

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
SCHOOL OF EDUCATION**

**International Baccalaureate Primary Years Program  
Teacher Studies and Preparation: From Instruction to Action  
EDUC 631  
Fall 2012**

**Professor: Laurel Ferreira and Melanie Pallioti**  
**Phone: Laurel Ferreira (760) 505-8106**  
**E-Mail: Use the Cougar Course email on class website**  
**Office:**  
**Office Hours: 4:00-4:30 before face to face classes**

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**School of Education Mission Statement**

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community, October, 1997).*

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**COURSE DESCRIPTION**

The International Baccalaureate (IB) Primary Years Program (PYP) Teacher Studies and Preparation: From Instruction to Action develops theoretical and practical knowledge of the IB PYP program authorization process, assessment, evaluation, and reflection. The target candidates for this class are newly credentialed teachers, experienced teachers, teacher leaders, and site administrators.

**Masters Degree in Education**

This course partially fulfills the Master's in Education General Option university requirements.

**International Baccalaureate Teacher Award**

Completion of the International Baccalaureate Teacher Studies and Preparation coursework demonstrate that the participant has achieved the IB's professional development requirement for program authorization and evaluation in IB schools. Students who complete the 10 unit course requirements have the opportunity to apply for the International Baccalaureate Teacher Award Certificate. 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 Studies and Preparation: From Theory to Practice, and hold a multiple subject teacher and/or an administrative services credential.

## **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 California 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 two-6 hour Saturday classes in lieu of four regular three hour classes.

### **Required Texts and Materials**

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

East, M., Keson, J., Knight, A., Lelievre, B., Machinandarena, I., and Morris, P. (2010) *MYP assess.* Cardiff, Wales: International Baccalaureate.

*Making the PYP happen.* Retrieved at [www.ibo.org/occ](http://www.ibo.org/occ).

Roberts, B. (2009) *Education for global citizenship: A practical guide for schools.* Cardiff, Wales: International Baccalaureate.

Wiggins, G. and McTighe, J. (2005) *Understanding by design.* Alexandria, VA: ACSD

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

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and actively participate. At a minimum, students 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. Should the student 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**

Students 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. Students 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.

## 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 inquiry, risk taking, creativity, and innovation;
- Promote intercultural understanding, caring, and respect;
- Acknowledge diversity and multiple perspectives;
- Support reflection and professional learning;
- Present an assignment to the class; 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 preparation for class discussions	Complete the class preparation assignments and discussions	20	Weekly
Reflective journal entries	Reflect weekly on the learnings, your growth, and your goals	10 +10 20 total	Session 7, 14
Completion of a communication plan or an assessment agreement (group project)	Use the IB authorization criteria to write a communication plan or assessment plan for your site or grade level	10	Session 9
Class presentation of a mini lesson to foster intercultural awareness / understanding or cross-curricular lesson (indiv or group project)	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. (10 min)	10	Sessions 4,12
Unit planner and authentic assessment and rubric (group project)	Submit your final copy of the unit planner and present your authentic assessment and rubric	15	Session 14
IB report card addendum	Create or design a report card addendum to match IB assessment and parent reporting	10	Session 8
Video presentation (indiv or group project)	Give a short video presentation demonstrating “action” in your class or grade level	15	Session 15

### **All University Writing Requirement**

Students will fulfill the writing requirement with the journal, the communication/action plan, the lesson on intercultural awareness, the authentic assessment and rubric, and the written component of the action plan.

### **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 student 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:**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Cougar Courses, 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.

### 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	Topic	Class preparation assignment
Session 1 Face to face Alvin Dunn  Date : Sept 20  Time: 4:30 -7:20	<ol style="list-style-type: none"> <li>1. What is the IB authorization process?</li> <li>2. How are teachers and leaders involved in the self study and reflection?</li> <li>3. What are the commonalities and differences of the three IB programs?</li> </ol>	<ul style="list-style-type: none"> <li>• Read: <i>Coordinator's handbook 2010-2011</i> (e-library on OCC)</li> </ul> <p><b>Due before session 2:</b> Online Reflection Journal</p>
Session 2 Online  Date : Sept. 27  Time:	<ol style="list-style-type: none"> <li>1. Why is international education important and how is it essential to the IB philosophy?</li> </ol>	<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>Education for Global Citizenship</i>, Chapters 3 (The role of schools) and 4 (Getting the conditions right).</li> </ul> <p><b>Due before session 3 begins:</b></p> <ul style="list-style-type: none"> <li>• Online Reflection Journal</li> </ul>
Session 3 Face to face Alvin Dunn  Date : Oct. 4  Time: 4:30 -7:20	<ol style="list-style-type: none"> <li>1. What is the purpose and role of assessment in the IB?</li> <li>2. How are authentic assessments, tasks, criteria and rubrics designed and applied to support learning outcomes?</li> </ol>	<ul style="list-style-type: none"> <li>• Read: <i>Understanding by design</i>, Chapter 7 (Thinking like an assessor)</li> </ul> <p><b>Due before session 4 begins:</b></p> <ul style="list-style-type: none"> <li>• Online Reflection Journal</li> </ul>
Sessions 4 and 5 Face to face CSUSM  Date : Oct. 6  Time: 9:00-3:00	<ol style="list-style-type: none"> <li>1. How is the IB curriculum aligned vertically and horizontally to cover all the goals and spiral upward?</li> </ol>	<ul style="list-style-type: none"> <li>• Prepare for 6 hour curriculum alignment workshop.</li> </ul> <p><b>Due to present during session 4/5:</b></p> <ul style="list-style-type: none"> <li>• Individual or small group mini lesson presentations fostering international mindedness and multicultural appreciation or cross-curricular lesson.</li> </ul> <p><b>Due before session 6 begins:</b> Online Reflection Journal</p>

