

Descriptions of Portfolio Tasks and Evidence Required to Document Task Completion

Task	Description	Evidence ¹
1. Research Proposal²	Write a proposal for a research study prior to the dissertation, which includes: <ul style="list-style-type: none"> • Study background/rationale • Review of relevant research • Methodology (including sample selection, procedures, etc.) • Data analysis plan 	<u>Required Documentation:</u> <ol style="list-style-type: none"> 1. Completed proposal manuscript that includes a study rationale, review of relevant research, methodology, and data analysis plan.
2. Research Investigation²	Conduct at least one study prior to the dissertation. Responsibilities include: <ul style="list-style-type: none"> • Planning the study • Obtaining IRB approval (if applicable) • Executing/conducting the study (collecting & analyzing data) • Writing a manuscript from the study 	<u>Required Documentation:</u> <ol style="list-style-type: none"> 1. Complete manuscript written from the study (in APA format), that includes: <ul style="list-style-type: none"> ○ Background/rationale ○ Review of relevant research ○ Methodology ○ Data analysis ○ Results ○ Discussion ○ Reference list
3. Manuscript Submitted for Publication	Prepare and submit a manuscript for publication as a first or sole author. The manuscript should: <ul style="list-style-type: none"> • Be written primarily by the doctoral student (i.e., first/sole author), but co-authors may also be included. • Be in the field of special education or disability. • Be submitted to a professional peer-reviewed national or international journal. • Conform to the requirements of the targeted professional journal. • Be reviewed by at least one faculty member prior to submission. 	<u>Required Documentation:</u> <ol style="list-style-type: none"> 1. A copy of the manuscript submitted 2. Notification from editor/journal confirming submission of the manuscript. 3. Editorial decision letter. <u>Additional Documentation (if applicable):</u> <ol style="list-style-type: none"> 1. Reviews from the editor and reviews.

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² Students often (but not always) work towards completion of tasks 1 and 2, research proposal and research investigation, through their Early Inquiry Experience (e.g., EDUC-K 590).

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4. Course Preparation	<p>Design and teach/team-teach at least one course (in person or online) in special education under the supervision of a SpEd faculty member. Responsibilities include:</p> <ul style="list-style-type: none"> • Creating/revising a course syllabus for the entire term. • Creating/revising a course schedule/outline that includes weekly topics. • A reference list of the required and supplementary readings. • Managing the course management site (e.g., Canvas) and ensuring all students have access to necessary readings, materials, and assignments. • Designing/revising methods for evaluating students' work and progress in the course • Arranging for a teaching observation by a faculty member. • Ensuring that students complete the course questionnaire for the course. <ul style="list-style-type: none"> ○ If team-teaching, a separate course questionnaire must be administered solely to evaluate the PhD student. 	<p><u>Required Documentation:</u></p> <ol style="list-style-type: none"> 1. Course syllabus and course schedule, including reference list of supplementary readings. 2. Access provided to the advisor or supervising faculty for the course management site (e.g., Canvas). 3. Copies of any assignments, projects, and/or evaluations that were designed or revised for the course. 4. Documentation of class observation from supervising faculty member: <ul style="list-style-type: none"> ○ <u>Face-to-Face Class Documentation:</u> letter, memo, email, or observation form, describing the student's strengths and areas of improvement. ○ <u>Online Class Documentation:</u> letter, memo, email, or observation form, evaluating the online course materials and class management site, including strengths and areas of improvement. 5. Copy of all course evaluations completed by students. <p>Documentation for one complete course is required, although a list of all courses taught may be included as additional documentation of course preparation.</p>

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5. Supervision	<p>Supervise or co-supervise a minimum of 3 preservice teachers (i.e., undergraduate students) in special education field experience placements (e.g., student teaching, early field experience). Supervision/co-supervision is completed for a minimum of one semester under the supervision of a SpEd faculty member or supervision coordinator.</p> <p>Supervision/co-supervision responsibilities include:</p> <ul style="list-style-type: none"> • Development and/or use of suitable forms to document preservice teachers' progress and performance. • Regular classroom observations of each preservice teacher for the duration of the field experience. • Reviewing preservice teachers' lessons (or other related activities/assignments) and providing appropriate feedback. • Meeting regularly with preservice teachers and their supervising/cooperating teachers to discuss progress and provide feedback. • Maintaining accurate files and documentation for each preservice student. • Attending field experience supervision meetings (if applicable). • Obtaining feedback on supervision from preservice students and cooperating teachers. 	<p><u>Required Documentation:</u></p> <ol style="list-style-type: none"> 1. Letter, memo, or email from supervising SpEd faculty member or supervision coordinator that documents the student's performance with supervision tasks, including a description of the student's strengths and areas for improvement. <p><u>Additional Documentation (if applicable):</u> Students may also choose to provide additional evidence from the following list:</p> <ul style="list-style-type: none"> • Preservice teacher evaluations/feedback of supervision. • Samples of preservice teachers' work. • Letters from principals. • Description of how supervisory feedback was provided to students. <p>Documentation for one supervision/co-supervision experience is required, although other evidence may be included for this task if the supervision occurs for more than one semester.</p>

