

**George Mason University**  
**College of Education and Human Development**  
**Teaching Culturally & Linguistically Diverse and Exceptional Learners**  
**IB Certificate Program**



**EDUC 621 – 6F1**  
**Teaching and Learning in the International Baccalaureate Schools**  
**3 Credits**  
**CRN: 82708**  
**Fall 2017**

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**Office:** 2506 Thompson Hall

**Meeting Dates:** August 29 – November 6

**Meeting Time:** online

**Meeting Location:** online

### **Prerequisites/Corequisites**

Experience working in or access to a recognized, authorized IB school at the PYP, MYP, or DP level, or one in the application process.

### **University Catalog Course Description**

Focuses on principles and practices of the International Baccalaureate, organized around four areas of inquiry: curriculum processes, teaching & learning, assessment, and professional learning. Requires 20 hours of PK-12 classroom fieldwork. Offered by Graduate School of Education. May not be repeated for credit.

## Course Overview

This course is an online 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 the International Baccalaureate. 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 10 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.

## Course Delivery Method

This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 22 at 8:00AM.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## *Expectations*

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.

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesdays and end on Mondays.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. Demonstrate their understanding of international education and the role of IB within international education.
2. Demonstrate their understanding of the IB's underpinning educational principles
3. Identify and distinguish between the essential features of the IB program continuum
4. Apply the IB standards to observed IB practice at different levels
5. Demonstrate their understanding of the role of Ways of Knowing on the IB continuum
6. Demonstrate their understanding of the roles of inquiry and assessment within the IB continuum
7. Participate in and evaluate the use of information and communication technologies to engage within the IB community

## **Professional Standards (NBPTS / ASTL / IB Teacher Award Inquiry Strands / ISTE)**

Upon completion of this course, students will have met the following professional standards:

### *National Board of Professional Teaching Standards (NBPTS)*

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

Proposition 3: Teachers are responsible for managing and monitoring student learning. Proposition

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

<b>Outcomes</b>	<b>NBPTS/ASTL</b>	<b>IB</b>	<b>Technology</b>
A	2, 5	1a	
B	1, 5, 6	1b	
C	2, 4	1c, 1d	
D	2, 4, 5	1d	
E	1, 4	1b, 1d	
F	3, 4	1c, 3i	
G	4, 5, 7	4n, 4o	IV

#### **Required Texts**

Hayden, M., & Thompson, J. J. (Eds.). (2016). *International schools: Current issues and future prospects*. Oxford, United Kingdom: Symposium Books.  
ISBN: 978-1-873927-92-2

#### 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.

#### Relevant Websites:

- International Baccalaureate – Online Curriculum Center (OCC)  
<http://www.ibo.org/>
- Practitioner Research as Staff Development:  
<http://www.valrc.org/publications/research/index.html>
- American Psychological Association  
<http://www.apa.org>

#### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

## **TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

*(Culminating Program Standards Synthesis Assessment.)*

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

## **FIELDWORK REQUIREMENT**

**Field Experience Record and Evaluation** (*Culminating Program Standards Synthesis Assessment.*)

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). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

**\*TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard.** The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

**In-service teachers:** Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

**Pre-service teachers:** If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here:

<https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

**Virginia state or county cohort teachers:** Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

### TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- **Assignments and/or Examinations**

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Discussion Board	20	C, F, G	Weekly
Journal Responses	10	A, B, C, D, E, F	Various
International Perspective Paper	20	A, B	September 25
Mission Statement Paper	20	A, B	October 9
Field Experience and Field Experience Reflection	5	All	November 6
Culminating Program Standards Synthesis Assessment ( <i>PBA</i> )	25	B, C, D, E, F	November 6

More detailed descriptions of assignments and rubrics are shown at the end of the syllabus.

- **Grading**

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**

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

### **Honor Code & Integrity of Work**

**Integrity of Work:** TCLDEL students must adhere to the guidelines of the George Mason University 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.

