



**EDUC 630**  
**International Baccalaureate Primary Years Program Studies and Preparation: From Theory to Practice**

**Online Course**  
**Fall 2013**

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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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**School of Education Mission & Vision Statement**

*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
  - Promote and foster social justice and educational equity
  - Advance innovative, student-centered practices
  - Inspire reflective teaching and learning
  - Conduct purposeful research
  - Serve the School, College, University, and Community
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**Basic Tenets of our Conceptual Framework**

- Student centered education
  - Research and theory specific to the program field inform practice
  - Connections and links between coursework and application
  - Strong engagement between faculty and candidates
  - Co-teaching clinical practice
  - Culturally responsive pedagogy and socially just outcomes
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## COURSE DESCRIPTION

The International Baccalaureate (IB) Teacher Studies and Preparation: From Theory to Practice develops theoretical and practical knowledge of the IB Primary Years program (PYP) philosophy including international mindedness, inquiry as a teaching approach, and curriculum development and design. The successful completion of this class and the sequential IB Teacher Studies and Preparation class qualifies the candidate to deliver instruction in a PYP world school. The target candidates for this class are newly credentialed teachers, experienced teachers, teacher leaders, and site administrators. Enrollment restricted to students who have a teaching credential and obtained consent of instructor.

FERREIRA: Completion of the International Baccalaureate Teacher Studies and Preparation courses demonstrates that the participant has achieved the IB's professional development requirement for program authorization and evaluation in IB schools. Students who successfully complete the 10 unit course requirements have the opportunity to apply for the International Baccalaureate Certificate in Teaching and Learning. Additionally the certificate holders will have access to the IB's online curriculum center for two years and opportunities for involvement in various IB professional development activities.

### Course Prerequisites

The participant will hold a bachelor's degree or equivalent.

### Course Objectives

The student will understand and demonstrate knowledge of:

1. The role and philosophy of the IB programs.
2. International mindedness and how it is promoted in the IB philosophy.
3. The IB curriculum framework principles, standards, and practices.
4. Curriculum instruction and design, including evaluation and creation of a "planner".
5. The Learner Profile and how it is embedded in all instruction throughout the continuum.
6. The fundamental concepts and areas of interaction.
7. Teaching methodologies including "backwards design" and "inquiry" .
8. Learning theories, including constructivist learning.
9. The central idea and the role of trans-disciplinary and interdisciplinary units of instruction.
10. Differentiation for all learners including special populations

### Unique Course Requirements

The course will require participants to visit (in person or virtually/online) an IB authorized School. Participants will collect evidence (pictures, notes, interviews with students, teachers, Heads of School, or coordinators) – in person or by studying the website of the school, calling, emailing, etc.

### **Required Texts**

Barell, J. (2008) *Why are school buses always yellow?* Thousand Oaks, CA: Corwin Press.

Wiggins, G. and McTighe, J. (2004) *Understanding by design Professional Development Workbook*. Alexandria, VA: ACSD

Other online resources and IB Online Curriculum Center materials will be required and/or recommended during the course.

### **Authorization to Teach English Learners**

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners.

*(Approved by CCTC in SB 2042 Program Standards, August 02)*

## STUDENT LEARNING OUTCOMES

### California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

### Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance – *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (*Adopted by the COE Governance Community, December, 1997*).

### Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### All University Writing Requirement

Students will fulfill the writing requirement with a series of written papers on the question, "How am I going to change the world one child at a time?" Session 1: Write a paper evaluating your personal evaluation in response to the prompt. Session 2: Set goals through a personal action plan. Session 7: Midterm Goal Reflection/Evaluation/Modification of plans. Session 14: Reflect on your practice and your growth at the end of the course. Submit as one total paper in either MLA or APA format using academic scholarly language.

## CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

### **Plagiarism:**

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Use of Technology:**

Candidates are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

### **Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

### Course Requirements and Grading Standards

All assignments will be submitted on Cougar Courses online. Assignments are given based on expectations of “mastery” of the content and academic format for the assignments. Students may submit assignments early, receive instructor feedback, and resubmit the assignment on Cougar Courses for additional grade consideration before the deadline date. Late assignments cannot be considered for “resubmission.”

Formative and summative assessments will determine the candidate’s ability to:

- Engage in discussions and writing assignments that reflect knowledge of reading assignments and class lectures;
- Foster collegiality and open-minded communication;
- Encourage risk taking, creativity, inquiry, and innovation;
- Promote intercultural understanding, caring, and respect;
- Acknowledge diversity and multiple perspectives;
- Support reflection and professional learning;
- Present information; and
- Use technology to its fullest extent.

