

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

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

**EDUC 623: 6F1  
Methods and Strategies for Teaching in IB Schools  
3 Credits – Spring 2017  
CRN: 21617**

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**Office Hours:** By appointment (When making appointments, please be mindful of time zones.)

**Meeting Dates:** January 3 - March 13

**Meeting Time:** Online

**Meeting Location:** Online

**UNIVERSITY CATALOG COURSE DESCRIPTION:**

This course focuses on the development of the capacity of teachers in IB schools to adopt appropriate teaching strategies and techniques instrumental in ensuring program learning outcomes are achieved. Further, participants develop a deep understanding of the critical relationship between teaching and learning.

**Please ensure you read the whole syllabus. It contains important information that will help you complete the course smoothly.**

**PREREQUISITES/CO-REQUISITES:**

Admission to GSE, enrollment in IB certificate program and completion of EDUC 621: Teaching and Learning in the International Baccalaureate Programs or permission of instructor.

**NATURE OF COURSE:**

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

While this is an online course, it is vitally important for each student to complete readings on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of

the 10 modules, you should spend this amount of time on the website in addition to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated and manage their time well.

### **COURSE 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 (Bb) course site using your Mason email name (everything before “@masonlive.gmu.edu or gmU.edu) and email password. The course site will be available on December 30, 2016 at 8 AM EST.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### **EXPECTATIONS FOR PARTICIPATION:**

This online course is **not self-paced**. You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates. The quality of this class depends on the community we create as we engage deeply with the big ideas of the course.

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will **start on Tuesdays, and finish on Mondays**. **Please note: This may deviate from your school’s week depending where you are.**
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this

syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## TECHNICAL REQUIREMENTS:

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## LEARNER OUTCOMES:

This course will enable students to:

- a. Understand the critical relationship between the choice of instructional strategies and the influence on learning;
- b. Deliberate on the choice of instructional strategies across IB programs to achieve learner outcomes;
- c. Understand the importance of range and balance in the selection of teaching strategies;

- d. Make instructional decisions to support programmatic and learner outcomes, including meaningful and relevant inquiry;
- e. Design supervisory and management techniques that support learners in the planning and production of a personal project;
- f. Select strategies and construct learning environments that support student reflection, inquiry and problem solving;
- g. Demonstrate mastery of differentiated instruction to support diverse learning communities;
- h. Select and evaluate appropriate teacher and learner resources to support program learning outcomes;
- i. Engage in ongoing critical reflection of professional practice.

### **Professional Standards:**

#### **National Board of Professional Teaching Standards**

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities

ASTL 6: Teachers attend to the needs of culturally, linguistically and cognitively diverse learners.

ASTL 7: Teachers are change agents, teacher leaders, and partners with colleagues and families.

#### **IB Teacher Award Inquiry Strands, Level 1:**

##### *Area of Inquiry: 2 Teaching and Learning*

- e. What learning strategies are appropriate in supporting effective implementation of the programs (e.g. PYP, MYP, DP and IBCP?)
- f. What teaching strategies and learning activities support program learning outcomes?
- g. What instructional strategies are involved in supervising student planning and production of personal projects?
- h. How does the program support the learning needs of all students?
- i. How does differentiated practice support the learning of all students, including those of different levels of competency, types of ability, learning styles, communication styles, and speakers of other languages?
- j. What learning resources support program practice and how are they selected or evaluated?

##### *Area of Inquiry 4: Professional Learning*

- n. What is reflective practice and how does it support program implementation and enhance practice?
- o. What is the role of collaborative working practice in supporting the program learning outcomes?
- p. How do the Online Curriculum Centre and other similar information and communication technologies enable program practitioners to professionally engage with each other?

**Technology (ISTE):**

IV. Teachers use technology to enhance their productivity and professional practice

**Learning Objectives and Outcomes Table:**

Outcomes	NBPTS/ASTL	IB	Technology
<b>A</b>	1,2	2e, 2f, 4n	
<b>B</b>	4	2f, 4n	
<b>C</b>	2,4	2f, 2g, 4o	
<b>D</b>	1,4,6	2g, 4n, 4p	IV
<b>E</b>	3,5	2f, 4o	
<b>F</b>	1,2	2e, 2f, 4o	
<b>G</b>	2,6	2g, 2j, 4p	IV
<b>H</b>	3,6	2h, 4p	
<b>I</b>	5,7	2f, 4n, 4o	

**REQUIRED TEXTS:**

Allen, J., & Alexander, L. (Eds.). (2013). *Practitioner Inquiry Series: A Critical Inquiry Framework for K-12 Teachers: Lessons and Resources from the U.N. Rights of the Child*. New York, NY: Teachers College Press.

