Character Building through Technology

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Setting and Context

The setting for my capstone project is K.E. Taylor Elementary School in Gwinnett County. Taylor Elementary opened in 1997 and is named after Kope Elise Taylor who was the Gwinnett County Schools Superintendent from 1924 to 1933. The school is a part of the Collins Hill Cluster Schools and has had three principals since its opening. The school's colors are green, silver, and white, and its mascot is an Eagle. Taylor Elementary originally opened to replace another school but became overflow for other buildings in the cluster (2017, Schools Accountability GCPS). Taylor Elementary is located on Buford Drive in Lawrenceville in a suburban area. When getting to the school, one would drive through a neighborhood to get to the school parking lot. The school is located on 25 acres of land, and the building is 141,376 square feet. Taylor is a traditional public school starting with Kindergarten going all the way to fifth grade. The school serves 930 students with 84 teachers (Classroom, Specials, Resource, Speech/Special Education, Special Areas, Para-Professionals). The students come from a diverse background: Asian- 11%, Black/African American- 26%, Hispanic/Latino-26%, Multiracial-6%, Caucasian-31%, Special Education-13%, ELL-20%, Free and Reduced Lunch-51% and the average attendance is 97% (2017, Schools Accountability GCPS). Taylor scored 81 out of 100 on their CCRPI (College and Career Ready Performance Index). The school scored higher than the county and the states average (2016-2017 school year) in almost all categories in grades 3-5 on the Milestones test as well as scoring above the County's average on the Iowa Norm referenced Assessment (2017, Schools Accountability GCPS).

Taylor Elementary administration includes one principal, Paula Cobb, who has been the principal since 2011, and three assistant Principals Tawanda Sanks, Holli Brown, and Beverly Todd-Lee. Mrs. Todd-Lee is a retired and working part-time at Taylor to do SST

(Student Support Team) meetings. Mrs.Sanks' first year was the 2016-2017 school year where she came from being a Literacy Coach to the third-fifth grade Assistant Principal at Taylor Elementary. Mrs. Brown started at Taylor Elementary as an Assistant Principal for kindergarten-second grade this year (2017-2018) and was an eClass Specialist previously. The school also has a Local School Technology Coordinator, Christy Neal and an eClass Specialist, Lisa Eubanks.

Regarding technology, at Taylor, there are three computer labs (one is in use for a technology special) and the media center, which all have around 30 computers. We have technology that teachers can check out to use in the classroom. Teachers can reserve any of the three-laptop carts that have eight laptops each. Teachers can check out any of the six-iPad buckets that have five iPads in each. Taylor Elementary, as well as Gwinnett County, has a goal for this year to raise eClass (Gwinnett's LMS) usage in schools. Teachers are working to have at least one classroom item done through eClass a week. This year we started a technology leadership team at Taylor to support teachers with technology use. Gwinnett County for the 2017-2018 school year began Digital Learning Days for inclement weather days. Students will be doing assignments online during days that we have off from school. The school recently set up Google Classroom log in information for students and will be used to further collaboration in classrooms.

Taylor Elementary is putting a lot of focus on raising reading levels, which in turn will boost test scores this year. The school has started a guided reading team who meet and talk about how guided reading and strategy groups can be used in classrooms to differentiate instruction. Teachers use data from Benchmarks and Milestones to drive their instruction and form groups so that students can set a reading goal.

For my capstone proposal, I will be using technology to create lessons to build leadership and teach strategies for the students to use when they are stressed or angry. One classroom per grade level (to start with) will be using the online resources for their students to complete. Building character and leadership as well as techniques to calm down will help student's behavior and in turn will help them focus more in class. One of the goals for Taylor is to reduce behavior problems in the school. Mrs. Cobb, the principal, feels that if behavior problems and interruptions decrease, students will be able to raise their test scores. Students will be working with the LMS to do online lessons once a month. These lessons will focus on teaching students to have good behavior by using the 7 Habits of Healthy Kids- The Leader in Me created by Sean Covey (Franklin Covey Company, 2018). There will also be lessons about meditation and how to calm down when students are in a stressful situation like a test or when someone or something makes them feel unhappy. By helping students cope with their frustrations and teaching them how to behave, students will be able to collaborate with their peers and focus on their work, which will in turn help raise their test scores. Since the goal at Taylor is to raise usage of eClass in classrooms, students will access their work through their teacher's eClass page. This will mean that our numbers will increase and students/teachers will learn more about the LMS (Learning Management System). In turn, on digital learning days, teachers and students will have a more considerable knowledge of the system. I have received permission to conduct my project in this setting from the principal at Taylor Elementary. I will be working with another third grade teacher and the Local School Technology Coordinator to create the eClass page for the other teachers to access and use in their classrooms.

