EDU 520: CURRICULUM, INSTRUCTION AND ASSESSMENT IN INTERNATIONAL SCHOOLS

George Mason University
Summer Semester

Tina Thuemer, Noel Sheppard
For Tina: phone (703) 522-7640 (home)
phone (202) 243-1860 (work)
e-mail: thuemer@wis.edu

For Noel: cell (202) 213-4169
e-mail: noel_sheppard@hotmail.com
(there’s an underline between Noel and Sheppard)

The Textbooks
"Reflective Planning, Teaching and Evaluation for the Elementary School"
Judy W. Eby
“Teaching with the Brain in Mind”
Eric Jensen

Course Description:
Through a process of discussion, reflection, reading, discovery and sharing of experiences, this course intends to lead students to an understanding of how instruction, curriculum and assessment are interrelated, and what special issues are associated with them in international schools. The expectation is that students will come away from the course with a practical understanding, based on current practice and research, of the wide range of effective instruction, meaningful curriculum and appropriate assessment available to them. I also hope that you will find the resources within yourself to understand your strengths as a teacher and develop techniques to help you improve your practice throughout your career.

This course is about several things:
1) Who am I as a teacher, and what are the tools I bring with me? What is my educational philosophy, and how has it evolved?
2) What is the connection between me, my students and their learning?
3) What do the things that happen every day in the classroom mean and how do I learn to interpret them?
4) What is the nature of my relationship with those around me; my students, their parents, my colleagues, my administrator and the outside community?

The topics listed are those we would like to cover, however, we find that each class is different, and has different needs and experiences. As class proceeds, we will be putting slightly more emphasis on topics you deem more important to your professional
development and less on some others.

**Student Outcomes:**
A. Students will be able to understand and demonstrate the interrelationship among curriculum, instruction and assessment. (INTASC Standards 7, 8)
B. Students will have reflected on the issues of teaching that are of greatest concern to them at this point in their development. (INTASC Standard 9)
C. Students will understand the cultural component in their relationship to students, parents, and colleagues in international schools. (INTASC Standards 2, 3, 5, 7, 10)
D. Through class participation, students will understand the importance of interacting with others in the class in a way which will encourage them in the future sharing of information, ideas and resources with colleagues in their schools. (INTASC Standards 9, 10)
E. Students will understand and articulate how their own values drive their teaching. Students will leave having evaluated and weighed what they bring to teaching from their own characters and past experiences. They will demonstrate their ability to write a philosophy of education and of classroom management and discipline. (INTASC Standard 9)
F. Students will understand their own learning and teaching styles, and be equipped to evaluate those of their students. (INTASC Standards 2, 3, 4, 7)
G. Students will be able to conduct a parent-teacher conference and participate in a job interview. (INTASC Standards 9, 10)
H. Students will understand the purposes behind educational testing, and their responsibilities in relation to children with special needs. (INTASC Standards 2, 3, 4, 8)
I. Students will become familiar with the Primary Years Program of the International Baccalaureate Program and be able to design a unit and assessment in line with the PYP framework. (INTASC Standards 4, 6, 8)
J. Students will have assessed and understood various grading systems and will create one that reflects their own academic values. (INTASC Standards 7, 8, 9)
K. Students will have given thought to how their teaching and schooling need to change in order to prepare students for the future.
L. Students will examine various ways to encourage collaborative work among students, and to promote inquiry and reflection among their students. (INTASC Standards 3, 5, 6)

**INTASC Standards:**

#2 The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

#3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

#4 The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
#5 The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

#6 The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#7 The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

#8 The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

#9 The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (student, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

#10 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**Classroom Observation:**
Students are expected to do 20 hours of observation explicitly dedicated to this course.

**Attendance:**
Absence from 25% or more (2 full days) of class will result in an unsatisfactory grade.

**Assignments:**
Please read through the textbooks as we highlight various issues. We will skip around, and some of the order of reading will be determined by your interests. You will find that the books are a strong reinforcement for the course, and reading them as you go along keeps you thinking. We hope they will also be useful to you in your future professional life. We will be giving you other readings and resources that may be useful to you in the future. If you have anything you think will interest the rest of the class, please bring it in and we will have it copied for everyone.

We ask you to keep a journal in which you will write every other week. We will be writing back to you in the weeks in between.

At one point, we will ask you if you can bring in a report card from your own school or a school where your children have attended (feel free to white-out names) that we can use as an example in the assessment unit. One of your last assignments will be to design a report card. We will discuss the details of this later. You will also be writing a reflective essay at the end of the semester.
COURSE OUTLINE and Homework
EDUC 520: Curriculum, Instruction and Assessment in International Schools

July 21, 2004, am
- Introductions
- Review of materials and course
- Memories of school and how attitudes towards school are formed
  Journal entry for tomorrow

July 21, 2004, pm
- Video - students define good teaching
  Fantasy, survival, competence and mastery
  What adults bring to teaching
  Metaphors for teaching

July 22, 2004, am
- Barnga
  Turn in journal

July 22, 2004, pm
- Culture’s consequences - Hofstede
- Case Studies
- Learning Styles
- Teaching Styles

July 23, 2004, am
- Guest Speaker – Norma McCaig of Global Nomads, on Third Cultur Kids
  Journal entry for tomorrow

July 23, 2004, pm
- Classroom Culture - creating an atmosphere conducive to learning
  Using testing recommendations in the classroom

