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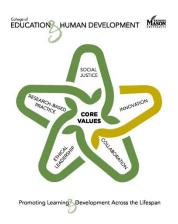**College of Education and Human Development**
Teaching Culturally & Linguistically Diverse and Exceptional Learners
IB Certificate Program

EDUC 622 – 6F1
Curriculum Development Across IB Programs
3 Credits
CRN: 81419
Fall 2019

Instructor: Kimberley Daly, Ph. D.
Email: kdaly1@gmu.edu
Phone: (cell) 703.424.3800
Skype: kimberley.daly1
Office Hours: By appointment
Meeting Dates: October 8 – December 17, 2019
Meeting Time: Online
Meeting Location: Online

Prerequisites/Corequisites

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

University Catalog Course Description

Explores the development of practical knowledge about the design and structure of the IB programs' curricula. Provides a foundation for understanding how the programs are implemented and how student learning developed within them is assessed. May not be repeated for credit.

Course Overview

This course is interactive by design. It is predicated upon *learning by doing* and *discovery learning*. It requires a synthesis of course reading, analysis of theory, reflection on own classroom practice, and consideration of classmates' perspectives and experiences. Students are required to apply their theoretical learning to their classroom practice, and vice versa, use their practical classroom experience to inform discussions of theory.

Please ensure you read the <u>whole</u> syllabus. It contains important information that will help you complete the course smoothly.

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 Blackboard 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 or before October 1, 2018 at 9:00 am EST.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- 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://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/
- It is possible that students may need a headset microphone for use with Skype should conferencing with the instructor be necessary and individual technology will not permit clear audio.

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 Tuesday and end on Monday.
- 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. Develop an understanding of international education
2. Develop an awareness of the relationship between IBO's mission and the programmes' philosophy (PYP, MYP, DP, and CP)
3. Develop an understanding of the curricular frameworks, the associated structure and the principles of learning which underpin it
4. Learn how to develop a program of inquiry including essential questions, elements and processes
5. Compare and contrast the PYP, MYP, DP, and CP
6. Work in collaborative cross-programmatic teams to apply principles of the learner profile, IB continuum and assessment
7. Create an inquiry-based curriculum unit using the planner appropriate to the level of programme
8. Use technology effectively to enhance teaching and learning
9. Engage in critical evaluation and reflective practice

Professional Standards (NBPTS / ASTL / IB / ISTE)

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

National Board Professional Teaching Standards are derived from the following Five Core Propositions, which will serve as overarching professional goals for the course.
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.

Advanced Studies in Teaching and Learning
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 Strands:
Purpose (0101): Schools implement IB programmes to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
Teacher Support (0203): Learning environments in IB World Schools support and empower teachers.
Coherent Curriculum (0401): Learning in IB World Schools is based on a coherent curriculum.
Students as Lifelong Learners (0402): Learning in IB schools aims to develop students ready for further education and life beyond the classroom.
Approaches to Teaching (0403): IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.
Approaches to Assessment (0404): Learning, teaching, and assessment effectively inform and influence one another.

Technology (ISTE):
IV. Teachers use technology to enhance their productivity and professional practice

Standards and Outcomes Table

Outcomes	NBPTS/ASTL	IB	Technology
1	1, 6	0101, 0402	
2	1, 2	0101, 0402	
3	2, 6	0401, 0403, 0404	
4	3, 4	0203, 0401, 0403, 0404	
5	4, 5, 7	0101	
6	5, 7	0101, 0401, 0403, 0404	
7	2	0203, 0401, 0403	
8		0203, 0401, 0403	IV
9	4, 7	0203, 0403	

Required Texts

Erickson, H. L., Lanning, L. A. & French, R. (2017). *Concept-based curriculum and instruction for the thinking classroom*. Thousand Oaks, CA: Corwin.

Wiggins, G. & McTighe, J. (2013). Understanding by design. Expanded 2nd edition. Alexandria, VA: ASCD.