Statement of Problem, Need and Rationale

Recently, at Taylor Elementary we have seen that students are being pulled out of class more frequently due to behavior problems. Many students cannot focus on lessons while the teacher is talking as well as not being able to focus on individual assignments in class. Schools are trying to raise reading levels due to the Georgia Milestones Test. At my school, in particular, teachers are learning more about guided reading, strategy groups, and differentiated instruction/groups for students during reading time. When talking with the principal at K.E. Taylor Elementary, she mentioned that when students do not focus in class, they do not have the stamina to read and finish their work. She also said that when students that have behavior problems cause interruptions, it makes this problem even worse. Teachers want to move forward with technology and using our LMS to engage the students more, but they do not have the knowledge of technology to accomplish this goal. I want to use technology to show teachers how to use the tools in their classrooms to create character building and meditation lessons that will help students focus on their work and cause fewer interruptions.

This project is essential for teachers because once they learn how to use the LMS and show students how to cope with their feelings as well as become a leader, they will be able to accomplish more when they are teaching. This project will also help Taylor Elementary reach their LSPI (Local School Plan for Improvement) goals, which includes Taylor elementary having less than 100 discipline referrals during the school year (2017, Schools Accountability GCPS). Research (Wagner & Ruch, 2015) proves that there is a correlation between behavior in school and school achievement. Positive classroom behavior has a direct effect on school achievement. Students who have more leadership skills have higher achievement in school Taylor Elementary students need to learn a form of character building skills and meditation strategies so that

behavior changes for the better. Once behavior improves and there are fewer distractions in the classroom students will have higher achievement levels.

Research (Kose, 2015) has been conducted that supports the fact that teachers need to be aware of their role in character education and that they need to have an interactive relationship with their students about this subject. To do this, teachers should be good role models and exhibit good character traits themselves, make character education a priority, and provide lessons and activities at school so that students will experience how to behave (Kose, 2015). As educators, we work extremely hard to teach students about the curriculum, but many times students need more guided instruction on who they are as a person and who they will turn out to be. Being a teacher, I have seen how vital a well-managed class is for learning. Students should be taught how to get along and work together with classmates so that class time can be used efficiently. We need to make character education more of a priority in elementary school. The Seven Habits of Healthy Kids program by the Franklin Covey Co. is a way that helps students learn how to be a leader, and it teaches them to be proactive in their learning, set goals, develop relationships with other students and build their own emotional and social capacity. These factors will improve learning outcomes and students experiences as well as strengthen student achievement (Franklin Covey Company, 2015). Taylor Elementary will be using The Seven Habits of Healthy Kids because the school needs a program where students can learn about how to work together and be a good person to help negative behavior in the classroom.

Along with character education, research has been conducted on mindfulness where students learn strategies to cope with stressors positively. A research study done in fourth-grade classrooms shows that students and teachers that learned mindfulness increased their positive classroom behaviors, emotional regulation, and their academic achievement (Harpin, Rossi, Kim,

Swanson, 2016). By teaching students mindfulness through coping strategies and meditation as well as learning the 7 Habits of Healthy Kids negative behavior at Taylor should decrease and in turn student achievement will increase.

