



FAST TRAIN Programs

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

EDUC 621

Teaching and Learning in the International Baccalaureate Primary Years Program

Sunday 28th July – Friday 2nd August, 2013

Professor: Dr. Lesley Fern Snowball, *CertEd., DipEd., MPhil., PhD.*
Email: lsnowbal@gmu.edu

Prerequisites

Admission to GSE, enrollment in FAST TRAIN initial licensure program or permission of instructor.

Course Description

Focuses on principles and practices of Primary Years Program (PYP) of the International Baccalaureate (IBO) organized around five areas of inquiry: IBO philosophy and mission; the written curriculum; the taught curriculum; the assessed curriculum; and professional learning. Final course in eligibility for IBO Practitioner Award.

Nature of course delivery

The course will be taught during a 5-day intensive summer session. During class meetings, large group, small group, pair work, and individual instructional strategies will be used. All classes will model the IBO philosophy and principles.

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.

IBO/PYP:

- Area of Inquiry 1: IBO philosophy and mission
- Area of Inquiry 2: The written curriculum
- Area of Inquiry 3: The taught curriculum
- Area of inquiry 4: The assessed curriculum
- Area of Inquiry 5: Professional learning

Student Outcomes

Students will be able to:

- A. Demonstrate their understanding of the IBO/PYP's philosophy and underlying educational principles
- B. Review, reflect on and refine IB planners for deeper understanding and integration
- C. Make connections between the IBO Mission Statement and the Learner Profile
- D. Analyze inquiry-based teaching and instructional approaches
- E. Synthesize the essential elements of the written curriculum
- F. Apply principles of assessment and develop and use assessment strategies and tools
- G. Engage in ongoing critical evaluation of planning, teaching, assessment, and learning through collaborative working practices
- H. Understand, create, and evaluate a Program of Inquiry Matrix.
- I. Use the IB standards to assess their work.

Standards and Outcomes

Outcomes	NBPTS	IBO
A.	1-5	1-4
B.	4, 5	1-4
C.	1	2
D.	2	2
E.	2	1
F.	3	3
G.	4, 5	4
H.	2	1
I.	4	1-4

Required Texts

Making the PYP Happen. (Revised ed. 2009). International Baccalaureate Organization. Geneva, Switzerland.
Programme Standards and Practices. (2010). International Baccalaureate Organization. Geneva, Switzerland.
The Learner Profile Booklet. (2006). International Baccalaureate Organization. Geneva, Switzerland.
(All texts available from the IBO OCC)

Recommended texts

Taking the PYP Forward. (2010). Eds. Simon Davidson and Steven Carber. John Catt Educational.

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

Assignments

EDUC 621 Assignments and Evaluation Overview	
Preparation and Participation	20
Programme of Inquiry creation and critique	30
Planner Analysis Summary	10
IB synthesis poster presentation	10
Final reflection paper (PBA)	30
Total	100%

Preparation and Participation (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 20 points	Nearing exemplary 18-19 points	Proficient 16-17 points	Partially proficient 14-15 points	Not proficient <14 points
<p>Preparation: Exceptionally well-prepared for all sessions.</p> <p>Selects and fully completes all readings and reports.</p> <p>Comes prepared with thoughtful synopsis, questions, and comments that broaden peers perspectives and understanding</p> <p>Demonstrates an excellent understanding of readings and makes connections to classroom practice.</p>	<p>Preparation: Very well-prepared for all sessions.</p> <p>Selects and fully completes all readings and reports.</p> <p>Comes prepared with thoughtful synopsis, questions, and comments.</p> <p>Demonstrates an excellent understanding of readings and makes connections to classroom practice.</p>	<p>Preparation: Prepared for all sessions.</p> <p>Selects and fully completes readings and reports.</p> <p>Is prepared for sharing reading and asking questions.</p> <p>Demonstrates a good understanding of readings and makes connections to classroom practice.</p>	<p>Preparation: Not fully prepared for sessions.</p> <p>Selects and completes some of the readings and reports.</p> <p>Is somewhat prepared to share readings and questions.</p> <p>Demonstrates a beginning understanding of readings and makes some connection to classroom practice.</p>	<p>Preparation: Unprepared for sessions.</p> <p>Little or no involvement and sharing of readings and reports.</p> <p>Is seldom prepared to share readings and questions.</p> <p>Demonstrates a limited understanding of readings and makes few connections to classroom practice.</p>
<p>Participation: Participates in all discussions and activities with enthusiasm and positive learning focus.</p> <p>Often takes the lead, actively promoting and extending conversation focused on the topic.</p> <p>Comments demonstrate an exceptional ly high level of understanding and reflection.</p> <p>Listens actively and sensitively to peers.</p> <p>Prompts peer feedback and input.</p> <p>Has a very positive effect on the classroom atmosphere.</p>	<p>Participation: Participates actively in all discussions and activities.</p> <p>Actively promotes conversation focused on the topic.</p> <p>Comments demonstrate a high level of understanding and reflection.</p> <p>Listens actively and sensitively to peers.</p> <p>Prompts peer feedback and input.</p> <p>Has a positive effect on the classroom atmosphere.</p>	<p>Participation: Participates in all discussions and activities.</p> <p>Comments demonstrate sound understanding and good reflection.</p> <p>Listens actively and sensitively to peers.</p>	<p>Participation: Participates in most discussions and activities.</p> <p>Comments demonstrate basic understanding.</p> <p>Listens actively to peers.</p>	<p>Participation: Little meaningful participation in discussions and activities.</p> <p>Comments demonstrate little evidence of understanding or reflection.</p>

