

GEORGE MASON UNIVERSITY
College of Education and Human Development
Fast Train Program for International Educators

EDUC 520
Curriculum, Instruction, and Assessment in International Schools
24th April - July, 2012

Professor: Thana L. Vance, Ph.D
tvancero@gmu.edu

Office hours: Before or after class & by appt.

Course Description

This course addresses the specifics of curriculum, instruction and assessment in international schools and includes a review of research and effective teaching practices. Through discussion and interaction, self-study and reflection, you will have opportunities to develop deeper understandings complemented by practical ideas and strategies, in the areas of curriculum development and implementation, effective instruction, and appropriate assessment, with emphasis on specific issues affecting international schools. Course content and experiences are designed to improve pedagogical effectiveness and promote continuous reflection to impact your future students' learning in a positive manner.

Student Learning Outcomes. This course is designed to enable students to:

1. become knowledgeable about the interrelationship of curriculum, instruction, and assessment in the elementary curriculum
2. understand specific issues affecting international schools in the areas of curriculum development and implementation, effective instruction, and appropriate assessment
3. appreciate cultural components in their relationship to students, families, and colleagues in international schools
4. adapt curriculum, instruction, and assessment for an international context
5. become familiar with international curriculum models, specifically the Primary Years Program of the International Baccalaureate Organization
6. develop a unit of inquiry using the PYP planning framework
7. extend their repertoire of pedagogical skills including strategies for planning, managing, and assessing learning experiences
8. recognize and plan for sociocultural, linguistic, and learning differences among students
9. utilize strategies to promote inquiry and reflection among students
10. develop skills as a reflective practitioner - observing, recording, and analyzing teaching and learning behaviors from a deliberative reflective stance
11. begin developing an awareness and appreciation of a research base that supports current best practices in teaching and learning
12. appreciate being part of a wider learning community enabling sharing of information, ideas, and resources with colleagues

Relationship to Professional Organizations

EDUC 520 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDUC 520 also addresses the following Core Values from the College of Education and Human Development.

Visit the appropriate links for complete descriptions and examples of each standard and/or value.

INTASC	ITSE	Core Values
Standard #1 Learner Development	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value #4 Research Based Practice
Standard #2 Learning Differences	Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments	Value #5 Social Justice
Standard #4 Content Knowledge	Standard #3 Model Digital-Age Work and Learning	
Standard #5 Application of Content	Standard #4 Promote & Model Digital Citizenship & Responsibility	
Standard #6 Assessment	Standard #5 Engage in Professional Growth & Leadership	
Standard #8 Instructional Strategies		
Standard #9 Professional Learning & Ethical Practice		
http://www.ccsso.org/intasc	http://www.iste.org/standards	http://cehd.gmu.edu/values/

International Baccalaureate Organization: Section 2a Draft PYP Practitioner Award Programme Requirements, June 2005. Also see <http://www.ibo.org/pyp/>

Student Learning Outcome	PYP Requirement
1.	A,B,C,D
2.	A,B,C,D,E,F,H
3.	A -M
4.	D,F,H,I,J,K,L,M
5.	E,F,G,H
6.	E,F,G,H
7.	E,F,H
8.	N,O,P
9.	E,N,O,P
10.	E,F, H,N,O,P

Required Text:

Arends, R. I. (2007). *Learning to teach*. NY: McGraw-Hill.

Recommended Text:

Kyriacou, C. (2001). *Essential Teaching Skills*. Cheltenham: Nelson Thornes.

Additional readings will be distributed in class and / or posted on Black Board:
<http://blackboard.gmu.edu>.

Course requirements and student responsibilities include:

- **Attend all class periods** 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 absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (GMU Catalog 2008). Be punctual and notify instructor in advance if you are unable to attend class. All work missed is the responsibility of the student.
- **Meet responsibilities with a professional and positive attitude.** Become familiar with GSE professional behavior and dispositions listed below.
- **Complete all readings and assignments.** Submit by due date. Assignments submitted late without approval will be reduced in grade.
- **Participate in class activities.**

Classroom Observation:

20 hours of field experience explicitly dedicated to each FAST TRAIN course is a requirement. This must be logged and signed by the school. The Field Experience Log must be turned in before the course can be graded. EDUC520 students must complete 5 field observations totaling at least 20 hours with a detailed Field Observation Report relating to each observation. The 5 reports should be turned in together as one assignment. These Field Observation Reports are the **Performance Based Assessment** for this course.