Many research articles (e.g. Ciampa, 2014; Heafner, 2004; Sung, Hwang, Lin & Hong, 2017) discuss how technology can be used in classrooms to motivate students to learn content. My idea is to integrate character education and mindfulness into a technology platform to get the information out to the students. This way teachers will not have to take extra time to create lessons, but they will be able to increase student behavior through technology. One study focused on the impact of student learning with technology concluded that technology leads to effective education for elementary students (Chauhan, 2017). Technology is considered a useful learning tool for students. They should be using technology to get information, find information, and collaborate with peers. The model that I would be using to teach character building and mindfulness would be similar to a flipped classroom model. Students would be able to learn about character building through eClass and then they would discuss what they learned in the classroom with the teacher as a guide and do activities to support what they learned. A flipped classroom is one teaching strategy that has been proven productive when teaching. Researchers have found that when using flipped classroom method students are more engaged, interact more with their peers, and they get more in-depth learning. Students use more critical thinking skills when working through the content on their own (Elian & Hamaidi, 2018). This research shows that students can get a more in-depth understanding of how they act and the strategies to calm down and have less stress if they are using an online platform.

I hope that this project will give teachers more confidence in their technology use and show them ways to have better classroom management. I want them to be able to teach with

fewer interruptions. The skills the teachers will learn will help their class time become more efficient and in turn, they will be able to better prepare students for Milestones Testing

<div align="center">**Objectives & Deliverables**</div>

My goal is to help teachers use technology to create an environment that fosters learning and decreases the amount of distractions as well as teaches students to be a leader and focus on their work. One teacher from each grade level will be working on eClass, Taylor Elementary's LMS, to help create lessons as well as implement the lessons in their class. Teachers will be learning to use the technology to teach the lessons as well as learning how to create the lessons on eClass, which will help them in other subjects. The objectives and deliverables below show how this project will be beneficial to teachers that implement this program in their classrooms and be achieved by the end of the 2018-2019 school year (May 2019).

Project Objective 1: By August 31, 2018, I will help increase teacher's knowledge of eClass functions by 50%.

Deliverables:

- Create a needs assessment for teachers to show their level of understanding of eClass functions and abilities.

- Create screencast videos on a Taylor Tech webpage to show teachers how to use the functions on eClass that were indicated in the previous surveys.

Project Objective 2: By October 31, 2018, one teacher per grade level will use a character-building lesson from eClass and implement it in their classroom. After implementation, they will post their lesson on Padlet.

- Create a video tutorial on how to implement character building lessons with students

- Create an example video on how the lesson was used in my own classroom

- Create a lesson plan format for the teachers to use when working with students

- Provide a Padlet where teachers can post their implementation video as well as collaborate with other teachers.

Project Objective 3: By May 1, 2019, 100 percent of the teachers who participated in the character building lessons will have implemented seven lessons through eClass as well as created one of their own lessons using the tools taught.

- Create an eClass section on the character building page for teachers to post what they made for their own lesson

- Create a Google Document that will list all of the teacher- created character lessons by grade level for future use.

<div align="center">PSC Standards</div>

The Professional Standards Commission standards address the main goal of my project proposal in many aspects. The goal of my project focuses on three standards including standard two, three, and four. Teachers will be learning to use technology to create and implement lessons on the LMS. See Table 1 for the alignment of standards to the project objectives.

The first objective "By August 31, 2018, I will help increase teacher's knowledge of eClass functions by 50%" relates to standard five, which is Professional Learning and Program Evaluation. This standard states that candidates will demonstrate knowledge and skills to conduct a needs assessment as well as develop technology based professional learning. They will also design evaluations to assess effectiveness and impact on student learning. This standard specifically relates to this objective in domain 5.1 and 5.2:

- 5.1: Candidates conduct needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs. For objective one, I will be creating a needs assessment for eClass tools so that I can examine what teachers need to know about eClass before starting the character building lessons. This will have a positive impact on student learning because teachers will be able to use eClass not only in the character building lessons but also in all subjects.

- 5.2: Candidates develop and implement technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment. In objective one, once the needs assessment is complete I will use the results to conduct online professional leaning that promotes best practices. Teachers will learn to create lessons on eClass that will support student learning.

The second objective "By October 31, 2018, one teacher per grade level will use a character-building lesson from the eClass and implement it in their classroom posting it on Padlet to show the result" relates to standard three. Standard three is about Digital Learning Environments and says that candidates will be able to create, support, and manage digital learning environments. Objective two specifically relates to this standard in domain 3.1 and 3.2:

- 3.1: Candidates model and facilitate effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources. This standard is used in this objective because the lessons on the LMS are going to be related to classroom management and students using digital resources to access the

learning that the teachers are using. I will be creating a video to model how to use the technology in the classrooms for teachers to observe.

