Professional Growth Plan

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Motivation and Aspirations

I thrive on change. I appreciate challenges and enjoy problem-solving. Teaching lends itself to change; every year brings new students, enhanced pedagogy, new directives, and new technologies. However, I remain driven to grow further. After over fifteen years of teaching English at the high school level, leading the English department, and coaching others as Academic Director of the Critical Reading Assessments (CRA), I find myself in search of something new. I enjoy technology and find research is exciting and rewarding. It is clear to me that I can establish myself as an expert and strive to improve teaching and learning on a higher level through Educational Technology Leadership.

I am particularly drawn to assisting other educators to teach digital literacy and implement technology into their classrooms through sound pedagogy, and plan on teaching aspiring educators at the university level once I have earned my Doctorate. According to researchers at the Stanford History Education Group, students ranging from grade 6 through higher education are digitally illiterate, unable to distinguish between an advertisement and a news story, real and fake news stories, or even determine trustworthy websites (Wineburg, 2016). In a society where information is shared continuously and consumed digitally, digital literacy is a civic responsibility and to teach it is an ethical obligation for instructors. I seek to be a part of the movement to further improve upon the use of educational technology. The future I envision is both equitable and exhilarating.

Leadership

As an English department lead and church leader, I demonstrate an "Authentic Leadership" style (Northouse, 2013). A shared vision is essential to inspiring others. However, it

is important for leaders to know what drives them and what they stand for, to have a consistent

moral compass that is evident in action, to be open about their perspective and open to those of

others, and to communicate openly and honestly. When leaders are transparent, the reciprocal

connection between leaders and followers is strong and healthy. This unified relationship fosters

a shared vision and propels change.

Actionable Objectives

To achieve my goals, I have established a three-year timeline with benchmarks.

2019-2020

- Actively participate in Girls in Technology.

- Continue to create and present Schoology PD for University Academy Charter high
  school (UACHS).

- Attend the 2019 NCTE Annual Convention in Baltimore, MD: November 21-24, 2019.

- Apply to be a Schoology Ambassador.

- Apply for membership of the Board of Directors of the New Jersey Council for Teachers
  of English (NJCTE).

- Earn Google Certified Educator Levels 1 and 2 badges.

2020-2021

- Attend the ISTE convention in Anaheim, California, June 28-July 1, 2020.

- Attend NJCTE Spring Conference, March 30, 2020.

- Earn Apple Recognized Teacher badge.

- Participate in the NJCU Doctoral Reception to speak with possible future students.

- Present at a technology and/or educational conference.

- Submit original research for publication.

2021-2022

- Present at one or more technology and/or educational conferences.

- Submit original research for publication.

- Teach one class as an adjunct professor in Educational Technology for pre-service K-12 educators or a related field.

- Successfully defend my dissertation and earn my Doctorate in Educational Technology Leadership.

References

Northouse, P. (2004). *Leadership: Theory and practice*. Thousand Oaks, CA: Sage

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Wineburg, S., McGrew S., & Ortega J. (2016). Evaluating information: The cornerstone of civic

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