

**College of Education and Human Development  
George Mason University  
Course Syllabus**

**EDUC 622.6F1 – Curriculum Development Across IB Programs  
Summer 2014 (CRN 42161)**

**Online: June 2 – July 22**

**Face-to-face: July 3–15: 8:30 a.m. – 3:20 p.m. (Thompson Hall L014)**

**Instructor:** Nancy Holincheck, Ph.D., NBCT  
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**Course Description:**

Explores the development of practical knowledge about the design and structure of the IB programs' curricula. Provides the foundation for understanding how the programs are implemented and how student learning developed within them is assessed.

*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.

**Course Delivery:**

This course is delivered in a series of inquiry-based learning experiences that include didactic instruction, cooperative groups, individual assignments, informed discussion, simulations, Blackboard, reflective practice and cooperation between and among all participants.

**Learner Outcomes:**

This course is designed to enable students to:

- a. Develop an understanding of international education
- b. Develop an awareness of the relationship between IBO's mission and the programmes' philosophy (PYP, MYP and Diploma)
- c. Develop an understanding of the curricular frameworks, the associated structure and the principles of learning which underpin it
- d. Learn how to develop a program of inquiry including essential questions, elements and processes
- e. Compare and contrast the PYP, MYP and Diploma programmes

- f. Work in collaborative cross-programmatic teams to apply principles of the learner profile, IB continuum and assessment
- g. Create an inquiry based curriculum using the planner appropriate to the level of programme
- h. Use technology effectively to enhance teaching and learning
- i. Engage in critical evaluation and reflective practice

**Standards:**

The following standards will be addressed in this course:

*National Board of Professional Teaching Standards (NBPTS)*

- 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 1: Curriculum processes

- a. What is international education and how does the IBO's mission and programme promote it?
- b. How is the Programme curricula framework structured and what principles of learning underpin it?
- c. What is a programme of inquiry and how are they constructed?
- d. What are the essential elements and processes of developing a program of learning?
- e. What are the essential features of the IB programme continuum?

philosophy

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 programme learning outcomes?
- p. How does the online curriculum center 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

## Standards and Outcomes Matrix:

Outcomes	NBPTS/ASTL	IB	Technology
a	1,6	1a	
b	1,2	1b, 4p	
c	2,6	1b, 1c	
d	3,4	1c	
e	4,5,7	1d, 1e	
f	5,7	4o	
g	2	1c, 1d	
h		4p	IV
i	4,7	4n	

### Required Course Texts:

Erickson, H.L. (2002). *Concept-based curriculum and instruction: Teaching beyond the facts*. Thousand Oaks, CA: Corwin Press.

Ritchhart, R. (2002). *Intellectual character: What it is, why it matters, and how to get it*. San Francisco, CA: Jossey Bass.

### Suggested Texts:

Erickson, H.L. (2007). *Concept-based curriculum and instruction for the thinking classroom*. Thousand Oaks, CA: Corwin Press.

Wiggins, G. and J. McTighe. (1998). *Understanding by design*. Upper Saddle River, NJ: Merrill-Prentice Hall.

Willingham, D. T. (2009). *Why don't students like school?* San Francisco, CA: Jossey Bass.

### Course requirements:

Assignment	Due Date	Points	Outcomes Addressed
Participation & Professionalism	---	10	a, f, h, i
Critical Response Journal 1*	July 8, 2014	10	a, c, h, i
Multimedia IB Presentation Project*	July 11, 2014	20	a, b, c, h
Critical Response Journal 2*	July 14, 2014	10	b, c, d, i
Curriculum Inquiry Paper*	July 15, 2014	20	b, c, e, i
IB Unit Planner (PBA)**	January 15, 2015	30	d, e, f, g

\*These assignments are due to Blackboard by midnight on date indicated.

\*\*PBA is due to Taskstream by midnight on date indicated.

**1. Participation & Professionalism: 10% of course grade**

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this, you are expected to regularly contribute to classroom discussions, as well as to genuinely 'listen' to peers as they do the same. Agreement is not mandatory; consideration and respect are. This means that you must be "present" throughout all discussions and activities. It is expected that you connect, question, and extend the discussion in class by citing readings, classwork, and your personal experiences. In addition to being present in each class, this part of your grade also includes quality participation in class discussions and professionalism in all communication with your professor and your peers.

