**Capstone Log**

**Instructional Technology Department**

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| **Candidate:  Chrissia Haughton** | **Mentor/Title:  Susan Martin/ Technology Specialist** | **School/District:  Riverside Primary/ Cobb County** |
| **Capstone Title:**  Improving Writing with 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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| **Dates**  **2017-2018** | **Activity/Amount of Time (Please total the time after the last entry.)** | **PSC/ISTE Standards** |
| **3/14** | Met with academic coaches and members of administration to discuss data on areas that needed improvement and where technology can be used. (1.5 hour) | 1.1, 5.1/1a, 5b |
| Reflection:  After meeting with this team, we came to conclusion that writing was the area in weakness and the principal wanted to find a way where technology can be used to help improve data and engage students. | | |
| 3/16-3/20 | Spent time researching tools and resources that have been used in the past as well as innovative tools used to improve student engagement with the writing process. (10 hours) | 3.6, 6.1 |
| Reflection:  Found several uses of web tools such as Microsoft Words, Story Bird, and Typing Club | | |
| 4/6 | Collaborated with mentor on survey that was used to get feedback from teachers on their technology proficiency. Along with how they would want to learn new skills via face to face or video. (3 hours) | 1.4, 5.3/1d, 5c 5.1/5a |
| Reflection: | | |
| 4/10 | Designed survey and presented it to ALL staff members via email. (1 hour) | 5.1/5a |
| Reflection:  Only a select group of teachers provided feedback from the survey and from those teachers, I extended the proposed project. | | |
| 5/15 | Created a Capstone idea with the help of mentor and advisor.  (1 hour with mentor/ 1 hour with advisor/professor) (2 hours) | 2.6, 3.1, 3.2, |
| Reflection:  I had some difficulties creating the best topic to support the issue found at my school. I met with my mentor and professor at the time to discuss potential topics that could be a capstone. I shared my observation and what I wanted to improve within my school. | | |
| 6/7-6/9  6/13-6/15 | Wrote capstone proposal along with any additional revisions my professor recommended through feedback. (12 hours) | 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.6, 2.7, 2.8, 3.2, 3.6, 3.7, 4.1, 4.2, 5.1, 5.3/ 1a, 1b, 1c, 2a, 2d, 2f, 2g, 2h, 3b, 3f, 3g, 4a, 4c, 5a, 5b |
| Reflection:  It took some time to understand the correct format of the proposal and I still wasn’t sure if my proposal was a strong topic. In the end, I was able to complete this task with the support of my professor and mentor. | | |
| **7/5** | Met with academic coaches and tech coach to create a timeline of dates that included professional development and implementation of project. (2 hours) | 1.4, 5.3/1d, 5c |
| Reflection: | | |
| 7/10- 7/13 | Developed and designed professional development session on Story Bird. Looked at and created additional resources from Microsoft Word and Typing Club to suggest to selected teachers. (6 hours) | 2.6, 3.1, 3.2, 3.5, 3.6/2f, 3a, 3b, 3c, 3e, 3f |
| Reflection:  While developing this PD, I created videos that could be used to troubleshoot during the implementation process. This was a transition phase for me so I was between two schools and had to meet with some teachers via Skype | | |
| 8/8  8/10  8/15  8/17  8/22  8/24 | Conducted the professional development on Story bird and Microsoft Words for group of teachers via Skype (9 hours) | 5.2/5b |
| Reflection:  Sessions were performed on Tuesdays and Thursdays for about an hour and a half. The Tuesday sessions took place via Skype, while the Thursday sessions took place face to face in the conferenece room on the school campus. During the face to face sessions, teachers were able to bring their laptops and work through creating lessons for students during the writing block. During the Skype sessions, teachers were able to see slides and ask questions about the tools being used for the writing process. | | |
| 9/12 | Developed and designed professional development session on Typing Club. (5 hours) | 2.6, 3.1, 3.2, 3.5, 3.6/2f, 3a, 3b, 3c, 3e, 3f |
| Reflection: | | |
| 9/19  9/21  9/26  9/28  10/3  10/5 | Conducted the professional development on Typing Club for group of teachers via Skype (9 hours) | 5.2/5b |
| Reflection:  These sessions took place via Skype because of time management. I was not able to see teachers face to face, but collaborated with my mentor and academic coach with lessons and resources that could be used as a guide to assist teachers for additional help. Teachers also had access to my email and phone number the entire time that allowed them to check in if they needed some clarification on a specific topic. | | |
| 10/10-10/12 | Met with administration and academic coaches to discuss the deliverance of pre and post exam. (6 hour) | 1.4, 5.3/1d, 5c |
| Reflection:  During this time, as a team, we discussed which classes would use the technology tools and which ones wouldn’t. We selected a date for students to begin testing with the integration of technology during the writing process. All classes started the pre assessment without using technology, but only the selected group used technology on a daily basis to familiarize students and increase engagement. | | |
| 10/16-12/8 | Observed individual teachers using Microsoft Words and Typing Club during classroom rotations and during the writing process. (36 hours) | 5.3/ |
| Reflection:  During this time I was able to spend 2 hours observing three classrooms three times a week. I served as a facilitator and coach for teachers and students. I helped assist teachers and during testing week observed how effective the use of technology had on both teachers and students. | | |
| 12/13 | Met with administration and followed-up with several teachers during the data meeting to see the results in student improvement and engagement. (2 hour) | 1.4, 5.3/1d, 5c 2.6/2f |
| Reflection: | | |
| 6/18  6/19  6/20  6/21  6/22  7/5  7/8 | Wrote capstone report to discuss descriptions of the projects, results, and reflection (12 hours) | 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.6, 2.7, 2.8, 3.2, 3.6, 3.7, 4.1, 4.2, 5.1, 5.3/ 1a, 1b, 1c, 2a, 2d, 2f, 2g, 2h, 3b, 3f, 3g, 4a, 4c, 5a, 5b |
| Reflection: | | |
| **7/10**  **7/11**  **7/12**  **7/13** | Prepared visual presentation of capstone project (8 hours) | 1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.6, 2.7, 2.8, 3.2, 3.6, 3.7, 4.1, 4.2, 5.1, 5.3/ 1a, 1b, 1c, 2a, 2d, 2f, 2g, 2h, 3b, 3f, 3g, 4a, 4c, 5a, 5b |
| Total Hours: [124.5 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 |  |  |  |  |  |  |
| Black |  | x |  |  |  |  |  |  |
| Hispanic |  |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White |  | x |  |  |  |  |  |  |
| Multiracial |  | x |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  |  |
| Limited English Proficiency |  |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  |  |