**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 Vision6.1/6ab 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 Vision6.1/6ab 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 Assessment2.1/2a 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 Vision2.2/2b Research-Based Learner-Centered Strategies2.6/2f Instructional Design3.3/3c Online & Blended Learning5.2/4b 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 Standards2.6 /2f Instructional Design3.3/3c Online & Blended Learning5.1/4a Needs Assessment6.1/6ab 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 Standards2.6/2f Instructional Design 3.3 Online & Blended Learning6.1./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 Vision2.2/2b Research-Based Learner-Centered Strategies2.6/2f Instructional Design3.3/3c Online & Blended Learning5.2/4b Professional Learning5.3/4c 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 Learning5.2/4b Professional Learning5.3/4c 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 Learning5.2/4b Professional Learning5.3/4c 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 Learning5.2/4b 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 |  |  |  |  |  |  |  |