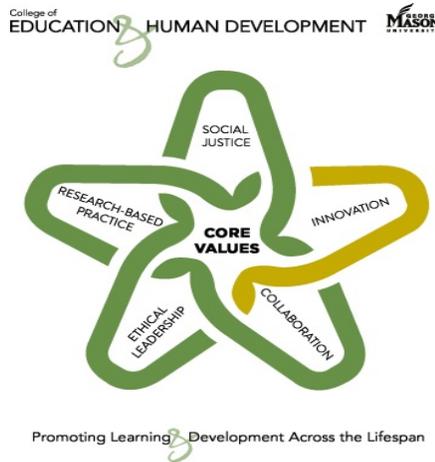


**George Mason University
College of Education and Human Development
Graduate School of Education**



**Concentration:
Teaching Culturally & Linguistically Diverse and Exceptional Learners
EDUC 511:
Child and Adolescent Development in Global Contexts
3 Credits
CRN: 82179
Fall 2015**

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Office Hours: By appointment

Office: 2603 Thompson Hall

Meeting Dates: September 1 – December 14

Meeting Time: online

Meeting Location: online

COURSE DESCRIPTION

A. Prerequisites/Co-requisites

Students are highly encouraged to complete EDUC 511, EDUC 537 and EDRD 515 within their first two semesters of enrollment in their graduate program.

B. University Catalog Course Description

Provides an introduction to teaching culturally & linguistically diverse and exceptional learners. Includes analysis of human growth and development, an overview of psychology, and introduction to using technology across the curriculum. Requires 20 hours of PK-12 classroom fieldwork.

NATURE OF COURSE

This course is a 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 child development. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

It is vitally important for each student to complete readings on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of the 15 modules, you should spend this amount of time on the website in addition to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

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:

1. Represent the typical developmental characteristics of children/students in PK-12 grade classrooms.
2. Explore the impact of cultural, linguistic and exceptional diversity on learning in PK-12 grade classrooms.
3. State the principals of learning theory and relate the principals to teaching strategies.
4. State the major components of IDEA, Part B, 504 and Part C.
5. Examine the service models for culturally, linguistically and exceptional learners in PK-12 international schools.
6. Understand the parameters of effective instruction - including behavioral learning theories, cognitive learning theory, information processing theory, as well as understanding motivation and humanistic approaches to education.
7. Become familiar with the following aspects of prevention of child abuse: definition, historical evolution, different forms, underlying factors, legal statutes, assessments, and interventions.
8. Plan and implement observations of child/adolescent development in PK-12 settings.
9. Identify research and web-based educational resources.

STANDARDS

The following standards will be addressed in this course:

ACEI Standards: Candidates for certification, licensure and/or degree in the program are expected to demonstrate their acquisition and ability to apply the following ACEI Standards at acceptable or target levels:

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.

3.2 Adaptation to Diverse Learners – candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

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.

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 and physical growth and well-being of children.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS a EDUC 511 is the introductory course in the concentration, a collegial program that prepares elementary, ESL, FL teachers for domestic and international schools. TCLDEL applies the goals of GMU elementary, ESOL and FL education curriculum in order to prepare teachers across disciplines to work together on behalf of children and students. EDUC 511 focuses upon the program goals that address educational foundations, **especially in human growth and development and psychology**. In addition, EDUC 511 primarily addresses the following Standards from the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDUC 511 also addresses the following Core Values from the College of Education and Human Development. Visit the appropriate links for complete descriptions and examples of each standard and/or value.

| INTASC | ITSE | Core Values |
|---|--|--------------------------------|
| Standard #1 Learner Development | Standard #1 Facilitate & Inspire Student Learning and Creativity | Value #2 Ethical Leadership |
| Standard #2 Learning Differences | Standard #2 Design & Develop Digital-Age Learning Experiences & Assessments | Value #5 Social Justice |
| Standard #3 Learning Environments | Standard #3 Model Digital-Age Work and Learning | |
| Standard #9 Professional Learning and Ethical Practice | Standard #4 Promote & Model Digital Citizenship & Responsibility | |
| Standard #10 Leadership & Collaboration | Standard #5 Engage in Professional Growth & Leadership | |

