Professional Growth Plan - Revised

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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 sixteen 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, union vice-president, 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 four-year timeline with benchmarks.

2019-2020

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

- Accepted for membership of the Board of Directors of the New Jersey Council for Teachers of English (NJCTE). (Asked to be Board Secretary – Accepted).

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

2020-2021

- Accepted to present at NJCTE Spring Conference, March 30, 2020. *Cancelled due to Covid.*

- Directed technology enhancements and live-streamed services at St. Paul's Episcopal Church.

- Collaborated in curriculum and community research study regarding UACHS

- Present at NJEA conference in 2021: Awaiting information on acceptance.

- Submit original research for publication in Journal of Educators Online (JEO).

- Earn Google Certified Educator Levels 1 and 2 badges.

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

2021-2022

- Continue to teach as an adjunct professor in English, Educational Technology for pre-service K-12 educators, Education or a related field.

- Present at the NJECC 35th annual Educational Technology Conference March 9th, 10th, and 11th, 2021.

- Present at TechSpo 2021: Awaiting information on event proposal and submission

- Earn Google Certified Trainer badge.

- Publish original research in Journal of Online Learning and Teaching (JOLT).

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

- Acquire tenure-track position instructing in higher education.

2022-2023

- Research and publish on an ongoing basis.

References

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

Publications.

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

online reasoning. Stanford History Education Group. November 22, 2016. Retrieved

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