



## FAST TRAIN Programs

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

### EDUC 623: Methods and Strategies for Teaching in IB Schools

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**Office Hours:** After Class by Appointment. By Skype or phone after the summer session ends. When setting up conferences, please be mindful of time zone differences.

**Meeting Dates:** June 2 – July 25 online and July 16-25 face to face

**Meeting Time and Location:** 8:30 a.m.-3:20 p.m., Enterprise Hall Room 174

#### **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.

**Please ensure you read the whole syllabus. It contains important information that will help you complete the course smoothly.**

**Prerequisites:** Admission to GSE, enrollment in FAST TRAIN IB certificate program and completion of EDUC 621: Teaching and Learning in the International Baccalaureate Programs or permission of instructor.

#### **Nature of Course Delivery:**

The course will be taught face-to-face through a range of group and individual activities including investigations, readings, discussion board postings and reflections. Students are required to have the necessary technical skills, hardware/software and reliable internet access.

#### **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, DP and IBCC)

f. What teaching strategies and learning activities support program learning outcomes?

g. What instructional strategies are involved in supervising student planning and production of personal projects?

h. How does the program support the learning needs of all students?

i. 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?

j. 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, 2f, 4n	
B	4	2f, 4n	
C	2,4	2f, 2g, 4o	
D	1,4,6	2g, 4n, 4p	IV
E	3,5	2f, 4o	
F	1,2	2e, 2f, 4o	
G	2,6	2g, 2j, 4p	IV
H	3,6	2h, 4p	
I	5,7	2f, 4n, 4o	

### Required text:

Allen, J., & Alexander, L. (Eds.). (2013). *Practitioner Inquiry Series: A Critical Inquiry Framework for K-12 Teachers: Lessons and Resources from the U.N. Rights of the Child*. New York, NY: Teachers College Press.

Additional readings will be drawn from contemporary journals as well as published research on international education and International Baccalaureate programs.

### 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 Centre through the International Baccalaureate Organization.
- All students will have an online copy of the complete IB Teacher Award Standards, Level 1.

### Relevant Websites:

- International Baccalaureate Organization, <http://www.ibo.org>
- Practitioner Research as Staff Development, <http://www.aelweb.vcu.edu>
- American Psychological Association, <http://www.apa.org>

### 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/>]. The principle of academic integrity is taken very seriously and violations are treated as such. **Violations of the honor code** include: copying a paper or part of the paper from another student (current or past); reusing work that you've already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work); 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/>
- Students 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.

- 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/>].
- FAST TRAIN students are expected to attend *all* class period 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.

**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. <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	

*Note: "C" is not satisfactory for a licensure course. "F" does not meet requirements of the Graduate School of Education.*

**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.

**PBA's:**

All courses in the Certificate Program in Advanced IB Studies will have a required Performance Based Assessment. The required PBA for this course is an in-depth paper, also known as the **Instructional Activity Analysis**. 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](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 to Task Stream (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 Task Stream. Failure to submit the assessment to Task Stream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Task Stream submission, the IN will convert to an F nine weeks into the following semester.

**GMU E-mail & Web Policy:**

Mason uses electronic mail ([www.gmu.edu/email](http://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). All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but usually within 24 hours.

**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.

**Task Stream:**

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 to Task Stream (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 Task Stream. Failure to submit the

assessment to Task Stream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Task Stream submission, the IN will convert to an F nine weeks into the following semester.

**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 via Blackboard **except** for the Project Based Assessment (PBA) and the fieldwork. The PBA, fieldwork log, and fieldwork evaluation form should be uploaded into **Task Stream**. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. **All writing assignments should be submitted as Word documents so that comments could be put into the document.** 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.

**Principle Class Assignments and Requirements:**

Class Assignments for EDUC 623			
Project	Emphasis/Goal	Percentage of Grade	Due Date
Fieldwork	You must complete a minimum of 20 hours of fieldwork, observing a classroom appropriate for your teaching position. A fieldwork log and evaluation form must be posted to Task Stream no later than the last day of class. Fieldwork log and forms are available on the FAST TRAIN website in the Advanced IB Studies Fieldwork and PBA document: <a href="http://fasttrain.gmu.edu/current-students/field-req/">http://fasttrain.gmu.edu/current-students/field-req/</a>	N/A but if fieldwork is not completed a grade will not be issued until requirement is met.	March 15, 2015
Class Participation (includes class activities) and Readings	Each student is responsible for reading all of the materials designated for discussion. Students are expected to actively participate in every module by critically analyzing, asking questions, and making observations about the readings. You are expected to participate in a substantive way.	10 percent	Cumulative Grade

