Capstone Log
Instructional Technology Department

Candidate: Amy Calley	Mentor/Title: Sandra Lake/ITS	School/District: Brumby Elementary/Cobb County
Capstone Title: Using STEAM to Improve Student Achievement		

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.

Date	Activity/Amount of Time (Please total the time after the last entry.)	PSC/ISTE Standards
September-October 2018	-Analyzed school's improvement plan to determine learning needs and goals -Analyzed school's technology strategic plan to determine available resources and goals -Researched ideas for Capstone proposal involving STEAM and use of digital journals -Developed proposal based upon use of technology to support learning goals **10 hours**	PSC 1.4, 2.1, 2.3, 2.6, 3.6, 6.1 ISTE 1d, 2a, 2c, 2f, 3f, 6a, 6b
Reflection: *The development of my Capstone took a lot of narrowing down, as I struggled to determine components that would encompass digital learning and the arts in a form that supported the goals of my school's improvement plan and strategic technology plan. The choice to include STEAM was determined as our school is currently moving from STEM to STEAM, and professional learning with digital journals would give teachers a way to use technology with students to record and share learning.*		
October 2018	-Revised proposal based upon feedback from professor -Researched use of digital journals in OneNote to develop workshop agenda for STEM/STEAM HYPE Team **5 hours**	PSC 2.1, 2.3, 2.6, 3.3, 3.6, 5.2, 6.1 ISTE 2a, 2c, 2f, 3c, 3f, 4b, 6a, 6b
Reflection: *Initially I planned to develop and conduct a survey so that teachers could determine which digital learning platform would best fit their needs. However, input from my professor encouraged me to choose the platform myself so that I could focus on what I wanted to accomplish with my colleagues more specifically within the time frame that I had.* *The purpose of the research was to determine best practices for implementation of digital portfolios within OneNote for STEAM journaling, as well as to research the design of the workshop with a goal of developing an effective presentation for the HYPE Team. I found a great amount of information on STEAM supporting academic achievement and use of digital journals, but I struggled to find much on the actual implementation of a professional learning workshop. I did locate research supporting the train-the-trainer model, which is what I ultimately decided upon.*		
October-November 2018	-Designed workshop that was presented to HYPE Team members involving use of digital journals for STEAM activities -Developed handouts for workshop	PSC 2.3, 2.6, 3.3, 3.6, 5.2, 6.1 ISTE 2c, 2f, 3c, 3f, 4b, 6a, 6b

	-Created video demonstrating implementation within the classroom setting **15 hours**	
Reflection: *The design of the workshop provided for a great deal of growth in that it was a new experience for me. I did draw upon the ways in which I develop lessons for my students in starting with the end in mind, and then worked backwards from my goals and objectives. Because I planned to conduct the workshop with the STEM/STEAM HYPE Team members and then have each member train their respective grade levels and/or content area, I designed this professional learning based upon the train-the-trainer model.* *To develop the handouts, I relied upon resources from Microsoft and Office 365 websites that were specific to OneNote. The screencast was started yet completed after the workshop due to time constraints, and then included later as part of the online learning platform.*		
November 2018	-Implemented workshop during monthly HYPE Team meeting **2 hours**	PSC 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.6, 3.7, 4.2, 4.3, 5.2 ISTE 2b, 2c, 2d, 3a, 3b, 3c, 3f, 3g, 5b, 5c, 4b
Reflection: *Workshop implementation included an introduction to the components of OneNote, how to add students to the OneNote, and how to create the digital journals. The handouts were reviewed as HYPE Team members were expected to use and share the handouts when training with their teams. The beginning to the video was shared so that the team members could see what they would have access to once completed. The training may have been more effective had the video been finished, but I was not able to record use of the journals in the classroom at that time.*		
December 2018- January 2019	-Revisited workshop during monthly HYPE Team meetings **2 hours**	PSC 3.3, 3.6, 3.7, 6.2 ISTE 3c, 3f, 3g, 6c
Reflection: *During the team meeting, the workshop was mentioned but not discussed. Several things occurred between the November and December team meetings, including the beginning of school-wide Microsoft Innovative Educator (MIE) certification. A positive was that this certification involved all staff attending trainings for use of Office 365 components, including OneNote and digital journals. However, this made the implementation of the train-the-trainer model obsolete in that HYPE Team members did not need to train their teams on something that they were being trained on as part of a schoolwide initiative. The MIE trainings took up staff planning time that would have been partially used for my extended workshops. In addition, two STEAM Showcase days were planned for January and February, so the remainder of this team meeting was spent developing the projects for those days. We agreed to revisit my workshop in January as I was beginning to build the online learning platform. Although the extended workshops did not work out, I decided that implementing the online platform would still further support our staff in their understanding and use of digital journals within OneNote.*		
January 2019	-Researched aspects of the digital learning platform within Office 365, including development of handouts, videos, tutorials, how-to-help documents, and external resources **15 hours**	PSC 2.3, 2.6, 3.3, 3.6, 5.2, 6.1 ISTE 2c, 2f, 3c, 3f, 4b, 6a, 6b
Reflection: *In researching what I wanted to include in the online platform, I realized that I should utilize the resources that were being used for the MIE certification OneNote training, if for nothing more than a starting point. I did expand upon my previous handouts based upon our new knowledge, and then added the resources from Microsoft since they directly support educators in implementing their tools. The*		

