Professor: **Dr. Lesley Snowball,** *PhD*
Office Hours:
Office Location:
Office Phone:
Email Address:

COURSE DESCRIPTION:

   A. Prerequisites/Corequisites
   EDUC 511 and EDRD 515

   B. University Catalog Course Description
   Addresses the interrelationship of instruction, curriculum and assessment in international schools. Includes review of research and effective practice. Requires 20 hours of PK-6 classroom fieldwork.

   C. Expanded Course Description
   This course addresses the specifics of curriculum, instruction and assessment in international schools and includes a review of research and effective teaching practices. Through discussion and interaction, self-study and reflection, you will have opportunities to develop deeper understandings complemented by practical ideas and strategies, in the areas of curriculum development and implementation, effective instruction, and appropriate assessment, with emphasis on specific issues affecting international schools. Course content and experiences are designed to improve pedagogical effectiveness and promote continuous reflection to impact your future students' learning in a positive manner.

DELIVERY METHOD:
This course will be delivered online using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on May 10, 2016.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http:get.adobe.com/reader/
  - Windows Media Player: http://windows.microsoft.com/en-US/windows/downloads/windows-media-player

EXPECTATIONS:
- **Course Week:** Asynchronous: Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on Tuesday, and **finish** on Monday. Students are expected to complete their finals responses by Sunday, midnight Eastern time.
- **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, we can meet via 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 or OBJECTIVES:
This course is designed to enable students to:

1. become knowledgeable about the interrelationship of curriculum, instruction, and assessment in the elementary curriculum
2. understand specific issues affecting international schools in the areas of curriculum development and implementation, effective instruction, and appropriate assessment
3. appreciate cultural components in their relationship to students, families, and colleagues in international schools
4. adapt curriculum, instruction, and assessment for an international context
5. become familiar with international curriculum models, specifically the Primary Years Program of the International Baccalaureate Organization
6. develop a unit of inquiry using the PYP planning framework
7. extend their repertoire of pedagogical skills including strategies for planning, managing, and assessing learning experiences
8. recognize and plan for sociocultural, linguistic, and learning differences among students
9. utilize strategies to promote inquiry and reflection among students
10. develop skills as a reflective practitioner - observing, recording, and analyzing teaching and learning behaviors from a deliberative reflective stance
11. begin developing an awareness and appreciation of a research base that supports current best practices in teaching and learning
12. appreciate being part of a wider learning community enabling sharing of information, ideas, and resources with colleagues

Learning Outcomes Aligned with Professional Standards of:

1. INTASC http://cte.jhu.edu/pds/resources/intasc_principles.htm

2. International Baccalaureate Organization: Section 2a Draft PYP Practitioner Award Programme Requirements, June 2005. Also see http://www.ibo.org/pyp/

Student Learning Outcome	INTASC	PYP Requirement
1.	1,4,7,8	A,B,C,D
2.	2,3,5,7,10	A,B,C,D,E,F,H
3.	1,4,6,8	A -M
4.	1,4,7,8	D,F,H,I,J,K,L,M
5.	2,3,6	E,F,G,H
6.	2,3,4,7	E,F,G,H
7.	1,4,7,8	E,F,H
8.	3,5,6,7,9	N,O,P
9.	1,7,9	E,N,O,P
10.	5,6,9,10	E,F, H,N,O,P

3. ACEI/NCATE Standards:
- 1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
- 2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;
- 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally; and,
- 5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

REQUIRED TEXTS:

Arends, R. I. (2007). *Learning to teach.* NY: McGraw-Hill.
Kyriacou, C. (2001). *Essential Teaching Skills*. Cheltenham: Nelson Thornes.

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

COURSE ASSIGNMENTS AND EXAMINATIONS:

EDUC 520 Assignments and Evaluation Overview	
Preparation and Participation	15%
Teacher Candidate and Instruction Plan focus on PYP **(PBA)**	20%
Develop and Critique an Authentic Assessment Tool	15%
Collaborative Learning Team Assessment **(PBA)**	20%
Student Learning Analysis Assignment **(PBA)**	20%
Field Experience (PBA)	P/F
Total	**100%**

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit this assessment 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). There are three PBAs for this course, listed above and designated by "PBA" next to the assessment name. 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) or May 15 (Summer). 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 "International Cohort Program" 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) or May 15 (Summer). 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 "International Cohort Program" 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.*

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/**).

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/.

DETAILED ASSIGNMENT DESCRIPTIONS AND EVALUATION CRITERIA

Preparation and Participation (15 points) Students are required to attend and be prepared for all classes. In- class participation is important not only to the individual student, but to the class as whole.				
Exemplary 20 points	**Nearing exemplary 18-19 points**	**Proficient 16-17 points**	**Partially proficient 14-15 points**	**Not proficient <14 points**
Preparation: Exceptionally well-prepared for all sessions. Selects and fully completes all readings and reports. Comes prepared with thoughtful synopsis, questions, and comments that broaden peers perspectives on and understanding of the topic. Demonstrates an excellent understanding of readings and makes connections to classroom practice.	**Preparation:** Very well-prepared for all sessions. Selects and fully completes all readings and reports. Comes prepared with thoughtful synopsis, questions, and comments. Demonstrates an excellent understanding of readings and makes connections to classroom practice.	**Preparation:** Prepared for all sessions. Selects and fully completes readings and reports. Is prepared for sharing reading and asking questions. Demonstrates a good understanding of readings and makes connections to classroom practice.	**Preparation:** Not fully prepared for sessions. Selects and completes some of the readings and reports. Is somewhat prepared to share readings and questions. Demonstrates a beginning understanding of readings and makes some connection to classroom practice.	**Preparation:** Unprepared for sessions. Little or no involvement and sharing of readings and reports. Is seldom prepared to share readings and questions. Demonstrates a limited understanding of readings and makes few connections to classroom practice.
Participation: Participates in all discussions and activities with enthusiasm and positive learning outlook. Often takes the lead, actively promoting and extending conversation	**Participation:** Participates actively in all discussions and activities. Actively promotes conversation focused on the topic. Comments demonstrate a high level of	**Participation:** Participates in all discussions and activities. Comments demonstrate sound understanding and good reflection. Listens actively and	**Participation:** Participates in most discussions and activities. Comments demonstrate basic understanding. Listens actively to peers.	**Participation:** Little meaningful participation in discussions and activities. Comments demonstrate little evidence of understanding or reflection.

focused on the topic. Comments demonstrate an exceptional ly high level of understanding and reflection. Listens actively and sensitively to peers. Prompts peer feedback and input. Has a very positive effect on the classroom atmosphere.	understanding and reflection. Listens actively and sensitively to peers. Prompts peer feedback and input. Has a positive effect on the classroom atmosphere.	sensitively to peers.		Has a negative effect on the classroom atmosphere.

Teacher Candidate and Instruction Plan focus on PYP (PBA) (20 points)

To consolidate your knowledge of PYP curriculum and planning, you will create a unit of inquiry planner. One sample lesson plan must accompany your unit of inquiry planner, and must focus on developing and scaffolding your planner for a student with development, learning, physical or linguistic differences, including a plan for assessing the student's progress. You will submit this lesson plan to TK20 separately for evaluation from your inquiry unit, although the lesson plan should be coherently linked with your unit.

You will receive a template to guide you in creating each element of the planner including central idea, inquiry points, resources, teacher questions, context for facilitative inquiry, and pre-unit, formative and summative assessments.

Your planner will be graded holistically using the following criteria.

Exemplary 98-100%	Nearing exemplary 90-97%	Proficient 80-89% points	Partially proficient 70-79%	Not proficient 60% or below
All elements of the planner are addressed thoroughly and are linked together coherently.	All elements of the planner are addressed and are linked together coherently.	All elements of the planner are addressed but lack depth or coherence.	Most elements of the planner are addressed but lack depth or coherence.	Only some elements of the planner are addressed and lack depth and coherence.
The sample lesson plan is detailed, very well-structured and links very clearly to the overall unit plan.	The sample lesson plan is detailed, well-structured and links to the overall unit plan.	The sample lesson plan links to overall lesson plan but lacks detail and/or structure.	The sample lesson plan lacks detail and structure.	The sample lesson plan is either missing or inadequate.

