

Capstone Log

Instructional Technology Department

Candidate: Ke'Ondra Clark	Mentor/Title: Dr. Tameika Grizzle/STEM Teacher	School/District: Cobb County School District
Capstone Title: Using Web 2.0 Tools to Engage Learning in English Language Arts and Math		

Date	Activity/Amount of Time (Please total the time after the last entry.)	PSC/ISTE Standards
8/1/19	Reviewed capstone proposal. Created an online needs assessment using Google Forms to measure the teachers' comfort level with using Kahoot. (2 hours)	(PSC 3.7/ISTE 3g) (PSC 5.1/ISTE 4a)
Reflection: Looking at my capstone proposal, I was able to consider some questions that would help me understand where my colleagues stood as far as using Kahoot and what resources I could include to make their participation with using the tool more meaningful and worth their time.		
8/2/19- 8/7/19	Developed materials for training/workshop (handouts, agenda, screenshots, and videos) and housed them on online site to review using Weebly. (16 hours)	(PSC 2.3/ISTE 2c) (PSC 2.4/ISTE 2d) (PSC 3.3/ISTE 3c)
Reflection: During this time, I found it very helpful to refer back to the online needs assessment so that I could implement resources that would be beneficial to them and that would also help support their students' needs. After doing some exploring and researching I began to build my online site using Weebly. I started to think about how I wanted to design my online site for my peers to view during the workshop and hoped that they would enjoy reviewing the site after the workshop as well. I had a lot of fun experimenting with the theme and colors to make the site more appealing to my coworkers and students. The workshop was conducted on Wednesday, August 14, 2019. For it to be our first official workshop as a team, I think it was a success. My colleagues complemented me on the visual appearance and was interested in learning more about the ISTE standards that was handed out during the presentation. They found the video to be engaging and said that they would definitely refer back to the material. As a coach, I found it helpful to be very familiar with the Web 2.0 tool because it made it easier to navigate, discuss, and also answer questions during the experience.		
8/15/19- 9/13/19	Met with teachers during Professional Learning (PL) days and individually to share their progress with using Web 2.0 tool and to discuss concerns and/or questions. (15 hours)	(PSC 1.1/ISTE 1a) (PSC 5.2/ISTE 4b) (PSC 6.1/ISTE 6a, 6b)
Reflection: My colleagues were pretty excited about using the Kahoot tool. They were eager to have me come into their classes to introduce the tool to their students. The tune to Kahoot was very catchy to the students and immediately grasped their attention. They enjoyed being able to have their own personal device to use while engaging in the activity. Since we are not currently a 1:1 device school, we have to check out the laptop cart from the Learning Commons. So, students unfortunately did not get the opportunity to experience working with their own digital devices on a daily basis. As I visited three of my colleagues' classrooms, I can honestly say that I had every child's attention at least 90% of the time as I		

