Capstone Log
Instructional Technology Department

Candidate: Adam Meador	Mentor/Title: Music Teacher Christi Lenz	School/District: Buford City School System Buford Elementary
Capstone Title: Leveraging iPads and Mobile Devices to Increase Student Engagement in the Classroom		

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
05/25/2015	Designed and developed instructional materials for Osmo Basics **(2.5 hours)** https://goo.gl/rgXw84	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 5.2 1d, 3a, 3f, 4b, 5a, 5b, 5c, 6a, 6b
05/25/2015	Designed and developed instructional materials for Shadow Puppet session **(2 hour)** https://goo.gl/dIC6PG	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 5.2 1d, 3a, 3f, 4b, 5a, 5b, 5c, 6a, 6b
05/26/2015	Osmo Basics (9am-10am) **(1 hour)** 1 session Optional Professional Learning for Paraprofessionals or any Faculty/Staff Member at BES	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3e, 3f, 4b, 5a, 5b
05/26/2015	Shadow Puppet (11am-12pm) **(1 hour)** 1 session Optional Professional Learning for Paraprofessionals or any Faculty/Staff Member at BES	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3e, 3f, 4b, 5a, 5b
Reflection: I recall that I was disappointed that only two teachers attended the session. The majority of participants were paraprofessionals. Often with optional professional learning, teacher turnout can be low. This was the case that day.		
05/28/2015	Osmo Basics (8:30am-12:30am) **(4 hours)** 5 sessions Mandatory Professional Learning for Faculty/Staff Members at BES	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3e, 3f, 4b, 5a,

		5b

Reflection:

1st Grade Group - The presentation went well. I discussed a lot in this first session and I think that might have been a bit overwhelming for attendees. We did have some excitement about the Osmo kits. This was primarily from the new staff members joining the school this year. There were resistors who expressed opposition in both uploading and content creation. Additionally, resistors thought downloading content to each device was too time consuming. I presented the counter-argument that we would be sharing content which would ultimately distribute the weight of content creation duties. However, the resistors still dug their heels in on these matters and dismissed the apps as a one-off, free center only or spelling list only activity and could not see the more creative and engaging aspects of content creation presented to them. To the resistors, the amount of work eclipsed any amount of benefits of engagement. The resistors could only see it as another daunting task.

Special Areas and K - This group was by far the best group. They were engaged and on board with all of the strategies presented to them.

SPED and K - This group again was really receptive. By this point, Andrea, my co-presenter, had the brilliant epiphany to have at the beginning of the year an Osmo Album of student photos and have students practice spelling and learning each other's names. This class saw the benefits of content generation and seemed excited and receptive to creating vocabulary, shapes, color, and other Osmo album/presentations. Osmo community created content was shown to teachers and they were excited to have a forum from which to browse for resources. At one point, one participant even said, "Why do we have to re-invent the wheel, it is already here".

400 Pod – Mrs. R. really got engaged with this and began thinking of ways of how to integrate vocabulary. The previous work Watson and I did was discussed and we talked about test prep. The idea was tossed out to use the Osmo in a similar fashion to test prep for ELT. We further discussed having the children generate content as a flipping strategy. Overall, this session was very successful all participants were engaged.

EIP, ELL, Gifted and Counselor - This group was engaged. Some folks had not had the opportunity to play with the tile kits and clip on reflector piece. This was a great way for folks to explore the product.

09/23/2015	Mr. Logan and I discussed re-delivery and designed and developed instructional materials for the Oct 9th session focusing on Mimio Mobile. **(4 hours)**	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 5.2 1d, 3a, 3f, 4b, 5a, 5b, 5c, 6a, 6b
Reflection: We discussed how the Mimio Mobile app could act as a flash browser application for the iOS devices. It was decided to place emphasis on centers where students take turns and model for participants how this could easily be done with the app. We spent time collaborating and developing the instructional materials for the sessions.		
09/24/15	Mr. Logan and I continued discussing and collaborating on the creation of the Mimio Mobile and the Google Classroom sessions. **(2 hours)**	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 5.2 1d, 3a, 3f, 4b, 5a, 5b, 5c, 6a, 6b
Reflection: For the Google Classroom session, we discussed dividing participants into groups of three with each having access to an iPad. It seemed like an interesting challenge to design the session to be		