Further, EDUC 511 addresses the following essential understandings in the IB Level I Award and TESOL standards at an **introductory (awareness) level**:

- A. International education and the role/philosophy of the IBO programmes.
- B. Curriculum frameworks (principles, structures and practices).
- C. Curriculum and instructional design.
- D. Curriculum articulation
- F. Teaching methodologies and the support of learning
- G. Differentiated teaching strategies
- H. Selection and evaluation of teaching and learning materials
- I. The principles of assessment
- N. The principles and process of reflective practice
- O. Collaborative working: planning, implementation and evaluation.

TESOL Standards:

Standard 2. Culture as It Affects Student Learning.

Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.

Standard 5.b. Professional Development, Partnerships, and Advocacy

Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.

REQUIRED TEXT

Ormrod, J.E. (2014). *Educational psychology: Developing learners* (8th edition). Upper Saddle River, NJ: Pearson. **ISBN: 978-0-13-297442-4**

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:
 - U.S. DOE, Education Resources Information Center
<http://ies.ed.gov/ncee/projects/eric.asp>
 - The Gateway Collection of Lesson Plans (U.S. DOE) <http://www.thegateway.org/>
 - Education World – Lesson Planning http://www.education-world.com/a_lesson
 - International Baccalaureate Organization – Online Curriculum Center (OCC)
<http://www.ibo.org/>
 - Virginia Standards of Learning <http://www.knowledge.state.va.us/main/sol/sol.cfm>
 - American Psychological Association <http://www.apa.org>

- Child Abuse Prevention
http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/requirements.html

GMU POLICIES AND RESOURCES FOR STUDENTS

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <https://www.gmu.edu/academics/catalog/0203/policies/computing.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- 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/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

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.

GMU E-MAIL AND 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). All communication sent for this course will be sent to your Mason email account.

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but always within 24 hours.

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 | |

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

Integrity of Work: TCLDEL 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 9th 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 APTDIE office.

FIELD WORK ASSESSMENT

Each student is required to complete 20 hours of fieldwork for this course. The fieldwork will be performed in conjunction with the Project Based Assessment for the course, the *Child Study*. 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 more than one week late from due date.

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

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 APTDIE 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.**

BLACKBOARD REQUIREMENTS

All courses in TCLDEL will have a required Performance Based Assessment (PBA). The required PBA for this course is the *Child Study*. The PBA must be submitted to Blackboard (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

LATE WORK/SUBMISSION

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. 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 (15%)

Each week in our class we will have an online group discussion of the readings that are assigned for the module. 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). Your participation in discussion board conversations is **15%** of your final grade.

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 Friday through Monday to engage in conversation.

**Students will be expected to respond to each of the discussion questions that the instructor posts.

Additionally, students should respond to **at least three posts from other classmates.

Discussion Board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To provide a bit of a framework for participating in Discussion Board, please see the general “criteria for Blackboard Discussions” below.

Important Note: Discussion board for each module will be “open” only during the week that the module is active. You will always be able to go back and read earlier responses, but you will only be able to physically post in that week’s discussion board during the week we are working on it.

Criteria for Blackboard Discussions

1. Responses to the *initial questions* that I post to start the discussion should be a minimum of one short paragraph.
2. Each module begins on a Tuesday. You should *begin* posting by Friday at midnight (at the latest). This will give us time to engage in discussion over the remainder of the module.
3. Postings should be distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
*Please note: it is acceptable to post your responses to my initial questions at the same time. **However, your responses to your colleagues should be distributed throughout the course of the module and not done at one fall swoop.**
4. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
*Please note: it is perfectly fine to send “agree” or “great idea” responses with a brief comment on why you agree (or perhaps disagree). These responses do **not** have to be a paragraph in length.
5. Every week you should respond to **each** of the discussion questions that I post. Additionally, you should respond to at least **three** posts from other classmates **unless** otherwise noted in the discussion board prompt.
6. Address the questions as much as possible (don't let the discussion stray).

