**Capstone Log**

**Instructional Technology Department**

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| **Candidate:** Gaberielle Miller | **Mentor/Title:** Barbara Lange | **School/District:** Russell Elementary/ Cobb County |
| **Capstone Title:** Station Rotation, a form of Blended Learning | | |

**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** |
| **Sep. 2018** | * Identified technology-related need or problem to be addressed by the capstone * Communicated with mentor and administrator to gain access to technology information and permission to complete activity   6 hours | 1.1/a Shared Vision |
| Reflection: I was able to talk to my school mentor and principal. With their help, I was able to determine a need or problem for our school. A few days later, I approached my principal and informed her that I wanted to implement a flip classroom approach. She was very receptive to my project. I was excited. | | |
| **Sep. 2018-Oct** | * Capstone proposal research   10 hours | 1.1/a Shared Vision  6.1/6ab Continuous Learning |
| Reflection: As I began studying about flip classrooms, I quickly learned that a flipped classroom is a form of blended learning. I also learn that under the umbrella of blended learning, there are lots of instructional platforms. However, I would not be able to implement a flip classroom due to t limited technology. I was glad to know that I could do station rotation. I soon found out that there was not a lot of research on station rotation. It took me a while to gather peer review articles to use within my proposal. I am so glad to be done with this portion of my research. | | |
| **Oct. 2018** | * Edited/ final draft of proposal * Resubmission of proposal research   9 hours | 1.1/a Shared Vision  6.1/6ab Continuous Learning |
| Reflection: I was very disappointed when I received my feedback on my capstone proposal. I got a 76! I have never made that grade in college. I started to believe that maybe getting my Ed. S was not a good idea for me. I contacted my teacher and informed her that there was no research about station rotation. She gave me suggestions on my wording. After many hours of researching and looking for peer-reviewed articles, I was able to edit and resubmit my proposal. | | |
| **Dec. 2018**  **Jan. 2019** | * Create and analyze an interest in blended learning survey   (8 hours) | 5.1/4a Needs Assessment  2.1/2a Content Standards & Student Technology Standards |
| Reflection: This was the first survey that I had ever made, and it took me a while to create. I had never used Google forms or had to come up with questions. | | |
| **Jan. 2019**  **Feb. 2019** | * Design overview workshop about Blended Learning * Create PowerPoint presentation, handout, and shared folder to house information in on OneDrive * Present workshop info to second grade teachers   (14 hours) | 1.1/1a Shared Vision  2.2/2b Research-Based Learner-Centered Strategies  2.6/2f Instructional Design  3.3/3c Online & Blended Learning  5.2/4b Professional Learning |
| Reflection: The blended learning overview workshop was the second workshop I had ever designed. I also created a place that housed resources that the teachers could refer back to in the future. I was extremely nervous when presenting this information to my teammates. As I mentioned before, this was the second presentation that I had done, and presenting was something I never really had the desire to do. However, it was very rewarding to know that a group of teachers were interested in blended learning. | | |
| **Oct. 2019**  **Nov. 2019** | * Administer and analyze an interest in blended learning survey * Create and administer a blended learning pre-test * Analyze interest survey and pre-test results   (6 hours) | 2.1/2a Content Standards & Student Technology Standards  2.6 /2f Instructional Design  3.3/3c Online & Blended Learning  5.1/4a Needs Assessment  6.1/6ab Continuous Learning |
| Reflection: In elementary schools, teachers are sometimes moved to a new grade level for several reasons Two teachers left the second-grade team, and two new teachers joined the team. As a result, I had to start my project over. I sent out an interest survey in October, only three out of five teachers replied. I sent out a blended learning pre-test in November, and no one from the second-grade team took the test. About a week later, the pre-test was sent out again, still no results. I met up with the team leader to discuss dates to introduce and train the team on blended learning so I could complete my capstone project. I did have the chance to analyze the interest survey and determine where to start with my presentation. | | |
| **Dec. 2019** | * Present overview workshop about blended learning * Share shared folder that includes handout and PowerPoint presentation with second grade teachers   (2 hours) | 2.1/2a Content Standards & Student Technology Standards  2.6/2f Instructional Design  3.3 Online & Blended Learning  6.1./6abContinuous Learning |