A Note about Teacher Anthology and PBA's:

The Teacher Candidate Anthology (TCA) is designed to be a collection of performance-based tasks that are valid samples of candidate work throughout the program. It documents the individual's knowledge, skills, dispositions and ability to teach. Further it documents the candidate's ability to positively influence PK-6 student learning. Its purpose is to assess the attainment of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards and to provide an avenue for growth and reflection.

*All FAST TRAIN licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is the Field Observation Report. This assignment must be posted to **Task Stream**, where it will be reviewed and graded.*

Additionally, students are required to submit both a mid-point anthology reflective paper after completing three licensure courses and a final reflective after completing the final licensure

courses. Both the mid-point and final anthology will be posted to Task Stream for scoring. Future registrations will be affected if this requirement is not met by the due dates indicated in the guidelines. Please see the FAST TRAIN website:

http://gse.gmu.edu/fasttrain/programs_of_study/elementary/ for more guidelines about the anthology requirement.

Assignments and Evaluation	
Preparation, Participation, Attendance	20%
<i>To be included in your development portfolio:</i>	
Student Learning Analysis Assignment (PBA)	40%
PYP Planner Creation	20%
Develop and critique an authentic assessment tool	20%
Total	100%

FIELD OBSERVATIONS Due Date: July 31st Please note that all revisions for credit must be submitted by the last day of class – please note failure to meet the deadlines for field experience will prevent you from registering for your next sequence of courses. In addition, field experience requirements turned in late will be graded in the order in which they are received and at the discretion of the instructor. Again, all field experience documents must be received no later than July 31, 2012 in order to be graded as Satisfactory, anything later will be recorded as Unsatisfactory and will have to be repeated in spring 2013.

Detailed Assignment Descriptions and Evaluation

Preparation, Participation, and Attendance (20 points)				
Students are required to attend and be prepared for all classes. In- class participation is important not only to the individual student, but to the class as whole.				
	Exemplary 18-20 points	Accomplished 15-17 points	Developing 12-14 points	Beginning 11 & below points
Class Preparation Reading/Sharing Observation Reports <i>Reading widely and specifically about the teaching is central to students' understanding of its application to their teaching. Dialogue with peers about the readings broadens students' perspectives and thinking about the readings.</i>	Selects and fully completes all readings and reports. Comes prepared with thoughtful synopsis, questions, and comments to share with class. Is able to demonstrate an excellent understanding of readings and with connections to observations.	Selects and fully completes most of the readings and reports. Is prepared for sharing reading and asking questions. Demonstrates a good understanding of readings and makes connections to observations.	Selects and completes some of the readings and reports. Is somewhat prepared to share readings and questions. Demonstrates a beginning understanding of readings and makes some connection to observations.	Little or no involvement and sharing of readings and reports. Is seldom prepared to share readings and questions. Demonstrates a limited understanding of readings and makes few connections to observations.
Class Activities <i>Class activities serve to deepen students' comprehension and invites critical friends into conversations and projects to extend learning.</i>	Completes all activities. Integrates and demonstrates a keen understanding; Well-presented in class. Evidence of extensive reflection.	Completes most activities. Demonstrates a good understanding; Evidence of thorough reflection.	Completes some activities. Demonstrates a beginning understanding g in activities; Evidence of some reflection	Completes a few activities. Demonstrates a limited understanding in activities. Lack of reflection.

