When I entered education, I was hungry. I was ready to take on as much as I possibly could, and I wanted to do it as quickly as possible. Even in my internship year, I came in ready to teach on day one. Countless people have told me that this kind of enthusiasm and energy will not last me long in this profession. Teaching is exhausting. The days are long and the workload is tremendous. It's a thankless job. Respectfully, I have to disagree with these people. Teaching is certainly exhausting and the workload can be overwhelming, but enthusiasm is contagious, and I plan on bringing it to every single day of my teaching career. My goal for the future is not only to constantly set new goals for myself and strive to meet them, but to bring the hunger and enthusiasm that has guided my teaching thus far. Technology changes too rapidly to sit down and dedicate oneself to. By the time you gain expertise in some form of it, it has already moved on and you're left worried that your knowledge has fallen obsolete in a changing world. My goal is not to become an expert in any area of technology, but to acknowledge the changing nature of the field. I want to remain open and flexible with my goals, and to view my pursuits not as end goals, but means to effective, relevant teaching. These means are going to be changing all the time, and that's okay.

I want my instruction to evolve. I want to dedicate myself to developing online resources that will help provide scaffolding to my students. By building an informal structure through which I can flip my classroom, I can help not only students, but other teachers in my district as well. By doing this, I can better target all students from remedial to advanced and also maximize productive, meaningful classroom time. With the support of people like my coworkers and education bloggers like Jon Bergmann and Crystal Kirch, I know I can take these steps and improve my teaching.

I want my students to evolve. I want to give more ownership of the classroom to my students. I like to be in control, but I can see a serious deficiency in my classroom when I cling to power and do not allow my students appropriate space to play and explore. When it comes to technology, I have to remember that my students are oftentimes more fluent than I am, and it's okay to hand over the reins to the experts in the house. Not only does this allow for my students to enjoy class more, but it allows me to learn more from them. I am going to dedicate myself to leaving my comfort zone and exploring more student-led projects with technology. While lists like this are a good place to start, I've got to also commit to staying up-to-date as years go on and technology continues to develop.

Finally, I want to community to evolve. I want to inspire my colleagues by leading with technology. I look at blogs like The Innovative Educator and I think about how many other teachers Lisa Nielsen inspires with this online content. I can easily pick out a couple teachers in my district right now who are pushing themselves to use technology to its full potential in their classrooms, and I know I don't just want to follow in their paths--I want to take on that kind of position in my community.

I must evolve. It's not enough for me to gain some sort of expertise and reign over a technological domain--I need to grow constantly and inspire my students and colleagues to

grow with me. I want to identify role models, follow in their footsteps, then break off into my own path to become a leader. I want to empower my students to be this kind of leader as well--even when that means I need to take a step back and let them show me the way. The hunger that I brought to my first year of student teaching needs to push this evolution. If I don't grow, I fall behind. And I know I can't lead from behind.