

My Goal as an Educational Technology Leader

My goal is to advance the role technology plays in strengthening the instructional core and eliminating the opportunity gap especially for students who may have been misrepresented, misunderstood, and left out. In this pursuit, I plan to contribute frameworks that activate research, synergize technology with culturally responsive practices, and influence educators to incorporate technology as part of their learning ecosystem.

Given the focus of improving performance through instructional design and technology, I am curious about the power of non-digital technologies that also are not instructional media. Specifically, language can be a disruptive technology. It has the power to shift mindsets, change habits, and build community. Robert Kegan and Lisa Lahey, in their book *How the Way We Talk Can Change the Way We Work*, describe language as transformative and as a “new technology” (2001). James Baldwin too recognizes the power of language and its changing nature, “People evolve a language in order to describe and thus control their circumstances, or in order not to be submerged by a reality that they cannot articulate” (1979). I wonder if the feeling of being submerged by a reality of new technology is what teachers felt in the 90s when they reported little or no use of computers for instructional purposes. Teachers also resisted the use of instructional television in their classrooms (Reiser, 2001). Teacher receptiveness is key variable in a technology’s lasting power in the educational setting. My goal is to be a language shaping leader that supports the implementation and incorporation of technologies.

Educational Leadership Philosophy

A symbol that defines my educational leadership philosophy is an ecosystem. To illustrate, imagine an interdependent and collaborative community that generates a collective strength and wisdom. Individuals are empowered by others and serve each other. I identify with qualities of servant, transformational, and situational leadership. I believe in the power of humility as a strength to uplift others which is how servant leadership is described by Northouse, “In becoming a servant leader, a leader uses less institutional power and control

while shifting authority to those who are being led” (2013, p 221). Shifting authority is a way to empower others. Another quality I exhibit aligned to servant leadership is listening and building community. I often take a listening stance as a way to understand context and empathize. I try to “inspire the fire” in my messaging which connects to the inspirational aspect of transformational leadership. I feel responsible to make connections with and see the potential in everyone in the community. Northouse calls this a “process whereby a person engages with other and creates connection that raises the level of motivation and morality in both the leader and the follower” (2013). Lastly situational leadership is how I approach my role as an instructional leader. Depending on a teacher’s needs, I adjust my approach to meet them where they are. I also think of this approach as being culturally responsive

Year one benchmarks: 2021-2022

- Publish technology articles for Edutopia quarterly
- Publish 2 technology articles for Educational Leadership
- Attend at least 2 technology related conferences
- Join at least 2 Educational Technology professional organizations

Year two benchmarks: 2022-2023

- Continue year one benchmarks
- Earn New Jersey Supervisor/Principal certificate
- Present 3 times at technology related conferences
- Begin drafting a manuscript for publication about the intersection of culturally responsive teaching and technology

Year three benchmarks: 2023-2024

- Continue year two benchmarks
- Successfully defend my dissertation and complete all coursework
- Finish and submit manuscript for CRT and technology book
- Begin teaching college courses as an adjunct professor

References

Baldwin, J. (1979). If Black English Isn't a Language, Then Tell Me, What Is?. *New York Times*.

https://archive.nytimes.com/www.nytimes.com/books/98/03/29/specials/baldwin-english.html?source=post_page-----

City, E.A., Elmore, R. F., Fiarman, S. E., Teitel, L. (2009). *Instructional Rounds in Education*.
Harvard Education Press.

Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain*. Corwin.

Kegan, R., Lahey, L.L. (2001). *How The Way We Talk Can Change The Way We Work*.
Jossey-Bass

Northouse, P. G. (2013). *Leadership: Theory and practice* (6th ed.). Sage.

Reiser, R. (2001). A History of Instructional Design and Technology: Part 1 A Historical of
Instructional Media. *Educational Technology, Research and Development*.