- 3.2: Candidates effectively manage digital tools and resources within the context of student learning experiences. This standard is used in this objective because I will be creating and managing the resources that the teachers will be pulling for their digital lessons on character building. The lessons will be online only so it will be a technology rich environment.

The third objective "By May 1, 2019, 100 percent of the teachers who participated in the character building lessons will have implemented seven lessons through eClass as well as created one of their own lessons using the tools taught" is aligned with the second standard, which focuses on Teaching, Learning, and Assessments. This standard states that candidates will be able to effectively integrate technology into their own teaching and to plan as well as collaborate with other educators to use technology in their own teaching and assessments. The domain that relates to this objective is 2.6:

2.6: Candidates model and facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences. When teachers are implementing and creating their own lesson, I will be there to make sure they are using the best practices that we have talked about and that their lessons are planned the correct way using technology enhanced learning.

Table 1

Standards and Objectives Alignment

Standard	Standard Descriptor	Project Objective
PSC 5.1, 5.2 ISTE 4a, 4b Digital Citizenship and Responsibility	Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.	By August 31, 2018, I will help increase teacher's knowledge of eClass functions by 50%
PSC 3.1, 3.2/ ISTE 3a, 3b Research-Based Learner-Centered Strategies	Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments.	By October 31, 2018, one teacher per grade level will use a character-building lesson from the eClass and implement it in their classroom posting it on Padlet to show the result
PSC 2.6 ISTE 2f Teaching Learning and Assessment	Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment.	By May 1, 2019, 100 percent of the teachers who participated in the character building lessons will have implemented seven lessons through eClass as well as created one of their own lessons using the tools taught

Project Description

For my Capstone Proposal, I am creating online lessons on eClass that a team of teachers will utilize in their classroom to teach character building and meditation. This will help students learn strategies to cope with stress as well as reduce discipline referrals at the school. Students will learn about the 7 Habits of Healthy Kids to help them understand how to be a leader around the school. By using the eClass activities with students the teachers at the school will be able to practice their technology use. The following is a detail description of the activities associated

with the Capstone Proposal and how they are aligned with the aforementioned objectives, deliverables, and standards.

First Project Item/Activity

The first activity of my project is related to objective and deliverables one and will be assessed by having teachers complete a needs assessment about what they would like to know about eClass and then teaching them about these aspects through a series of screencast lessons and one-on-one lessons. This objective will be evaluated in August 2018 and will show that teachers knowledge of eClass increased by 50%. At the end of the 2017-2018 school year, one teacher per grade level will take the needs assessment. It will be a google forms survey where they will answer questions about their current eClass use as well as what they would like to know more about. I will use the results of the survey to create screencast lessons on the most commonly needed eClass concepts. These screencast lessons will be made over the summer 2018 to be used during pre-planning for the 2018-2019 school year. Teachers will watch and practice the activities in the screencasts. We will also have two meetings during pre-planning to make sure teachers understand the content that is in the screencasts. Teachers will then take a second survey about the eClass knowledge now that they have taken the classes and see how much their understanding has increased.

The PSC Standard that is addressed here is Professional Learning and Program Evaluation. Through this process, I want to be sure that for one, teachers feel that their needs are met and they are learning aspects of eClass that are important for classroom lessons and two they are learning relevant information to have the greatest impact on student learning. The materials needed will be the Google Forms survey and the screencast videos. The screencast videos will be

a timely process so I gave myself two months to complete them. Teachers will need about 4 hours that week to watch the videos and give the process a try. They will then have two times available to ask questions and show their knowledge of eClass.

Second Project Item/Activity

The second activity in this project is related to objective and deliverables two and will be that one teacher per grade level is going to implement a character-building lesson in their classroom and post a video of that lesson on a Padlet for the other teachers to discuss. This will be implemented by October 2018. Once teachers know how to use the technology in eClass in activity one they will learn how to use those lessons in their own classroom. I will create a video on how to implement the character building activity with the students. We will watch the video together and the teachers will have an observation form to fill out. They will document what they see in the video and how it relates to technology and if they have any questions or comments. We will also be sure to discuss how this lesson relates to best practices. Teachers will use the online content on eClass and the lesson plan format provided by me to implement the lesson with their students. The teachers will video their lesson and post it on a Padlet for me to observe and discuss with them. We will collaborate on the lesson and talk about what we can work together on for their next lesson. Teachers will then take a survey to talk about how they felt about their character building lesson and if it has helped their students.