**2. Critical Response Journal: 20% of course grade (10% each)**

Students will write *two* critical reflections to assigned reading and a given prompt. Each response will be a minimum of 500 words, written in APA format and written at the caliber expected at the graduate level. Each response will be focused on an essential question and will be structured as the following:

- a. A 150 word *maximum* summary of reading that accurately reflects the author's intent;
- b. The remaining of the minimum word count (at least 350): Reflection on reading that identifies key understandings and makes personal connections to the participants' experience and purpose as an educator.

*See rubric at the end of the syllabus for grading guidelines.*

**3. Multimedia IB Presentation Project: 20% of course grade**

Working in teams of 2, students will access appropriate media (Prezi, iMovie, PowerPoint, etc) and will design a presentation for parents. The presentation will include two essential elements:

- a. describe the role of the Learner Profile in the PYP, MYP **or** DP,
- b. include a clear, concise description of what this "looks like" in practice.

In your planning, be sure to thoughtfully consider how a school or a group of teachers can purposefully incorporate the Learner Profile into meaningful curriculum design.

The presentation must take into account the review of the Learner Profile completed in July 2012, as well as resources in the *Learner Profile in Action* Continuum Support Material.

The Multimedia IB Presentation Project is a pass-fail assignment completed in class, and it will be peer-edited through presentation, feedback, and re-design. A final reflection (one paragraph) is to be submitted in Blackboard that describes how the learner profile applies to the work of teachers as curriculum design professionals.

*See rubric at the end of the syllabus for grading guidelines.*

**4. Curriculum Inquiry Paper: 20% of course grade**

Each student will write a 4 to 5 page curriculum inquiry/analysis paper **and** Intent Outline, with appropriate documentation of resources. Students will complete the following for this assignment:

- a. *Analysis (2-3 pages)*: Choose a published IB curriculum document/ unit and discuss its potential to develop students' and teachers' understanding of *international mindedness*.
- b. *Personal reflection (minimum 1 page)*: Demonstrate that you understand and can

reflect critically and creatively on contemporary international education and issues of global significance.

- c. *Intent Outline (1 page)*: Identify 5-7 units of instruction that you are familiar with for the grade/subject you teach, and in outline format, identify ways in which you can incorporate education for international mindedness (including service learning/responsible action) into each unit.

5. **IB Unit Planner (*Performance Based Assessment – PBA*): 30% of course grade**

Students will design a unit of instruction appropriate to the level that they will teach (PYP, MYP or DP), incorporating the IB standards for *written curriculum*, *taught curriculum* and *learned curriculum* and the *roles of the teacher/student in the learning community*.

During your field work, you will design a unit using an MYP unit planner, PYP planner, or an agreed format for DP course units of instruction. You should focus your unit based on your field work placement observations and the content being taught. If you are planning for PYP or MYP it should be a trans-disciplinary or interdisciplinary plan; if you are planning for DP it should relate directly to required subject content and learning objectives in the course syllabus, with clear connections to at least one aspect of the DP core.

The unit plan should be 2 weeks in length. Complete an overview chart for the two-week unit and attach as an appendix to the final paper. Each candidate should have the opportunity to teach all or part of the unit. **A minimum requirement is that each candidate teach two (2) of the lessons.** It is vital that your planner is aligned with the content you observe. Each participant will need to determine which reflection scenario will work best for your Unit planner and field experience placement in order to complete the Reflection section of the planner template. Attach the planner with reflection as an appendix to the final paper.

A final paper (10 pages MAXIMUM) should accompany the unit planner and supporting documentation. The paper should be deeply reflective and make connections with the IB curricular framework, readings in the course, and your own experiences in the IB. You should introduce your classroom and context, defend your instructional choices in the unit plan citing research and their connections to the IB curricular framework, discuss more broadly how this unit was planned and implemented reflecting IB principles and practices and reflect on the overall experience. You must specifically discuss how your unit plan reflects the IB philosophy and programme principles and principles listed in the unit plan rubric.

