

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

**International Baccalaureate Field Study: From Assessment to Action
EDUC 632 B, Fall 2012**

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Office Hours: 4:00-4:30 before face to face classes

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).*

COURSE DESCRIPTION

Course Prerequisites: Enrollment in EDUC 631, International Baccalaureate Primary Years Program, Teacher Studies and Preparation: From Instruction to Action or EDUC 634, International Baccalaureate Middle Years Program Teacher Studies and Preparation: From Instruction to Action or successful completion of program prescribed coursework.

Course Objectives: This two-unit field study course is designed to give the participant the opportunity to explore and investigate the core concepts from the second semester course (EDUC 631 or EDUC 633) in an IB World School, under the supervision of a site administrator and the university instructor.

Required Texts and Materials: Reading that supports the proposed inquiry project. The IB Field Study Forms A and B.

IB Teacher Award

This course partially fulfills 2 of the 10 unit requirement for the qualification of the IB Teacher Award. Upon successful completion of the 4 classes in the course of study, candidates may apply to IB for the Teacher Award. This certificate indicates the candidate has met the professional development requirements to teach in an IB authorized world school, or a school seeking authorization.

Masters Degree in Education

This course, with the other courses in the IB Teacher Award program, partially fulfills the Master's in Education General Option university requirements.

Student Learning Outcomes

The field experience will include activities aligned with the EDUC 631 or EDUC 634 course. The activities are designed to meet the program and assessment standards of the course. An intentional connection is made between course instruction, the field-based leadership experiences, formative assessments, and the leadership project and reflective portfolio. Candidates will meet regularly with the IB World School site administrator to plan, monitor, and implement the field-based activities. The field study instructor will monitor student progress in the field-based component of the program.

The candidate will demonstrate a deeper understanding and appreciation of the philosophy and practices, teaching and learning best practices, curriculum scope and sequence, role of assessment in the learning cycle, technology embedded in the instruction, and reflective practices of students and teachers in an International Baccalaureate PYP or MYP World School program.

Participants will propose an International Baccalaureate inquiry at an authorized or candidate phase IB World School. This study will provide the opportunity to explore, individually or in groups, the instruction from the EDUC 631 or EDUC 634 course: IB Teacher Studies and Preparation: From Instruction to Action. The focused inquiry includes scholarly educational research, proven best practices, observations, hands-on experience, participant reflection, and recommendations. The final product is a portfolio of the candidate's process and outcomes.

Supervision

The fieldwork instructor will give an overview of the program and the required field experiences during the first week of the program. The overview includes a review of appropriate forms and requirements, an overview of the semester's coursework objectives, and suggested field-based activities. Each semester students will propose a new field experience to be reviewed and approved by the district administrator and the field study instructor.

Course Requirements

The participant will:

1. Propose a site based inquiry at an IB World School
2. Complete the Proposal Form and obtain the approval signatures of the site administrator and the university faculty member.
3. Engage in a 30 hour site based inquiry project.
4. Complete the Reflection Form and obtain the approval signatures of the site administrator and the university faculty member.
5. Conduct an exit meeting with the site administrator and the course instructor to review 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 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 field study instructor and the school site administrator, 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 field study instructor and 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. There university writing requirement is met with the portfolio and written reflection.

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.

Assignments

Assignment	Due Date
Proposal Form	Session 3
Completed Portfolio	Session 14
Reflection Form	Session 14