**Capstone Log**

**Instructional Technology Department**

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| **Candidate: Ana Hale** | **Mentor/Title: Kris McBride** | **School/District: KSU** |
| **Capstone Title: Changing Ethos in a Personalized and Blended Learning Environments** | | |

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| **Date** | **Activity/Amount of Time (Please total the time after the last entry.)** | |  | **PSC/ISTE Standards** |
| 10/29-10/30 | Planning | | 12 hours/12 total | (PSC 5.2/ISTE 4b)  (PSC 6.3) |
|  | | Reflection: The idea for a micro-conference came from my boss, Stephanee Stephens. We wanted to provide a professional development event that addressed personalized learning. As a technology coach in Fulton County Schools (FCS), I knew the message regarding personalized learning was getting lost in the onslaught of technology. FCS was in the middle of their 1:1 launch and teachers had a hard time distinguishing between personalized learning and learning with technology. My vision was to provide professional development that aligned personalized learning with technology in a learner-centered classroom.  My other goal in providing this professional development was to provide a chance for teachers to exchange ideas with one another and connect with each other. In the planning for this event, I kept 2 main goals in mind: provide teachers with a refresher on personalized learning and provide educators with an opportunity to connect and learn from each other. | | |
|  | Meeting- Sonya Glasper, Discovery Ed  Follow up research 2.5 hours/16 total | | 4 hours/16 total | (PSC 3.7/ISTE 3g)  (PSC 5.2/ISTE 4b)  (PSC 6.1/ISTE 6a, 6b)  (PSC 6.3) |
|  | | Reflection: I typically choose projects that allow me to work alone; I prefer to take on assignments and projects that I have control over, so if something goes wrong I’m the only one to blame. This project required elements that I was not able to procure on my own, and I had no choice but to reach out to others for help. The two people I asked for help were Sonya Glasper and Kelly Hines from Discovery Education.  Discovery Education has been the backbone of my personal professional development for years. I used Discovery Ed/United Streaming for many years, and I became a Discovery Education Star Teacher 5 years ago. I used Discovery and their tools to personalized my classroom, and I knew other teachers could benefit from their tools, too. Sonya and Kelly work in the metro Atlanta region to support educators and provide professional development. Because I had worked with them before I knew they were people I could trust to help me with this project.  One of the big items Discovery offered to help me with was finding a keynote speaker. I requested Dean Shareski.  I met with Sonya to set the agenda for the conference, develop a theme, and decided on what Discovery tools we wanted to highlight. She was very insightful and directed me in how to set up a full-day professional development. Since I had never taken on a project this large, this meeting was very helpful. At the end of this meeting I had an extensive to do list. | | |
| 11/5 | Create event flyer | | 3 hours/19 total | (PSC 3.2/ISTE 3b)  (PSC 6.3) |
|  | | Reflection: While I love creating visual materials, I struggled to fit in all the details I needed to include in this flyer. There were many drafts before it was finalized. | | |
| 11/6 | Reach out to coaches/volunteers  Reserving space | | 2 hours/21hours | (PSC 5.2/ISTE 4b)  (PSC 6.3) |
|  | | Reflection: I reached out to the coaches on my iTeach team. Normally, they are very willing to help out with these types of events, however, I had chosen a bad date for the PD. Many of the districts in Metro Atlanta had designated Jan 17th, the day after Martin Luther King, Jr. Day as a district PD day. This left me with very few coaches to help support the project. I would have changed the date, but I had already secured Dean Shareski and the location for the conference. It was too late to change. | | |
| 11/7 | Follow up w/ Glasper  Secured Dean Shareski for Keynote | | 1.5 hours/22.5 hours | (PSC 3.7/ISTE 3g)  (PSC 5.2/ISTE 4b)  (PSC 6.3) |
| 11/10 | Sponsorship - Ippolitos | | 1 hour/23.5 | (PSC 5.2/ISTE 4b)  (PSC 6.3) |
| **12/1** | Event planning/Logistics | | 6 hours/29.5 | (PSC 2.2/ISTE 2b)  (PSC 3.2/ISTE 3b)  (PSC 5.2/ISTE 4b)  (PSC 6.3) |
|  | | Reflection: There are a lot of moving parts in the planning of an event like this. I secured spaces for the event. I was also informed that Dean Shareski could not come in person to the event due to costs. We were able to negotiate a virtual keynote speech from him pro-bono. However, he only had a narrow timeframe to do this which was 12- 1:30 in the afternoon. After talking to Sonya, we decided that we would not start the day with the keynote speech, but we would have the keynote while participants ate lunch. While initially I thought this was a wrench in my plans, it ended up working out very well. With the keynote in the middle of the day, we were able to create two very distinct segments for the day. I did have to secure a space for lunch that had the technology resources we needed to have a Google Hangout. | | |
| 12/3 | Securing presenters | | 4 hours/33.5 | (PSC 5.2/ISTE 4b)  (PSC 6.3) |
| 12/7 | Developing presentation | | 3 hours/36.5 | (PSC 2.1/ISTE 2a)  (PSC 5.2/ISTE 4b)  (PSC 6.1/ISTE 6a, 6b)  (PSC 6.3) |
|  | | Reflection: I was one of the presenters during the day, so I spent time developing my own presentation. My topic was digital media and how to engage students. I wanted to provide teachers with lessons they could use in their classes immediately. I choose to share 3 strategies from Discovery Education’s Spotlight on Strategies series to demonstrate. | | |
| 12/8 | Social media promotion | | 2 hours/38.5 | (PSC 3.7/ISTE 3g)  (PSC 5.2/ISTE 4b)  (PSC 6.3) |
|  | | Reflection: I used Twitter and Facebook to promote the event. Additionally, we sent out an email to school districts in Metro Atlanta. | | |
| 12/12 | Coordination with presenters | | 4 hours/42.5 | (PSC 3.7/ISTE 3g)  (PSC 5.2/ISTE 4b)  (PSC 6.3) |
|  | | Reflection: I worked with the presenters, iTeach coaches, to make sure we had a variety of topics for the participants. One coach presented on green screen techniques. Another coach presented on Genius Hour Projects. One of the coaches presented on digital tools. The Discovery folks presented on Discovery tools including Tech Book, Spotlight on Strategies, and general search strategies on Discovery’s platform. I felt like this was a good mix and participants could exercise voice and choice while learning some new tools and strategies. | | |
| 12/13 | Develop post-conference survey | | 2 hours/44.5 | (PSC 3.7/ISTE 3g)  (PSC 5.2/ISTE 4b)  (PSC 5.3/ISTE 4c)  (PSC 6.3) |
| 12/20 | Logistics for conference  Communication of logistics to presenters | | 3 hours/47.5 | (PSC 3.7/ISTE 3g)  (PSC 5.2/ISTE 4b)  (PSC 6.3) |
| 12/27 | Develop activities for event  Develop event program | | 7 hours/54.5 | (PSC 2.3/ISTE 2c)  (PSC 5.2/ISTE 4b)  (PSC 6.1/ISTE 6a, 6b)  (PSC 6.3) |
|  | | Reflection: I wanted teachers to connect at this conference. I created an activity where participants exchanged contact information with other teachers so they could exchange ideas after the event. While this was a great idea in theory, it did not work out as well as I had hoped. I think I made it too complicated and it was not organic, so the connections did not last. | | |
| 1/3 | Meeting with Glasper and Hines of Discovery Ed | | 6 hours/60.5 | (PSC 3.7/ISTE 3g)  (PSC 5.2/ISTE 4b)  (PSC 6.3) |
| **1/5** | Communication with attendees  Reaching out to principals | | 4 hours/64.5 | (PSC 3.7/ISTE 3g)  (PSC 5.2/ISTE 4b)  (PSC 6.3) |
|  | | Reflection: I sent out to attendees a basic agenda and information on where to park. Parking at KSU is very difficult and costly. I’m not sure why, but the parking information was not effective. I got a lot of emails the day before the conference on where to park. Some people were late because they didn’t know where to park. This is something I will have to figure out if I host another event at KSU. | | |
| 1/6 – 1/8 | Meeting with coaches  Create materials  Publicity | | 12.5/77 | (PSC 3.7/ISTE 3g)  (PSC 2.5/ISTE 2e)  (PSC 2.6/ISTE 2f)  (PSC 5.2/ISTE 4b)  (PSC 6.3) |
|  | | Reflection: At this point I only had 8 attendees. I asked the coaches to send an announcement about the event to the people they worked at in their schools. This last minute push increased the number of people registered to 26. | | |
| 1/10 -1/14 | Develop Event materials | | 10 hours/87 | (PSC 2.3/ISTE 2c)  (PSC 2.5/ISTE 2e)  (PSC 2.6/ISTE 2f)  (PSC 5.2/ISTE 4b)  (PSC 6.3) |
|  | | Reflection: I need a better way to communicate all the information than what I came up with. I provided an agenda and resource links, but it was all on different documents, and it was hard for the participants to keep track of what information was where. | | |
