EDUC 632B
International Baccalaureate Primary Years Program Studies and Preparation:
From Instruction to Action Field Study
Online Course
Spring 2014

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

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

COURSE DESCRIPTION

This field study course is designed to give the participant the opportunity to explore and investigate the core concepts from the IB Teacher Studies and Preparation: From Instruction to Action class in an IB World School, under the supervision of a site administrator and the university instructor. *Enrollment restricted to students who have obtained consent of instructor. Prerequisites: EDUC 630 or EDUC 633.*

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
Enrollment in EDUC 631, International Baccalaureate Primary Years Program Teacher Studies and Preparation: From Instruction to Action

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. Implementation of the program within a school
5. Documentation the provides evidence of program implementation

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
Reading that supports the proposed field study project. The IB Field Study Forms 1 and 2.

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 Transdisiciplinary 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

The participant will:
1. Propose a site-based inquiry at a school preferably an authorized or application phase IB World School.
2. Complete the Proposal Form and obtain the approval signature of the site administrator and approval email from the university faculty member.
3. Engage in a 30 hour site based inquiry project.
4. Complete the Reflection Form and obtain the approval signature of the site administrator.
5. Upload the completed portfolio.

The portfolio:
The development of a portfolio is an opportunity to think deeper about the IB program and philosophy and to derive meaning from classroom decisions and actions. The portfolio represents who the participant is at a given point in time.

In the portfolio, the participant is to write a 2-3 page reflective narrative describing the knowledge and skills that were acquired as a result of the field-based project, related fieldwork activities, and course work. The portfolio will also include artifacts as evidence of the field experiences. Each reflective narrative will serve as a formative assessment reviewed by both the course instructor and site administrator.

Suggested artifacts to support your reflective writing:
• Field notes from observations
• Course papers
• Book reviews, logs, reflections
• On-line discussion archives
• Articles, news clippings
• Letters from students, parents, community members
• Photos or video

Candidates are encouraged to a select a variety of artifacts for the reflective portfolio. In addition to including informational artifacts, candidates may also include inspirational artifacts. Informational artifacts include such things as meeting minutes, journal entries, course papers, data, plans, pictures etc. Inspirational artifacts may include pictures, quotes, notes etc. Secondly, it is important that candidates include formative artifacts (artifacts that represent the process steps made towards accomplishing the objective) and summative artifacts (artifacts that represent the completed objective work). An example of a formative artifact might be a note that a colleague wrote following one of several professional growth workshops. A summative artifact would be a summary of feedback related to the effectiveness of the series of professional growth workshops.

Student Learning Outcomes
The evidence of the learning will be 1) a written project proposal that is signed by the school site administrator and an approval email from university faculty member, 2) a portfolio of project work meeting the standards of the rubric and 3) a written summary of the experience that is signed by the school site administrator that includes a review of the project and a participant reflection.

Grading Standards
This course is graded as Credit/No Credit. The university writing requirement is met with the portfolio and written reflection.

SCHEDULE/COURSE OUTLINE

Assignment	Due Date
Proposal Form	February 15, 2014
Completed Portfolio	March 29, 2014
Reflection Form	March 29, 2014