



# FAST TRAIN Programs

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

**EDUC 520**  
**Curriculum, Instruction, and Assessment in International Schools**  
Tuesday 22<sup>nd</sup> April – Tuesday, 29<sup>th</sup> July 2014

**Professor:** Dr. Shannon King, *PhD., NBCT*  
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## **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](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 (GMU Catalog 2010). Be punctual and notify instructor in advance if you are unable to attend class. Each unexcused absence will result in a “0.5” point deduction from your participation grade. All work missed is the responsibility of the student.
- **Meet responsibilities with a professional and positive attitude.** Become familiar with GSE professional behavior and dispositions listed below.

- **Complete all readings and assignments.** Submit by due date. Assignments submitted late without approval will be reduced in grade.
- **Participate in class activities.**

*Note: Use of laptops in the classroom is restricted to designated times for class work only. Students should not have laptops open without specific direction from the instructor. All cellphones should be turned off during classes.*

### **Required Texts:**

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

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

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

### **Classroom Observation:**

20 hours of field experience explicitly dedicated to each FAST TRAIN course is a requirement. This must be logged and signed by the school. The Field Experience Log must be turned in before the course can be graded. Linked to their Field Experience, EDUC 520 students must complete the Student Learning Analysis Assignment which is the **Performance Based Assessment** for this course.

**FIELD OBSERVATIONS Due Date: July 8<sup>th</sup>, 2014** – please note failure to meet the deadlines for field experience will prevent you from registering for your next sequence of courses. In addition, field experience requirements turned in late will be graded at the discretion of the instructor. This may mean they are recorded as Unsatisfactory and will have to be repeated the following Spring.

*A Note about Teacher Anthology and PBA's:*

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

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

*Additionally, students are required to submit both a mid-point anthology reflective paper after completing three licensure courses and a final reflective paper 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/](http://gse.gmu.edu/fasttrain/programs_of_study/elementary/) for more guidelines about the anthology requirement.*

<b>EDUC 520 Assignments and Evaluation Overview</b>	
Preparation and Participation ( <i>The teacher metaphor is part of this</i> )	<b>20%</b>
PYP Planner and Lesson Plan	<b>20%</b>
Develop and Critique an Authentic Assessment Tool	<b>20%</b>
Student Learning Analysis Assignment ( <b>PBA</b> )	<b>40%</b>
<b>Total</b>	<b>100%</b>

Evaluation Criteria are listed with each assignment.

**Grading Policy:** 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:

<b>Grade</b>	<b>GRADING</b>	<b>Grade Points</b>	<b>Interpretation</b>
<b>A+</b>	<b>=100</b>	<b>4.00</b>	<b>Represents mastery of the subject through effort beyond basic requirements</b>
<b>A</b>	<b>94-99</b>	<b>4.00</b>	
<b>A-</b>	<b>90-93</b>	<b>3.67</b>	
<b>B+</b>	<b>85-89</b>	<b>3.33</b>	<b>Reflects an understanding of and the ability to apply theories and principles at a basic level</b>
<b>B</b>	<b>80-84</b>	<b>3.00</b>	
<b>C*</b>	<b>70-79</b>	<b>2.00</b>	<b>Denotes an unacceptable level of understanding and application of the basic elements of the course</b>
<b>F*</b>	<b>&lt;69</b>	<b>0.00</b>	

**Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education**

**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.

**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 will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* 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 after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

**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 withdrawals 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 the Certificate Program in Advanced IB studies will have a required Performance Based Assessment (PBA). The required PBA for this course is the *Action Research Paper*. 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.

**TaskStream:** Every student registered for any FAST TRAIN course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment (The STUDENT LEARNING ANALYSIS) 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.

### **CEHD Syllabus Statements of Expectations**

#### **GMU Policies and Resources for Students:**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- 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.
- 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/>].
- 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 stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 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/>].

**Professional Dispositions:**

Students are expected to exhibit professional behaviors and dispositions at all times.

**Core Values Commitment:**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

[See <http://cehd.gmu.edu/values/>]

**Detailed Assignment Descriptions and Evaluation Criteria**

<b>Preparation and Participation (20 points)</b>				
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.				
<b>Exemplary 20 points</b>	<b>Nearing exemplary 18-19 points</b>	<b>Proficient 16-17 points</b>	<b>Partially proficient 14-15 points</b>	<b>Not proficient &lt;14 points</b>
<p><b>Preparation:</b> 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 on and understanding of the topic.</p> <p>Demonstrates an excellent understanding of readings and makes connections to classroom practice.</p>	<p><b>Preparation:</b> 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><b>Preparation:</b> 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><b>Preparation:</b> 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><b>Preparation:</b> 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><b>Participation:</b> Participates in all discussions (online &amp; in class) and activities with enthusiasm and positive learning outlook.</p> <p>Often takes the lead, actively promoting and extending conversation focused on the topic.</p> <p>Comments demonstrate an exceptionally 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><b>Participation:</b> Participates actively in all discussions (online &amp; in class) 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><b>Participation:</b> Participates in all discussions (online &amp; in class) and activities.</p> <p>Comments demonstrate sound understanding and good reflection.</p> <p>Listens actively and sensitively to peers.</p>	<p><b>Participation:</b> Participates in most discussions (online &amp; in class) and activities.</p> <p>Comments demonstrate basic understanding.</p> <p>Listens actively to peers.</p>	<p><b>Participation:</b> Little meaningful participation in discussions (online &amp; in class) and activities.</p> <p>Comments demonstrate little evidence of understanding or reflection.</p> <p>Has a negative effect on the classroom atmosphere.</p>
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**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, inquiry points, resources, teacher questions, context for facilitative inquiry, and pre-unit, formative and summative assessments. *You should also create ONE (1) sample lesson plan to accompany your unit of inquiry planner.*

<b>Exemplary</b> 20 points	<b>Nearing exemplary</b> 18-19 points	<b>Proficient</b> 16-17 points	<b>Partially proficient</b> 14-15 points	<b>Not proficient</b> >14
<p>All elements of the planner are addressed thoroughly and are linked together coherently.</p> <p>The sample lesson plan is detailed, very well-structured and links very clearly to the overall unit plan.</p>	<p>All elements of the planner are addressed and are linked together coherently.</p> <p>The sample lesson plan is detailed, well-structured and links to the overall unit plan.</p>	<p>All elements of the planner are addressed but lack depth or coherence.</p> <p>The sample lesson plan links to overall lesson plan but lacks detail and/or structure.</p>	<p>Most elements of the planner are addressed but lack depth or coherence.</p> <p>The sample lesson plan lacks detail and structure.</p>	<p>Only some elements of the planner are addressed and lack depth and coherence.</p> <p>The sample lesson plan is either missing or inadequate.</p>

**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.

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



### Performance Based Assessment (PBA)\*

#### Student Learning Analysis (40 points)

For EDUC 520 you will complete the Student Learning Analysis assignment and submit it 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.

<p>Planning</p> <p>ACEI 3.1 Integrating and applying knowledge</p>	<p>Planning includes all required elements, comprehensively described: Purposes, goals/objectives, resources, instructional activities (including technology), assessments, differentiation and theme of inquiry</p>	<p>Planning includes all required elements: purposes, goals/objectives, resources, instructional activities (including technology), assessments, differentiation and theme of inquiry</p>	<p>Planning includes most required elements.</p>	<p>Planning includes only some required elements</p>	<p>Planning includes few required elements</p>
<p>Summary of class data (pre-post assessments)</p> <p>ACEI 4.0 Assessment – formal data collection</p>	<p>Multiple samples of pre-post assessments are used skillfully to provide extended and substantive evidence to support teaching implications</p>	<p>Samples of pre-post assessments are used to provide significant evidence to support teaching implications</p>	<p>Samples of pre-post assessments provide satisfactory evidence to support teaching implications</p>	<p>Samples of pre-post assessments are incomplete but provide some evidence to support teaching implications</p>	<p>Samples of pre-post assessments are incomplete and do not support teaching implications</p>
<p>Summary Work Sampling and Field Notes</p> <p>ACEI 4.0 Assessment – informal data</p>	<p>Description of work samples is detailed and complete and, together with accompanying field notes, gives a comprehensive view of student learning and engagement</p>	<p>Description of work samples is detailed and connected to field notes. Together they give a good view of student learning and engagement</p>	<p>Description of work samples and field notes give a satisfactory picture of student learning and engagement</p>	<p>Work samples and field notes give an incomplete picture of student learning and engagement</p>	<p>Work samples and field notes do not describe student learning and engagement</p>
<p>Teaching Implications</p> <p>ACEI 1.0 Development, Learning &amp; Motivation</p>	<p>Thorough and effective description of the connections between collected data and teaching/learning implications. Supported by extensive research references</p>	<p>Very clear description of the connections between collected data and teaching/learning implications. Supported by research references</p>	<p>Satisfactory description of connections between collected data and teaching/learning implications. Supported by some research references</p>	<p>Incomplete description of the connections between collected data and teaching/learning implications. Not supported by research references</p>	<p>Description is vague and unclear and does not connect collected data and teaching/learning implications or provide research references</p>