| 1/15 | Finalize schedule  Coordinate with stakeholders | | 6 hours/93 | (PSC 3.7/ISTE 3g)  (PSC 5.2/ISTE 4b)  (PSC 6.1/ISTE 6a, 6b)  (PSC 6.3) |
| 1/16 | Shopping for event (food)  Finalizing lunch with Ippolitos | | 3 hours/96 | (PSC 5.2/ISTE 4b)  (PSC 6.3) |
| 1/17 | Day of Event | | 9.5 hours/105.5 | (PSC 3.5/ISTE 3e)  (PSC 3.7/ISTE 3g)  (PSC 2.3/ISTE 2c)  (PSC 2.5/ISTE 2e)  (PSC 2.7/ISTE 2g)  (PSC 3.1/ISTE 3a)  (PSC 5.2/ISTE 4b)  (PSC 6.1/ISTE 6a, 6b)  (PSC 6.3) |
|  | | Reflection: Overall the event went well.  I would give myself a B+.  Things I want to improve upon: registration on day of event, organization of materials, and check my permissions/document access for online materials. The pre-registration was collected using a Google Forms which worked well; I had people “check-in” before the conference. My volunteers who were supposed to help with that were late and didn’t stay at the station the whole time, so several attendees did not get their information and handouts when they were supposed to which led to a lot of confusion as we started the event. My thought was that I would have the volunteers put together the resources before the attendees arrived, but that did not work out well. Next time I will have all the materials prepared and organized before the day of the event so everything is ready to go when attendees arrive. Also, I will test out all shared documents to make the permissions are set correctly before the event. I gave out the link for the agenda and room map, but I hadn’t set the permissions to share correctly; this caused a delay while I fixed it and caused confusion.  The attendees enjoyed the stations we created for the presentations, and they seemed to like the style of the event. Having lunch and the keynote at the same time worked out very well especially since Dean Shareski’s presentation style was very relaxed. He opted for a Google Hangout for his virtual keynote because it allowed for an automatic backchannel with the comments. The only problem was he had connectivity problems on his end. We had a lot of buffering and interruptions in the signal. I’m not sure how to fix this problem in the future because it was the presenter’s choice on what medium to use. While participants understood, it did distract form the overall keynote.  The morning sessions were structured as a station rotation. Attendees could go to any presentation they wanted and could float in and out of presentations as they wished. We chose this type of structure to model for teacher what it could look like in their classroom. As people shared what they liked and didn’t like, certain stations were more popular than others.  I the afternoon, we gave the attendees networking and practice time. Attendees could select anything they learned that day and develop lesson plans or activities for their own classes. We also encouraged teachers to connect with other teachers who had experience with the types of projects they were working on, but what I failed to foresee is that a lot of the projects people chose to work on were fairly new activities to all the teachers, so there wasn’t a large opportunity for teachers to connect with others who could help them and give them guidance.  I do think this type of micro-conference is effective PD.  The strengths were the style of presentations (Station Rotation), having so many different activities, and giving teachers time to develop their ideas. | | |
| 1/19 | Follow up communication with stakeholders | |  | (PSC 3.7/ISTE 3g)  (PSC 2.8/ISTE 2h)  (PSC 5.2/ISTE 4b)  (PSC 5.3/ISTE 4c)  (PSC 6.2/ISTE 6c)  (PSC 6.3) |
|  | | Reflection: Attendees were asked to complete a survey. While most did, some did not. We had 19 people attend for the whole conference, yet only 11 completed the survey.  I followed up with attendees the next day and provided them with all the resources given out at the conference in one document since people had a hard time locating the information on the day of the event. | | |

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| Total Hours: [## hours ]: | 105.5 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 | X | x |  |  |  |  |  |
| Hispanic | X | X | x |  |  |  |  |  |
| Native American/Alaskan Native |  |  |  |  |  |  |  |  |
| White | X | X | x |  |  |  |  |  |
| Multiracial |  |  |  |  |  |  |  |  |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities | X | X | x |  |  |  |  |  |
| Limited English Proficiency | X | x | x |  |  |  |  |  |
| Eligible for Free/Reduced Meals | X | X | x |  |  |  |  |  |