### **Late Work Policy**

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 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 APTDIE 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 two absences will receive a one-letter grade deduction in their final grade; students with three absences will receive a two-letter grade deduction in their final grade; students with four absences will not receive credit for the 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 9th 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 APTDIE office.

### **Professional Dispositions**

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

### **Core Values Commitment**

The College of Education and 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/>.

### **GMU Policies and Resources for Students**

## *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-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 Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

## *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express

concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

**GMU E-MAIL AND 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.

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 always within 24 hours.

## Class Schedule

<b>Module 1</b>	<b>Exploring the Terrain: International Education</b>
Dates	August 29 – September 4
Readings	“Defining International Education” – Gutek (on Blackboard) “Framing the Map of International Education” – Sylvester (on Blackboard)
Assignments due	<ol style="list-style-type: none"> <li>1. Post self introduction</li> <li>2. Participate in discussion one</li> <li>3. Journal option</li> </ol>

<b>Module 2</b>	<b>What does it mean to offer an International Education?</b>
Dates	September 5 – September 11
Readings	Chapters 1 and 4 in Hayden and Thompson “Evolution of International Mindedness” – Hill (on Blackboard)
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion two</li> <li>2. Journal option</li> </ol>

<b>Module 3</b>	<b>What role does the IB play in International Education?</b>
Dates	September 12 – September 18
Readings	Chapters 2 and 5 in Hayden and Thompson “International Education as Developed by the International Baccalaureate Organization” – Hill (on Blackboard)
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion three</li> <li>2. Journal option</li> </ol>

<b>Module 4</b>	<b>What are the educational principles of the IB?</b>
Dates	September 19 – September 25
Readings	Towards a Continuum of International Education (on Blackboard) IB Learner Profile Booklet (on Blackboard)
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion four</li> <li>2. Journal option</li> <li>3. International Perspectives Paper</li> </ol>

<b>Module 5</b>	<b>What are the underpinning educational principles of the PYP, MYP, DP, and the Career Related Program?</b>
Dates	September 26 – October 2
Readings	Basis for Practice: PYP (peruse) Basis for Practice: MYP (peruse) Basis for Practice: DP (peruse) Making the PYP Happen (peruse) MYP: From Principles into Practice (peruse) MYP: The Next Chapter (peruse) DP: From Principles into Practice (peruse) Career Related Program (peruse) Programme Standards and Practices (peruse) New Program Models Optional: PYP Model of Transdisciplinary Learning
Assignments due	1. Participate in discussion five 2. Journal option

<b>Module 6</b>	<b>What does it mean to be internationally-minded?</b>
Dates	October 3 – October 9
Readings	“Beyond Food, Festivals, and Flags” - Skelton, Wigford, Harper, & Reeves (on Blackboard) “Frivolous or Fundamental” – Fisher (on Blackboard)
Assignments due	1. Participate in discussion six 2. Journal option 3. Mission Statement Paper

<b>Module 7</b>	<b>What role does inquiry and assessment play in the IB continuum?</b>
Dates	October 10 – October 16
Readings	<a href="http://www.ibo.org/pyp/assessed/">http://www.ibo.org/pyp/assessed/</a>  <a href="http://www.ibo.org/myp/assessment/">http://www.ibo.org/myp/assessment/</a>  <a href="http://www.ibo.org/diploma/assessment/">http://www.ibo.org/diploma/assessment/</a>
Assignments Due	1. Participate in discussion seven 2. Journal option

<b>Module 8</b>	<b>How do the program standards impact teaching and learning?</b>
Dates	October 17 – October 23
Readings	“Professional Development” – Drennan (on Blackboard)
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion eight</li> <li>2. Journal option</li> </ol>

<b>Module 9</b>	<b>What is the road ahead for the IB?</b>
Dates	October 24 – October 30
Readings	None – free reading week
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion nine</li> <li>2. Journal option</li> </ol>

<b>Module 10</b>	<b>Why use Global Contexts for Teaching and Learning?</b>
Dates	October 31 – November 6
Readings	Conclusion and Action Guide, Gerzon (on Blackboard)
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion ten</li> <li>2. Journal option</li> <li>3. Field Experience and Reflection Forms</li> <li>4. PBA Culminating Program Standards Synthesis</li> <li>5. Complete Online Course Evaluation</li> </ol>

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## COURSE PERFORMANCE EVALUATION

**All assignments should be turned in on the due date indicated in the schedule below via Blackboard.** 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. All writing assignments should be submitted as Word documents, or a word processor based format. 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. Discussion board participation (20%)

**\*\*Due: Weekly**

Each week in our class we will have an online group discussion of the readings that are assigned for the week. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others' comments).