In addition, all students must have the following IB documents regardless of which programme they are teaching in. These documents are all available from the IBO Program Resource Center (PRC) (see below).

- PYP: Learning and teaching (2018)
- MYP: From principles into practice (Updated September 2017)
- Diploma Programme: From principles into practice (2015)
- Career-related Programme: From principle into practice (2015)

For particular assignments students may also be directed to other IB publications.

You should have also accessed these resources for EDUC 621.

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 Program Resource Center (PRC) through the International Baccalaureate. ***Please ensure you can access the PRC prior to the start of the course.***

Relevant Websites:

- International Baccalaureate – Program Resource Center (PRC)
  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
(IB Unit Planner)
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 (IB Unit Planner)
The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **10 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 the required hours per course. 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). **If you are an international student, please submit your fieldwork request to Amanda Jenkins at ajenki4@gmu.edu**

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). **If you are an international student, please submit your fieldwork request to Amanda Jenkins at ajenki4@gmu.edu.**

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 10 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

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 writing 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.

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Discussion Board	20	All	Weekly
Curriculum Reflection Journal	10	3, 9	**No later than November 18**
Curriculum Multimedia Presentation	25	2, 3, 5, 8	**November 25**
Concept Based Unit Design Wiki	15	2, 3, 4, 8, 9	**November 11**
Field Experience and Field Experience Evaluation	S/U	Program Requirement	**December 17**
IB Unit Planner *(PBA)*	30	All	**December 17**

More detailed descriptions of assignments are provided later in the syllabus. Additional rubrics can be found in Blackboard.

- **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 (https://catalog.gmu.edu/policies/honor-code-system/). 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 withdraws 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.

GMU E-MAIL 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 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 unless there is an out of office message up explaining a delay.

Class Schedule

Module 1	What are the foundations of curriculum design?
Dates	October 8 – October 14
Readings	• Wiggins & McTighe Chapters 1-4
Assignments due	1. Post self-introduction with a picture 2. Participate in discussion one 3. Curriculum journal option

Module 2	What makes a curriculum *international*?
Dates	October 15 – October 21
Readings	• PYP: Learning and teaching (2018) • MYP: From principles into practice (Updated September 2017) • Diploma Programme: From principles into practice (2015) • Career-related Programme: From principle into practice (2015)
Assignments due	1. Participate in discussion two 2. Curriculum journal option

Module 3	How do teachers create a thinking classroom?
Dates	October 22 – October 28
Readings	• Erickson, Lanning & French – Chapter 1
Assignments due	1. Participate in discussion three 2. Curriculum journal option

Module 4	How do you build a concept-based curriculum?
Dates	October 29 – November 4
Readings	• Erickson, Lanning & French Chapters 2-4
Assignments due	1. Participate in discussion four 2. Curriculum journal option

Module 5	What is the role of interdisciplinary study in IB programmes?
Dates	November 5 – November 11
Readings	• Wiggins & McTighe Chapters 5 and 6
Assignments due	1. Participate in discussion five 2. Concept Based Unit Design Wiki 3. Curriculum journal option

Module 6	How do IB teachers create a curriculum that is intellectually worthwhile?
Dates	November 12 – November 18
Readings	• Erickson, Lanning & French Chapter 5 • Wiggins & McTighe Chapters 7 and 8
Assignments due	1. Participate in discussion six 2. Curriculum journal – **LAST WEEK**

Module 7	How do teachers develop successful curriculum experiences for students around the world?
Dates	November 19 – November 25
Readings	• Belal – "Participating in the IB Diploma Programme: Developing International Mindedness and Engagement with Local Communities" (on Blackboard) • Palmer – "Seeing the Forest for the Trees: The IB PYP Exhibition and Global Citizenship Education" (on Blackboard)
Assignments due	1. Participate in discussion seven 2. Curriculum Multimedia Presentation

Module 8	What is the process for developing high quality teaching and learning in IB programmes?
Dates	November 26 – December 2
Readings	• Wiggins & McTighe – Chapters 9 and 10
Assignments due	1. Participate in discussion eight

