



**EDUC 631  
International Baccalaureate Primary Years Program Studies and Preparation: From Instruction to Action  
Online Course  
Spring 2014**

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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 II develops theoretical and practical knowledge of the International Baccalaureate Primary Years program (PYP) authorization process, assessment, evaluation, and reflection. The successful completion of this class and the prerequisite IB Teacher Studies and Preparation EDUC 630 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 obtained consent of instructor. Prerequisite: EDUC 630.*

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**

Completion of the International Baccalaureate Primary Years Program Teacher Certification: From Theory to Practice.

### **Course Objectives**

The student will understand and demonstrate knowledge of:

1. The purpose of assessment in planning, teaching, and learning
2. The use of various forms of assessment, including authentic and performance based assessment
3. How to design rubrics for assessment
4. How to meet the needs of Special Education students and English learners in the IB
5. Evaluation and grading practices and reporting IB progress to parents
6. The strategies to align the government or state standards with the IB transdisciplinary themes
7. The role of reflection in the IB teaching and learning cycle
8. The importance of collaborative learning and collegial activity in support of the IB program
9. The use of technology as a resource, especially the IB online curriculum center
10. The use of technology for communication to engage and contribute to the global IB community

### **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>

## GENERAL CONSIDERATIONS

### 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 journal reflections that will demonstrate reflection and growth through implementing the IB PYP program as well as knowledge of the major documents that need to be developed for IB authorization. Session 6: The submission will cover: Beginning a PYP Program; Assessment in the PYP; Developing a Transdisciplinary Program; Differentiation. Session 11: The completed submission will include the first half as well as the addition of the following: IB Standards and Practices; The Exhibition; ICT to support the PYP; The Commonalities of the IB Program with either Common Core Standards or Regional Standards. 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.	45	See posted prompts on weekly course outlines
Reflective journal entries	Reflect weekly on the learnings, your growth, and your goals	10 +10 20 total	Sessions 6, 11
Completion of an action plan	Use the IB authorization criteria to write an action plan for your site	10	Session 8
Presentation of a mini lesson to foster intercultural awareness / understanding or cross-curricular lesson	Individually or in a team, creatively present to the class an idea or lesson you have used in your classroom or seen online to foster student intercultural mindedness and multicultural awareness or a cross-curricular lesson.	5	Session 10
Unit planner and authentic assessment and rubric (group project)	Submit your final copy of the unit planner and present your authentic assessment and rubric	10	Session 14
IB report card addendum	Create or design a report card addendum to match IB assessment and parent reporting	5	Session 7
Presentation	Give a presentation demonstrating “action” in your class or school	5	Session 15

## 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.

<b>Date</b>	<b>Topic</b>	<b>Participant class preparation</b>
***Session 0	Cougar Course Preparation	<ul style="list-style-type: none"> <li>Become familiar with Cougar Course platform and documents on session 0</li> </ul>
Session 1 Date : January 18	1. What is the IB authorization process?	<ul style="list-style-type: none"> <li>Read: <i>Coordinator's handbook 2013-2014</i> (e-library on OCC)</li> <li>Read: <i>Making the PYP happen: Pedagogical leadership in a PYP school</i> (e-library on OCC)</li> </ul>
Session 2  Date : January 25	1. Why is international education important and how is it essential to the IB philosophy? 2. What are the commonalities and differences of the three IB programs?	<ul style="list-style-type: none"> <li>Read: <i>Making the PYP Happen: A curriculum framework for international primary education</i>, pp.56-63</li> <li>Read: <i>Guidelines for developing a school language policy</i> (e-library on OCC)</li> <li>Read: <i>What is an IB education</i> (e-library on OCC)</li> </ul>
Session 3  Date : February 1	1. How is the IB curriculum aligned vertically and horizontally to cover all the goals and spiral upward? 2. How are teachers and leaders involved in the self study and reflection?	<ul style="list-style-type: none"> <li>Read: <i>Developing a transdisciplinary program of inquiry</i> (e-library on OCC)</li> <li>Read: <i>Program evaluation and self-study guide</i> (e-library on OCC)</li> </ul>
Sessions 4 and 5  Date : February 8	1. What is the purpose and role of assessment in the IB? 2. How are authentic assessments, tasks, criteria and rubrics designed and applied to support learning outcomes?	<ul style="list-style-type: none"> <li>Prepare for 6 hour class</li> <li><i>Understanding by Design: Professional development workbook</i> <ol style="list-style-type: none"> <li>Skim pages 60-133</li> <li>Read pages 136-209</li> </ol> </li> </ul>
Session 6  Date : February 15	1. How will the participants demonstrate their ability to design differentiated instruction, assessment tasks, and rubrics for all students?	<ul style="list-style-type: none"> <li><i>Understanding by Design: Professional development workbook</i> pp. 212-288</li> </ul> <p><b>Due:</b> First half of Reflection Journal</p>
Session 7  Date : February 18 (Tuesday)	1. How is the progress of learning and student outcomes documented and communicated? 1. How are parents involved in our practice?	<ul style="list-style-type: none"> <li>Read: <i>Why are school buses always yellow?</i> Chapter 9 (How do we involve parents in our inquiries?)</li> </ul> <p><b>Due:</b> Report card addendum</p>

