**Professional Growth Plan (PGP) Summative Assessment**

Deniz Ismailoff

New Jersey City University

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Dr. Christopher Shamburg

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 Working in education for 15 years, I recognize the importance of understanding diversity, individual learner needs, and various learning styles. I have been an elementary school teacher and an assistant principal for elementary, middle, and high school, and this year I was promoted to a middle school principal. My vision as a leader is to see students venture forth in life after school with wisdom and individual purpose for making a positive difference in the world ahead. As the school administrator, I am involved in writing curriculum and instruction, disciplinarian, data disaggregation and analysis, evaluations, mentorship, and providing professional development throughout the year.

 Working with educators and showcasing their strengths through professional development enhances teachers' craft. Thus, motivating all teachers, regardless of years of experience or education level, is essential. Leading in this manner is referred to as a situational leader. Northouse (2010) notes that the situational leadership approach was developed by Hersey and Blanchard (1969) based on professor Bill Reddin’s (1967) three-dimensional management style theory. Situational leaders are both directive and supportive, contingent on the situation or task at hand. Northouse (2010) further explains that effective leaders are flexible, can recognize the needs of their employees, and adapt their own leadership style to meet the needs of their employees. My leadership approach is also transformational, where I engage with all stakeholders in creating connections that celebrate and motivate achievement. This leadership style is attentive to all stakeholders' needs and drive, helping individuals reach their fullest potential (Northouse, 2019).

In order to build and maintain a successful school, all stakeholders must have a purpose within the organization (Raman et al., 2019). By working collaboratively and focusing on the individual needs of our students, our communities will be able to create the learning environments our students need to succeed. Leading with authenticity and a vision, I will ensure that my staff and students succeed. To do this, I will continue providing various strategies, methods, and models to make learning accessible and exciting for all stakeholders. A few of my responsibilities as a school leader are compiling and analyzing various data sets such as teacher and student test/observation scores, truancy reports, budgeting and funding, teacher evaluations, mentorship for novice teachers, and conducting professional development throughout the school year.

As an administrator, I have the opportunity to build on my educational technology leadership expertise by continuously helping teachers and students with digital programs and platforms and aiding with technology utilization in the classroom. Utilizing technology, such as Chromebooks, iPads, iBooks, and Smartboards, our educators open the eyes and views of student learning. These technological tools build student interest and allow them to enjoy studying through innovative e-learning platforms. In order to build and maintain a successful school, all stakeholders must have a purpose within the organization (Raman et al., 2019). By working collaboratively and focusing on the individual needs of all stakeholders, our communities will be able to create the learning environments needed to succeed.

My long-term goal as an educational technology leader is to advance from a principal to a university professor. Utilizing the knowledge from my graduate courses in education, school counseling, supervision, educational leadership, and educational technology leadership, I can contribute research-based practices from many facets of the education realm. I will build upon my past experiences in education to teach the significance of technology integration in the classroom, especially in low-socioeconomic communities. My goal as a school leader is to assist educators in effectively and adequately implementing new educational technologies to improve learner wellbeing and increase academic achievements.

**Professional Reading Plan**

The following journals and articles will support my continued professional growth:

* **Social and Emotional Learning-Research, Practice, and Policy:** This international peer-reviewed journal centers on the science, practice, and policy for social and emotional learning (SEL). The articles are published to develop and enhance SEL implementation and its impact in schools globally. This journal will help gather empirical research for my dissertation. Publications focus on SEL from early childhood through adulthood in all settings and environments (CASEL, n.d.).
* **TechTrends**: This journal is for individuals in educational communication and technology fields. The publications center on media, programming, educational technology principles and techniques for instructional programs, and training with current research and the latest designs (TechTrends, n.d.).  This journal will provide additional research for my studies and dissertation.
* **Journal of E-Learning and Digital Media**: This peer-reviewed international journal centers on empirical research of e-learning in its various elements: pedagogical, curricular, sociological, economic, philosophical, and political. This journal is a member of the Committee on Publication Ethics (COPE) (Journal of E-Learning and Digital Media, n.d.). This journal will help provide additional resources on e-learning and digital technologies in education.
* **Journal of Social and Emotional Learning**: This journal shines light on the latest research every six months on social and emotional learning (SEL) in education. The journal was created by the Center for Responsive Schools (CRS), a nonprofit educational development organization that provides social and emotional learning (SEL) programs, resources, and services for students and educators (Journal for Social and Emotional Learning (n.d.). This journal will provide additional research for the literature review section of my dissertation.
* **Journal of Organizational and Educational Leadership (JOEL)**: This double-blind peer-reviewed journal is published by the School of Education at Gardner-Webb University. The journal centers on K-12 educational practices for teachers and leaders (Journal of Organizational and Educational Leadership, n.d.). This journal will provide academic articles to aid in my professional career, academic studies, and dissertation.
* **Journal of Research on Technology in Education (JRTE)**:This peer-reviewed journal is published by the International Society for Technology in Education (ISTE) and centers on technology in the classroom, policy analysis, literature reviews, and project evaluations. This journal will help me collect additional research on educational technology for my studies and dissertation (Journal of Research on Technology in Education, n.d.).

**Attended Seminar Progress Report**

While I have attended various educational leadership and educational technology leadership conferences throughout my doctoral studies, below are a few seminars that shaped my research and personal and professional goals:

* **Developing Socially and Emotionally Healthy Students Online-New Jersey Principals and Supervisors Association (NJPSA):**This seminar delivered social and emotional learning (SEL) strategies for school leaders for their staff and students to ensure they feel safe in their environment. The seminar also provided techniques and skills for well-being and positive peer relations.
* **Technology and Special Education-Where Do We Go from Here? (New Jersey City University Educational Technology Department):** This seminar introduced a variety of educational technology platforms and programs and offered specific services, resources, and strategies for diverse learners. Doctoral students shared research-based best practices and collaborated with other professionals in the education field.
* **Instructional Technology Council (ITC)-2022 eLearning Annual Conference:**This in person conference provided various e-learning resources, tools, platforms, and programs for higher education and K-12 professionals. I attended various sessions and presented a session on social and emotional learning (SEL) through e-learning.
* **Bringing SEL and Mental Health Back to School-Strengthening Districts Systems of Support Amidst the Impact of the Pandemic (Education Development Center)**: This online seminar provided valuable strategies on systematic approaches to social and emotional learning (SEL) and mental health. The session was data-driven and culturally responsive, helping districts recognize their strengths, identify learning gaps, and create action steps for SEL approaches and implementations in schools.
* **Succeeding as a Female Leader- New Jersey Principals and Supervisors Association (NJPSA):** This seminar provided female leaders and aspiring administrators the strategies for discovering their leadership styles, prioritizing critical educational topics and trends in the workplace, and practicing self-care throughout the process.

**Renewal of Professional Activities**

The following activities are tasks that I will continue annually even after I have completed my doctoral studies in educational technology leadership at New Jersey City University:

* Handle with Care Behavior Management System (Instructor)-Annual courses for certification
* Professional and Community Memberships/Involvement: Instructional Technology Council (ITC), American Counseling Association, American Heart Association, and Association of American Educators
* Life Support (CPR and AED)-Annual courses for certification
* Kappa Delta Pi (Alpha Zeta Rho Chapter)-International Honor Society in Education
* Sigma Alpha Pi (EAII)-The National Society of Leadership and Success
* Chi Sigma Iota (XEI)-Alpha Beta Chi Chapter-Academic and Professional Counseling
* Continue to attend and present professional development sessions at local, state, and national conferences

**Professional Goals Progress Report**

**The following goals were accomplished during the 2020-2021 year**:

* Completed the semesters course work successfully
* Continued to improve my digital portfolio, specifically in leadership and services
* Attended at least one local and one national educational technology conference
* Created and presented at least one professional development for integrating technology into the classroom
* Developed ideas for my research proposal

**The following goals were accomplished during the 2021-2022 year**:

* Conducted professional development on Universal Design for Learning (UDL) for educators in Roselle Public Schools
* Passed the comprehensive examination and continued the NJCU Doctor in Educational Technology Leadership program
* Established a best practices consortium on integrating technology into lessons for iLearnSchools
* Presented at the South Jersey EdTech Conference (August 18, 2021) on "Mindfulness in Education During & Post Covid-19 (Social-Emotional Learning)". The presentation included resources, SEL activities, and mindfulness practices for all stakeholders from <https://mindfulnessduringcovid19.com/> and essential information for mental health awareness
* Completed the semesters course work successfully
* Started the dissertation process on my proposed research topic

**Continued Plan of Study**

**The following goals will be accomplished during the 2022-2023 year**:

* Defend my dissertation proposal
* Continue the dissertation process on my proposed research topic
* Present and successfully defend my digital portfolio <https://www.denizismailoff.com/>
* Continue to attend and create professional developments on educational technology
* Publish an article(s) in an academic journal
* Complete the semesters course work successfully
* Defend my dissertation successfully
* Graduate with my doctorate in Educational Technology Leadership from NJCU
* Search and apply for professor positions in higher education-educational technology leadership/educational leadership

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