



College of Education and Human Development

EDUC 622-6F1: Curriculum Development Across IB Programs

3 Credits

CRN: 81337

Fall 2017 Online

10 October – 19 December, 2017

Syllabus

PROFESSOR: Dr. Lesley Fern Snowball, CertEd., DipEd., MPhil., PhD

Email: lsnowbal@gmu.edu

OFFICE HOURS: By Appointment. Available for pre-arranged Skype discussions. All other correspondence should be sent via e-mail address above.

Prerequisites/Corequisites

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

University Catalog Course Description

Explores the development of practical knowledge about the design and structure of the IB programs' curricula. Provides a foundation for understanding how the programs are implemented and how student learning developed within them is assessed. May not be repeated for credit.

Course Overview

This course is interactive by design. It is predicated upon *learning by doing* and *discovery learning*. It requires a synthesis of course reading, analysis of theory, reflection on own classroom practice, and consideration of classmates' perspectives and experiences. Students are required to apply their theoretical learning to their classroom practice, and vice versa, use their practical classroom experience to inform discussions of theory.

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

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

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 (76% or more) using an asynchronous format via 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) and email password. The course site will be available on **[9th October]**.

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.

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;
- 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 will need to access materials on the IBO Programme Resource Centre (formerly the Online Curriculum Centre). Please ensure you are able to access this for the start of the course. IF you have problems with access, please contact the CEHD office.***
- 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/

Expectations

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

Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

Course Week: Because asynchronous courses do not have a ‘fixed’ meeting day or time, our week will start on Tuesday morning and end on Monday evening; new assignments will begin each Tuesday and the Discussion Board will close on Monday evening at midnight. (Eastern Standard Time, USA)

Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communication from the instructor – ideally this should be daily; an absolute minimum should be 3 times per week.

Participation: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. Attendance is assessed by active weekly participation on the Discussion Board. Each student is expected to make initial posts promptly and post substantive comments in response to peers throughout the week. Failure to do so is considered **an absence**.

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 expect that they could experience some technical difficulties at some point in the semester and should therefore budget their time accordingly. Technical issues will not be accepted as an excuse for late work. If you already predict that that you are likely to experience periodic technical difficulties then make the instructor aware of this at the start of the course.

Workload: Expect to log-in to this course **at least** 3 times per week including Tuesdays for the start of each new week. Remember, this course is **NOT** self-paced. There are **specific deadlines** and **due dates** listed in the class schedule section of this syllabus. It is **YOUR** responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due, to coordinate this with your other responsibilities, and to plan your time accordingly.

Instructor Support: If you would like to schedule a one-on-one discussion we can arrange a time for a Skype call. Please send an email in the first instance to arrange an appropriate date and time.

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 expected to be similarly courteous.

Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to:

1. Develop an understanding of international education
2. Develop an awareness of the relationship between IBO's mission and the programmes' philosophy (PYP, MYP, DP and CP)
3. Develop an understanding of the curricular frameworks, the associated structure and the principles of learning which underpin it
4. Learn how to develop a program of inquiry including essential questions, elements and processes
5. Compare and contrast the PYP, MYP, DP and CP programmes
6. Work in collaborative cross-programmatic teams to apply principles of the learner profile, IB continuum and assessment
7. Create an inquiry-based curriculum unit using the planner appropriate to the level of programme
8. Use technology effectively to enhance teaching and learning
9. Engage in critical evaluation and reflective practice

Professional Standards (NBPTS / ASTL / IB / ISTE)

Upon completion of this course, students will have met the following professional standards:

National Board Professional Teaching Standards are derived on the following Five Core Propositions, which will serve as overarching professional goals for the course.

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

Advanced Studies in Teaching and Learning

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

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

IB Teacher Award Inquiry Strands, Level 1:

Area of Inquiry 1. Curriculum processes

- a. What is international education and how does the IBO's mission and programme philosophy promote it?
- b. How is the Programme curricula framework structured and what principles of learning underpin it?
- c. What is a programme of inquiry and how are they constructed?
- d. What are the essential elements and processes of developing a program of learning?
- e. What are the essential features of the IB programme continuum?

