

Running Head: PROFESSIONAL GROWTH PLAN

Professional Growth Plan

Stephanie Talalai

New Jersey City University

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Life is a series of journeys. These journeys, with their numerous paths, shape who we are and whom we become. My journey began with a love of children and the desire to make a difference in their lives. Working with children with special needs is the part of my journey that has led me to my current path as an educational technology doctoral student.

Hall (2008) describes educational technology leaders as decisive and directive supervisors who should be prepared to train, model and mentor. In my current role as school technology coordinator, I will apply the educational technology leadership skills that I learn to ensure that not only my staff but future special education teachers strive to make technology and content accessible for all students.

Through my readings and research, I perceive myself as an Authentic Leader. Authentic leaders are characterized as individuals who are conscious of their strengths, limitations, and emotions. We lead with our hearts, not just our minds and we are not afraid to show our feelings and vulnerabilities to connect with our employees (Kruse, 2013). To become an authentic leader we need to develop the qualities which will allow us to be perceived as dependable and believable by our followers (Northouse, 2013). It will be my job to learn to develop these qualities and apply them to my future as a leader.

My educational technology leadership philosophy comes from reading the 2011 and 2012 State Educational Technology Directors Association's (SETDA) National Technology Trends reports. Research has shown that in order to improve teacher effectiveness and increase engagement and achievement in students, we need to provide technology-rich environments with high-quality professional development (Jones, Fox, and Levin, 2011). I believe that supporting educator effectiveness is an essential tool for an educational leader. Providing support for and

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access to effective professional development ensures that teachers have the tools to provide innovative teaching approaches that meet the needs of individual students and that impact student achievement. If we are to change our pedagogical practices, understanding the varied uses and implications of technology is imperative (Duffey & Fox, 2012). It will be my responsibility as a technology leader to explore, cultivate, and promote these professional development opportunities.

My short-term goals include:

- Infusing technology into the Common Core Standards and assist the faculty and staff of A. Harry Moore in becoming more aware of technological methods and confident in their ability to integrate technology into their classrooms and lesson plans.
- Co-presenting at TeachMeetNJ 2015
- Representing NJCU's Doctoral Program and co-present at NJEA.
- Presenting at EdCampAccess 2016
- Representing Cohort 3 at the Girls in Technology Symposium, March 2016.
- Becoming a Google Certified educator and trainer and bring Google Apps For Education. (GAFE) and Chromebooks to the A. Harry Moore School.

The culmination of my journey will hopefully lead me down my final path as a professor at an institution of higher learning. This position would afford me the opportunity to impart my knowledge of assistive technology to future special education teachers and lead to research on the effective implementation of assistive technology in teacher preparation programs. I would

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also like to be a pioneer in the area of assistive technology, designing and implementing a new and innovative tool to help students achieve both their academic and personal goals.

This is a working document which will be continually updated as I progress through the program.

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References

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