Capstone Log
Instructional Technology Department

Candidate: Yvonne Bates	Mentor/Title: Mrs. Leslie Mansfield/Principal	School/District: Teasley Elementary/Cobb Co.
Capstone Title: Engaging Student Learning with Smartboard Integration		

Date	Activity/Amount of Time	PSC Standards
8/1/11	Asked one teacher per grade level to participate in my capstone project.	1.1, 1.2, 2.3, 2.4, 2.7, 3.1, 3.2, 3.5, 3.7, 4.1, 5.2, 6.2
8/4/11	Met with teachers to show them the Revised Bloom's Taxonomy chart I would be using for their observations, told them what I would be looking for in observations, discussed questions/concerns. Communicated with teachers via email to set up initial observations.	
9/19/11-10/3/11	Initial observations of teachers in their classrooms teaching lessons to students using the Smartboard.	
10/11-11/11	Met in follow-up sessions with teachers to discuss their lessons. We used this time to go over the Revised Bloom's Taxonomy chart and talked about what could make the lesson better for next time. I provided Smartboard strategies and websites that might be of assistance.	
	(10 hours)	

Reflection:

Getting started on my capstone project had to begin right at the start of the school year in order to make sure things progressed smoothly and in a way that would fit the teachers' needs, the school's needs, and my own needs. I met with some teachers to ask if they would be willing to help with this project. I had one rejection from a teacher who was feeling overwhelmed with grad school requirements and asked if I could find someone else, but everyone else was willing to help. I gave teachers an overview of what my plan would be for this project and told them I wanted to make sure they were in no way stressed about this project themselves. I wanted to see what they did in their classrooms on a regular basis without providing extra work. I think that was the right approach to take based on the fact that no one wants to have to help by doing more work.

Initial observations went well. I could tell where I was going to have to provide assistance, suggestions, and support. One of the teachers I chose for my project was way more advanced than I thought, so I had to find another teacher on that level to observe. Thankfully, another teacher agreed and I was able to do her initial observation in the same time period. Students in a couple of the classes never touched the Smartboard, so I needed to tactfully suggest some ways to get them up and moving to the board.

Follow-up sessions went better than I expected. I was nervous because of having to talk to my peers, especially with the ones who needed to change some of their lessons to incorporate more student interaction and engagement. Overall, the teachers listened and appreciated some new ideas. I spent a lot of time with Mr. B. He was the most "technology challenged". We spent time searching for lessons he could use from the Smart Exchange website, "played" with the components in the lesson to make sure he would be comfortable using them, and we talked about any other concerns/questions he might have.

As a technology facilitator, it is important to be knowledgeable and supportive in a non-threatening or intimidating way. Technology can already be intimidating, so it was up to me to have a supportive and positive attitude when meeting with these teachers to let them know I could offer assistance.

Date	Activity	Standards
8/23/11	Met with the Professional Development Key Committee • Assessed the school's use of professional development using the Professional Development Assessment Rubric (Wrote a Current Reality & GAPPS Assessment Review based on the rubric and shared with administrator to promote the shared vision for technology) • Formulated a plan of professional learning that would best benefit the teachers at Teasley by providing differentiated courses that align with the School Improvement Plan • Designed a teacher survey using Google Docs to assess teacher professional development needs	1.1, 1.2, 1.4, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3
9/13/12	Meeting with Principal to discuss the School Improvement Plan & ques. regarding current reality	
9/20/11	Met with the Professional Development Key Committee • Analyzed teacher needs for professional development based on the survey and worked to finalize courses and facilitators.	
9/23/11	Designed a feedback questionnaire for Professional development and met with course facilitators to explain and get questions or additional feedback. Researched and Created a Power Point Presentation to use for the Professional Development Beginning Technology Integration with Smartboard training.	
9/27/11	Conducted the professional development course (set up, course, additional help/questions, break down and clean up)	
10/4/11	Follow-up Professional Development Key Committee Meeting to assess training day and plans for next session	

| | | (25 hours) | |

Reflection:
Since I knew I would need to teach some professional development courses for my capstone, I decided it would be important to be a member of the Professional Learning Key Committee. How fortuitous that in the initial meeting when the assistant principal handed out the Needs Assessment Rubric, I would also have the professional development course at Kennesaw and have to complete the survey and write-up for that class. That was pretty awesome timing! I found that our school was struggling with in some areas and would need some assistance to put us on the right track with professional development. There needed to be more input and feedback from teachers, the administration needed to give us some say, the courses needed to be differentiated by either grade level, experience level, or some other leveling in order to be more worthwhile. In the beginning phases of planning, we decided to meet some of those needs and plan accordingly. In this area, I was able to step up as a teacher leader and as a technology leader. I let my voice be heard in the meeting and was able to teach the technology professional development course that I needed to teach for my capstone.