The following factors will be considered in determining a final grade:

Assignment	Description	Points	Due date
Reading and class discussions	Evidence of online class attendance and preparation of assignments listed in the syllabus. Post responses to prompts on Cougar Courses.	40	See posted prompts on weekly course outlines
Learner Profile class presentation	Creatively describe, model, and/or teach your selected learner profile characteristic.	10	Session 12
Unit planner and planner evaluation	Complete a unit planner and participate in the critique of peer planners.	15(planner)+ 5(critique) 20 Total	Session 8/9
Legacy Project	This open-ended project is your chance to leave a legacy to future IB Teacher Award students. You may leave a video, hotlist, podcast, book wish-list...or you pick.	15	Session 5 (submit topic and plan)  Session 15 (submit final project)
Written 8-10 page paper: Self reflective study	1. Evaluate the question, “How am I going to change the world one child at a time?” Sessions 1 & 2: Write a paper evaluating where you are the first week of the course. Set goals through a personal action plan. 2. Session 7: Midterm Goal Reflection and Evaluation 3. Session 14: Reflect on your practice and your growth at the end of the course. Submit as one total paper	5 + 5 + 5 15 Total	Session 3 – part 1  Session 7 – part 2  Session 14 – part 3 whole 8-10 page paper completed

## Schedule/Course Outline

The class topics will come from essential questions and domains of knowledge. Further inquiry generated by the class will develop from these topics.

Date ***Session 0	Topic Cougar Course Preparation	Participant class preparation
Session 1 Oct. 22 (Tuesday)	<ol style="list-style-type: none"> <li>1. What is worth learning in the world?</li> <li>2. What must students know and learn?</li> <li>3. What is our role as teachers and life-long learners?</li> <li>4. How can I change the world one child at a time?</li> </ol>	<ul style="list-style-type: none"> <li>• Pre-assessment: Write a 1-2 page paper that answers the question, “How am I changing the world one learner at a time?”</li> <li>• Begin Context Map (due: Session 11)</li> </ul>
Session 2 Oct. 26	<ol style="list-style-type: none"> <li>1. What is international education and how does the IB promote it?</li> <li>2. What are key IB terms that are important for my professional development and understanding?</li> </ol>	<ul style="list-style-type: none"> <li>• Read: <i>Making PYP happen: A curriculum framework for international primary education</i>, pp. 1-7.</li> <li>• Read: <i>The Primary Years Programme: A basis for practice</i></li> <li>• Discuss prompts in PLC or post prompts on course session if completing online only</li> <li>• Write: Set your personal goals for the question, “How am I going to change the world one child at a time?” (1-3 pages)</li> </ul>
Session 3 Nov. 2	<ol style="list-style-type: none"> <li>1. What is the continuum between the PYP and the MYP?</li> <li>2. What are the five essential elements?</li> </ol>	<ul style="list-style-type: none"> <li>• Read: <i>Making the PYP happen: A curriculum framework for international primary education</i>, pp. 8-43.</li> <li>• Post prompts on course session</li> <li>• Upload the pre-assessment and personal goals together for first part of 8-10 page paper of “How am I changing the world one learner at a time?”</li> </ul>
Session 4 Nov. 9	<ol style="list-style-type: none"> <li>1. What are the IB curriculum models?</li> <li>2. What is the constructivist approach?</li> </ol>	<ul style="list-style-type: none"> <li>• Read: <i>Why are school buses always yellow?</i> Chapters 1-3 (Inquiry overview, this is better than recess, Why inquiry is important?, &amp; How do we start the inquiry process?)</li> <li>• Post prompts on course session</li> </ul>
Session 5 Nov. 12 (Tuesday)	<ol style="list-style-type: none"> <li>1. How do we start to develop a unit?</li> <li>2. What does a program of inquiry look like?</li> <li>3. What are the educational principles identified in the PYP?</li> </ol>	<ul style="list-style-type: none"> <li>• Read: <i>Why are school buses always yellow?</i>, Chapters 4 (How do we plan for students’ questions) and 5 (Developing units of instruction “When is it chaos?”).</li> <li>• Submit topic/plan for Legacy Project</li> </ul>