<p>Participation <i>Participation is a critical component of this course. It is based on your contribution to building a positive classroom climate and community. Participants contribute to each others' learning by actively listening, exchanging ideas, and supporting each other's efforts.</i></p>	<p>Outstanding participation; participates regularly and actively in discussions and activities. Promotes conversation focused on the topic. Comments demonstrate a high level of understanding. Listens actively to peers. Prompts peer feedback and input.</p>	<p>Participates in discussions and activities on a regular basis; questions and comments reveal thought and reflection. Frequently involves peers in discussion.</p>	<p>Doesn't contribute to discussions or activities very often, but generally reveals some thought and reflection. Follows rather than leads group activities. Solicits some peer discussion.</p>	<p>Few meaningful contributions to class discussions. Little evidence of participation. Shows little concern for peers' learning or input. Misses classes and does not make up work.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Performance Based Assessment (PBA)*
Student Learning Analysis (40 points)**

For EDUC 520 you will complete the Student Learning Analysis assignment. This assignment, to be completed during your 20 hour field assignment, is designed to focus on the relationship between your teaching and student learning. It should answer the questions, “When I teach, do students learn? and How do I know they are learning?” You may complete this assignment in any content area with a small group of students (with your supervising teacher’s approval). You will need to be able to work for four to six weeks on this assignment so please plan accordingly.

Specifically, you will design a unit of instruction for elementary age students (using the PYP planner or any other planner appropriate to your setting). You will establish baseline evidence of student knowledge through a pre-assessment you design. You will teach/lead the inquiry in your planned area. You will collect sample student work for analysis and complete a post-assessment of student learning. You will provide an in-depth analysis of teaching and student learning along with your critical reflection on the process.

Your final assignment will be assessed against the following 8 criteria, each potentially worth 5 points.

Criteria/Level	Target – 5	Target - 4	Acceptable - 3	Unacceptable - 2	Unacceptable - 1
Description of Target Group ACEI 2.7 Physical education	Description of the group gives an extended and comprehensive picture of their physical development, activity levels, special learning needs and is supported by extended and substantive research references	Description of the group gives a comprehensive picture of their physical development and activity level, special learning needs and is supported by substantive references	Satisfactory description of the group gives a clear picture of their physical development and activity level, special learning needs and is supported by references	Description of the group gives an incomplete picture of their physical development and activity level, special learning needs and is supported by a few references	Little to any physical description or special learning needs of the group with no references provided
Socio-cultural context ACEI 5.2 Collaboration	Family interview is evident giving a clear, comprehensive description. Includes language, culture and socio-economic status. Description is linked to extended research references	Clear and comprehensive description of the family using interview protocol, school, community and culture. Includes linguistic background and socio-economic status. Description is linked to research references	Satisfactory description of the family using interview protocol, school, community and culture. Includes language and socio-economic status. Description is supported by some research	Incomplete description of the family using interview protocol, school, community and culture. Provides a few connections to research	Description is vague and unclear with no connections to research. Fails to include family interview
Planning ACEI 3.1 Integrating and applying	Planning includes all required elements, comprehensively described: purposes, goals/objectives, materials/resources, instructional activities (including technology), assessments, differentiation and	Planning includes all required elements: purposes, goals/objectives, materials/resources, instructional activities (including technology), assessments, differentiation and theme of inquiry	Planning includes most required elements.	Planning includes only some required elements	Planning includes few required elements