\*\*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 Tuesday and run through the following Monday.** You must start posting for each module by *Friday at midnight (EST)* so that the class will have Saturday through Monday to engage in conversation.

\*\*Students will be expected to respond to each of the discussion questions that the instructor posts.

\*\*Additionally, students should respond to **at least two** posts from other classmates.

Discussion Board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To provide a bit of a framework for participating in Discussion Board, please see the general "criteria for Blackboard Discussions" below.

**Important Note:** Discussion board for each module will be "open" only during the week that the module is active. You will always be able to go back and read earlier responses, but you will only be able to physically post in that week's discussion board during the week we are working on it.

#### Criteria for Blackboard Discussions

1. Responses to the *initial questions* that I post to start the discussion should be a minimum of one short paragraph.

2. Each module begins on a Tuesday. You should **begin** posting by Friday at midnight (at the latest). This will give us time to engage in discussion over the remainder of the module.
3. Postings should be distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).

\*Please note: it is acceptable to post your responses to my initial questions at the same time. **However, your responses to your colleagues should be distributed throughout the course of the module and not done at one fall swoop.**

4. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

\*Please note: it is perfectly fine to send “agree” or “great idea” responses with a brief comment on why you agree (or perhaps disagree). These responses do **not** have to be a paragraph in length.

5. Every week you should respond to **each** of the discussion questions that I post. Additionally, you should respond to at least **two** posts from other classmates **unless** otherwise noted in the discussion board prompt.
6. Address the questions as much as possible (don't let the discussion stray).
7. It is a **good idea** to use quotes from the articles that support your postings. Include page numbers when you do quote.
8. Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
9. Use proper etiquette (proper language, typing, etc.). Please avoid using “text” talk (such as “C U,” “B4,” “cuz,” etc.). It is a graduate level course, so it is important that, while the Discussion Board is meant to be an open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style.

### Evaluation of Discussion Board

At the end of each module, you will receive a score on your participation in the discussion board conversation. Below is the rubric that will be used to provide your scores.

Weekly Online Discussion Rubric			
Criteria	Excellent (3 points)	Average (2 points)	Needs Improvement (1 point)
<b>Content quality:</b> Responsive to discussion and demonstration of knowledge and understanding gained from assigned reading	It is very clear that readings were understood and incorporated well into responses.	The readings appear to be generally understood and there is some incorporation into responses.	It is not evident that readings were understood and/or not incorporated into discussion.
<b>Writing quality:</b> Responses are professionally	Writing is professionally crafted, and any sources are properly cited.	Writing is generally clear. Sources are not properly cited.	Writing is unclear and full of errors. Sources are not cited properly.



crafted and sources are cited			
<b>Timeliness:</b> Posts are well distributed throughout the module	Postings are well distributed throughout the module. (Posts span three or more time periods). Initial posting is on time.	Postings minimally distributed. (Responses are posted from two time periods). Initial posting is on time.	Postings are not distributed throughout the week. (Responses are posted at one time). Initial posting is late.
	Met (1 point)	Not Met (0 points)	
<b>Responsiveness:</b> At least posts from two others have been responded to during the module	At least posts from two others have been responded to during the module	One or no others have been responded to during the module	