To support your paper and reflection, include appropriate assessments, rubrics, and student work samples as appendices to the final paper. *See rubric at the end of the syllabus for grading guidelines.*

**The final paper, along with appropriate appendices, must be submitted to TaskStream.**

## **TASKSTREAM REQUIREMENTS**

Every student registered for any FAST TRAIN course with a required performance-based assessment (this will be designated as such in the syllabus) is required to submit this assessment (for EDUC 622 the PBA is the Individual IB Unit Planner) to TaskStream (regardless of whether a course is an elective, a one-time course, or part of an undergraduate minor). Evaluation of your

performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

### **Technology Resources:**

- All students are required to have access to a computer with Internet access and a current GMU email account. GMU email should be checked daily.
- All students will be enrolled in the Online Curriculum Center (OCC) through the International Baccalaureate Organization.
- Relevant Websites:
  - International Baccalaureate Organization Online Curriculum Center: <http://occ.ibo.org>
  - Practitioner Research as Staff Development: <http://www.valrc.org/publications/research/index.html>

### **GSE 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/policies/responsible-use-of-computing/>].
- 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/>].

### **Grading Scale for FAST TRAIN:**

A+ =100

A = 94-99

A- = 90-93

B+ = 85-59

B = 80-84 (no B- grades)

C = 70-79 (does not meet licensure requirements or Level I award requirements)

F = Does not meet requirements of the Graduate School of Education

All students will receive an IP or “In Progress” at the conclusion of this course. Students will be required to turn in the required Fieldwork Log, Fieldwork Evaluation Form, and the final assignment (Performance Based Assessment) to the instructor according to the FAST TRAIN Fieldwork Timeline posted here: <http://fasttrain.gmu.edu/current-students/field-req/>. The deadline for posting the PBA to TaskStream and for completing the required fieldwork document in this course is **January 15, 2015**. Failure to submit this work to the instructor by this deadline will result in an “F” for the course.

**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.

**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). Any unexcused absences will result in a 3-point deduction from your participation grade. Missing an entire class will result in being dropped from the course.

**Technology in Class:** Students will not be permitted to use cell phones during class. Please silence cell phones (not vibrate) while class is in session. Students may not use laptops, ipads or desktop computers unless specifically directly by instructor to do so during class.

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

**Performance Based Assessment (PBA):** All courses in the Certificate Program in Advanced IB studies will have a required Performance Based Assessment (PBA). The required PBA for this course is Reflective Essay. This assignment must be posted to Task Stream, where it will be reviewed and scored. Please see the FAST TRAIN website: [http://fasttrain.gmu.edu/assets/docs/fast\\_train/IB-Archive.pdf](http://fasttrain.gmu.edu/assets/docs/fast_train/IB-Archive.pdf) for more guidelines about the PBA requirement.

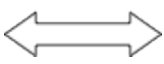

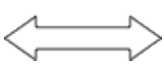


**PROPOSED CLASS SCHEDULE:**

	<b>Date</b>	<b>Curriculum “Big Idea”</b>	<b>Inquiry</b>	<b>Learner Outcome(s)</b>	<b>Readings Due</b>
1	7/3 a.m.	Internationalism	What makes a curriculum “international”?	a, b, e	
2	7/3 p.m.	Internationalism		a, b, e	Reading posted to Blackboard
3	7/7 a.m.	Concept-Based	What are the hallmarks of a conceptually-rich curriculum?	c	Erickson ch. 1 Ritchhart, Part 1
4	7/7 p.m.	Concept-Based		c	Reading posted to Blackboard
5	7/8 a.m.	Coherent	How does the IB ensure curriculum coherence in its educational programs	f	Erickson ch. 2
6	7/8 p.m.	Coherent	<i>Group work time, 1-3:20</i>	f	
7	7/9 a.m.	Interdisciplinary	What is the role of interdisciplinary study in the IB?	d	Erickson ch. 3
8	7/9 p.m.	Interdisciplinary		d	Reading posted to Blackboard
9	7/10 a.m.	Thoughtful	How do IB teachers create a curriculum that is intellectually worthwhile?	f, g	Ritchhart, Part 2
10	7/10 p.m.	Thoughtful	<i>Group work time, 1-3:20</i>	f, g	
11	7/11 a.m.	Active	How do we develop authentic action rooted in the IB curriculum?	b, f, h	Erickson ch. 4
12	7/11 p.m.	Active		b, f, h	Reading posted to Blackboard
13	7/14 a.m.	Replicable	What is the process for developing consistently high quality teaching & learning in IB programmes?	e, g	Ritchhart, Part 3
14	7/14 p.m.	Replicable		e, g	Reading posted to Blackboard
15	7/15 a.m.	Renewable	How do IB teachers integrate principles of effective curriculum into ongoing classroom practice?	h, i	Erickson ch. 5
16	7/15 p.m.	Renewable	<i>Individual work time, 1-3:20</i>	h, i	