Your lesson plan must include a 1-2 page rationale for the lesson plan with the following information included:
- Statement of educational need including a description of the target student's cognitive, linguistic, social, emotional and/or physical development skill levels and abilities
- Description of rational for at least three evidence-based instructional strategies
- Description of and rationale for instructional adaptations
- Statement of plan for the assessment and documentation of student's progress

Submit your lesson plan and rationale in one document to TK20. It will be evaluated based on the following InTASC standards:

Description of the Student				*InTASC 1(a)*
Exceeds Standard	**Meets Standard**	**Approaches Standard**	**Do Not Meet Standard**	
The candidate provides description of student that includes both appropriate and multiple forms of assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational learning need. The candidate describes and provides examples of impact of student characteristics on learning.	The candidate provides description of student that includes appropriate assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress. The candidate describes impact of student characteristics on learning.	The candidate provides description of student that includes appropriate assessment data related to some but not all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.	The candidate does not provide a description or the description of student does not include assessment data related to cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.	The candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
Statement of the Educational Need				*InTASC 6(g)*
The candidate effectively uses assessment data from multiple sources to create a thorough and appropriate statement of educational need that is aligned.	The candidate uses assessment data to create an appropriate statement of educational need that is aligned with assessment results.	The candidate uses assessment data to create a statement of educational need that is marginally aligned with assessment results.	The candidate does not address student educational needs or inappropriately uses assessment data to create a statement of educational need.	The candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
Identification of Learning Objectives				*InTASC 7(a)*
The candidate identifies distinct learning objectives with related outcomes that are relevant to individual student needs.	The candidate identifies learning objectives with related outcomes that are relevant to individual student needs.	The candidate identifies learning objectives without relevance to student educational need.	The candidate identifies learning objectives that are either (a) incomplete because related outcomes are not identified or (b) the objectives are not directly related to student educational need.	The candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
Rational for Learning Objectives				*InTASC 7(d)*
The rationales provided are aligned with the learning objective and the relationship of the learning objectives to student educational needs is clearly and effectively identified.	The rationales provided are aligned with the learning objective and the relationship of learning objectives to student educational needs is clearly identified.	The rationales provided are not be aligned to the specific learning objective and the relationship of the learning objectives to student educational needs is unclear.	The candidate does not provide rationales which are aligned to the specific learning objectives and/or the relationship of the learning objectives to student educational needs is missing or unclear.	The candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
Description of Instructional Strategies				*InTASC 7(b)*
The candidate identifies evidence-based instructional strategies that are aligned to specific learning objectives and student	The candidate identifies evidence-based instructional strategies that are aligned to the learning objectives and student learning needs.	The candidate identifies instructional strategies that are marginally related to the learning objectives or student learning needs.	The candidate does not identify instructional strategies or identifies instructional strategies that are not related to the	The candidate plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations,

learning needs. The candidate provides specific sources of evidence for the instructional strategy.			learning objectives or student learning needs.	resources, and materials to differentiate instruction for individuals and groups of learners.

Rationale for Instructional Strategies | | | | *InTASC 1(e)*

Exceeds Standard	Meets Standard	Approaches Standard	Do Not Meet Standard	
The rationales provided are aligned with the strategies and, the relationship of the instructional strategies to specific learning objectives that meet student educational needs is clearly and effectively identified.	The rationales provided are aligned with instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet student educational needs is clearly identified.	The rationales provided do not aligned to the specific instructional strategies and, the relationship of the instructional strategies to the learning objectives that meet student educational needs is unclear	The candidate does not provide rationales which are aligned to the specific instructional strategies and/or the relationship of instructional strategies to the learning objectives and student educational needs is missing or unclear.	The candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

Description of Instructional Adaptation | | | | *InTASC 2(f)*

The candidate identifies and thoroughly describes appropriate adaptations or accommodations that clearly support student achievement of learning objectives.	The candidate identifies and describes appropriate adaptations or accommodations that clearly support student achievement of learning objectives.	The candidate identifies either adaptations or accommodations that minimally support student achievement of learning objectives.	The candidate does not identify either adaptations or accommodations to support student achievement of learning objectives.	The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Rationale for Instructional Adaptation | | | | *InTASC 7(k)*

The rationales provide evidence-based support for the specific adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is clearly and thoroughly identified.	The rationales provide adequate evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is clearly identified.	The rationales marginally provides evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is unclear.	The rationales marginally provides evidence to support the adaptations and accommodations and the relationship of the adaptations and accommodations to student educational needs is unclear.	The candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