Module 9	How do IB teachers integrate principles of effective curriculum into ongoing classroom practice?
Dates	December 3 – December 9
Readings	• Wiggins & McTighe – Chapters 11-13
Assignments due	1. Participate in discussion nine

Module 10	Wrap-up and reflection
Dates	December 10 – December 17
Readings	• None
Assignments due	1. Participate in discussion ten 2. Field Experience and Evaluation Form 3. PBA IB Unit Planner 4. Complete Mason Course Evaluation 5. Complete EDUC 622 Post-Assessment

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. <u>All writing assignments should be submitted as Word documents, or a word processor based format.</u> 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 Friday 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 fail 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)
Content quality: 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.

Writing quality: Responses are professionally crafted, and sources are cited	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.
Timeliness: 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)	
Responsiveness: 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. Curriculum Reflection Journal (10%)
**Due: according to student selection of readings but no LATER than November 18

Writing about what you have read is a useful way to synthesize your learning. In the curriculum journal, you will respond to a scholarly article that relates to curriculum in some sort of way. The article does not have to be IB-related but can be discussing teaching math, science, reading, or any other subject. It does, however, need to come from a scholarly journal and not a blog or practical source. Please ask if you have questions about this.

You should reflect on the reading and write a short paper (max 3 double spaced pages) that: gives a short overview of the content, identifies key understandings and connects to other readings, works through ideas, and connects to your personal teaching philosophy and classroom experiences. While these writings do not need to be formal, they should be professional in tone, and grammatically accurate. **The journal should not simply be a summary of the reading.** The critical reflection journal is an opportunity to demonstrate your careful reading of a chosen article and it provides an opportunity to make the reading relevant to your own teaching life experiences. You may choose the week to complete the journal but must turn it in by **November 18.**

A rubric will be posted on Blackboard.

3. Concept Based Unit Design Wiki (15%)
**Due: November 11

The concept based unit design wiki is a space where the class will create and share ideas for concept based unit design in our classrooms. Students will need to create a concept based unit plan based on their discipline and that includes specific conditions.

Further instructions and a rubric will be posted on Blackboard.

4. Curriculum Multimedia Presentation (25%)
**Due: November 25

For this assignment, you will create a presentation via Prezi, iMovie, PowerPoint or another multimedia platform with audio for parents describing either a unit of inquiry in the PYP or a unit in the MYP, DP or CP. Students should think of this presentation as once they might give during an information night or a "Back to School Night".

Further instructions and a rubric will be posted on Blackboard.

5. Field Experience Log and Evaluation (S/U)
**Due: December 17

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 10 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.

6. IB Unit Planner (*Performance Based Assessment – PBA*) (30%)
**Due: December 17

For this assignment, you need to design a unit using the PYP planner, MYP planner or an agreed format for DP/CP courses. The unit plan should be 2-6 weeks. Complete an overview chart showing the weekly / daily breakdown of the unit and include this as an appendix with the final paper. You must be able to teach at least two of the planned lessons and ideally, more, or all of the unit. You should then complete the reflection section of the planner.

- -For PYP it should be a transdisciplinary unit.
- -For MYP it may be a transdisciplinary unit or specific subject unit that clearly shows possible transdisciplinary connections.
- -For DP or CP it should be a specific subject unit that clearly shows connections to at least one aspect of the DP or CP core.

After this, you need to write a final personal reflection paper (4-6 pages) that makes connections with the IB curricular framework, our course readings and your own experience in IB classrooms. You should briefly describe your school and classroom context, justify your instructional choices in the unit, and specifically discuss how your unit plan reflects the IB philosophy, principles, and practices in the unit plan rubric.

To support your paper you should include assessments, rubrics and student work samples as appendices to the main paper. Your final paper will therefore include the planner, the reflection paper, and appropriate appendices. The final paper should be in **correct APA formatting, and adhere to graduate level expectations**.

The PBA rubric is below.