July 26, 2004, am
- Classroom Management
- Discipline Styles
- The Inner Life of the Child
  Turn in journal

July 26, 2004, pm
Gender, race, the playground and other issues
Emotional Intelligence
Children with special needs

**July 27, 2004, am**
- Collaborative group work
- Developing a sociogram
- The IB Primary Years Program (PYP)
- Curriculum design and delivery
  - Journal entry for tomorrow

**July 27, 2004, pm**
- PYP, continued
- The IB Middle Years and Diploma Programs

**July 28, 2004, am**
- Authentic Assessment
- Portfolios
  - Turn in journal

**July 28, 2004, pm**
- Standardized Tests

**July 29, 2004, am**
- Grading
- Report Cards
  - Turn in journal

**July 29, 2004, pm**
- Grading and Report Cards, continued
- Parent Conferences

**July 30, 2004, am**
- Future School
- Job Interviews

**July 30, 2004, pm**
- Final thoughts, bringing together loose ends
- Turn in Assignments
Summary of Portfolio
EDU 520: Curriculum, Assessment and Instruction in International Schools

The journal will be read on an ongoing basis. Other assignments may be turned in at the end, or as you have finished them. If you give us a self-addressed envelope (big!) I will return your work to you after class with our comments.

1) Interactive journal – passed back and forth each week between professors and student – gives the student a chance to reflect on specific areas of interest or concern, and gives the professors a chance to respond specifically to them as well as establish a relationship more quickly. Also, helps students who don’t feel comfortable speaking much in class to have a dialogue with the professors.

2) Metaphor for teaching – helps the student to elucidate and explore what the nature of teaching is to him or her. In developing the metaphor, the student will examine various different aspects of teaching and relate them to another profession or professions in order to understand the skills and arts that contribute to good teaching.

3) Philosophy of Education – allows student to give voice to and organize thoughts about what drives his or her teaching, and what elements will be the foundation of everything he or she does in the classroom.

4) Philosophy of Management and Discipline – helps the student to cogitate beforehand on what kind of style he or she brings to the classroom, and how he or she will operationalize it on a day to day basis.

5) Report Card – allows student to delve deeply into the various theories behind grading and assessment, to examine his or her own reactions to them, and to understand in depth the issues behind grading.

6) Reflective Paper – asks the student to reflect on what has happened to his or her thinking since he or she began taking education courses. How have ideas, theories or attitudes changed, and why? Which things have remained the same, and why are they important to keep? What will be the same 10 years from now, and what might have changed?
EDUC 500: Curriculum, Assessment and Instruction in International Schools
Grading

Class Participation – 10% or 30% (student’s choice)
Journal – 10% or 30% (student’s choice – if you chose 10% for Class Participation, choose 30% for journal, and vice versa)
Philosophy of Education – 10%
Philosophy of Classroom Management and Discipline – 10%
Metaphor for Teaching – 10%
Report Card – 10%
Reflective Paper – 20%

Rubric for Grading Class Participation

1-2
Student participates occasionally, misses some classes without making up work, does not submit all journal entries. Thinking in class tends to be rote or superficial. Student does not appear to question self or others. Shows little sign of growth in thinking throughout course of the class.

3-4
Student participates on a fairly regular basis, contributes to class group work, misses some classes but turns in journal regularly and makes up most work. Student makes some attempt to ask questions of self and others, remain open to changing and growing through time in the class.

5-6
Student participates regularly, is an active contributor to class group work, misses few classes, but makes up all work, turns in journal regularly. Student is reflective, asks questions of self and others, questions “received wisdom”.

7-8
Student participates regularly and enthusiastically, is an active contributor to group work, misses few classes, makes up all work immediately, turns in journal regularly. Questions and reflections show deep thought, the ability to look below the surface, juggle the complexities of situations encountered in class discussions, and remain open minded about ideas of others.
Rubric for Grading Reflective Journal

1-2
Student recounts what has been heard in class or seen in classrooms. Thinking tends to be rote or superficial. Student does not appear to question self or others. Shows little sign of growth in thinking throughout class.

3-4
Student is able to reflect on what has been discussed in class or seen in classrooms. Focuses on issues of moment to him or her, looks at them in some depth. Student makes some attempt to ask questions of self and others, remain open to changing and growing through time in the class.

5-6
Student not only reflects on issues of moment, but is able to ask him or herself hard questions about what those issues are, why they are of import, and how to go about thinking about or solving them.

7-8
Questions and reflections show deep thought, the ability to look below the surface, juggle the complexities of situations encountered in class discussions, and remain open minded about ideas of others.

Rubric for Grading Metaphor for Teaching, Philosophy of Education, Philosophy of Classroom Management and Discipline, Report Card and Reflective Paper

1-2
Student’s work is superficial in nature, includes little original thought or reflection.

3-4
Student’s work is solid, somewhat thoughtful, shows some original thought and reflection. Shows some recognition of the complexities of the teaching profession.

5-6
Student’s work shows original thought and reflection, demonstrates that he or she has asked hard questions about what his or her beliefs and values are, and understands the complexities of the teaching profession. Student remains open to further development and growth.

7-8
Student’s work shows much original thought and reflection, demonstrates that he or she consistently asks hard questions about what his or her beliefs and values are, and understands the complexities of the teaching profession. Student shows evidence of being a lifelong learner, and has demonstrated an eagerness to grow.