning - Elements of Differentiation	Students will 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.	15 percent	22 July
Multimedia IB Management Plan	Students will outline a plan using appropriate media (Prezi, Power Point, etc.) to support inquiry-based learning within his or her program. The plan should address elements of inquiry, essential attitudes, approaches to learning, ways of knowing and/or habits of mind that students need to complete successfully a lesson within the IB program. The plan should consider resource support, timelines, training, and systems for managing student work.	20 percent	26 July

<p>Teaching/Learning Episode – Performance Based Assessment (PBA)*</p> <p>The PBA must be submitted on Task Stream.</p>	<p>Each participant will select one instructional activity to videotape. The activity must be at least 30 minutes in duration and no longer than 60 minutes. Each student 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 critical paper (no more than 10 pages) that meets graduate-level expectations, the participant will describe, analyze and reflect on:</p> <ol style="list-style-type: none"> The episode’s instructional context and purpose Instructional planning and delivery that responds to a diversity of learners (differentiation) Evidence of learning through inquiry and critical thinking (what worked) Barriers to learning/instruction that occurred (what didn’t work and why) Contributions and implications of research with respect to relevant issues in teaching and learning Overall analysis of the episode’s educational outcomes (reflection) 	<p>35 percent</p>	<p>15 March 2014</p>
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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.***

Assignment	Percent of Final Grade	Outcomes Addressed
Critical Reflections Journal	20	A, C, D
Planner-Differentiation	15	B, C, D G
Multimedia Management Plan	20	A-I
Teaching/Learning Episode*	35	A-I
Online and Classroom Participation	10	A, B, J

Class Schedule Summer 2013

Date	Assignments	Readings
Session 1: July 17	<p>Welcome to EDUC 623</p> <p>How do we develop a community of inquirers?</p> <p>Read the syllabus fully making sure you understand the requirements, assignments, deadlines and grading policies.</p> <p>Skim required texts to familiarize yourself with the overall structure and content.</p> <p>Introduction to methods and strategies for teaching in IB schools. Write a short report introducing yourself and your school context, including how long you have been teaching IB. Submit your report on the <i>Discussion Board</i>.</p>	<p><i>Read the syllabus fully.</i></p> <p><i>Skim required texts.</i></p> <p>For class on July 17th: <i>Read Wells, pp. 1-22 & 171-194.</i></p> <p>Read the IB Mission Statement and the IB Learner Profile (on Bb).</p>
Session 2: July 18	<p>The paradox of defining</p> <p>On the <i>Discussion Board</i> comment on what you believe the purpose of education is and how you have come to that belief as well as in what ways do schools act to transform the lives of students. Your response should be approximately 250-350 words.</p>	<p>Wells, pp. 25-40 Boostrom, pp. 1-54</p>
Session 3: July 19	<p>What teaching strategies/learning activities support the IB Learner Profile?</p> <p>1st reflective journal due</p>	<p>Wells, pp. 41-77 Differentiated Instruction Bb folder for readings</p>
Session 4: July 22	<p>The paradox of telling In what ways do we support the learning needs of all students?</p> <p>On the <i>Discussion Board</i> comment on the following question: How does the national culture where your school is located perceive students who have special educational needs? What discussions do you engage in (if any) with colleagues regarding special education? Does there need to be more of a discussion in this area? Your response should be approximately 250-350 words.</p> <p>Differentiated planner due</p>	<p>Boostrom, pp. 57-104 Wells, 99-133 <i>Special Educational Needs within IB Programmes</i> (in Bb)</p>
Session 5: July 23	<p>Socratic seminars</p>	<p>Socratic Seminar Bb folder for readings</p>

Session 6: July 24	The paradox of <i>believing</i>/Problem-based learning On the <i>Discussion Board</i> comment on how teachers might help keep students <i>inside</i> the curriculum. What implications does this have for IB in the future as the Organization revises subjects in the DP and implements the MYP Next Chapter? Your response should be approximately 250-350 words. 2nd reflective journal due	Boostrom, pp. 107-158
Session 7: July 25	How do we support self-regulated, independent inquiry?	Wells pp. 134-149
Session 8: July 26	Classroom presentations of Multimedia Plans – Project should be uploaded to Bb by 5:00 p.m. Post-Assessment Due Discussion of Performance- Based Assessment (recording, transcript and critical reflection paper) to be submitted to Task Stream.	Fahey Chs 7 and 8 (on Bb). From: <i>Ways to Learn Through Inquiry: Guiding Children to Deeper Understanding</i>
March 15, 2014	Teaching Learning Episode (Video), Transcript, and Paper must be uploaded to Task Stream. Fieldwork Form and Fieldwork Evaluation must be uploaded to Task Stream.	

Additional guidelines for the PBA and rubrics for assignments will be provided in Bb.