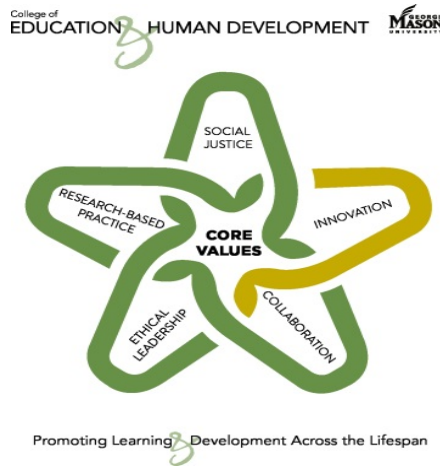


**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION**



**Teaching Culturally, Linguistically Diverse & Exceptional Learners Program**

**EDUC 511:001**

**Introduction to Teaching in Culturally and Linguistically Diverse Schools**

**3 Credits Spring 2016**

**Thursday, 4:30 – 7:10, E121**

**PROFESSOR:** Mary Guckert, PhD

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**Office Hours:** By appointment

**COURSE DESCRIPTION:**

**A. Prerequisites:** Admission to the degree program.

**B. University Catalog 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.

**C. Expanded Course Description**

**Not Applicable**

**Nature of Course:**

This course is a seminar. This means that our work together will primarily be through dialogue with each other. We will have a variety of activities including cooperative learning, mini-lectures, videos, micro-teaching and applications of your readings. Please note: 4 of the 15 class sessions will be held online and your engaged and active participation in online activities and discussion will be expected. 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 the assigned readings on a daily basis**. Typically, a course meets once weekly for approximately 2.5 hours. For each of the 15 weeks, you should spend this amount of time on your weekly readings and work. During this course, there will be four online module classes. The online module classes will be held online and we will not meet in class. Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

**LEARNER OUTCOMES or OBJECTIVES:**

This course is designed to enable students to:

1. To become familiar with the role and purpose of culturally and linguistically diverse schools, as well understanding contemporary issues in the culturally and linguistically diverse school community.
2. To become familiar with culturally and linguistically diverse school student characteristics - including the stage theories of development, age-level characteristics and student variability.
3. To identify and analyze issues related to education in a pluralistic and multicultural setting and society.
4. To become familiar with principles in educational psychology that affect learning.
5. To 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.
6. To become familiar with the following aspects of child abuse: definition, historical evolution, different forms, underlying factors, legal statutes, assessments, interventions.

**PROFESSIONAL STANDARDS:**

The following standards will be addressed in this course:

*ACEI Standards:* Candidates for certification, licensure and/or degree in the FAST TRAIN 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	
<a href="http://www.ccsso.org/intasc">http://www.ccsso.org/intasc</a>	<a href="http://www.iste.org/standards">http://www.iste.org/standards</a>	<a href="http://cehd.gmu.edu/values/">http://cehd.gmu.edu/values/</a>

Further, EDUC 511 addresses the following essential understandings in the IB Teacher Award Programme at an introductory (awareness) level:

- A. Culturally and linguistically diverse 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 TEXTS:**

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

Students are responsible for having the most recent edition of the required textbook. Should you purchase another edition, it will be your responsibility to make the adaptations for readings on your own. **Online versions of the textbook (rented) are NOT recommended for this course since you will need the textbook to finish your Child/Adolescent Study and field work.**

**RECOMMENDED RESOURCE:**

**American Psychological Association (2009). Publication manual of the American psychological association (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.**

**\*All written assignments should follow the guidelines of APA (6<sup>th</sup> edition) unless otherwise specified by your instructor.**

**COURSE ASSIGNMENTS, GRADING AND DUE DATES:**

\*Students are expected to keep up with the readings, arrive promptly, be prepared, and participate in all class discussions and activities. The final grade will be based on the following course requirements:

<i>Assignment Description</i>	<i>Grade %</i>	<i>Standards Addressed</i>	<i>Due Date</i>
Child Abuse Prevention Module	S/U	Requirement for licensure/endorsement	February 17 <sup>th</sup>
In-Class & Online Assignments, Discussion Board, Participation, Timeliness, & Attendance	15%	INTASC Standard 1, 2, 3, 9, 10 ITSE Standard 3, 4, 5	Weekly
Disposition Essay	15%	INTASC 1, 2, 3, 9, 10	March 3rd
Multimedia Influences on Learning	25%	ITSE Standard 1, 2, 3, 4, 5	March 31st
Classroom Management Portfolio	20%	INTASC 1, 2, 3, 9, 10	April 21 <sup>st</sup>
Field Experience Requirements	S/U	Requirement for licensure/endorsement	May 5 <sup>th</sup>
Child Adolescent Study Assignment ( <b>PBA</b> )	25%	INTASC 1, 2, 3, 9, 10	May 5 <sup>th</sup>

**TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT**

Every student registered for any **Teaching Culturally, Linguistically Diverse & Exceptional Learners Program** course with a required performance-based assessment is required to submit this assessment, **Child Adolescent Study Assignment** to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.”