<p>Session 8</p> <p>Date : February 22</p>	<p>1. Why do teachers reflect on attitudinal and behavioral change in developing as IB educators and how does it support program implementation?</p>	<ul style="list-style-type: none"> <li>• Read: <i>Program standards and practices</i> (e-library on OCC)</li> <li>• Read: <i>IB Journal of teaching practice</i></li> </ul>
<p>Session 9</p> <p>Date : February 25 (Tuesday)</p>	<p>1. What is the Exhibition (PYP)?</p> <p>2. What is the Personal Project (MYP)?</p>	<ul style="list-style-type: none"> <li>• Read: <i>Exhibition guidelines</i> (e-library on OCC)</li> <li>• Review additional Exhibition examples from the OCC</li> </ul>
<p>Session 10</p> <p>Date : March 1</p>	<p>1. How does the online curriculum center and other information and communication technologies enable IB practitioners to participate and engage in wider boundaries?</p>	<ul style="list-style-type: none"> <li>• Read: <i>The role of the ICT in the PYP</i></li> <li>• Start reading Session 11 assignments</li> </ul> <p><b>Due:</b> Mini lesson presentation fostering international-mindedness and multicultural appreciation or cross-curricular lesson.</p>
<p>Session 11</p> <p>Date : March 8</p>	<p>1. How does the IB program of inquiry (PYP) align with government or state Standards?</p>	<ul style="list-style-type: none"> <li>• Reference: <i>Making PYP happen: Curriculum framework for international primary education</i> (e-library on OCC)</li> <li>• Review: <i>Science scope and sequence; Social studies scope and sequence; Mathematics scope and sequence; Language scope and sequence; Arts scope and sequence; Personal, social and physical education scope and sequence</i> (e-library on OCC)</li> </ul> <p><b>Due</b> Final submission of Reflection Journal</p>
<p>Sessions 12 and 13</p> <p>Date March 15</p>	<p>1. What is the purpose of assessment in IB and how does it support learning outcomes?</p> <p>2. What are the processes involved in developing assessments and how do they support learning outcomes?</p>	<ul style="list-style-type: none"> <li>• Prepare for a six hour Saturday class to complete unit planner, create and critique an assessment task, develop criteria for evaluation, and design a rubric that applies to the “planner” from the first semester course.</li> </ul>
<p>Session 14</p> <p>Date : March 22</p>	<p>1. What does Action look like from a student’s perspective?</p> <p>2. How do students demonstrate international mindedness, global thinking, and inquiry?</p>	<p><b>Due:</b> Submitted copy of the completed unit planner &amp; unit summative assessment with rubric</p>
<p>Session 15</p> <p>Date : March 29</p>	<p>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?</p>	<p><b>Due:</b> Presentation of students in action</p>