Assessment and Documentation of Student Progress | | | | *InTASC 6(b)*

The candidate describes an assessment plan that evaluates all student learning objectives, includes formative and summative assessments that minimize sources of bias and includes multiple data sources for each objective. The candidate describes multiple assessment results that would prompt modification of instructional plans and those specific modifications.	The candidate describes an assessment plan that evaluates all student learning objectives and includes both formative and summative assessments that minimize sources of bias. The candidate describes the assessment results that would prompt modification of instructional plans and those specific modifications.	The candidate describes an assessment plan that evaluates all student learning objectives but does not include documentation of both formative and summative measures that does not address possible assessment bias.	The candidate does not describe an assessment plan that that evaluates all student learning objectives or describes a plan that does not directly measure all of the student learning objectives (e.g., is not observable, measurable).	The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

Develop and Critique an Authentic Assessment Tool (15 points)

You will create an assessment tool that includes clear criteria for what will be assessed, and present it with a description of the context in which it will be used and a critique of its strengths and limitations.

Exemplary 98-100%	Nearing exemplary 90-97%	Proficient 80-89% points	Partially proficient 70-79%	Not proficient 60% or below
Assessment tool is exceptionally well-thought out, includes very clear criteria and is highly appropriate for the context described.	Assessment tool is very well-thought out, includes very clear criteria and is appropriate for the context described.	Assessment tool is well-thought out, includes clear criteria and is appropriate for the context described.	Assessment tool is adequate but lacks clear criteria and/or may not be appropriate for the context described.	Assessment tool is inadequate.
Description of context is detailed and very clear.	Description of context is detailed and clear.	Description of context is clear.	Description of context is adequate.	Description of context is missing or inadequate.
Critique includes extensive insightful analysis of strengths and limitations.	Critique includes thoughtful analysis of strengths and limitations.	Critique includes some analysis of strengths and limitations.	Critique identifies some strengths and limitations.	Critique is missing or inadequate.

Collaborative Learning Team Assessment (PBA) (20 points)

Today's teachers play a teacher leadership role, with each professional (novice and veteran) facilitating not only their own but also their colleagues' professional development—all focused on the achievement of the students they work together to educate.   This is particularly important in PYP schools which focus on creating transdisciplinary units and collaborative teams to facilitate students' knowledge and skill development.

In this assignment you will work with a team of teacher colleagues to discuss individual student or group learning progress. With the learning team, you will either design an assessment or use existing assessment data to make responsive instructional decisions that promote an individual student or group of students' learning. You will provide input to the team to identify lesson plans or revisions to lesson plans, instructional delivery methods, or classroom management strategies affecting student learning progress. Finally, you will detail a teaching action plan that the team believes will promote student academic achievement and include a description of the instructional activities and assessment to be used and how assessment results will be used to determine changes in student learning.   This instruction plan can be part of your unit planner from **Teacher Candidate and Instruction Unit Plan** but cannot duplicate the work of the individual lesson plan. You will use this same instruction plan as the beginning step in the **Student Learning and Analysis Project** (described below).

You must submit as part of this assignment:
- Documentation of collaborations with teachers (agenda, minutes, reflection, fieldwork log, etc)
- Documentation of initial assessment results and responsive instructional decisions (provide a summary of assessment results and narrative of instruction decisions made in response to these results)
- Documentation of lesson plans or revisions
- Summary of teaching action plan (describing the objectives, assessment outcomes and instructional strategies planned)

A template of the format of the CLTA to submit this documentation is below the rubric. You must submit this to TK20 via Blackboard. You will be graded holistically on the CLTA with the following criteria:

Exemplary 98-100%	Nearing exemplary 90-97%	Proficient 80-89% points	Partially proficient 70-79%	Not proficient 60% or below
All elements of the CLTA are addressed thoroughly with clear documentation supporting instructional choices based on assessment evidence	All elements of the CLTA with clear documentation supporting instructional choices based on assessment evidence.	All elements of the CLTA are included but lack depth or explanation to assessment results.	All elements of the CLTA are included but lack depth and are not clearly linked to assessment results	Only some elements of CLTA are included but do not address assessment results.
The sample lesson plan is detailed, very well-structured and links very clearly to the overall assessment results.	The sample lesson plan is detailed, well-structured and links to the overall assessment results.	The sample lesson plan links to overall assessment results. but lacks detail and/or structure.	The sample lesson plan lacks detail and structure.	The sample lesson plan is either missing or inadequate.