## 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**

## FIELD EXPERIENCE REQUIREMENTS

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 using the Fieldwork Evaluation & Log is required which includes a signature from your field experience teacher(s) or supervisor(s). The Fieldwork Evaluation & Log is located on Blackboard.

**In-service teachers:** Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf> You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”* The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. **If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).**

**Pre-service teachers:** If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf> You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is September 15 (Fall) or February 15 (Spring). Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. **If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).**

## HONOR CODE & INTEGRITY OF WORK

**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.

## LATE WORK POLICY

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.*

## LAPTOP/CELL PHONE POLICY

Laptop use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will be closed during discussions, lectures and other

assignments in class which require your full attention. Cell phones must be turned off/silenced during class periods. Cell phones may be used during break.

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. 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.
- d. 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/>).
- e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>).

## **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.

## **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: <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/>.**

## 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 Performance Based Assessment (PBA), and the fieldwork materials. The PBA and fieldwork documentation should be uploaded into **Task Stream/TK20**. The submission deadline for assignments is 5:00 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, do not submit using a PDF. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. All work should follow APA 6<sup>th</sup> edition guidelines.

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.

### COURSE ASSIGNMENTS

#### 1. 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/index.html](http://www.dss.virginia.gov/family/cps/mandated_reporters/cws5691/index.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.

#### 2. Dispositions for a Career Educator Essay (15%)

The College of Education and Human Development along with national and culturally and linguistically diverse 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 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 CEHD Disposition and the IB Learner Profile. The Dispositions/Teaching philosophy Paper will account for **15%** of your final grade.

**IMPORTANT:** This is not a paper of *how you would teach*, but an examination of what you believe your strengths or weaknesses are with respect to the CEHD Dispositions of a Career Educator and the IB Learner Profile. 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.

The CEHD Dispositions, IB Learner Profile, and rubric can be found on Blackboard.

### **3. Multimedia Project: Influences on Learning and Student Engagement (25%)**

This will be a group assignment that designed to increase your knowledge about factors that influence students and their ability to engage in learning. The concept your group chooses 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 culturally and linguistically diverse schools, mobility/transition, cultural influences on teaching/learning, language influences on learning, learning disabled students... **You must have your topic approved by the instructor, and only one group of students will be permitted per topic.**

Working in groups, students will utilize a multimedia tool (Prezi, iMovie, PowerPoint, etc.) to design a presentation on his or her selected topic. Presentations will be shared with the entire class and posted 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. Check with your instructor if you need to change your topic.

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 **25%** of your final grade, and the rubric can be located on Blackboard.

#### 4. Classroom Management Portfolio (20%)

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 and 2 organizational 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 read Ormrod (Chapter 13) first and **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 **20%** of your final grade, and the rubric can be found on Blackboard.

#### 8. Child/Adolescent Study \*Performance Based Assessment (25%)

**\*To be uploaded on Task Stream/TK20**

All TCLDEL licensure courses have a required Performance Based Assessment (PBA). The required PBA for this course is the **Child/Adolescent Study Assignment**. *PBAs must be uploaded to TK20.*

You will conduct a **Child/Adolescent Study** using a *variety* of activities, small/whole group lessons, teacher/parent/student interviews, work samples (see guidelines) and write paper that describes the key findings. The study should be completed over time to provide a glimpse of how children develop. No Child/Adolescent Study less than 3 weeks in duration is considered suitable for this assignment. 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 culturally and linguistically diverse children 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 **25%** of your final grade.

The Child/Adolescent Study guidelines document, which contain 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) To be uploaded to TK20**

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. This is a separate reflection from that which is required in your PBA. This reflection is on the overall field experience, the school, classroom and professional interactions that you have had during this placement.

## **10. In Class and Online Participation (15%)**

This class is based upon **informed** participation. Students are expected to come to class prepared to discuss the assigned content using examples from the text or other readings to support classroom experiences and knowledge about educational psychology and child development.

While your current knowledge as a teacher is important to your understandings, finding evidence and research-based support is critical to expanding your knowledge as a practitioner. Further, students are expected to actively participate in in-class activities, be supportive of their classmates and conduct themselves in a professional manner throughout the program.

You are expected to arrive to class on time and be mindful of breaks, lunch and departure times from class. Any departure from the above expectations will result in a deduction of points in the participation grade – simply ‘being’ in class is insufficient to obtain full participation points.