IB Synthesis Poster (10 points)

Each student will create a visual representation that summarizes and synthesizes the key components of the IBO continuum. This assignment will be presented and graded in class only.

Exemplary 10 points	Nearing exemplary 8-9 points	Proficient 6-7 points	Partially proficient 4-5 points	Not proficient <4 points
<p>Synthesizes all the key components in format that is very easily accessible to others and enhances their understanding.</p> <p>Shows in-depth understanding of the IB conceptual framework.</p> <p>Presentation is exceptionally clear and describes and explains the representation in some detail.</p>	<p>Synthesizes all the key components in format that is very easily accessible to others.</p> <p>Shows sound understanding of the IB conceptual framework.</p> <p>Presentation very clearly describes and explains the representation.</p>	<p>Synthesizes most of the key components in format that is easily accessible to others.</p> <p>Shows in-depth understanding of the IB conceptual framework.</p> <p>Presentation clearly describes and explains the representation.</p>	<p>Includes most of the key components but format is not easily accessible to others.</p> <p>Shows in-depth understanding of the IB conceptual framework.</p> <p>Presentation describes the representation but lacks clarity and/or depth.</p>	<p>Key components are missing and / or format is inaccessible.</p> <p>Shows in-depth understanding of the IB conceptual framework.</p> <p>Presentation does not clearly describe or explain the representation.</p>

Programme of Inquiry creation, critique and refinement (30 points)

Using the IBO standards, students will:

1. Create a Program of Inquiry Matrix (in groups) (20 points)
2. Critique the PoI created by another group (in groups) then give verbal feedback (pairs/small groups) (0 points)
3. Write a reflection on the process of creating, critiquing and revising a PoI (individual) (10 points)

The PoI Matrix (1.) should be presented as a table/grid. It should include Organising Theme headings, Central Ideas, Lines of Inquiry, Key Concepts and Learner Profile Attributes.

The final paper submitted will therefore include:

- Your group PoI
- Your individual reflection

Creating a PoI

Exemplary 20 points	Nearing exemplary 18-19 points	Proficient 16-17 points	Partially proficient 14-15 points	Not proficient <14 points
Each UoI is significant, relevant, engaging, challenging.	Each UoI is significant, relevant, engaging, challenging.	Most UoIs are significant, relevant, engaging, challenging.	Some UoIs are significant, relevant, engaging, challenging.	UoIs are not significant, relevant, engaging, challenging.
The PoI is very well balanced vertically - within each organizing theme each UoI clearly builds understanding of the theme.	The PoI is well balanced vertically - within each organizing theme most UoIs build understanding of the theme.	The PoI is reasonably balanced vertically.	The PoI is poorly balanced vertically.	The PoI is not balanced vertically.
The PoI is very well balanced horizontally.	The PoI is well balanced horizontally.	The PoI is reasonably balanced horizontally.	The PoI is poorly balanced horizontally.	The PoI is not balanced horizontally.
Shows in-depth understanding of the process of creating a PoI.	Shows sound understanding of the process of creating a PoI.	Shows basic understanding of the process of creating a PoI.	Shows limited understanding of the process of creating a PoI.	Shows no understanding of the process of creating a PoI.

