**Capstone Log**

**Instructional Technology Department**

|  |  |  |
| --- | --- | --- |
| **Candidate:** Sarah Miller | **Mentor/Title:** Dr. Karla Carter, Media Specialist | **School/District:** Brantley County Schools |
| **Capstone Title:**  Implementing Technology Training for New Teachers | | |

**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** |
| **June 2017** | Create all Deliverables and Support Materials  Approx. 68 hours | 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.6, 5.2 |
| **July**  **2017** | Implement Project’s Training  Approx. 2 hours | 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 3.6, 5.1, 5.2 |
| Reflection:  This “technology-use” training was only a portion of the New Teacher Training, so I only had a small block of time allotted. Knowing this ahead of time, I knew a flipped style would be an effective strategy. I gave my resources to our Curriculum Director a week ahead for our new teachers to review before the training. However, the majority of our new teachers did not have their emails set up by our IT department yet. I was scheduled for an hour portion of the New Teacher Training, but prior portions of their training went over schedule, giving me less time. Not only did I have less than my planned time for the training, but most of the teachers had not had a chance to review the material. Luckily, as a teacher, I know how to be flexible and go with what we have! I lessened the depth of the presentation, but I left all the teachers with resources and my contact information for further support. This presentation ended up being less of a “how-to” and more of an “exposure” type of training. I was able to use my experience to recognize this right away, and it flowed as if that is what I had planned all along. | | |
| **August**  **2017** | Evaluation: Survey and Optional Assessments  Approx. 1 hour  On-Going Support (Leading PL Days, one-on-one support, small-group support, etc.)  Approx. 30 hours | 5.3, 6.2 |
| Reflection:  For follow-up, I have been hosting technology professional learning for several of the schools in the district, which include some of our new teachers. Additionally, I have met recently with our new teachers to repeat some of the components of the previous training and to extend ideas for their upcoming cumulative review. I would like to have a more personalized follow-up with all the new teachers from the training. I am scheduled to speak with our curriculum director to propose meeting in small groups during post-planning with the new teachers to have a more intimate professional learning opportunity that will meet their specific needs. | | |

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