Joseph Samuelson

*International Baccalaureate History Teacher*



Professional

Development Plan

“**The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.”**



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*“The one exclusive sign of thorough knowledge is the power of teaching.”*

-Aristotle

***Personal Mission Statement***

Provide students the skills to be caring, conscious, well-rounded individuals who are knowledgeable, interested, and active in their community and enthusiastic to become lifelong learners. Foster student personalities, talents, and interests to form competent and capable citizens prepared and primed for achieving success in the highest of fashions for the present-future and well beyond.

***My Philosophy***

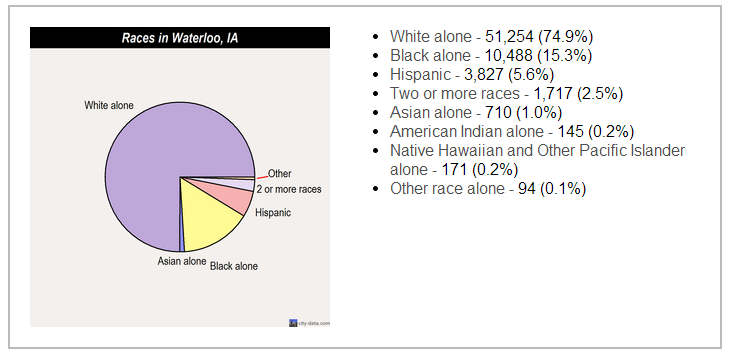
My philosophy as an educator largely comes from the university where I received my training. Black Hills State University is considered to be in the top 5% of the nation for teacher preparation programs. From there I gained the knowledge and skill to institute a style of educating which stresses cooperative and collaborative learning, called constructivism. It focuses on student-centered curriculum rather than teacher-centered. It places direct responsibility for learning on the student and forces them to learn how to find answers on their own. This approach has been centered around the idea of scaffolding where the teacher only acts as a guide to help students learn when they cannot on their own. The teacher works alongside the student rather than in front of them. Students also work together and help each other gain knowledge making themselves educators. It has long been known that when an individual teaches material, they themselves learn it better. This also builds the skill of learning to work with others which is very important for the interaction and cooperation with others in the future (friends, family, spouses, co-workers, etc.) It is also my goal to help students become life-long learners and give them the tools necessary to do so.

***­Description of School and Teaching, Administrative, or Pupil Services Situation***

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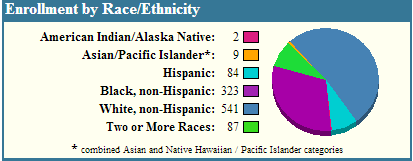
Demographic and socioeconomic information for Waterloo, Iowa includes the following statistics:

* Population in 2012: 68,297 (97% urban, 3% rural). Population change since 2000: -0.7%
* Estimated median household income in 2011: $36,127 (it was $34,092 in 2000)
* Waterloo: $36, 127
* Iowa: $49,427
* Estimated per capita income in 2011: $19,490
* Estimated median house or condo value in 2011: $100,700 (it was $63,800 in 2000)
* Waterloo: $100,700
* Iowa: $123,400

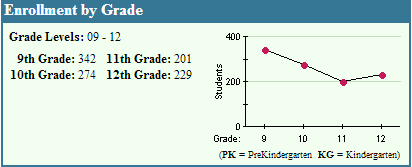


**\*Waterloo, Iowa. (n.d.). *City-Data*. Retrieved June 30, 2014, from http://www.city-data.com/city/Waterloo-Iowa.html**

Demographic information and a school “Report Card” for Waterloo East High School:



* Student to Teacher Ratio: 15.19
* Total number of students: 1046
* Total number of teachers: 68.89



Socioeconomic statistics:

* Free lunch eligible: 579
* Reduced lunch eligible: 114
* 66% Free/Reduced lunch

**\* East High School. (n.d.). *National Center for Education Statistics*. Retrieved June 30, 2014, from http://nces.ed.gov/globallocator/sch\_info\_popup.asp?Type=Public&ID=193048001714**

***Classroom and Personal Goals***

My developing goals shape everything I will do as a teacher. They are my DNA as a teacher and are not measurable as they are elements of my philosophy which shape more specific aspirations to be accomplished. My learning outcomes are based on them and they are my primary focus of each lesson.

