**Capstone Log**

**Instructional Technology Department**

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| **Candidate:  Brandy Stapleton** | **Mentor/Title:  Natalie Smith/** | **School/District:  Gainesville High School/ Gainesville City Schools** |
| **Capstone Title:**  **Creating a Curriculum Guide Exemplar** | | |

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| **Date** | **Activity/Amount of Time (Please total the time after the last entry.)** | **PSC/ISTE Standards** |
| **August 21, 2019** | **Brainstormed and decided on topic for capstone: universal organization of curriculum resources.**  [2 hours] | PSC: 1.2, 6.1  ISTE: 1b, 6a, 6b |
| **October 4, 2019** | **Interviewed with Jamie Green, principal of GHS & collaborated with other administrators to determine vision for organized curriculum.**  [2 hours] | PSC: 1.1, 1.2, 1.4, 6.1  ISTE: 1a, 1b, 1d, 6a, 6b |
| **October 5, 2019** | **Developed problem statement & project description.**  [5 hours] | PSC: 1.2, 6.1  ISTE: 1b, 6a, 6b |
| Reflection:  When I began brainstorming for this Capstone experience, I first reflected on and identified technology opportunities within my school. At the time, our school was pushing to develop useful curriculum maps for all academic courses. The Math team was in the advanced stages of this, as most of our courses had refined curriculum guides in recent years, but one prevalent issue (even within the Math Department) was the organization and distribution of curriculum resources. For example, if teaching with the Algebra team for the first time, you would be given shared access to the team drive and pretty much had to figure it out from there. And each course had a different Google Drive and curriculum map, each organized in different ways. Looking to create a more unified system, I collaborated with team administrators to brainstorm ideas for organizing curriculum resources with a universal system. Our principal, Jamie Green, suggested that I create an “Exemplar Curriculum Guide Unit” to share the vision for a unified system with teachers. Since his suggestion aligned with my best idea for my capstone, I decided the topic for my project would be an exemplar unit for a universal organization system for curriculum resources.  As I continued with the beginning stages of preparing my Capstone Proposal, I used my knowledge, skills, and dispositions that I have learned throughout the Instructional Technology program and created my problem statement and project description. | | |
| **October 6-8, 2019** | **Worked on Problem, Need, and Rationale for Capstone Proposal, researched and reviewed journal articles related to technology integration, Google Suite products, and organizing curriculums efficiently.**  [8 hours] | PSC: 1.2, 2.6, 4.2, 6.1, 6.2  ISTE: 1b, 2f, 5b, 6a, 6b, 6c |
| **October 23-25, 2019** | **Worked on Objectives, Deliverables, and final Project Description for Capstone Proposal.**  [6 hours] | PSC: 1.2, 2.6, 4.2, 6.1, 6.2  ISTE: 1b, 2f, 5b, 6a, 6b, 6c |
| **November 2-6, 2019** | **Outlined the Evaluation Plan and timeline for Capstone Proposal**  [2 hours] | PSC: 1.2, 2.6, 4.2, 6.1, 6.2  ISTE: 1b, 2f, 5b, 6a, 6b, 6c |
| **November 16-17, 2019** | **Finished final Capstone Proposal Draft by compiling and revising all components. Submitted to professor for review. Final Capstone Proposal was completed 11/17.**  [3 hours] | PSC: 1.2, 2.6, 4.2, 6.1, 6.2  ISTE: 1b, 2f, 5b, 6a, 6b, 6c |
| Reflection:  The next part of my Capstone Proposal was describing the Problem, Need, and Rationale. For this I also researched and reviewed journal articles related to technology integration, Google Suite products, and organizing curriculums efficiently. The research seemed time-consuming because there seemed to be a lack of peer-reviewed articles relating to the field. This may be due to “curriculum mapping” being a 21st century focus. After completing the justifications for the project, I developed outlines for the Objectives an, Deliverables, along with a final Project Description. Next, I outlined a timeframe for completing the project, which was useful to set future goals and to stay on track for completion. I also outlined the Evaluation Plan and attached GAPSC/ISTE standards. In November, I finished the final Capstone Proposal by compiling and revising all components. | | |
| **December 19-21, 2019** | **Developed a framework (hyperDocs) for organizing curriculum resources into one location**  [3 hours] | PSC: 1.1, 1.2, 1.4, 2.1, 2.6, 3.2, 3.6  ISTE:1a, 1b, 1d, 2a, 2f, 3b, 3f, |
| **December 27-29, 2019** | **Created organized curriculum resource shell for Algebra 1, Unit 1- Algebraic Expressions & Equations**  [5 hours] | PSC: 1.1, 1.2, 1.4, 2.1, 2.6, 3.2, 3.6  ISTE:1a, 1b, 1d, 2a, 2f, 3b, 3f, |