Collaborative Learning Team Assessment (PBA) (20 points)

Additionally, you will be evaluated using the following InTASC standards.

Collaboration

Exceeds Standard	Meets Standard	Approaches Standard	Do Not Meet Standard	*InTASC 10(b)*
The **candidate** provides evidence that he/she collaborates **regularly and effectively** with a variety of school professionals to plan and **jointly** facilitate learning to **meet diverse needs** of learners.	The **candidate** provides evidence that he/she collaborates **regularly and effectively** with a variety of school professionals to plan and **jointly** facilitate learning to **meet diverse needs** of learners.	The **candidate** provides evidence that he/she collaborates **regularly and effectively** with a variety of school professionals to plan and **jointly** facilitate learning to **meet diverse needs** of learners.	The **candidate does not provide** evidence of effectively collaboration with school professionals to plan **and/or** jointly facilitate learning to meet diverse needs of learners.	The candidate works with school professionals to plan and facilitate learning to meet diverse needs of learners.

Exceeds Standard	Meets Standard	Approaches Standard	Do Not Meet Standard	*InTASC 10(b)*
The **candidate does not provide** evidence of collaboration with school professionals to engage in professional learning that advances practice.	The **candidate** provides evidence that he/she only **occasionally or less than effectively** collaborates with school professionals to engage in professional learning that advances practice.	The **candidate** provides evidence that he/she **effectively** collaborates with school professionals to **effectively** and **jointly** engage in professional learning that advances practice.	The **candidate** provides evidence that he/she collaborates **regularly and effectively** with a variety of school professionals to **effectively** and **jointly** engage in professional learning that advances practice.	The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

Assessments and Instruction

Exceeds Standard	Meets Standard	Approaches Standard	Do Not Meet Standard	*InTASC 9(c)*
The **candidate does not** show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.	The **candidate** independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning **but inaccurately or ineffectively** adapts planning and practice.	The **candidate** independently and in collaboration with colleagues uses data to **effectively** evaluate outcomes of teaching and learning **and** adapts planning and practice.	The **candidate** independently and in collaboration with colleagues uses a **variety of data** to **accurately** evaluate outcomes of teaching and learning and **effectively** adapts planning and practice for all learners.	Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to evaluate outcomes of teaching and learning to adapt planning and practice.

Lesson Plan

Exceeds Standard	Meets Standard	Approaches Standard	Do Not Meet Standard	*InTASC 7(j)*
The candidate exhibits a deep understanding the strengths and needs of diverse learners and how to plan effective instruction that is responsive to these strengths and needs.	The candidate exhibits an understanding the strengths and needs of individual learners and how to plan effective instruction that is responsive to these strengths and needs.	The candidate exhibits a limited understanding of the strengths and needs of individual learners and/or how to plan instruction that is responsive to these strengths and needs.	The candidate exhibits a limited or no understanding of the strengths and needs of individual learners nor how to plan instruction that is responsive to strengths and needs.	The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

Exceeds Standard	Meets Standard	Approaches Standard	Do Not Meet Standard	*InTASC 6(a)*
The candidate provides extensive evidence of the balanced use of multiple formative and summative assessments as appropriate to support, verify, and document learning.	The candidate provides adequate evidence of the balanced use of formative and summative assessment as appropriate to support, verify, and document learning.	The candidate provides limited evidence of the use of formative and/or summative assessment as appropriate to support, verify, and document learning.	The candidate does not provide evidence of the use of formative and summative assessment as appropriate to support, verify, and document learning.	The candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

