Capstone Log
Instructional Technology Department

Candidate:	Mentor/Title:	School/District:
Natalie Crosby	Tanya Dexter/SPED Teacher	Lee County BOE/Lee

Capstone Title:
Let's Get It Done Together: Engaging and Supportive Professional Development for Lee County K-5 Schools

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
07/25/2014 **07/29/2014**	*Instructional Technology Planning Meeting* Website Development (10 hours) Generation of Needs Assessment Survey (3 hours) *Total (13 hours)*	PSC 1.4/ISTE 1d PSC 2.8/ISTE 2h PSC 3.2/ISTE 3b PSC 3.6/ISTE 3f PSC 5.1/ISTE 4a
Reflection: In this activity, I collaborated with our system's other instructional technology specialist, outlining the year's goals, developing a teacher technology website for teachers to access tutorials and information, and generating a needs assessment survey to administer to teachers during pre-planning. This learning experience gave me the opportunity to select and make recommendations about specific digital tools and resources to include in the technology resource website and to develop a needs assessment to determine system, school, faculty, grade, and subject area strengths and weaknesses. This would eventually inform large parts the content and delivery of our system's technology-based professional learning program for the 2014 – 2015 school year.		
08/04/2015 08/05/2015 08/06/2015 08/07/2014	*Preplanning Meetings* Introduction of Staff Activities – KPS, LCPS, TOES, LCES (6 hours) Administration of Needs Assessment Survey (1 hour) Survey Analysis (8 hours) *Total (15 hours)*	PSC 2.7/ISTE 2g PSC 2.8/ISTE 2h PSC 5.1/ISTE 4a
Reflection: In this activity, I went to each of the major pre-planning meetings for each of the schools I served for the 2014 – 2015 school year. At these meetings, I introduced myself, gave an overview of my roles and responsibilities as an instructional technology specialist, and explained the motivation for the needs assessment survey. After the meetings, I sent the survey to the faculty at each of the schools I serve and completed analysis of the needs assessment. Rather than just develop the assessment, I was able to conduct the needs assessment that identified various strengths and weaknesses and use it for planning professional development for each school. By using Google forms to systematically collect responses, I was able to easily analyze data, interpret results, and later communicate the findings to administrators at the school and system level.		
08/11/2014 08/13/2014 10/06/2014 10/10/2014 10/20/2014 10/21/2014 11/03/2014	*Introduction to the 4 C's Professional Development –* Research and Development (4 hours) Implementation – LCPS (1.5 hours) Implementation – KPS 1st Grade (1.5 hours) Implementation – TOES (6 hours in PLCs) Implementation – KPS 2nd Grade (1.5 hours) Implementation – LCES (1.5 hours) Implementation – KPS Kindergarten (1.5 hours) *Total (17.5)*	PSC 1.4/ISTE 1d PSC 2.1/ISTE 2a PSC 2.2/ISTE 2b PSC 2.4/ISTE 2d PSC 2.6/ISTE 2f PSC 5.2/ISTE 4b

Reflection: Based on the recommendations and requests of school administrators, I developed a professional development session on the 4 C's of 21st Century Learning to assist teachers in the development of technology-infused lessons. Using ADDIE design principles and Learning Forward's Professional Learning Standards, developed and implemented this technology-based professional learning in a face-to-face setting, and then put resources on the technology resource website to further assist teachers.		

08/18/2014 08/19/2014 09/03/2014 09/08/2014	Technology Playground – Research and Development (10 hours) Implementation – LCES (1.5 hours) Implementation – KPS (1.5 hours) Implementation – TOES (1.5 hours) *Total (14.5)*	PSC 2.2/ISTE 2b PSC 2.6/ISTE 2f PSC 3.1/ISTE 3a PSC 3.2/ISTE 3b PSC 3.6/ISTE 3f

Reflection: In this activity, I designed an interactive professional development session in which I allowed teachers to choose various digital tools to play with according to their self-described comfort level with technology. Each tool shared at the session was then added to the technology resource website with instructions and tutorials for use. For this session, I had to select and evaluate digital tools and resources for use in the playground and ensure that they were suitable and compatible with the school technology infrastructure, which required me to consider the variety of tools available at each individual school.

08/20/2014 09/10/2014 11/12/2014 01/14/2015 02/11/2015 04/08/2015	*Instructional Supervisors Meetings* 6 @ 2 hours = 12 hours *Total (12 hours)*	PSC 1.2/ISTE 1b PSC 1.4/ISTE 1d PSC 5.3/ISTE 4c

Reflection: The instructional supervisors meetings were an opportunity to collaborate with the instructional supervisors of each school. During these meetings, we planned future development sessions based on reflections and data from previous sessions. This gave me an opportunity to collaborate with school leadership and "facilitate the design, development, implementation, communication, and evaluation of technology-infused strategic plans."