7. It is a **good idea** to use quotes from the articles that support your postings. Include page numbers when you do quote.
8. Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
9. Use proper etiquette (proper language, typing, etc.). Please avoid using “text” talk (such as “C U,” “B4,” “cuz,” etc.). It is a graduate level course, so it is important that, while the Discussion Board is meant to be a open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style.

Evaluation of Discussion Board

At the end of each module, you will receive a score on your participation in the discussion board conversation. Below is the rubric that will be used to provide your scores.

| Weekly Online Discussions Rubric | | | | |
|--|--|---|---|--|
| Criteria | Excellent | Good | Average | Poor |
| Timely discussion contributions | Postings are well distributed throughout the module. (Posts span four or more time periods). Initial posting is on time. | Postings are mostly distributed throughout the module. (Posts span three time periods). Initial posting is on time. | Postings minimally distributed. (Responses are posted from two time periods). Initial posting is on time. | Postings are not distributed throughout the week. (Responses are posted at one time). Initial posting is late. |
| Responsiveness to discussion and demonstration of knowledge and understanding gained from assigned reading | It is very clear that readings were understood and incorporated well into responses. | The readings were understood and incorporated into responses. | The postings demonstrate a questionable relationship to reading material. | It is not evident that readings were understood and/or not incorporated into discussion. |
| Adherence to on-line protocols | All on-line protocols followed | 1 online protocol not adhered to in the module. | 2-3 online protocols not adhered to in the module. | 4 or more online protocols not adhered to in the module. |
| Points | 9-10 | 8 | 6-7 | 5 or less |

2. Child Abuse, Neglect, and Intervention (S/U)

This on-line training module will provide an overview on child abuse and neglect. Students will find the tutorial at the following web site:

http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/requirements.html

The purpose of the training is to become familiar with the multiple aspects of child abuse, including: the definition and historical evolution of child abuse, different forms, underlying factors, legal statutes, assessments, and interventions. Because teachers will work with helping professionals from different disciplines, this course will also provide a multidisciplinary perspective to child abuse and neglect.

*This module is a licensure requirement, it **must** be completed prior to applying for licensure and the printed certificate attached to your application for Virginia licensure.*

Plan to spend about two hours for the completion of the training session. Once you have completed the module you will be able to print a certificate that verifies your completion of the training. **This certificate should be kept by the student for licensure purposes.** Upon completion of your training, upload a copy of the certificate onto Blackboard to receive credit for completing the training module.

3. Activities (15%)

In addition to weekly discussions, there will be four module activities. Each activity is correlated to the module in which it is located and will require the student to put theory into action. The activities will account for **15%** of your final grade. Each activity will have a separate guide sheet and rubric that will be available for you on Blackboard under the “Assignment Info” tab.

4. Quizzes (15%)

There will be three open book quizzes throughout the semester. The quizzes will consist of multiple choice and short answer questions. Students may use their texts to complete the quiz. The quizzes will account for **15%** of your final grade.

5. Dispositions for a Career Educator (10%)

The College of Education and Human Development along with national and international organizations promote maintaining standards of professional competence. Students must meet GSE grading standards and course requirements as well as *demonstrate professional performance* in the areas required of professional educators: content knowledge, pedagogical skill, and professional dispositions.

This assignment requires you to consider the professional performance criteria for career educators, and the national standards for your association including IB Learner Profile.

To do this, you will write a 4-5 page, double spaced, **reflective essay** identifying **your** teaching philosophy, professional strengths and areas for development with respect to the Dispositions of a Career Educator. The Dispositions/Teaching Philosophy Paper will account for **10%** of your final grade.