screencast was still not completed as I was unable to video a fellow HYPE team member conducting their training or supporting a colleague in the classroom. I did create a schedule for supporting classroom teachers as they are completing the schoolwide MIE trainings.		
January-February 2019	-Created digital learning platform including above mentioned resources for content library and collaboration space -Developed Online Journal Training and Implementation Survey **20 hours**	PSC 2.3, 2.6, 3.2, 3.3, 3.6, 4.2, 5.2, 5.3, 6.1 ISTE 2c, 2f, 3b, 3c, 3f, 5b, 4b, 4c, 6a, 6b
Reflection: *The creation of this platform took the most amount of time due to that I was designing the platform in OneNote itself, and my goal was to make it user-friendly with extended information that would support teachers in using digital journals for their own learning and that of their students. I had to adjust resources and align with grade level/subject area standards for the content library, and I wanted to include ways for teachers to collaborate with each other through the online platform. The survey was initially designed to help teachers reflect upon their use of OneNote for implementation of digital journals with students, but was adjusted to measure the effectiveness of the actual online platform, as well as evaluation of classroom visits that would take place with my Core Extension team.*		
March 2019	-Implemented use of digital learning platform with HYPE Team members and Core Extension team members -Scheduled observations with Core Extension team members **15 hours**	PSC 2.3, 2.4, 3.1, 3.2, 3.3, 3.6, 3.7, 4.2, 4.3, 5.2 ISTE 2c, 2f, 3a, 3b, 3c, 3f, 3g, 5b, 5c, 4b
Reflection: *To implement use of the online platform, I extended the invitation to staff through email and then added them to the OneNote. During the March HYPE Team meeting, I introduced the platform to those team members in case their respective teams had questions or needed help accessing the resources. I also shared specifics about the platform with my Core Extension team, as a means of support prior to scheduling classroom observations/support sessions. Although I was not able to schedule observations with grade level teachers due to the train-the-trainer model not working out, my Core X team was able and willing to step in so that I could include videos on the platform. A positive was that Core X spans a variety of subject matter, so that other teachers could view digital journals being implemented in multiple learning environments.*		
March-April 2019	-Conducted individual observations of and support sessions for Core Extension team members -Created videos of classroom implementation -Administered survey to HYPE and Core X team members **15 hours**	PSC 2.6, 3.1, 3.2, 3.3, 3.6, 4.2, 4.3, 5.3 ISTE 2f, 3a, 3b, 3c, 3f, 5b, 5c, 4c
Reflection: *In observing classroom implementation, I was able to see first hand how teachers implemented digital journals differently, yet effectively. I was also able to observe students using the journals, which gave me insight into what I could add or change to make the online platform more useful. Most of the support that was necessary involved working with students to access and use their digital journals, as there was one classroom teacher and an average of 24 students. Between my workshop that several Core X teachers attended and MIE certification trainings, my team was very knowledgeable. This made for a positive experience when creating the videos of classroom implementation.*		
April 2019	-Added videos of classroom implementation to the online learning platform as an additional resource for teachers	PSC 2.6, 3.2, 3.3, 3.6, 3.7, 5.3, 6.2

	-Analyzed survey to determine effectiveness of training and online learning platform upon implementation of the digital journals within the classroom **10 hours**	ISTE 2f, 3b, 3c, 3f, 3g, 4c, 6c
Reflection: *Adding the videos to the online learning platform took longer than expected as editing was necessary, but it was worth the time as an additional resource for staff. By this time in the year, MIE certification had been completed, so there was no further schoolwide training taking place. Therefore, the online learning platform proved to be a needed means of support for classroom implementation. In reviewing the survey results of the HYPE team and Core X team, I was pleased that even with the interruption of the MIE certification trainings, that most teachers felt my workshop was effective and agreed that the online learning platform would continue to support our staff in use of digital journals within OneNote for years to come.*		
	Total Hours: [## hours]:	**109 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	X		
Black	X	X			X	X		
Hispanic					X	X		
Native American/Alaskan Native								
White	X	X			X	X		
Multiracial	X	X			X	X		
Subgroups:								
Students with Disabilities					X	X		
Limited English Proficiency					X	X		
Eligible for Free/Reduced Meals					X	X		