	worked through via the iOS Google Classroom app. Also, we discussed the creation of QR code links and other specifics regarding the session delivery.	
10/05/15	Mr. Logan and I filmed video tutorials from 3-4pm. Then I edited the raw video from 4-5:30pm. **(2.5 hours)**	3.5, 5.2 3g, 4c
10/07/2015	Designed and developed screencast tutorials for Evernote session **(3 hours)**	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 5.2 1d, 3a, 3f, 4b, 5a, 5b, 5c, 6a, 6b
10/08/15	Designed and developed instructional materials for Evernote session **(3 hours)** https://goo.gl/aX76w5	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 5.2 1d, 3a, 3f, 4b, 5a, 5b, 5c, 6a, 6b
10/09/2015	Evernote (7:30am-11:30am) **(4 hours)** 6 sessions Mandatory Professional Learning for Faculty/Staff Members of BCSS	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3e, 3f, 4b, 5a, 5b
Reflection: This series of sessions was particularly interesting because session attendees quickly dismissed Evernote solely because it wasn't a Google App for Education. At the time, I remember being extremely frustrated by this. By the third session that morning, I started to shift my Google Slides presentation to include Google Keep which is Google's note keeping app. By doing this, I was attempting to salvage the sessions. I had to make the case for faculty to stay organized with Keep or Evernote and emphasize that students need to move away from using Instagram and Twitter for note taking. Respondent data indicated that some attendees saw Evernote as useful. It was quite odd to hit such immediate dismissal and resistance by Buford Middle School and Buford High School employees. However, it was a good learning experience where the takeaway was to adapt on the fly to your learners' needs.		
10/15/2015	Designed and developed instructional materials for Raz-Kids and Math Instructional Ideas (Using the iPads) session https://goo.gl/EBuHpo **(3 hours)**	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 5.2 1d, 3a, 3f, 4b, 5a, 5b, 5c, 6a, 6b
10/15/2015	Raz-Kids and Math Instructional Ideas (Using the iPads) (12pm-3pm) **(3 hours)** 3 sessions	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3e, 3f, 4b, 5a, 5b
Reflection: I was tasked by my administration with re-delivering a Raz-Kids refresher to our paraprofessionals, which was a repeat course from the previous year. I chose to focus on the company's rebranding, student reading assignments, and the accompanying iOS app. Once we discussed Raz-Kids, then we discussed the Puffin Flash Browser app and strategies for how to use that to access math resources for student instruction. Then at the paraprofessionals' request I introduced them to Kahoot!		