IMPORTANT: This is a paper of how you would teach and also an examination of what you believe your strengths or weaknesses are with respect to the Dispositions of a Career Educator. These strengths and weaknesses should be *clarified and substantiated with sufficient evidence*. Even if you have not taught before, you can use your prior experience to show your dispositions. For example, if you have worked in an office, you could tell me that you have “advanced your profession” (found under Commitment to the Profession) because you have taken outside courses to improve yourself in respect to your job. For ESL students this assignment will connect to a final PBA in 610 *be sure to keep a copy for your records*.

The Dispositions for a Career Educator, National Standards (ACEI, TESOL and ACTFL), the IB Learner Profile, and rubric can be found on Blackboard.

6. Multimedia Project: Influences on Learning and Student Engagement (15%)

This assignment is designed to increase your knowledge about factors that influence students and their ability to engage in learning. The concept you choose should help you work more effectively with students and should be related to topics in the course. Examples of topics include: the importance of play in early childhood, Third Culture Kids (TCK's), gifted and talented students, the effects of divorce on children, inclusion in international schools, mobility/transition, cultural influences on teaching/learning, language/learning, learning disabled students... **You must have your topic approved by the instructor, and only one student will be permitted per topic.**

Working independently, students will utilize a multimedia tool (Prezi, iMovie, PowerPoint, www.powtoon.com, www.biteslide.com, www.padlet.com, www.pearltrees.com, www.glogster.com, www.mindmeister.com, www.bubbl.us, www.lucidchart.com, <http://mind42.com>) to design a presentation on his or her selected topic. Presentations will be shared with the entire class online. The goal of the presentation is to teach your fellow classmates about this specific topic, and the presentation should be viewed as one that could be presented in a professional development session for teachers.

To gather your data, review several sources including the IB website on special needs/issues. Two to three of your sources should come from *traditional references* such as referred journals or books. You may use the Internet as a source of information, but you will need to evaluate the quality of the information you find and reference it properly. As you research the concept you may find that it is too broad in nature, and consequently you may have to narrow or modify your topic as you conduct your search and develop your presentation.

Read and review what you have found, then select a *minimum of five sources* for your presentation of the key findings on the topic. **Please note the presentation is not necessarily a summary of the topic, rather it should identify information that will be helpful to you as a teacher.** In addition, supply at least *five* on-line resources that your colleagues can draw upon to find further resources and information about your topic. The presentation will count for **15%** of your final grade, and the rubric can be located on Blackboard.

7. Classroom Management Portfolio (10%)

The purpose of this assignment is to help you reflect on the relationship between *your philosophy of education and your style of management* in your classroom (now or in the future). For this assignment, each student will write a brief review of their current practices that he or she uses (or intends to use) to manage the classroom environment that reflects his/her professional philosophy/dispositions toward teaching and learning. Each student will then create a portfolio of 4 potential strategies that will be considered for use in his or her own classroom or in an inclusive setting (e.g. co-teaching, coaching, resource support). To complete this, students are encouraged to draw from your textbook, but **three additional sources must** be utilized. Each strategy needs to be defined and explained, and an example of how the strategy could be situated in classroom practice needs to be provided.

Your paper should range from 6-8 double spaced pages. The Classroom Management Portfolio will count for **10%** of your final grade, and the rubric can be found on Blackboard.

8. Child/Adolescent Study *Performance Based Assessment (20%)

All TCLDEL licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is the **Child/Adolescent Study Assignment**.

You will conduct a **Child/Adolescent Study** using a *variety* of activities, small/whole group lessons, teacher/parent/student interviews, etc., and write paper that describes the key findings. It is important that you read the guidelines **NOW** so that you know what you will be writing about for this assignment.

The purpose of the study is to begin to learn about children and adolescent development in a holistic sense. It is important to note that these activities are introductory in nature - they cannot explain characteristics of large groups of students. It is important to begin planning for your Child/Adolescent Study very early in your Field Experience in order to complete sufficient activities and observations with your target student.

