

*George Mason University
Graduate School of Education*

**Professional Portfolio:
Advanced Studies in Teaching and Learning (ASTL) Program**

Introduction

The ASTL Professional Portfolio is a performance-based document that provides concrete evidence of teacher professional development throughout the Advanced Studies in Teaching and Learning Program and links the ASTL program requirements with national, state, and institutional professional standards. The Portfolio provides program participants the opportunity to synthesize and reflect upon their own growing learning and teaching practices as they make important connections between program coursework and daily encounters with student learning in the context of school-based experiences. The contents of the Professional Portfolio provide program participants with a forum for the presentation of their knowledge and practice as articulated by the NBPTS.

The purpose of the ASTL Professional Portfolio is twofold. First, it encourages program participants to develop their teaching practice to the highest level. This is accomplished through evidence of targeted reflection, presentation of pedagogical and content-based knowledge, action research skills as they inform teaching practice, and a synthesis of professional knowledge and skills. Secondly, it provides performance-based evidence of the degree to which program goals have been met. As both a formative and summative document, the ASTL Professional Portfolio articulates the principles of the National Board for Professional Teaching Standards and the three additional ASTL Standards, other content-specific standards, and the mission and goals of the Graduate School of Education at George Mason University.

The ASTL Portfolio is a requirement of the ASTL Program, but is only one of several factors considered in determining successful program completion. Since the ASTL Program is comprised of two distinct components, the Education Core and the Concentration, the evaluation of the Portfolio will take place at two junctures during the program, at midpoint and at program completion. ASTL participants may choose to take the Core and the Emphasis in any order. The final evaluation will take place at the completion of the program and will be comprised of a formal presentation to faculty and peers. The Portfolio will be evaluated according to a pre-established rubric. This final Portfolio Presentation will be integrated with a specially designated program exit session whose date will be announced for each cohort.

Part IV of the Portfolio is comprised of two parts: a written summative reflection & an oral presentation.

Contents and Format ASTL Professional Portfolio

Reflecting Knowledge, Skills, & Dispositions Related to the Program Outcomes

The ASTL Portfolio consists of four parts. These are: I. Professional Documentation, II. Evidence of ASTL CORE Knowledge, III. ASTL Concentration Area, and IV. Portfolio Presentation: Synthesizing Knowledge and Looking Ahead. The Professional Documentation section, Part I, should be completed first. Either of Parts II or III are completed according to the sequence in which they are taken in the master's program (i.e., the CORE courses may precede or follow the Concentration area completion). The final section, the Portfolio Presentation and Synthesis, Part IV, will be completed at the conclusion of the degree program.

There are two portfolio presentation completion possibilities, as follows:

- 1) **Completion of Concentration first, Core second:**
Participants who complete the Concentration, followed by the Core, will complete and present the full portfolio (Parts I-IV) at the conclusion of the Core coursework. Students will share portfolio contents with peers and faculty members and will include self-evaluation on growth, development, and change.
- 2) **Completion of Core first, Concentration second:**
 - a. Participants who complete their Concentration following the Core coursework will complete and present Parts I –II upon completion of the Core.
 - b. Upon completion of the Concentration, students will share, or present, the completed portfolio contents with Parts III and IV added to the previously shared Core portfolio.

Guidelines and Suggested Format for the Reflection Points

Length: Aim to limit your response to two pages

Focus: Each Reflection Point should include a short description, but will focus on interpretation and analysis of learning by synthesizing knowledge from that learning module.

Format: Each reflection point describes, interprets, and examines why and how the course product(s) provide evidence of the ASTL principles addressed in that learning module. Here you should also discuss the impact of this course/learning module on your teaching practice and its impact on P-12 student learning.

Part I: Professional Documentation

A. Resume, or Curriculum Vitae

Suggested Professional Support Documentation

Transcripts and scores
Evidence of professional presentations or conferences attended
Publications
Other professional documentation, as determined by individual

Part II: Evidence of ASTL Core Knowledge

Part II is divided into four major sections. Each section corresponds to a principle strand of the ASTL Core and suggests course products that could provide evidence of Core knowledge. Each section has a “Reflection Point” that connects the knowledge gained from the Core courses and course products to the NBPTS and GSE Principles. The final section is a comprehensive reflection of knowledge attained in the Program that is aligned with the program’s stated learning outcomes (NBPTS and GSE Principles):

The Eight ASTL Core Principles

1. Student learning

Teachers are committed to students and their learning.

2. Content knowledge & effective pedagogy

Teachers know the subjects they teach and how to teach those subjects to students.