Additional readings will be drawn from contemporary journals as well as published research on international education and International Baccalaureate programs.

**TECHNOLOGY RESOURCES:**

- All students are required to have access to a computer with Internet access and a current GMU email account.
- All students will be enrolled in the Online Curriculum Centre through the International Baccalaureate.

**RELEVANT WEBSITES:**

- International Baccalaureate Organization, <http://www.ibo.org>
- Practitioner Research as Staff Development, <http://www.aelweb.vcu.edu>
- American Psychological Association, <http://www.apa.org>

## COURSE PERFORMANCE EVALUATION MATRIX

<i>Assignment Description</i>	<i>Grade %</i>	<i>Outcomes Addressed</i>
<b>Field Experience</b>	S/U	Program Requirement
<b>Discussion Board</b>	10	A, B, C, I
<b>Instructional Plan</b>	10	A, B, D, F, G, I
<b>Multimedia Inquiry Project: CRC</b>	25	A, B, C, D, F, G, H, I
<b>Critical Reflection Journals</b>	20	All
<b>Teaching Learning Episode/PBA</b>	35	A, B, C, D, F, G, H, I

### 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, Teaching Learning Episode 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:

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

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

**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.

## **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). **If you are an international student, please submit your fieldwork paperwork to Leslie Silkworth at [lsilkwor@gmu.edu](mailto:lsilkwor@gmu.edu).**

**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). **If you are an international student, please submit your fieldwork request to Leslie Silkworth at lsilkwor@gmu.edu.**

### **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.***

### **INCOMPLETE (IN):**

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

### **COURSE WITHDRAWAL WITH DEAN APPROVAL:**

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

### **NETIQUETTE:**

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

- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think before you push the "Send" button.



- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

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

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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/>).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

### **PROFESSIONAL DISPOSITIONS:**

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

### **CORE VALUES COMMITMENT:**

The College of Education and 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/>.

### **GMU E-MAIL AND WEB POLICY:**

Mason uses electronic mail ([www.gmu.edu/email](http://www.gmu.edu/email)) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication sent for this course will be sent to your Mason email account.

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but always within 24 hours unless there is an out of office email explaining a delay.

## COURSE PERFORMANCE EVALUATION

Module 1                      Critical inquiry through the Convention of the Rights of the Child	
Dates	January 3 -January 9
Readings	<ul style="list-style-type: none"> <li>• Allen &amp; Alexander pp. 1-19</li> <li>• UN Convention on the Rights of the Child (on Blackboard)</li> <li>• Other Human Rights Documents – (Folder in Blackboard)</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Post self-introduction (<b>by 11:59 PM January 6</b>)</li> <li>2. Participate in discussion one</li> <li>3. Journal option</li> </ol>

Module 2                      Poverty as it relates to standards of living	
Dates	January 10 -January 16
Readings	<ul style="list-style-type: none"> <li>• Allen &amp; Alexander pp. 20-34 and 90-108</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion two</li> <li>2. Journal option</li> </ol>

Module 3                      The value of culture and international-mindedness	
Dates	January 17-Janaury 23
Readings	<ul style="list-style-type: none"> <li>• Allen &amp; Alexander pp. 54-89</li> <li>• Global Engagement – Teaching and Learning about Rights (on Bb)</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion three</li> <li>2. Journal option</li> </ol>

Module 4	Supporting the learning needs of all students
Dates	January 24 - January 30
Readings	<ul style="list-style-type: none"> <li>• Read articles in Differentiated Instruction Folder (on Bb)</li> <li>• View “An Introduction to DI” and “Common Misconceptions about DI” From Institute on Academic Diversity (on Bb)</li> <li>• Read Learning Diversity and Inclusion in IB Programmes (on Bb)</li> <li>• Read Allen &amp; Alexander pp. 35-53</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion four</li> <li>2. Instructional Plan Due <b>January 30</b></li> <li>3. Journal option</li> </ol>