**Developing Goals as a Professional Educator**

1. Maintain pursuit as a life-long learner to develop both personally and professionally.
2. Always use strategies which focus on a student-first approach rather than teacher centered.
3. Build positive relationships with colleagues and co-workers to create an inviting environment to promote and encourage learning.
4. Be quick and passionate about seeking wisdom or advice from experienced and knowledgeable professional educators.
5. Expect and demand the very best from my students at all times.
6. Be actively involved in the community and show concern and appreciation for it.
7. Build positive relationships with students and parents to promote a trusting and safe environment for learning.
8. Instill self-discipline in students.
9. Find value in learning from all situations to mature as a teacher, person, and professional.
10. Stress the importance of learning socially and cooperatively, as a cohesive group.

**Developing Goals for My Classroom**

1. Become independent learners capable of being self-taught.
2. Develop an interest in society locally, nationally, and globally.
3. Be able to make connections between the past, present, and the future.
4. Become critical thinkers, experienced in the abilities to think for oneself and evaluate the correlation between situations.
5. Advance in the skill of a strong writer, adept in expressing thoughts in an organized fashion on a page.
6. Understand the importance of learning and its ability to aid in the advancement of persons.
7. Cultivate skills important in education and the workforce.
8. Learn to work with others in small groups to develop ideas and hypotheses to further gain knowledge collectively as a team.
9. Learn to listen and understand two opposing views, break them down, and form an opinion for oneself.
10. Collaborate with other students to challenge each other’s thought processes and build a strong concrete argument for beliefs.
11. Come away with a set of beliefs having been tested, challenged, and changed to become an individual.
12. Learn to *ENJOY* learning!

**Measurable Professional Goals for Myself**

1. Complete Year 2 of Mentoring/Obtain Standard Iowa License
2. Increase educational knowledge in administration by completing classes at Chadron State College.
3. Take progressive steps to increase understanding of IB standards and assessments.

***Rationale***

1. Completing mentorship is necessary for me to continue my career as a teacher and renew my teaching license. If I want to continue teaching, this is a must and thus is a priority.
2. It is also a goal of mine to be an administrator and completing a master’s degree in administration is necessary. These classes will also help me further develop as a teacher and professional.
3. Finally, since International Baccalaureate is new to the district and myself, I will need further training to develop and carry through the curriculum. I need to understand better what my students will need to know and the best way to help them learn it.

***Plan for Assessing and Documenting the Goals***

How will I know if I have successfully completed my goals?

1. I will successfully complete year two of mentoring and obtain my standard Iowa license.
   * Plan for completion:
     + Enroll in year two of mentoring.
     + Meeting with mentoring coordinator.
     + Schedule observations by Mr. Pace.
     + Schedule 3 observations of teachers each semester.
     + Schedule observations of myself each month from mentor teachers.
     + Attend mentoring classes.
     + Collect artifacts for evaluation.
     + Meet with Al Pace for final evaluation.
2. I will complete 12 credits by next school year and continue working toward my master’s.
   * Plan for completion:
     + Enroll in Fundamentals of School Administration for the 2014 Fall

Semester.

* + - Enroll in Public Relations & Program Development,

Implementation, and Management for the 2015 Spring Semester.

* + - Organize time to complete the courses.
    - Communicate closely with professors and advisor to ensure

success.

1. I will successfully complete Category 2 International Baccalaureate training.
   * Plan for completion:
     + Attend all IB meetings.
     + Work cooperatively with IB Coordinator to ensure success.
     + Work with IB Coordinator to schedule Category 2 IB training.
     + Attending IB Category 2 training and all its classes to successfully

complete.

***Plan to Meet***

Working with other professionals will be absolutely imperative for the success of all of my goals. Especially those goals involving mentoring and International Baccalaureate. Meetings will take place throughout the year, but will also need to take place at the end of the school year with a number of individuals so I can discuss and share my progress as well as get feedback.

1. Al Pace- Evaluator
2. Sherice Ortman- IB Coordinator
3. Stephanie Giachino- Mentoring Coordinator
4. Nichole Schrage- Mentor Teacher

***Professional Development Plan Review***

Compared to last year’s Professional Development Plan, I feel much better about this one. I tried to use the framework developed by Danielson in his *Handbook for Enhancing Professional Practice Using the Framework for Teaching in Your School* (2008). With each section, I tried to apply what I learned.

Developing good goals was a major area for me to work on. But Danielson starts by suggesting to assess need areas. I determined my goals on my specific needs and district needs These goals properly assert this need principle. I stuck with just a few goals as Danielson recommends between one and three (Danielson, 2008, pg. 60). Also, a teacher’s goal should be rooted in instructional strategies rather than changing student performance directly. This is another area I tried to focus my goals on. I made them measurable and focused on developing myself professionally.

