**Autobiography**

Using Snow, Griffin and Burns’ (2005) “Continuum of Professional Development” (p. 206), I have begun to organize my professional growth as a reading teacher. The following highlights my journey thus far:

**Recruitment to a Teacher Education Program:**

When I graduated as the Valedictorian of my high school class in 1994, I had many options in relation to college selection. With my father, an elementary school principal, and mother, a 3rd grade teacher and reading specialist by my side, I chose to attend Bowling Green State University because of its strong education department and reputation for excellence. According to the College of Education and Human Development (2010), “an independent study of more than 900 United States institutions in 1983 ranked BGSU’s student teaching program among the top eleven, while the American Association of Colleges of Teacher Education ranked BG as the third largest in the country in bachelor’s degrees awarded to persons eligible for teacher certification (724).” This high quality teacher preparation program set a solid foundation for my career to be built on.

**Preservice Preparation:**

During my student teaching and preservice methods, I voluntarily chose to participate in a year round internship in order to better learn my craft prior to accepting my first teaching position. While I graduated in the top 1% of my class and was offered multiple teaching positions upon graduation, my actual knowledge was realistically very limited and the majority of my expertise was derived from research, not practical application, as seen in figure 4.1.

**Initial Intern License:**

Because I graduated in May and the public school year extended until mid June, I decided to take an interim substitute position as a lead teacher at a state funded public pre-school. This position widened my range of teaching abilities and provided valuable experience in the field of education.

**New Teacher Induction:**

The summer after I graduated, I decided to relocate to XXXXXXX, North Carolina, where I accepted my first full time position as a 5th grade teacher. After two years, I began taking on leadership roles in the educational community and extended my situated knowledge (as seen in figure 4.2) and expertise.

**Continuing License:**
After five complete years at the same building in the same position, I achieved tenure in my district. This process involved completing a number of professional development classes and posting high evaluations as per administrator observations. I became a certified mentor, team leader and instructional grade level chair. This is the point in my career in which I can attest to begin to move out of novice and towards expert.

**Ongoing Professional Development:**

Some of the most important professional development courses that I have taken include the multiple workshops that trained educators in SIOP methods. According to the Center for Applied Linguistics (2010), “The Sheltered Instruction Observation Protocol (SIOP) model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States.” I am also a member of my school’s Data Wise team: we continue to learn how to used data more efficiently and shares the methods with the staff. In addition, I have utilized multiple opportunities to become a trained reading specialist, including classes on DIBELS and Reading Mastery.

**Advanced Certification:**

Figure 4.3 demonstrates how my reflective area of knowledge has transformed itself and continues to lead my development as a teacher of reading. In 2003, I became a National Board Certified Teacher as a middle child generalist. According to the National Board of Professional Teaching Standards (2002) “accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories” (p. 4). I continue to develop professionally, as I am actively pursuing a Master’s in Reading and Literacy as well.
Preservice

Figure 4.1

Novice

Figure 4.2

Master Teacher

Figure 4.3