Professional Statement

The criteria for assessment are:

- Reflects on personal growth as an IT professional
- Reflects on MSED program and impact on professional development
- Draws on literature in the field (at least 3 references)
- Summarizes program experiences
- Integrates areas of mastery and artifacts selected.

The following are examples of past students’ Professional Statements with callouts to specific pieces so you can see where they integrated the required criteria. Keep in mind examples are not perfect; APA might not be 100% correct for example.

Example 1:
Cathy Schopf

Professional Statement

According to the Association for Educational Communication and Technology (AECT) Definition and Terminology Committee’s 2008 definition of educational technology, “Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources” (as cited in Reiser, 2018, p. 4). As a high school teacher in a school district that has a 1:1 initiative with student laptops, the 2008 definition is a fitting representation of the professional I currently am, the one I will work to better and perfect in the coming years, and relates to other roles I would like to pursue. With eleven years of experience teaching middle school science and high school biological sciences, all while incorporating technology resources to the fullest, I have shown the importance of technology in education. I have utilized a SMART board interactive whiteboard since my first year as a teacher, and it has become an integral part of the lessons in almost every class; it is used for presenting, practicing, showing videos, collecting data, providing resources to the class, and so much more. For the first seven years of my career, students only had access to computers through the computer lab or library which were shared by all teachers. While it was difficult to incorporate technology as much as I would have liked, in the times I did get to have students work with computers, I made sure to use it in the best manner with relevant activities that would provide the students with valuable skills. In the
last four years, I have had the opportunity to be part of a 1:1 initiative with student laptops at the high school level. Being part of this has been a game-changer as far as my being able to incorporate technology on a daily basis. I have been able to have the students collaborate with their peers, make choices on how they read and take notes to suit their needs, interact with the content more using animations and videos, experiment with websites and software for creating projects, and practice with the content using various websites. Those are things that I could not do previously and being able to has enriched my curriculum greatly. Through this master’s program, I have completed an internship in my high school and accomplished various projects using technology that will impact the teachers and students in the district. I have presented to the district teachers on incorporating a new technology resource in their classrooms for a lesson, compiled a database of technology resources that can be used in the classroom, updated a 1:1 boot camp presentation for the high schooler on the first day of school, and headed up a MAP assessment growth incentive program for the high schoolers. These experiences during my internship have allowed me to work on my technology-use in my own classroom and share my knowledge with my co-workers.

The word from the AECT definition that stands out is facilitating as I see my role as a teacher as the facilitator of learning for the students in my classes, and I aim to use technology to assist me in that role. I am an educator who strives to equip my students with skills and experiences necessary to prepare them for college and career and create learners who are equipped for the 21st century, and technology plays an integral role in that. Januszewski and Persichitte (2008) pointed out “the learner’s role as a constructor as opposed to a recipient of knowledge” (p. 4). When creating goals for classes I teach and creating activities and experiences to meet those goals, that is the idea I keep in mind. According to Januszewski and Persichitte (2008), technology’s role in education is not for presenting information but rather in supporting learning. Activities are “created to guide learners, to make learning opportunities available, and to assist learners in finding the answers to their questions” (Januszewski & Persichitte, 2008, p. 4). Students are put in charge of their learning, and the teacher and technology offer support.

As I continue to work towards using technology to enhance and support the learning of the students in my classes and to be the facilitator of their learning, I also strive to use instructional technology to take on one of two new roles, technology coach in my district or

Define yourself

Reflects on growth as IT professional

Draws on literature in the field
developer of science content-related activities using technology. In the school district I teach in, there is one Director of Technology for the entire district. That individual is responsible for everything related to technology—keeping the district network up and running, providing wireless Internet to all district computers, updating all computers, assisting teachers and students with technology issues, issuing software and resources for teachers and students, and various other activities. With so much to do and no experience in the classroom, the Director of Technology is not able to assist teachers in enhancing student learning using technology. The district is lacking a person who serves a role as an intermediate between the Director of Technology and the teachers, and one is greatly needed. I envision myself as that person; I would like to be the technology coach that teachers come to when they need help incorporating technology into instruction and designing activities using technology. In that role, I would also like to research and bring new technologies to the district and provide professional development to the teachers on technology resources. As a technology coach, I would be a technology leader in the district as well as a collaborator with my co-workers. That is the next step I would like to take in my education career and is more likely than my second option. The second new role mentioned above is more of a dream career desire. After many years of teaching junior high and high school science, I have created a plethora of activities that utilize technology in various ways. I would like to become a science content-developer who creates relevant, problem-solving, critical thinking activities that are connected to the Next Generation Science Standards and incorporate technology for a school district. In this job, I would have roles of leader, collaborator, and developer.

There are three roles that I see myself fulfilling throughout my career in education—facilitator, leader, and developer. According to the AECT (2001), the fields of educational communication and instructional technology are based off five domains; those domains are Design, Development, Utilization, Management, and Evaluation, and all candidates are assessed on competencies within the domains. The three roles utilize various combinations of those five domains. As a teacher and facilitator of student learning, competencies in all five domains are required. The first domain, Design, requires someone “to design conditions for learning by applying principles of instructional systems design, message design, instructional strategies, and learner characteristics” (AECT, 2001). This includes activities that teachers are always doing, designing curriculum and lessons using various strategies to meet the needs of all learners. In
the second domain, Development, one develops “instructional materials and experiences using print, audiovisual, computer-based, and integrated technologies” (AECT, 2001). In creating diverse learning experiences for students, a teacher will utilize all of the media mentioned in the second domain depending on the situation. In 1:1 districts, teachers need to instruct students on a few ideas within the third domain, Utilization. Students need to be taught about plagiarism and copyright, ethics, and policies and procedures for use which are part of 3.4 (AECT, 2001). Domain 4, Management requires a candidate “to plan, organize, coordinate, and supervise instructional technology” (AECT, 2001). Teachers working with 1:1 use a learning management system like Blackboard, Moodle, or Office Classroom to deliver resources and activities to students and must be able to supervise student activities on the devices which are part of the Management domain. The last domain, Evaluation, includes activities that teachers do constantly, reflecting on teaching and learning activities to determine effectiveness and assessing students using various assessments.