In addition, online participation in class modules will be expected when the class meets online. **\*\*Please note, during online class modules, 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 Thursday and run through the following Wednesday.** You must start posting for each module by ***Sunday at midnight (EST)*** so that the class will have Sunday through Wednesday 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.

### **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 Thursday. You should *begin* posting by Sunday 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

In addition to Blackboard discussions, there will be 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 be part your final participation grade.

## EDUC 511 Tentative Class Schedule\*

<b>Class 1</b>	<b><i>International Education</i></b>
Date	January 21, 2016
Readings	<ul style="list-style-type: none"> <li>• Chapter 1 – Omrod</li> <li>• Chapter 2 – Gutek (on Blackboard)</li> </ul>
Activities/ Assignments	<ol style="list-style-type: none"> <li>1. Read through syllabus and review information in Bb</li> <li>2. Read class readings</li> <li>3. In class activities – preparing Dispositions essay</li> </ol>

<b>Class 2</b>	<b><i>The Need for Global Education and Cognitive and Linguistic Development</i></b>
Date	January 28, 2016
Readings	<ul style="list-style-type: none"> <li>• Chapter 2 – Ormrod</li> <li>• Suarez-Orozco &amp; Sattin (on Blackboard)</li> </ul>
Activities/ Assignments	<ol style="list-style-type: none"> <li>1. Q &amp; A on syllabus and requirements</li> <li>2. Review of Dispositions Essay – Q &amp; A</li> </ol>

<b>Class 3</b>	<b><i>International Schools and Personal and Social Development</i></b>
Date	February 4, 2016
Readings	<ul style="list-style-type: none"> <li>• Chapter 3 – Ormrod</li> <li>• Chapter 2 – Hayden (on Blackboard)</li> </ul>



Assignments	<ol style="list-style-type: none"> <li>1. Read Class 3 readings</li> <li>2. Participate in Class Discussion</li> <li>3. Social Perspective Activity</li> </ol>

<b>**Class4/Online Module**</b>	<b><i>Group Differences</i></b>
Dates	<b>Class will meet online</b> February 11 – February 17 2016
Readings	<ul style="list-style-type: none"> <li>• Chapter 4 – Ormrod</li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read Module 4 readings</li> <li>2. Participate in Discussion Board 4</li> <li>3. Child Abuse Prevention Module - <b>DUE on Blackboard</b> <b>February 17</b></li> </ol>

<b>Class 5</b>	<b><i>Third Culture Kids</i></b> <b>and</b> <b><i>Individual Differences and Special Educational Needs</i></b>
Date	February 18, 2016
Readings	<ul style="list-style-type: none"> <li>• Chapter 5 – Ormrod</li> <li>• Chapter 2 - Pollock &amp; van Reken (on Blackboard)</li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read Class readings</li> <li>2. Participate in Class Activities and Discussions</li> </ol>

<b>**Class6/Online Module**</b>	<b><i>Learning, Cognition, and Memory</i></b>
Dates	<b>Class will meet online February 25<sup>th</sup> – March 2nd</b>
Readings	<ul style="list-style-type: none"> <li>• Chapter 6 – Ormrod</li> </ul>

Assignments	<ol style="list-style-type: none"> <li>1. Read Module 6 readings</li> <li>2. Participate in Discussion Board and online Activities</li> </ol>
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<b>Class7</b>	<b><i>Why a Cross-Cultural Childhood Matters</i></b> <b>and</b> <b><i>Complex Cognitive Processes</i></b>
Date	March 3
Readings	<ul style="list-style-type: none"> <li>• Chapter 7 – Ormrod</li> <li>• Chapter 4 – Pollock &amp; van Reken (on Blackboard)</li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read Module 7 readings</li> <li>2. Participate in Discussion Board 7</li> <li>3. Dispositions Statement - <b>DUE on Blackboard March 3rd</b></li> </ol>

**GMU Spring Break : March 10<sup>th</sup> – Class does not meet**

<b>Class 8</b>	<b><i>Growing up Internationally: Benefits and Challenges</i></b> <b>and</b> <b><i>Learning and Cognition in Context</i></b>
Dates	March 17
Readings	<ul style="list-style-type: none"> <li>• Chapter 8 – Ormrod</li> <li>• Chapter 6 – Pollock &amp; van Reken (on Blackboard)</li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read Class 8 readings</li> <li>2. Participate in Discussion and Activities</li> </ol>

<b>**Class9/Online</b>	<b><i>Behaviorist Views of Learning</i></b>
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<b>Module**</b>	
Dates	March 24 – March 30
Readings	<ul style="list-style-type: none"> <li>• Chapter 9 – Ormrod</li> </ul>
Assignments	<ol style="list-style-type: none"> <li>1. Read Class 9 reading</li> <li>2. Participate in Discussion Board &amp; Activities -</li> </ol>