The PSC standard that is address is Digital Learning Environments and this relates because I will be managing the lessons online that the teachers will be using to implement their lessons. Once the lessons are created, the teacher will pull the lesson and use it in their classroom. I will then be able to support them in any way that is needed. This activity addresses

the problem because teachers are using technology in the classroom so that the technology needs are met and students are learning about character traits, which will help student behavior in the school. The materials that are needed in this activity are the model video, the observation form, the lesson format for teachers, the Padlet for them to post their video, and a survey for after implementation.

The time for this activity will be longer. I will use the 2017-2018 students to video a character-building lesson for the students to observe so this part will be done during this school year. It will take an hour of class time plus around time to plan the lesson and create the content online. We will also have two hour-long sessions to discuss the videos and any needs the teachers have.

Third Project Item/Activity

The third activity in this project will be related to objective and deliverables three and will be that the teachers that are working in this project will have implemented seven lessons through eClass and created one lesson of their own and placed it on the eClass page for others to use. This will be complete by May 2019. Teachers will first use what they know about eClass and digital learning to implement at least seven character-building activities in their classroom. They will also create their own lesson on eClass for other teachers to use. They will place this lesson in a specific folder on eClass that is made for their lessons. This will show how much teachers have learned about integrating technology on the LMS. The teachers will receive support on their lessons on monthly basis through technology meetings. When they are finished with their lessons they will take a Google Forms survey to tell whether this helped their students will understanding technology or not and if student behavior in their classroom changed. We will

also have a final meeting at the end of the year to discuss whether or not we should keep using this program or make changes to the process.

The PSC standard that is addressed in this activity is standard two, which is about Teaching, Learning, and Assessments. This activity enables teachers to integrate technology into their own teaching. They will use the character lessons but this concept can help with any subject they teach. This will also help the teacher learn to collaborate with other educators by using their lessons and having an open flow of conversation about how to implement this idea in their classrooms. This activity addresses the problem for this project because students are learning about character building and meditation through the seven lessons that are implemented and in turn creating better behavior. This also addresses the use of eClass where teachers should be using eClass for more lessons during the day as well as digital learning days. Students are more familiar with the format because they are able to use eClass monthly instead of only on inclement weather days and teachers will know how to create lessons online.

The time for this activity will be the monthly meetings with the teachers that are involved in the program. I will be planning a meeting each month to debrief about the last lesson that the teachers did in their class as well as talk about what the teachers will be doing the next month. They will also be able to ask questions about the lesson they are creating. Refer to Table 2 below for more information about the project activities, project objectives and project deliverables.

Table 2.

Project Activities Alignment

Project Item/Activity	Project Objectives	Deliverable
Activity 1: Teachers will take a needs assessment survey to show what they want to know more about on eClass. Teachers will then learn about the functions on eClass through screencast lessons and one-on-one lessons. They will then take another survey showing what they have learned through these sessions.	**Objective 1:** By August 31, 2018, I will help increase teacher's knowledge of eClass functions by 50%.	1. Create a needs assessment for teachers to show their level of understanding of eClass functions and abilities. 2. Create screencast videos on a Taylor Tech webpage to show teachers how to use the functions on eClass that were indicated in the previous surveys
Activity 2: Teachers will observe a video on how to implement character-building lessons in their own class. This video will have an example of how these lessons are actually used with students. Teachers will be provided with a lesson to try and video in their own rooms, which will then be put on a Padlet to discuss with the other teachers. They will then take another survey on this process and how they felt.	**Project Objective 2:** By October 31, 2018, one teacher per grade level will use a character-building lesson from eClass and implement it in their classroom. After implementation, they will post their lesson on Padlet.	1.Create a video tutorial on how to implement character building lessons with students 2. Create an example video on how the lesson was used in my own classroom 3.Create a lesson plan format for the teachers to use when working with students 4. Provide a Padlet where teachers can post their implementation video as well as collaborate with other teachers.
Activity 3: Teachers will implement seven eClass lessons on character building in their classroom and then create their own character-building lesson to post in a folder on the eClass page for other teachers to use. They will then take a survey on their learning and the impact on student learning and behavior. We will then have a	**Project Objective 3:** By May 1, 2019, 100 percent of the teachers who participated in the character building lessons will have implemented seven lessons through eClass as well as created one	1. Create an eClass section on the character building page for teachers to post what they made for their own lesson 2. Create a Google Document that will list all of the teacher- created character lessons by grade level for future use.

