**Capstone Log**

**Instructional Technology Department**

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| **Candidate:**  **Tabitha Edmondson-Goodman** | **Mentor/Title:  Carla Wallace/ Gifted Specialist** | **School/District:  A. L. Burruss**  **Marietta City Schools** |
| **Research Project Title:**  *Integrating Technology into the K-2 IB Planners* | | |

**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** |
| 08/21  09/18-27  10/7 | TKES Pre-evaluation conference with my administration and IB coordinator  Development of the Capstone Proposal  Additional meeting with our IB Coordinator to review K-2 planners  **Time-12 hours** | 1.1, 1.4, 3.6, 4.3, 5.2, 6.1, 6.2, 6.3 |
| **Reflection:** Since my school is in the candidacy phase of the PYP IB program, I felt that my Capstone Project should be focused on integrating the IB mindset and technology into our curriculum. During my TKES Pre-evaluation conference with my administration we discussed my idea for integrating technology into the IB planners. The IB coordinator thought that this would be a great idea to encourage our teachers to add this resource into their planners. The capstone project focused on both the needs of our students and our teachers in expanding their understanding and use of available technology tools. Our planners are designed to integrate transdisciplinary learning to our students through six planners. Each planner focuses on a variety of themes such as, *Where We Are in Place* *and Time* or *How the World Works*. When it was time to create my Capstone proposal it was difficult to find research that combined both technology and the PYP IB program. I ended up using research from both topics and combining them. My proposal was returned twice for needing more research and also for poor editing. I had to dig really deep for the research and with the help of the KSU Library I was able to find some really good research. | | |
| 11/11-18 | Introduced my Capstone project to the K-2 teachers. Consulted with them during their collaborative planning meetings to discuss their technology needs within their current planners, my role in the Capstone project, and how this implementation will impact their students learning.  **Time- 6hrs** | 1.1, 1.4, 3.6, 4.3, 5.2, 6.1, 6.2, 6.3 |
| **Reflection:** After getting the approval of my Capstone from my administration I needed to open up the lines of communication with my K-2 teachers. I meet with them each Wednesday during their collaborative planning, so I spend a great deal of time with them. I had to make sure that I did not monopolize all of their planning time, but still be able to provide them with some great resources. The teachers were very receptive to the idea, but there was some concern about how they were going to be able to apply this in their classrooms. I offered to create handouts and screencast videos to support them with these new technologies. Many of them had several ideas and needs for their upcoming planners. | | |
| 1/ 7, 1/14, and 1/28 | Review K-2 current and past planners. Identify the areas/concepts that they are focusing on. Determine what Web 2.0 resources that can be added to their planners. Continue consulting with the K-2 teachers to determine how their planners were created and their learning focus.  **Time- 6hrs** | 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 3.6, 3.7, 4.3, 6.1, 6.2 |
| **Reflection:** While looking over the planners I realized that I had several questions about how they planners were written and what learning objectives the teachers were hoping to master. I realized that many of our technology resources would be best used on the assessment areas, provocation, and maintaining the students engagement. First and second grade have moderate to well-developed planners so I believe that it is going to be easy to implement many technology resources into them. For example, in the *How the World Works* planner, I believe that introducing the second graders to Discovery Education Boards and Spark videos will be a great addition to the unit. | | |
| 2/1-2  2/ 3, 2/10, and 2/25 | Explored the Discovery Education tool  Offer and aid teachers in one-on-one and/or planner specific technology use. Focus on the use of Discovery Education and how it can be used in our planners. Creation of Discovery Education handout for teachers.  **Time -11 hours** | 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 3.6, 3.7, 4.3, 6.1, 6.2 |
| **Reflection:** I had no idea all of the resources that are available within Discovery Education. This interactive resource allows our teachers to create multimedia posters that can be used to provide our students with a variety of access points on our topics; it offers digital textbooks, professional development opportunities, STEM activities, video streaming, and Quiz Builder. It was great to share this resource with our teachers. I believe that many of them were unsure of how to use do to incomplete trainings. I created a Discovery Education board with a Spark video assessment for the second grade team to complement their *How the World Works* planner. | | |
| 3/1-2  3/9, 3/16, and 3/23 | Collaborative Planning: Explore planner ideas with K-2  Exploring Web 2.0 tools- Blabberize, Little Bird Tales, Spark Videos  **Time- 10hrs** | 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 3.2, 3.6, 3.7, 4.3, 6.1, 6.2 |
| **Reflection:** While talking with each grade level I’ve narrowed down several resources that would be a great fit within their planners. I’ve also started to create handouts for these resources, but I realize that it is easier to create a screencast than to type up directions. One resource that I believe would be great for first grade is Blabberize. I have spoken with the grade level chair and she has said that I can model this lesson in her class. This web 2.0 resource is going to be used in their *Where We Are in Place and Time* planner. The students have been researching a famous historian and they are going to use Blabberize to showcase their learning. | | |
