

0:12 So this one's super simple because really I think McKenzie gave you the homework and I'm just giving you a tool to use to kind of organize your thoughts about this and plan for it.

0:22 So first of all, definitely don't forget about opportunities you've already had. For me, a lot of opportunities I've done in the past did work for my resume and I already had data because I'm just a data nerd.

0:35 But, and you might be too, a lot of teachers I've met are data nerds because data's such a big part of teaching in this era, and some people outside of teaching don't realize that.

0:44 But think about what you did. Collect any data you can if you haven't already collected it, and then plan an opportunity, like she said, and I recommend planning it on a problem solution idea.

0:57 So this is how I recommend writing resumes too. This is how I recommend talking about your experience in interviews.

1:02 Think about problem solutions, because that's how, at least if you're going for instructional design, that's how instructional design is. And I truly believe each job ad represents a problem and you are selling yourself as the solution.

1:13 And I think that's probably true across a lot of industries. So what is the problem? Your analysis, and this can be preliminary, and I say hypothetical solution, and this is true in instructional design too.

1:26 A lot of times our training solution is based on sound ana. Well, sometimes it's not based on as much analysis as we want, but a lot of times, even when it's based on sound analysis and we have our reasoning and we have our, we did our informational interviews, we did our, we collected our data, we did our observational data, and we have a hypothetical grasp on the problem and we think we can form a solution.

1:50 Sometimes it doesn't work because we need to iterate on it or sometimes it works part of the way. So I really think that there is, there's a little bit of a scientific method to this.

2:05 Like you have to be willing to iterate. So hypothetical solution, hopefully you get to a real solution in the process of it, but when you're planning, what is it that you're doing?

2:17 And then don't do anything extra for your school you wanna leave, right? Don't do anything extra for your school or for your teaching that isn't going to serve you and your skills.

2:27 This is about you. It's very easy for teachers to become self-sacrificing. So I wanna emphasize picking the skills out that you need to show for your upskilling or for your, like, I already have these skills, but how do I prove it?

2:42 And ideally you want some before and after measurement data, the best, gather as much kind of quantitative or qualitative data as you can to figure out if it worked, why it worked, what can you iterate on it to make it work even better.

3:01 That's the kind of thing that you wanna figure out from this. So, short and sweet, and I just wanna emphasize that last part.

3:07 This is about you and you building your skills. So don't get in the weeds of a problem that isn't going to, if you realize that problem isn't going to align to what you wanna do after doing your analysis, pick a new problem.

3:19 Don't create a whole program that isn't related to what you wanna do. Don't be like, oh, I thought this could be solved with training, but then I realized it couldn't.

3:26 So I made a food bank and like started running that and doing, spending all my time, you know, running this other program that shows my project management skills maybe, but doesn't transition me to an I and d department necessarily.

3:38 Like really think about it as you're making your project and like, you know, excuse yourself from projects that aren't serving you and aren't building the skills that you wanna build.

3:48 If you can, I know that you can't always but to the best of your ability focus on you and developing yourself.