The second role, leader, will mainly use the domains of Design, Development, and Management when assisting other teachers in utilizing technology in their classrooms. Depending on the needs of the teacher, a tech coach may help the teacher to develop a lesson using student laptops which fall under the Design and Development domains, or the leader may assist a teacher in setting up his classes on Moodle which goes with Management. The developer role is going to utilize Design and Development as the main domains. The purpose of that role is to develop curriculum that uses technology which would incorporate various instructional design models and utilize multiple means of technology in instructing students and providing them with learning experiences. The different roles that an instructional technologist may fill will require competencies within different domains as seen by the examples above.

As was discussed above, one of my core beliefs on teaching and learning is that teachers are the facilitators of learning for the students. Teachers can no longer simply deliver instruction to students through lectures and test students on that knowledge as was done in the past. Teachers need to utilize various methods, draw on past knowledge and experiences of the students, and provide students with opportunities to “do” with what they learn by solving problems, designing solutions, analyzing and critiquing, and thinking critically. Students truly learn when being required to use higher-level thinking skills and apply knowledge to real-life situations. As an instructional designer of science curriculum in my classroom, I strive to keep
my core value at the front of my mind when planning activities and experiences for my students. In planning units and lessons for my classes, I follow aspects of the instructional design process. The topics to be studied are based on a need, and objectives are created to fulfill that need. The instructional activities that go into the lessons are those that will give the students experiences and skills necessary to meet the objectives; the assessments chosen are how the students can show that they have met the objectives. In the AECT’s 2008 definition, educational technologists facilitate “by creating, using, and managing appropriate technological processes and resources” (as cited in Reiser, 2018, p.4). That aspect of the definition fits with what I strive to do as a teacher. As an instructional technologist, I attempt to include technology in creating relevant activities when designing instruction.

My belief about technology-based learning is that technology is absolutely necessary in education today and needs to be used to enrich the learning of students. Technology does not need to be used simply for delivering instruction; incorporating new technology and using it just for instruction delivery is not effective. It is just a different mode than teacher-delivered content. When technology is used effectively, it is being used to enrich the curriculum and give students experiences they wouldn’t have otherwise. For example, using technology, students can collaborate and communicate with students they are geographically separated from and complete projects and activities together. Without technology, that would be a complicated task to accomplish. Students can communicate with and learn from their peers through blogs, podcasts, videos, shared documents like Google Docs or Microsoft Word online, and surveys. Additionally, it has become faster and easier to differentiate instruction for students using technology. There are so many technology-based resources available to individualize instruction for students, including Khan Academy, IXL, Newsela, Kahoot, and others. Technology has provided teachers with resources to enrich their curriculum in ways that were not possible without.