3. Monitoring student learning

Teachers are responsible for managing and monitoring student learning.

4. Systematic inquiry of practice

Teachers think systematically about their practice and learn from experience.

5. Learning community

Teachers are members of learning communities.

6. Diversity

Teachers attend to the needs of culturally, linguistically, and cognitively diverse learners.

7. Change agent

Teachers are change agents, teacher leaders, and partners with colleagues.

8. Technology

Teachers use technology effectively to facilitate student learning and their own professional development.

Section A: Teacher as Knowing & Understanding Learning & Learners

This section will be completed at the conclusion of EDUC 612 and 613 and should include products from those two courses.

Reflection Point 1:

In this section, you will focus on how coursework, related readings, and products in EDUC 612 and 613 have led you to think more deeply about learning and learners.

Please reflect on your own learning and your growth and change at this point in the Core. In your reflection, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included thus far in the Core provide evidence of this knowledge.

Suggested course products to be used as evidence of knowledge:

1. Multigenre Paper (EDUC 612)
2. Case Study of Learner (EDUC 613)
3. Handout from Learning Theory Group Presentation (EDUC 613)
4. Other item(s), as selected by individual (such as excerpts from reflective journal)

Section B: Teacher as Designer of Curriculum & Assessment

This section will be completed at the conclusion of EDUC 614 and will include products and learning experiences from that course.

Reflection Point 2:

In this section, you will focus on how coursework, related readings, and products in EDUC 614 have led you to focus more carefully on the teacher as designer of curriculum and assessment and how you are incorporating technology into your teaching practice and your Core experience. Please reflect on your own learning and your growth and change at this point in the Core. In your reflection, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section provide evidence of this knowledge.

Suggested course products which may be provided as evidence of knowledge:

1. Teaching unit containing written commentaries on teaching accompanied by the video analysis of teaching practice and student work sampling analysis (EDUC 614)
2. Rubric/Performance Assessment Checklist (EDUC 614)
3. Other, as selected by individual (be specific)

Section C: Teacher as Researcher with a Cultural Perspective

This section will be completed at the conclusion of EDUC 606.

Reflection Point 3:

In this section, you will focus on how coursework, related readings, and products in EDUC 606 have led you to focus more deeply on teachers as researchers with a cultural perspective. Please reflect on your own learning and your growth and change at this point in the Core. In your reflection, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section provide evidence of this knowledge.

Suggested course products to be used as evidence of knowledge:

1. Teacher/Action Research Project and Paper (EDUC 606)
2. Selections from the Reflective Journal
3. Other, as selected by individual (be specific)

Section D: Teacher as Change Agent and Synthesis

This section will be completed at the conclusion of EDUC 615.

Reflection Point 4:

In this section, you will focus on how coursework, related readings, and experiences for the EDUC 615 have led you to think about yourself as a teacher leader in your school and in learning communities. Please reflect on your own learning and your growth and change at this point in the Core. In your reflection, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section and in the Core provide evidence of this knowledge.

Suggested course products which may be provided as evidence of knowledge:

1. Grant Proposal Project (EDUC 615)
2. Selected journal/reflective responses from EDUC 615 or other Core coursework, as selected by teacher

Part III: ASTL Concentration Area

This section of the Portfolio should contain evidence of content area expertise and should include a description of the courses taken, selected performance-based or course products from the teacher's area of Concentration, and other evidences of content knowledge. This section may be its own content area Portfolio, if required by the program, and may include work samples from the area of concentration (at least 4 and no more than 6 evidences).

Part IV: Portfolio Presentation: Synthesizing Knowledge and Looking Ahead

Part IV is comprised of two parts: a written summative reflection and an oral presentation of the ASTL Portfolio.

Written Summative Reflection: Please describe your growth and change as you have progressed through the program. Please provide *specific examples* of how you are impacting student learning in your educational setting and what you will do to continue your professional development.

Oral Presentation to Faculty and Colleagues: Oral presentations will take place at the conclusion of the Core and Concentration areas, where Core only completers present their Core portfolio (I & II) and Program completers present full program portfolios with Parts I - IV. These presentations will provide the teacher an opportunity to share with program faculty and peers connections and conclusions drawn from coursework and teaching experiences while in the ASTL Program. The presentation will focus on the most powerful learning and change that has taken place during the degree program and the impact of a teacher on student learning. Candidates should articulate the connections made to the eight program learning outcomes.

***2006-2007 Fairfax Campus Cohort Oral Presentations:
Date TBA in May 2007***