**George Mason University**
**College of Education and Human Development**
**Graduate School of Education**
**FAST TRAIN IB Certificate Program**

**EDUC 621:**
**Teaching and Learning in the International Baccalaureate Schools**
**3 Credits**
**Fall 2014**

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**Office:** 2603 Thompson Hall
**Meeting Dates:** August 26 – November 3
**Meeting Time:** online
**Meeting Location:** online

**Course Description**
Provides an overview of international education and the role of the International Baccalaureate (IB) in determining principles, standards and practices for the K-12 continuum.  Introduces the nature of inquiry, the role of standards and assessment in formulating instruction in IB settings.

*Prerequisites: Experience working in or access to a recognized, authorized IB school at the PYP, MYP, or DP level, or one in the application process.*

**Nature of Course**
This course is an online seminar.  This means that our work together will primarily be through dialogue with each other. Instead of utilizing lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about international education and the International Baccalaureate.  Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

This online course is **not self-paced.** You will be expected to complete one module every

week.  It is vitally important for each student to complete readings and activities on a weekly basis.  Typically, a course meets once weekly for approximately 2.5 hours.  For each of the 10 modules, you should spend this amount of time on Blackboard in addition to your weekly readings and work.  Successful students in an online learning environment are proactive, self-regulated and manage their time well.

**Delivery Method**
This course will be delivered online using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on August 26, 2014 at 8:00AM.

**Technical Requirements**
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - LIST ALL COURSE-RELATED PLUG-INS, SUCH AS THE FOLLOWING EXAMPLES…
  - Adobe Acrobat Reader: http://get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

**Expectations for participation**
This online course is **not self-paced.** You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module.  You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.
- **Course Week:** This course is asynchronous:  Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on **Tuesdays**, and **finish** on **Mondays**.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week.

- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

**Learner Outcomes**

This course is designed to enable students to:
A. Demonstrate their understanding of international education and the role of IBO within international education.
B. Demonstrate their understanding of the IBO's underpinning educational principles
C. Identify and distinguish between the essential features of the IBO program continuum
D. Apply the IBO standards to observed IB practice at different levels
E. Demonstrate their understanding of the role of Ways of Knowing on the IBO continuum
F. Demonstrate their understanding of the roles of inquiry and assessment within the IBO continuum
G. Participate in and evaluate the use of information and communication technologies to engage within the IBO community

**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 philosophy 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? / What are the essential elements and processes of developing a program of learning?
    d. What are the essential features of the IB programme continuum?

Area of Inquiry 3:  Assessment and Learning
    i. What is the role of assessment in the Programme?

Area of Inquiry 4:  Professional learning
    n. What is reflective practice and how does it support program implementation and enhance practice?
    o. 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 | 2, 5 | 1a | |
| B | 1, 5, 6 | 1b | |
| C | 2, 4 | 1c, 1d | |
| D | 2, 4, 5 | 1d | |
| E | 1, 4 | 1b, 1d | |
| F | 3, 4 | 1c, 3i | |
| G | 4, 5, 7 | 4n, 4o | IV |

**Required Course Texts**
Hayden, M., Thompson, J. & Walker, G.  (2002). *International education in practice:*
     London: RoutledgeFalmer.  ISBN: 978-0749438357

**Technology Resources**
- All students are required to have access to a computer with Internet access and a current GMU email account.
- All students will be enrolled in the online Curriculum Center through the International Baccalaureate Organization.
- Relevant Websites:
     International Baccalaureate Organization – Online Curriculum Center (OCC)
          http://www.ibo.org/
     Practitioner Research as Staff Development:
          http://www.valrc.org/publications/research/index.html
     American Psychological Association
          http://www/apa.org

**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/]

**Netiquette**
As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners.  Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. For our class, here are the netiquette guidelines for working and communicating online:

• Do not use offensive language.
• Never make fun of someone's ability to read or write.
• Keep an "open-mind" and be willing to express even your minority opinion.
• Think before you push the "Send" button.
• Do not hesitate to ask for feedback.
• When in doubt, always check with your instructor for clarification
• Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

**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:

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

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.*

**Field Work Assessment**
Each student is required to complete 20 hours of fieldwork for this course. The fieldwork will performed in conjunction with the Project Based Assessment for the course, the *Culminating Program Standards Synthesis Assessment.* 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, be recommended for licensure, or receive a grade for this course.

**Integrity of Work**
FAST TRAIN students must adhere to the guidelines of the George Mason University Honor Code (http:// oai.gmu.edu/honor-code/). The principle of academic integrity is taken very seriously and violations are treated as such.

*Violations of the Honor Code* include:
1. Copying a paper or part of a paper from another student (current or past);
2. 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);
3. 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/
4. 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.

**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 the Certificate Program in Advanced IB studies will have a required Performance Based Assessment (PBA). The required PBA for this course is the *Culminating Program Standards Synthesis Assessment*. This assignment must be posted to Task Stream, where it will be reviewed and scored.

**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 Culminating Program Standards Synthesis Assessment*) 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.

**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.*

# Course Requirements

All assignments should be turned in on the due date indicated in the schedule below via Blackboard **except** for the final assignment, the Project Based Assessment (PBA), and the fieldwork materials. The PBA and fieldwork documentation should be uploaded into **Task Stream.** The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. All writing assignments should be submitted as Word documents, or a word processor based format. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except for in extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

**1. Discussion board participation (20%)**
**\*\*Due: Weekly**

Each week in our class we will have an online group discussion of the readings that are assigned for the week. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others' comments).

\*\*Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. **Each module will begin on a Tuesday and run through the following Monday.** You must start posting for each module by *Friday at midnight (EST)* so that the class will have Saturday through Monday to engage in conversation.

\*\*Students will be expected to respond to each of the discussion prompts posted.
\*\*Additionally, students should respond to **at least three** posts from other classmates.

**2. Journal Responses (10%)**
**\*\*Due: according to student selection of readings**

Writing about what you have read is a useful way to synthesize your learning. In the journal responses you will respond to the assigned academic readings to discuss the ways in which these readings interest, provoke or stimulate your ideas about the IB and international education. While these writings do not need to be formal, they should be professional in tone, grammatically accurate, and make use of the readings to motivate the discussion. While the response should provide evidence that you did the reading **it should not simply be a summary of the readings.** The response is an opportunity to demonstrate your careful reading of the assigned texts, it is a space to work through and challenge ideas, and it provides an opportunity to make the readings relevant to your own teaching life experiences. You will need to complete

**two (2)** reading responses, and you can pick and choose which readings to which you wish to respond.  Entries should be <u>one page, single-spaced and in a legible 12-point font</u>.

 Further instructions and a rubric will be posted on Blackboard.

## 3.  International Perspective Paper (20%)
**\*\*Due: September 29**

Each student will write a paper that describes and discusses the role of the IB in international education.  The paper should be <u>3-5 double-spaced pages in a legible 12-point font</u>.

 Further instructions and a rubric will be posted on Blackboard.

## 4.  Mission Statement Paper (20%)
**\*\*Due: October 13**

Each student will construct a paper discussing the alignment of the IB Learner Profile with the IB Mission statement.  In this paper, students will reflect on and discuss how the IB Learner Profile, adopted by all programs of the IB, is evidence of the Mission Statement in action.  The paper should be <u>3-5 double-spaced pages in a legible 12-point font</u>.

 Further instructions and a rubric will be posted on Blackboard.

## 5.  Field Experience and Field Experience Reflection (5%)
**\*\*Due: November 3**

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course.  Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s).  The Fieldwork documents are located on Blackboard.

In addition to the fieldwork log, each student will write a 2-3 page reflection on the fieldwork experience.  The reflection should explain what you have learned from the fieldwork experience and your overall reflections on the process of conducting the work necessary to complete the PBA.
**\*Field Logs and Field Experience Reflections to be uploaded on Task Stream**

## 6.  Culminating Program Standards Synthesis Assessment *(Performance Based Assessment – PBA)*  (25%)
**\*\*Due: November 3**

After 20 hours of IB school observations, students will complete a reflective/analytical essay that identifies the critical elements of the IB. In doing so, the student should:

- Examine how the IB philosophy, Mission Statement and Learner Profile work together to form the basis of the IB program.
- Describe each program (PYP, MYP, DP, and IBCC) in terms of the written curriculum, taught curriculum, and learned curriculum. Strengths and weaknesses should be addressed *at each level*.
- Examine what professional learning takes place in the IB, including collaboration, teacher planning, and reflection at a classroom, school, and global level.
- Demonstrate extensive understanding of IB program standards.

In completing this paper, students should incorporate experiences from their fieldwork **as well as readings** and research to support their analysis. The final paper should be 10-12 double-spaced pages, in **correct APA formatting, and adhere to graduate level expectations**.

**\*PBA to be uploaded on Task Stream**

Further instructions will be posted on Blackboard. The PBA rubric is also available at the end of this syllabus.

**Assignments, Grading, and Due Dates:**

| Assignment | Percent of Final Grade | Outcomes Addressed | Due Date |
|---|---|---|---|
| Discussion Board | 20 | C, F, G | Weekly |
| Journal Responses | 10 | A, B, C, D, E, F | Various |
| International Perspective Paper | 20 | A, B | September 29 |
| Mission Statement Paper | 20 | A, B | October 13 |
| Field Experience and Field Experience Reflection | 5 | All | November 3 |
| Culminating Program Standards Synthesis Assessment *(PBA)* | 25 | B, C, D, E, F | November 3 |

# EDUC 621 Class Schedule

| Module 1 | Exploring the Terrain: International Education |
|---|---|
| Dates | August 26 – September 1 |
| Readings | "Defining International Education" – Gutek (on Blackboard)<br>"Framing the Map of International Education" – Sylvester (on Blackboard) |
| Assignments due | 1. Post self introduction (by August 29)<br>2. Participate in discussion one<br>3. Journal option |

| Module 2 | What does it mean to offer an International Education? |
|---|---|
| Dates | September 2 – September 8<br><br>Last day for add/drop: September 2 |
| Readings | Chapters 1, 3 and 4 in Hayden, Thompson, & Walker |
| Assignments due | 1. Participate in discussion two<br>2. Journal option |

| Module 3 | What role does the IB play in International Education? |
|---|---|
| Dates | September 9 – September 15 |
| Readings | "International Education as Developed by the International Baccalaureate Organization" – Hill (on Blackboard)<br>Optional: Chapter 2 in Hayden, Thompson, & Walker |
| Assignments due | 1. Participate in discussion three<br>2. Journal option |

| Module 4 | What are the educational principles of the IB? |
|---|---|
| Dates | September 16 – September 22<br><br><span style="color:red">Last day for drop with 33% penalty: September 16</span> |
| Readings | Towards a Continuum of International Education (on Blackboard)<br>IB Learner Profile Booklet  (on Blackboard) |
| Assignments due | 1. Participate in discussion four<br>2. Journal option |


| Module 5 | What are the underpinning educational principles of the PYP, MYP, DP, and the IBCC? |
|---|---|
| Dates | September 23 – September 29<br><br><span style="color:red">Last day for drop with 67% penalty (Final drop period): Sept 23</span> |
| Readings | Basis for Practice: PYP (on Blackboard)<br>Basis for Practice: MYP (on Blackboard)<br>Basis for Practice: DP (on Blackboard)<br>Making the PYP Happen (peruse)<br>MYP: From Principles into Practice (peruse)<br>MYP: The Next Chapter<br>DP: From Principles into Practice (peruse)<br>IBCC<br>New Program Models |
| Assignments due | 1. Participate in discussion five<br>2. Journal option<br>3. International Perspectives Paper (DUE September 29) |


| Module 6 | What does it mean to be internationally-minded? |
|---|---|
| Dates | September 30 – October 6 |
| Readings | Chapter 16 – Hayden, Thompson, & Walker<br>"Beyond Food, Festivals, and Flags" - Skelton, Wigford, Harper, & Reeves (on Blackboard) |
| Assignments due | 1. Participate in discussion six<br>2. Journal option |

| Module 7 | What role does inquiry and assessment play in the IB continuum? |
|---|---|
| Dates | October 7 – October 13 |
| Readings | http://www.ibo.org/pyp/assessed/<br><br>http://www.ibo.org/myp/assessment/<br><br>http://www.ibo.org/diploma/assessment/ |
| Assignments due | 1. Participate in discussion seven<br>2. Journal option<br>3. Mission Statement Paper  (DUE October 13) |

| Module 8 | How do the program standards impact teaching and learning? |
|---|---|
| Dates | October 14 – October 20 |
| Readings | Chapters 8 – 9 in Hayden, Thompson, & Walker |
| Assignments due | 1. Participate in discussion eight<br>2. Journal option |

| Module 9 | What is the road ahead for the IB? |
|---|---|
| Dates | October 21 – October 27 |
| Readings | Global Dreams - Chapter 4 and conclusion (on Blackboard)<br>International Education and the International Baccalaureate Diploma Programme – Hughes (on Blackboard) |
| Assignments due | 1. Participate in discussion nine<br>2. Journal option |

| Module 10 | Why use Global Contexts for Teaching and Learning? |
|---|---|
| Dates | October 28 – November 3 |
| Readings | Conclusion and Action Guide, Gerzon (on Blackboard) |
| Assignments due | 1. Participate in discussion ten<br>2. Journal option<br>3. Field Experience and Reflection Forms (DUE November 3)<br>4. PBA Culminating Program Standards Synthesis (DUE November 3) |

# PBA: Culminating Program Standards Synthesis

Students will complete a reflective/analytical essay that identifies the critical elements of the IB.
In doing so, the student should:

- Examine how the IB philosophy, Mission Statement and Learner Profile work together to form the basis of the IB program.
- Describe each program (PYP, MYP, DP, and IBCC) in terms of the written curriculum, taught curriculum, and learned curriculum. Strengths and weaknesses should be addressed *at each level*.
- Examine what professional learning takes place in the IB, including collaboration, teacher planning, and reflection at a classroom, school, and global level.
- Demonstrate extensive understanding of IB program standards.

In completing this paper, students should incorporate experiences from their fieldwork **as well as readings** and research to support their analysis. The final paper should be 10-12 double-spaced pages, in **correct APA formatting, and adhere to graduate level expectations**.

# PBA Rubric

| Reflective/Analytical Essay | | | | |
|---|---|---|---|---|
| *Criteria:* | **Exemplary** <br><br> **4** | **Proficient** <br><br> **3** | **Partially proficient** <br><br> **2** | **Not proficient** <br><br> **1** |
| **IB Philosophy, Mission and the Learner Profile** | Extensive evidence of in-depth understanding and highly relevant connections between the philosophy, mission statement, and Learner Profile. | Clear evidence of sound understanding and relevant connections between the philosophy, mission statement, and Learner Profile. | Evidence of basic understanding and some connections between the philosophy, mission statement, and Learner Profile. | Little or no evidence of understanding or connections between the philosophy, mission statement, and Learner Profile. |
| **The Written Curriculum: Concepts, Knowledge, Skills, Attitudes, Action** | Shows in-depth understanding of the IB written curriculum at <u>each</u> level of the IB. | Shows sound understanding of the IB written curriculum at <u>each</u> level of the IB. | Shows basic understanding of the IB written curriculum, or does not address the written curriculum at each level of the IB. | Shows little understanding of the IB written curriculum, or does not address the written curriculum at two or more levels of the IB. |
| **The Taught Curriculum: Inquiry-based pedagogy** | Shows in-depth understanding of the IB taught curriculum at <u>each</u> level of the IB. | Shows sound understanding of the IB taught curriculum at <u>each</u> level of the IB. | Shows basic understanding of the IB taught curriculum, or does not address the written curriculum at each level of the IB. | Shows little understanding of the IB taught curriculum, or does not address the written curriculum at two or more levels of the IB. |
| **The Assessed Curriculum:** | Shows in-depth understanding of the IB | Shows sound understanding of the | Shows basic understanding of the | Shows little understanding of the IB |

| | | | | |
|---|---|---|---|---|
| **Assessment of student learning, student reflection and self-assessment** | assessed curriculum at <u>each</u> level of the IB. | IB assessed curriculum at <u>each</u> level of the IB. | IB assessed curriculum, or does not address the written curriculum at each level of the IB. | assessed curriculum, or does not address the written curriculum at two or more levels of the IB. |
| **Professional Learning: Collaborative teacher planning and reflection at classroom level, school level and global level** | Extensive evidence of in-depth understanding of professional learning in the IB.  Teacher collaboration, reflection, and continuing development are thoroughly explored. | Clear evidence of sound understanding of professional learning in the IB. Teacher collaboration, reflection, and continuing development are explored. | Evidence of basic understanding of professional learning in the IB.  Teacher collaboration, reflection, and continuing development are explored, but gaps are evident. | Little or no evidence of understanding of professional learning in the IB.  Teacher collaboration, reflection, or continuing development are not explored. |
| **IB Standards** | Extensive evidence of in-depth understanding of the IB standards and how they are utilized in the IB to promote growth and development in the IB. | Clear evidence of sound understanding of the IB standards and how they are utilized in the IB to promote growth and development in the IB. | Evidence of basic understanding of the IB standards and how they are utilized in the IB to promote growth and development in the IB. | Little or no evidence of understanding of the IB standards and how they are utilized in the IB to promote growth and development in the IB. |
| **Overall** | Very clearly organized and very well-written with no significant errors. A range of references from <u>both</u> class readings and observations used effectively to support analysis. | Clearly organized and well-written with few errors. References from <u>both</u> class readings and observations used effectively to support analysis. | Organization and errors detract from overall quality of writing. Limited references from class readings and observations used effectively to support analysis. | Disorganized and poorly written. References from class readings or observations are missing or incomplete. |