final meeting to reflect on the process.	of their own lessons using the tools taught.

Evaluation Plan

The problem that prompted this capstone project is that teachers at Taylor want and need to learn more about the Learning Management System for Gwinnett County and that students need to learn more about character-building and mediation. To address both of these needs teachers will be creating character-building lessons online for students to complete. The purpose of the evaluation is to make sure all of the standards and objectives of the project are met. The main standard being addressed is PSC 2.6 Teaching, Learning, and Assessment where the teachers will demonstrate their knowledge and skills to integrate technology in their own classroom. This standard as well as others will be evaluated throughout the project. This evaluation will also be used to ensure that the three objectives and their deliverables are being met and are effective. Throughout the entirety of the project there will be multiple forms of evaluation techniques, for example a pre and post survey, a Padlet, and an end of the project lesson to be posted on the character building course page for other teachers to use.

First Project Item/Activity

The first project/activity is for teachers to increase their knowledge of eClass by 50%. The purpose of this evaluation is to be sure that teachers are expanding their knowledge and can use what they know about eClass to integrate technology into their classroom. If I were able to carry out the evaluation, the teachers would take a pre-survey using google forms that would test their knowledge and understanding of eClass. After watching the screencast videos on the Taylor Tech webpage and trying out what they learned they would take a post-survey to see if their

knowledge increased. The pretest and the posttest surveys would be the same. The survey would take an hour or two to create. The questions would include the following:

- How do you create a discussion on eClass?

- How do you create a dropbox on eClass?

- What is the purpose of using a discussion and what functions are there?

- True/False: You can link content to other eClass pages but you cannot, link outside sources on eClass.

- What are the types of restrictions you can create on eClass?

- Should you post your lessons under content or under Newsfeed?

- Rate your technology use in your classroom on a scale of 1-5 (5 being technology is used almost every day and 1, being technology is never used.

- Rate your feelings toward your knowledge of eClass on a scale of 1-5 (5 being I know everything about eClass and 1 being what is eClass?)

- Do you feel like you are missing knowledge or there is something more you need to know to be proficient in eClass use? If so, what?

Second Project Item/Activity

The second project/activity is for teachers to implement an already made technology enhanced character-building lesson in their classroom and video the process. The teacher will then post their video on a Padlet for evaluation. The evaluation will be a Glows and Grows sheet

that will be done with the teacher. The teacher and I will watch the video and fill out a sheet of aspects the teacher did well (glows) and aspects that the teacher may still need help with (grows). Refer to ~~Example 2~~Figure 1 below for an example of the evaluation sheet. The purpose of this evaluation will be a way for the teacher and the technology coach to see what progress has been made in the implementation of technology through eClass. This part of the evaluation will take longer because I will have to meet with each member who posted a video. I would like to talk through their progress for about 30 minutes. There will be one teacher per grade level plus special education so in total I will be meeting with seven teachers about their video. Meeting with the teachers will take about 4 hours to complete before and after school. ~~Example 2.~~

Figure 1.

Evaluation Glows and Grows sheet

Glows	Grows

Third Project Item/Activity

The third and final project/activity is that teachers will implement seven character-building lessons from eClass as well as create one lesson of their own to post online. This lesson will be designed on eClass and put on a google document where other teachers can copy and implement it in their classroom. The evaluation for this objective would be a rubric where teachers would be graded on implementing all seven lessons, creating their original lesson about character-building or meditation, in that lesson use one eClass tool like a discussion board or the Dropbox tool, use the restriction tool on eClass and use an outside link. This rubric would show that the teachers not only know more about eClass, but they know how to use it to benefit their students. Refer to ~~example 3~~Figure 2 below for an example of the rubric that would be used. The only time this would take to would be to look at the lessons that the teachers created and grade them using the rubric. Looking through the lessons and giving individual feedback for the seven teachers would take around five hours total.

