**Mathematics Education**

**Annual Review for Ph.D. Students**

**Academic Year: \_\_\_\_\_\_\_\_\_**

Student Name: ­­­­­­­­­­­­

Advisor Name:

Committee Members:

The purpose of this review is to give you an opportunity to reflect on your professional progress toward the Ph.D. degree during the last academic year. An important part of this process is the chance to have an extended conversation with your advisor about accomplishments and future plans.

There are four stages in the review, which should be completed no later than Feb 15 of the academic year:

1. Complete an updated version of the end-of-semester progress report.
2. Complete this form and submit both documents to your advisor for review.
3. Schedule a meeting with your advisor to talk about the topics and issues addressed on the form. Your advisor will write a brief summary of the discussion and you will both sign this form.
4. Make three copies of the materials. Submit one copy to the Office of Graduate Studies located in 6104 BRNG for placement in your file. Please do so by Feb 15. You should keep one copy of the materials for yourself and your advisor should keep a copy.

The Office of Graduate Studies will maintain a copy of each annual review in the student’s official folder for use in cases of nomination for fellowships, documentation for students’ progress, and for the student’s own review for purposes of assembling or updating a vita.

*The mathematics education faculty will meet each summer to review the progress of all graduate students, rate their performance (using the C&I Graduate Competencies Report form), and make recommendations for possible future opportunities for each student. This information will be shared with the student in a later meeting with his/her advisor.*

**Section A** (to be completed by the student)

**I. GRADUATE COMPETENCIES**

1. **Synthesize Knowledge** - The candidate read and synthesized educational literature related to his/her discipline; described fundamental theories of human learning; and applied knowledge of human learning, diversity, and effective pedagogy to the solution of practical problems in his/her discipline (e.g., literature review for research, prelims, dissertation proposal).
2. **Create Knowledge** - The candidate described common research methods in his/her discipline, read and evaluated educational research, adhered to ethical standards for the responsible conduct of research, and applied research findings to the solution of practical problems in his/her discipline (e.g., pilot study, a teacher-as-researcher study, dissertation study).
3. **Communicate Knowledge** - The candidate communicated effectively in oral and written formats including the ability to communicate content from his/her discipline through the design and delivery of effective teaching/learning activities that integrated content and pedagogy, adapted instruction and support services to the needs of diverse learners, and assessed learning outcomes appropriately (e.g., publish a paper, present at a conference).
4. **Think Critically and Reflectively** - The candidate developed a personal vision of inclusive educational practice, identified the relationship of his/her discipline to the broader field of education, and critically evaluated theory and practice (e.g., course paper, research proposal).
5. **Engage in Professional Development** - The candidate demonstrated the disposition for life-long learning and continuous professional development (e.g., join professional organizations, review proposals, attend conferences).
6. **Participate Actively in Their Profession** - The candidate identified communities of practice within his/her discipline and participated within these communities according to the ethical standards of the discipline (e.g., mentor new graduate students, publish in journals, supervise student teachers).

Using APA format where possible, list all artifacts (e.g., papers, proposals, presentations) you have created and professional experiences (e.g., supervising students, service, reviewing proposals) you have had over the academic year. Provide a *short* description of each, including your role (if multiple people were involved). For each item, put an “X” under the graduate student competencies (see descriptions) in the table that your artifact or experience addresses in a substantive way.

**1. [List Artifact or Experience, in APA format if applicable]. *Short description.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Synthesize Knowledge | Create Knowledge | Communicate Knowledge | Think Critically & Reflectively | Engage in Professional Development | Participate Actively in the Profession |
|  |  |  |  |  |  |

**2. [List Artifact or Experience, in APA format if applicable]. *Short description.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Synthesize Knowledge | Create Knowledge | Communicate Knowledge | Think Critically & Reflectively | Engage in Professional Development | Participate Actively in the Profession |
|  |  |  |  |  |  |

**3. [List Artifact or Experience, in APA format if applicable]. *Short description.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Synthesize Knowledge | Create Knowledge | Communicate Knowledge | Think Critically & Reflectively | Engage in Professional Development | Participate Actively in the Profession |
|  |  |  |  |  |  |

**4. [List Artifact or Experience, in APA format if applicable]. *Short description.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Synthesize Knowledge | Create Knowledge | Communicate Knowledge | Think Critically & Reflectively | Engage in Professional Development | Participate Actively in the Profession |
|  |  |  |  |  |  |

**5. [List Artifact or Experience, in APA format if applicable]. *Short description.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Synthesize Knowledge | Create Knowledge | Communicate Knowledge | Think Critically & Reflectively | Engage in Professional Development | Participate Actively in the Profession |
|  |  |  |  |  |  |

**Overall Progress**

Reflecting on your overall progress (as shown in the above list of artifacts and experiences), indicate whether you think your progress “is not evident”, “does not meet,” “meets,” or “exceeds” the stated expectations for each category.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Is Not Evident | Does Not Meet | Meets | Exceeds |
| Synthesize Knowledge |  |  |  |  |
| Create Knowledge |  |  |  |  |
| Communicate Knowledge |  |  |  |  |
| Think Critically & Reflectively |  |  |  |  |
| Engage in Professional Development |  |  |  |  |
| Participate Actively in Your Profession |  |  |  |  |

**II. AREAS OF PROFESSIONAL GROWTH AND DEVELOPMENT**

A. What are the areas in which you have developed and grown professionally this year?

B. What are some areas that need improvement or development?

**III. FUTURE PLANS**

A. List your plans for the next year (such as courses, work experiences, etc.)

B. Identify any professional/personal concerns

**Section B** (to be completed by the advisor)

Summary of Conference (to be completed by advisor and student):

|  |  |  |  |
| --- | --- | --- | --- |
|  | Does Not Meet Expectations | Meets Expectations | Exceeds Expectations |
| Course grades |  |  |  |
| Communication with faculty |  |  |  |
| Meeting deadlines (assignments, milestones) |  |  |  |
| Participation in scholarly activities |  |  |  |
| Active in research |  |  |  |
|  |  |  |  |

NOTES:

STATUS: \_\_\_Progress Satisfactory

\_\_\_Plan Required

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Student/ Date Signature of Advisor/ Date