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 programme learning outcomes?
- p. How does the online curriculum center and other similar information and communication technologies enable program practitioners to professionally engage with each other?

Technology (ISTE):

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

Standards and Outcomes

Outcomes	NBPTS/ASTL	IB	Technology
a	1, 6	1a	
b	1, 2	1b, 4p	
c	2, 6	1b, 1c	
d	3, 4	1c	
e	4, 5, 7	1d, 1e	
f	5, 7	4o	
g	2	1c, 1d	
h		4p	IV
i	4, 7	4n	

REQUIRED TEXTS

Ritchhart, R. (2002). *Intellectual character: What it is, why it matters, and how to get it*. Jossey-Bass.

Wiggins, G. and J. McTighe. (2013). *Understanding by design*. Expanded 2nd Edition. ASCD

(E-versions of these texts are available).

In addition, all students must have the following IB documents regardless of which programme they are teaching in. These documents are all available from the IBO Programme Resource Centre (see below).

- Making the PYP happen (2007)
- MYP: From principles into practice (2014)
- Diploma Programme: From principles into practice (2009)
- IB Career-related Programme Core Guide (2012)

For particular assignments, students may also be directed to other IB publications.

Relevant Websites

All students must have access to the IBO Programme Resource Centre. ***Please ensure you can access this prior to the start of the course.***

The IBO public website is also a useful resource (www.ibo.org).

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

(IB Unit Planner)

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time 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. The deadline for posting the PBA and for completing the required fieldwork document for this course is **19th December, 2017**. Failure to meet this deadline will result an “F” for the course.

FIELDWORK REQUIREMENT

Field Experience Record and Evaluation (IB Unit Planner)

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

***TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard.** The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

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 and other assignments. 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 Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2

of class. 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).

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- **Assignments and/or Examinations**

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

Assignments and Evaluation overview	
Assignment	% of final grade
Critical reflection journal	10%
Learner profile multimedia presentation	20%
International mindedness paper	20%
IB Unit Planner and Reflection *(PBA)	30%
Attendance, preparation and participation	20%
Total	100%

More detailed descriptions of assignments and rubrics are shown at the end of the syllabus.

- **Grading**

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

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

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.*

Course Withdrawal with Dean Approval

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

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.**

Incomplete (IN)

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

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

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 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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

GMU E-MAIL AND WEB POLICY:

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

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

Class Schedule

Our week runs from Tuesday morning to Monday evening (Eastern Standard Time, USA). You should make your initial postings on the Discussion Board early in the week (Tuesday or Wednesday) so that classmates have time to respond. You must also respond to classmates' postings.

Date	Assignments	Readings
Week 1 Oct 10-16	<p>Welcome to EDUC 622 Read the syllabus fully making sure you understand the requirements, assignments, deadlines and grading policies.</p> <p>Skim required texts to familiarize yourself with the overall structure and content.</p> <p>Introduction to curriculum development in IB schools Write a short report (250-500 words) introducing yourself and your school context, including your experience with curriculum development in IB schools. Submit your report on the <i>Discussion Board</i>.</p> <p>Read Ritchhart's Foreword and Preface. Read Shields' article 'Character as the aim of education' (provided on Bb course content). Write a short response (around 500 words) to the question 'To what extent is character the aim of education?' Submit your report on the <i>Discussion Board</i>.</p>	<p><i>Read the syllabus fully.</i></p> <p><i>Skim required texts.</i></p> <p><i>Read Ritchhart's Foreword and Preface</i></p> <p><i>Read Shields' article</i></p> <p><i>Read and respond to classmates' postings.</i></p>
Week 2 Oct 17-23	<p>What makes a curriculum 'international'? Read the IB Programme documents: - IB Career-related Programme Core Guide - Diploma Programme: From principles into practice - MYP: From principles into practice - Making the PYP happen</p> <p>Identify the elements you feel make a curriculum international. Then choose ONE IB programme and ONE other curriculum framework (non-IB) that claims to be international. Create a diagram or chart to compare and contrast the 2 frameworks, showing how each framework measures up against the elements you identify.</p> <p>Post your response on the <i>Discussion Board</i>.</p> <p>Submit your 'International mindedness' assignment to Bb by midnight Sunday 23rd October.</p>	<p><i>Read the IB Programme documents:</i> <i>- IB Career-related Programme Core Guide</i> <i>- Diploma Programme: From principles into practice</i> <i>-MYP: From principles into practice</i> <i>-Making the PYP happen</i></p> <p><i>Read and respond to classmates' postings.</i></p>