My experiences during this IT program have contributed to my beliefs and values by confirming my view of technology’s importance in education, both for a teacher in the role of facilitator and to prepare students for future college and career experiences. I have always known that it is important to incorporate technology, but in the last year, I have learned new ways to incorporate technology, gained valuable resources, and experienced technology-related opportunities that I wouldn’t normally have as a classroom teacher. The courses that are part of
the program have all contributed to the vast knowledge I’ve gained. In ETT 570, Instructional Technology Admin, there were two assignments that were particularly valuable. The National Education Technology Plan review allowed me to learn how and for what technology should be used in education and to assess my school district’s place in following the plan. I learned that the district I work in is well on its way to meeting the goals of the plan, and I am using technology in the right ways in my own classroom. The second assignment was the Large-Scale Technology-Implementation Plan in which I developed a plan for a 1:1 laptop initiative. All of the activities that were part of that assignment are tasks that a tech coach might have to perform when being involved in the planning for a new initiative or program, including a needs assessment/technical analysis, goals, technical solution, planning timeline, sample unit incorporating the technology, staff development plan, and evaluation. In ETT 510, Instructional Media and Technology, I used instructional design methods to plan a unit that incorporated technology. This assignment relates to my role as a teacher, and I was able to take an existing unit on graph analysis and improve it to enhance students’ ability to analyze graphs, which is something they will be doing in the future. In ETT 535, Distance Education, I was also able to improve upon a unit I was using in my classroom by making it follow a flipped classroom model and incorporating technology more. Through this course, I was able to gain an affinity for distance education, which was something I didn’t previously think was for me. ETT 536, Web-based Learning, was the most valuable course for gaining resources that I can use in my own classroom and pass on to others as a tech coach. Every week, we looked at a new set of technology resources, and I tried many of them out in my classes this past school year. I learned HTML code for writing a webpage; video recording for recording lessons or making lesson introductions/summaries; blog, website, and podcast creation for sharing information; organizational apps for compiling articles and favorite websites; online community participation through Google Classroom and others; webquest creation for problem-based learning activities; and so much more. Many of those resources enhanced the learning of my students’ science content and gave them experiences that they may encounter in the future. In ETR 531, Program Evaluation in Education, I planned the full evaluation of a program that was rolled out at my school last school year. I described the program and its need for an evaluation, created a logic model of the program’s activities, described the stakeholders and their roles, designed evaluation questions and the data collection for them, created instruments for collecting the question data,
devised a timeline for the evaluation, and created a budget. The activities that were part of the plan are ones that I might have to perform as a tech coach someday when evaluating a technology-related program, such as a 1:1 laptop initiative. In ETT 511, Advanced Instructional Media Design, I was able to analyze and create resources utilizing visual design principles. By following those principles, a learner will gain more and retain understanding. I was able to create a resource that I used in my classroom to introduce a new topic, and the activity was successful in enhancing my students’ learning of the new topic. ETT 573, Instructional Media Facilities, was a course that gave me skills related to a technology coordinator’s job, but some of them may be things I would do as a tech coach. In that course, I had to select appropriate hardware for various uses in education, learn how to create network diagrams, gain an understanding of computer components, and complete a plan for upgrading technology in a school. A tech coach may be involved in those types of activities to assist the technology coordinator. As a teacher, the experiences in that course simply helped me to understand what goes on in my school district that the Director of Technology takes care of. Right now, in ETT 560, Instructional Design I, I am working on an ID Plan that follows instructional design processes. By learning instructional design, I may be able to incorporate some aspects of the process into my own lesson/unit planning, pass them onto my co-workers as a tech coach, or use them in designing science curriculum as a curriculum coordinator to create better units for the students. My internship for ETT 569 has given me a leadership role in my school and district and given me some experience as a tech coach. I have worked on various projects related to technology, a technology-incorporated lesson presentation for professional development, a database of technology resources for teachers, a 1:1 bootcamp presentation for students on the first day of school, and a MAP assessment incentive program for students. Many of the assignments and activities just described are the things I chose for my artifacts for my portfolio and fit under the six areas of mastery—Professional Development, Analytical and Integrative Thinking, Instructional Design, Media/Technology Development, Management and Implementation, and Evaluation. Those experiences will better me as a science teacher in my current role and have prepared me for the new roles I would like to take on in the future; everything in the program relates to my view of the importance of technology in education.

In looking at the six areas of mastery for the IT program, there are some areas that are strengths of mine and some that need to be further developed. The three areas I see as my
strengths are Professional Development, Instructional Design, and Media/Technology Development. The artifacts I chose demonstrate my readiness to participate in the IT field and my ability to collaborate with my co-workers. I have lots of experience incorporating technology into my class activities, so I have a plethora of technology-related knowledge to pass on to my co-workers. I enjoy helping my co-workers with their technology issues as well. Those are things I would be doing on a daily basis as a tech coach. The technology-incorporated lesson plan allowed me to pass on some of my technology knowledge and work with my co-workers when I presented on the professional development activity and assisted them in selecting a technology resource to try out. The hardware specification activity gave me the opportunity to select appropriate technology resources to solve a problem, and the ability to do so is needed in the IT field. Being able to look at a need, research solutions, and identify the most appropriate solution of the options is a valuable skill for an IT professional. My second area of strength, Instructional Design, is shown through the ID Plan for ETT 510 and the Instructional Unit Plan for ETT 535. In both assignments, and various other assignments for other courses, I have used instructional design methods to design lessons and units. Even though the assignments don’t have the exact same components, all contain necessary pieces of sound instructional design. In all of those assignments, a need to be addressed was identified, objectives or goals were written, instructional methods were chosen that relate to the objectives, and assessments were selected for students to prove they have met the objectives. I strive to include those aspects in all of my unit and lesson planning for my classes even though I cannot perform a complete instructional design plan for every unit. The third area of strength for me is Media/Technology Development. As I learned about the visual design principles in ETT 511, I found that I had been incorporating those principles in my resources and activities for my classes all along without even knowing it. In trying to make everything I create readable and appealing-looking, I was following the design principles; by following those principles, learners’ attention is focused to important aspects and mental load is reduced, which allow for greater understanding. The two artifacts for this area, the design principles development activity and visual design principles lesson plan final project, allowed me to show my ability to incorporate those visual design principles for better understanding.

The other three areas, even though I have shown I am competent in through my artifacts, are the ones I feel I need to continue working on before I would consider them to be my strength.
areas. In general, the reason they are not yet my strengths is because I don’t have as much experience with them. As a classroom teacher, I have not had to do anything to manage or implement technology. I returned to the high school the year after the 1:1 laptop initiative had been implemented so I was not involved in the startup of that plan. My first experiences in this area have been through the IT program in the Technology Plan for ETT 573 and Staff Development Plan for ETT 570. I feel as though both of those plans are solid and complete, but until I have the opportunity to do more managing individuals, resources, or projects and implementing new technology, I wouldn’t say it is a strength area. I have also had no experience other than in this program with evaluation. At no time in my career have I had to evaluate a program; I have evaluated my lessons and myself as a teacher through reflection but never with a formal evaluation plan. The Program Evaluation Plan for ETR 531 and Technology Implementation Plan for ETT 570 are the first programs I have created evaluation plans for. Until I have experience formally completing an evaluation, I will consider this an area to work on. The last area that is an area of weakness is Analytical and Integrative Thinking; as a science person, I like factual, straightforward information, so this higher-level thinking is more of a struggle for me. Through my NETP review for ETT 570 and Program Evaluation Plan for ETR 531, I was able to analyze information and integrate pieces of information, which is required of this area, but it is something that is not easy for me.