The Child/Adolescent Study will count for **20%** of your final grade.

The Child/Adolescent Study guidelines document, which contains detailed directions, and the Child /Adolescent Study rubric can be found on Blackboard. The PBA guidelines and rubric are also included at the end of this syllabus.

9. Field Experience and Field Experience Reflection (S/U)

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.

Assignments, Grading, and Due Dates

| Assignment | Percent of Final Grade | Outcomes Addressed | Due Date |
|---|------------------------|---------------------------|---|
| Child Abuse Prevention Module | S/U | 7 | September 28 |
| Discussion Board | 15 | 1, 2, 3, 4, 5, 6, 7, 8, 9 | Weekly |
| Activities | 15 | 1, 3, 6 | September 14, September 21 October 12, November 23 |
| Quizzes | 15 | 1, 2, 3, 4, 5, 6, 7 | February 24, November 9, December 7 |
| Dispositions Statement | 10 | 2 | October 19 |
| Influences on Learning | 15 | 1, 2, 3, 5, 6, 9 | November 2 |
| Classroom Management Portfolio | 10 | 2, 3, 5, 6 | November 30 |
| Fieldwork Logs/ Field Experience Reflection | S/U | 2, 5, 6, 8 | December 14 |
| Child/Adolescent Study (<i>PBA</i>) * | 20 | 1, 2, 3, 4, 5, 6, 8, 9 | December 14 |

EDUC 511 Class Schedule

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| Module 1 | <i>International Education</i> |
| Dates | September 1 – September 7 |

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| Readings | <ul style="list-style-type: none"> Chapter 2 – Gutek (on Blackboard) |
| Assignments | <ol style="list-style-type: none"> 1. Read through syllabus 2. Post self-introduction (by September 4) 3. Read Module 1 readings 4. Participate in Discussion Board 1 |

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| Module 2 | <i>The Need for Global Education</i> and <i>Cognitive and Linguistic Development</i> |
| Dates | September 8 – September 14 <i>Last day for add/drop: September 8</i> |
| Readings | <ul style="list-style-type: none"> Chapter 2 – Ormrod Suarez-Orozco & Sattin (on Blackboard) |
| Assignments | <ol style="list-style-type: none"> 1. Read Module 2 readings 2. Participate in Discussion Board 2 3. Complete cognitive development activity - DUE on Blackboard September 14 |

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| Module 3 | <i>International Schools</i> and <i>Personal and Social Development</i> |
| Dates | September 15 – September 21 <i>Last day for add/drop with 33% tuition penalty: September 15</i> |
| Readings | <ul style="list-style-type: none"> Chapter 3 – Ormrod Chapter 2 – Hayden (on Blackboard) |
| Assignments | <ol style="list-style-type: none"> 1. Read Module 3 readings 2. Participate in Discussion Board 3 3. Complete social perspective activity - DUE on Blackboard September 21 |

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| Module 4 | <i>Group Differences</i> |
| Dates | September 22 – September 28 |
| Readings | <ul style="list-style-type: none"> • Chapter 4 – Ormrod |
| Assignments | <ol style="list-style-type: none"> 1. Read Module 4 readings 2. Participate in Discussion Board 4 3. Child Abuse Prevention Module - DUE on Blackboard September 28 |

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| Module 5 | <i>Third Culture Kids and Individual Differences and Special Educational Needs</i> |
| Dates | September 29 – October 5 <i>Final drop deadline with 67% tuition penalty: October 2</i> |
| Readings | <ul style="list-style-type: none"> • Chapter 5 – Ormrod • Chapter 2 - Pollock & van Reken (on Blackboard) |
| Assignments | <ol style="list-style-type: none"> 1. Read Module 5 readings 2. Participate in Discussion Board 5 3. Online quiz 1 |