<p>Week 3 Oct 24-30</p>	<p>What are the hallmarks of conceptually-rich curriculum? Read Ritchhart Chapters 3 and 4. Read Wiggins & McTighe Chapters 1, 2, 3 and 4.</p> <p>Write a response to the stimulus question. Include practical examples from your own classroom experience of when conceptually-rich curriculum is and is not present. Discuss the implications for students.</p> <p>Post your response on the <i>Discussion Board</i>.</p>	<p><i>Read Ritchhart Chs 3 and 4</i></p> <p><i>Read Wiggins & McTighe Chapters 1, 2, 3 and 4.</i></p> <p><i>Read and respond to classmates' postings.</i></p>
<p>Week 4 Oct 31- Nov 6</p>	<p>How does the IB ensure curriculum coherence within and amongst its educational programmes?</p> <p>Critically analyse the IB programme you are most familiar with and describe how it ensures coherence within that programme. Then identify 2-3 key elements of the IB programmes that you feel contribute to coherence across the 4 programmes.</p> <p>Post your response on the <i>Discussion Board</i>.</p>	<p><i>Read and respond to classmates' postings.</i></p>
<p>Week 5 Nov 7-13</p>	<p>What is the role of interdisciplinary study in the IB programmes?</p> <p>Read Wiggins & McTighe Chapters 5 and 6</p> <p>Respond to the stimulus question, referring to what research suggests are potential advantages and disadvantages of interdisciplinary study and giving practical examples from your own classroom experience. Post your response on the <i>Discussion Board</i>.</p>	<p><i>Read Wiggins & McTighe Chapters 5 and 6</i></p> <p><i>Read and respond to classmates' postings.</i></p>
<p>Week 6 Nov 14-20</p>	<p>How do IB teachers create a curriculum that is intellectually worthwhile?</p> <p>Read Ritchhart Chapters 5, 6 and 7 Read Wiggins & McTighe Chapters 7 and 8</p> <p>Work in small groups with others who teach in the same programme area. Respond to the stimulus question giving practical examples from your own classroom experience.</p> <p>Submit Critical Response Journal on Bb by midnight Sunday 20th November.</p>	<p><i>Read Ritchhart Chapters 5, 6 and 7</i></p> <p><i>Read Wiggins & McTighe Chapters 7 and 8</i></p> <p><i>Read and respond to classmates' postings.</i></p>

