George Mason University
College of Education and Human Development
FASTTRAIN
EDUC 520
Curriculum, Instruction and Assessment in International Schools
16 July – 25 July, 2014

Professor: **Dr. Lesley Fern Snowball,** *CertEd., DipEd., MPhil., PhD.*
Email: lsnowbal@gmu.edu
Office Hours: By appointment
Meeting Dates: June 2 – August 1 online
                     July 16 – 25 face-to-face
Meeting Time: 8:30 – 3:20
Meeting Location: Fairfax Campus Room TBA

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

Learning Outcomes Aligned with Professional Standards of:

1. INTASC http://cte.jhu.edu/pds/resources/intasc_principles.htm

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

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

3. ACEI/NCATE Standards:
1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;
4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally; and,
5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

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.

- **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.**

GSE Student Expectations
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/] The principle of academic integrity is taken very seriously and violations are treated as such.

  Violations of the Honor Code include:
  -Copying a paper or part of a paper from another student (current or past);
  -Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
  -Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/
  -You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

- 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://www.gmu.edu/academics/catalog/0203/policies/computing.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 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/].

Grading Scale for FAST TRAIN

A+ = 100
A = 94-99
A- = 90-93
B+ = 85-89
B = 80-84 (no B- grades)
C = 70-79 – does not meet licensure requirements or Level I award recommendation
F = Does not meet requirements of the Graduate School of Education

Courses below a B are ineligible for licensure or recommendation for Level I IB Award – these must be repeated.

Students must maintain a 3.0 average and a grade of B or higher for licensure and master's degree. *All course assignments and field experience activities must be satisfactorily completed before the final grade is awarded.*

Fieldwork Assessment: Each student is required to complete 20 hours of fieldwork for this course. The fieldwork will be performed in conjunction with the Project Based Assessment for the course, the *Student Learning Analysis.* The fieldwork will be marked as:

 Satisfactory: completion of all assignments with high quality in a timely and efficient manner.

Unsatisfactory: incomplete and/or low quality of assignments submitted or work submitted than one week late from due date.

NOTE: Failure to submit documentation of successful completion of your **field work in a timely manner** will make you ineligible to register for coursework or be recommended for licensure.

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 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 will be kept on file in the FAST TRAIN office.

GMU E-mail & Web Policy: Mason uses electronic mail (**www.gmu.edu/email**) 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).

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 withdraws will be permitted.

Online Participation/Attendance Policy: Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with more two or more absences will not receive credit for the course.**

Performance Based Assessment (PBA): All courses in FAST TRAIN will have a required Performance Based Assessment (PBA). The required PBA for this course is the *Student Learning Analysis*. This assignment must be posted to Task Stream, where it will be reviewed and scored.

Late Work/Submissions: At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late may be reduced one letter grade for every day of delay.* If you have any extraordinary circumstances (*e.g.* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible and make arrangements to complete your work. It is up to the discretion of the instructor to approve the late/makeup work.

EDUC 520 Course detail

Textbook and Readings:

Required texts:
Arends, R. I. (2014). *Learning to teach. (10th Edition)* NY: McGraw-Hill.
Kyriacou, C. (2007). *Essential Teaching Skills. (3ʳᵈ Edition)* Cheltenham: Nelson Thornes.

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

Assignments and evaluation

EDUC 520 Assignments and Evaluation Overview	
Preparation and Participation	20%
PYP Planner and Lesson Plan	20%
Develop and Critique an Authentic Assessment Tool	20%
Student Learning Analysis Assignment **(PBA)**	40%
Fieldwork experience log **due March 15, 2015**	n/a
Total	**100%**