Reflection

Exemplary 10 points	Nearing exemplary 8-9 points	Proficient 6-7 points	Partially proficient 4-5 points	Not proficient <4 points
In-depth, perceptive reflection on process of creating, critiquing and refining a PoI, including own role and that of peers.	In-depth reflection on process of creating, critiquing and refining a PoI, including own role and that of peers.	Sound reflection on process of creating, critiquing and refining a PoI, including own role and that of peers.	Limited reflection on process of creating, critiquing and refining a PoI, showing little understanding of own role or that of peers.	Incomplete reflection on process that does not address own role or that of peers.
In-depth, perceptive reflection on product, including excellent recommendations for refinements to PoI based on peer feedback and own reflections.	In-depth reflection on product, including good recommendations for refinements to PoI based on peer feedback and own reflections.	Sound reflection on product, including recommendations for refinements to PoI based on peer feedback and own reflections.	Limited reflection on product, with few recommendations for refinements to PoI.	Incomplete reflection on product, without recommendations for refinements to PoI.

Planner Analysis (10 points)

Working in pairs or small groups and using the IBO standards and planner critique template, students will analyze, compare and contrast their previously written planners. Each group will select two planners to use for the preparation of a compare and contrast summary.

The summary should be between 1500 and 2500 words. Copies of the two planners should be attached.

Each group should submit ONE paper only, clearly marked with all group members' names.

Exemplary 10 points	Nearing exemplary 8-9 points	Proficient 6-7 points	Partially proficient 4-5 points	Not proficient <4 points
Applies in-depth and perceptive analysis to the critique.	Applies sound analysis to the critique.	Applies basic analysis to the critique.	Applies limited analysis to the critique.	Applies no perceivable analysis to the critique.
Comments are very clearly substantiated and linked to IBO documentation.	Comments are clearly substantiated and linked to IBO documentation.	Comments are substantiated and linked to IBO documentation.	Comments may be valid but are unsubstantiated or not linked to IBO documentation.	Comments are invalid or inappropriate.
Shows in-depth understanding of the process of PYP planning.	Shows sound understanding of the process of PYP planning.	Shows basic understanding of the process of PYP planning.	Shows limited understanding of the process of PYP planning.	Shows no understanding of the process of PYP planning.
Compare and contrast is exceptionally clearly structured and exceptionally well written with no errors.	Compare and contrast is very clearly structured and very well written with no significant errors.	Compare and contrast is clearly structured and well written with few errors.	Compare and contrast is unstructured or poorly written.	Compare and contrast is unstructured and poorly written.

Final Reflection Paper (30 points)

This is the designated performance-based assessment (PBA) for this course and should be submitted via TASKSTREAM.

Students will use the readings, class activities and daily reflections to write a final paper that synthesises the learning from the course in relation to IB philosophy, practices, and standards. The paper will be scored for evidence of understanding of and connections between the following 6 aspects of the IB PYP:

- 1. IBO Philosophy, Mission and the Learner Profile**
- 2. The Written Curriculum: the PYP Essential Elements: Concepts, Knowledge, Skills, Attitudes, Action**
- 3. The Taught Curriculum: Inquiry-based pedagogy, Relationship between cross-disciplinary integration and stand-alone teaching, the role of resources**
- 4. The Assessed Curriculum: Assessment of student learning, including student reflection, self-assessment and the grade 5 Exhibition**
- 5. Professional Learning: Collaborative teacher planning and reflection at classroom level, school level and global level**
- 6. IBO Programme Standards**

Each aspect will be marked using the rubric below:

Exemplary 5 points	Nearing exemplary 4 points	Proficient 3 points	Partially proficient 2 points	Not proficient 1 point
All required aspects are exceptionally well addressed.	All required aspects are fully addressed.	All required aspects are addressed.	Most required aspects are addressed.	Only some required aspects are addressed.
Extensive evidence of in-depth understanding and highly relevant connections.	Clear evidence of in-depth understanding and relevant connections.	Clear evidence of sound understanding and relevant connections.	Evidence of basic understanding and some connections.	Little or no evidence of understanding or connections.
Exceptionally clear and well-structured so that information is very easily accessible. Paper is error-free.	Very clear and well-structured so that information is easily accessible. Paper is error-free.	Clear and well-structured so that information is accessible. Paper has only a few minor errors.	Information is accessible but lacks clarity and structure. Paper has numerous errors.	Information is incomplete or inaccessible. Paper has numerous significant errors.

Grading

<http://jju.gmu.edu/catalog/apolicies/gradstandards.html>

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*	<70	0.00	

Note: "C" is not satisfactory for a licensure course

"F" does not meet requirements of the Graduate School of Education

Teacher Candidate Anthology

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 *Final Reflection Paper*. This assignment must be posted to Task Stream, where it will be reviewed and graded. Additionally, student 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.