<p>Reflects on Student Learning Analysis assignment</p> <p>ACEI 5.1 Professional Growth</p>	<p>In-depth and comprehensive reflection on student learning with insightful connections to own teaching</p>	<p>Very good reflection on student learning with clear connections to own teaching</p>	<p>Satisfactory reflection on student learning with some connections to own teaching</p>	<p>Limited reflection on student learning with few connections to own teaching</p>	<p>Little or no meaningful reflection with no connections to own teaching</p>
<p>Overall quality of work</p>	<p>SLA is an exemplary piece of work, presented in a professional and timely manner. The paper is exceptionally well structured and error-free.</p>	<p>SLA is a very good piece of work, presented in a professional and timely manner. The paper is well structured and virtually error-free.</p>	<p>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.</p>	<p>SLA is incomplete but presented in a professional and timely manner. The paper contains only minor errors.</p>	<p>SLA is incomplete and not presented in a professional or timely manner. The paper contains numerous significant errors.</p>

### Proposed Class Schedule

	<b>Topic/Learning Experiences</b>	<b>Reading to be Completed:</b>
<p><i>Week 1</i> Tuesday, April 22<sup>nd</sup></p> <p><b>ONLINE</b></p>	<p><b>Welcome to EDUC 520!</b> Read the 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>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– <b>submit your response on the Bb Discussion Board before April 29<sup>th</sup>.</b></p>	<p>Arends Chapter 1 <i>The Scientific Basis for the Art of Teaching</i></p> <p>Kyriacou Chapter 1 <i>Developing your teaching skills</i></p>
<p><i>Week 2</i> Tuesday, April 29<sup>th</sup></p> <p><b>ONLINE</b></p>	<p><b>Introduction to Course:</b></p> <ul style="list-style-type: none"> <li>* Education in an international context</li> <li>* Learning the art of teaching – understanding the roles of a teacher</li> <li>* Teaching the art of learning – understanding the characteristics of students</li> </ul> <p>Investigate and post a discussion point on a specific issue, adaptation or consideration relating to curriculum, instruction and assessment in international schools—<b>post your response on the Bb Discussion Board before May 6<sup>th</sup></b></p>	<p>Arends Chapter 2 <i>Student Learning in Diverse Classrooms</i></p>
<p><i>Week 3</i> Tuesday, May 6<sup>th</sup></p> <p><b>ONLINE</b></p>	<p><b>Focus on Curriculum:</b></p> <ul style="list-style-type: none"> <li>* The interrelationship of curriculum, instruction, and assessment in the elementary curriculum</li> <li>* Integrated teaching units and standalone subject teaching</li> <li>* International curriculum models, specifically the PYP framework</li> </ul> <p>Specific issues and adaptations for international schools online discussion – <b>respond to your classmates’ discussion points by May 13<sup>th</sup>!</b></p>	<p>Arends Chapter 3 <i>Teacher Planning</i></p> <p>Kyriacou Chapter 2 <i>Planning and preparation</i></p>
<p><i>Week 4</i> Tuesday, May 13<sup>th</sup></p> <p><b>ONLINE</b></p>	<p><b>Curriculum (continued):</b></p> <ul style="list-style-type: none"> <li>* PYP Planner exploration</li> <li>* Explore the IBO Online Curriculum Centre</li> </ul>	<p>Kyriacou Chapter 4 <i>Lesson Management</i></p>
<p><i>Week 5</i> Tuesday, May 20<sup>th</sup></p> <p><b>1<sup>st</sup> F2F Meeting!</b></p>	<p><b>Synthesizing the Elements:</b></p> <ul style="list-style-type: none"> <li>* The principles, timeframes, techniques and tools of effective planning</li> <li>* Planning analysis activity w/PYP Planner               <ul style="list-style-type: none"> <li>o Using the PYP planner &amp; essential elements</li> </ul> </li> </ul>	

<p>Week 6 Tuesday, May 27<sup>th</sup></p> <p><b>F2F Meeting</b></p>	<p><u>Assignment due –PYP Planner with lesson plan</u></p> <p><b>Creating a Community of Learners</b></p> <ul style="list-style-type: none"> <li>* Motivating students</li> <li>* Managing Learning</li> </ul>	<p>Arends Chapter 4 <i>Learning Communities and Student Motivation</i></p> <p>Arends Chapter 5 <i>Classroom Management</i></p> <p>Kyriacou Chapter 5 <i>Classroom climate</i></p>
<p>Week 7 Tuesday, June 3<sup>rd</sup></p> <p><b>F2F Meeting</b></p>	<p><b>Principles and purposes of assessment:</b></p> <ul style="list-style-type: none"> <li>* Formative and summative assessment</li> <li>* Self-assessment and reflection</li> <li>* Using the PYP Learner profile for self-assessment &amp; reflection</li> <li>* Assessing conceptual understanding, skills and knowledge</li> <li>* Assessing inquiry skills</li> <li>* Discussion of Assessment assignment</li> </ul>	<p>Arends Chapter 6 <i>Assessment and Evaluation</i></p> <p>Kyriacou Chapter 7 <i>Assessing pupils’ progress</i></p>
<p>Week 8 Tuesday, June 10<sup>th</sup></p> <p><b>F2F Meeting</b></p>	<p><b>Assessment (continued)</b></p> <ul style="list-style-type: none"> <li>* Creating effective checklists and rubrics</li> <li>* Developing and using student portfolios</li> <li>* Reporting to parents</li> <li>* Discussion of Instructional Strategies Presentation</li> </ul>	
<p>Week 9 Tuesday, June 17<sup>th</sup></p> <p><b>F2F Meeting</b></p>	<p><u>Assignment due--Authentic Assessment Tool Presentation</u></p> <p><b>Focus on Instruction:</b> Models of Teaching</p> <ul style="list-style-type: none"> <li>* Inquiry-based learning</li> <li>* Facilitating student inquiry</li> <li>* The art of questioning</li> <li>* A mini model unit of inquiry</li> </ul>	<p>Read: (as assigned)</p> <p>Arends Chapter 7 <i>Presenting &amp; Explaining</i></p> <p>Arends Chapter 8 <i>Direct Instruction</i></p> <p>Arends Chapter 9 <i>Concept Teaching</i></p> <p>Arends Chapter 10 <i>Cooperative learning</i></p> <p>Arends Chapter 11 <i>Problem-based learning</i></p> <p>Arends Chapter 12 <i>Classroom Discussion</i></p>
<p>Week 10 Tuesday, June 24<sup>th</sup></p> <p><b>ONLINE</b></p>	<p><b>Work on your partner presentations &amp; upcoming assignments! 😊</b></p>	<p>Kyriacou Chapter 3 Lesson Presentation</p>
<p>Week 11 Tuesday, July 1<sup>st</sup></p> <p><b>F2F Meeting</b></p>	<p><b>Instruction (continued):</b></p> <p><b>Models of Teaching Presentations</b></p> <ul style="list-style-type: none"> <li>* Presenting and explaining</li> <li>* Direct Instruction</li> <li>* Concept Teaching</li> <li>* Cooperative Learning</li> <li>* Problem-Based Learning</li> <li>* Classroom Discussion</li> </ul>	

<p>Week 12 Tuesday, July 8<sup>th</sup></p> <p><b>F2F Meeting</b></p>	<p><u>Assignment due—PBA: Student Learning Analysis</u></p> <p><b>Differentiation of Instruction:</b></p> <ul style="list-style-type: none"> <li>* Building a repertoire of approaches</li> <li>* Strategies for differentiating</li> <li>* Learning Styles, Multiple Intelligences</li> <li>* Working with students with special needs (guest speaker)</li> </ul>	<p>Arends Chapter 13 <i>Connecting the Models and Differentiating Instruction</i></p>
<p>Week 13 Tuesday, July 15<sup>th</sup></p> <p><b>F2F Meeting</b></p>	<p><b>Differentiation(continued):</b></p> <ul style="list-style-type: none"> <li>* The Impact on motivation &amp; self regulation</li> <li>* Culture, Language &amp; Nationality</li> <li>* Culture’s Consequences-Hofstede</li> <li>* Student Learning in Diverse Classrooms</li> </ul>	<p>Arends Chapter 14 <i>School Leadership &amp; Collaboration</i></p>
<p>Week 14 Tuesday, July 22<sup>nd</sup></p> <p><b>F2F Meeting</b></p>	<p><u>Assignment due—Teacher Metaphor</u></p> <p><b>The reflective international teacher:</b></p> <ul style="list-style-type: none"> <li>* Life-long professional growth, self-study, and reflection</li> <li>* The practicalities, challenges and rewards of living and teaching internationally</li> <li>* Becoming Internationally-minded</li> </ul>	
<p>Week 15 Tuesday, July 29<sup>th</sup></p> <p><b>ONLINE</b></p>	<p><u>All assignment revisions are due!</u></p>	

**INTASC Principles**  
**Interstate New Teachers Assessment and Support Consortium**

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