<p><b>Instructional Plan</b></p>	<p>Students will design a lesson embedded within a learning unit outside of their program area that provides evidence of differentiated instruction appropriate for their teaching position. The plan must include evidence of differentiation in terms of content, process and product as well as accounting for differences in depth and learning styles. A rubric will be posted on Blackboard.</p>	<p>15 percent</p>	<p><b>July 21</b></p>
<p><b>Multimedia Inquiry Project: Conventions of the Rights of the Child</b></p>	<p>This assignment is designed to get students working with the topics contained in the CRC and focus them on social justice and human rights. Examples of topics include: poverty, adequate standard of living, health, goals of education, preservation of identity, children of minorities, or discrimination. <b>You must have your topic approved by the instructor, and only one student will be permitted per topic.</b></p> <p>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 to a class of students on your current level. Please consider this as something that you might be able to use in your classroom situation. You may design it in conjunction with any subject – literature, math, history as applicable and useful.</p> <p>Students should have a minimum of <i>five</i> sources for your presentation that are developmentally appropriate. <b>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.</b> In addition, supply at least <i>three</i> on-line resources that your colleagues can draw upon to find further resources and information about your topic. A rubric will be posted on Blackboard.</p>	<p>20 percent</p>	<p><b>July 25</b></p>
<p><b>Critical Reflection Journals</b></p>	<p>Each participant will maintain a response journal for the duration of the course. The critical response journal will be written in APA format. The topics in the course outline should comprise the bulk of the topics read. The responses will be evaluated on:</p> <ol style="list-style-type: none"> <li>1. Short summary of the topic that accurately reflects the author's intent;</li> <li>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.</li> </ol> <p>All entries will be of the caliber expected at the graduate level. Journals should be between 3-5 double spaced typed pages in a legible 12-point font. Expectations will be posted on Blackboard.</p>	<p>20 percent (10 percent each)</p>	<p>1<sup>st</sup> Journal due on <b>July 18</b>;</p> <p>2<sup>nd</sup> Journal due on <b>July 23</b></p>

<b>Instructional Activity Analysis – (PBA)</b>	<p style="text-align: center;"><b>The EDUC 623 Performance-Based Assessment (PBA)</b></p> <p>Each participant will select one instructional activity to record (visually). 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 or IBCC) in which the teaching/learning episode occurs. In a critical paper (10 - 12 pages) that meets graduate-level expectations, the participant will describe, analyze, and reflect on:</p> <ol style="list-style-type: none"> <li>a. The episode’s instructional context and purpose</li> <li>b. Instructional planning and delivery that responds to a diversity of learners (differentiation)</li> <li>c. Evidence of learning through inquiry and critical thinking (what worked)</li> <li>d. Barriers to learning/instruction that occurred (what didn’t work and why)</li> <li>e. Contributions and implications of research with respect to relevant issues in teaching and learning</li> <li>f. Overall analysis of the episode’s educational outcomes (reflection)</li> </ol> <p>The rubric for this assignment is provided at the end of the syllabus.</p>	<p style="text-align: center;">35 percent</p>	<p style="text-align: center;"><b>March 15, 2015</b></p>
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**Class Schedule Summer 2014**

**Assignments due during the face-to-face classes are due by 8:00 p.m. EDT. The PBA and fieldwork is due by 11:59 p.m. EST on March 15, 2015.**

Date	Assignments	Readings
<b>Session 1: July 16, 2014</b>	<p><b>Welcome to EDUC 627</b> Read the syllabus fully making sure you understand the requirements, assignments, deadlines and grading policies.</p> <p>Skim required text to familiarize yourself with the overall structure and content.</p> <p><b>Critical Inquiry Through the Convention of the Rights of the Child/Poverty</b></p>	<p><i>Read the syllabus fully.</i></p> <p><i>Skim required text.</i></p> <p><b>For class on July 16th:</b></p> <p><i>Read the UN Convention on the Rights of the Child (on Bb)</i></p> <p><i>Read Allen &amp; Alexander pp. 1-34</i></p>
<b>Session 2: July 17, 2014</b>	<p><b>The Value of Culture and International-Mindedness</b></p>	<p><i>Read Allen &amp; Alexander pp. 54-89</i></p> <p><i>Read Global Engagement – Teaching and Learning about Rights (on Bb)</i></p>