Detailed Assignment Descriptions and Evaluation Criteria

Attendance, Preparation and Participation (20 points)				
Students are required to attend and be fully 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**
Attendance: Attends all sessions. Is always punctual.	**Attendance:** Attends all sessions. Is always punctual.	**Attendance:** Attends all sessions. Is usually punctual.	**Attendance:** Attends most sessions. Is usually punctual.	**Attendance:** Attends most sessions. Is usually punctual.
Preparation: Exceptionally well-prepared for all sessions.	**Preparation:** Very well-prepared for all sessions.	**Preparation:** Prepared for all sessions.	**Preparation:** Not fully prepared for sessions.	**Preparation:** Unprepared for sessions.
Selects and fully completes all readings and reports.	Selects and fully completes all readings and reports.	Selects and fully completes readings and reports.	Selects and completes some of the readings and reports.	Little or no involvement and sharing of readings and reports.
Comes prepared with thoughtful synopsis, questions, and comments that broaden peers perspectives on and understanding of the topic.	Comes prepared with thoughtful synopsis, questions, and comments.	Is prepared for sharing reading and asking questions.	Is somewhat prepared to share readings and questions.	Is seldom prepared to share readings and questions.
Demonstrates an excellent understanding of readings and makes connections to classroom practice.	Demonstrates an excellent understanding of readings and makes connections to classroom practice.	Demonstrates a good understanding of readings and makes connections to classroom practice.	Demonstrates a beginning understanding of readings and makes some connection to classroom practice.	Demonstrates a limited understanding of readings and makes few connections to classroom practice.
Participation: Participates in all discussions and activities with enthusiasm and positive learning outlook. Often takes the lead, actively promoting and extending conversation focused on the topic.	**Participation:** Participates actively in all discussions and activities. Actively promotes conversation focused on the topic.	**Participation:** Participates in all discussions and activities.	**Participation:** Participates in most discussions and activities.	**Participation:** Little meaningful participation in discussions and activities.

Comments demonstrate an exceptionally high level of understanding and reflection.	Comments demonstrate a high level of understanding and reflection.	Comments demonstrate sound understanding and good reflection.	Comments demonstrate basic understanding.	Comments demonstrate little evidence of understanding or reflection.
Listens actively and sensitively to peers. Prompts peer feedback and input.	Listens actively and sensitively to peers.	Listens actively to peers.	Listens to peers at a basic level.	Does not listen to peers.
Has a very positive effect on the classroom atmosphere.	Has a positive effect on the classroom atmosphere.	Has a positive effect on the classroom atmosphere.	Has a neutral effect on the classroom atmosphere.	Has a negative effect on the classroom atmosphere.

PYP Planner and Lesson Plan (20 points)				
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, lines of inquiry, resources, teacher questions, context for student inquiry, and pre-unit, formative and summative assessments. *You should also create ONE (1) sample lesson plan to accompany your unit of inquiry planner.*				
Exemplary 20 points	**Nearing exemplary** 18-19 points	**Proficient** 16-17 points	**Partially proficient** 14-15 points	**Not proficient** >14
All elements of the planner are addressed thoroughly and are linked together coherently.	All elements of the planner are addressed and are linked together coherently.	All elements of the planner are addressed but lack depth or coherence.	Most elements of the planner are addressed but lack depth or coherence.	Only some elements of the planner are addressed and lack depth and coherence.
The sample lesson plan is detailed, very well-structured and links very clearly to the overall unit plan.	The sample lesson plan is detailed, well-structured and links to the overall unit plan.	The sample lesson plan links to overall lesson plan but lacks detail and/or structure.	The sample lesson plan lacks detail and structure.	The sample lesson plan is either missing or inadequate.

Develop and Critique an Authentic Assessment Tool (20 points)				
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.				
Exemplary 20 points	**Nearing exemplary** 18-19 points	**Proficient** 16-17 points	**Partially proficient** 14-15 points	**Not proficient** <14 points
Assessment tool is exceptionally well-thought out, includes very clear criteria and is highly appropriate for the context described.	Assessment tool is very well-thought out, includes very clear criteria and is appropriate for the context described.	Assessment tool is well-thought out, includes clear criteria and is appropriate for the context described.	Assessment tool is adequate but lacks clear criteria and/or may not be appropriate for the context described.	Assessment tool is inadequate.
Description of context is detailed and very clear.	Description of context is detailed and clear.	Description of context is clear.	Description of context is adequate.	Description of context is missing or inadequate.
Critique includes extensive insightful analysis of strengths and limitations.	Critique includes thoughtful analysis of strengths and limitations.	Critique includes some analysis of strengths and limitations.	Critique identifies some strengths and limitations.	Critique is missing or inadequate.