PBA Rubric - IB Unit Planner			
Criteria:	**Exceeds Standards** **4**	**Meets Standards** **3**	**Approaches Standard** **2**	**Does not meet Standard** **1**
Central Idea: Concept	The central idea is global, conceptual and easily transportable to other contexts.	The central idea could be transported to other contexts with some editing.	The central idea could only be transported to other contexts with significant editing.	There is no central idea, or it could not be transported to other contexts even with significant editing.
Unit Focus on Inquiry-Based Learning	The unit demands that students search for in-depth understandings through research, inquiry, critical thinking and problem-solving.	The unit places some demands on the students for in-depth understanding through research, inquiry, critical thinking, and problem solving.	The unit places few demands on students for an in-depth understanding through research, inquiry, critical thinking, and problem solving.	The unit places no demands on students for an in-depth understanding through research, inquiry, critical thinking, and problem solving.
Adherence to IB Unit Standard Criteria	The unit fully meets all four criteria: it is significant, relevant, engaging and challenging.	The unit meets most of the criteria: it is significant, relevant, engaging and /or challenging.	The unit meets some of the criteria: it is somewhat significant, relevant, engaging, and/or challenging.	The unit meets none of the criteria: it is not significant, relevant, engaging or challenging.
Unit Resources	The resources list is comprehensive, varied, realistic and appropriate. Technology is included and is highly appropriate	The resources list is varied, realistic and appropriate. Some technology is included and appropriate.	The resources list is somewhat varied, realistic and appropriate. Technology is included but is not appropriate.	The resources list is not varied, realistic or appropriate. Technology is not included.
Lines of Inquiry	Lines of inquiry are meaningful, closely linked to the Central Idea and very clearly presented.	Lines of inquiry are meaningful, closely linked to the Central Idea.	Lines of inquiry are included but need editing.	Lines of inquiry are not included or need substantial editing.

Teacher Inquiry Questions	Teacher questions are open-ended and get to the essence of the central idea and lines of inquiry.	Teacher questions are somewhat open-ended and begin to get to the essence of the central idea and lines of inquiry.	Teacher questions are not open-ended and do not get to the essence of the central idea or lines of inquiry.	The unit is not based on questions or inquiry.
Approaches to Teaching: Conceptually Focused	All of the learning engagements are conceptually-focused.	Most of the learning engagements are conceptually-focused.	Some of the learning engagements are conceptually-focused.	None or few of the learning engagements are conceptually-focused.
Approaches to Teaching: Collaborative	All of the learning engagements allow for collaborative student engagement.	Most of the learning engagements allow for collaborative student engagement.	Some of the learning engagements allow for collaborative student engagement.	None or few of the learning engagements allow for collaborative student engagement.
Approaches to Teaching: Differentiated	All of the learning engagements provide for differentiation of diverse learners.	Most of the learning engagements provide for differentiation of diverse learners.	Some of the learning engagements provide for differentiation of diverse learners.	None or few of the learning engagements provide for differentiation of diverse learners.
Approached to Teaching: Developmentally Appropriate	All of the learning engagements are developmentally appropriate.	Most of the learning engagements are developmentally appropriate.	Some of the learning engagements are developmentally appropriate.	None or few of the learning engagements are developmentally appropriate.
Opportunities for Action	The unit provides opportunities for students to choose, act, and/or reflect.	The unit provides some opportunities for students to choose, act, and/or reflect.	The unit provides few opportunities for students to choose, act, and/or reflect.	The unit provides no opportunities for students to choose, act, and/or reflect.
Unit Assessments	There are multiple high quality, highly appropriate formative and summative assessments.	There are quality appropriate formative and summative assessments.	There are formative and summative assessments.	Formative and/or summative assessments are missing.

Reflection	Provides clear and insightful reflection on the experience with detailed reference to the classroom context.	Provides thoughtful reflection on the experience with reference to the classroom context.	Provides some reflection on the experience with limited reference to the classroom context.	Provides little or no reflection.
Writing Quality	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.

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/undergraduate#profdisp

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to 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/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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