Module 5	Identity and freedom of thought
Dates	January 31 -February 6
Readings	<ul style="list-style-type: none"> <li>• Allen &amp; Alexander pp. 109-126</li> <li>• Listen to Thandie Newton: Embracing Otherness, Embracing Myself (on Bb)</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion five</li> <li>2. Journal option</li> </ol>

Module 6	Socratic seminars
Dates	February 7 -February 13
Readings	<ul style="list-style-type: none"> <li>• Read all articles in Socratic Seminars folder (on Bb)</li> <li>• View the videos regarding Socratic seminars (see folder in Bb)</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion six</li> <li>2. Journal option</li> </ol>

Module 7		Gender issues and education
Dates	February 14 -February 20	
Readings	<ul style="list-style-type: none"> <li>• Read Education and Women’s Rights Global Guides (on Bb)</li> <li>• Read “Perspectives on Gender Equality and the Barrier of Culture on Education” - Joseph (in Bb)</li> </ul>	
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion seven</li> <li>2. Multimedia Inquiry Project Due <b>February 20</b></li> </ol>	

Module 8		Selecting texts for critical inquiry
Dates	February 21 -February 27	
Readings	<ul style="list-style-type: none"> <li>• Allen &amp; Alexander pp. 150-172</li> </ul>	
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion eight</li> <li>2. Journal option</li> <li>3. Multimedia Inquiry Project Critiques Due <b>February 25</b></li> </ol>	

Module 9		Taking action through service learning
Dates	February 28-March 7	
Readings	<ul style="list-style-type: none"> <li>• Allen &amp; Alexander pp. 127-149</li> <li>• View The Girl Who Silenced the World (on Bb)</li> <li>• View Malala Yousafzai Extended Interview (on Bb)</li> </ul>	
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion nine</li> <li>2. Journal option – <b>LAST WEEK TO TURN IN A JOURNAL</b></li> </ol>	

Module 10		Turning the CRC into pedagogical practice	
Dates	March 7 -March 13		
Readings	<ul style="list-style-type: none"> <li>Peruse Teaching Human Rights: Practical Activities for Primary and Secondary Schools (on Bb)</li> <li>Read “Pupils’ Participation in the Finnish Classroom: Turning the UN Convention on the Rights of the Child into Pedagogical Practices” - Niemi, Kumpulainen &amp; Lipponen (on Bb)</li> </ul>		
Assignments due	<ol style="list-style-type: none"> <li>Participate in discussion ten</li> <li>Post-Assessment Due <b>March 13</b></li> <li>Complete Mason Evaluation</li> <li>Instructional Activity Analysis and Video Due <b>March 13</b></li> <li>Fieldwork Due <b>March 13</b></li> </ol>		

### DETAILED ASSIGNMENT INFORMATION

Class Assignments for EDUC 623			
Project	Emphasis/Goal	Percentage of Grade	Due Date
<b>Fieldwork</b>	<p>You must complete a minimum of 20 hours of fieldwork, observing a classroom appropriate for your teaching position. Some fieldwork hours may be used to complete the PBA. <b>A fieldwork log and evaluation form must be posted to Blackboard and Tk20 no later than the last day of class.</b> Forms will be available in Blackboard.</p> <p><b>Students should make sure they are using the new forms – the ones posted in Blackboard for this course.</b> Please verify with the professor if you are not sure.</p>	N/A but if fieldwork is not completed a grade will not be issued until requirement is met.	<b>March 13</b>
<b>Discussion Board (Written and Video)</b>	<p>Each student is responsible for reading all the materials each week unless noted otherwise. Students are expected to actively participate in every module by critically analyzing, asking questions, and making observations about the readings. You are expected to participate in a substantive way. It is not acceptable to wait until the end of the week as you will not be able to engage fully in the discussion and others will not have the opportunity to engage with your thoughts and comments.</p>	10 percent	<b>January 3 – March 13</b>