which they had heard about from a few teachers who had attended the October 9th sessions at Buford High School. Overall, the paraprofessionals were excited to revisit Raz-Kids and also discuss other classroom strategies to support math instruction.		
11/09/2015	I drafted email correspondence to the BCSS Digital Leadership Committee co-chair regarding the acquisition of the Evernote session exit survey respondent data. **(1 hour)**	2.7, 2.8, 3.7, 5.3 3g, 4c, 6c
11/10/2015	In preparation of the November 12th professional learning delivery to the BCSS Digital Leadership Committee, Mr. Logan and I met to film video tutorials and also discussed other presentation ideas. **(2.5 hours)**	3.5, 5.2 3g, 4c
11/11/2015	In preparation of the November 12th professional learning delivery to the BCSS Digital Leadership Committee, Mr. Logan and I met to test the prepared Google Classroom from the student/participant side and troubleshoot issues. **(2.5 hours)**	3.5, 3.7 3e, 3f, 3g, 4b
11/12/2015	Presented Google Classroom iOS app and other topics to the BCSS Digital Leadership Committee. (12-2pm) **(2 hours)** 1 session	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3e, 3f, 4b, 5a, 5b
Reflection: At the time of delivery session participants didn't seem very engaged. However, feedback from the BCSS Digital Leadership Committee indicated that participants saw the session as valuable. Also, I recall that the session was rushed due to time constraints. It would've been nice to have an hour and a half to slow the pace down. Overall, participants at the very least got a glimpse into what classroom instruction can look like with the Google Classroom iOS app.		
01/02/2016	Researched Osmo Numbers App and designed and developed instructional materials for Osmo Numbers session. **(6.5 hours)** https://goo.gl/qIPfx4	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 5.2 1d, 3a, 3f, 4b, 5a, 5b, 5c, 6a, 6b
01/04/2016	Osmo Numbers (8:30am-11:30am) **(3 hours)** 3 sessions Mandatory Professional Learning for Faculty/Staff Members at BES	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3e, 3f, 4b, 5a, 5b
Reflection: Overall session participants seemed interested in using the new Osmo Numbers app and accompanying tile kits. There were a lot of questions about how to access the subtraction domain of the app. This, unfortunately, is a skill that students work up to in the app. Participants seemed frustrated that they couldn't easily access the subtraction levels of the Osmo Numbers game. One teacher cited difficulty in finding obscure images for content creation with the Osmo Words app. Overall, the session seemed successful.		
01/12/2016	Individual coaching session with kindergarten teacher, Mrs. W., addressing the creation of home screen shortcuts on iOS devices. **(1 hour)**	3.5 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3e

Reflection: Due to scheduling, the opportunities to have individual coaching opportunities have been few and far between. It was nice to work one on one with this teacher. Ideally, that would be how I did professional development as teachers' are often more receptive in one-on-one sessions. Following the coaching session, Mrs. Williams was able to add home screen shortcuts to her iPads thus impacting learning outcomes in her classroom.		
01/19/2016	Met with new principal to discuss professional learning agendas for February 18th and 19th sessions. Also, we discussed her vision for the usage of Chromebooks at BES. **(1 hour)**	1.2, 5.1, 3.6 2a, 2b, 3f, 4a
Reflection: This was an important meeting where I got insight into the directions for technology according to my new principal. We had not previously held a discussion relating to the course of technology. It was nice to reflect on where we had been as a school and also discuss long-term technology goals for the school. Her vision is a more diversified approach to classroom devices. It was interesting because she differed in her approach. My previous principal would have opted to acquire more iPads for instruction whereas my new principal took the chance to explore other solutions like the Chromebooks.		
01/26/2016	PLC meeting with the assistant principal discussing professional learning agendas for February 18th and 19th sessions. **(1 hour)**	1.2, 5.1, 3.6 2a, 2b, 3f, 4a
01/28/2016	Researched assistive technology Web 2.0 resources compatible with the Chromebooks for the February 18th and 19th sessions. **(4 hours)**	3.4, 3d, 6a, 6b, 6c
Reflection: Part of the this time was devoted to troubleshooting the Chromevox add-on which wasn't working correctly with the group policy measures set for the Chromebooks. Also, during this time I met with kindergarten teacher, Breanne Smith, and we discussed the Osmo implementation at BES. She was also frustrated by the lack of enthusiasm teachers had for the Osmo devices. We discussed ways to address this issue.		
02/03/16	Continued researching Chromebooks and designing and developing instructional materials for the Chromebook session. **(4 hours)**	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 5.2 1d, 3a, 3f, 4b, 5a, 5b, 5c, 6a, 6b
02/04/2016	Continued designing and developing instructional materials for the Chromebook and Kahoot! vs. Quizizz sessions. **(4 hours)**	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 5.2 1d, 3a, 3f, 4b, 5a, 5b, 5c, 6a, 6b
02/05/2016	Designed and developed instructional materials for the February 18th and 19th sessions. **(5.5 hours)** https://goo.gl/Q30m1q https://goo.gl/Sy8oET https://goo.gl/6Q99N7 https://goo.gl/xTNJbs	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 5.2 1d, 3a, 3f, 3g, 4b, 5a, 5b, 5c, 6a, 6b
Reflection: During that day, I partnered with kindergarten teacher, Breanne Smith, and we created tutorials for the Homeroom app. The strategy that I had was that teachers would be more receptive to a peer. So for the Homeroom session, I filmed quick tutorials facilitated by her. We used her document camera for filming. Also, I filmed her reaction to the Quizizz app and used that in my instructional materials for that session.		
02/12/2016	Continued designing and developing instructional materials	1.2, 2.1, 2.2, 2.3, 2.4, 2.5,