There are various things I will do to continue my life-long learning. First, I will continue to work on my technology integration in my own classroom. Even though I fully utilize technology resources at this moment, there is always room for improvement. It is my goal in the coming school years to better incorporate technology into the instruction I provide and create more student activities and experiences that require higher-level thinking, problem-solving, and communication that also utilize technology. My plan for improving in this area is by obtaining more technology resources through conferences, speaking to other teachers, and joining a professional organization like the International Society for Technology in Education (ISTE) to connect with other professionals. Up to this point in my career, I have sought out science-related conferences because I am always trying to gain new resources to incorporate in my content area and to stay current with standards. I will need to make a shift and look for professional development opportunities related to technology. As fast as technology evolves, I will need to stay current with the trends for technology in education. Besides attending conferences, I will
seek out the knowledge and expertise from my co-workers. There is never enough time to talk to other teachers during the day and just share ideas, but I need to make it a priority. All teachers have great ideas for incorporating technology, and I need to learn from others. I am currently part of the ISTA, which is the Illinois Science Teachers Association, which allows me to gain knowledge and resources as a science teacher; joining ISTE will strengthen me in the area of technology. In addition to strengthening myself in my current position, I will work towards my career goals and ensure that I am prepared when an opportunity arises to become a tech coach or science curriculum coordinator. Being part of ISTE will help me prepare for a tech coach position. What will also help me in preparation for that position is continuing to improve on the areas of mastery I am short in—Analytical and Integrative Thinking, Management and Implementation, and Evaluation. As I stated earlier, the main reason I am lacking in those areas is because of a lack of experience. Going forward, I need to get myself involved in any projects or committees in my district that will give me experience. Even if the activities are not technology-related, being involved will help me grow. Those areas are ones used by a tech coach, so improving in them will help prepare me for that job in the future. As I move forward in my career and take on new roles, I will keep the AECT’s 2008 definition of educational technology in mind.

References

Example 2:
ETT587 - Howard Citron - Professional Statement

Being able to connect to and prepare students for the world of tomorrow is one of the greatest gifts an individual can be given. I am lucky to have the opportunity to be a part of
exposing young adults to science and technology. To me, instructional technology is the principle to improve and facilitate learning with the use of technology. According to Janusewski and Molenda’s 2013 Educational Technology: A Definition with Commentary, “The term learning does not mean today what it meant 40 years ago when the first AECT definition was developed (Janusewski, 2013).” Providing students the opportunities to utilize technology to learn in an ethical way, and to recognize the long-term benefits of using technology to better understand ideas or concepts that without it, can be difficult to comprehend.

According to the most recent AECT definition, “Instructional Technology is the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning” (AECT, 2017). Including design into the definition has set into motion a number of important ideas that lend towards an engineering piece that is being integrated into our education standards. The newest definition pushes an idea of creation within the learning process, a growth of knowledge more than the classic sit and listen type of learning. We are just now beginning to engage our students effectively, and by understanding the systematic process we can continue to take major strides in facilitating the instructional process.

While teaching multiple levels of Physics that utilize instructional technology since beginning my career in 2012, I unquestionably see myself as a teacher of technology. I have recognized the benefit of utilizing instructional technology methods. The use of instructional technology in and outside of the classroom has had multi-faceted benefits. Not only do students have a better chance at learning the curriculum, but they are being exposed to technologies that will benefit them when they are in and beyond high school. The advantage to being a teacher of instructional technology is to have the knowledge of many different types of technology in general. This has started to create a new path for me in regards to potential roles in the field, and that is as a technology coach. I have found myself in many situations where I have the knowledge set to assist colleagues with their technology issues and/or questions. Naturally being a troubleshooter with technology since I was young, learning how to fix technology became a fun game more than anything. The transition to being a coach is a welcome one and I look forward to officially helping colleagues.

My core values and beliefs about teaching and technology align well within the definition of instructional technology and the roles assumed. I believe it is my responsibility to prepare my students for a world beyond high school, as well as some Physics along the way.
exposing them to technology as much as I can. Robotics has become a key focus in my classroom, and this is just one way to prepare students beyond high school. Instructional technology allows them the chance to learn how to design, problem solve, program and understand science all together. As a teacher and coach of technology, I see my students’ experience with robotics, as well as other instructional technologies used throughout the year, aligning strongly with my current professional roles.

Continuing to work on any area of weakness is going to be a main focus moving forward. While my strengths involve vision, design, utilization and general lesson development which is very inclusive of instructional technology every step of the way, weaknesses can include some of the more technical aspects that exist in newer technologies I have yet to be exposed to.

Developing a larger scope and investigating the new and different types of instructional technologies will be my largest focus moving forward that is outside the realm of my everyday work. Continued development of technology within education is essential to prepare our students for the world of the future, and beyond high school and college. Aside from preparing them for the future, we have to prepare them for immediate successes and utilizing technology in the classroom can reach all types of learners (Mareco, 2017). Students that tend towards the introvert side of things, benefit greatly from the integration of technology in the classroom as it opens up their ability to communicate in ways that previously did not exist. Allowing students the chance to develop these abilities with devices, whether their own or provided by the schools, will give them with more opportunities to learn about the importance of digital citizenship, and general responsibilities throughout life (Mareco, 2017). This is equally as important to any of the curriculum that we can teach.

This program has allowed me to develop greater strengths in areas that I would've previously considered strengths, but it has also allowed me to develop a deeper, and in some instances initial, understandings of concepts and technologies that exist of which I was previously unaware to some extent. The program evaluation course provided me with an insight I had not previously possessed. The visual design course allowed for a point of view which I had previously taken for granted, since I tend towards creating and enjoying visuals which decrease mental load on the consumer.
Immediately did I see a difference in the way I instructed my students using technology. During this school year kids went on web quests, started basic coding practices, viewed and recorded their own daily video reflections, as well as collaboratively worked together using a variety of technologies including social bookmarking, slack and basic collaborative google documents and communities. My students unquestionably became stronger this year than in previous years due to my new-found awareness and understanding of different technologies.

The artifacts that I am submitting show a number of the skills acquired and further developed throughout my time in this Instructional Technology program. The STEAM and Rube Goldberg presentations both show an ability to develop a staff professional development presentation that utilizes visual design guidelines, as well as showcasing ability to use technology to convey information to my educator colleagues. The Robotics Program Evaluation shows the knowledge acquired through the Program Evaluation course by providing evidence of an ability to design, execute and communicate an evaluation model. The Case Study Summary shows my ability to integrate and analyze distance learning, and how it can affect the overall success of learners. The Staff Development Plan and Instructional Design Plan offer a glimpse into how I learned to develop a full professional development plan, as well as my ability to adjust the instruction of a pre-planned unit by designing an alternative form of instruction to further engage learners. My personal website, and developed web quest provide insight into the learned aspect of using media and technology to further engage students in a single topic to a wide variety of them. My Instructional Unit and Technology Implementation plans both show an ability to manage resources within a single unit, as well as the rollout of a new software school wide. My ability and understanding of evaluations has reached an entirely new level throughout this program, as shown in the Robotics Program Evaluation, as well as the Gaant Chart needed to establish the evaluation timeline. The program evaluation itself is a thorough showcase of an evaluation program that I developed to assess an actual program I am involved in. The Gaant Chart shows a key aspect to the evaluation process, along with the logic model from the same assignment, which were both zero ability skills prior to that class and this program.

I believe that this program will benefit me, my students and my colleagues for years to come. The knowledge acquired does not, could not have a price applied to it, as I find that just about everything involved throughout, from the professors to new friends and acquaintances,
have been and can continue to be invaluable resources. A truly priceless experience from beginning to end.

References


Example 3:

In March 2017, I decided that I needed to further my education. I decided that an instructional technology degree would be most beneficial for me. This degree would open many doors for me in the future. Seels and Richey (1994) stated that “Educational or instructional technology can be seen as discrete elements within performance technology, the holistic approach to improving performance in the workplace through many different means, including training” (p. 13). Technology use will not decrease, it is increasing and most jobs are getting rid of the manufacturing jobs. I knew that I had to get my students and myself ready for the future.

As an educator, I knew I had to advance myself in technology to integrate technology into my curriculum to ensure students are equipped to excel in the digital age. After looking at many different schools and attending the Learn It conference at Northern, I decided that I would go into the TS 8 cohort Instructional Technology program. This program would help me get the proper training needed to be able to plan, deliver, and assess students’ mastery of skills relevant to learning technologies.

I have become a better educator since being in the TS 8 cohort program at Northern Illinois University. I have used technology to drive my instruction in my Read 180 classroom. Stated in Ferring and Smaldino, “The evolution of distance learning mode has shifted from the institution-directed learning of correspondence courses to the student-centered learning potential of present-day global telecommunications” (2005). I have incorporated this into my instruction...
by creating a Read 180 distance unit about immigrants in my Read 180 class. I used projects, assignments, and assessments that continue to focus with educating my students with real-world application skills within the unit of immigrants at a distance. I plan of going through all 4 of my units in Read 180 and making them distance units. This will help my students receive the one on one that is needed in an intervention class. Also, this will help the students be able to collaborate with their peers more in and out of the classroom. The students will be able to work on the program at home to advance faster through the class and exit out of the program. My classroom is now a student-centered instruction with incorporating students to share in decisions, while believing in their capacity to lead the discussion.

In my district, it is a very diverse economy; students need to learn new technologies, while learning how to use these new technologies. As an educator I need to continue to become competent in adding and teaching new technologies that will stimulate growth. In the TS 8 program Dr. Rhode made me aware of the different learning management systems that are available to me as an educator. I learned how to evaluate the different systems to pick the best learning management system for my diverse students. Dahlstrom stated that, “the importance of personalization, which ranked highly among students. More than two-thirds of students, or 69%, said they would be interested in features that support them in reaching their personal educational goals” (2014). I was currently using Google classroom with my students so I decided to add Edmodo to see which one the students would have a better interest in when working with a learning management system. The students preferred the Google classroom since it was easier for them to use with the chrome book. I have extended my training and growth with Google classroom; learning all the different applications after completing the training for Google 1 and 2 with Dr. Rhode. I currently have grown as a professional teaching the Google classroom to Kankakee School District staff.

The TS 8 program has also changed some of my beliefs in education to make me become a better educator. I have realized that students would be more engaged if they could work at their comfort level. The students I teach are more dependent on technology today, but have not learned the applications that can help them be successful in education. After learning how to make playlists in Dr. Rhode’s class I realized that my students would be more engaged if they already have a playlist available to them when it is appropriate to listen to music. I have designed a lesson to teach the students how to make playlists and modify them on their own
time. This will help the students be more engaged on the assignments and not trying to find the music they are going to listen to during work time.

Wahl stated, “Teachers who are already somewhat technology savvy can manipulate and enhance web-based resources to better meet students’ needs” (2005). In the TS 8 program, I have grown into an educator that can take resources from the internet make modifications for ability levels that offers flexibility in my instruction to meet all of my learners in the classroom. I have broken text into smaller chunks or have even had some of the text with audio for lower level students. In the design principle, graphic composition Lyons and Clark stated, that “a visual can present information in a more concise way than can a text” (p. 59). This course impacted me by making me understand the design principles for instruction when making a slide presentation. I am using the slide presentation I made that uses the design principles graphic composition, hierarchy, and sense of depth for my independent reading center. I am in the process of making these slide presentations for each independent center. This will help the students understand the expectations for each center and be able to work independently. The students will be able to access these from their chrome book at anytime.

In ETT 535 Distance Education: Design and Delivery I learned how to design and develop a distance learning unit for Read 180 that is engaging, facilitates communication/discussion, and good management using technology. I added understanding issues as they come about and understand how to correct them. In addition, I learned that communication is a key component with distance learning. Communication needs to be stronger with distance learning than face to face instruction because things that are written can be interpreted incorrectly. I believe that many different ways need to be established with communication. For example, videos, chat groups, e-mail, and discussion boards all need to be used to have a successful distance learning class. I incorporated videos with audio in my distance unit. Also, the students had a discussion board on Google classroom for the unit. This is where questions and answers were posted and feedback was given by peers and the instructor. The delivery of the unit went well since the students were taught how to use the technology in the unit before the lessons. I have achieved all of this communication, design, and delivery through the course ETT 535 to execute well designed unit for Read 180 through distance delivery.

In ETT 536 Web-Based Learning I researched current educational practices with web-based learning. I learned how to design a web site using coding. I have the beginning.
knowledge of coding but feel as if I need to further my growth in coding before instructing a lesson. I plan on taking a course in coding at a community college or as an online course in the near future. Also, I have strengthened my communication with developing podcasts, blogs, and Wiki Tools. Sangra’ and Sanmamed stated, “more research into how people teach and learn using ICT, development of new high-quality online content and adaptation of current regulations to make the use of ICT at schools easier” (2016) I started to research blogs in Read 180 to communicate with teachers around the world about the program. I found a great Read 180 blog that keeps me update with the newest resources and fun activities. I plan on asking my district if I can pilot the newest addition to Read 180 next year. I am going to use my knowledge of my Master’s program and knowledge of incorporating the best technologies in implementation to write a plan to pilot the program.

In ETT 553 I realized, that ethics is used every day in the school setting. I realized that I am the 3 C’s: caring, concern, and connection. I tend to put myself last and my students first. I never thought of the different case studies that go on behind the scenes of a school until reading the book, “Ethical Leadership and Decision Making in Education”. This book opened my eyes about what goes on in schools and how ethics/morals play a big role in the decision making. I learned that decisions that administration make really relies more on their ethics and who they are as a person. I feel as if the person doesn’t always tend to follow all the different ethics but more towards the ethic that their character portrays. I learned that making a connection with the student is very powerful. I have my students fill out interest organizers and I try to use the interests in my instruction. I also play games to help the students learn how to make connections with their peers and understand team work...If my students are having a problem at school or home they know I care and can ask to talk to me in the hallway or eat lunch with me. Most of my students ask me if they can come with me which makes me happy but sad knowing their living situations at home. I am glad that I exhibit the 3 C’s in my teaching and I never want to lose that. I even try to find that one thing I love about even my most difficult students.

In ETT 531 I am more knowledgeable of how to make a Program Evaluation in Education to see if the program is successful. I never realized how many different professionals and the steps that are taken to get the outcome. After taking this class I feel as in I could complete a program evaluation for my district. I am hoping that I can write a program evaluation for the Universal Read 180 program for my district. My district is currently using an outdated
version of Read 180 and the new program would be more successful with helping the students achieve their goals. I am planning on asking my district what I need to do to pilot the program. I am going to use my knowledge of writing a program evaluation and complete it for the Read 180 if necessary.

In ETT 511 I learned how to develop many visual design projects that used message design principles for my Read 180 class. This class helped me design a lesson for citing APA when paraphrasing and using direct quotations. I added audio as a modification for students that needed to hear the lesson. The video also let the students review, pause, and fast forward the lesson. My students really enjoyed the lesson and achieved great success on completing their summary of “Freak the Mighty” using textual evidence and citing it correctly. I feel confident when creating a message design for a lesson. I have noticed that every time I create a design I am thinking about the design principles.

I learned how to research and complete an overhaul with technology for Johnson Elementary School in ETT 573. The network design was hard for me, but after communicating with Dr. Underwood I understood the process. I was able to construct and reconstruct the school making it a school that is ready for 21st technology. Then in ETT 570, I had to develop a large scale technology implementation plan for Read 180 a blended learning implementation. I was able to create a plan for the selection installation, management, and maintenance of the technology infrastructure in a classroom setting for diverse learners.

This Masters of Education in Instructional Technology program has made me confident in becoming a trainer of different technology applications in my school district. I have provided training on smart board use, Google slide presentations, and Google Classroom learning management system to the staff. I have become an advocate of the Naviance: College and Career Readiness. I am helping students and staff members understand the program to help students ensure a successful path in college and career readiness.

My instruction planning using evaluation in Instructional technology field has helped me learn the things I need to do to change my instruction to meet the student outcomes and become the best educator. I have mastered designing plans that use the most effective technology to ensure that the students achieve growth in instruction. I do extensive research while making my design for instruction and then implement the technologies that I have learned from my Masters TS 8 program. These technologies have been evaluated to see if they fit the instruction and the Reflects on MSED program and impact on PD
students’ needs. When using a new technology a small mini lesson will sometimes have to be taught to make sure the students have the proper understanding of how the technology works. After the unit is designed, I complete the activities and write a reflection on what is designed well and the changes that need to be made to make the lesson better. My master’s program educator. This program has taught me how the web has many resources out there that can make instruction more engaging and prepare the students for the future.

Before taking any of these classes I feel confident in making my Read 180 a true blended instruction program. I plan on using the Chrome Books my students have for whole group instead of me standing at the front of the year lecturing. I have learned and made tools that will help me collaborate more with the students. I made videos that the students can use to play, rewind, and fast forward if they are having trouble. This cohort has helped me become more knowledge in instructional technology. For next school year, I am going to have the students go over their own data and analyze it. I am planning on changing my class to a more student orientated and use the resources that I have been taught in this Master’s program in my classroom.

Mareco stated that if technology is “used correctly, mobile devices and the applications they support will help prepare students for their future” (2017). He also goes over the top 10 reasons why students need technology in the classroom. This is why I would like to stay in the classroom and use technology. I am a better teacher after taking this Master’s Program in Instructional Technology. I am excited to see what my next school year will bring; I cannot wait to use everything I learned with my students.

References:


Example 4:

As an instructional technology professional, I will have the ability to make an impact on several different people. I will be able to put the latest technology in the hands of my students while preparing them for the digital world they are beginning to enter. I will be able to make an impact on the staff members of my building. I will be able to provide them professional development so each and every one of them are an expert with the hardware and software that they have access to. I will be able to help them find creative ways to alter their instruction to meet the needs of their students and I will help them implement the lessons so they feel confident in their abilities. Lastly, I will be able to impact the community in which my school resides. The parents and community members want our students to be prepared for the world they will be entering as adults. I will have the ability and privilege to help shape these students by the choices I make as an instructional technology professional. I will be responsible for making budget friendly choices, while making sure our buildings are equipped with the most current hardware and software that will engage our students and help them continue to thrive on their educational journey.

My experience in the Northern Illinois Instructional Technology Program has equipped me to make those impacts. Throughout this program I have been learned the history of the instructional field in education, I have learned about the current ISTE standards that are driving our educational decisions, I have managed large scale projects, I have learned how to conduct...
long distance learning through the use of a variety of Web 2.0 tools to gaining valuable experience in buildings through an outstanding internship opportunity.

The beginning of the program allowed me to fully understand what a technology specialist is required to do, and what standards drive our decisions. Going into this program, I was unaware of what the ISTE standards were and what they expected our students to be able to demonstrate. There are seven strands that will drive me focus upon entering a school. Two standards that stand out to me are Digital Citizenship and Global Contributor. When I was growing up, these concepts were not in a single child’s head. Now, in the year 2018 it is important that students know how to use the internet responsibly, because they will be helping and contributing to a global community. For elementary age students, this is a major change in their thinking because they are used to creating for their classmates and their teacher. I feel confident that I am able to achieve this based on the support I have received while completing this program.

Throughout my process in this program I have been able to show competency managing several large-scale programs which is a task that I will be responsible for as a technology specialist. I had the ability the develop a program in order to adopt 1:1 Chromebooks at my school while also making sure my staff members were efficient with Google products. I completed another program that allowed me to develop a professional development training process in order to help our classroom teachers become effective with the use of Google Slides and how to implement voice overs to enhance their instruction. I learned how the network of a school looks like, and how it works. This allowed me to develop a full-scale technology overhaul of an elementary school. During this project, I had to help design the network for the school that would have to handle all of the hardware and software updates that would be put in place, but also make sure the network could handle the changes that would happen to the school five to 10 years down the road. After planning how to improve the network, our next task was to decide what hardware and software changes we would do, how long this process would take, how long this process would take and finally how would we communicate this plan to our stakeholders who are relying on us to make sound decisions.

During this program I have also had the privilege of learning about the current trends that are happening in education. Through our discussion boards I have had the ability to form friendships with other classmates who will be entering this field, I have learned of different
websites and publications that I can read and review in order to my constant learning and I had
the experience of building and working with many of the current Web2.0 tools that are seen in
buildings. That was one of the most valuable experiences that I have taken away from this
program. When I am working with students or staff members, I will be challenged with the task
of finding new ways to help students express their learning. Just like a reading teacher has to
read books in order to provide recommendations, I have to have experience with different tools
so I can make recommendations for staff members and students. Once I have recommended
these tools to staff members and students, I also have to be adept to trouble shoot the programs
as well. My work in ETT 536 has helped make me a valuable resource to enhancing student
learning in classrooms.

After reading *Trends and Issues in Instructional Design and Technology* I found it very
interesting to see how the definition of instructional technology has changed over many decades.
Each time the definition is rewritten, more components seem to be added based on the current
state of technology. This leads me to believe the best definition is “Educational technology is the
study and ethical practice of facilitating learning and improving performance by creating, using,
and managing appropriate technological processes and resources” (AECT Definition and
Terminology Committee, 2008, p.1). I find this to be an important definition because it will be
my role to facilitate the type of learning that is to occur, and aid those that will be using this
definition. Therefore, it will be crucial that I can manage the appropriate resources that my
fellow staff members will need to know in order to be successful in their classroom.

This leads me into what my role in the field of instructional/educational technology will
look like. Technology is used in a variety of ways, with a variety of platforms, all for a variety of
outcomes. Being in a school setting will help me focus my role to be as successful for other
members of my team. Instructional design in the 21st century has changed for three main reasons.
They are the increase of the internet, increase in informal learning and the need for simpler-
design models (Reiser and Dempsey, 2012). I strongly believe that these concerns are in the field
of education which would make me strongly focus on collaboration, evaluator/researcher and
teacher. I think it is critical for an instructional technologist to be current on the newest trends in
technology. It must be understood that a person cannot possibly possess all the newest ideas so I
must evaluate what is out there and what will work best in my district/building. In order to help
streamline that process, it is vital to collaborate with the staff in order to assess their needs so I
can cater my professional development to reach those needs. Once I know what the members of the school find important to their success, I will know where and what to research as well as how to evaluate the material.

There are five domains with instructional competencies: design, development, utilization, management, and evaluation (AECT, 2001). It is my belief that not all of these necessarily have to be done by myself as a technology specialist. In a school setting, I think in order to be successful you must be able to develop, utilize, manage and evaluate the resources that are being used. In order to select these 4 domains, I looked at the 20 subdomains to determine which areas strongly connected to the field of education, especially a focus on elementary education. The subdomains that stood out to me were integrated technology, implementation & institutionalization, resource management, and problem-analysis (AECT, 2001). As stated previously, the learners are the driving force of technology in the classroom. These domains and subdomains fit the want of identifying what the learners need and helping them become successful.

When looking at the list of competencies from AECT (2001), there were two glaring domains that stood out to me. The first was development. I chose this as a strength because my role as a current classroom teacher has been to figure out how to integrate technology into lessons that are of high interest and help the students complete tasks in which they were unable to do before the use of the hardware or software. When using technology in the classroom, it is important to not substitute the material, but instead have students apply and develop concepts and ideas that were not possible before. The other domain that stood out to me was, developing. I have had very little experience with creating my own content for student learning. Most of the technology I have implemented have been self-created PowerPoints or adapting materials that have already been created. I am not familiar with the process of designing content and is something I need to continue to focus on. Through the MSED program, I have grown leaps and bounds in this area. I still need to find ways to create my own videos that go beyond my talking or talking over a Google Slide. I want to transfer learning from my ETT 536 class and implement lessons such as my WebQuest activity that allowed students to learn about the Northeast Region at their own pace and with their own motivation.

Throughout this program, my views and beliefs have been guided professional ethics and standards. One of the requirements of my internship was to work with a variety of students and
staff members. One great thing about technology is the ability to level the playing field for all students and for all staff members. As a technology specialist in a building, it is critical that I don’t only focus my attention on the general education population. Technology can be a great asset for students in special education and for our English Language Learners population. As I am researching and learning about trends in the educational field, one of my focuses should be aiding students in these areas. Many of these students have tremendous knowledge they just have to find a different way to show it and that is where I can be a valuable asset for them. Another concept that I have learned through this program is to make sure we are following ethical procedures when obtaining licensure for software. It can be very easy to determine that we just need to go with the easiest way and most efficient way. As a technology specialist I need to be aware of copyright laws and make sure that not only are staff members following these guidelines, but that our students are learning the basics of this concept as well.

When I look over my portfolio, I am blown away by the progress that I have made throughout this past year and change. I have been challenged to learn new concepts and refine old ways of instruction. I have stepped out of my comfort zone and learned about networking and now have become very fond and interested to learn more about this concept. When I look over the six areas of mastery, I feel confident in my ability with Professional Development, Instructional Design, and Media/Technology Development. Looking at my artifacts for these area of mastery, they are artifacts that I am very proud of. I feel professional development is a natural fit for me. I have had the luxury of presenting at conferences and working with staff members to identify areas of need and how to address those needs. My other two areas of strength go hand in hand. Being a classroom teacher, I have a great feel for working with students. The assignments that I have completed in this class have helped me design instruction to work even better with staff members. When you consider instructional design, it feels like a natural fit with media/technology development. When you determine what you want the students or staff to learn you must find what the appropriate technology is going to be in order to aide with that delivery. Going through this program and working with the Web2.0 tools along with many other projects, makes me feel very confident in this area. The areas I want to continue to work on are Management and Implementation as well as Evaluation. I chose these two areas of mastery because they are the ones that tested me the most throughout the program. When I look at my artifacts in these two areas, they are the ones that required a great deal understanding and
made me look at concepts with a critical eye. I came into this program not really understanding how networks work. I now feel that I can have a general conversation with someone and get my voice across. This isn’t good enough for where I want to be at this point. I know even though I want to spend a lot of my time working with staff members and students, I still need to be an expert on the networking side of technology. Evaluation was a step out of my comfort zone. I love making decisions and trying new ideas out, but I have never had to evaluate the way I had to for these artifacts. I have grown tremendously with looking at programs with a critical eye and see all the components that go into a true evaluation. I can honestly say that my Project Prospectus assignment taught me the most of any assignment in this program.

In order to keep my professional development, I first want to join a professional organization. This will allow me to have contact with professionals outside of my area and will give me guidance when making decisions about my professional development or adopting new hardware/software. The next idea would be attending the Illinois Computing Educators (ICE) conference on a yearly basis. This again, will allow me to build relationships with other professionals and hear/see new concepts firsthand. Lastly, I want to collaborate with educators in my building and in my area. There isn’t always a need to go far to find an answer. A lot of time the answers can be found right in front of your nose. There are many experts in my area and in my other buildings. Forming those opportunities for us to work on a consistent basis will be the best way for me to grow as a technology specialist.

References