	<p><b>Each module will begin on Tuesday and run through the following Monday.</b> You must start posting for each module by Friday at 11:59 EST so that the class will have ample time to engage in discussion. Students will be expected to respond to each of the discussion questions posted. Further, students should respond to at least two posts from other classmates. As we have 10 weeks of discussion boards, students are being asked to comment in different forms. During at least 3 weeks, you are being asked to comment for your initial posts on the discussion board by offering a video or audio response rather than a written one. I am hoping that this requirement gets you responding in various ways and thinking about how you respond on the discussion board. Students are expected to engage with the material by considering also considering different media and different ways of responding to me and your classmates. For the weeks that you respond either via video or by audio you may mix up the two media and use different programs and different pieces of technology. Please use this as an opportunity to experiment and to try out new things. A rubric for grading the Discussion Board is provided at the end of the assignment descriptions.</p>		
<p><b>Instructional Plan</b></p>	<p>Students will design a lesson embedded within a learning unit that provides evidence of differentiated instruction appropriate for their teaching position. The plan must include evidence of differentiation in terms of content, process and product as well as accounting for differences in depth and learning styles. A rubric will be posted on Bb.</p>	<p>10 percent</p>	<p><b>January 30</b></p>
<p><b>Multimedia Inquiry Project: Conventions of the Rights of the Child</b></p>	<p>This assignment is designed to get students working with the topics contained in the CRC and focus them on social justice and human rights. Examples of topics include: poverty, adequate standard of living, health, goals of education, preservation of identity, children of minorities, or discrimination. <b>You must have your topic approved by the instructor, and only one student will be permitted per topic. Skype meetings may be set up to discuss topics.</b></p> <p>Working independently, 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 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</p>	<p>25 percent</p>	<p><b>February 20</b></p>

	<p>to a class of students on your current level. Please consider this as something that you might be able to use in your classroom situation. You may design it in conjunction with any subject – literature, math, history as applicable and useful.</p> <p>Students should have a minimum of <i>five</i> sources for your presentation that are developmentally appropriate. <b>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.</b> In addition, supply at least <i>three</i> on-line resources that your colleagues can draw upon to find further resources and information about your topic. The rubric will be located on Blackboard.</p>		
<p><b>Critical Reflection Journals</b></p>	<p>Each participant will maintain a response journal for the duration of the course. Students will write two journals based on readings that interest, provoke, or stimulate their ideas about the IB, international education, or their teaching practice. Writings should be professional in tone and should make use of the readings to motivate discussion. The journal should be written in APA format. This assignment is a space to work through and challenge ideas and make the readings relevant to your own experiences. The responses will be evaluated on:</p> <ol style="list-style-type: none"> <li>1. Short summary of the topic that accurately reflects the author’s intent;</li> <li>2. Reflection on reading that identifies key understandings, connections to other readings and experiences, application of the research to teaching/learning and influence on the reader.</li> </ol> <p>All entries will be of the caliber expected at the graduate level. Journals should <b>one page single-spaced</b> in a legible 12-point font. <b>All journals MUST be completed by March 6. Journals should be from the module in which they are submitted. Journals should be NO MORE than 2 pages in length.</b></p>	<p>20 percent (10 percent each)</p>	<p><i>1<sup>st</sup></i> Journal due on <b>TBD;</b></p> <p><i>2<sup>nd</sup></i> Journal due on <b>TBD;</b></p>



<p><b>Teaching/ Learning Episode – Performance Based Assessment (PBA)</b></p>	<p><b>The EDUC 623 Performance-Based Assessment (PBA)</b></p>		
	<p>Each participant will select one instructional activity to record (visually). The activity must be at least 30 minutes in duration and no longer than 60 minutes. Each student will supply a unit plan (PYP and MYP) or detailed course outline (DP or IBCP) in which the teaching/learning episode occurs. In a critical paper (10 – 12 pages) that meets graduate-level expectations, the participant will describe, analyze and reflect on:</p> <ol style="list-style-type: none"> <li>The episode’s instructional context and purpose</li> <li>Instructional planning and delivery that responds to a diversity of learners (differentiation)</li> <li>Evidence of learning through inquiry and critical thinking (what worked)</li> <li>Barriers to learning/instruction that occurred (what didn’t work and why)</li> <li>Contributions and implications of research with respect to relevant issues in teaching and learning</li> <li>Overall analysis of the episode’s educational outcomes (reflection)</li> </ol>	<p>35 percent</p>	<p><b>March 13</b></p>

**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.

<p><b>Weekly Online Discussion Rubric</b></p>			
<p>Criteria</p>	<p>Excellent (3 points)</p>	<p>Average (2 points)</p>	<p>Needs Improvement (1 point)</p>
<p><b>Content quality:</b> Responsive to discussion and demonstration of knowledge and understanding gained from assigned reading</p>	<p>It is very clear that readings were understood and incorporated well into responses.</p>	<p>The readings appear to be generally understood and there is some incorporation into responses.</p>	<p>It is not evident that readings were understood and/or not incorporated into discussion.</p>

