

Portfolio Instructions

As a requirement for admission to the doctoral program, a student must develop and submit a copy of a portfolio to the Doctoral Program Coordinator no later than September 30th for spring admission or February 28th for summer or fall admission. The following information will serve as a guide for students in meeting this requirement.

Submit a Portfolio

- All portfolio materials should be submitted in a three ring binder with each component clearly labeled and delineated by some type of divider.
- All work should be neatly and accurately typed, double-spaced using at least a 12-point font.
- Each section should contain a heading as well as a description of materials included in the section.
- The portfolio will remain confidential and will become a part of the doctoral student's file. The candidate should make a personal copy prior to submission to the Doctoral Advisory Committee.

Portfolio Content

The portfolio contains eight sections that address pertinent issues relevant to the admission of a candidate into the doctoral program. It is designed to provide evidence of the candidate's ability to make progress and successfully complete the doctoral program.

Section I. Professional Resume/Vita

The professional resume/vita should be an example of the type used when applying for a professional position in education. It should include biographical data, professional experiences and work history, any involvement in professional organizations and activities, and an accurate depiction of the qualities and experiences brought to the workplace.

Section II. Personal philosophy and/or theory of teaching and learning

The personal theory or philosophy of teaching should include, but not be limited to:

- View of the teacher/student roles in the classroom
- View of the impact of the professional's attitudes and belief systems on the school environment
- View of the impact of the professional's ethical beliefs and practice on the school environment
- View on the importance of understanding learning and developmental theories on the quality of the school experience

- View of the importance of effective teaching and a discussion of the associated personal beliefs that determine the candidate's definition of effective teaching

Rationale: This component is included so that candidates will have an opportunity to clarify the motives and beliefs that drive the desire to pursue a doctoral degree in education. Further, candidates have the opportunity to reflect on the issues related to good teaching and administration as well as define and discuss the importance of ethical practice to the development of professional leadership. The ability to define, organize, and communicate this personal philosophy may also be assessed.

Section III. Self Evaluation

The self-evaluation will provide candidates with an opportunity to reflect on themselves with relation to their personal belief systems. It offers candidates an opportunity to express their perceived strengths and weaknesses as well as their potential to function as leaders in the field of education.

Rationale: This component is designed to assess the candidate's ability to self-evaluate and to be willing to realistically accept what he or she brings to the education profession.

Section IV. Personal and Professional Goals

The personal and professional goals should include the candidate's goals for achieving success as a professional leader and educator. Within this statement, the candidate should address the strengths and weaknesses stated above and should define a plan for reaching these goals. The need for continuous self-evaluation and a plan for doing so should also be included.

Rationale: This component assesses the candidate's willingness to process the stated strengths and weaknesses and to develop a long term plan for utilizing the strengths to improve the weaknesses. The candidate's ability to process information, problem solve, and organize a specific behavioral plan for improving productivity and a method for continued self-evaluation should also be included.

Section V. Statement of purpose for pursuing doctoral study

A personal statement that addresses the reasons the candidate wants to pursue a doctoral degree as well as the strength of desire for doing so. Further, future plans for use of this degree should also be addressed.

Rationale: This component allows the candidate an opportunity to express the depth of the candidate's desire to pursue the doctoral degree. It further allows an opportunity for the committee to assess the goals of the candidate with respect to the goals of the program.

Section VI. Sample of academic writing

A sample of academic writing should be included in this section of the portfolio. This might include a

sample of a paper written in a class, a grant the applicant has written, a staff development plan, or any other evidence of academic writing.

Rationale: This component would demonstrate the candidate's ability to communicate using written language. It would provide an example of the applicant's typical work which would show the applicant's quality of work, neatness, and level of performance (i.e., the ability to demonstrate self-motivation, quality outcome, completeness, and competence in the thinking process).

Section VII. Evidence of leadership ability

This section should include any evidence of leadership potential such as honors, awards, school, or community leadership responsibilities, or any other evidence of responsibility or leadership that the candidate feels is representative.

Rationale: This section allows the applicant an opportunity to present evidence of leadership potential that would be evidence of potential for functioning as an administrator or leader in the educational field.

Section VIII. Other Supporting materials (Optional)

Any other materials that the applicant feels would further demonstrate the capability of the applicant or potential for success in the doctoral program and as a professional.

Rationale: This section contains any materials that would document other areas that the applicant feels would be supportive of admission into the doctoral program.

Personal Structured Interview

After the doctoral faculty members have had an opportunity to study the portfolio, members may conduct a structured interview with the applicant. The interview would give further evidence to the applicant's ability to communicate clearly and professionally. Further, it would allow the applicant an opportunity to think and communicate under pressure as well as offer further explanation of any unclear components included in the portfolio. This option will be used as the Doctoral Program Coordinator deems necessary.