Exceeds Standard	Meets Standard	Approaches Standard	Do Not Meet Standard	*InTASC 6(b)*
The candidate provides multiple pieces of evidence that he/she designs effective assessments that align learning objectives with a variety of assessment methods and minimizes sources of bias that can distort assessment results.	The candidate provides evidence that he/she designs effective assessments that closely match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	The candidate provides little evidence that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	The candidate provides no evidence that he/she designs assessments that match learning objectives with assessment methods or minimizes sources of bias that can distort assessment results.	The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
Exceeds Standard	Meets Standard	Approaches Standard	Do Not Meet Standard	*InTASC 9(e)*
The candidate reflects candidly on a variety of personal biases and accesses a broad range of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The candidate reflects on some personal biases and accesses a range of resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The candidate describes rather than reflects on personal biases and accesses some resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The candidate describes rather than reflects on personal biases and does not access resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
Exceeds Standard	Meets Standard	Approaches Standard	Do Not Meet Standard	*InTASC 10(a)*
The candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's diverse learning needs.	The candidate takes an active role on the instructional team, receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	The candidate takes an active role on the instructional team, receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	The candidate does not work with the instructional team, receives limited feedback on practice, examining minimal learner work, rarely analyzing data, and sharing little responsibility for decision making and accountability for student's learning.	The candidate takes an active role on the instructional team giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

Collaborative Learning Team Assessment
TEMPLATE

You will submit the following and attachments to demonstrate meeting the objectives for this assessment task.

Task	Documentation		
Part 1: Documentation of collaborations with teacher colleagues regarding individual student or group learning progress.	**Documentation of collaborations**		
	List artifacts attached to this template:		
Part 2. Documentation of initial assessment results and responsive instructional decisions.	**Assessment results**	**Corresponding instructional decisions**	
Part 3. Documentation of lesson plans or revisions, instructional delivery methods or classroom management strategies.	**Attach lesson plan to this template.** *Briefly describe the content of the lesson and specific strategies and management techniques used for this lesson.*		
Part 4. Teaching action plan that includes a description of instructional activities and assessments.	**Teaching action plan**		
	Objectives	**Instructional Activities**	**Assessment (list and state alignment)**

Performance Based Assessment (PBA)*

Student Learning Analysis **(20 points)**

This assignment is designed to focus on the relationship between your teaching and student learning. It should answer the questions, "When I teach, do students learn? and How do I know they are learning?" You may complete this assignment in any content area with a small group of students (with your supervising teacher's approval). This project serves to synthesize the work you have completed in the course so far, completing the instructional chain: assessment to planning to teaching to assessment.

Specifically, you will design a unit of instruction for elementary age students (using the PYP planner or any other planning format appropriate to your setting). You will establish baseline evidence of student knowledge through the Collaborative Learning Team Assessment (CLTA, above). Based on that evidence and the action plan created in the CLTA, you will teach/lead the inquiry in your planned area. You will collect sample student work for analysis and complete a post-assessment of student learning. You will provide an in-depth analysis of teaching and student learning along with your critical reflection on the process in a cumulative paper of approximately 15 pages plus appendices and references.

Your final assignment will be assessed against the following 8 criteria related to the ACEI standards:

Description of Target Group

Exceeds Standard	Meets Standard	Approaches Standard	Do Not Meet Standard	
Description of the group gives an extended and comprehensive picture of their development levels, including any special learning needs and is supported by extended and substantive research references	Description of the group gives a comprehensive picture of their development levels including any special learning needs and is supported by substantive references	Satisfactory description of the group gives a clear picture of their development levels including any special learning needs and is supported by references	Description of the group gives an incomplete picture of their development levels including any special learning needs and is supported by a few references	ACEI 2.7 Physical education
Clear, comprehensive description of the family and community, including language, culture and socio-economic status. Description is linked to extended research references	Clear description of the family and community, including language, culture and socio-economic status. Description is linked to research references	Satisfactory description of the family and community including language, culture and socio-economic status. Description is linked to some research references	Incomplete, vague, or unclear description of the family and community. Description provides few connections to research	ACEI 5.2 Socio-cultural context
Exceeds Standard	Meets Standard	Approaches Standard	Do Not Meet Standard	

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

In-depth and comprehensive reflection on student learning with insightful connections to own teaching	Very good reflection on student learning with clear connections to own teaching	Satisfactory reflection on student learning with some connections to own teaching	Limited reflection on student learning with few connections to own teaching	Reflects on Student Learning Analysis assignment ACEI 5.1 Professional Growth
Exceeds Standard	Meets Standard	Approaches Standard	Do Not Meet Standard	
SLA is an exemplary piece of work, presented in a professional and timely manner. The paper is exceptionally well-structured and error-free.	SLA is a very good piece of work, presented in a professional and timely manner. The paper is well-structured and virtually error-free.	SLA is a good piece of work, presented in a professional and timely manner. The paper is reasonably structured and contains only a few minor errors.	SLA is incomplete but presented in a professional and timely manner. The paper contains only minor errors.	Overall quality of work

