**I. Educational History and Professional Development Activities**

1. **Colleges and Universities**

 **CENTRAL MICHIGAN UNIVERSITY**, Mount Pleasant, Michigan

Bachelor of Science in Education, December 2005

 Major: *Business Teacher Education, Office Concentration (GX), 6-12*

 *Vocational Business Services Endorsement (VB)*

Minor: *English (BA), 6-12*

 Overall GPA: 3.72

 Major GPA: 3.93

 Master of Arts in Educational Technology, December 2008

 Overall GPA: 4.00

1. **Teaching Employment History**

 **LAKE SHORE HIGH SCHOOL**, Saint Clair Shores, Michigan

Full-Time Business Teacher, [August 2007 – Present]

* Teach Web Design and serve as the Instructional Technology Consultant at the secondary level
* Instructed two six-week sessions of summer school using E 20/20 online software combining 12 different subject areas

 **CAMP INFINITY**, Detroit, Michigan

Session Web Design Teacher, [July 2014]

* Taught Web Design to middle school girls during two week-long sessions held at the University of Detroit Mercy and Wayne State University

 **ROCHESTER ADAMS HIGH SCHOOL**, Rochester Hills, Michigan

Part-Time Business Teacher, [August 2006 – May 2007]

* Taught Foundations of Business, Computer Applications, and Business Law

 **CORUNNA HIGH SCHOOL**, Corunna, Michigan

Full-Time Substitute Teacher, [January 2006 – June 2006]

* Taught two sections of Honors English 9 and three sections of Graphic Arts to 9-12 grade students

 **MINORITY STUDENT SERVICES**, Mount Pleasant, Michigan

 BIS 104 Tutor, *Academic & Career Program* [June 2005 – August 2005]

* Held study sessions for Microsoft Office Suite training

 ACT Workshop Instructor, *College Day Program* [July 11-14, 2005]

* Taught and delivered ACT test preparation and test taking strategies
1. **Professional Association Memberships**

Michigan Council of Women in Technology (MCWT), September 2010-Present

Michigan Association of Computer Users in Learning (MACUL), March 2008-Present

Michigan Business Educational Association (MBEA), August 2005-Present

Network of Michigan Educators (NME), December 2011-Present

International Society for Technology in Education (ISTE) September 2010-Present

Alpha Phi Omega (APO), August 2002-June 2005

Business Professionals of America (BPA), September 1998-June 2002

1. **Staff Development Leadership Activity**

 **Edcamp Detroit Presenter**, Detroit, Michigan

* Model Lesson Blowout: Showoff Your Best, May 2011

 **LSHS Technology PD Trainer and Presenter,** Saint Clair Shores, Michigan

* Write, blog, and deliver technology tips, host web sessions, initiate field trips and grant proposals, and mentor new teachers, May 2010-Present

 **MST Symposium for Girls Presenter**, Clinton Township, Michigan

* Under the Influence of Technology, May 2012-Present

 **MACUL Conference Presenter**, Detroit and Grand Rapids, Michigan

* Lightning Session: Five Successful Teaching Practices, March 2015
* Come Tangle Yourself in Project-Based Learning, March 2013
* Electronic Portfolios: The Weebly Wonders of the Web, March 2010
* How-to Differentiate Between Reputable Versus Unreliable Internet Content, March 2009

 **MBEA Conference Presenter**, Frankenmuth, Michigan

* Electronic Portfolios: The Weebly Wonders of the Web, October 2010

 **MCWT Web Design Contest Presenter**, Livonia, Michigan

* Usability Contest Tutorial Session, October 2011

 **Michigan Digital Learning Conference Presenter,** Clinton Township, Michigan

* Come Tangle Yourself in Project-Based Learning, November 2012

 **Microsoft United States IEF Presenter**, Redmond, Washington

* Electronic Portfolios: The Weebly Wonders of the Web, July 28-29, 2011

 **Oakland University’s Summer Summit Presenter**, Rochester, Michigan

* Embrace your Geekiness through Grants, Blogs, and Websites, July 2013

 **Student Technology Showcase Presenter**, Lansing, Michigan

* Michigan Website Competition, December 2014

 **Technology Readiness Infrastructure Grant Coach**, Saint Clair Shores, Michigan

* Technology Training for Teachers, September 2013-Present

 **Other**

* Blackboard Trainer through the Macomb Intermediate School District
* Chosen by REMC/ISD to revise 21things4students, an educational and online resource, June 2013-Present
* Leadership Committee for Lake Shore High School, August 2009-Present
* Deliver technology tips, website tutorials, Web 2.0 tool integration, video conference calls, social media promotion, and other professional development with staff and students, September 2010-Present
* Microsoft’s [What’s Fresh](http://microsoftedu.wordpress.com/our-columnists/) blog Global Writer, November 2014
* Published technology articles in the district newsletter, school paper, and MACUL and ISTE journals
* Teacher Advisory Board of Remind and Weebly
1. **Awards and Recognitions**

 Microsoft Expert Educator, November 2014-Present

 Shorian Salute for Outstanding Service Award, February 2011, December 2013

 National Board Certified Teacher in Career & Technical Education, November 2013

 Specs Howard Honorable Mention Media Educator of the Year, May 2013

 Lake Shore High School’s Teacher of the Year, February 2013

 MACUL’s $2,500 two-time grant recipient, August 2009, 2012

 Barnes and Noble’s My Favorite Teacher contest winner, March 2012

 Central Michigan University’s Outstanding Graduate Alumni Award, January 2012

 MACUL’s Technology Teacher of the Year, January 2011

 Certificate of Completion for Teaching and Online Learning course, May 2009

 Outstanding Business Student, May 2002

**II. Professional Biography**

What factors influenced you to become a teacher and describe what you consider to be your greatest contributions and accomplishments in education.

