

2022-2023 Annual Report of Student Progress & Professional Development Plan

Part B: Advisor Form

By May 5th, 2023: The advisor completes Part B of the ARSP. ***Between April 14 & May 5th, 2023:*** The advisor and student meet to discuss Parts A and B. Advisors are encouraged to be exacting & detailed about the student's progress in the program & explicitly identify areas/issues the student may need to address. By the area meeting (or May 12th), faculty member uploads a paragraph addressed to the student about their annual progress.

Category	<i>Meets Expectations</i>	<i>Needs Improvement</i>	Comments
Work ethic			
Productivity			
Originality/Creativity			
Knowledge of Literature			
Research skills			
Presentation skills			
Writing skills			
Interpersonal skills			

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Student: _____

Advisor: _____

Teaching and Mentoring			
Employment (TA, Teaching Assoc., Graduate Student Researcher, Teacher Supervisor, Other)			
Performance on Most Recent Benchmark Activity (Poster, Second Year Research Paper, Literature synthesis/Dissertation proposal, Dissertation)			
Other			
Other			
General Comments on Performance this Year (2022-2023):			

Professional Development Plans for the Upcoming School Year (2023-2024)

Using the information from the ARSP Part A: Student Form, please collaboratively draft a plan in each area for the upcoming year.

COURSE-TAKING/SKILL DEVELOPMENT

Refer to question #10 of Part A: Student Form

Discuss course-taking for satisfying School of Education requirements for graduation as well as courses and experiences for cultivating specific knowledge and/or skills. .

RESEARCH ACTIVITIES AND MILESTONES

Refer to question #11 of Part A: Student Form

Set goals and **timeline** for research activities, including those tied to the milestones (1st year poster, SYRP, review/dissertation proposal, dissertation).

DISSEMINATION – PUBLICATIONS AND PRESENTATIONS

Refer to question #12 of Part A: Student Form

Set goals/plans for presenting research via publications and presentations. (This can include which conferences to attend, organizing symposia, special issues of journals)

Student: _____

Advisor: _____

TEACHING AND MENTORING

Refer to question #13 of Part A: Student Form

Set goals/plans for cultivating your teaching and mentoring skills (e.g., Teaching Assistant, guest lectures, community workshops, mentoring undergraduates, certificates from DTEI)

SERVICE

Refer to question #14 of Part A: Student Form

Set goals for the types of service to provide over the year. Please consider School, (e.g., ADSE, DECADE, recruitment weekend, admissions committee), University (e.g., AGS, grad symposium committee), Professional (e.g., serve as student representative for professional organization, co-review for journals, student review for conference submissions), Community, and equity and diversity-focused service (e.g., write blogs, serve on committees, offer workshops, volunteer time).

PROFESSIONAL DEVELOPMENT

Refer to question #15 of Part A: Student Form

Discuss the students' career aspirations and the types of experiences needed to attain these goals – from networking to internships.

WELLNESS/WORK-LIFE BALANCE (OPTIONAL FOR STUDENT)

Refer to question #16 of Part A: Student Form

Having a good work-life balance is important for your success and wellbeing. In thinking about goals, think about ways you can support your mental and physical health on a daily, weekly, monthly and annual basis. If you would like to set goals, do so here. It is the student's choice whether to discuss and set goals here.

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Student: _____

Advisor: _____

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Additional Comments

Advisor Name: Date: