

**ST. JOHN'S UNIVERSITY**

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***Portfolio Assessment  
Package***

***Doctoral Program  
Center for Educational Leadership  
and Accountability***



**FOUNDED 1870**

***School of Education***



# *The Doctoral Portfolio:*

## *Criteria for Evaluation*

*Center for Educational Leadership and Accountability*

The portfolio process is intended to evaluate and provide evidence of student growth and development over time. These will be accomplished in concert with course requirements. Strengths and weaknesses can be identified, and students' efforts can be refocused to meet the objectives of the program. The portfolio process will include the following elements:

### **(1) Portfolio Planning**

Each doctoral student will participate in an initial planning session to outline the purpose and process of portfolio building. Working with an advisor and a faculty panel, the student will develop an individual plan for a professional portfolio. Each portfolio plan must meet the general program requirements and address the specific requirements of the individual's area of concentration. Upon approval by the panel, the portfolio plan can be followed by the student for the year.

### **(2) Portfolio Evaluation**

To assist students as they progress through the program, portfolio assessments will occur on an annual basis. A faculty panel will meet with students to discuss their program progress and to review their portfolios. Individual feedback will be given to each student regarding the evaluation, and portfolio plans will be reviewed and modified for the next year. This on-going process will provide information and guidance to ensure that students are successfully advancing to doctoral candidacy.

### **(3) Program objectives and Criteria for Evaluation**

The evaluation of portfolio products and student progress will be directly linked to the stated outcome objectives of the program. Based on these objectives, doctoral program faculty will establish specific criteria for assessing portfolio across courses and areas of specialty. The criteria for portfolio evaluation will be shared with incoming students to ensure that they are aware of program expectations and standards for success.

Should a student believe that the assessment process is unfair, the student may appeal in writing to the Doctoral Program Director. If the student wishes to appeal the decision of the Doctoral Program Director then the student may appeal to the Dean of the School of Education who is the final arbiter of appeal .



## 1) General Portfolio Entries

### (a) **Product: Goals and Philosophy Statement**

The candidate will prepare a written statement of professional goals and philosophy, giving a rationale for selection of professional concentration in relation to career and academic goals.

### (b) **Product: Research Reviews**

The candidate will review and provide a written critique of at least five articles published or submitted for publication in scholarly journals.

### (c) **Product: Research Review/Synthesis Paper**

The candidate will prepare a written paper that reviews research in a topic area in a way that adds to the knowledge and application in the field.

### (d) **Product: Funding Proposal or Application Paper**

The candidate will prepare a detailed proposal for application of current knowledge and theory to an applied policy, service or research program, complete with strategies for implementation and management of the program.

### (e) **Product: Research Management Product**

Each candidate will develop a method for organizing scholarly information in his or her topic areas that summarizes critical information for useful retrieval.

### (f) **Product: Research Report**

The candidate will plan and conduct at least one research study prior to the dissertation. This study will be done in collaboration with other students or faculty and may be documented in a paper suitable for publication in a professional journal.

## 2) Educational leadership requirements

(Students will choose three with advisement.)

### (a) **Product: In service/Consultation/Teaching**

The candidate will plan and conduct at least three different training/ consultation events. A planning document must be submitted for each that includes: (a) the target audience; (b) the objectives of the event; (c) the materials; (d) the agenda; and (e) plans for evaluation.

### (b) **Product: Public Information Writing**

The candidate will prepare and submit for publication at least three products written for the general public to inform and/or persuade about educational issues (e.g. Op.Ed. pieces, newsletter



articles, news releases about current research).

**(c) Product: Professional/Community Participation**

The candidate will participate as a member of a public committee, task force, or other group working to improve the quality of educational services. This must be outside the candidate's normal job responsibilities. The portfolio must contain a written description of the activity.

**(d) Product: Background and Briefing Materials**

The candidate will prepare three background papers or policy briefings (e.g., speech drafts, testimony drafts, sound bites, memos that distill critical policy issues).

**(e) Product: Legislative Products**

The candidate will prepare one major legislative product, such as a proposed bill, bill report, legal analysis of issues, or fiscal impact report.

**(f) Product: Political Interest Map**

The candidate will prepare a written and graphic description of the individuals, groups, and institutions that bring influence to an issue, and use this map to propose a feasible strategy to accomplish a policy objective.

### **3) Individual Portfolio options**

(To be determined by student and advisor.)