<p>Week 7 Nov 21-27</p>	<p>How do IB teachers develop authentic action rooted in IB curricula?</p> <p>Give practical examples of successful action in IB classrooms. These can come from your own experience and from examples you find in readings and on the OCC. Say why you consider them to be good examples of ‘Action in action’.</p> <p>Submit your Learner Profile multimedia presentation to Bb by midnight Sunday 27th November.</p>	<p><i>Read and respond to classmates’ postings.</i></p>
<p>Week 8 Nov 28- Dec 4</p>	<p>What is the process for developing consistently high quality teaching and learning in the IB programmes?</p> <p>Read Ritchhart Chapters 8, 9 and 10 Read Wiggins & McTighe Chapters 9 and 10</p> <p>Respond to the stimulus question referring both to your own experience and to processes promoted by educational theorists. Discuss the alignment or non-alignment of theory with practice.</p>	<p><i>Read Ritchhart Chapters 8, 9 and 10</i></p> <p><i>Read Wiggins & McTighe Chapters 9 and 10</i></p> <p><i>Read and respond to classmates’ postings.</i></p>
<p>Week 9 Dec 5-11</p>	<p>How do IB teachers integrate principles of effective curriculum into ongoing classroom practice?</p> <p>Read Wiggins & McTighe Chapters 11, 12 and 13</p> <p>Work with a partner to comment on how the IB unit planners and planning processes align with Wiggins & McTighe’s principles of Backward Design.</p> <p>Submit your outline plan for your PBA by midnight Sunday 11th December for peer review.</p>	<p><i>Read Wiggins & McTighe Chapters 11, 12 and 13</i></p> <p><i>Read and respond to classmates’ postings.</i></p> <p><i>Review PBA outline plan/s for assigned partner/s.</i></p>
<p>Week 10 Dec 12-18</p>	<p>Rounding off and reflecting on learning</p> <p>On the <i>Discussion Board</i> reflect on this course: Post some of your highlights from the course - activities you particularly enjoyed, readings you found particularly interesting, comments or discussions you found particularly useful. Reflect on your personal development and say which of the 10 Learner Profile attributes you have personally demonstrated during the course.</p> <p>Submit your final PBA by 18th December.</p>	

EDUC 622 DETAILED ASSIGNMENT INFORMATION

Attendance, preparation and participation (20%)				
Students are required to attend, be prepared for, and participate actively in all classes.				
Exemplary 20 points	Nearing exemplary 19-18 points	Proficient 17-16 points	Partially Proficient 15-14 points	Not proficient < 14 points
<p>Participates regularly and actively in all discussions and activities. Initial postings are prompt. Substantive responses are posted, well-distributed throughout the week. Promotes conversation focused on the topic. Comments show an exceptional level of understanding. Responds actively to peers and encourages further peer feedback and input. Fully completes all readings and reports. Very well prepared with thoughtful synopsis, questions, and comments to share with class. Demonstrates an excellent understanding of readings and makes purposeful connections to classroom practice.</p>	<p>Participates regularly and actively in all discussions and activities. Initial postings are prompt. Substantive responses are posted, well-distributed throughout the week. Comments show a high level of understanding. Responds actively to peers and encourages further peer feedback and input. Fully completes all readings and reports. Very well prepared with thoughtful synopsis, questions, and comments to share with class. Demonstrates an excellent understanding of readings and makes purposeful connections to classroom practice.</p>	<p>Participates regularly and actively in most discussions and activities. Most initial postings are prompt. Responses are distributed throughout the week. Comments show a sound level of understanding. Responds actively to peers. Completes most readings and reports. Shows sound understanding and makes connections to classroom practice.</p>	<p>Participates in most discussions and activities. Comments demonstrate a limited level of understanding. Completes most readings and reports. Shows basic understanding but makes few connections to classroom practice.</p>	<p>Misses sessions. Is late with or misses initial postings and responses to others. Little or no evidence of preparation. Few meaningful contributions to class discussions. Shows little understanding of readings and makes no connections to classroom practice.</p>

Critical response journal (10%)

Choose a scholarly article that relates to one or more of the IB programs. Review and reflect on the reading and write a short paper (approx. 1000 words) that:

- gives an overview of the content
- identifies key understandings
- connects to other readings
- connects to your personal teaching philosophy and classroom experiences

Exemplary 10 points	Nearing exemplary 8-9 points	Proficient 6-7 points	Partially proficient 4-5 points	Not proficient <4 point
Concise yet comprehensive overview of content that clearly identifies key understandings. Extensive connections to other readings, personal teaching philosophy and classroom experiences. The paper is exceptionally well-written.	Comprehensive overview of content that clearly identifies key understandings. Makes good connections to other readings, personal teaching philosophy and classroom experiences. The paper is very well-written.	Overview of content identifies some key understandings. Makes some connections to other readings, personal teaching philosophy and classroom experiences. The paper is reasonably well-written with few errors.	Includes basic overview of content. Makes few connections to other readings, personal teaching philosophy and classroom experiences. The paper is unclear, poorly structured or contains significant errors.	The paper is incomplete, unclear, poorly structured and/or contains numerous significant errors.