<p>instructed and encouraged them to participate in showing what they learned. Due to the digital resource being user friendly and easy to implement, I did not have any backlash or negative responses when it came to getting teachers to use the tool independently when I wasn't in the classroom with them.</p>		
9/14/19	<p>Created a post-assessment survey using Google Forms to evaluate the workshop, what teachers learned, their thoughts about the tool, and their implementation of the technology tool in the classroom.</p> <p>(2 hours)</p>	<p>(PSC 5.3/ISTE 4c) (PSC 6.2/ISTE 6c)</p>
<p>Reflection: I sent the post survey out through email on Monday, September 16, 2019 reviewed it and had a quick meeting with my team to discuss the results during our PL meeting that Wednesday. The final results were pleasing. The majority of the team shared that they use Kahoot at least 3 times a week and expressed the fact that not only is it engaging but that it also encourages students who have challenges with behavior to cooperate because they want to also participate with using the tool as well.</p>		
9/20/19	<p>Produced an online needs assessment using Google Forms to measure the teachers' comfort level with using Edmodo.</p> <p>(1 hour)</p>	<p>(PSC 3.7/ISTE 3g) (PSC 5.1/ISTE 4a)</p>
9/21/19 - 9/27/19	<p>Prepared materials for training/workshop (handouts, agenda, screenshots, and videos) and housed them on online site to review using Weebly.</p> <p>(15 hours)</p>	<p>(PSC 2.3/ISTE 2c) (PSC 2.4/ISTE 2d) (PSC 2.7/ISTE 2g) (PSC 3.3/ISTE 3c)</p>
<p>Reflection: I used the online needs assessment as a guide to develop materials that would support my colleagues during this experience. Afterwards, I researched and shared on the housed site about the different ways to implement multiple subjects such as Math, English Language Arts, Science, and Social Studies by using Edmodo. One of our school improvement goals touches on engaging parents more and so I was sure to introduce this information to the team as well.</p> <p>The workshop was conducted on Wednesday, October 2, 2019. With this being the second training that I held with my team I felt more confident and I could tell that they were excited about the material I was going to present. My colleagues praised the idea of being able to use the tool for all major subjects and was ecstatic about the fact that they could include parents to the learning process as well. Although there is a lot to share about the Web 2.0 tool and the fact that I definitely needed to meet with team members individual to go more in depth about the many benefits of using Edmodo, I would say that the overall training was a success.</p>		
10/3/19- 10/25/19	<p>Collaborated with teachers during PL days and individually to share their progress with using Edmodo and to discuss concerns and/or questions.</p> <p>(14 hours)</p>	<p>(PSC 1.1/ISTE 1a) (PSC 5.2/ISTE 4b) (PSC 6.1/ISTE 6a, 6b)</p>
<p>Reflection: It was interesting using Edmodo as a tool to assist teachers with implementing technology as they taught general subjects. Although one of our school's goals was to place extra emphasis in improving mathematical and ELA skills to better prepare for major assessments such as the Georgia Milestones, I wanted to make sure that the teachers I worked with also felt confident in using the digital tool for other subject areas as well. With two of my colleagues, I was able to practice coteaching and showed them how they could use Edmodo to guide lessons using online class discussions, upload assignments, and also</p>		

<p>prepare quizzes for students that have multiple choice, true/false, matching, fill in the blank and short answer options as a form of assessment at the end of the week. I must admit that in the beginning it took a little time to adjust but what I, as well as other teachers, really like about Edmodo is that it allows students a unique way to engage in discussion (focuses on voice and words) by enabling them to read their peers thoughts and enrich their own ideas or understanding about a specific topic in a way that doesn't typically happen in a tradition classroom discussion.</p>		
10/26/19	<p>Created a post-assessment survey using Google Forms to evaluate the workshop, what teachers learned, their thoughts about the tool, and their implementation of the technology tool in the classroom.</p> <p>(2 hours)</p>	<p>(PSC 5.3/ISTE 4c) (PSC 6.2/ISTE 6c)</p>
<p>Reflection: An email was sent out to the team to take the post survey on Monday, October 28, 2019. The data collected was reviewed and we had a quick discussion about the results during our PL meeting that Wednesday. During our meeting, the team expressed several things that they appreciated about Edmodo such as using it to engage in teaching about sequencing and finding the main idea in a text or story. There was one thing that stood out, and that I also completely understood, the fact that a few colleagues wanted to engage a little more with the tool, however, their schedules are so busy that it's challenging to use as much as they would like. On the other hand, the other half of my colleagues shared that they use the tool four times a week. I believe the most challenging thing about this experience is the shortage of time allotted to truly master just how effective this tool can be. In spite of this challenge, I do believe that all of my colleagues have benefited from learning about Edmodo and will keep this as a valued resource in the future.</p>		
10/27/19	<p>Designed an online needs assessment using Google Forms to measure the teachers' comfort level with using Learn Zillion.</p> <p>(1 hour)</p>	<p>(PSC 3.7/ISTE 3g) (PSC 5.1/ISTE 4a)</p>
10/28/19- 11/2/19	<p>Developed materials for training/workshop (handouts, agenda, screenshots, and videos) and housed them on online site to review using Weebly.</p> <p>(16 hours)</p>	<p>(PSC 2.3/ISTE 2c) (PSC 2.4/ISTE 2d) (PSC 2.5/ISTE 2e) (PSC 2.7/ISTE 2g) (PSC 3.3/ISTE 3c)</p>
<p>Reflection: The workshop was conducted on Wednesday, November 6, 2019. Once again, I used the online needs assessment as a guide to develop materials that would support my colleagues during this experience. Then, I researched and shared resources using Weebly to teach about the different ways to enhance learning while implementing Learn Zillion.</p> <p>The final workshop was very engaging. I started with an introduction video and then shared a sample of my own account. Teachers also created their own accounts and explored the instructional videos and lessons that were embedded in the site. My colleagues like the idea of being able to use the tool for Math and English Language Arts. They even saved a few videos in their account to use later for instruction which warmed my heart and made me feel as though I did a great job in choosing a tool that they would find resourceful for future lessons. During the workshop, I pointed out how ISTE standards could be implemented and encouraged teachers to work with a partner to find one ISTE standard that could be used to promote a sense of higher learning as they taught one of their priority standards. I think that this was a neat task for my colleagues because it gave them the opportunity to gain a better understanding of how ISTE standards work and how beneficial it is to expanding learning with the support of technology.</p>		