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<p style="text-align: center;">6. Product Development</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">Grant/Contract Application</p>	<p>Product Development</p> <p>Develop a high quality, professional product either individually or as part of a group, that demonstrates professional scholarship and organization. The doctoral student should assume a major, substantive role in product development, evaluation, and dissemination (as appropriate).</p> <p>Examples of Possible Products:</p> <ul style="list-style-type: none"> • Curricula (lessons/materials) • Procedural manuals • Workbooks <p>Grant/Contract Application</p> <p>Prepare a grant proposal or contract application for funding for a service, training, or research project under the supervision of a faculty member. The application should be consistent with the guidelines provided by the target funding agency. The actual grant/contract is not required to actually be submitted to the agency for consideration but may be submitted if determined appropriate by supervising faculty member.</p>	<p><u>Required Documentation for Product Development:</u></p> <ol style="list-style-type: none"> 1. Completed product (in its final form). 2. Brief written summary (~1 page) describing the product and the student's contribution to the product. <p><u>Required Documentation for Grant/Contract Application:</u></p> <ol style="list-style-type: none"> 1. A copy of the grant/contract guidelines (e.g., request for proposals, proposal requirements). 2. A complete grant/contract application, including supporting materials required by the grant/contract application. 3. Evidence of acceptability by student's advisor, examples of evidence documenting acceptability such as: <ul style="list-style-type: none"> ○ Letter/email/memo from advisor indicating acceptability and briefly discussing the quality of the application. ○ If completed as a course assignment, include the graded application (with passing grade) and instructor's feedback. ○ Other as deemed appropriate by the advisor.

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7. Inservice or Consultation	Plan and conduct at least 2 inservice programs or consultations. The inservices or consultations should: <ul style="list-style-type: none"> • Be at least one hour in length and include necessary materials (e.g., PowerPoints, handouts). • Cover two different topics. • Not be related to preservice education (e.g., college courses, guest lectures). • Include an evaluation from inservice/consultation participants. 	<u>Required Documentation:</u> <ul style="list-style-type: none"> • Written description of each inservice, including: <ul style="list-style-type: none"> ○ Inservice/consultation name, a brief description, and target audience. ○ Objectives of the inservice or consultation. • A copy of the presentation and/or materials provided to participants. • Results from the evaluations completed by participants or a description of how the inservice or consultation was evaluated.
8. Conference Presentation	Present research as a first or sole author at a regional, state, national, or international conference related to education or disabilities. Conference presentations include: <ul style="list-style-type: none"> • Creation and submission of a conference proposal that meets the goals of the identified conference. • Creation of a visual display (e.g., PowerPoint, poster) of the research conducted. • Attendance at the conference and presentation of the research at the assigned conference session. 	<u>Required Documentation:</u> <ol style="list-style-type: none"> 1. A copy of the presentation proposal. 2. A notification of the presentation's acceptance. 3. A copy of the content of the presentation (e.g., the PowerPoint presentation, PDF of poster). <u>Additional Documentation (if applicable):</u> <ol style="list-style-type: none"> 1. Copies of handouts or materials distributed during the presentation. 2. Evaluation of the presentation by the participants.

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9. Article Reviews	Review a minimum of 5 manuscripts/proposals submitted for publication in journals in special education or related fields. The reviews should: <ul style="list-style-type: none"> • Be completed under the guidance of a faculty member. • Include a written critique of the manuscript that adheres to the standards articulated by the target journal. • Provide constructive feedback to authors. 	Required Documentation: <ol style="list-style-type: none"> 1. A copy of each of the 5 completed reviews 2. Comments/remarks by the faculty member who supervised the review or the journal editor, provided through one of the following options: <ul style="list-style-type: none"> ○ On the completed review manuscript. ○ As a separate document/email/memo. ○ Through an editorial decision letter in which the review was mentioned.
10. Service	Participate in service activities within the department, school, university, or a professional organization/association for at least two semesters. Service activities may require attending and/or contributing to meetings. Service activities should be selected in consultation with the advisor. Possible examples of service include: <ul style="list-style-type: none"> • Participating as a member of a committee (e.g., graduate student committee within the SOE) • Serving on an advisory board. • Special Education Doctoral Student Advisory Committee (DSAC) • Student liaison for division in Council for Exceptional Children 	Required Documentation: <ol style="list-style-type: none"> 1. A list of all activities completed and the level of service (department, SOE, university, professional organization). 2. For each activity completed: <ul style="list-style-type: none"> ○ A brief summary paragraph about the activity describing the service work and the student's role in this work. ○ A letter/email/memo from a faculty member (or other relevant supervisor), documenting the completion of and student's contribution to the service activity.

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