 Since sixth grade, when dialup Internet became a novelty, I simultaneously became a computer geek. Countless hours have been spent using search engines to locate information, communicating on Internet Relay Chat, and navigating rivers and fighting off thieves on the Oregon Trail. Fast-forward to today where I am reading hundreds of online articles per week, networking with people across the globe on Twitter and Facebook, and using a slingshot to fling animals into various structures in Angry Birds. The types of activities that have preoccupied me have adjusted little. The real change has been the access time. Thank God for high-speed Internet. After taking several computer classes in high school, I decided that a career as a business teacher would be the perfect fit.  For me, the clicks of fingers pressing the letters on a keyboard are as soothing as a robin's song.  My home [row] would not just be a location on that keyboard; It would be my destiny to serve in a tech-filled classroom.

 That dream of becoming a computer teacher surfaced in high school when I was prompted, by my business teacher, Mrs. Pearsall, to participate in Business Professionals of America. Business Professionals of America is the leading CTSO (Career and Technical Student Organization) for students pursuing careers in business management, office administration, information technology and other related career fields. After three years of being an active member, the secretary of our chapter, and a national award winner, it was clear to me that my yellow brick road led to a career as an educator.

 In November 2013, I scored high enough on ten Career and Technical Education components to earn National Board Certification.  There are only 395 teachers that have achieved this status in Michigan and only 1 other in Saint Clair Shores.  By earning proficiency through videotaped lessons, reflective essays, and written tests, I have accomplished this rigorous step to prove that my teaching abilities are of sound quality. As a teacher leader, I am now promoting the pursuit of becoming a NBCT to others as reflective learning and using best-practice strategies is the recipe for a successful classroom.

 For the past five consecutive years, my students have entered a statewide web design contest. Lake Shore web design students have won the most money, just under $25,000, and have secured the most finalists spots in the entire state. They have presented their award-winning work at the Capitol, at MACUL, as guest speakers at the Math, Science, and Technology Symposium, and to other school districts. Their successes stem from solid lessons in curriculum planning and preparation, peer collaboration, field experiences to companies like Apple or Compuware, and using industry quality software which has been obtained through several grant initiatives.

 My required ninth grade course, Career/Technology Foundations, was highlighted in July 2011 at Microsoft’s Innovative Educator Forum. This three-day gathering of teacher experts gave me a chance to share digital portfolios with a national audience. I have been selected, once again, to share my web design work with an international audience in Redmond, Washington in April 2015. The initial experience prompted me to use Twitter and Facebook as ways to develop my own Professional Learning Network. Social media is powerful. The connections I have made through these vehicles have created worldwide learning opportunities and boundless friendships. After reaching out to two of my favorite technology companies, Weebly and Remind, I have formed an ambassadorship, piloting new features, with help from my students, to continue to support and contribute to their product growth.

 If I were to pinpoint my greatest contribution to this profession, it would certainly not be recognized with an accolade. Yet, I believe, it is the most important trait employees can possess in any chosen profession. A spark of enthusiasm, a smile, and an authentic joy for the profession is my biggest influence on students. My philosophy on teaching and life in general can be summed up from a quote in Randy Pausch’s book, The Last Lecture. He writes, “You have to decide early on in life if you want to be a Tigger or an Eeyore." I find the good in everyone and everything even if it is not immediate. I believe, even when the student has given up. I push all students, knowing that an untapped potential is waiting to be revealed. I build relationships through conversations and care. I am, wholeheartedly, the Tigger.

 Undoubtedly, I am in my dream profession and every decision that I have made has been with my students' best interests in mind. I love technology, teaching, and touching lives.  It is not enough to write that I love my career. Teaching is such a noble profession and I cherish every minute of it. Feel free to learn more about me, my contributions, and my accomplishments by visiting my [professional portfolio](http://tashacandela.weebly.com/), [classroom blog](http://bethetigger.edublogs.org/), or by contacting me on Twitter, @bethetigger.

**III. Community Involvement**

Describe your commitment to your community through service-oriented activities, such as volunteer work, civic responsibilities, and other group activities.

Prior to the 2010-11 school year, I did not know the [Michigan Council of Women in Technology](https://www.mcwt.org/) (MCWT) existed.  It was my technology director, Fran Hubert, who sent [a web design contest](http://tashacandela.weebly.com/2014-wd-contest.html) flyer to my inbox. Web design is my favorite class to teach so I jumped at this chance.  It was a choice that I will never forget.