Student Learning Analysis (40 points)
This is the performance-based assessment (PBA) for this course and should be submitted via TASKSTREAM.

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 planning format 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:	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 development levels, including any special learning needs and is supported by extended and substantive research references.	Description of the group gives a comprehensive picture of their development levels including any special learning needs and is supported by substantive references.	Satisfactory description of the group gives a clear picture of their development levels including any special learning needs and is supported by references.	Description of the group gives an incomplete picture of their development levels including any special learning needs and is supported by a few references.	Little to no description of development levels or special learning needs with no references provided.
Socio-cultural context *ACEI 5.2 Collaboration*	Clear, comprehensive description of the family and community, including language, culture and socio-economic status. Description is linked to extended research references.	Clear description of the family and community, including language, culture and socio-economic status. Description is linked to research references.	Satisfactory description of the family and community including language, culture and socio-economic status. Description is linked to some research references.	Incomplete description of the family and community. Description provides few connections to research.	Description is vague and unclear with no connections to research.
Planning *ACEI 3.1 Integrating and applying*	Planning includes all required elements, comprehensively	Planning includes all required elements:	Planning includes most required	Planning includes only some required elements.	Planning includes few required elements.

knowledge	described: purposes, goals/objectives, resources, instructional activities (including technology), assessments, differentiation and theme of inquiry.	purposes, goals/objectives, resources, instructional activities (including technology), assessments, differentiation and theme of inquiry.	elements.		
Summary of class data (pre-post assessments) *ACEI 4.0 Assessment – formal data collection*	Multiple samples of pre-post assessments are used skillfully to provide extended and substantive evidence to support teaching implications.	Samples of pre-post assessments are used to provide significant evidence to support teaching implications.	Samples of pre-post assessments provide satisfactory evidence to support teaching implications.	Samples of pre-post assessments are incomplete but provide some evidence to support teaching implications.	Samples of pre-post assessments are incomplete and do not support teaching implications.
Summary Work Sampling and Field Notes *ACEI 4.0 Assessment – informal data*	Description of work samples is detailed and complete and, together with accompanying field notes, gives a comprehensive view of student learning and engagement.	Description of work samples is detailed and connected to field notes. Together they give a good view of student learning and engagement.	Description of work samples and field notes give a satisfactory picture of student learning and engagement.	Work samples and field notes give an incomplete picture of student learning and engagement.	Work samples and field notes do not 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. Supported by extensive research references.	Very clear description of the connections between collected data and teaching/learning implications. Supported by research references.	Satisfactory description of connections between collected data and teaching/ learning implications. Supported by some research references.	Incomplete description of the connections between collected data and teaching /learning implications. Not supported by research references .	Description is vague and unclear and does not connect collected data and teaching /learning implications or provide research references .
Reflects on Student Learning Analysis assignment *ACEI 5.1 Professional*	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	Limited reflection on student learning with few connections to own teaching.	Little or no meaningful reflection with no connections to own teaching.

Growth			teaching.		
Overall quality of work	SLA is an exemplary piece of work, presented in a professional and timely manner. The paper is exceptionally well-structured and error-free.	SLA is a very good piece of work, presented in a professional and timely manner. The paper is well-structured and virtually error-free.	SLA is a good piece of work, presented in a professional and timely manner. The paper is reasonably structured and contains only a few minor errors.	SLA is incomplete but presented in a professional and timely manner. The paper contains only minor errors.	SLA is incomplete and not presented in a professional or timely manner. The paper contains numerous significant errors.

