WHO DARES TO TEACH MUST NEVER CEASE TO LEARN: REFLECTING ON MY LEARNING GOALS
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Upon entering the MAET program, I knew I wanted and needed to learn how to create a course solely online for adult learners that allowed for differentiation using relevant and timely technology. Collaboration is key in face-to-face learning, and it is a goal of mine to create opportunities for this crucial element in online learning as well. My job is to create professional development experiences for K-12 teachers of all subject areas. With an average of six face-to-face hours per month with these teachers, a supplemental online learning space is a must.

Over the course of my time in the MAET program, I have served as both a K-12 Literacy Consultant for a public school district, and now serve as the Coordinator of Instruction for Washtenaw Intermediate School District and Livingston Educational Service Agency. I help to create teacher leaders by supporting and forming networks for ongoing professional development aimed at improving literacy instruction to raise student achievement. We serve 14 school districts in curriculum and instruction, and I feel technology can help me reach my goal in serving, or at least being accessible, to all 800 teachers.

Since writing my original goal statement in the fall of 2011, my goals over the past three years have changed in that utilizing technology to reach teachers in 14 school districts has become even more crucial than ever!
Creating Wikipsaces and keeping a Literacy Newsletter Blog have been two ways in which I can reach a wide audience for professional development around literacy. The challenge lies in not just reaching teachers, but creating *meaningful* online learning experiences that can supplement our face-to-face time. Just as teachers are encouraged to network, collaborate and learn together when we are face-to-face, I want them to see our Wikispace as an extension of that, not just a stand-alone space meant to store information. Teachers must see our online space as a living, breathing classroom to access when we aren't physically together.

Over the last three years, a new goal of creating teacher *motivation* to use technology has emerged. Although technology tools for communication and learning are available, it does not mean that teachers will automatically take them up, or be motivated to try them out. I'm finding that before my goals of collaboration and learning can take place, I must first motivate my audience to use the tools for that purpose. Taking a step back and teaching the *purpose* and *practice* of new technology is now my first goal in place and must be achieved up front.