It is not the contest itself that fills my heart with admiration for MCWT.  It is the countless volunteers who sacrifice family and work time to provide these teenagers with an authentic learning opportunity.  The professionals at MCWT truly love giving back to others and their generosity is displayed through both their words and works.  They have collected technology volunteers from widely known technology companies to grade student websites.  They have offered job shadowing experience and internship opportunities.  They have promoted my students through newspaper articles, blogs, and radio interviews.  Above all, they have helped make my students’ career dreams come true by supporting them financially through scholarships and prize money.

Because of the inspiration I have gained from their selfless acts, I have joined the ranks. I have served as a mentor to pre-service teachers who need help with technology integration, tutored struggling students, held workshops at the local library to raise awareness of digital citizenship and tablet usage, and judged competitive events at Business Professionals of America (BPA) competitions.

Three years ago, I was asked by administration to co-teach a computer literary class called senior leadership where cognitively impaired students paired with senior leaders. This opportunity made me fall in love with diverse students and empowered me to volunteer at Special Olympics.

This past year, I volunteered to teach two week-long sessions of web design to middle school girls at Camp Infinity held on the campuses of the University of Detroit Mercy and Wayne State University. I taught girls aged 9 to 13 years old web design skills and facilitated other technology lessons. With clearance from the Macomb Intermediate School District, I plan on becoming a Camp Director for my county. Even within my high school web design courses, I have created service-learning projects where students redesigned, updated, or created a website for community businesses.

**IV. The Teaching Profession**

A. What have you done to strengthen and improve the teaching profession?

Although there are many ways that I have been a change agent for education, the two that are easiest to identify in my teaching practices and have created a tsunami wave for improvement is the use of technology and the ability to hold all students to high expectations.

While I am comfortable with the geek title I have earned throughout my years of helping others with their technology needs, I felt *really* cool this year when my administration promoted me to a dual position as Instructional Technology Consultant and web design teacher. The reason for this change was prompted by teachers and students alike constantly asking me technology integration questions or requesting me to troubleshoot problems during instructional time; there just was not enough flexibility in my schedule to meet the needs of everyone. Moreover, with the onset of hybrid classes, classroom management systems, 1:1 computing, and social media marketing, it was necessary that I accepted this new role.

With my master’s degree in Educational Technology and a background filled with computing knowledge, I have learned that, through technology, anything is possible. Through Google Hangouts and Skype, video conferencing and virtual field trips provide students with authentic ways to see and speak with others across the globe. Using Google Docs has allowed our teachers to have paperless classrooms and promote easy collaboration amongst students. Setting up hybrid classes gives students the option of completing their work inside or outside of the classroom and replay video tutorials as needed. This is simply a shortlist of several ways I have helped others with technology.

In high school and college, the most memorable teachers were the ones who challenged my thinking, did not ask me to memorize the information, but assigned meaningful, thought-provoking work. Much like these role models, I have learned to ask high order questions, connect with parents and the community, and provided stimulating work, the kind that does not require answer keys. When students are creating websites, they often want to mimic professional designs and programming languages that are found on the Internet. We accomplish this task by problem solving, working in teams, and asking for help from real web designers. My students are able to get programming and graphic design jobs after graduation due to the mastery of industry standards.

B. What is the basis for accountability in the teaching profession and do you agree

with it? Why or why not?

There are two parts to the current evaluation system in Michigan. My school district has opted to use Charlotte Danielson’s Framework for Teaching which includes student data growth. Using these [four domains](http://danielsongroup.org/framework/) to determine teacher evaluations, including a student growth piece, is a fair way to assess accountability because it is a robust roadmap for improvement of teaching.

The second part is the professional development hours accumulated from district-provided clock hours, college coursework, or state continuing education clock hours. Professional development hours, or as Steven Covey coined, sharpening the saw, is extremely important. As a business teacher, I am fully aware of the need for continuous learning. It is one of the many parts of teaching that I love most. Learning through in-service professional development, conference participation, or college classes can be documented, stamped with a seal of approval, and used to enhance classroom instruction. However, there are others ways to promote growth in learning such as social media #edchat conversations, reading literature, viewing webcasts, or writing reflective blog entries. Often, these digital opportunities have been the best resources for learning. As we move forward with new accountability models, we must consider allowing educators to use all kinds of professional development to strength our teaching practices.

Although I agree with these two parts as a whole, the best kind of accountability that will lead to high caliber results is personal accountability. My own tenacity, sparked through personal and professional goal setting, has prompted me to work hard. This innate trait has been displayed in all facets of my life. I accepted my first service-industry job at 15 years old where I served as a busser in a local restaurant. Cleaning tables promptly while removing all debris was important to me. Helping in other areas of the restaurant, without being asked, was second nature. Using constructive criticism as a vehicle to provide better service worked. Above all, taking pride in my labor and putting forth my best efforts on a regular basis made me a valued employee.

Personal accountability is the main reason why I have been rated highly effective, the maximum level of effectiveness our district offers. Through informal and formal observations, student survey data, and professional development opportunities, I have been able demonstrate my ability to build successful futures for all…one student at a time, the vision of our district and the future of education.