**RUBRICS:**

<b>Critical Response Journal (10 points)</b>				
Each critical reflection will be graded according to the following rubric:				
<b>Exemplary 10 points</b>	<b>Nearing exemplary 8 points</b>	<b>Proficient 6 points</b>	<b>Partially proficient 4 points</b>	<b>Not proficient 2 points</b>
Comprehensive & concise overview of content that clearly identifies key understandings. Insightful connections to other readings & classroom experiences, including relevance to teaching and learning in IB settings. The journal entry is exceptionally well written.	Concise overview of content that clearly identifies key understandings. Makes good connections to other readings & classroom experiences, including relevance to teaching & learning in IB settings. The journal entry is very well written.	Overview of content identifies some key understandings. Makes reasonable connections to other readings & classroom experiences, including relevance to teaching & learning in IB settings. The journal entry is reasonably well written with few errors.	Includes basic overview of content. Makes few connections to other readings and classroom experiences. The journal entry is unclear, poorly structured or contains significant errors.	The journal entry is incomplete, unclear, poorly structured and/or contains numerous significant errors.

<b>Curriculum Inquiry Paper (20 points)</b>			
Each curriculum inquiry paper will be graded according to the following rubric:			
	<b>5 points</b>	<b>2 - 4 points</b>	<b>1 point</b>
<b>Analysis (x 2)</b>	Analysis is clear, complete, & insightful. References course reading, synthesizes own ideas within discussion of course readings; has appropriate APA style citations & references,		Analysis is rambling, sketchy, conversational, disjointed from course. No appropriate course readings are referenced.
<b>Reflection</b>	Reflection is critical, creative, original, specific, relevant, significant, personal & clearly related to the analysis & your own teaching.		Reflection is uncritical, is generic or general (not specific), trivial, disconnected from self and/or world, shallow; not related to analysis and/or own teaching.
<b>Application</b>	At least 5-7 units are clearly identified, all with relevant & engaging ideas for incorporating international mindedness, action points, service learning/ responsible action		Few (1-3) unique units identified, not truly international (local or national only), 'sit & get' learning (not engaging), no discussion of action points or service learning/ responsible action

<b>IB Unit Planner Overview Chart</b> FAST TRAIN George Mason University
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**Unit Planner Title:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

**Transdisciplinary/Content Theme:** \_\_\_\_\_

Organizing Theme (PYP)/Global context (MYP): \_\_\_\_\_

Central Idea (PYP)/Statement of inquiry (MYP): \_\_\_\_\_

<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
Objective(s)	Objective(s)	Objective(s)	Objective(s)	Objective(s)
Learning Activities	Learning Activities	Learning Activities	Learning Activities	Learning Activities
Assessment	Assessment	Assessment	Assessment	Assessment
<b>Day 6</b>	<b>Day 7</b>	<b>Day 8</b>	<b>Day 9</b>	<b>Day 10</b>
Objective(s)	Objective(s)	Objective(s)	Objective(s)	Objective(s)
Learning Activities	Learning Activities	Learning Activities	Learning Activities	Learning Activities
Assessment	Assessment	Assessment	Assessment	Assessment

