**Capstone Log**

**Instructional Technology Department**

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| **Candidate:** Hillary M. Johnson | **Mentor/Title:** Kathy Vinyard | **School/District:** Lassiter High School/ Cobb Co. School District |
| **Capstone Title:** Student Engagement through Teacher Websites | | |

**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** |
| **8-9-2015** | **Initial Capstone Research – 15 hours** | **1.3, 1.4, 3.6** |
| Reflection: I first began by researching different topics regarding student engagement in the classroom. I settled on teacher websites after listening to several conversations of my students at the beginning of the year and how stressed they were after having to learn how navigate teacher websites. From there, I started researching teacher websites and how different websites engage students more or less in the classroom. | | |
| **9-1-2015 to**  **9-27-2015** | **Capstone Proposal – 8 hours** | **1.3, 1.4, 2.6, 3.3** |
| Reflection: I started by researching teacher websites and the engagement benefits in the classroom. I also started informally discussing website use with teachers in the building and looking through the school website to see what other teachers were using. I also started determining how I would gather data and determining from what people I wanted data. I decided on teachers and students but also decided to include parent opinions as they still play a large role in the student’s lives. | | |
| **Jan. – Feb. 2016** | **Survey Creation, Data Collection & Interviews – 20 hours** | **3.1, 3.7, 5.2** |
| Reflection: I started by creating surveys tailored to each group of participants. The student and parent surveys were similar but the teacher surveys were different because they were determining which websites were used and specific details about these websites. After collecting data, I also conducted several interviews to clarify some of the general information I was receiving from the teachers and students to get further details regarding opinions about teacher websites. | | |
| **April – June 2016** | **Data Analysis – 20 hours** | **2.7, 2.8, 3.5, 6.2** |
| Reflection: After gathering data, I started the analyzing process. I looked at each set of data individually. When looking at the student and parent data I looked for trends in favorite and least favorite websites and the favorite and least favorite characteristics of each. When looking at the teacher data, I looked at which websites were used by teachers and I also examined the characteristics of ideal websites that the teachers wished they could have had in websites. | | |
| 8-9-2016 | Capstone Report Part B – 7 hours | 2.1, 2.2, 2.8, 5.3, 6.2 |
| Reflection: For the capstone report, I summarized the capstone experience and discussed project follow-up based on the experience. For the follow-up, I discussed talking to administration regarding a common teacher website platform to ease stress on students but still engage them in the classroom and require teachers to create a better all-encompassing website. I also reflected on the experience and things I would change or do differently in doing this experience. | | |
| **10-15-2016** | **Storyboard creation – 3 hours** | **2.2, 2.4, 2.5, 3.6** |
| Reflection: For the creation of the storyboard I had to plan out how I wanted the video to progress to give a complete overview of my capstone. The storyboard allowed me to organize my thoughts in a manner that progressed through the story of the capstone. I wanted to be sure to include a variety of elements and transitions as well, which was simpler to plan once I created the outline of the video. | | |
| **10-20-2016 to**  **11-13-2016** | **Video Creation – 33 hours** | **2.1, 2.2, 2.3, 2.6, 3.5, 3.6** |
| Reflection: The video creation was my favorite part of the capstone project and the most fun to do. For the video creation I used a program called Camtasia to edit various video clips and recordings I had created as part of the project. The video creation process was lengthy but I was able to edit, crop, and add transitions to each video clip and image included in the video. | | |

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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 |  |  |  | X |  |  |  | X |
| Black |  |  |  | X |  |  |  | X |
| Hispanic |  |  |  | X |  |  |  | X |
| Native American/Alaskan Native |  |  |  |  |  |  |  | X |
| White |  |  |  | X |  |  |  | X |
| Multiracial |  |  |  | X |  |  |  | X |
| **Subgroups:** |  |  |  |  |  |  |  |  |
| Students with Disabilities |  |  |  |  |  |  |  | X |
| Limited English Proficiency |  |  |  |  |  |  |  | X |
| Eligible for Free/Reduced Meals |  |  |  |  |  |  |  | X |