## 2. Journal Responses (10%)

**\*\*Due: according to student selection of readings**

Writing about what you have read is a useful way to synthesize your learning. In the journal responses you will respond to the assigned academic readings to discuss the ways in which these readings interest, provoke or stimulate your ideas about the IB and international education. While these writings do not need to be formal, they should be professional in tone, grammatically accurate, and make use of the readings to motivate the discussion. While the response should provide evidence that you did the reading **it should not simply be a summary of the readings**. The response is an opportunity to demonstrate your careful reading of the assigned texts, it is a space to work through and challenge ideas, and it provides an opportunity to make the readings relevant to your own teaching life experiences. You will need to complete **two (2)** reading responses, and you can pick and choose which readings to which you wish to respond. Entries should be one page, single-spaced and in a legible 12-point font. **Journal responses should be from the module in which they are submitted.**

Further instructions and a rubric will be posted on Blackboard.

## 3. International Perspective Paper (20%)

**\*\*Due: September 25**

Each student will write a paper that describes and discusses the role of the IB in international education. The paper should be 3-5 double-spaced pages in a legible 12-point font.

Further instructions and a rubric will be posted on Blackboard.

#### 4. Mission Statement Paper (20%)

**\*\*Due: October 9**

Each student will construct a paper discussing the alignment of the IB Learner Profile with the IB Mission statement. In this paper, students will reflect on and discuss how the IB Learner Profile, adopted by all programs of the IB, is evidence of the Mission Statement in action. The paper should be 3-5 double-spaced pages in a legible 12-point font.

Further instructions and a rubric will be posted on Blackboard.

#### 5. Field Experience and Field Experience Reflection (5%)

**\*\*Due: November 6**

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.

*For EDUC 621, students must complete their observations in an IB school. You are free to observe one teacher or twenty, but you may not observe “yourself.”*

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 of conducting the work necessary to complete the PBA.

#### 6. Culminating Program Standards Synthesis Assessment (*Performance Based Assessment – PBA*) (25%)

**\*\*Due: November 6**

After 20 hours of IB school observations, 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 instructions will be posted on Blackboard. The PBA rubric is also available at the end of this syllabus.

## PBA: Culminating Program Standards Synthesis

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.

### PBA Rubric

Reflective/Analytical Essay				
<i>Criteria:</i>	Exceeds Standards <b>4</b>	Meets Standards <b>3</b>	Approaches Standards <b>2</b>	Does Not Meet Standards <b>1</b>
<b>Shows connecting between the IB Philosophy, Mission and the Learner Profile</b>	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.
<b>The Written Curriculum: Concepts, Knowledge, Skills, Attitudes, Action</b>	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.
<b>The Taught Curriculum: Inquiry-based pedagogy</b>	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.
<b>The Assessed Curriculum:</b>	Shows in-depth understanding of the	Shows sound understanding of	Shows basic understanding of	Shows little understanding of the

<b>Assessment of student learning, student reflection and self-assessment</b>	IB assessed curriculum at <u>each</u> level of the IB.	the IB assessed curriculum at <u>each</u> level of the IB.	the IB assessed curriculum, or does not address the written curriculum at each level of the IB.	IB assessed curriculum, or does not address the written curriculum at two or more levels of the IB.
<b>Professional Learning: Collaborative teacher planning and reflection at classroom level, school level and global level</b>	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.
<b>IB Standards</b>	Extensive evidence of in-depth understanding of the IB standards and how they are utilized in the IB to promote growth and development in the IB.	Clear evidence of sound understanding of the IB standards and how they are utilized in the IB to promote growth and development in the IB.	Evidence of basic understanding of the IB standards and how they are utilized in the IB to promote growth and development in the IB.	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.
<b>Writing Quality</b>	Paper adheres to APA standards: Very clearly organized and very well-written with no significant errors.	Paper adheres to most APA standards: Clearly organized and well-written with few errors.	Paper adheres to some APA standards: Organization and errors detract from overall quality of writing.	Paper does not adhere to APA standards: Disorganized and poorly written.
<b>Overall</b>	A range of references from <u>both</u> class readings and observations used effectively to support analysis.	References from <u>both</u> class readings and observations used effectively to support analysis.	Limited references from class readings and observations used effectively to support analysis.	References from class readings or observations are missing or incomplete.