<p>Session 6 Online</p> <p>Date : Oct. 11</p> <p>Time: TBD</p>	<p>1. How will the participants demonstrate their ability to design differentiated instruction, assessment tasks, and rubrics for all students?</p>	<ul style="list-style-type: none"> <li>• Read: <i>Understanding by design</i>, pp 91-94.</li> <li>• Refer to: <i>Integrating and differentiated instruction</i> by Tomlinson,C. and McTighe, J.</li> </ul> <p><b>Due before session 7 begins:</b></p> <ul style="list-style-type: none"> <li>• Online Reflection Journal</li> </ul>
<p>Session 7 Face to face Alvin Dunn</p> <p>Date : Oct. 18</p> <p>Time: 4:30 -7:20</p>	<p>1. How is the progress of learning and student outcomes documented and communicated?</p> <p>2. How are parents involved in our practice?</p>	<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> <li>• Read: <i>Making the PYP happen: Models of shared pedagogical leadership</i> (e-library on OCC)</li> <li>• Bring in report cards to review grading and teacher comments</li> </ul> <p><b>Due before session 8 begins:</b></p> <ul style="list-style-type: none"> <li>• Online Reflection Journal</li> <li>• Submit all online reflection journal entries to date</li> </ul>
<p>Session 8 Online</p> <p>Date : Oct. 25</p> <p>Time: TBD</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>	<p>DUE</p> <ul style="list-style-type: none"> <li>• Communication plan or assessment plan.</li> <li>• Review of behavioral self study analysis</li> </ul> <p><b>Due before session 9 begins:</b></p> <ul style="list-style-type: none"> <li>• Online Reflection Journal</li> <li>• Submitted copy of report card addendum</li> </ul>
<p>Session 9 Online</p> <p>Date : Nov. 1</p> <p>Time: TBD</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> <li>• Work on final project</li> </ul> <p><b>Due before session 10 begins:</b></p> <ul style="list-style-type: none"> <li>• Online Reflection Journal</li> <li>• Submitted copy of communication or assessment plan</li> </ul>
<p>Session 10 Online</p> <p>Date : Nov. 8</p> <p>Time: TBD</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>• Guided technology exploration</li> <li>• Start reading Session 11 assignments</li> </ul> <p><b>Due before session 11 begins:</b></p> <p>Online Reflection Journal</p>

<p>Session 11 Alvin Dunn</p> <p>Date : Nov. 15</p> <p>Time: 4:30 -7:20</p>	<p>1. How does the IB program of inquiry (PYP) and single subject aims and objectives (MYP) align with California State Standards?</p>	<ul style="list-style-type: none"> <li>• Read: <i>Making PYP happen: Curriculum framework for international primary education</i> (e-library on OCC)</li> <li>• Read: <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 before session 12/13 begins:</b></p> <ul style="list-style-type: none"> <li>• Online Reflection Journal</li> </ul>
<p>Sessions 12 and 13 Face to face 6 hour Sat. CSUSM</p> <p>Date Dec. 1</p> <p>Time: 9:00-3:00</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, collaboratively 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><b>DUE to present during session 12 &amp; 13</b></p> <ul style="list-style-type: none"> <li>• Individual or small group mini lesson presentations fostering international mindedness and multicultural appreciation or cross-curricular lesson.</li> </ul> <p><b>Due before session 14 begins:</b></p> <ul style="list-style-type: none"> <li>• Submitted copy of the completed unit planner &amp; unit summative assessment with rubric</li> </ul>
<p>Session 14 Face to face Alvin Dunn</p> <p>Date : Dec. 6</p> <p>Time: 4:30 -7:20</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>	<ul style="list-style-type: none"> <li>• Read: <i>Education for global citizenship</i>, Chapters 10 and 11 (Visits, links, and connections &amp; global citizenship action)</li> </ul> <p><b>Due before session 15 begins:</b></p> <ul style="list-style-type: none"> <li>• Submitted copy of final reflection journal (8-10 page paper)</li> </ul>
<p>Session 15 Face to face Alvin Dunn</p> <p>Date : Dec. 13</p> <p>Time: 4:30 -7:20</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></p> <ul style="list-style-type: none"> <li>• Video presentations from field study</li> </ul>