I try to explain the steps I would take to accomplish my goals in more detail this time around as well. It is important to have a good plan to be successful in my goals. “A professional growth plan is a document that outlines the activities teachers will undertake in pursuing their goals for professional growth” (Danielson, 2008, pg. 63). This plan must then be carried out for professional development to take place. This can sometimes become a difficult task with all the work teachers must do, but I must stick to following through with each step as it comes my way.

Another area for improvement is the plan to meet portion. I never met with anyone to share my successes or failures after my first PDP. However, I plan to do this this time around. Danielson explains how meeting with colleagues is very important because it “reinforces the concept that every school has professional educators who know a lot about their practice” (Danielson, 2008, pg. 66). Overall, this is a better plan and will be effective in development.

***References and Resources***

Danielson, C. (2008). *The handbook for enhancing professional practice using the framework*

*for teaching in your school*. Alexandria, VA: Association for Supervision and Curriculum Development.

East High School. (n.d.). *National Center for Education Statistics*. Retrieved June 30, 2014, from

http://nces.ed.gov/globallocator/sch\_info\_popup.asp?Type=Public&ID=193048001714

Waterloo, Iowa. (n.d.). *City-Data*. Retrieved June 30, 2014, from http://www.city-

data.com/city/Waterloo-Iowa.html

**Waterloo Community Schools**

**Individual Professional Development Plan**

**Teacher:** \_\_\_\_\_\_Joseph Samuelson\_\_\_\_\_\_ **Date plan was developed:\_\_\_**July 11, 2014**\_\_\_\_\_\_\_\_\_**

**Building:** \_\_\_\_\_\_\_\_\_\_\_\_East High\_\_\_\_\_\_\_\_\_\_\_\_\_  **Evaluator:\_\_\_**Mr. Pace

**For school year: 2014-2015**

***SMART GOALS* :** Specific, Measurabl**e,** Attainable, Realistic, Timely

***School Goals-* Description of School and Teaching, Administrative, or Pupil Services Situation.**

**What is your building/team goal?** Decrease the percentage of students that are non-proficient in reading comprehension by 10% as measured by the Iowa Assessment.

**Why did you choose to enhance your growth in this area? Why did you select this as a need area?** This goal is listed on our School Improvement Plan as a need area and I want to increase my growth in this area in order to help our students be successful. The school’s standardized reading scores declined last year. We would like to see consistent growth from year to year.

**How does this goal align with district initiatives, building initiatives and the Iowa Teaching Standards and Criteria?** There is a direct alignment as the district literacy goal is “all students in grades 3-8 and 11 will score proficient or higher in reading as measured by the Iowa Assessments. Our building goal is listed above. Standard 1b aligns. This aligns with district initiatives which are focusing on improving reading scores. Reading workshops have been set up and have been given precedence in the school.

***Personal Goals***

**What is your personal/professional goal?** 1) Complete Year 2 of Mentoring/Obtain Standard Iowa License 2) Increase educational knowledge in administration by completing classes at Chadron State College. 3) Take progressive steps to increase understanding of IB standards and assessments.

***Rationale***

**Why did you choose to enhance your growth in this area? Why did you select this as a need area?** Completing mentorship is necessary for me to continue my career as a teacher and renew my teaching license. It is also a goal of mine to be an administrator and completing a master’s degree in administration is necessary. Finally, since IB is new to the district and myself, I will need further training to develop and carry through the curriculum.

**What actions will you take to accomplish this professional growth?** I will attend the building professional development and implement the strategies in my classroom. I will complete 3 master’s classes during the school year and another next summer through Chadron State College. I also complete all assignments and activities of the district mentorship program as well as attend its classes and meetings. I will attend all IB meetings and attend Category 2 training to understand IB standards and assessments for curriculum.

**What supports do you need to accomplish this goal (time, access to training, collaboration opportunities, materials, etc)?** I need time to plan for use of IB strategies for my classroom and also time for collaboration to help determine best practice in the implementation phase. I will need to be sent to Category 2 training by the district and also resources and support to ensure success in mentoring.

***Plan for Assessing and Documenting the Goal***

**Identify the criteria for determining that this goal has been met (use measurable and observable terms).** I will successfully complete year two of mentoring and obtain my standard Iowa license. I will also complete 12 credits by next school year and continue working toward my master’s. Finally, I will successfully complete Category 2 International Baccalaureate training.

Progress Monitoring

Teacher Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(***Signature indicates the evaluator and teacher have discussed the progress on the ITPDP)***