

0:12 Hi. Okay, so I think Connie does a great job of talking about what the talent stack is. Here's a way to try to find one for your next move, considering that upskilling piece and that pivot from teaching to instructional design or teaching to something else, because I really think you could use this for something as well.

0:34 I do think one step in this, if you haven't looked at job ads that I might do at least after you've collected that first list with the plan to build one.

0:43 So you haven't looked deeply into a field, you wanna do some field research and that includes looking at job ads and then I would go back and re-look at job ads in more depth at the last step like I have here.

0:54 That's very intentional. And let me give an example. So last year when I was looking, the market was hotter, but I was thinking about like, what do I wanna do?

1:05 I had just gotten an educational leadership masters and it had focused a lot on performance building for teachers because even though I haven't found personally that that's what administrators spend a lot of time on, that is the primary resource of schools.

1:22 And it should be a real big focus for administrators to try to build teacher competency, teacher innovation and teacher improvement with curriculum and to build that across the school for the benefit of the students.

1:36 Administrators actually should be thinking a lot like learning and development if my degree is to be believed, but I'm doing a bunch of other things too.

1:44 But they often aren't in practice just because of a lot of the bureaucracy of schools and other various reasons that get in the way.

1:56 It's kind of that, that theory versus practice thing that actually happens in schools. But that's what teacher evaluation is meant to do, even though we know it doesn't do it amazing.

2:04 And that's why administrators have as such a bulk of their job teacher observation and evaluation. It's supposed to drive improvement and it's supposed to improve performance in ways that I think many people would disagree that it does <laugh>.

2:17 But in theory on paper when you study it and you study like case studies, a lot of the research went into that.

2:27 So some of the skills that I had that I wanted to use were like, during my capstone pilot I went and I did like, you know, observations of weaknesses of teachers compiled training and materials to improve that.

2:41 And then did observations to see if their behavior had changed in the classroom and then compared that to student results.

2:47 Like that kind of thing is very instructional designy. That's, you know, a little bit of sort of doing some Kirkpatrick's there in different ways with the ways that we use the tools and the data.

2:59 But it is something that like my principals well I did have one principal did it for a doctorate, but like most of my principals have never done it.

3:12 Or never done it in that way either. The district did have some, some groups that did it. Like I participated in a group where we went to different schools and did something very similar.

3:23 So like data analysis was a skill that I knew, oh, I have this and I wanna use it. This idea of like designing to a particular need, designing curriculum.

3:33 But also I really always love designing PDs. I love designing resources for teachers, I love designing teacher training. And I kind of tried to hone in on those pieces that I loved about it and the skills that I had writing and editing.

3:46 I'm a pretty strong writer. I'm a great editor, former English teacher. So those were skills that I honed in on based on where I was then.

3:55 And then skills I wanted to upskill towards. I saw in job ads that for entry level point, there were two basic strengths that could get you in.

4:09 One was developing strong e-learning chops, essentially like developing your storyline skills, your captivate skills showing good UX principles. This was for corporate jobs.

4:21 It's a little different for higher ed. I thought accessibility and UDL and stuff would help me a lot there, and that stuff does help me.

4:28 But it wasn't the focus but UX and basic e-learning, visual design, really strengthening up that which was the route I chose to go because I also have a background in some other things like marketing that kind of relate to that.

4:40 Or being willing to do facilitation in conjunction with an instructional design role. Not necessarily take a corporate trainer role, but there are a lot of like training specialist jobs.

4:51 I saw in remote jobs, particularly where they wanted a remote facilitator and instructional designer combo. And those seemed to be common in like tech companies at the time.

5:02 The market changes. So what was common when I was looking for jobs and the job hunting experience is super different because it is a cooler market now.

5:10 And also market needs will be changing all the time. So it's good to just look at jobs to kind of see that, because that's why I say things you're still willing to do too.

5:21 Like I was willing to facilitate a little, but I didn't want a job where that was the focal point cuz it was something I wanted to kind of slowly get away from, well, as fast as possible—

5:29 I wanted to get away from that because direct instruction was never my favorite thing. Leading a train the trainer occasionally and stuff like it's fun to lead a workshop or a train the trainer if I haven't done one in a while, but to do it as a regular duty, it becomes a little bit like not my favorite.

5:44 So I wanted to move more towards development because I knew that a lot of the entry level jobs involve a lot of content development, even though I'm really interested in analysis and evaluation and things like that.

5:55 I saw that those were often in the higher level jobs, so I wanted one with some of that, but like where I could show that, but where I could get in.

6:05 And kind of like starting to kind of look at jobs to figure out ways to get in is part of it as well.

6:11 And it will be forever changing. It will be different from place to place. It would be different from industry to industry.

6:16 So that's why I say you just have to kind of look, you have to kind of look and figure it out and adjust your ideas over time.

6:24 But you should only write down things you're willing to do and things you want to do. And you might even wanna separate out those things.

6:29 Things you really wanna keep doing and skills you have and things you're willing to do. And then for the skills you wanna build, it should be something that you like.

6:36 When I started building towards storyline proficiency, I've used other software that's similar, in fact harder in some cases. So it wasn't as hard for me to learn as it was for somebody else.

6:49 Who hasn't used that kind of software? I would say it's kinda like the marathon example. If I went to train for a marathon right now, it would be a disaster.

6:56 Somebody who runs five, six miles a day, most mornings training for a marathon, they'd still have to work really, really hard.

7:02 But they'd be so far ahead of me and where I am just because of our different experiences. And that can happen with any skill that we're upskilling.

7:12 But kind of make sure this is a skill you actually wanna build. Like try it out a little bit. Make sure you don't hate it.

7:18 If you hate developing and tools like Captivate or Storyline or Lectora, don't put that on your list for something to build.

7:24 Don't build towards a new career that you hate. These are things you realistically think you can and will build and can too.

7:31 Like, there are things that I would like to do, but I know realistically I couldn't have upskilled in that time.

7:36 Maybe I'm working on them now. Like I'm working on JavaScript proficiency. I wasn't gonna get JavaScript proficiency before I got a new job.

7:42 I didn't have time for that. I didn't have energy for that. So that's kind of a factor there as well.

7:52 So skills you have, things you really wanna do, things you're willing to do, skills you plan to build and have a reasonable sort of plan to start looking at.

8:02 You don't need a full plan, but like, yes, I'm, I'm gonna upskill in this area and it's a reasonable thing.

8:07 It's not running a marathon from being a couch potato. It's running a marathon from running every morning pretty regularly, or it's running four miles in the morning instead of running a marathon.

8:19 Like, it's, it's a goal that seems attainable for you and wouldn't be something you would hate and find to be drudgery unless it's something very quick and easy to build.

8:29 Like we can build quick and easy skills that we hate that we won't do that often. If it's like a quick o there are exceptions, but in general you wanna move towards things you want to do.

8:41 And then try to find a stack that compliments each other. Leave all your skills together, but like circle ones or highlight ones that you think they make.

8:48 One of those stacks, like Connie was talking about, either one of the ones she's talking about or a stack you're seeing from job ads that fits what you think people are looking for and fill in the gaps.

8:58 You may have to fill in the gaps with one or two things that are more willings than wants. Like, I'm willing to do this but it's not my favorite.

9:07 In order to get where you wanna go, you might have to make those compromises, but first get it down on paper to see where your stack is so you can sell yourself as an individual.

9:18 And start thinking about your individual talent stack, not transitioning teachers' talent stacks, like thinking about it on that individual level.

9:29 All right, well that's a little bit more about this assignment homework if you wanna do it. And hopefully it's helpful.