The training went well and teachers were very receptive to the information I provided. We had time to work with the tools I was suggesting for use. I was able to answer questions and troubleshoot technology since teachers brought their laptops to the training course. There were some technical difficulties: the tripod and video camera were not at the best angle for videoing my session so most of the time I was out of the shot; and because so many teachers were trying to gain access to the Smart Exchange site at the same time, the site was running slowly and would not allow all the teachers to log on or create accounts at the same time. I remained positive and told teachers I would help them log in to create accounts the following day or as needed.

This was my first official technology leader test, in my opinion. This is when I actually felt like a technology leader because of teaching, facilitating, modeling, planning, troubleshooting, etc. All of these skills had to be in place and I had to be "on" to make it all come together at the right time and in the right place. Everything was not smooth, but it did come together in a meaningful way with good results (based on questionnaires and teacher feedback).

3/18/12	Developed a plan for the mini lit review		2.8, 4.3, 6.1, 6.2, 6.3
3/25/12	Searched for relevant articles for mini lit review		
3/30/12	Printed and read through selected articles		
4/1/12	Arranged articles based on relationship to each other and determined quotes to use from each		
4/4/12	Wrote mini lit review		
6/14/12	Final revision and submission of mini lit review		
	(30 hours)		

Reflection:
I wanted to make sure that the mini literature review that I had to complete for the research class would be relevant to my capstone project. I thought the information I found in the articles would be useful for my knowledge, in the way I helped the teachers, and to provide in the body of my capstone report. I found a lot of good information. The overarching theme I found was that just giving the teachers more technology is not going to make them better at teaching with technology or engaging the students. Teachers have to have to have time to learn and experiment with the technology and they need to see it being modeled effectively with students.

This was a long and tedious assignment, but I found it very useful in providing great information to me as a technology leader in how to best facilitate technology learning with teachers.

3/6/12-5/14/12	Communicated with teachers via email to set up final observations. Final observations of teachers in their classrooms teaching lessons to students using the Smartboard. Met in follow-up sessions with teachers to discuss their lessons. We used this time to go over the Revised Bloom's Taxonomy chart and talked about how they felt the lesson went, as well as gains made (in most cases) ==(5 hours)==	1.1, 1.2, 2.3, 2.4, 2.7, 3.1, 3.2, 3.5, 3.7, 4.1, 5.2, 6.2

Reflection:

Although I wanted every teacher I observed to reach the highest level of knowledge and cognitive processing on the Revised Bloom's Technology, alas that was not the result. I was so proud of the teachers who stepped up their game and incorporated technology in a way that was engaging to the students. They could tell a difference in the student learning and engagement level and were proud, too. There were two teachers that did not do as well as I wanted. Similar to the research I had found when writing my mini literature review, these teachers need more support than I gave. Due to age, familiarity with technology, comfort level with technology, or any number of other variables, these two teachers were not able to make the engagement learning happen in their class. That is not to say that this is always the case, but based on what they have told me, I would say that it is.

So did I fail as a technology leader with those teachers? No. I believe that I have just been given a greater goal of offering more technology classes to continue support at our school. I also need to provide assistance on a personal level (like a tutor) for the teachers who will need a much greater degree of support, if they are willing. I realize that I may not be able to transform everyone, but I can offer my help to as many as will take it.

7/5/12	Wrote capstone report ==(8 hours)==	1.1, 1.2, 2.3, 2.7, 5.3, 6.1, 6.2,

Reflection:

Getting a year's worth of planning, teaching, facilitating, and assessing down on paper took a lot longer than I would have thought. This was the first time I was able to write and never once thought, "I don't know if I'll have enough information to make up the required amount of pages". I know there was not a set requirement of pages for this paper, but I can say this is the longest one I've written.

I enjoyed reading over this paper and actually seeing all that hard work written out. It really made me look back at the whole experience and think, "Wow, this was a big deal". The whole program was a lot of hard work and I am very proud of all that I have learned through this experience and all the work that I can show for it. I plan to continue to refer back to this experience and use what I have learned with my young students and with my colleagues.

Total Hours: ==(78 hours)==	

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				X			
Hispanic					X			
Native American/Alaskan Native					X			

White	X				X			
Multiracial					X			
Subgroups:								
Students with Disabilities					X			
Limited English Proficiency					X			
Eligible for Free/Reduced Meals					X			