| Reflection: I was able to give my teammates an over of blended learning. Their attitudes were very positive, and I could not wait to share more information with them about blended learning. I have to admit; I was a little nervous presenting the information with my team. However, I feel like I am starting to get the hang of presenting in front of a crowd. I uploaded the PowerPoint into the shared folder on OneDrive for future reference. | | |
| Jan. 2020 | * Administer blended learning pre-test and analyze results * Deliver Blended Learning Professional Development (PD) * Add information presented in PD to shared folder on OneDrive * Administer formative questionnaire and analyze result of questionnaire   (3 hours) | 1.1/1a Shared Vision  2.2/2b Research-Based Learner-Centered Strategies  2.6/2f Instructional Design  3.3/3c Online & Blended Learning  5.2/4b Professional Learning  5.3/4c Program Evaluation |
| Reflection: The activities that I completed within the given time frame was not as time-consuming as prior activities. The pre-test, PD, and folder were already created. I just had to develop and administer a questionnaire on the learning outcomes for the PD and analyze the results. | | |
| Jan. 2020 | * Research Nearpod and gather resources for Nearpod training * Design Nearpod PowerPoint presentation * Present PD on Nearpod * Crate and administer a formative questionnaire about Nearpod * Add resources onto OneDrive   (13 hours) | 2.6/2f Instructional Design 3.3/3c Online & Blended Learning  5.2/4b Professional Learning  5.3/4c Program Evaluation |
| Reflection: Researching and gathering resources for the presentation took much time, along with preparing the presentation. The second-grade team was active listeners throughout the presentation, but it seemed as if they had lost a little of their drive for blended learning. Teachers were given a formative questionnaire that asked them to state three things they learned about Nearpod and how they can use Nearpod in the classroom. I uploaded the PowerPoint into the shared folder on OneDrive for future reference. | | |
| Feb. 2020 | * Gather resources needed for final training on station rotation. * Record students in my classroom using station rotation * Design station rotation training with PowerPoint * Create a post-test about the use of station rotation * Present a PD on station rotation * Administer post-test of station rotation * Add all information into shared folder on onto OneDrive. * Analyze post-test to determine teacher’s understanding of implementing station rotation.   (12 hours) | 2.6/2f Instructional Design 3.3/3c Online & Blended Learning  5.2/4b Professional Learning  5.3/4c Program Evaluation |
| Reflection: This was my final training for my capstone project. The training gave detailed steps in implementing station rotation into a classroom. The presentation also included a link to a post-test to determine how much teachers learned about station rotation. All materials used from this presentation was uploaded to the OneDrive folder. | | |
| Feb. 2020 | * Follow up with teachers on implementing station rotation within classroom   (2 hours) | 2.6/2f Instructional Design 3.3/3c Online & Blended Learning  5.2/4b Professional Learning |
| Reflection: It was great seeing teachers starting to use station rotation in their classrooms. I wish I had more time to observe them. Hopefully, they can start the beginning of the next school year, implementing station rotation. | | |
| Jan 2020 | * Capstone Report Part B 1 &2   (5 hours) | 6.2 /6c Reflection |
| Reflection: Completing this portion of the capstone really allowed me to reflect on the process it took to create my capstone project. I was able to share how well my project went, the barriers I faced, and what I learned about technology. I was even able to give advice and recommendations if someone were to address this same issue or implement station rotation at their school. | | |
| Mar. 2020 | * Capstone Video Presentation Outline   (3 hours) | 6.2 /6c Reflection |
| Reflection: Planning the video outline helped me organize my ideas and thoughts for my final presentation. It also has helped me realize that planning is essential. | | |
| Mar. 2020 | * Capstone Video Presentation Design and Organization   (5 hours) | 6.2 /6c Reflection |
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| Mar.  2020 | * Capstone Video – edited & final   (3 hours) | 6.2 /6c Reflection |
| Reflection: Editing and finalizing my capstone project has made me realize that I am one step closer to become a technology leader and coach. | | |
| Total Hours: [## hours ]: | | 101 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 |  |  |  |  |  |  |  |
| Hispanic | X |  |  |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | X |  |  |  |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities | X |  |  |  |  |  |  |  |
| Limited English Proficiency | X |  |  |  |  |  |  |  |
| Eligible for Free/Reduced Meals | X |  |  |  |  |  |  |  |