<b>Writing/Response quality:</b> Responses are professionally crafted and sources are cited. If audio or video, response is professional and backed up with additional sources that are cited.	Writing is professionally crafted, and any sources are properly cited. Audio or video response is professional and sources are cited.	Writing is generally clear. Sources are not properly cited. Audio or video response may be hard to hear or see or sources are not properly cited.	Writing is unclear and full of errors. Sources are not cited properly. Audio or video response is unclear or is cut off. There are no sources or they are not cited properly.
<b>Timeliness:</b> Posts are well distributed throughout the module	Postings are well distributed throughout the module. (Posts span three or more 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.
	Met (1 point)	Not Met (0 points)	
<b>Responsiveness:</b> At least posts from two others have been responded to during the module	At least posts from two others have been responded to during the module	One or no others have been responded to during the module	

**PBA Rubric**

Teaching Learning Episode/Instructional Activity Analysis				
<i>Criteria:</i>	Exemplary  4	Proficient  3	Partially proficient  2	Not proficient  1
<b>Purpose of Instructional Activity</b>  <i>Area of Inquiry 2;</i> <i>Domain E</i>	Clear and comprehensive description of the purpose of the teaching-learning episode.	Sound description of the teaching-learning episode.	Description of the teaching-learning episode gives an incomplete picture of the teaching episode.	Little to no description of the purpose of the teaching episode.

<b>Description of Learners</b>  <i>Area of Inquiry 2;</i> <i>Domain H</i>	Clear and comprehensive description of the learners.	Very good description of the learners.	Satisfactory description of the learners.	Description of the learners is vague and unclear.
<b>Description of Learning Needs Met</b>  <i>Area of Inquiry 2;</i> <i>Domain G</i>	Includes multiple specific examples of how the teaching episode was differentiated based on the assessment of learner needs.	Includes some specific examples of how the teaching episode was differentiated based on the assessment of learner needs.	Includes a few general examples of how the teaching episode was differentiated based on the assessment of learner needs.	Includes no examples of how the teaching episode was differentiated based on the assessment of learner needs.
<b>Evidence of Learning</b>  <i>Area of Inquiry 3;</i> <i>Domain L</i>	Evidence of student learning is clearly documented.	Evidence of student learning is documented.	Evidence of student learning is apparent but unclear documented.	Evidence of student learning provided is unclear or insufficient.
<b>Barriers to Learning/Instruction</b>  <i>Area of Inquiry 4;</i> <i>Domain N</i>	Description of episode gives a comprehensive picture of the barriers to learning and instruction.	Description of the episode gives clear picture of the barriers to learning/ instruction.	Description of the episode gives an incomplete picture of the barriers.	Little to any description of the episode and the barriers.

<p><b>Recommendations for Lesson Improvement</b></p> <p><i>Area of Inquiry 4;</i></p> <p><i>Domain N</i></p>	<p>Multiple recommendations for changes are provided.</p>	<p>A single recommendation for change is provided.</p>	<p>Recommendations for change are not connected to lesson.</p>	<p>No suggestions for change provided.</p>
<p><b>Teaching Implications</b></p> <p><i>Area of Inquiry 4;</i></p> <p><i>Domain N</i></p>	<p>Thoroughly and effectively describes the connection between collected data and teaching recommendations that are supported by research.</p>	<p>Very good description between collected data and teaching recommendations that are supported by research.</p>	<p>Satisfactory description of the relationship between data collected and teaching implications supported by some research.</p>	<p>Description is vague and unclear. No clear research support is given for teaching implications.</p>
<p><b>Reflects on Teaching-Learning Episode</b></p> <p><i>Area of Inquiry 4;</i></p> <p><i>Domain N</i></p>	<p>In-depth &amp; comprehensive reflection of the teaching/learning episode.</p>	<p>A clear reflection of the teaching/learning episode.</p>	<p>A limited reflection of teaching/learning episode</p>	<p>Little or no reflection of the teaching/learning episode.</p>
<p><b>Writing Quality</b></p>	<p>Paper adheres to APA standards: Very clearly organized and very well-written with no significant errors.</p>	<p>Paper adheres to most APA standards: Clearly organized and well-written with few errors.</p>	<p>Paper adheres to some APA standards: Organization and errors detract from overall quality of writing.</p>	<p>Paper does not adhere to APA standards: Disorganized and poorly written.</p>