Class Schedule

Date	Topic/Learning Experiences
Preparation for Day 1	*Welcome to EDUC 520* *Read the syllabus fully making sure you understand the requirements, assignments, deadlines and grading policies.* *Skim required texts to familiarize yourself with the overall structure and content.* *Read (everyone):* *Arends Chapter 1 The Scientific Basis for the Art of Teaching* *Arends Chapter 2 Student Learning in Diverse Classrooms* *Kyriacou Chapter 1 Developing your teaching skills* *Introduce yourself to your professor and your classmates by giving a brief explanation of your experience with or knowledge of curriculum, instruction and assessment in international schools– submit your response on the Bb **Discussion Board** before July 16th.*
Day 1 Wednesday July 16th	Introduction to Course: • Education in an international context • Discussion of *Key questions about…* • Learning the art of teaching – understanding the roles of a teacher • Teaching the art of learning – understanding the characteristics of students • The assignments and assessment rubrics
Preparation for Day 2	*Investigate and prepare to lead a 10-15 minute discussion on a specific issue, adaptation or consideration relating to curriculum, instruction and assessment in international schools.*
Day 2 Thursday July 17th	Focus on curriculum: • The interrelationship of curriculum, instruction, and assessment in the elementary curriculum • Specific issues and adaptations for international schools – discussion groups • Integrated teaching units and standalone subject teaching • International curriculum models, specifically the PYP framework
Preparation for Day 3	*Read: (as assigned)* *Arends Chapter 3 Teacher Planning* *Arends Chapter 4 Learning Communities and Student Motivation* *Arends Chapter 5 Classroom Management* *Kyriacou Chapter 2 Planning and preparation* *Kyriacou Chapter 4 Lesson Management* *Kyriacou Chapter 5 Classroom climate*
Day 3 Friday July 18th	• Discussion of *Key questions about…* • The principles, timeframes, techniques and tools of effective planning • Planning analysis activity • Using the PYP planner & essential elements • Creating a Community of Learners • Motivating students
Preparation for Day 4	*PYP Planner assignment due Sunday 20th July midnight EST*
Day 4 Monday July 21st	<mark>Assignment due –PYP Planner with lesson plan</mark> Focus on Instruction:

	• Models of Teaching Inquiry-based learning • Facilitating student inquiry • The art of questioning • A mini model unit of inquiry • Discussion of Student Learning Analysis (PBA) assignment – due March 15th
Preparation for Day 5	*Read: (as assigned)* *Arends Chapter 7 Presenting and Explaining* *Arends Chapter 8 Direct Instruction* *Arends Chapter 9 Concept Teaching* *Arends Chapter 10 Cooperative learning* *Arends Chapter 11 Problem-based learning* *Arends Chapter 12 Classroom discussion* *Read: (everyone)* *Arends Chapter 13 Connecting the Models and Differentiating Instruction* *Kyriacou Chapter 3 Lesson Presentation*
Day 5 Tuesday July 22nd	Focus on Instruction: • Models of Teaching (group presentations) Presenting and explaining Direct Instruction Concept Teaching Cooperative Learning Problem-Based Learning Classroom Discussion • Connecting the models • Building a repertoire of approaches • Strategies for differentiating
Preparation for Day 6	*Read: (everyone)* *Arends Chapter 6 Assessment and Evaluation* *Kyriacou Chapter 7 Assessing pupils' progress*
Day 6 Wednesday July 23rd	Focus on Assessment: • Principles and purposes of assessment • Formative and summative assessment • Self-assessment and reflection • Using the PYP Learner profile for self-assessment and reflection • Assessing conceptual understanding, skills and knowledge • Discussion of Assessment assignment - due Thursday
Preparation for Day 7	*Begin work on assessment assignment*
Day 7 Thursday July 24th	Assessment (continued) • Discussion of *Key questions about…* • Creating effective checklists and rubrics • Developing and using student portfolios • Reporting to parents
Preparation for Day 8	*Read: (everyone)* *Arends Chapter 14 School Leadership and Collaboration*

	Kyriacou Chapter 8 Reflection and evaluation
	Assessment assignment due Thursday 24th July midnight (EST)
Day 8 Friday July 25th	<mark>Assignment due – Assessment tool</mark> The reflective international teacher: • Discussion of *Key questions about…* • Life-long professional growth, self-study, and reflection • The practicalities, challenges and rewards of living and teaching internationally • Becoming Internationally-minded • Discussion of Student Learning Analysis (PBA) assignment – due March 15th (midnight EST)