**IB Unit Planner Rubric (Individual Unit Planners)**  
FAST TRAIN George Mason University

Name \_\_\_\_\_ Date \_\_\_\_\_

Unit Title: \_\_\_\_\_

Trans-disciplinary/Content Theme: \_\_\_\_\_

Organizing Theme (PYP)/Area of Interaction (MYP): \_\_\_\_\_

Central Idea (PYP)/Significant Concept (MYP): \_\_\_\_\_

	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Partially Proficient (2)</b>	<b>Not Proficient (1)</b>
<b>Central Idea</b> INTASC Standard 7: Planning IB 1: Curriculum Processes 1B, 1C, 2B	<p>The central idea is global, conceptual and easily transportable to other contexts.</p> <p>The unit demands that students search for in-depth understandings through research, inquiry, critical thinking and problem-solving.</p> <p>The unit fully meets all four criteria: it is significant, relevant, engaging and challenging.</p>	<p>The central idea could be transported to other contexts with some editing.</p> <p>The unit places some demands on the students for in-depth understanding through research, inquiry, critical thinking, and problem solving.</p> <p>The unit meets most of the criteria: it is significant, relevant, engaging and /or challenging.</p>	<p>The central idea could only be transported to other contexts with significant editing.</p> <p>The unit places few demands on students for an in-depth understanding through research, inquiry, critical thinking, and problem solving.</p> <p>The unit meets some of the criteria: it is somewhat significant, relevant, engaging, and/or challenging.</p>	<p>There is no central idea or it could not be transported to other contexts even with significant editing.</p> <p>The unit places no demands on students for an in-depth understanding through research, inquiry, critical thinking, and problem solving.</p> <p>The unit meets none of the criteria: it is not significant, relevant, engaging or challenging.</p>
<b>Resources</b> INTASC Standard 4: Instruction IB 2: Teaching & Learning, 2F, 2G, 2H	<p>The resources list is comprehensive, varied, realistic and appropriate.</p> <p>Technology is included and is highly appropriate.</p>	<p>The resources list is varied, realistic and appropriate.</p> <p>Some technology is included and appropriate.</p>	<p>The resources list is somewhat varied, realistic and appropriate.</p> <p>Technology is included but is not appropriate.</p>	<p>The resources list is not varied, realistic or appropriate.</p> <p>Technology is not included.</p>
<b>Unit Question/ Lines of Inquiry</b>	<p>Lines of inquiry are meaningful, closely linked to the Central Idea and very clearly presented</p> <p>Teacher questions are</p>	<p>Lines of inquiry are meaningful, closely linked to the Central Idea</p> <p>Teacher questions are somewhat open-ended</p>	<p>Lines of inquiry are included but need editing</p> <p>Teacher questions are not open-ended and do not get to the essence</p>	<p>The unit is not based on questions or inquiry.</p>