Attendance Policy

FAST TRAIN students are expected to 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 (Mason Catalog).

GMU E-mail: Web: www.gmu.edu/email

Mason uses electronic 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 their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Honor Code

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work** (Mason catalog).

Course Withdrawal with Dean Approval

For graduate and nondegree 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).

Incomplete (IN)

This grade may be given to students who are passing a course 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 10th 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 should be provided to the FAST TRAIN office.

GSE Syllabus Statement of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Laptops and Cell Phones

FAST TRAIN students may use their laptop at the discretion of the instructor for specific assignments and small group work. Cell phones must be turned off during class and may be used during breaks or lunch as needed.

George Mason University
College of Education and Human Development
Professional Performance Criteria
Dispositions for A Career Educator

The Virginia Department of Education promotes maintaining standards of professional competence and requires applicants for licensure to possess good moral character. Students must meet CEHD grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: communication, collaboration and professionalism. Therefore, the College of Education and Human Development expects its students to develop and exhibit the following:

VII. Commitment to the Profession

Promoting exemplary practice
Excellence in teaching and learning
Advancing the profession
Engagement in partnerships

VIII. Commitment to Honoring Professional Ethical Standards

Fairness
Honesty
Integrity
Trustworthiness
Confidentiality
Respect for Colleagues and students

IX. Commitment to Key Elements of Professional Knowledge

Belief that all individuals have the potential for growth and learning
Persistence in helping individuals succeed
High standards
Safe and supportive learning environments
Systematic planning
Intrinsic motivation
Reciprocal, active learning
Continuous, integrated assessment
Critical thinking
Thoughtful, responsive listening
Active, supportive interactions
Technology-supported learning
Research-based practices
Respect for diverse talents, abilities and perspectives
Authentic and relevant learning

X. Commitment to Being a Member of A Learning Community

Professional dialogue
Self-improvement
Collective improvement
Reflective practice
Responsibility
Flexibility
Collaboration
Continuous, lifelong learning

XI. Commitment to Democratic Values and Social Justice

Understanding systemic issues the prevent full participation
Awareness of practices that promote equity and access
Respects the opinion and dignity of others
Appreciates and integrates multiple perspectives

Adopted by GSE – May 2004

I understand my responsibility to develop and maintain professional behaviors and dispositions that are associated with career professionals in education.

Signature

Date

References: Virginia DOE, INTASC, NEA Code of Ethics, Graduate School of Education

Proposed Class Schedule

	Topic/Learning Experiences
<i>Preparation for Day 1</i>	<p>Read EDUC 621 syllabus fully making sure you understand the requirements, assignments, deadlines and grading policies.</p> <p>Skim required texts to familiarize yourself with the overall structure and content.</p> <p>Prepare for Reflection #1: Choose a quotation and explain how it illustrates your own educational philosophy. Bring a hard copy to class for discussion.</p>
Day 1 Sunday July 28 th 1.00-5.00	<p>Welcome to EDUC 621</p> <p>Course overview</p> <ul style="list-style-type: none"> - EDUC 621 syllabus - EDUC 621 standards and areas of inquiry - EDUC 621 student outcomes - EDUC 621 assessments <p>Getting to know you</p> <p>Course content introduction:</p> <p>Area of Inquiry 1: IBO philosophy and mission</p> <p>Area of Inquiry 2: The written curriculum</p> <p>Area of Inquiry 3: The taught curriculum</p> <p>Area of inquiry 4: The assessed curriculum</p> <p>Area of Inquiry 5: Professional learning</p> <p>IBO Programme Standards</p> <p>Reflection #1: Whole class or small group sharing Share quotes and discuss significance for personal philosophies.</p>
<i>Preparation for Day 2</i>	<p>Read: MTPYPH pp1-9, pp56-62 IBO Programme Standards and Practices A, B1, B2 pp6-8 IBO Learner Profile Booklet</p> <p>Bring previous IB planners from 512, 513, 514, 516, 520 (each day)</p> <p>Bring a brief biography of a contemporary or historical figure who you feel represents the attributes of the Learner Profile. Come prepared to explain / defend your selection.</p> <p>Bring a brief summary of a children's book (fiction or non-fiction) that you feel fosters development of ONE learner profile attribute.</p> <p>Complete IB Synthesis Poster (due tomorrow in class)</p> <p>Prepare for Start the Day reflection #2</p>