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| Module 6 | <i>Learning, Cognition, and Memory</i> |
| Dates | October 6 – October 12 |
| Readings | <ul style="list-style-type: none"> • Chapter 6 – Ormrod |
| Assignments | <ol style="list-style-type: none"> 1. Read Module 6 readings 2. Participate in Discussion Board 6 3. Complete Memory Activity – DUE on Blackboard October 12 |

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| Module 7 | <i>Why a Cross-Cultural Childhood Matters</i> and <i>Complex Cognitive Processes</i> |
| Dates | October 13 – October 19 |
| Readings | <ul style="list-style-type: none"> • Chapter 7 – Ormrod • Chapter 4 – Pollock & van Reken (on Blackboard) |
| Assignments | <ol style="list-style-type: none"> 1. Read Module 7 readings 2. Participate in Discussion Board 7 3. Dispositions Statement - DUE on Blackboard October 19 |

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| Module 8 | <i>Growing up Internationally: Benefits and Challenges</i> and <i>Learning and Cognition in Context</i> |
| Dates | October 20 – October 26 |
| Readings | <ul style="list-style-type: none"> • Chapter 8 – Ormrod • Chapter 6 – Pollock & van Reken (on Blackboard) |
| Assignments | <ol style="list-style-type: none"> 1. Read Module 8 reading 2. Participate in Discussion Board 8 |

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| Module 9 | <i>Behaviorist Views of Learning</i> |
| Dates | October 27 – November 2 |
| Readings | <ul style="list-style-type: none"> • Chapter 9 – Ormrod |
| Assignments | <ol style="list-style-type: none"> 1. Read Module 9 reading 2. Participate in Discussion Board 9 3. Complete online Influences on Learning Presentation - DUE on Blackboard November 2 |

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| Module 10 | <i>PYP</i> and <i>Social Cognitive Views of Learning</i> |
| Dates | November 3 – November 9 |
| Readings | <ul style="list-style-type: none"> • Chapter 10 – Ormrod • PYP Basis for Practice (on Blackboard) |
| Assignments due | <ol style="list-style-type: none"> 1. Read Module 10 reading 2. Participate in Discussion Board 10 3. Online quiz 2 |

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| Module 11 | <i>Teaching Perspectives</i> and <i>Motivation and Affect</i> |
| Dates | November 10 – November 16 |
| Readings | <ul style="list-style-type: none"> • Chapter 11 – Ormrod |
| Assignments due | <ol style="list-style-type: none"> 1. Read Module 11 readings 2. Participate in Discussion Board 11 |

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| Module 12 | <i>Instructional Strategies</i> |
| Dates | November 17 – November 23 |
| Readings | <ul style="list-style-type: none"> • Chapter 12 – Ormrod |
| Assignments | <ol style="list-style-type: none"> 1. Read Module 12 reading 2. Participate in Discussion Board 12 3. Complete Instructional Strategies Activity – DUE on Blackboard November 23 |

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| Module 13 | <i>Creating a Productive Learning Environment</i> |
| Dates | November 24 – November 30 |
| Readings | <ul style="list-style-type: none"> • Chapter 13 – Ormrod |
| Assignments | <ol style="list-style-type: none"> 1. Read Module 13 readings 2. Participate in Discussion Board 13 3. Classroom Management Portfolio - DUE on Blackboard November 30 |

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| Module 14 | <i>Global Thinking in Action</i> and <i>Classroom Assessment Strategies</i> |
| Dates | December 1 – December 7 |
| Readings | <ul style="list-style-type: none"> • Chapter 14 – Ormrod • Gerzon (online) |
| Assignments | <ol style="list-style-type: none"> 1. Read Module 14 readings 2. Participate in Discussion Board 14 3. Online quiz 3 |

