

## Capstone Log

### Instructional Technology Department

<b>Candidate:</b> Ashley Chupp	<b>Mentor/Title:</b> Mrs. Flowers/Teacher	<b>School/District:</b> Cartersville Middle School/Cartersville City Schools
<b>Capstone Title:</b> What Does Instructional Technology in Education Mean?		

<b>Date</b>	<b>Activity/Amount of Time</b>	<b>PSC Standards</b>
8/1/11	<p>Interviewed teachers to discuss technology needs within the classroom.</p> <p>Met with content coaches and administrators to discuss technology needs within the school and approve trainings every other month.</p>	<p>1.1, 1.2, 2.1, 2.5 3.1, 3.2, 3.5, 3.7, 4.2 5.1, 5.2, 5.3, 6.2, 6.3</p>
8/15/11	<p>Created a sign-up sheet to post in the mailroom for teachers to sign up for Homework Hotline training. Posted an email to CMS Announcements informing teachers of upcoming training and sign-up sheet location.</p>	
8/20/11 – 8/26/11	<p>Created a Homework Hotline webpage for teachers to view. Also created a WIKI page for teachers to view PLC information and forms.</p> <p>Developed training on using Homework Hotline and Twitter to be offered at the end of September.</p> <p>Created and copied handouts with written instructions and pictures to guide.</p>	
8/29/11 – 9/30/11	<p>Offered and aided teachers throughout the school on an as needed basis. I informed teachers I was available before or after school to help with technology needs. Teachers sent emails to have times set up. This month, I mostly helped teachers get their technology set up. Many teachers had trouble getting their Smartboard or ELMO (opaque projector) set up and calibrated correctly.</p>	
9/28/11	<p>I was not able to lead Homework Hotline &amp; Twitter training until September due to schedule conflicts with meetings.</p>	
10/06/11	<p>Created and sent a questionnaire to teachers that attended the Homework Hotline &amp; Twitter training</p>	

10/11/11	<p>session to gauge relevance and guide improvements for future training. Analyzed results and made note of changes needed such as time and extra training. Viewed teacher webpages.</p> <p style="text-align: right;">(25 hours)</p>	
<p><b>Reflection:</b> This month began my Capstone experience. I was most nervous about meeting with administrators to have my trainings approved. My administrators knew I was getting my master's degree and were very supportive of me from the beginning. For my first training, they offered to pay for refreshments for the faculty that attended. Due to scheduling conflicts and other meetings, I was not able to schedule my training until the end of September. The beginning of the year is very hectic and I believe September was the perfect time to do my first training.</p> <p>Before and during the training, I was worried about teaching teachers. As the training progressed, I felt more confident as I realized the teachers did not have a clue as to what they were doing. The training did not move as quickly as I had hoped as teachers were on different levels of technology knowledge. I had the most difficulty with getting teachers to listen. Many were talking amongst themselves and were not able to hear me. To get their attention, I would walk to the front of the room and raise my hand. This became the signal for them to pay attention. Even though the training went longer than expected, teachers got a lot out of the session and were able to walk away with a Classroom Webpage and the knowledge of how to update/change it. Several teachers had to leave after the Homework Hotline session. Those that wanted to stay for Twitter training were able to stay. The Twitter training lasted about 30 minutes. I could have used more time but the webpage training took longer than expected. About two weeks after the training, I sent out a questionnaire to assess how the trainings went as well as how teachers are using their webpages and Twitter with students and parents.</p> <p>A technology facilitator must be able to work cooperatively with a variety of people. A technology facilitator must also be able to manage people and technology at the same time. Many teachers will become frustrated with technology when it does not work properly. The technology facilitator needs to be able to calm the teacher down and work through the problem with him/her. I believe these kinds of issues turn teachers away from using technology. A technology facilitator must know what teachers need in the classroom. This is how the most effective trainings will take place. Technology facilitators must work closely with teachers to know what their needs are.</p>		
10/5/11	<p>Aided teachers with technology use on an as needed basis.</p> <ul style="list-style-type: none"> <li>Helped a teacher with her webpage. She had specific questions on adding pictures, how to attach documents and how to organize information.</li> </ul>	1.1, 2.1, 2.3, 2.4, 2.5, 3.5, 3.7, 4.2, 6.2, 6.3
10/6/11	<ul style="list-style-type: none"> <li>Helped a teacher that attended the Homework Hotline and Twitter training that had questions on using Twitter with his cell phone.</li> </ul>	
10/12/11, 10/13/11, 10/19/11	<ul style="list-style-type: none"> <li>Helped a teacher with using her Smartboard in the classroom. She had not had any official training before. We started very basic so she could get to know the tools. I then helped her create some basic Notebook files to use with students.</li> </ul>	
10/18/11	<p>During our CMS night, I set up a computer lab where parents could learn about Study Island and PowerSchool. Parents were able to get their passwords for PowerSchool in order to keep up with their child's grades and progress in class. I also helped parents navigate the site and set up email notifications. Parents also learned about Study Island, which students can use to prepare for the CRCT as well as get some on level practice in Math, Science and English/LA.</p> <p style="text-align: right;">(9.5 hours)</p>	

