

**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**

**Spring 2012**

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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 in an online learning environment 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:**

<b>Outcomes</b>	<b>NBPTS/ASTL</b>	<b>IB</b>	<b>Technology</b>
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	

**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 (2<sup>nd</sup> edition). Thousand Oaks, CA: Corwin Press.

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

Wilson, J. & Wing Jan, L. (2009). Smart thinking: A programme for developing thinking skills in 7 to 12 year olds. Oxford: Routledge.

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>

### **CEHD 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/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

### **Online Participation/Attendance Policy**

Students are expected to participate in *all* online discussions of courses for which they register. Online participation is important not only to the individual student, but to the class as whole. Online 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].*

In the online Blackboard learning environment, **attendance is assessed by active weekly participation on the Discussion Board.** Failure to post relevant comments in a timely manner each week is considered an absence. If online learning is new to you, think about this class the same as if you were physically attending class at GMU. You would be here a minimum of three hours one evening per week and expect a minimum of an additional six hours of work (readings, writing, reviewing) per week. Set aside time during your week to focus on EDUC 623, including posting on Db.

### Principle Class Assignments and Requirements

Class Assignments for EDUC 623			
Project	Emphasis/Goal	Percentage of Grade	Due Date
Online Participation and Readings	<p>Each participant is responsible for reading all of the materials designated for discussion. Students are expected to actively participate in every session through electronic postings and discussion boards by critically analyzing, asking questions, or making observations about the readings, thereby indicating they have thoroughly prepared for the class.</p> <p>Students are expected inform the instructor of a need for absence from participation. Please note that more than one absence will result in a reduction in the grade earned by a student.</p> <p>You are expected to go online once or twice a week, read the messages posted, and write and respond to messages. You should write about 500 words a week (approximately 3-4 messages). However, socially-oriented short messages are also welcomed.</p> <p>All entries will be of the caliber expected at the graduate level.</p>	10 percent	Each week during the course
Critical Reflections 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"> <li>1. Short summary of the topic that accurately reflects the author's intent;</li> <li>2. Reflection on reading that identifies key understandings, connections to other readings and experiences, application of the research to teaching/learning and influence on the reader.</li> </ol> <p>All entries will be of the caliber expected at the graduate level.</p>	15 percent (5 percent each)	<p>1<sup>st</sup> Journal due on 16 March;</p> <p>2<sup>nd</sup> Journal due on 30 March;</p> <p>3<sup>rd</sup> Journal due on 13 April</p>
Instructional Planning - Elements of Differentiation	<p>Each student will design a lesson embedded his or her planner 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	20 April
Management Plan	<p>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</p>	20 percent	27 April

for Learning Inquiry	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.		
Teaching/Learning Episode – Performance Based Assessment (PBA)	<p><b>The EDUC 623 Performance-Based Assessment (PBA)</b></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 short 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"> <li>The purpose of the episode in instructional terms, including range and balance</li> <li>Specific elements of inquiry-driven practice in relation to specific learner needs</li> <li>Evidence of learning that occurred for students</li> <li>Barriers to learning/instruction that occurred</li> <li>Overall analysis of the episode's educational outcomes (reflection)</li> </ol> <p>PBA must be submitted on Taskstream.</p>	35 percent	11 May

**All assignments must be received by 10:00 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 one week prior 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.*

<b>Assignment</b>	<b>Percent of Final Grade</b>	<b>Outcomes Addressed</b>
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 Participation	10	A, B, J

**Grading Scale:**

A+ = 100

A = 94-99

A- = 90-93

B+ = 85-89

B = 80-84

(C = 70-79 = not accepted for Level I award recommendation)

(F = Does not meet requirements of Graduate School)

Week	Questions and Topics	Readings and Assignments Due
5 March	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 <b>Pre-Assessment due on 9 March (Bb)</b>
12 March	Teachers as reflective practitioners	Wells, pp. 25-40 <b>1st reflective journal due on 16 March (Bb)</b>
19 March	The paradox of <i>defining</i>	Boostrom, pp. 1-54
26 March	What teaching strategies/learning activities support the IB Learner Profile? Student-centered learning	Wells, pp. 41-77 <b>2nd reflective journal due on 30 March (Bb)</b>
2 April	Differentiated instruction (See Blackboard)	
9 April	The paradox of <i>telling</i>	Boostrom, pp. 57-104 <b>3rd reflective journal due on 13 April (Bb)</b>
16 April	In what ways do we support the learning needs of all students?	Wells, 99-133 <b>Differentiated planner due on 20 April (Bb)</b>
23 April	Socratic seminars (See Blackboard)	<b>Management plan due on 27 May (Bb)</b>
30 April	The paradox of <i>believing</i> Problem-based learning How do we support self-regulated, independent inquiry? Peer feedback on Performance Based Assessment – Post and comment on Bb	Boostrom, pp. 107-158 Wells pp. 134-149 <b>Post-Assessment due on 4 May (Bb)</b>
7 May		Performance-Based Assessment - video, transcript, and critical reflection paper <b>PBA due on 11 May</b>



		<b>(Taskstream)</b>
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EDUC 623: Video Teaching Learning Episode Rubric

Criteria/Level	Excellent 5-6	Proficient 3-4	Satisfactory 2-3	Limited 0-1
Purpose	Clear and comprehensive description of the purpose of the TLV, including range and balance	Description of the TLV including range and balance	Description of the TLV gives an incomplete picture of the teaching episode and fails to fully discuss range and balance	Little to no description of the purpose of the teaching episode, range and balance are scantily discussed.
Differentiation	Clear and comprehensive description of the learners, includes assessment of learning needs and specific examples of how the teaching episode was differentiated based on the assessments	Very good description of the learners, includes some assessment information and a few examples of how the teaching episode was linked to the selection of differentiated strategies	Satisfactory description of the learners, little evidence of assessment and unclear links to differentiated strategies	Description is vague and unclear with few connections between learner assessment and differentiated strategies
Evidence of Learning	Evidence of student learning and IB outcomes is clearly documented and provides significant support for teaching implications	Evidence of student learning and IB outcomes is documented with sufficient evidence to support teaching implications	Evidence of student learning and IB outcomes is apparent but unclear. Insufficient evidence is provided to support teaching implications	Evidence provided is unclear or insufficient; links to student learning and/or IB learner outcomes is not established. Insufficient depth to support teaching implications
Barriers to Learning/Instruction	Description of episode give a comprehensive picture of the barriers to learning and instruction as well as recommendations for changes	Description of the episode gives clear picture of the barriers to learning/instruction and includes a few recommendations for change	Description of the episode gives an incomplete picture of the barriers and does not develop the relationship to change	Little to any description of the episode with no connections or changes evident
Teaching Implications	Thoroughly and effectively describes the connection between collected data and teaching recommendations that are supported by research	Very good description between collected data and teaching recommendations that are supported by research	Satisfactory description of the relationship between data collected and teaching implications supported by some research	Description is vague and unclear. No clear research support is given for teaching implications
Reflects on TLV	In-depth & comprehensive reflection	A clear reflection of the teaching/learning episode in terms of the intent	A limited reflection of teaching/learning episode	Little or no reflection on the teaching/learning episode
Overall:	Individual analysis is comprehensive and presented in a professional a timely manner	Individual analysis is clearly presented in a professional and timely manner	Individual analysis is incomplete but presented in a professional and timely manner	Individual analysis is incomplete and not presented in a professional or timely manner

Comments: