Goal Reflection: A Shift in Roles
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When I enrolled in the [Master of Arts in Educational Technology](#) (MAET) program at Michigan State University, my educational goals were centered on my work as a Grade 2 homeroom teacher as I strived to be a better educator and learn about best practices. As an experienced teacher, I was eager to learn more about how to use technology within the context of what I already knew well - pedagogy and the second grade curriculum. I was familiar with the [Technological Pedagogical Content Knowledge (TPACK)](#) framework but wanted to learn more about how it could help me to integrate iPads into my classroom in meaningful and intentional ways. I was hopeful that the MAET program would allow me to reimagine learning in my classroom and discover innovative teaching practices that supported my educational goals and the progressive education values of my school.

Although I still endeavor to improve my teaching, my goals now have a new significance and a new focus.. My role has shifted from a Grade 2 homeroom teacher to a Primary School Computer Science Teacher *and* Technology Integration Specialist for Nursery-Grade 2. I come to my new role as a Computer Science teacher with little formal training. I have an opportunity to redesign the curriculum but have much to learn about computer science principles and computational thinking. No longer an expert in content, I have a new goal of building my content knowledge and improving my practice through more professional development and training in these areas. Also, with a better understanding of the TPACK framework, I will work to align technology with the new content and pedagogy to make computer science learning experiences more meaningful for my young students.

As a Technology Integration Specialist, my goals have also shifted from my own teaching and classroom to supporting colleagues as they integrate technology into their classrooms. This goal involves helping teachers gain confidence and knowledge with new technologies and digital tools, and fostering a mindset of growth, reflection and persistence. Similar to the goal I had a the beginning of my MAET journey, I want to help guide teachers to make effective decisions about technology that aligns with their learning goals and approaches to teaching. This cannot be accomplished without an on-going professional development model that is differentiated to meet teachers' needs, provides adequate time and training for them to learn and practice the tools, and provides a framework like TPACK to support best practice with technology. I hope to work with my administration to develop that professional development model and craft a school-wide vision for educational technology integration. To accomplish these new goals, I must also continue to stay current on the latest educational research and technologies.

As my MAET program approaches completion, I am struck by how much I have learned and how this knowledge has practical applications to my daily teaching life and my work with colleagues. My goals have shifted over the course of my

graduate school experience because my roles have changed. The learning I have gained through the MAET program will inform my new teaching and leadership roles and help me affect positive change at my school.