~~Example 3~~Figure 2.

Evaluation rubric

3	2	1	0
Teacher implemented all seven lessons from the character-building/Meditation eClass page with their students.	Teacher implemented 5 or 6 lessons from the character-building/Meditation eClass page with their students.	Teacher implemented 3 or 4 lessons from the character-building/Meditation eClass page with their students.	Teacher implemented 2 or fewer lessons from the character-building/Meditation eClass page with their students.
Teacher created their own original character			Teacher did not create their own original character

Building/Meditation lesson using eClass.			**Building/Meditation lesson using eClass.**
Teacher used one tool on eClass like dropbox or a discussion to enhance his or her lesson.			**Teacher did not use any tools on eClass like dropbox or a discussion to enhance his or her lesson.**
Teacher used the restriction tool on eClass or an outside link to enhance his or her lesson.			**Teacher did not use the restriction tool on eClass or an outside link to enhance his or her lesson.**

Project Timeline

The Timeline for this project will take place over the 2018-2019 school year. The project will start with a survey at the end of the 2017-2018 school year to determine teacher's competency with eClass and show what they will need to know in order to use eClass for character building lessons. This project will end with a second survey that will show the teachers learning as well as the impact on student behavior and eClass usage. The hours and more information for each part of the project are described in Table 3 and the resources for the project are listed in Table 4.

Table 3.
Project Timeline

Month	Project Item/Activity, or Evaluation Item	Hours
May 2018	Plan for video lesson that will be used to show other teachers the process that we will be doing	3 Hours

May 2018	Create and edit a video example of how character building lessons will be used in the classroom setting	4 Hours
May 2018	Create a survey for teachers (one per grade level) to complete on their knowledge of eClass	3 Hours
May 2018	Analyze the survey results to determine what needs to be taught regarding eClass	3 Hours
June and July	Create resources/lessons on the character building eClass for the teachers to implement in their classes	30 Hours
June and July	Create screencast lessons for teachers to watch using the findings from the eClass survey conducted in May	20 Hours
July	Plan meeting information for Pre-planning meeting to be conducted in August	5 Hours
August	Conduct Pre-planning meetings with the other teachers about how the process will work and any information about the eClass screencast videos	2 Hours
August	Create a Survey for teachers that attended the Pre-Planning meetings	3 Hours
August	Analyze the results of the survey about the pre-planning meetings	3 Hours
August through April	Monthly meeting to debrief about implementations for lessons as well as collaborate for future lessons	20 Hours
September	Meet with teachers to go over observation video that they will be completing and create the Padlet for them to post on	2 Hours
November	Meet with each teacher on the team one-on-one to collaborate about their video	10 Hours
November	Create a survey about the observation process	3 Hours
December	Analyze the survey that the teachers took about their observation and the one-on-one meeting	3 Hours
January	Create a folder and directions on eClass for teachers to post their own character building lesson	2 Hours
March	Create an end survey for teachers to take about the overall process and results	3 Hours

May	Analyze survey results and prepare for last meeting with the teachers	4 Hours
May	Meet at the end of the process to analyze survey results together	1 Hour
	Total Hours: 124 Hours	

Note: Month = the month during which activity or item will take place. Project Item/Activity, or Evaluation Item = statement to describe what learners or evaluation plan will do to meet the objective. Hours = hours necessary to create and implement, or evaluate content.

Table 4.

Proposed Resources

Proposed Resources	Specifications
Virtual Space	- Padlet Template - eClass Page- Character Building - Space on Taylor's Shared Drive to save files
Physical Space	Staff Development room for meetings
Technology Tools	- Google forms- Needs Assessment - Screencast-o-Matic - Video Cameras - Windows MovieMaker - GoogleDocs- Lesson plan Template and Lesson plan submission document, Rubric for lessons - Computer Carts, IPads, or Lab space to use with students
Human Resources	- One Teacher per grade level to complete the project - Support from administration and Local School Technology Coordinator
Hard Copy Resources	- Observation form - Glows and Grows Sheet

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