	for the February 18th and 19th sessions. **(2 hours)** https://goo.gl/Q30m1q https://goo.gl/Sy8oET https://goo.gl/6Q99N7 https://goo.gl/xTNJbs	2.6, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 5.2 1d, 3a, 3f, 4b, 5a, 5b, 5c, 6a, 6b
02/16/2016	8-11am **(3 hours)** Met with Mr. Logan to finalize the Chromebook presentation materials and discussed session workflow.	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 4.1, 4.2, 5.2 1d, 3a, 3f, 4b, 5a, 5b, 5c, 6a, 6b
02/17/2016	Designed and developed professional learning survey for the February 18th and 19th sessions. Continued designing and developing instructional materials for the February 18th and 19th sessions. **(2.5 hours)**	2.7, 2.8, 5.3e 4c, 6c

Reflection: In retrospect, I would've designed the survey for the February 18th and 19th sessions differently. I chose to have a drop down list where participants could choose their session. The idea being that I could use one survey for multiple sessions. This seemed simple enough. However, participants were confused by this and thought they were receiving the same identical survey over and over and in some cases only responding to the first survey. I learned a great lesson. You have to be crystal clear one hundred percent of the time and not to overestimate a person's perception of something.

02/18/2016	Mobile Device: Chromebook Tour (1:00pm-3:15pm) **(2.5 hours)** 2 sessions Mandatory Professional Learning for Faculty/Staff Members at BES	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3e, 3f, 4b, 5a, 5b

Reflection: Sessions where participants get to play with new toys are always a hit. For this session, I distributed Chromebooks to participants and did a tour and walkthrough of various features. It was an intense session where a lot of troubleshooting occurred. There were wireless access point difficulties. Also, there were difficulties with the log on credentials. Despite these issues, the session seemed successful.

02/18/2016	Filmed screencast tutorials for the Staying Connected to Parents PLC instructional materials. **(2 hours)**	3.5, 5.2 3g, 4c

Reflection: I partnered with Melanie Watson and Breanne Smith. I filmed these two teachers discussing various features of the Homeroom iOS app. The rationale behind this was to have learning extended to faculty members by a peer. This was an attempt to have the app be better received by session participants. It was fun to partner with these other teachers. Partnering with others is an important practice because it ultimately strengthens your professional learning presentations.

02/19/2016	Staying Connected with Parents (7:45am-10:00am) **(2.5 hours)** 2 sessions Mandatory Professional Learning for Faculty/Staff Members at BES	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2, 1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3e, 3f, 4b, 5a, 5b
02/19/2016	Helpful Websites and Apps (1:00pm-3:15pm) **(2.5 hours)** Mandatory Professional Learning for Faculty/Staff Members at BES	1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.2,

		1d, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 3a, 3b, 3c, 3e, 3f, 4b, 5a, 5b
Reflection: I was excited to see Jellybean Scoop, one of the introduced resources, show up in the first grade team's lesson plans in late February. This was validating because it showed that they were attentive and also that I had found an appropriate resource for them. I recall the new teachers being the most excited about the proposed resources. It was refreshing to see participants excited about using technology in their classrooms.		
02/22/2016	Compiled, analyzed and synthesized respondent data from the February 18th and 19th sessions. **(5 hours)**	2.7, 2.8, 5.3 4c, 6c
02/24/2016	Compiled, analyzed and synthesized respondent data from other sessions **(5 hours)**	2.7, 2.8, 5.3e 4c, 6c
	Total Hours	100

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	X				
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								
Limited English Proficiency								
Eligible for Free/Reduced Meals								