**Capstone Log**

**Instructional Technology Department**

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| **Candidate:  Sherry Graham** | **Mentor/Title:  Cynthia Winter/ Assistant Principal** | **School/District:  Powder Springs Elementary** |
| **Capstone Title:**  Using iPads to Increase Student Engagement | | |

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| **Date** | **Activity/Amount of Time (Please total the time after the last entry.)** | **PSC/ISTE Standards** |
| 7-26-13  7-27-13  7-28-13  7-29-13  7-30-13  8-21-13  8-22-13  9-13-13  10-2-13  10-3-13  11-2-14 | Researched, created, and edited the Capstone Proposal  20 hours | PSC 1.4 / ISTE 1d  PSC 2.1 / ISTE 2a  PSC 2.2 / ISTE2b  PSC 2.3 /ISTE2c  PSC 2.4 /ISTE2d  PSC 2.5 / ISTE 2e  PSC 2.6/ ISTE 2f  PSC 2.7/ ISTE 2g  PSC 2.8/ ISTE 2h  PSC 3.1 / ISTE 3a  PSC 3.2 / ISTE 3b  PSC 3.3/ ISTE 2c  PSC 3.5 / ISTE 3e  PSC 3.6 / ISTE 3f  PSC 3.7 / ISTE 3g  PSC 4.2 / ISTE 5b  PSC 4.3 / ISTE 5C  PSC 5.1 / ISTE 4a  PSC 5.2 / ISTE 4a  PSC 5.3 / ISTE 5C |
| Reflection:  During the 2013-2014 school year, my school, Powder Springs Elementary (PSE), had been making progress on gaining access to current technologies and digital resources. Prior to starting the Capstone Proposal, I reflected on the needs that my school had in relation to technology. PSE utilized Title I funds to purchase a cart with a set of iPads for Kindergarten through Second Grade and a cart for Third through Fifth Grade. It was concluded that teachers were not designing learning activities requiring students to use higher level thinking skills and showcasing their creativity using technology. A plan was put into place through the Capstone Proposal to respond to the need for professional development in the area of technology by focusing on empowering students to use technology to reach higher levels of engagement and ultimately achievement. For my capstone I wanted to take things I had learned about 21st Century tools and their uses in the classroom to provide teachers with a well-rounded series of trainings. Not only did I want to teach teachers how to use the basic functions of the iPad, but also how to use it to support student centered learning that requires critical thinking. Therefore, I spent a lot of time creating the proposal and carefully planning/editing it to meet the needs of students and staff at PSE. It was approved in August 2013 and was finalized in November 2013. This was the first formalized proposal that I have ever created, and it took a great deal of work to get it just right. I learned about the great deal of time, dedication, and focus that is required in creating a proposal. I edited it multiple times to get it just right. A great deal of discussion occurred with my advisor regarding the evaluation portion of the project and making sure that it was an effective plan to find a solution for my school. | | |
|  | Researched for and created Teacher and Student Pre-Surveys  Emailed Teacher Pre-Survey link to professional development teacher participants  Emailed Student Pre-Survey link to teacher participant  2 hours | PSC 2.8/ ISTE 2h  PSC 5.1/ ISTE 4a |
| Reflection:  Once I had thoroughly developed my capstone topic, I needed to determine how to best meet the needs of the teacher participants in the professional development sessions I was facilitating. I created an online survey using the tool Google Forms. The survey contained various statements about technology integration that teachers were asked to rate their opinion of. The purpose of this type of survey was to determine the specific components of my professional development sessions. If teachers indicated a higher or lower skill level then I had initially anticipated, I would need to adjust the content of my trainings accordingly. The purpose of my capstone was to help teachers develop awareness and competency in utilizing digital learning tools in their classroom, and this was an effective way for me to monitor the effectiveness of the capstone. Additionally, I aimed to focus the sessions on teacher competency, but I wanted to ensure students would benefit from their educator’s training and application, so I created a student survey to monitor student attitude towards iPads in the classroom and their level of engagement. I also was able to monitor student engagement through the teacher survey, where teachers were asked to indicate the percentages of students on task in their classroom. By collecting and analyzing these results, I was able to better determine how to develop learning sessions I would be implementing and what content I should base these learning sessions on. By completing the pre-survey, I confirmed that the knowledge and skills necessary for implementing iPads with students was lacking with the teachers at my school. I gained a new sense of confidence in my choice for my capstone project. | | |
| Ongoing from November 2013-March 2014 | Created professional development session materials and supplemental resources (PowerPoints, website, resources for further support for teachers, resources for teacher use in classroom)  50 hours | PSC 1.4 / ISTE 1d  PSC 2.1 / ISTE 2a  PSC 2.2 / ISTE2b  PSC 2.3 /ISTE2c  PSC 2.4 /ISTE2d  PSC 2.5 / ISTE 2e  PSC 2.6/ ISTE 2f  PSC 2.7/ ISTE 2g  PSC 2.8/ ISTE 2h  PSC 3.1 / ISTE 3a  PSC 3.2 / ISTE 3b  PSC 3.3/ ISTE 2c  PSC 3.5 / ISTE 3e  PSC 3.6 / ISTE 3f  PSC 3.7 / ISTE 3g  PSC 4.2 / ISTE 5b  PSC 4.3 / ISTE 5C  PSC 5.1 / ISTE 4a  PSC 5.2 / ISTE 4a |