Learner Profile Multimedia Presentation (20%)

With reference to the Learner Profile materials, use Prezi, iMovie, PowerPoint or similar to create a multimedia presentation for parents that describes the central role of the Learner Profile across the IB programs, and specifically what this ‘looks like’ in practice in EITHER the PYP, MYP, DP or CP. Depending on class numbers and experience, you may be assigned a specific programme.

Please check the file size and format prior to submission. There are many ways of minimizing the file size or modifying the format. It is your responsibility to ensure that your assignment is accessible for grading.

Exemplary 20 points	Nearing exemplary 18-19 points	Proficient 16-17 points	Partially proficient 14-15 points	Not proficient <14 points
Describes the role of the LP in great detail. Choice of media greatly enhances presentation of content. Includes extensive, highly illustrative examples of the LP in practice.	Describes the role of the LP in detail. Choice of media enhances presentation of content. Includes several illustrative examples of the LP in practice.	Describes the role of the LP in some detail. Choice of media is appropriate for presentation of content. Includes several examples of the LP in practice.	Describes the role of the LP but lacks detail. Choice of media is acceptable for presentation of content. Includes some examples of the LP in practice.	Fails to describe the role of the LP. Choice of media is inappropriate for presentation of content. Includes few examples of the LP in practice.

International mindedness paper (20%)

Write a 4-6 page paper analyzing and reflecting on international mindedness and giving examples of how to practically incorporate international mindedness into curriculum units within your teaching area. The following three elements must be included:

Analysis (2-3 pages): Choose any published IB document or unit and discuss its potential to develop students' and teachers' international mindedness.

Reflection (1-2 pages): Reflect critically and creatively on international education in relation to current global issues.

Putting it into Practice (1-2 pages): Choose 2 units of work from your teaching area and identify ways in which you can incorporate the development of international mindedness into each unit.

Exemplary 20 points	Nearing exemplary 18-19 points	Proficient 16-17 points	Partially proficient 14-15 points	Not proficient <14 points
<p>In-depth analysis shows exceptional understanding of international mindedness</p> <p>In-depth reflection shows extensive critical understanding of international education in relation to current global issues</p> <p>Identifies numerous highly creative ways to incorporate the development of international mindedness into chosen units</p>	<p>In-depth analysis shows deep understanding of international mindedness</p> <p>In-depth reflection shows deep understanding of international education in relation to current global issues</p> <p>Identifies numerous creative ways to incorporate the development of international mindedness into chosen units</p>	<p>Analysis shows sound understanding of international mindedness</p> <p>Reflection shows sound understanding of international education in relation to current global issues</p> <p>Identifies numerous ways to incorporate the development of international mindedness into chosen units</p>	<p>Analysis shows basic understanding of international mindedness</p> <p>Reflection shows basic understanding of international education in relation to current global issues</p> <p>Identifies ways to incorporate the development of international mindedness into chosen units</p>	<p>Analysis shows little understanding of international mindedness</p> <p>Reflection shows little understanding of international education in relation to current global issues</p> <p>Fails to identify ways to incorporate the development of international mindedness into chosen units</p>

IB Unit Planner *PBA (30%)

1. Design a unit using the PYP planner, MYP planner or an appropriate format for DP / CP courses.
 - For PYP it should be a transdisciplinary unit.
 - For MYP it may be a transdisciplinary unit or specific subject unit that clearly shows possible transdisciplinary connections.
 - For DP / CP it should be a specific subject unit that clearly shows connections to at least one aspect of the DP / CP core.