<p><b>Session 3: July 18, 2014</b></p>	<p><b>Supporting the Learning Needs of All Students</b></p> <p><b>Journal #1 Due by 8:00 p.m.</b></p>	<p><i>Read Allen &amp; Alexander pp. 35-53</i></p> <p><i>Read Grading and Differentiation: Paradox or Good Practice? (on Bb)</i></p> <p><i>Read No Light at the End of Tunnel Vision: Steps for Improving Lesson Plans (on Bb)</i></p> <p><i>Read Learning Diversity in the International Baccalaureate Programmes: Special Education Needs within the International Baccalaureate Programmes (in Bb)</i></p>
<p><b>Session 4: July 21, 2014</b></p>	<p><b>Identity, Culture, and Education</b></p> <p><b>Instructional Plan Due by 8:00 p.m.</b></p>	<p><i>Read Allen &amp; Alexander pp. 109-126</i></p> <p><i>Read Education and Women’s Rights Global Guides (on Bb)</i></p>
<p><b>Session 5: July 22, 2014</b></p>	<p><b>Socratic Seminars</b></p>	<p><i>Read Assessing Student Thinking with Socratic Seminars (on Bb)</i></p> <p><i>Read Socratic Seminars in Science (on Bb)</i></p> <p><i>Read To Find Yourself, Think for Yourself (on Bb)</i></p>
<p><b>Session 6: July 23, 2014</b></p>	<p><b>Taking Action through Service Learning</b></p> <p><b>Journal #2 Due by 8:00 p.m.</b></p>	<p><i>Read Allen &amp; Alexander pp. 127-149</i></p> <p><i>Read International Baccalaureate Diploma Programme: Study of North and South American Students’ Civic-Mindedness</i></p> <p><i>Read Discussion Document for the Curriculum Review of Creativity, Action, and Service (on Bb)</i></p>
<p><b>Session 7: July 24, 2014</b></p>	<p><b>Selecting Texts for Critical Inquiry</b></p> <p><b>Teaching and Assessing the Learner Profile in a Human Rights Context</b></p>	<p><i>Read Allen &amp; Alexander pp. 150-172</i></p> <p><i>Review Teaching Human Rights: Practical Activities for Primary and Secondary Schools (on Bb)</i></p>

<b>Session 8: July 25, 2014</b>	Putting It All Together  <b>Multimedia Inquiry Projects Will Be Presented in Class – Final Version Due by 8 p.m.</b>  <b>Post-Assessment Due by 8 p.m.</b>	<i>Read Allen &amp; Alexander pp. 90-108</i>
<b>March 15, 2015</b>	<b>PBA and Fieldwork Due in Taskstream</b>	

### PBA Rubric

Instructional Activity Analysis				
<i>Criteria:</i>	Exemplary <b>4</b>	Proficient <b>3</b>	Partially proficient <b>2</b>	Not proficient <b>1</b>
<b>Purpose</b>	Clear and comprehensive description of the purpose of the teaching-learning episode, including range and balance.	Sound description of the teaching-learning episode including range and balance.	Description of the teaching-learning episode gives an incomplete picture of the teaching episode and fails to fully discuss range and balance.	Little to no description of the purpose of the teaching episode, range and balance are scantily discussed.
<b>Differentiation</b>	Clear and comprehensive description of the learners.  Includes assessment of learning needs and specific examples of how the teaching episode was differentiated based on the assessments.	Very good description of the learners.  Includes some assessment information and a few examples of how the teaching episode was linked to the selection of differentiated strategies.	Satisfactory description of the learners.  Little evidence of assessment and unclear links to differentiated strategies.	Description of the learners is vague and unclear.  Few or no connections between learner assessment and differentiated strategies.
<b>Evidence of Learning</b>	Evidence of student learning is clearly documented.  Significant evidence is provided that supports teaching implications.	Evidence of student learning is documented.  Sufficient evidence is provided to support teaching implications.	Evidence of student learning is apparent but unclearly documented.  Insufficient evidence is provided to support teaching implications.	Evidence of student learning provided is unclear or insufficient  There is insufficient depth in evidence to support teaching implications.
<b>Barriers to Learning/Instruction</b>	Description of episode gives a comprehensive picture of the barriers to learning and instruction.  Multiple recommendations for changes are provided.	Description of the episode gives clear picture of the barriers to learning/instruction.  A single recommendation for change is provided.	Description of the episode gives an incomplete picture of the barriers.  No suggestions for change provided.	Little to any description of the episode.  No suggestions for change provided.

<b>Teaching Implications</b>	Thoroughly and effectively describes the connection between collected data and teaching recommendations that are supported by research.	Very good description between collected data and teaching recommendations that are supported by research.	Satisfactory description of the relationship between data collected and teaching implications supported by some research.	Description is vague and unclear. No clear research support is given for teaching implications.
<b>Reflects on teaching-learning episode</b>	In-depth & comprehensive reflection of the teaching/learning episode.	A clear reflection of the teaching/learning episode.	A limited reflection of teaching/learning episode	Little or no reflection of the teaching/learning episode.
<b>Overall</b>	Individual analysis is comprehensive.  Very clearly organized and very well-written with no significant errors.	Individual analysis is clearly presented.  Clearly organized and well-written with few errors.	Individual analysis is incomplete.  Organization and errors detract from overall quality of writing.	Individual analysis is incomplete.  Disorganized and poorly written.