11/3/11	<p>Aided teachers with technology use on an as needed basis.</p> <ul style="list-style-type: none"> <li>Helped a team teacher find online resources for an 8<sup>th</sup> grade Social Studies Classroom. I was able to share my Content Area Report, which gave her one place to look for resources. We also explored other resources together to find what would be relevant for the classroom.</li> </ul>	1.1, 1.2, 2.1, 2.3, 2.4, 2.5, 3.1, 3.2, 3.5, 3.7, 4.2, 5.1, 5.2, 5.3, 6.2, 6.3
11/10/11	<ul style="list-style-type: none"> <li>During our weekly math PLC, I helped the 8<sup>th</sup> grade math teachers' learn how to use graphing calculators with students for our future Probability Unit.</li> </ul>	
11/16/11, 11/17/11	<ul style="list-style-type: none"> <li>Worked with the 8<sup>th</sup> grade Science teachers on using Notebook software in the classroom. Many of the Science teachers were using PowerPoint on a regular basis. I showed them how they could use Notebook software instead and maximize student engagement. I also showed them how to use the gallery tools in order to create interactive games.</li> </ul>	
11/29/11	<ul style="list-style-type: none"> <li>Helped our technology teacher with his new iPad. He had questions about using the iPad with his students and sought information on apps to download for student use.</li> </ul>	
11/28/11 – 12/1/11	<p>Informed teachers through CMS Announcements of a Gmail &amp; Google Docs Training for use in the classroom with students. Sign-up sheet was posted in the faculty mailroom for those interested.</p> <p>Prepared a professional learning session for teachers on Gmail &amp; Google Docs.</p>	
12/7/11	Led Gmail & Google Docs training	
12/14/11	<p>Met with content coaches and administration to discuss trainings and progression.</p> <p style="text-align: right;">(12 hours)</p>	

**Reflection:** Technology facilitators must be up to date with current and emerging technologies in order to be useful to teachers. Many teachers do not have time to research or find new resources available to them. This is where the technology facilitator comes in to keep teachers updated to maximize student engagement inside as well as outside of the classroom. I also learned that it is tough to break old habits. Many teachers choose to use the same piece of technology, as they do not want to learn about new technology. I do not want teachers to get in the habit of doing the same thing everyday as this becomes boring for students as well as teachers. I want teachers to be willing to learn about new resources as well as how to use them. I believe getting teachers on board is the most difficult part of being a technology facilitator. Many are willing yet; many are comfortable in their old ways.

I enjoyed being able to help parents at our CMS night. Parents came through the main hallways to see what their child has done. I had the lab set-up on the main hallway where parents could get help with online resources. This is also another aspect of being a technology facilitator.

Several teachers attended the Gmail & Google Docs training, however, not as many as the Homework Hotline & Twitter training. I believe this may have been because it was near the end of the semester and teachers were feeling overwhelmed. I think we had too much going on in the months of November and December. The training went well and several teachers were glad to learn about Google Docs as it will

make writing, partner work as well as submitting papers/presentations easier. Teachers liked this idea compared to sharing a flash drive, which can easily be misplaced.

I met and informed our content coaches and my assistant principal on our technology integration progress. They were glad to see teachers participating in trainings and asking for help. They know integration may be slow with some teachers and that technology integration takes time.

1/2/12	Aided teachers with technology use on an as needed basis.	1.1, 2.1, 2.2, 2.3, 2.4, 2.5,
1/12/12	<ul style="list-style-type: none"> <li>Helped a 7<sup>th</sup> grade teacher get her PowerSchool set up for the second semester</li> </ul>	3.5, 4.2, 4.3, 5.1, 5.2, 5.3,
	<ul style="list-style-type: none"> <li>Helped my team teacher with computer issues. She was having trouble with the mirroring feature as well as PowerPoint. The dimensions of her screen were changing and I showed her how to fix the issue.</li> </ul>	6.2, 6.3
1/17/11	<ul style="list-style-type: none"> <li>Helped an 8<sup>th</sup> grade teacher use her EveTV. She had difficulty setting it up, getting it to record and then finding saved programs.</li> </ul>	
1/24/12	<ul style="list-style-type: none"> <li>Helped our ESOL teachers use iFlashcards (www.freezingblue.com) with their students. This gave their students a way to study with their cellphones or on the Internet.</li> </ul>	
2/7/12	<ul style="list-style-type: none"> <li>Helped team teacher sync iPod cart and update iPod cart laptops. My team teacher was trying to download audiobooks for students to listen to and she was having trouble getting the iPods to connect.</li> </ul>	
2/13/12	<ul style="list-style-type: none"> <li>Showed Math ELT (extended learning time) teachers how to use Study Island as a review with the entire class.</li> </ul>	
1/23/12	Informed teachers through CMS Announcements of Basic Notebook software training and posted sign-up sheet in faculty mailroom.	
1/26/12 – 1/27/12	Created a handout for teachers to use during training and made copies. Prepared for training.	
2/1/12	Led Basic Notebook software training after school.	
2/8/12 – 2/15/12	Created and sent a questionnaire to teachers that attended the Gmail & Google Docs training as well as the Basic Notebook software training sessions to gauge relevance and guide improvements for future trainings. Analyzed results and made note of changes needed such as creating an online tutorial video for teachers to refer back to.	
	<b>(11.5 hours)</b>	
3/4/12 – 3/10/12	Created a wiki page where teachers can find online tools for the classroom. This wiki page was shared with the entire faculty. I also informed the faculty that I would be available to help them with any of the sites they decided to use.	
3/19/12	Aided teachers with technology use on an as needed basis.	
	<ul style="list-style-type: none"> <li>Helped an Elective teacher with his email and classroom webpage. The formatting of his email and webpage changed. He was having difficulty getting</li> </ul>	

<p>3/27/12, 3/28/12, 4/16/12, 4/19/12, 5/1/12</p>	<p>it back the way it was originally.</p> <ul style="list-style-type: none"> <li>• A Special Education teacher wanted help learning about Smartboard. She was able to buy a Smartboard for her room with a recent fundraiser; however, she had never used one before. I spent several days throughout the remainder of the year helping her learn and use her Smartboard with her students.</li> </ul>	
<p>4/24/12, 4/25/12</p>	<ul style="list-style-type: none"> <li>• Led a small training session with the 8<sup>th</sup> grade Language Arts teachers on using clickers in their classroom for tests and quizzes. Also helped my team teacher sync clickers with her computer and set up class roster to organize clicker numbers.</li> </ul>	
<p>5/2/12</p>	<ul style="list-style-type: none"> <li>• Created a video using SmartRecorder to help a teacher in Kentucky learn the basics about her Smartboard and Notebook software.</li> </ul>	
<p>5/4/12</p>	<ul style="list-style-type: none"> <li>• Helped our Student Council Teacher to use SurveyMonkey. She wanted to use the site in order to have 8<sup>th</sup> graders vote on student council representatives for the next school year. After voting began, we ran into the issues of having to pay for a subscription as we were having more than 100 people vote. We were able to buy a monthly subscription and obtain the data from our votes.</li> </ul>	
<p>5/22/12</p>	<ul style="list-style-type: none"> <li>• Helped the Media Specialist set up an account and us Delicious to back up her online bookmarks. She wanted to be able to move her bookmarks to another computer at another building. I showed her how to import and export her bookmarks and use tags to find information.</li> </ul>	
<p>Ongoing 2011- 2012</p>	<ul style="list-style-type: none"> <li>• During parent meetings throughout the year, I was able to share online resources, the classroom webpage and Twitter with parents. Parents were glad to hear they could get text messages on their phone to keep up with what their child is doing in school. I helped parents use PowerSchool and set up their cell phone to receive Twitter messages from our team.</li> </ul> <p style="text-align: right;"><b>21 hours</b></p>	
<p>7/7/12 – 7/8/12</p>	<p>Described actual capstone experience and results. Reflected on capstone and capstone experience.</p> <p style="text-align: right;"><b>8 hours</b></p>	

**Reflection:** I was happy to help as well as teach so many educators throughout this school year. A technology facilitator is to help share the vision of technology use throughout the school. I feel that technology leaders must be in communication with teachers on a regular basis as to know what the needs of the school are. Technology leaders must also be teachers as well. He/she must model the use of technology and teach educators to use it with students to engage learning. I feel that offering these training sessions as well as aiding teachers on a regular basis helped model effective technology use.