Proposed Class Schedule

Date	Topic/Learning Experiences
Week 1 *May 9-15*	**You have 3 posts to make on the Bb Discussion Board this week**. Please make them separately in the allocated areas. Please also read and respond to some of your classmates' posts. **Welcome to EDUC 520** Read the syllabus fully making sure you understand the requirements, assignments, deadlines and grading policies. If you have any questions, please either send them by email or post them on the **Running questions** area on the Bb Discussion Board – sometimes other students have the same question. 1. Skim required texts to familiarize yourself with the overall structure and content. On the Bb **Discussion Board**, briefly comment on your first impressions of the two texts: e.g. Is one more appealing than the other? Why? How are they similar? Different? **Education in an international context** 2. How internationally minded are you? What makes a person internationally-minded? Rate yourself on an imaginary scale of 0-10, with 10 being the most internationally-minded and 0 being not at all internationally-minded. Post your self-rating on the Bb **Discussion Board** and briefly explain why you gave yourself that rating. Include personal and professional experiences that have contributed or limited your international-mindedness. This post will serve to introduce you to your professor and your classmates. 3. Consider the factors that make a school international. Find the websites of 2 international schools in different parts of the world. On the Bb **Discussion board**, post a brief overview of each school, commenting on what you feel makes them international. Please include the names and website addresses of the schools.
Week 2 *May 16-22*	**You have 2 posts to make on the Bb Discussion Board this week**. Please make them separately in the allocated areas. Please also read and respond to some of your classmates' posts. Read: Arends Chapter 1 The Scientific Basis for the Art of Teaching Kyriacou Chapter 1 Developing your teaching skills **Understanding the roles of a teacher** 1. Make a list of the different roles a teacher plays. Post your list on the Bb Discussion board indicating i) which you feel are most important ii) which you feel you do well iii) which you find more challenging. Read: Arends Chapter 2 Student Learning in Diverse Classrooms 'How are students different?' list provided in the content section of Bb **Understanding who you are teaching**

	2. Choose those 'student differences' that are most relevant to your own teaching context, and on the Bb **Discussion board**, briefly describe how they impact your teaching.
Week 3 *May 23-29*	**You have 1 post to make on the Bb Discussion Board this week, and 1 assignment due**. Please also read and respond to some of your classmates' posts. Read: Arends Chapter 3 Teacher Planning Kyriacou Chapter 2 Planning and preparation Kyriacou Chapter 3 Lesson Presentation Article on International Curriculum Models, provided in the content section of Bb. You may also want to look at 'Making the PYP Happen' – available by logging into the Online Curriculum Centre (OCC) of the IBO (www.ibo.org) On the Bb **Discussion board**, briefly describe how you plan – what formats and procedures do you use? These can include yearly planning, termly or semester planning, unit planning, weekly planning and lesson planning. **Curriculum assignment**: **PYP planner critique** Choose any one of the PYP planners provided in the content section of Bb, and use the IBO 'Critiquing a completed planner' guidelines, analyze the quality and completeness of the planner and write a short critique. You may create a grid or you may use paragraph text, but in either case, your paper must be organized coherently according to the sections of the 'Critiquing a completed planner' guidelines.
Week 4 *May 30-June 5*	**You have 1 post to make on the Bb Discussion Board this week.** Please also read and respond to some of your classmates' posts. Read: Arends Chapter 4 Learning Communities and Student Motivation Arends Chapter 5 Classroom Management Kyriacou Chapter 4 Lesson Management Kyriacou Chapter 5 Classroom climate Imagine you are responsible for the induction of new teachers at your school – this is their first teaching assignment. Create a short guide giving them 'tips' on how to manage their classrooms smoothly, motivate students, and create a positive learning atmosphere. This can be any format you wish, e.g. bullet point list, grid, PPP, simple poster, booklet. Post your guide on the Bb **Discussion board**.
Week 5 *June 6-12*	**You have 1 post to make on the Bb Discussion Board this week**. Please also read and respond to some of your classmates' posts. Read: Arends Chapter 7 Presenting and Explaining Arends Chapter 8 Direct Instruction Arends Chapter 9 Concept Teaching Architects of the intellect On the Bb **Discussion board**, post a brief reflection on which of these 'architects of the intellect' you most identify with and why. Make reference to how their ideas have influenced your own teaching.

