

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

EDUC 623: Models and Strategies for Teaching and Learning in IB Schools

Summer 2011

Meeting Time and Location: July 20-29, 2011, Mon-Fri 8:30 am-3:30 pm, Science & Tech II 242

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Course Description:

This course focuses on the development of the capacity of teachers in IB schools to adopt appropriate teaching strategies and techniques instrumental in ensuring program learning outcomes are achieved. Further, participants develop a deep understanding of the critical relationship between teaching and learning.

Prerequisites:

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

Nature of Course Delivery:

This course is delivered in a series of inquiry-based learning experiences that included mini-lectures, cooperative groups, individual assignments and informed discussion. During online classes live chats, discussion board postings and building a learning community will be primary features. Successful students are proactive, self-regulated and manage their time well.

Standards:

National Board of Professional Teaching Standards

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects.

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

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities

ASTL 6: Teachers attend to the needs of culturally, linguistically and cognitively diverse learners.

ASTL 7: Teachers are change agents, teacher leaders, and partners with colleagues and families.

IB Teacher Award Inquiry Strands, Level 1:

Area of Inquiry: 2 Teaching and Learning

- e. What learning strategies are appropriate in supporting effective implementation of the programs (e.g. PYP, MYP and DP)
- f. What teaching strategies and learning activities support program learning outcomes?
- f. What instructional strategies are involved in supervising student planning and production of personal projects?
- g. How does the program support the learning needs of all students?
- g. How does differentiated practice support the learning of all students, including those of different levels of competency, types of ability, learning styles, communication styles, and speakers of other languages?
- h. What learning resources support program practice and how are they selected or evaluated?

Area of Inquiry 4: Professional learning

- n. What is reflective practice and how does it support program implementation and enhance practice?
- o. What is the role of collaborative working practice in supporting the program learning outcomes?
- p. How do the Online Curriculum Centre and other similar information and communication technologies enable program practitioners to professionally engage with each other?

Technology (ISTE):

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

Learner Outcomes:

This course will enable students to:

- a. Understand the critical relationship between the choice of instructional strategies and the influence on learning;
- b. Deliberate on the choice of instructional strategies across IB programs to achieve learner outcomes;
- c. Understand the importance of range and balance in the selection of teaching strategies;
- d. Make instructional decisions to support programmatic and learner outcomes, including meaningful and relevant inquiry;
- e. Design supervisory and management techniques that support learners in the planning and production of a personal project;
- f. Select strategies and construct learning environments that support student reflection, inquiry and problem solving;
- g. Demonstrate mastery of differentiated instruction to support diverse learning communities;
- h. Select and evaluate appropriate teacher and learner resources to support program learning outcomes;
- i. Engage in ongoing critical reflection of professional practice.

Standards and Outcomes:

Outcomes	NBPTS/ASTL	IB	Technology
A	1, 2	2e,f,n	
B	4	2f,n	
C	2, 4	2f,g,o	
D	1, 4, 6	2g,g1, p	IV
E	3, 5	2f,o	
F	1, 2	2e,f,f1	
G	2, 6	2g,g1,p	
H	3, 6	2h,p	
I	5, 7	2f,n,o	

Student Expectations:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources:

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Participation/Attendance Policy

FAST TRAIN students are expected to attend *all* class period of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use class absence, absence of postings, tardiness in posting or attendance, or cursory postings as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog). Any unexcused absences will result in a 25 percent deduction in your participation grade.

Grading Scale:

A+ = 100
 A = 94-99
 A- = 90-93
 B+ = 85-89
 B = 80-84 (no B- grades)

(C = 70-79 = not accepted for Level I award recommendation)
 (F = Does not meet requirements of Graduate School of Education)

All students will receive an IP or "In Progress at the conclusion of this course. Students will be required to turn in the required Field Log, Fieldwork Evaluation Form and the final assignment (Performance Based Assessment) to the instructor according to the FAST Train Fieldwork Time posted here: <http://fasttrain.gmu.edu/current-student/field-req/>. The deadline for posting the PBA to Task Stream and for completing the required fieldwork document in this course is **March 1, 2012**. Failure to submit this work to the instructor by this deadline will result in an "F" for the course.

PBA's:

All courses in the Certificate Program in Advanced IB Studies will have a required Performance Based Assessment. The required PBA for this course is the recording, transcript, and critical reflection paper. This assignment must be posted to Task Stream, where it will be reviewed and scored. Please see the FAT TRAIN website: http://fasttrain.gmu.edu/assets/docs/fast_train/IB-Archive.pdf for more guidelines about the anthology.

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 ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade if IN is changed by the registrar to an F (Mason catalog); Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

Technology in Class:

Students will not be permitted to use cell phones during class. Please silence cell phones (not vibrate) while class is in session. Students may not use laptops unless specifically directed by instructor to do so during class.

GMU E-Mail and Web Policy:

Mason uses electronic mail (www.gmu.edu/mail) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to the Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Course Withdrawal with Dean Approval:

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Required Course Texts:

Boostrom, R. (2005). Thinking: The foundation of critical and creative learning in the classroom. New York: Teacher's College Press.

Wells, G. (Ed). (2001). Action, Talk & Text: Learning & Teaching Through Inquiry. New York: Teacher's College Press.

Recommended Course Texts:

Barell, J. (2007). Problem Based Learning: An inquiry approach (2nd edition). Thousand Oaks, CA: Corwin Press.

Clandinin, D. J. and E. M. Connelly. (2000). Narrative inquiry: Experience and story in qualitative research. San Francisco: Jossey-Bass.

