

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

EDUC 621: Teaching and Learning in the International Baccalaureate Schools

Summer 2013

Instructor: Gordon Brown
June 23-July 2, Mon.-Fri. 8:30 am-3:20 pm
Location: TBD
Email: gbrownj@gmu.edu

Meeting Time: June 2-July 22, on-line
Phone: 571-201-7295
Office Hours: Tuesdays and Thursdays
3:30pm-5:30pm
Location: TBD

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.

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 1: Curriculum Processes

- a. What is international education and how does the IBO's mission and programme philosophy promote it?
- b. How is the Programme curricula framework structured and what principles of learning underpin it?

- c. What is a programme of inquiry and how are they constructed? / What are the essential elements and processes of developing a program of learning?
- d. What are the essential features of the IB programme continuum?

Area of Inquiry 3: Assessment and Learning

- i. What is the role of assessment in the Programme?

Area of Inquiry 4: Professional learning

- n. What is reflective practice and how does it support program implementation and enhance practice?
- o. How does the online curriculum center and other similar information and communication technologies enable program practitioners to professionally engage with each other?

Technology (ISTE):

IV. Teachers use technology to enhance their productivity and professional practice

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

GMU Policies and Resources for Students:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.
- 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/>].
- 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/>].

Professional Dispositions:

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment:

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

Grading Policy: At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

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-req/>. The deadline for posting the PBA to TaskStream and for completing the required fieldwork document in this course is **November 15, 2014**. Failure to submit this work to the instructor by this deadline will result an “F” for the course.

Integrity of Work: FAST TRAIN students must adhere to the guidelines of the George Mason University Honor Code ([http:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/)). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same 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. Missing an entire class will result in being dropped from the course.

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	20%	B, C, D, E, F
Culminating Synthesis Paper	30%	B, C, D, E, F
Total	100%	

PBA

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 rubric below.

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/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 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 withdrawals will be permitted.

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*.

TaskStream: Every student registered for any FAST TRAIN course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment (for EDUC 621, Culminating Program Standards Synthesis Assessment) to TaskStream (regardless of whether a course is an elective, a one-time 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.

Course Requirements:

All assignments should be turned in on the due date indicated in the schedule below via Blackboard **except** for the final assignments, the Project Based Assessment (PBA), field work log, and field work reflection. These final assignments will be uploaded into **Task Stream**. The submission deadline for assignments is 11:59pm 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 unless otherwise noted. 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 in extraordinary circumstances.*** I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

ASSIGNMENT DESCRIPTIONS

Mission Statement Paper: Students 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)

*Further details on the assignment will be distributed in class.

In-class inquiries: Students will complete individual and group projects that illustrate 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)

*Further details on the assignment will be distributed in class.

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.

*Further details on the assignment will be distributed in class.

Culminating Program Standards Synthesis Assessment *: Students will complete a reflective/analytical essay that identifies the critical elements of the IB. In doing so, the student should:

- Examine how the IB philosophy, Mission Statement and Learner Profile work together to form the basis of the IB program.
- Describe each program (PYP, MYP, DP, and IBCC) in terms of the written curriculum, taught curriculum, and learned curriculum. Strengths and weaknesses should be addressed *at each level*.
- Examine what professional learning takes place in the IB, including collaboration, teacher planning, and reflection at a classroom, school, and global level.
- Demonstrate extensive understanding of IB program standards.

In completing this paper, students should incorporate experiences from their fieldwork **as well as readings** and research to support their analysis. The final paper should be 10-12 double-spaced pages, in correct APA formatting, and adhere to graduate level expectations.

*Further details on the assignment will be distributed in class.

* Designated performance assessment

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

COURSE OUTLINE

Date	Topic	Reading Due	Assessment Due
6/23 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	
6/24 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)	
6/25 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>	
6/26 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
6/27 Fri.	What does it mean to be internationally-minded?	Hayden, Thompson & Walker pp. 208-216	
6/30 Mon.	What is the nature of knowledge?	Woolman pp. 9-56, 95-112 & 235-270	International Perspectives Paper
7/1 Tues.	How do the program standards impact teaching and learning?	<i>IB Programme standards and practices</i> <i>IBCC Programme standards and practices</i>	
7/2 Thurs.	Presentations, evaluation and synthesis		IB Lesson Plan and Presentation

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

PBA Rubric

Reflective/Analytical Essay				
<i>Criteria:</i>	Exemplary	Proficient	Partially proficient	Not proficient
	4	3	2	1
IB Philosophy, Mission and the Learner Profile	Extensive evidence of in-depth understanding and highly relevant connections between the philosophy, mission statement, and Learner Profile.	Clear evidence of sound understanding and relevant connections between the philosophy, mission statement, and Learner Profile.	Evidence of basic understanding and some connections between the philosophy, mission statement, and Learner Profile.	Little or no evidence of understanding or connections between the philosophy, mission statement, and Learner Profile.
The Written Curriculum: Concepts, Knowledge, Skills, Attitudes, Action	Shows in-depth understanding of the IB written curriculum at <u>each</u> level of the IB.	Shows sound understanding of the IB written curriculum at <u>each</u> level of the IB.	Shows basic understanding of the IB written curriculum, or does not address the written curriculum at each level of the IB.	Shows little understanding of the IB written curriculum, or does not address the written curriculum at two or more levels of the IB.
The Taught Curriculum: Inquiry-based pedagogy	Shows in-depth understanding of the IB taught curriculum at <u>each</u> level of the IB.	Shows sound understanding of the IB taught curriculum at <u>each</u> level of the IB.	Shows basic understanding of the IB taught curriculum, or does not address the written curriculum at each level of the IB.	Shows little understanding of the IB taught curriculum, or does not address the written curriculum at two or more levels of the IB.
The Assessed Curriculum: Assessment of student learning, student reflection and self-assessment	Shows in-depth understanding of the IB assessed curriculum at <u>each</u> level of the IB.	Shows sound understanding of the IB assessed curriculum at <u>each</u> level of the IB.	Shows basic understanding of the IB assessed curriculum, or does not address the written curriculum at each level of the IB.	Shows little understanding of the IB assessed curriculum, or does not address the written curriculum at two or more levels of the IB.
Professional Learning: Collaborative teacher planning and reflection at classroom level, school level and global level	Extensive evidence of in-depth understanding of professional learning in the IB. Teacher collaboration, reflection, and continuing development are thoroughly explored.	Clear evidence of sound understanding of professional learning in the IB. Teacher collaboration, reflection, and continuing development are explored.	Evidence of basic understanding of professional learning in the IB. Teacher collaboration, reflection, and continuing development are explored, but gaps are evident.	Little or no evidence of understanding of professional learning in the IB. Teacher collaboration, reflection, or continuing development are not explored.
IB Standards	Extensive evidence of in-depth understanding of the IB standards and how they are utilized in the IB to promote growth and	Clear evidence of sound understanding of the IB standards and how they are utilized in the IB to promote growth and	Evidence of basic understanding of the IB standards and how they are utilized in the IB to promote growth and	Little or no evidence of understanding of the IB standards and how they are utilized in the IB to promote growth and development in the IB.

	development in the IB.	development in the IB.	development in the IB.	
Overall	Very clearly organized and very well-written with no significant errors. A range of references from <u>both</u> class readings and observations used effectively to support analysis.	Clearly organized and well-written with few errors. References from <u>both</u> class readings and observations used effectively to support analysis.	Organization and errors detract from overall quality of writing. Limited references from class readings and observations used effectively to support analysis.	Disorganized and poorly written. References from class readings or observations are missing or incomplete.