**Capstone Log**

**Instructional Technology Department**

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| **Candidate:** Alyssa Sills | **Mentor/Title:** Christy Neal | **School/District:** Taylor Elementary School/Gwinnett County Public Schools |
| **Capstone Title:**Character Building through Technology  |

 **You are not required to reflect after each entry. Reflections can address one or more entries in the log.
Just delete the reflection row if you do not use it.**

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| **Date** | **Activity/Amount of Time(Please total the time after the last entry.)** | **PSC/ISTE Standards** |
| **7/29/2018****8/3/2018****8/4/2018****8/6/2018-8/15/2018****8/16/2018****8/17/2018****8/17/2018****8/17/2018-8/20/2018****8/20/2018****8/25/2018- 8/26/2018****9/1/2018-9/2/2018** | Created a needs assessment to see what teachers needed to learn about in terms of the LMS Sent out needs assessment to teachers to complete Analyzed the needs assessment Met with four teachers that took the assessment to discuss details about what they neededMet with the eClass specialist for the school to discuss and plan lessons for professional development Discussed professional development needs with administration Created a blurb to advertise the professional development so that teachers would sign up Created lesson plans for the technology professional development Created and copied handoutsCreated TaylorTech webpage to add technology session information and videos and created eClass page for information about professional developmentCreated videos so that teachers could reference learning after professional development   (43 Hours) | 1.1/1a1.2/1b2.1/2a3.1/3a3.2/3b3.5/3b4.2/5b5.1/4a5.2/4b5.3/4c6.3 |
| Reflection: This part of the project took the longest because it was the part where I had to set everything up for success. The needs assessment first helped me see what the teachers needed help with the most and how they felt about technology. I also ended up talking with some of the teachers to get more details on what they would want to get out of the technology sessions. I wanted to ensure that they would get the most out of the sessions. My biggest fear during this part was that I would do the technology classes and the teachers would feel that they were not useful. Many times, teachers feel technology is a waste of time because we have so much to fit in and complete as teachers. Because we have so little time teachers were feeling like they didn’t have the time to learn about technology and also incorporate it in their classes. I wanted to ensure that through my professional development they not only learned about how to use the technology through the videos and the classes but they found that it wasn’t hard to fit in and it would benefit the students and enhance their lessons. The great thing about this was that I had support from administration the Local School Technology coordinator and the eClass Specialist. The eClass specialist and I were able to work together to come up with a plan for the sessions and make sure they would work for all the needs. I really think the videos on the Taylor Tech page even though they took a long time to create on screencast-o-matic were a great way to ensure that the teachers had a resource that they could look back at. I created a link to the Taylor Tech page on the school’s teacher eClass page so teachers could easily access the information even when they class was over. This planning part of the process taught me that it does take a lot of work to create technology lessons but it also taught me that I love doing it. I really enjoyed analyzing the needs assessment and coming up with ways that I could help teachers incorporate technology into their everyday learning.  |
| **8/21/2018****9/18/2018****10/2/2018****10/16/2018****11/13/2018****12/4/2018****12/5/2018** | Professional development classes (2 groups of teachers- 3 classes per group) These classes took longer than expected because we added something called SOAR University that was added. The principal wanted me to teach SOAR University professional development to teach about eClass tools so that more teachers would be able to learn. This was a change from the original plan. Reflection on classes and creation and analysis of survey (17 Hours) | 1.1/1a1.2/1b2.1/2a2.2/2b2.3/2c3.2/3b3.3/3c3.5/3e5.2/4b5.3/4c6.2/6c |
| Reflection:In this part of the project was the biggest change to the plan. Instead of doing classes with one group of teachers from each grade level I was given the opportunity to do 2 sets of 3 technology sessions for more teachers. This was a great way to reach more teachers at the school. After the reflection on how the SOAR University classes went, I was able to say that they successfully taught teachers to use the eClass page and other technology tools. I got feedback that teachers loved the sessions and thought that I was able to teach them about technology in a simple way that they could understand the technology. Most teachers said that they would use what they learned or already had used what they learned in the sessions. I felt nervous to implement the sessions because I wanted to ensure they were not a waste of time but I felt good during the sessions as well as after. One good thing that came out of this was that more teachers would be prepared if we had digital learning days because they would be better at using eClass pages and had more resources to help them. Another thing that showed me that the class was impactful was that I had several teachers come to me while they were making things on eClass and ask some questions to ensure they knew what they were doing or come to me and tell me that what they did in class was successful. This showed me that teachers were using what they learned in my classes. I also go feedback from administration saying that they loved my technology class and thought it taught teachers a lot about technology and how to use it in their own classroom.  |