The unit plan should be for 2-6 weeks. In addition, complete a chart showing the weekly / daily breakdown of the unit and include this as an appendix to the planner. You must be able to teach at least two of the planned lessons and ideally, more, or all, of the unit. You should then complete the reflection sections of the planner.

2. You should then write a personal reflection (4-6 pages) that makes connections between the written IB curricular framework, your experience teaching and assessing your planned unit, and our course readings / discussions. You should briefly describe your school and classroom context, justify your instructional choices in the unit, and specifically discuss how your unit plan reflects the IB philosophy, principles and practices.
3. To illustrate your reflection, you should include a few relevant samples of assessments and student work as appendices to the main paper.

Your final paper will therefore include the planner, the reflection and appropriate appendices. These should be combined into one document (either Word or PDF) for submission.

IB Unit Planner				
<i>Criteria:</i>	Exemplary 4	Proficient 3	Partially proficient 2	Not proficient 1
Central Idea: Concept <i>Area of Inquiry 2; Domain E</i>	The central idea is global, conceptual and easily transportable to other contexts.	The central idea could be transported to other contexts with some editing.	The central idea could only be transported to other contexts with significant editing.	There is no central idea or it could not be transported to other contexts even with significant editing.
Unit Focus on Inquiry-Based Learning <i>Area of Inquiry 1; Domain B</i>	The unit demands that students search for in-depth understandings through research, inquiry, critical thinking and problem-solving.	The unit places some demands on the students for in-depth understanding through research, inquiry, critical thinking, and problem solving.	The unit places few demands on students for an in-depth understanding through research, inquiry, critical thinking, and problem solving.	The unit places no demands on students for an in-depth understanding through research, inquiry, critical thinking, and problem solving.
Adherence to IB Unit Standard Criteria <i>Area of Inquiry 1; Domain C</i>	The unit fully meets all four criteria: it is significant, relevant, engaging and challenging.	The unit meets most of the criteria: it is significant, relevant, engaging and /or challenging.	The unit meets some of the criteria: it is somewhat significant, relevant, engaging, and/or challenging.	The unit meets none of the criteria: it is not significant, relevant, engaging or challenging.
Unit Resources	The resources list is	The resources list is	The resources list is	The resources list is not