<b>Class 10</b>	<p><i>PYP</i></p> <p>and</p> <p><i>Social Cognitive Views of Learning</i></p>
Dates	March 31, 2016
Readings	<ul style="list-style-type: none"> <li>• Chapter 10 – Ormrod</li> <li>• PYP Basis for Practice (on Blackboard)</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Read Class 10 readings</li> <li>2. <b>Multimedia Group Project and Presentations Due March 31<sup>st</sup></b></li> </ol>

<b>**Class11/Online Module**</b>	<p><i>Teaching Perspectives</i></p> <p>and</p> <p><i>Motivation and Affect</i></p>
Dates	April 7, 2016
Readings	<ul style="list-style-type: none"> <li>• Chapter 11 – Ormrod</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Read Class 11 readings</li> <li>2. Participate in Discussion Board &amp; Activities for Class 11</li> </ol>

<b>Class 12</b>	<i>Instructional Strategies</i>
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Dates	April 14
Readings	<ul style="list-style-type: none"> <li>Chapter 12 – Ormrod</li> </ul>
Assignments	<ol style="list-style-type: none"> <li>Read Class 12 reading</li> <li>Participate in Discussion and Class Activities</li> </ol>

<b>Class 13</b>	<b><i>Creating a Productive Learning Environment</i></b>
Dates	April 21
Readings	<ul style="list-style-type: none"> <li>Chapter 13 – Ormrod</li> </ul>
Assignments	<ol style="list-style-type: none"> <li>Read Class 13 readings</li> <li>Participate in Discussion</li> <li>Classroom Management Portfolio - <b>DUE on Blackboard April 21</b></li> </ol>

<b>Class 14</b>	<b><i>Global Thinking in Action</i></b> <b>and</b> <b><i>Classroom Assessment Strategies</i></b>
Dates	April 28
Readings	<ul style="list-style-type: none"> <li>Chapter 14 – Ormrod</li> <li>Gerzon (online)</li> </ul>
Assignments	<ol style="list-style-type: none"> <li>Read Class 14 readings</li> <li>Participate in Class Discussion</li> </ol>

<b>Class 15</b>	<b><i>Summarizing Students' Achievement and Abilities</i></b>
Dates	May 5th
Readings	<ul style="list-style-type: none"> <li>Chapter 15 – Ormrod</li> </ul>

Assignments	<ol style="list-style-type: none"><li>1. Read Chapter 15</li><li>2. Field Experience - <b>DUE on Blackboard May 5th</b></li><li>3. PBA - <b>DUE on Blackboard May 5th</b></li></ol>
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- *The instructor reserves the right to modify and or change the schedule to better suit the needs of the class.*

## 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/Adolescent Study is to systematically collect evidence about a culturally and linguistically diverse 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 must 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/Adolescent 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, socio-economic status, ethnicity)
3. Summary of the child's capability in each of the developmental areas (physical, cognitive, linguistic, social, emotional, moral) supported by specific examples from your observations/teaching/interviews/interactions with the child
4. Summary of the elements of the learner profile (IB) found in the environment and exhibited by the student (whether or not an IB school).
5. Description of the teaching implications for the child/student based on research from your textbook.
6. Reflection of what you have learned by doing a Child/Adolescent 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. Use information and research from your textbook to provide support for your analysis – other additional research-based references may also be included.

**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 6<sup>th</sup> edition format. Attach samples of your ethnographic records, work samples, interviews and anecdotal observations as an appendix (these samples should be the ones you draw upon in your paper as evidence of your analysis).

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

**CHILD/ADOLESCENT STUDY PBA Rubric**

<b>Criteria/Level</b>	<b>Excellent 4</b>	<b>Exceeds Standards 3</b>	<b>Meets Standards 2</b>	<b>Not Met 1</b>
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
Summary of child's capability in the developmental areas  ACEI Standard 1.0	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	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	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	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



Criteria/Level	Excellent 4	Exceeds Standards 3	Meets Standards 2	Not Met 1
			implications	
Summary of the Learner Profile	Description of the Learner elements gives a comprehensive picture of the child/environment in relationship to the elements	Description of the Learner elements gives clear picture of the child/environment in relationship to the elements	Description of the Learner elements gives an incomplete picture child's environment and does not development the relationship between the two	Little to any description of the Learner elements with no connections evident
Teaching Implications  ACIE Standard 4.0	Use informal assessment strategies to plan instruction that will promote continuous development. Thoroughly and effectively describes the connection between collected data and teaching recommendations that are supported by research	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	Use informal assessment strategies to plan instruction that will promote continuous development Satisfactory description of the relationship between data collected and teaching implications supported by some research	Use informal assessment strategies to plan instruction that will promote continuous development Description is vague and unclear. No clear research support is given for 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