| Reflection:  The bulk of my capstone project was spent researching and creating learning session materials versus actually implementing the learning sessions. I have discovered that the most important part of professional learning is the preparation! In order to provide an effective professional learning community for my coworkers, I had to think ahead. For each learning session, I prepared a presentation that I utilized during the training to organize my thoughts, provide a visual, and keep the sessions on track. The PowerPoints contained an agenda for the training as well as specific Apps that were to be explored and discussed. Presentations included videos, links, and images to help teachers work together and teach each other at relevant times. They were visually appealing and I spent a lot of time formatting them to be interesting and attractive. The PowerPoint presentations were helpful during the sessions as well as after the sessions ended due to the fact that I made them available on my website that I developed for the project. Teacher participants were able to refer back to the PowerPoints as a resource and to remind themselves of the apps that we reviewed.  In addition to giving participants access to the resources I used during professional development sessions, I created a [website](http://sgrahamipads.weebly.com) for teachers to use to gain understanding on how to facilitate a technology infused classroom using devices available to them. This website gave teachers further information on topics reviewed in learning sessions, in addition to supplemental information like lesson ideas and links to high quality websites. This proved to be beneficial when teachers were creating lessons at the trainings. I felt that the combinations of these materials would ensure that most teachers would attempt to take their new knowledge about these tools back into their classrooms. It gave teachers easy access to a reference tool and promoted sharing the materials with other teachers as well. | | |
| 1-16-14  1-23-14  1-30-14  2-6-14  2-27-14  3-6-14 | Hosted teacher training and review sessions for participants at Powder Springs Elementary  Held 30 minute one-on-one sessions with teachers for individualized support on various dates during this time period  13 hours | PSC 3.2 / ISTE 3b  PSC 3.5 / ISTE 3e  PSC 3.7 / ISTE 3g  PSC 4.2 / ISTE 5b  PSC 5.2 / ISTE 4b  PSC 5.3 / ISTE 4c  PSC 6.1 / ISTE 6a, 6b |
| Reflection:  The teacher training sessions took place from 2:45-4:00. I arrived fifteen minutes early and stayed fifteen minutes later for teachers who required additional support and extension. Non-mandatory work sessions were scheduled as necessary and were based on needs as they arose. The implementation of content was more difficult to implement than anticipated, mainly because I arose from a peer to a leader within my work environment. My colleagues were receiving training from me, rather than working with me. Additionally, with the added stresses that the of the year brings on teachers with statewide testing, I felt a lot of pressure to make their time “worthwhile”. However, the sessions were overall successful and teachers were able to create effective products to initiate positive learning in the classroom. | | |
| 6-3-14 | Analyzed the results from the final surveys for the project  2 hours | PSC 2.8/ 2h  PSC 5.2 / ISTE 4b  PSC 5.3 / ISTE 4c |
| Reflection:  The success of the project was measured by assessing teacher knowledge and beliefs on technology integration before and after the project was implemented. Further success was measured by surveying students in a class where, prior to the professional development sessions, iPads were never used to support student-centered learning. After the project was implemented, I was able to evaluate whether or not student attitudes about learning in their engagement level in school increased. I analyzed the data and was able to create conclusions about teacher and student benefits from the project, as noted in the capstone report. | | |
| 8-24-14  8-25-14  8-26-14  8-30-14  9-1-14  10-1-14 | Created the capstone report and presentation  15 hours | PSC 5.2 / ISTE 4b  PSC 5.3 / ISTE 4c  PSC 6.1 / ISTE 6a, 6b  PSC 6.2 / ISTE 6c  PSC 6.3 |
| Reflection:  After implementing the project, I deeply reflected upon the results from the surveys. I transferred the results, anecdotal notes, and reflections and worked in my Capstone Report. This report thoroughly describes the capstone project process and addressed obstacles faced and a rationale justifying actions taken by myself as an instructor. I reported the results from the surveys to evaluate the success of the project. I engaged in reflection about the knowledge, skills, and dispositions required of a technology facilitator or leader in relation to this project. | | |
| Total Hours: 102 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 |  |  |  |  |  |  |  |  |
| Black | x | x |  |  | x |  |  |  |
| Hispanic | X |  |  |  | x |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | x | x |  |  | x |  |  |  |
| Multiracial | x | x |  |  | x |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  | x |  |  |  |
| Limited English Proficiency |  |  |  |  | x |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  | x |  |  |  |