| 4/6, 4/20, and 4/27, | **Collaborative Planning:** Continue to explore planner ideas with K-2 students. Implemented Webquests and Google Tour Builder with my gifted students. Continue exploring a variety of Web 2.0 tools.  **Time-10hrs** | 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 3.2, 3.6, 3.7, 4.3, 6.1, 6.2, 4.1, 4.2 |
| **Reflection:** This month I continued to research a variety of resources. I have gotten a lot of ideas for both first and second grade. The kindergarten team seems hesitant about wanting to incorporate technology into their IB planners. They are a wonderful team to work with, but they have a set mindset when it comes to technology. They have only integrated the Discovery Education resources into their planners. I am hoping that once they see that the other two grade levels are using some of these resources that they will want to too. | | |
| 5/4, 5/11, and 5/18 | Continue to explore Web 2.0 resources such as, Weebly, Webquests, Spark, and Google Tour Builder. Attended weekly collaborative planning’s with the K-2 teachers. Reflecting on recent planners.  **8 hours** | 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 3.2, 3.6, 3.7, 4.3, 6.1, 6.2, 4.1, 4.2 |
| **Reflections:** I have still been meeting regularly with my K-2 teachers concerning the implementation of their planners. During my gifted classes I introduced two new resources for my students. I introduced Google Tour Builder and Webquests to complement our current gifted unit. These two resources will also go great with their current IB planner too. The students used the Webquest that I created to learn and research about their chosen state. Using Google Tour Builder they had to showcase their state by embed videos and pictures along with their research. Having my gifted students learn these resources gives them a chance to be able to teach their classmates. My students really enjoyed creating their Google Tour Builder videos. | | |
| June 1-2 | Summer IB Planning at ALB:  Working with the K-2 teachers on reflecting, revising, and designing planners for the 2016-17 school year.  **Time- 9 hours** | 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 3.6, 3.7, 4.3, 6.1, 6.2, 4.1, 4.2 |
| **Reflection:** Our IB coordinator and administration provided our teachers with time after the school year ended to receive IB training and also the time to work on our IB planners. During these two days we reflected on the previous units and determined which changes that needed to be made for our students. This was a beneficial time mainly because school had ended and we were able to focus on our tasks without being rushed or preoccupied with the day to day school things. | | |
| August 22-24 | Continued to attend the collaborative planning meetings for the K-2 teams. I have been encouraging the use of technology within their IB planners.  Developed the Capstone Report Part B #1-3 and uploaded this completed document to my online portfolio.  **Time 10hrs** | 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 3.2, 3.6, 3.7, 4.3, 6.1, 6.2, 6.3 |
| **Reflection:** I initially thought that this assignment was going to be difficult to complete, but after reviewing the requirements I was pleasantly surprised. Part B of the Capstone Report was a great way to revisit and reflect on my Capstone experience. Describing the experiences that worked and identifying areas that I can continue to grow in. During the collaborative planning’s I have been encouraging the teachers to step out of their comfort zone and try some of the new resources. I have also been offering to come in and model some lessons and co-teach. So far the first grade team has planned to have me come in to model Little Bird Tales with their classes. I planned to have two high school students come in and help with this task. It went really well because we had several adults in the computer lab and the students really enjoy using this resource. | | |
| 09/7, 09/14, and 09/21 | Assisted the K-2 teams create several Discovery Education Boards and quizzes to include in their planners. Continue to research a variety of technology resources. Incorporated Padlet into my gifted unit.  **Time- 8 hours** | 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 3.2, 3.6, 3.7, 4.3, 6.1, 6.2, 4.1, 4.2, 6.3 |
| Reflection: | | |
| October 15-17 | Developed the Capstone Video Presentation Script/Outline and uploaded it to my online portfolio  **Time- 3hrs** | 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 3.6, 3.7, 4.3, 6.1, 6.2, 4.1, 4.2, 6.3, 5.3 |
| **Reflection:** I was really nervous about developing a script for my Capstone Video Presentation. I have learned a great deal about technology in these five semesters and I wanted to accurately reflect what I learned as well as my Capstone Project. Creating an outline did give me some idea of how I wanted to portray my presentation and the important elements that I wanted to showcase. | | |
| November 16-20 | Produced the Capstone Video Presentation  **Time-6hrs** | 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 3.6, 3.7, 4.3, 6.1, 6.2, 4.1, 4.2, 6.3, 5.3 |
| **Reflection:** This by far has been the most stressful part of the Capstone Project. Looking over the outline script that I created in October, I now realize that I have overestimated my abilities and I have to go to plan B. I wanted to use Screen-O-Matic and a video of me talking, but I am having some technical difficulties and time is of the essence. I am instead going to use Screen-O-Matic to review a PowerPoint that I have created. I am looking forward to this part of the project being over. | | |
| 12/5-7 | Organized my Capstone Log  **Time- 4 hours** | 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 3.2 ,3.6, 3.7, 4.3, 6.1, 6.2, 4.1, 4.2, 6.3, 5.3 |
| **Total 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 |  |  |  |
| Black | X |  |  |  | X |  |  |  |
| Hispanic | X |  |  |  | X |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | X |  |  |  | X |  |  |  |
| Multiracial | X |  |  |  | X |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  | X |  |  |  |
| Limited English Proficiency |  |  |  |  | X |  |  |  |
| Eligible for Free/Reduced Meals |  |  |  |  | X |  |  |  |