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| Module 15 | <i>Summarizing Students' Achievement and Abilities</i> |
| Dates | December 8 – December 14 |
| Readings | <ul style="list-style-type: none"> • Chapter 15 – Ormrod |
| Assignments | <ol style="list-style-type: none"> 1. Read Module 15 readings 2. Participate in Discussion Board 15 3. Field Experience - DUE on Blackboard December 14 4. PBA - DUE on Blackboard December 14 |

Guidelines for Child/Adolescent Study

Overview:

The case study is a rich portrait of the development of a student that you observed in the school context. It is based on your written observations, interactions with the child and includes general descriptive information about family, community, and cultural context. The purpose is to help you learn how to observe children and collect data systematically so that you gain insight into development. These skills will enable you to assess students and plan developmentally and culturally appropriate learning experiences for them.

The purpose of the child study is to systematically collect evidence about an international student. Observations of children are foundational to assessment and in your teaching may be used to adjust curriculum and plan learning opportunities to meet student's individual needs. Observations also help parents understand different levels of mastery, engagement, and behavior.

Teachers should have a good sense of the progression of capabilities for each area of development to be observed. Knowing what comes before or after developmentally allows the teacher to generally know what to expect. For individual children, establishing a baseline of observations allow us to see how children grow over time.

All data collected should have a purpose in mind. For example, asking yourself, "what do I hope to learn from my observations?" or "how will I use the information I have learned?" help to establish purpose. Data can be collected through a variety of means: lesson plans, narratives, time/event sampling, anecdotal records, review of academic records, teacher or parent interviews, checklists, observations, or student work products. It is not necessary to use all of these means to collect data during your Child Study however it is very important to use a *variety of means, over time, to collect your evidence.*

Be sure that you do not make a child feel isolated or uncomfortable during this process. Work with a small group of children during the Child/Adolescent Study but collect data/evidence only on your target child. Your classroom teacher/supervisor should be able to help you arrange a non-intrusive manner in which to complete your work.

If you are not currently a teacher, be sure to get permission from teachers or parents for activities in which you are an active participant and collecting data. Most schools will allow you to collect general information about a child as a normal part of your field experience. In some schools, you will need specific permission both from a supervisor, your teacher and/or parents, be sure to obtain any needed permissions before you begin. If you are a practicing professional follow the guidelines in your school policies.

All reports must use pseudonyms (fictitious names) to protect the confidentiality of the school, parent, child and teacher. At no point should anyone be able to identify the student or school. Your final report will be given directly to your instructor; no copies should be distributed or disseminated. Remember you are learning how to observe and make sense of those observations – you need to be cautious in your interpretations and discuss your findings with your teacher for clarification.

Each case study will include the following:

1. Physical description of the child/student
2. Summary of the child's socio-cultural context (family, school, community, language,
3. Socio-economic status, ethnicity)
4. Summary of the child's capability in each of the developmental areas (physical, cognitive,
5. Linguistic, social, emotional, moral) supported by specific examples from your observations/teaching/interviews/interactions with the child
6. Summary of the elements of the learner profile (IB) found in the environment and exhibited by the student.
7. Description of the teaching implications for the child/student
8. Reflection of what you've learned by doing a child study describing your experience.

Your observations, lessons taught, interviews and other field notes constitute the data for your case study. Your knowledge of course material (e.g. child/adolescent development theory and research, the influence of family, community, culture and school on development) should be woven throughout to provide research/theoretical support for your analysis.

Support your analysis and conclusions with specific examples from your observations, field notes, lessons, pupil products, parent or teacher interviews. Do not send all of your evidence just those samples that support the statements in your analysis. Do not rely on a single source of data (e.g. observational) to support your analysis - you must demonstrate the use of multiple methods to collect your evidence.

The paper should be written in narrative form, single-sided, double-spaced, and between 12 to 15 pages in length. Use APA format. Attach samples of your ethnographic records and anecdotal observations as an appendix (these samples should be the ones you draw upon in your paper as evidence of your analysis).