<p>Day 2 Monday July 29th 8.30-5.30</p>	<p>Area of inquiry 1: IBO Philosophy and Mission</p> <p>Start the Day reflection #2: <i>Write/Review (in pairs)</i> How do the IBO Mission Statement and the Learner Profile promote international-mindedness?</p> <p>IBO Programme Standards A, B1, B2 IB Mission statement The 3 programmes of the IB continuum IB Synthesis Poster presentations</p> <p>The Learner Profile Share your biographies (It's a knockout) Share your children's books Which LP attributes did you identify in your previous planners?</p> <p>The Beliefs and Values of the PYP International-mindedness: What is it? How do we develop it? How do we assess it?</p>
<p><i>Preparation for Day 3</i></p>	<p>Read: MTPYPH pp. 10-27 IBO Programme Standards and Practices C2 pp9-10</p> <p>Bring previous IB planners from 512, 513, 514, 516, 520</p> <p>Prepare for Start the Day reflection #3</p>
<p>Day 3 Tuesday July 30th 8.30-5.30</p>	<p>Area of inquiry 2: The Written Curriculum</p> <p>Start the Day Reflection #3: <i>Round table discussion</i> In what ways are the 5 Essential Elements of the PYP 'essential' and to what extent do they represent a 'complete curriculum'? Which do you consider to be more/less important?</p> <p>IBO Programme Standards C2 The 5 Essential Elements of the PYP in theory and in practice Concepts, Knowledge, Skills, Attitudes, Action The Essential Elements across the subject areas The Essential Elements in your previous planners</p> <p>The Programme of Inquiry as the central component of a school's written curriculum – creating, critiquing and refining a Programme of Inquiry Work on Programme of Inquiry Creation and Critique assignment</p>
<p><i>Preparation for Day 4</i></p>	<p>Complete Programme of Inquiry Creation and Critique assignment (due Tuesday 30th July midnight)</p> <p>Read: MTPYPH pp28-43 IBO Programme Standards and Practices C1, C3 pp8-9, pp10-11</p> <p>Prepare for Start the Day reflection #4</p>
<p>Day 4 Wednesday July 31st 8.30-5.30</p>	<p>Area of inquiry 3: The Taught curriculum</p> <p>Start the Day Reflection #4: <i>Job-alike pair/share (by grade levels)</i> In what situations is inquiry-based learning most/least appropriate? How does it compare to/combine with other teaching methods? What is your own experience of (or anticipation of) establishing an inquiry-based classroom?</p>

	<p>IBO Programme Standards C1, C3 Changing practices in the subject areas Inquiry-based teaching and learning</p> <p>Synthesizing the written, taught and assessed curricula through the planner Analyzing, comparing and contrasting planners Work on Planner Analysis Summary assignment</p>
<i>Preparation for Day 5</i>	<p>Complete Planner Analysis Summary assignment (due Wednesday 31st July midnight)</p> <p>Read: MTPYPH pp44-55 IBO Programme Standards and Practices C4 pp11-12</p> <p>Prepare for Start the Day reflection #5</p>
<p>Day 5 Thursday August 1st 8.30-5.30</p>	<p>Area of inquiry 4: The Assessed Curriculum</p> <p>Start the Day reflection #5: <i>Debate</i> To what extent does the PYP dictate assessment practices? Do you feel that this enhances or detracts from the programme?</p> <p>IBO Program Standards C4 Principles of assessment in the PYP Required and recommended assessment in the PYP</p> <p>Similarities/differences in PYP/MYP/DP</p> <p>Formative and Summative assessment in the Units of Inquiry Assessment in the subject areas</p> <p>Portfolios Reporting to parents The PYP Exhibition</p> <p>Assessment issues in IB schools</p>
<i>Preparation for Day 6</i>	<p>Complete Final Draft of Reflection Paper (due Friday 2nd August midnight)</p> <p>Prepare for Start the Day reflection #6</p>
<p>Day 6 Friday August 2nd 8.30-5.30</p>	<p>Area of inquiry 5: Professional Learning</p> <p>Start the day reflection #6: <i>Whole class (mini) presentation</i> Describe your own professional learning journey through FastTrain with reference to your personal development of the Learner Profile attributes and your preparedness as an IB teacher.</p> <p>Professional learning communities Investigating the pros and cons of different methods of professional learning</p> <p>Peer review of Final Reflection Papers Final revisions and submission to TASKSTREAM</p>

	Course Evaluation
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