Week 6 *June 13-19*	**You have 1 post to make on the Bb Discussion Board this week, and 1 assignment due**. Please also read and respond to some of your classmates' posts. Read: Arends Chapter 10 Cooperative learning Arends Chapter 11 Problem-based learning Arends Chapter 12 Classroom discussion Arends Chapter 13 Connecting the Models and Differentiating Instruction On the Bb **Discussion board**, post a simple pie chart showing roughly what percentage of your time is devoted to the 6 different models of teaching described by Arends. Compare your own with those of classmates. **Instruction assignment**: **Connecting the models of teaching** Complete the grid provided in the content area of Bb, to give a bullet point outline of the key features, the pros and the cons of each of the 6 models described by Arends. Then write a brief reflection on how you use these models in your own teaching (approx. 400-600 words for the reflection)
Week 7 *June 20-26*	**You have 1 post to make on the Bb Discussion Board this week**. Please also read and respond to some of your classmates' posts. Read: Arends Chapter 6 Assessment and Evaluation PiiP Assessment system Use a 'traffic light' system to consider which elements of the assessment system are fully in place in your school (green), which are developing (orange), and which are absent or neglected (red). Post your comments on the Bb **Discussion board**.
Week 8 *June 27-July 3*	**You have 1 post to make on the Bb Discussion Board this week**. Please also read and respond to some of your classmates' posts. Read: Kyriacou Chapter 7 Assessing pupils' progress Assessment tasks and tools Using the 'Assessment tasks and tools' overview, and the 'assessment audit grid' provided in the content section of Bb, analyse your own classroom assessment practices. Post your completed assessment audit on the Bb **Discussion board**.
Week 9 *July 4-10*	**You have 1 post to make on the Bb Discussion Board this week, and 1 assignment due**. Please also read and respond to some of your classmates' posts. Some sample self-assessment and reflection formats are provided in the content section of Bb. Try some of them yourself, or with your students. On the Bb **Discussion board** post your comments –Which did you/they prefer? Why? How could you adapt them? **Assessment assignment**: **Develop and critique an authentic assessment tool** Create an assessment tool that includes clear criteria for what will be assessed, and present it with a description of the context in which it will be used and a critique of its strengths and limitations.

Week 10 *July 11-17*	**You have 2 posts to make on the Bb Discussion Board this week**. Please also read and respond to some of your classmates' posts. Read: Arends Chapter 14 School Leadership and Collaboration 1. Think of some of the challenges you have faced while interacting with: Colleagues (Frah and Meghan) School leaders (Brendolyn and Jessica) Families (Katherine, Koreen and Elizabeth) For your assigned area, post one or two examples on the Bb **Discussion board** and describe how you dealt with them. **2.** Think about the features of effective schools described in Arends Chapter 14. Create a T-chart or grid listing what schools do that facilitates / inhibits teachers in their work in the 3 key areas of Curriculum, Instruction, and Assessment. Post your chart on the Bb **Discussion board.**
Week 11 *July 18-24*	**You have 1 post to make on the Bb Discussion Board this week**. Please also read and respond to some of your classmates' posts. Read: Kyriacou Chapter 8 Reflection and evaluation 7 domains of international teacher skills Developing an effective teaching portfolio (http://www.ascd.org/publications/educational-leadership/mar96/vol53/num06/Developing-an-Effective-Teaching-Portfolio.aspx) Create a list of sample contents that teachers could include in a professional portfolio to demonstrate their achievements in the 7 domains of international teacher skills. Post your list on the Bb **Discussion board**.
Week 12 *July 25-31*	**You have 1 post to make on the Bb Discussion Board this week, and 1 assignment due**. Please also read and respond to some of your classmates' posts. On the Bb **Discussion board**, post a short reflection on this course. What did you find most / least valuable? What impact did it have on your understanding of teaching and your classroom practice? What are your aspirations for the future? **PBA assignment**: **Student Learning Analysis** Design and teach a unit of instruction for elementary age students (using the PYP planner or any other planning format appropriate to your setting). Please read the detailed instructions and assessment rubric to ensure you are fully aware of the expectations.