Each TCLDEL student is required to complete a minimum of 20 hours of fieldwork. Using your fieldwork time can also provide your evidence for your Child Study report. *If you cannot use your fieldwork site to complete your Child Study then you will need to arrange other opportunities to complete your Child Study.*

PBA Rubric

| Criteria/Level | Excellent 5-6 | Exceeds Standards 3-4 | Meets Standards 2-3 | Not Met 0-1 |
|--|---|--|---|---|
| Physical Description of the Child ACEI Standard 2.7 | Description of the child gives a comprehensive picture of their physical development and ways to foster active and healthy life styles | Description of the child gives a clear picture of their physical development and ways to foster active and healthy life styles | Description of the child gives an incomplete picture of their physical development and is supported by a brief description to support active and healthy life styles | Little to any physical description of the child with no further description of active/healthy life styles |
| Socio-cultural context ACEI Standard 5.2 | Establishes contact with teachers, parents and other resource personnel to provide a clear and comprehensive description of the family, school, community and culture, including linguistic background and socio-economic status is provided and linked to research | Establishes contact with teachers, parents and other resource personnel to provide a very good description of the family, school, community and culture, including language and socio-economic status, is provided and supported by research | Establishes limited contact with teachers, parents and other resource personnel to provide a satisfactory description of the family, school, community and culture is provides with a few connections to research | Description is vague and unclear with no connections to parents, teachers, resource personnel or research |

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| <p>Summary of child's capability in the developmental areas</p> <p>ACEI Standard 1.0</p> | <p>Provides evidence of knowledge understanding and major concepts related to the development of children and young adolescents. The samples of the child's development is clearly documented in all five areas and supported with significant evidence to support teaching implications</p> | <p>Provides evidence of knowledge understanding and major concepts related to the development of children and young adolescents The samples of the child's development is documented in four of the five areas with sufficient evidence to support teaching implications</p> | <p>Provide limited evidence of knowledge understanding and major concepts related to the development of children and young adolescents The samples of the child's development is documented in 3 of 5 areas with sufficient evidence to support teaching implications</p> | <p>Provide little evidence of knowledge understanding and major concepts related to the development of children and young adolescents The samples of the child's development are 0-2 with insufficient evidence to support teaching implications</p> |
| <p>Summary of the Learner Profile</p> | <p>Description of the Learner elements gives a comprehensive picture of the child/environment in relationship to the elements</p> | <p>Description of the Learner elements gives clear picture of the child/environment in relationship to the elements</p> | <p>Description of the Learner elements gives an incomplete picture child's environment and does not development the relationship between the two</p> | <p>Little to any description of the Learner elements with no connections evident</p> |
| <p>Teaching Implications</p> <p>ACIE Standard 4.0</p> | <p>Use informal assessment strategies to plan instruction that will promote continuous development. Thoroughly and effectively describes the connection between collected data and teaching recommendations</p> | <p>Use informal assessment strategies to plan instruction that will promote continuous development Very good description between collected data and teaching recommendations that are supported by research</p> | <p>Use informal assessment strategies to plan instruction that will promote continuous development Satisfactory description of the relationship between data collected and teaching</p> | <p>Use informal assessment strategies to plan instruction that will promote continuous development Description is vague and unclear. No clear research support is given for</p> |

| | that are supported by research | | implications supported by some research | teaching implications |
|--|---|--|--|--|
| Reflects on Case Study ACEI 5.1 | Demonstrates in-depth and comprehensive reflection of case study experience and relationship to research on child development, teaching implications and findings from the study. | Demonstrates a clear reflection of case study experience and relationship to research on child development, teaching implications and findings from the study. | A limited reflection of case study experience with few ties to research on child development, teaching implications and findings from the study. | Little or no reflection of case study experience |
| Overall: | Individual case study is comprehensive and presented in a professional a timely manner | Individual case study is clearly presented in a professional and timely manner | Individual case study is incomplete but presented in a professional and timely manner | Individual case study is incomplete and not presented in a professional or timely manner |

Comments: