

## Transcript

I want to take you a little bit on a journey. Where I've been, and what's gone on over the last 18 months. To start with, this is the very first course that I started in. I was looking back at my very first post in here. It was talking about my past, my present, and my future leadership and what was going on. This very first part was quite telling and I just want to play it again.

So that brings me to where I'd like to go from here, where I see myself in the future. I want to keep exploring new technologies. I want to keep exploring new methods of learning and new ways to help engage students. I also want to explore new methods for myself, to bring all of this learning to other teachers. I want to inspire others to reach out and to take risks. I do have a childlike wonder about the world around me. At the same time, I wonder what it will take for me to reach these goals. I'm really looking forward to this program and learning how I can do more, and bring the things that I know and the things that I'm passionate about to other people.

So that was really where I was going and where I was starting. When I start on the journey, there was still a lot of questions as to what I wanted to do. I knew I wanted to work with other teachers. I wanted to expand beyond the four walls in my classroom. I've been doing that for a long time. I loved it, I enjoyed it. I still do enjoy it. I still love working with kids. But I was starting to realize I could have a bigger impact and I had opportunities to have an impact and it had fallen through hadn't gone well. And there were things that were going on and they were starting to be some missed opportunities along the way. I realized that I needed to do more and work at that. So I started down this journey.

As it went through long about, this course right here, we start talking about leading organizational change and working with the whole organization, and leading groups of people to really take a chance and to make those differences having those Crucial Conversations. As I looked at my innovation plan, I was realizing that there were some things that were happening and there were stuff going on in my campus. I needed to be aware of that. We had a lot of overload, a lot of initiatives that were coming in and things that were happening that were causing some issues. My principal at the time it asked me, What do you want to do? Where do you want to be? And I realized I didn't have a clear single answer. So I sat down and talked to a couple friends of mine and really looked at it and set my sights on some direct paths. Things that were like, this is what I intend to do. This is what I want to do. This is what I am good at. This is where my strengths lie and where I can make the biggest impact in students and teachers and other people in

my community, and really make that kind of impact and started working towards that and really focusing the things that we're doing.

So it started take my innovation plan as this change here that you see took place that was realizing we got things going on in our campus at this moment, we started having the discussions about the iPad one to one, and that changed the way some of the PL opportunities I was having from dealing with computational thinking specifically to some of those core concepts of working with teachers and having a broader impact that was really starting to come through. You know, taking those steps towards, where I want to go next. And then about this point in here where the assessing digital learning.

This was really where I started to work this summer, and was working with other teachers and this conversation came up. And it was really it was interesting and timely that I was working with these teachers, and they were new to coding. And they were new to computational thinking in their classrooms, and we're working with them k 12. And one of the questions was always, how do I assess this? Do I just look at their code and give them a grade for it. But we're talking about processes, we're talking about them solving challenges, we're talking about them doing really meaningful work that is very unique to them and their situation, and they're gonna be different than the person sitting next to them. How do we assess that? How do we teach that and that's where we start working on the challenge based learning In working with this, and again, a very timely fashion that this came in, and was able to work on this and talk with these teachers about measuring this. And I was starting to really be able to apply this. And it was really nice that I could apply it at that moment. I didn't have to wait. It wasn't something else I was applying in my room. This was something I was helping other people apply in their room. So starting to have that greater impact and a bigger impact. And seeing that vision that I had for myself, of still having that childlike wonder and still being creative and still exploring, but able to share that journey with other people and and not just tell them what to do, but walk the journey with them and go along with them and take them along that journey. A

nd that really gets me excited and I really like doing that and that that type of work there. That's really my passion and really where I've learned that's what I that's where the next next phase leads for me, and where I'm headed to in my journey. And it started to make things make a lot more sense. And we started working through and then just coming along through as I finished this up and looking at what is going on, and what's happened and where I'm going and got these pieces here that I've been able to work on. But plans have changed but the focus is still the same. And all of this has taken place. And it's really been timely, it's it's made an impact in my classroom as well. A lot of these things that I've taken them and use the same thing that my portfolio actually has a piece. It works in my

classroom.

I'm working with the teachers this summer and this fall, I actually use my portfolio they were using, we use it as an example for them to learn some of the PI things and I was showing them what I was doing. I'm showing my teachers My campus in my department, some of the things that I'm doing and able to share them been able to share better with my blog here that you can see that I've been able to do more with that and go on. But this is something that was really unique it came up, it was a situation that came up where people needed some resources. And I was able to take this toolkit that I have expanded and add new pieces to it. And we were able to put in a part in here, these app, app development materials for teachers to use. So they have direct links to the things they needed that they could find them, because we're sharing resources, but if getting lost in emails and this long list, we had created a place for it, where we had these videos, even made some videos for teachers as we were teaching and prototyping where they can come back to it and they could use this and they didn't have to go hunt for it. They were just there, and it's just gonna stay there and I'm gonna hang on to this and keep it moving and keep it going right here.

And move this forward as we go through. And, you know, with these links and different parts of this that teachers can use, they can share it, they can grow from it, and I'm growing as well as I keep adding it. It's a living resource. It's just been growing and changing and we've been adding pieces to it. It's really amazing what's what's happened over just in the last six months taking place with this portfolio with the learning that I've been doing. And using it not just in my classroom, not just for myself, but actually using it to work with other teachers and to move that needle in so many classrooms around the country. And that has been impactful that's been meaningful. And now, when people ask me, What do I want to do? I have a real answer for them. I want to be in that curriculum, role that that leadership role where I get to work with teachers and work with schools to help shape a program and shape, the way the teachers are working, and take the things I've learned and help them grow with that. Help them take what they do really well, and build upon it, and use these my examples and my experiences as kind of a learning moment for them. And those are those things I want to do. And that's where I really want to go. And what I want to do so looking at, like in my district, there's curriculum director roles, I don't want to be a principal, I don't want to be, you know, not looking for like a superintendent role. I'm looking for that other type that curriculum and instruction role, to work with teachers, and to work with teams to help them get to where they want to go, and do that on a wider scale. So that's really an overview, the journey, where I started and where I'm at right now. So thanks for joining me