

## **Goals Statement – First Portfolio**

As I started my doctoral program, I was very focused on taking my courses and trying to incorporate what I was learning in the Ph.D. in Education program into my present position at Edison High School. Over the last two years, I have been continuing to work at Edison and had been working to find my place as a leader at that school. In my own department, there has been a lot of teacher turnover due to retirement and I was the faculty member left with the most experience and the most seniority in the department. In addition, I had taken on a role as a mentor to several of the younger, less experienced IB teachers in my department, mainly because of my continuing role as IB English team leader.

When I entered the Ph.D. program, I had as a goal that when I finished the program I would like to move out the classroom and into some kind of program management position that might focus on curriculum or perhaps move into program evaluation. I enjoy teaching but thought at a certain point, I would want to move away from teaching in a secondary classroom. I did not think that circumstances at my present school would cause me to question my personal educational philosophy and come to the conclusion that I wish to move from my present educational assignment earlier than I had planned. I would like to continue teaching but think I would like to move to teaching in the college environment or move to teaching teachers in some kind of professional development opportunity. Because of this desire to perhaps teach teachers, I chose teacher education as a secondary concentration.

In our leadership class, Dr. Earley discussed the idea of those who lead without portfolio. For the past two years, I have done just that in my present teaching assignment, providing advice and counsel to those in my department and those in my building. I always chose, and still do choose what is best for the students, often putting aside my personal aggravations with politics, systems, or particular people until I am out of the building because I don't see it as professional.

In terms of subject matters and the types of things I have learned while in the doctoral program, I have definitely changed my focus from my original plan. When I entered, I thought I would be drawn more to research concerning increasing opportunities for unrepresented populations in advanced coursework, particularly International Baccalaureate (IB). This was probably due to my work with Fairfax County's QUEST Program and through my own work with Edison's IB Connections Camp. Although I am still interested in this topic, my focus has now shifted to the broader area between high school and university and the topic of college readiness and IB, specifically the question of how IB prepares students for university and all the questions and dimensions that go along with that. Because of a piece of advice I still remember from Dr. Shaklee, I have tried to use every course and every learning

experience to broaden my base of knowledge about IB so that when I finally get to my dissertation, I will know all the literature, most authors and every study out there on the subject. So far, I think I am making good progress in this regard.