| 10/3/2018-12/14/2018 | Aided and observed one teacher in creating leadership lessons on the eClass page using the information from the technology sessions- Collaboration and technology coaching. Fifth grade teacher and I gave feedback on each other’s lessons as well as discussed technology  (27 Hours)  | 1.1/1a1.21b 2.1/2a2.3/2c 2.4/2d2.5/2e2.7/2g3.1/3a 3.2/3b3.5/3e3.6/3f4.1/5a4.2/5b4.3/5c5.2/4b 5.3/4c6.1/6a/6b6.2/6c6.3 |
| Reflection:Working with one teacher one-on-one was my favorite part of the project. This teacher was eager to learn about technology and incorporate it into her class. Together we created leadership lessons on the eClass page to teach our students how to be leaders in the classroom. Each lesson was linked to a book so that we could increase interest in reading through online tools. The best part of this was the collaboration with the teacher. I made sure to work with this teacher as a team instead of a leader because I wanted her to feel comfortable. We observed each other and gave each other feedback on lessons so that she felt like she also was giving input. We learned from each other and discussed everything we did. This taught me a lot about being a technology coach because when I work with more teachers I will be able to make them feel like we are on the same team instead of feeling like I am telling them what to do. The lessons engaged students and taught them a lot about being leaders. This teacher told me that she enjoyed using eClass and she said she never liked to use eClass before these lessons because the troubleshooting before the lessons made it easer to implement in class.  |
| 5/6/2019- 5/20/20195/21/20195/25/2019 | (Starting January 3, 2019 through March 25, 2019 I was out on maternity leave. The fifth grade teacher continued to use her eClass page while I was gone and texted me for questions if needed but there was no formal coaching during this time) Fifth grade teacher created her own readers theater lesson through the leadership eClass page – we taught the lesson together and I graded her progress on a rubric. End interview after completion of project Reflection about how the project went throughout the year  (16 Hours) | 1.1/1a1.21b 2.1/2a2.3/2c 2.4/2d2.5/2e2.7/2g3.1/3a 3.2/3b3.5/3e3.6/3f4.1/5a4.2/5b4.3/5c5.2/4b 5.3/4c6.1/6a/6b6.2/6c6.3 |
| Reflection:Due to the fact that I was on maternity leave January-March I had to put a pause on my project. This was struggle for me because I would have liked to create more lessons and keep working with the teacher but I was unable to have access to the page while I was out. The teacher continued to use her own eClass page to use what we talked about before I was out and texted me with questions about the page. This was difficult because I was nervous that because I was out, she would throw out what we learned or not use it at all but after talking with her she said she used the videos and resources to help her if she struggled and tried to keep using forms of technology when needed. She also said that she worked with her partner teacher to help her when needed. After I was back, I wanted to ensure that I did part three of the project which was for her to create a lesson on her own. This was great because she incorporated readers theater which is something, she is passionate about. Students were able to create a skit about the leadership habits and we recorded their skits. This was a great way to end the project to engage students and create an opportunity for this teacher to show what she learned. Overall, this project was successful at teaching many teachers at the school about technology and giving me practice on being a technology coach.  |
| Total Hours: [## hours ]: | 103 Hours |

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| **DIVERSITY**(Place an X in the box representing the race/ethnicity and subgroups involved in this capstone.) |
| **Ethnicity** | **P-12 Faculty/Staff** | **P-12 Students** |
|  | P-2 | 3-5 | 6-8 | 9-12 | P-2 | 3-5 | 6-8 | 9-12 |
| **Race/Ethnicity:** |  |  |  |  |  |  |  |  |
|  Asian | X | x |  |  | X | X |  |  |
|  Black | X | X |  |  | X | X |  |  |
|  Hispanic | X | x  |  |  | X | X |  |  |
|  Native American/Alaskan Native | X | X |  |  | X | X |  |  |
|  White | X | X |  |  | X | X |  |  |
|  Multiracial | X | X |  |  | X | X |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
|  Students with Disabilities |  |  |  |  | X | X |  |  |
|  Limited English Proficiency |  |  |  |  | X | X |  |  |
|  Eligible for Free/Reduced Meals |  |  |  |  | X | X |  |  |