knowledge	theme of inquiry				
Summary of class data (pre-post assessments) ACEI 4.0 Assessment – formal data collection	Multiple samples of student work along with pre-post assessments are used to provide extended and substantive evidence to support teaching implications	The sample pre-post assessments provide significant evidence to support teaching implications	The sample pre-post assessments provide satisfactory evidence to support teaching implications	The sample pre-post assessments are incomplete but provide some evidence to support teaching implications	The sample pre-post assessments are incomplete and without evidence to support teaching implications
Summary Work Sampling and Field Notes ACEI 4.0 Assessment – informal data	Description of work samples is complete and, together with accompanying field notes, gives a comprehensive view of student learning and engagement	Description of work samples is appropriately connected to field notes and together they give a very good view of student learning and engagement	Description of work samples and field notes give satisfactory picture of student learning and engagement	Description of work samples and field notes give an incomplete picture of student learning and engagement	Description of work samples and field notes are incomplete, failing to describe student learning and engagement
Teaching Implications ACEI 1.0 Development, Learning & Motivation	Thorough and effective description of the connections between collected data and teaching/learning implications that are supported by child development research	Very clear description of the connections between collected data and teaching /learning implications that are supported by child development research	Satisfactory description of the connections between collected data and teaching /learning implications that are supported by research	Incomplete description of the connections between collected data and teaching /learning implications	Vague and unclear description. No clear research support or references to child development is given for teaching /learning implications
Reflects on Student Learning Analysis assignment ACEI 5.1 Professional Growth	In-depth and comprehensive reflection on student learning with insightful connections to own teaching	Very good reflection on student learning with clear connections to own teaching	Satisfactory reflection on student learning with some connections to own teaching	Limited reflection on student learning with few connections to own teaching	Little or no meaningful reflection with no connections to own teaching
Overall quality of work	SLA is an exemplary piece of work, presented in a professional a timely manner. All APA guidelines are followed precisely.	SLA is comprehensive and presented in a professional a timely manner. All APA guidelines are followed.	SLA is clearly presented in a professional and timely manner. The majority of APA guidelines are followed.	SLA is incomplete but presented in a professional and timely manner. Errors are present in APA guidelines.	SLA is incomplete and not presented in a professional or timely manner. Numerous errors are made in APA guidelines.

PYP Planner (20 points)			
<p>To consolidate your knowledge of PYP curriculum and planning, you will create a unit of inquiry planner. You will receive a template to guide you in creating each element of the planner including central idea, inquiry points, resources, teacher questions, context for facilitative inquiry, and pre-unit, formative and summative assessments. <i>You should also create ONE (1) sample lesson plan to accompany your unit of inquiry planner.</i></p>			
Exemplary 18-20 points	Accomplished 15-17 points	Developing 12-14 points	Beginning 11 & below
<p>All elements of the planner are addressed thoroughly and are linked together coherently.</p> <p>The sample lesson plan is detailed and very well-structured.</p>	<p>All elements of the planner are addressed and are linked together coherently.</p> <p>The sample lesson plan has some detail and structure.</p>	<p>Most elements of the planner are addressed but lack depth or coherence.</p> <p>The sample lesson plan lacks detail and structure.</p>	<p>Only some elements of the planner are addressed and lack depth and coherence.</p> <p>The sample lesson plan is either missing or inadequate.</p>

Developing authentic student assessments (20 points)			
<p>You will create an assessment tool that includes clear criteria for what will be assessed, and present it with a description of the context in which it will be used and a critique of its strengths and limitations.</p>			
Exemplary 18-20 points	Accomplished 15-17 points	Developing 12-14 points	Beginning 11 & below
<p>Assessment tool is well-thought out, includes clear criteria and is highly appropriate for the context described.</p> <p>Description of context is detailed and clear.</p> <p>Critique includes insightful analysis of strengths and limitations.</p>	<p>Assessment tool is well-thought out, includes clear criteria and is appropriate for the context described.</p> <p>Description of context is detailed and clear.</p> <p>Critique includes analysis of strengths and limitations.</p>	<p>Assessment tool is adequate but lacks clear criteria and/or may not be appropriate for the context described.</p> <p>Description of context is adequate.</p> <p>Critique gives some indication of strengths and limitations.</p>	<p>Assessment tool is inadequate.</p> <p>Description of context is missing or inadequate.</p> <p>Critique is missing or inadequate.</p>

Evaluation Criteria are listed with each assignment.

Grading Scale:

A+ = 100; A = 93-99; A- = 90-92; B+ = 86-89; B = 85-80; C = below 80

Please note that C is not a passing grade in licensure courses. A student who receives an overall grade of C must repeat the course in order to apply for licensure.

CEHD Syllabus Statements of Expectations

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/>].