Overall, I was pleased with the participation and duration of the workshop and grateful for yet another successful experience.		
11/7/19-12/6/19	Convened with teachers during PL days and individually to share their progress with using Learn Zillion and to discuss concerns and/or questions. (17 hours)	(PSC 1.1/ISTE 1a) (PSC 5.2/ISTE 4b) (PSC 6.1/ISTE 6a, 6b)
Reflection: I met with two teachers who requested additional assistance. We sat down, discussed their goals, and planned for a time that was best for me to collaborate with them. I prepared for our next meeting by searching for ideas on how to implement two-step word problems and determining how to solve multiplication and division within 100 in each lesson since that was what the teachers wanted to focus on. From our one-on-one discussions, I learned that teachers enjoyed using the tools and some teachers still needed assistance on general troubleshooting issues.		
12/7/19	Created a post-assessment survey using Google Forms to evaluate the workshop, what teachers learned, their thoughts about the tool, and their implementation of the technology tool in the classroom. (2 hours)	(PSC 5.3/ISTE 4c) (PSC 6.2/ISTE 6c)
Reflection: An email was sent out to the team to take the post survey on Monday, December 9, 2019. The data collected was reviewed and we had a quick discussion about the results during our PL meeting that Wednesday. All of the teachers I assisted felt comfortable using the new technology after our coaching session and were aware of how to use it to implement priority standards in their classrooms. This shows that teachers will implement a new strategy if they have the support to do so confidently. Through the survey, I also found that their perception of technology changed a bit being that the majority of the teachers now use the tool twice a week and even one teacher said she uses it three times during the week. I was happy to learn that teachers were not as hesitant to use the digital tool and were actually applying what they learned to improve their instruction. This capstone project has taught me how to design and implement professional development and then foster support of the learning through coaching. Even though my group of participants was small, I feel that a smaller learning environment makes for more meaningful conversation. I feel participants were more comfortable with asking questions and discussing their thoughts and feelings of using a particular digital tool to implement. This type of conversation led to better understanding of each tool and how it could be implemented effectively in the learning environment. I also discovered that teachers learn best when shown how to use a new digital tool in action and then given time to practice using the tool on their own. The time spent modeling and facilitating is valuable as teachers are more prone to adopt and implement new learning if they are properly trained and given the time to apply it. It was also beneficial to have meetings and coaching session after the professional development as to further the successful implementation of the new digital tool.		
Total Hours: [103 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		