Gregory, G. H. and L. Kuzmich. (2004). Data driven differentiation in the standards-based classroom. Thousand Oaks, CA: Corwin Press.

Tomlinson, C. & McTighe, J. (2006). Integrating differentiated instruction and understanding by design. Alexandria, VA: ASCD.

Willingham, D. T. (2009). Why don't students like school: A cognitive scientist answers questions about how the mind works and what it means for the classroom. San Francisco: John Wiley & Sons, Inc.

All students are required to have access to a computer with internet access and a current GMU e-mail account.

Relevant Web Sites:

All students will be enrolled in the Online Curriculum Centre through the International Baccalaureate.

All students will have an online copy of the complete IB Teacher Award Standards, Level 1.

International Baccalaureate Organization, <http://www.ibo.org>

Practitioner Research as Staff Development, <http://www.aelweb.vcu.edu>

Principle Class Assignments and Requirements

Class Assignments for EDUC 623			
Project	Emphasis/Goal	Percentage of Grade	Due Date
Online/Class Participation and Readings	<p>Each student is responsible for reading all of the materials designated for discussion. Students are expected to actively participate in every class session whether it be in person or through electronic postings and discussion boards by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for class.</p> <p>Students are expected to attend all classes.</p>	10 percent	July 20-29
Critical Reflection Journals	<p>Each participant will maintain a response journal for the duration of the course. The critical response journal will be written in APA format. The topics in the course outline should comprise the bulk of the topics read. The responses will be evaluated on:</p> <ol style="list-style-type: none"> 1. Short summary of the topic that accurately reflects the author's intent; 2. Reflection on reading that identifies key understandings, connections to other readings and experiences, application of the research to teaching/learning and influence on the reader. <p>All entries will be of the caliber expected at the graduate level.</p>	15 percent (5 percent each)	<p><i>1st</i> Journal due on 22 July;</p> <p><i>2nd</i> Journal due on 24 July;</p> <p><i>3rd</i> Journal due on 26 July</p>
Instructional Planning - Elements of Differentiation	<p>Working collaboratively, students will design a lesson embedded within a learning unit that provides evidence of differentiated instruction. The episode must include evidence of differentiation in terms of content, process and product as well as accounting for differences in depth and learning styles.</p>	20 percent	25 July

Project	Emphasis/Goal	Percentage of Grade	Due Date
Management Plan for Learning Inquiry	Students will outline a plan to support independent learning within his or her program. The plan should address elements of inquiry cycle, essential attitudes, approaches to learning, ways of knowing and habits of mind that students need to complete successfully the relevant IB program's capstone academic experience (PYP Exhibition, MYP Personal Project, DP Extended Essay). The plan should consider resource support, timelines, training, and systems for managing student work.	20 percent	28 July
Teaching/Learning Episode – Performance Based Assessment (PBA)	<p style="text-align: center;">The EDUC 623 Performance-Based Assessment</p> <p>Each participant will select one instructional activity to videotape. The activity must be at least 30 minutes in duration and no longer than 60 minutes. Each student will supply a unit plan (PYP and MYP) or detailed course outline (DP) in which the teaching/learning episode occurs and at least 15 lines of transcribed teacher-student or student-student interactions. In a critical paper (no more than 10 pages) that meets graduate-level expectations, the participant will describe, analyze and reflect on:</p> <ol style="list-style-type: none"> a. The episode's instructional context and purpose b. Instructional planning and delivery that responds to a diversity of learners (differentiation) c. Evidence of learning through inquiry and critical thinking (what worked) d. Barriers to learning/instruction that occurred (what didn't work and why) e. Contributions and implications of research with respect to relevant issues in teaching and learning f. Overall analysis of the episode's educational outcomes (reflection) <p style="text-align: center;">PBA must be submitted on Task Stream.</p>	35 percent	1 March 2012

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

Late Work:

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Up to the due date*, you may submit any drafts of your work for review. Once your work is submitted and graded, the grade is final. As assignments are tied to progression through the syllabus and your reflection on your learning, *work submitted late will result in a reduction of one letter grade for each day late.*

Assignment	Percent of Final Grade	Outcomes Addressed
Critical Reflections Journal	15	A, C, D
Planner-Differentiation	20	B, C, D G
Management Plan	20	E, F, G, H
Teaching/Learning Episode*	35	A-I
Online and Classroom Participation	10	A, B, J

Day	Questions and Topics	Readings and Assignments Due
20 July	How do we develop a community of inquirers?	Wells, pp. 1-22 & 171-194 (to be read prior to class) IB Mission Statement IB Learner Profile
21 July	The paradox of <i>defining</i>	Wells, pp. 25-40 Boostrom, pp. 1-54
22 July	What teaching strategies/learning activities support the IB Learner Profile? Student-centered learning	Wells, pp. 41-77 1st reflective journal due
23 July	Differentiated instruction	Blackboard folder for readings
24 July	The paradox of <i>telling</i>	Boostrom, pp. 57-104 2nd reflective journal due
25 July	In what ways do we support the learning needs of all students?	Wells, 99-133 Differentiated planner due (group assignment)
26 July	Socratic seminars	Blackboard folder for readings 3rd reflective journal due
27 July	The paradox of <i>believing</i> Problem-based learning	Boostrom, pp. 107-158
28 July	How do we support self-regulated, independent inquiry?	Wells pp. 134-149 Management plan due at end of class
29 July	Classroom presentations of management plans Discussion of Performance- Based Assessment (recording, transcript and critical reflection paper) to be submitted to Task Stream.	Performance-Based Assessment - recording, transcript, and critical reflection paper due on 1 March, 2012 in Task Stream.