Proposed Class Schedule

Date	Topic/Learning Experiences	Reading Resources
Tuesday April 24 th	<p><u>ONLINE CLASS:</u> Introduction to Course:</p> <ul style="list-style-type: none"> * Pre-Assessment * Learning the art of teaching – understanding the roles of a teacher * Teaching the art of learning – understanding the characteristics of students 	
Tuesday May 1 st	<ul style="list-style-type: none"> * The interrelationship of curriculum, instruction, and assessment in the elementary curriculum <p>Focus on Curriculum:</p> <ul style="list-style-type: none"> * Internationalizing curricula - specific issues and adaptations for international schools * International curriculum models, specifically the PYP framework 	Chapter 1 <i>The Scientific Basis for the Art of Teaching</i>
Tuesday May 8 th	<ul style="list-style-type: none"> * Discussion groups: Chapter 2 * Using the PYP planner & organizing themes * Integrated teaching units and standalone subject teaching * Curriculum Mapping & long term planning 	Chapter 2 <i>Student Learning in Diverse Classrooms</i>
Tuesday May 15 th	<p><u>ONLINE CLASS:</u> Discussion leaders post probing questions and everyone joins AT LEAST 3 discussions during the course of the week. Additionally: Check out</p> <ul style="list-style-type: none"> * the IBO Online Curriculum Centre 	Chapter 3 <i>Teacher Planning</i>
Tuesday May 22 nd	<ul style="list-style-type: none"> * PYP Planner critique <p>Focus on Assessment:</p> <ul style="list-style-type: none"> * Principles and purposes of assessment * Formative and summative assessment * Self-assessment and reflection 	Chapter 4 <i>Learning Communities and Student Motivation</i>
Tuesday May 29 th	<p><u>ONLINE Class:</u> Work on curriculum planner</p>	Review IB/PYP additional materials
Tuesday June 5 th	<ul style="list-style-type: none"> * Using the PYP Learner profile for self-assessment and reflection * Assessing conceptual understanding, skills and knowledge 	Chapter 6 <i>Assessment and Evaluation</i>
Tuesday June 12 th	<ul style="list-style-type: none"> * Creating effective checklists and rubrics * Developing and using student portfolios * Reporting to parents 	
Tuesday	Focus on Instruction:	Chapters 7-12 (for

June 19 th	<p>Models of Teaching (group presentations)</p> <ul style="list-style-type: none"> * Direct Instruction * Concept Teaching * Cooperative Learning * Problem-Based Learning * Classroom Discussion 	<p>Jigsaw activity)</p> <p>Assignment Due: Student Assessment</p>
Tuesday June 26 th	<p>Models of Teaching (continued...)</p> <ul style="list-style-type: none"> * Grouping strategies * The art of questioning 	Chapter 13
Tuesday July 3 rd	Independence Day Break	
Tuesday July 10 th	<p>Synthesizing all the elements with differentiation:</p> <ul style="list-style-type: none"> * The Impact on motivation & self regulation * Learning Styles, Multiple Intelligences 	Chapter 5 <i>Classroom Management</i>
Tuesday July 17 th	<ul style="list-style-type: none"> * Culture, Language & Nationality * Culture's Consequences-Hofstede * Student Learning in Diverse Classrooms <p>Differentiation, cont'd</p> <ul style="list-style-type: none"> * Thinking through the instructional cycle * Working with students with special needs * Strategies for making it work 	<p>Chapter 14 <i>School Leadership and Collaboration</i></p> <p>Assignment Due: PYP Planner</p>
Tuesday July 24 th	<p>Living and Teaching Abroad:</p> <ul style="list-style-type: none"> * Practical Lessons in Cultural Understanding and Becoming Internationally Minded 	
Tuesday July 31 st	<p>The reflective international teacher:</p> <ul style="list-style-type: none"> * Life-long professional growth, self-study, and reflection 	<p>Assignment Due: 1. Student Learning 2. Field Observations</p>

INTASC Principles

Interstate New Teachers Assessment and Support Consortium

- Principle 1:* **Making content meaningful**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2:* **Child development and learning theory**
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3:* **Learning styles/diversity**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4:* **Instructional strategies/problem solving**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5:* **Motivation and behavior**
The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.
- Principle 6:* **Communication/knowledge**
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle 7:* **Planning for instruction**
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle 8:* **Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Principle 9:* **Professional growth/reflection**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle 10:* **Interpersonal relationships**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.