| Reflection:  For the first part of the Capstone Project, I needed to decide on a framework for organizing curriculum resources. I explored various options, including Google Drive, a website, and a Hyperdocs. I thought Google Drive was too much of a “living” system, as it can easily be changed or manipulated, but a website would require more uploads/downloads and not save updates as well. I settled on a Hyperdocs because while it is a “living” source, which can be updated and changed, the organization of the system can remain concrete. From there, I used the vision as I understood it from collaborating with administrators and peer teachers to develop a template or shell for the curriculum guide. These activities allowed me to demonstrate my ability as a technology leader to collaborate with peers to develop a solution that aligned with our school’s vision. It felt empowering for me to be able to help our school progress toward a common solution. | | |
| **January 10-11, 2020**  **January 15-17, 2020** | **Outlined standards, learning targets, essential questions.**  [12 hours] | PSC: 1.1, 1.2, 1.4, 2.1, 2.6, 3.2, 3.6  ISTE:1a, 1b, 1d, 2a, 2f, 3b, 3f, |
| **January 21-22, 2020**  **January 28-30, 2020** | **Added instructional, remedial, and assessment resources.**  [11 hours] | PSC: 1.1, 1.2, 1.4, 2.1, 2.6, 3.2, 3.6  ISTE:1a, 1b, 1d, 2a, 2f, 3b, 3f, |
| **February 11-13, 2020**  **February 17-18, 2020** | **Added student supports & Google Classroom Discussions.**  [15 hours] | PSC: 1.1, 1.2, 1.4, 2.1, 2.6, 3.2, 3.6  ISTE:1a, 1b, 1d, 2a, 2f, 3b, 3f, |
| Reflection:  The next part of the Capstone Project included organizing the resources available for Algebra 1 into the categories I created for organization. Since the project is an exemplar unit, which would ultimately be added to and changed as our department continued curating resources, I did my best to provide examples to each section of the template for each topic/lesson. To me, this part of the project was rewarding and enjoyable. I like evaluating resources and identifying learning and assessment activities, although most of the information for this part was actually in a lost, jumbled drive. | | |
| **June 3-7, 2020** | **Created a series of webinar videos to virtually share the vision for unified curriculum and to model the creation of curriculum resources using the framework to Math teachers**  [11 hours] | PSC: 2.6, 3.2, 3.6, 3.7, 5.2  ISTE: 2f, 3b, 3f, 3g, 4b |
| Reflection:  The Second part of the Capstone Project was sharing the resource and providing Professional Learning Opportunities to the Math team to initiate department-wide understanding and use of the template in curating resources for all courses. Unfortunately, the Covid-19 pandemic upset my timeline and ability to provide PLs in a traditional face-to-face setting as planned. To improvise, I created a series of short webinar videos to provide virtual support to teachers as they embark on the curriculum curation journey.  The video topics included 1) What should a curriculum resource look like & how do I use it? 2) Using the exemplar template & dividing the workload, and 3) Linking resources & other ideas. | | |
| **January 29, 2021** | **Synthesized information into Capstone Report, Part A**  [4 hours] | PSC: 2.1, 2.2, 2.6, 2.7, 5.2  ISTE: 2a, 2b, 2f, 2g, 4b, |
| **February 12-14, 2021** | **Synthesized information into Capstone Report, Part B & C**  [6 hours] | PSC: 2.1, 2.2, 2.6, 2.7, 5.2  ISTE: 2a, 2b, 2f, 2g, 4b, |
| **April 26-28, 2021** | **Created Capstone Video Presentation (Powerpoint to Organize Info & Recording)**  [5 hours] | PSC: 2.1, 2.2, 2.6, 2.7, 5.2  ISTE: 2a, 2b, 2f, 2g, 4b, |
| Reflection:  The Capstone Report allowed me to reflect on how the capstone project had evolved over time, including important changes (revising PL into webinars) that were necessary due to school closures (Covid-19 pandemic). There were several obstacles that hindered my completion of the Capstone Project, but I persisted and finished. This process and experience allowed me to grow as a technology leader and facilitator in many ways. I began the journey with collaboration and an organizational vision, and I finished with revision and improvisation. I believe this experience helped me to become a better leader because it showed me that plans must change sometimes, and technology leaders must be calm and find innovative solutions. I was not originally prepared for this. I created the PowerPoint to visually support the Capstone Video Reflection. It includes several pictures and screenshots of the process. The presentation also helped with the recording of the Video Presentation. What I have learned in this program has been relevant in every way to my teaching career. What I have learned has changed my role in the classroom and improved student motivation and learning. The Capstone experience has also benefited peer teachers and helped student learning. | | |
| Total Hours: [100 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 |  |  |  | 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 |