<i>Area of Inquiry 2; Domain H</i>	comprehensive, varied, realistic and appropriate.	varied, realistic and appropriate.	somewhat varied, realistic and appropriate.	varied, realistic or appropriate.
Unit Technology <i>Area of Inquiry 2; Domain H</i>	Technology is included and is highly appropriate.	Some technology is included and appropriate.	Technology is included but is not appropriate.	Technology is not included.
Lines of Inquiry <i>Area of Inquiry 2; Domain F</i>	Lines of inquiry are meaningful, closely linked to the Central Idea and very clearly presented.	Lines of inquiry are meaningful, closely linked to the Central Idea.	Lines of inquiry are included but need editing.	Lines of inquiry are not included or need substantial editing.
Teacher Inquiry Questions <i>Area of Inquiry 2; Domain F</i>	Teacher questions are open-ended and get to the essence of the central idea and lines of inquiry.	Teacher questions are somewhat open-ended and begin to get to the essence of the central idea and lines of inquiry.	Teacher questions are not open-ended and do not get to the essence of the central idea or lines of inquiry.	The unit is not based on questions or inquiry.
Inquiry is Transdisciplinary <i>Area of Inquiry 1; Domain B</i>	The plan reflects extensive meaningful integration across content domains.	The plan reflects some meaningful integration across content domains.	The plan reflects little integration across content domains or integration is artificial / superficial.	The plan reflects no integration across content domains.
Approaches to Teaching: Conceptually Focused <i>Area of Inquiry 2; Domain E</i>	All of the learning engagements are conceptually-focused.	Most of the learning engagements are conceptually-focused.	Some of the learning engagements are conceptually-focused.	None or few of the learning engagements are conceptually-focused.
Approaches to Teaching: Collaborative <i>Area of Inquiry 2; Domain E</i>	All of the learning engagements allow for collaborative student engagement.	Most of the learning engagements allow for collaborative student engagement.	Some of the learning engagements allow for collaborative student engagement.	None or few of the learning engagements allow for collaborative student engagement.
Approaches to Teaching: Differentiated <i>Area of Inquiry 2; Domain G</i>	All of the learning engagements provide for differentiation of diverse learners.	Most of the learning engagements provide for differentiation of diverse learners.	Some of the learning engagements provide for differentiation of diverse learners.	None or few of the learning engagements provide for differentiation of diverse learners.
Approached to Teaching: Developmentally Appropriate <i>Area of Inquiry 2; Domain G</i>	All of the learning engagements are developmentally appropriate.	Most of the learning engagements are developmentally appropriate.	Some of the learning engagements are developmentally appropriate.	None or few of the learning engagements are developmentally appropriate.
Opportunities for Action <i>Area of Inquiry 2; Domain E</i>	The unit provides opportunities for students to choose, act, and/or reflect.	The unit provides some opportunities for students to choose, act, and/or reflect.	The unit provides few opportunities for students to choose, act, and/or reflect.	The unit provides no opportunities for students to choose, act, and/or reflect.
Authenticity of Action	The choice, action, and/or reflection is authentic.	The choice, action, and/or reflection is not completely	The choice, action, and/or reflection is not authentic.	The choice, action, and/or reflection is not authentic.

<i>Area of Inquiry 2; Domain E</i>		authentic.		
Unit Assessments <i>Area of Inquiry 3; Domain K</i>	There are multiple high quality, highly appropriate formative and summative assessments.	There are quality appropriate formative and summative assessments.	There are formative and summative assessments.	Formative and/or summative assessments are missing.
Standards of Assessment <i>Area of Inquiry 3; Domain K</i>	Standards for assessment are made very clear to students (criteria, models, rubrics).	Students are given the standards for assessment (criteria, models, rubrics).	Standards for assessment are not made clear to students	Students are not given the standards for assessment.
Self Assessment <i>Area of Inquiry 3; Domain J</i>	There are multiple highly appropriate opportunities for students to self-assess.	There are some appropriate opportunities for students to self-assess.	There are few opportunities for students to self-assess.	There are no opportunities for students to self-assess.
Assessment Connection to Core Unit Components <i>Area of Inquiry 3; Domain I</i>	The assessment rigorously addresses the central idea, lines of inquiry, and key questions.	The assessment addresses the central idea, lines of inquiry, and key questions.	The assessment somewhat addresses the central idea, lines of inquiry, and key questions.	The assessment does not address the central idea, lines of inquiry, and key questions.
Reflection <i>Area of Inquiry 4; Domain N</i>	Provides clear and insightful reflection on the experience with detailed reference to the classroom context.	Provides thoughtful reflection on the experience with reference to the classroom context.	Provides some reflection on the experience with limited reference to the classroom context.	Provides little or no reflection.
Connection to IB Principles <i>Area of Inquiry 1; Domain B</i>	Paper includes clear and extensive connections to IB principles as they were used during planning the unit.	Paper includes some connections to IB principles as they were used during planning the unit.	Paper includes limited connections to IB principles as they were used during planning the unit.	Paper includes no connections to IB principles.
Writing Quality	Paper adheres to APA standards: Very clearly organized and very well-written with no significant errors.	Paper adheres to most APA standards: Clearly organized and well-written with few errors.	Paper adheres to some APA standards: Organization and errors detract from overall quality of writing.	Paper does not adhere to APA standards: Disorganized and poorly written.