

ASTL Framework of Outcomes, Courses, Performance-Based Assessments, and NBPTS Alignment  
 GEORGE MASON UNIVERSITY  
 College of Education and Human Development  
 Master's Degree Program in Advanced Studies in Teaching and Learning

## I. Performance Based Assessments in the ASTL Core Coursework

Principles & Candidate Outcomes	Courses	Performance-Based Assessments	NBPTS Related Assessment Activities
1. Teachers are committed to students and their learning.	<i>EDUC 612: Inquiry Into Practice</i> <i>EDUC 613: How Students Learn</i>	<b>Performance-based assessments</b> - MultiGenre Autobiographical Study with Reflection - Individual case study of a learner with Rubric - Critical journal responses with Rubric	1. Write analytically and reflectively. 2. Read critically from multiple perspectives. 3. Apply theory into practice. 4. Follow a learner over time
2. Teachers know the subjects they teach and how to teach those subjects to students	<i>EDUC 614: Designing &amp; Assessing Teaching &amp; Learning</i>	<b>Performance-based assessments</b> - Video-tape of teaching containing written analysis of one's teaching practice and a sample of student work - with Rubric - Rubric/Performance Assessment	1. Adapt and plan instruction for all learners. 2. Write to prompts 3. Analyze students' work samples.
3. Teachers are responsible for managing and monitoring student learning	<i>EDUC 613: How Students Learn</i>  <i>EDUC 614: Designing &amp; Assessing Teaching &amp; Learning</i>	<b>Performance-based assessment</b> - In-depth study of one student over time including recommendations for extending student learning (Case Study with Rubric and Reflection) .  <b>Performance-based assessments</b> - Student Work sampling - Analysis of videotape of one's classroom practice with Rubric and reflection	1. Analyze student work samples 2. Provide feedback to students 3. Adapt all instruction and recommending future lessons in specific learning areas 4. Reflect on practice
4. Teachers think systematically about their practice and learn from experience	<i>EDUC 612: Inquiry into Practice</i>  <i>EDUC 606: Education and Culture</i>	<b>Performance-based assessments</b> - Teacher/action research proposal - Multigenre Study - Reflective Journal	1. Evaluate multiple perspectives on a research topic 2. Analyze and defend a scholarly position and reflect how it might inform classroom practice 3. Apply findings and recommenda-

		<p><b>Performance-based assessments</b></p> <ul style="list-style-type: none"> <li>- Culturally focused action research with emphasis on cultural dimensions in the educational setting (using peer support groups and following the Cultural Inquiry Process)</li> </ul>	<p>tions from scholarly articles to own practice</p> <p>4. Utilize action research as a form of scholarly research</p>
<p>5. Teachers are members of learning communities</p>	<p><i>EDUC 613: How Students Learn</i></p> <p><i>EDUC 606: Education and Culture</i></p> <p><i>EDUC 615: Educational Change</i></p>	<p><b>Performance-based assessments</b></p> <ul style="list-style-type: none"> <li>- Learning Theory Group presentations</li> </ul> <p><b>Performance-based assessments</b></p> <ul style="list-style-type: none"> <li>- Teacher/action research project with rubric – Critical Reflection Groups</li> </ul> <p><b>Performance-based assessments</b></p> <ul style="list-style-type: none"> <li>- Group project</li> <li>- Grant proposal based on contextual needs analysis</li> </ul>	<p>1. Self-assess participation as members of cooperative learning groups</p> <p>2. Document accomplishments of work with families, colleagues, and organizations outside the classroom.</p>
<p>6. Teachers account for the needs of culturally, linguistically, and cognitively diverse learners.</p>	<p><i>EDUC 613: How Students Learn</i></p> <p><i>EDUC 606: Education and Culture</i></p>	<p><b>Performance-based learning activity</b></p> <ul style="list-style-type: none"> <li>- Case study of a learner</li> <li>- Learning theorist group project</li> </ul> <p><b>Performance-based assessments</b></p> <ul style="list-style-type: none"> <li>- Culturally focused action research study</li> </ul>	<p>1. Analyze student work with attention to identifying misconceptions and extending student understanding</p> <p>5. Design, plan, and assess student learning from a cultural perspective</p>
<p>7. Teachers are change agents, teacher leaders, and partners with colleagues.</p>	<p><i>EDUC 606: Education and Culture</i></p> <p><i>EDUC 613: How Students Learn</i></p> <p><i>EDUC614: Designing / Assessing Learning</i></p> <p><i>EDUC 615: Educational Change</i> - Explore roles as educational change agent both past and present</p>	<p><b>Performance-based assessment</b></p> <ul style="list-style-type: none"> <li>- Action research project with analysis of interventions and outcomes for change included</li> </ul> <p><b>Performance-based assessment</b></p> <ul style="list-style-type: none"> <li>- Integrative case study and action plan for student and teacher</li> </ul> <p><b>Performance-based assessment</b></p> <ul style="list-style-type: none"> <li>- Teaching video tape analysis</li> </ul> <p><b>Performance-based assessment</b></p> <ul style="list-style-type: none"> <li>- Team-project/analyzing influences on educational change</li> <li>- Grant Proposal focused on educational change</li> </ul>	<p>1. Critical writing addressing interpretive summaries of contributions to the teaching profession.</p> <p>2. Document accomplishments in the school and community arenas</p>

<p><b>8. Teachers use technology to facilitate student learning and their own professional development.</b></p>	<p><i>Performance-based Learning Experiences incorporated throughout in course products and weekly learning. Examples include:</i></p> <p><i>EDUC 612: Inquiry into Practice</i></p> <ul style="list-style-type: none"> <li>- Electronic bulletin board (<i>Blackboard</i>)</li> <li>- Teachers use technology in innovative and creative ways to create their Multigenre study</li> </ul> <p><i>EDUC 613: How Students Learn</i></p> <ul style="list-style-type: none"> <li>- Produce APA word-processed documents</li> <li>- Use online and e-mail discussion groups</li> <li>- Access electronic library reserves</li> </ul>	<p><i>EDUC 606: Education and Culture</i></p> <ul style="list-style-type: none"> <li>- CIP website</li> </ul> <p><i>EDUC 614: Designing and Assessing... Learning</i></p> <ul style="list-style-type: none"> <li>- Wiki interactive learning</li> <li>- Electronic sources for rubric and lesson planning</li> </ul> <p><i>EDUC 615: Educational Change</i></p> <ul style="list-style-type: none"> <li>- External list serves &amp; Grant sources</li> </ul> <p><i>ASTL Professional Portfolio created electronically</i></p>	<p>Incorporates all NBPTS Assessment activities via online and virtual learning communities</p>
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## **II. Program Level Performance-based Assessment: ASTL Program Portfolio and Presentation**

Program Web Site: <http://gse.gmu.edu/programs/astl/>

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