<p>Session 6 Nov. 16</p>	<ol style="list-style-type: none"> <li>1. What is backwards design and how is it used in the curriculum?</li> <li>2. How does the planner facilitate unit development?</li> <li>3. What is the role of goals/assessment in the unit development?</li> </ol>	<ul style="list-style-type: none"> <li>• Read: <i>Understanding by design: Professional development workbook</i>, pp. 3-27.</li> <li>● Read: <i>Making PYP Happen: A curriculum framework for international primary education</i>, pp. 44-55.</li> <li>● Post prompts on course session</li> </ul>
<p>Session 7 Nov. 23</p>	<ol style="list-style-type: none"> <li>1. What does the IB mission statement and philosophy in action look like in a classroom, and school environment?</li> <li>2. How do all students develop socially, emotionally, academically, and physically within the context of the IB program?</li> </ol>	<ul style="list-style-type: none"> <li>• Read: <i>Making PYP Happen: A curriculum framework for international primary education</i>, pp. 56-62,</li> <li>• Virtual Tour of IBPYP school</li> <li>• Post prompts on course session</li> <li>• Midterm goal Evaluation &amp; Reflection – How am I doing? What might I change now that I am halfway through the course? (Paper should be 5-6 pages at this point).</li> </ul>
<p>Session 8 and 9 Nov. 30  (This is a double session)</p>	<ol style="list-style-type: none"> <li>1. What are the components of the planner?</li> <li>2. What is the role of assessment and its relation to planning, teaching, and learning in the IB program?</li> </ol>	<ul style="list-style-type: none"> <li>● Prepare resources to develop a unit planner.</li> <li>● Read and skim for ideas from: <i>Understanding by design: Professional Development Workbook pp. 30-133</i> (Readings will be directed in the face to face session.)</li> <li>● Download blank PYP planner template off OCC</li> <li>● Post prompts on course session</li> <li>● Complete first two pages of the planner (Note: Please remember you will need to teach this unit before the end of the next course EDUC 631).</li> </ul>
<p>Session 10 Dec. 7</p>	<ol style="list-style-type: none"> <li>1. Based on the previous two sessions, what is the value of authentic and effective collaboration in designing learning activities and developing teaching strategies to support student learning outcomes?</li> <li>2. What are the key qualities of meaningful transdisciplinary learning?</li> <li>3. What are the educational principles of the curriculum, including balance of curriculum between skills and knowledge and the search for meaning?</li> </ol>	<ul style="list-style-type: none"> <li>● Watch: TED video, <i>The Dangers of the Single Story</i></li> <li>● Read: <i>Why are school buses always yellow?</i>, Chapters 6 (Why are mountains necessary?) and 7 (The nature of good questions)</li> <li>● Post prompts on course session</li> </ul>

<p>Session 11 Dec. 14</p>	<ol style="list-style-type: none"> <li>1. What are other components of a transdisciplinary program?</li> <li>2. How can students with additional “learning needs” be supported within the context of the IB program?</li> <li>3. Why is balance and flexibility important to ALL learners?</li> </ol>	<ul style="list-style-type: none"> <li>● Read: <i>Why are school buses always yellow?</i> Chapter 8 (Art, music, and physical education) and Chapter 10 (Inquiry and students with special needs).</li> <li>● Read: <i>Making PYP happen: A curriculum framework for international primary education</i>, pp. 68-80.</li> <li>● Bring your planner that was started in session 8 &amp; 9.</li> <li>● Context Map Due</li> </ul>
<p>Session 12 Dec. 21</p>	<ol style="list-style-type: none"> <li>1. What types of learning experiences are provided in an MYP school?</li> <li>2. How will participants demonstrate their understanding of the learner profile?</li> </ol>	<ul style="list-style-type: none"> <li>● Virtual visit to an MYP IB World School</li> <li>● Read: <i>MYP: From principles into practice</i>, pp. 20-33 and 60-64.</li> <li>● Post prompts on course session</li> </ul> <p>Learner profile presentation due: <b>principled, open-minded, inquirers, caring, thinkers, balanced, communicators, knowledgeable, risk-takers, and reflective.</b></p>
<p>Session 13 Dec. 28</p>	<ol style="list-style-type: none"> <li>1. How does use of the Online Curriculum Center technology enable and encourage practitioners to support best practices and engage professionally in an online format?</li> <li>2. How do IB educators communicate globally?</li> <li>3. What resources are available to me?</li> <li>4. How are parents involved in the IB?</li> </ol>	<ul style="list-style-type: none"> <li>● Read: <i>Why are school buses always yellow?</i>, Chapter 11 (Professional development beyond our classrooms)</li> <li>● Post prompts on course session</li> <li>● Work on Legacy Project presentation</li> </ul>
<p>Session 14 Jan. 4</p>	<ol style="list-style-type: none"> <li>1. How will participants demonstrate their understanding of the IB program’s educational principles and how these are incorporated into the curricular structure to create meaningful learning experiences?</li> </ol>	<ul style="list-style-type: none"> <li>● Final paper, including analysis and end of class reflection on: “How I want to change the world one child at a time?” (Now 8-10 pages).</li> <li>● Post prompts on course session</li> </ul>
<p>Session 15 Jan. 11</p>	<ol style="list-style-type: none"> <li>1. How will participants demonstrate their understanding of the IB program’s educational principles and how these are incorporated into the curricular structure to create meaningful learning experiences?</li> </ol>	<ul style="list-style-type: none"> <li>● Final presentation of Legacy Project</li> <li>● Post prompts on course session</li> </ul>