	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Partially Proficient (2)</b>	<b>Not Proficient (1)</b>
<p>INTASC Standard 7: Planning IB 1: Curriculum Processes, 2C</p>	<p>open-ended and get to the essence of the central idea and lines of inquiry.</p> <p>There are robust plans for anticipating and responding to student-generated inquiry.</p> <p>The plan reflects extensive meaningful integration across content domains</p>	<p>and begin to get to the essence of the central idea and lines of inquiry.</p> <p>There are general plans for anticipating and responding to student-generated inquiry.</p> <p>The plan reflects some meaningful integration across content domains</p>	<p>of the central idea or lines of inquiry.</p> <p>There no real plans for anticipating and responding to student-generated inquiry.</p> <p>The plan reflects little integration across content domains or integration is artificial / superficial.</p>	<p>The plan reflects no integration across content domains.</p>
<p><b>Approaches to Teaching</b></p> <p>INTASC Standard 4: Instruction IB 2: Teaching &amp; Learning, 2G</p>	<p>All of the learning engagements are conceptually focused, contextualized, collaborative, differentiated for diverse learners, informed by assessment, and developmentally appropriate.</p>	<p>Most of the learning engagements are or are emerging toward being conceptually focused, contextualized, collaborative, differentiated for diverse learners, informed by assessment, and developmentally appropriate.</p>	<p>Some of the learning engagements are or are emerging toward being conceptually focused, contextualized, collaborative, differentiated for diverse learners, informed by assessment, and developmentally appropriate.</p>	<p>None or few of the learning engagements are conceptually focused, contextualized, collaborative, differentiated for diverse learners, informed by assessment, and developmentally appropriate.</p>
<p><b>Action</b></p> <p>INTASC Standard 5: Motivation IB 2: Teaching and Learning, 2F</p>	<p>The unit provides opportunities for students to choose, act, and/or reflect.</p> <p>The choice, action, and/or reflection is authentic.</p> <p>Multiple opportunities are provided for positive social interaction.</p>	<p>The unit provides some opportunities for students to choose, act, and/or reflect.</p> <p>The choice, action, and/or reflection is not completely authentic.</p> <p>Some opportunities are provided for positive social interaction.</p>	<p>The unit provides few opportunities for students to choose, act, and/or reflect.</p> <p>The choice, action, and/or reflection is not authentic.</p> <p>Few opportunities are provided for positive social interaction.</p>	<p>The unit provides no opportunities for students to choose, act, and/or reflect.</p> <p>The choice, action, and/or reflection is not authentic.</p> <p>No opportunities are provided for positive social interaction.</p>
<p><b>Assessment</b></p> <p>INTASC Standard 8: Assessment IB3: Assessment</p>	<p>There are multiple high quality, highly appropriate formative and summative assessments.</p> <p>Standards for assessment are made</p>	<p>There are quality appropriate formative and summative assessments.</p> <p>Students are given the standards for</p>	<p>There are formative and summative assessments.</p> <p>Standards for assessment are not made clear to students.</p>	<p>Formative and/or summative assessments are missing.</p> <p>Students are not given the standards for</p>

	<b>Exemplary (4)</b>	<b>Proficient (3)</b>	<b>Partially Proficient (2)</b>	<b>Not Proficient (1)</b>
and Learning, 3J, 3K, 3L, 3M	<p>very clear to students (criteria, models, rubrics).</p> <p>There are multiple highly appropriate opportunities for students to self-assess.</p> <p>The assessment allows for extensive student choice of content, format or strategies.</p> <p>The assessment rigorously addresses the central idea, lines of inquiry, and key questions.</p>	<p>assessment (criteria, models, rubrics).</p> <p>There are some appropriate opportunities for students to self-assess.</p> <p>Assessment allows for some student choice of content, format or strategies.</p> <p>The assessment addresses the central idea, lines of inquiry, and key questions.</p>	<p>There are few opportunities for students to self-assess.</p> <p>Assessment allows for little student choice of content, format or strategies.</p> <p>The assessment somewhat addresses the central idea, lines of inquiry, and key questions.</p>	<p>assessment.</p> <p>There are no opportunities for students to self-assess.</p> <p>Assessment does not allow for student choice of content, format or strategies.</p> <p>The assessment does not address the central idea, lines of inquiry, and key questions.</p>
<b>Reflection</b>	<p>Provides clear and insightful reflection on the experience with detailed reference to the classroom context.</p> <p>Includes clear and extensive connections to IB principles.</p> <p>Instructional choices are explained and analyzed in the context of the IB curricular framework.</p>	<p>Provides thoughtful reflection on the experience with reference to the classroom context.</p> <p>Includes some connection to IB principles and there is evidence that the unit was planned with IB principles and curricular framework in mind</p>	<p>Provides some reflection on the experience with limited reference to the classroom context.</p> <p>There is some evidence that connections are made with IB principles and curricular framework but these are not well described in the paper.</p>	<p>Provides little or no reflection.</p> <p>There is no evidence of connections made with IB principles and curricular framework.</p>
<b>Overall Style &amp; Mechanics</b> (x 0.5)	Very clearly organized and very well written with no significant errors.	Clearly organized and well written with few errors.	Organization and errors detract from overall quality of writing.	Disorganized and poorly written.

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Adapted from Ellen Alquist, *Primary Years Programme: Sample Planner IB Teacher Award Standards (Combined)*, 2007 George Mason University