09/11- 09/12/2014 09/22/2014 10/27/2014 11/12/2014 01/14/2015 01/28/2015	*What Do Collaboration, Critical Thinking, Creation, and Communication Look Like in the Classroom?* *Professional Development Session* Research and Development (4 hours) Critical Thinking – LCPS (1.5 hours) Creativity – LCPS (1.5 hours) Critical Thinking and Creativity – KPS (1.5 hours) Collaboration and Communication – KPS (1.5 hours) Collaboration and Communication – LCPS (1.5 hours) *Total (11.5 hours)*	PSC 1.4/ISTE 1d PSC 2.1/ISTE 2a PSC 2.2/ISTE 2b PSC 2.4/ISTE 2d PSC 2.6/ISTE 2f PSC 3.2/ISTE 3b PSC 3.6/ISTE 3f PSC 3.7/ISTE 3g PSC 5.2/ISTE 4b

Reflection: These professional development sessions were similar in nature to the introductory session of the 4 C's. In these, I provided more guidance about various tools that could be used for each skill and how they might be used in the classroom. Each tool was shared on the technology resource website and included strategies for how they might be used in lessons. These development sessions gave me more of an opportunity to "facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards" and "facilitate the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences" rather than just recommending tools for use.

12/01/2014 12/03 – 02/10/2015 01/26/2015 02/16/2015 02/16 – 030/3/2015 03/12/2015	*Development and Implementation of Technology-infused Lesson Plans* KPS – 1st Grade (3 hours) TOES – Individual Coaching Sessions (24 hours) KPS – 2nd Grade (3 hours) KPS – Kindergarten (3 hours) LCPS – 2nd Grade (included coteaching component) (14 hours) LCES – Science (3rd – 5th) (15 hours) *Total (62 hours)*	PSC 1.4/ISTE 1d PSC 2.1/ISTE 2a PSC 2.2/ISTE 2b PSC 2.3/ISTE 2c PSC 2.4/ISTE 2d PSC 2.5/ISTE 2e PSC 2.6/ISTE 2f PSC 3.1/ISTE 3a PSC 3.2/ISTE 3b PSC 3.5/ISTE 3e PSC 3.6/ISTE 3f PSC 3.7/ISTE 3g PSC 5.1/ISTE 4a

Reflection: The development and implementation of technology-infused lesson plans began with a brainstorm session, either with the instructional supervisor of the school in question or with the PLC. Teachers would share a content standard in which they wished to transform into a technology-enhanced lesson and I would research and develop a lesson plan to bring back to share. Teachers would implement the lesson on their own or would often request individual coaching. One group, second grade teachers at LCPS, requested that I coteach the lesson with them. Developing and implementing these lessons required me to demonstrate my ability to not just select and manage digital tools, but align technology standards and content standards in instructional design, select classroom management strategies for teachers, and incorporate higher-order thinking skills into lessons.

Dates not included due to high amount – sessions were approximately 1 hour each and occurred at least twice a day most work days	Individual Coaching Sessions (100+ hours – not included in total)	PSC 1.4/ISTE 1d PSC 2.1/ISTE 2a PSC 2.2/ISTE 2b PSC 2.3/ISTE 2c PSC 2.4/ISTE 2d PSC 2.5/ISTE 2e PSC 2.6/ISTE 2f PSC 3.1/ISTE 3a PSC 3.2/ISTE 3b PSC 3.5/ISTE 3e PSC 3.6/ISTE 3f PSC 3.7/ISTE 3g PSC 5.1/ISTE 4a

Reflection: These individual coaching sessions varied in their focus. Some were requests to analyze and make recommendations on lessons plans but often they were opportunities to troubleshoot hardware or software issues.

03/02/2015 03/27/2015	Development and Administration of Follow Up Survey (2 hours) Survey Analysis (6 hours) *Total (8 hours)*	PSC 2.7/ISTE 2g PSC 2.8/ISTE 2h PSC 5.3/ISTE 4c

Reflection: This survey was developed and administered to gather data from teachers about the effectiveness of the first year of the instructional technology program in our system and guide professional development goals for the 2015 – 2016 school year. In this experience I had the opportunity to administer a program evaluation aimed at "determining the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning."

Total Hours: [## hours]:	153.5 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	X		
Black	X	X			X	X		
Hispanic	X	X			X	X		
Native American/Alaskan Native						X		
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		