**Capstone Log**

**Instructional Technology Department**

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| **Candidate:  Jasmine McBride** | **Mentor/Title:  Terri Davis/ 5th Grade Teacher** | **School/District:  Russell Elementary School** |
| **Capstone Title:**  Using CTLS to assess students and analyze math data in kindergarten and find tools and strategies for math in kindergarten | | |

**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** |
| January- April 2017 | Capstone proposal- 16 hours | 1.1/ 1a  1.2/ 1b  1.4/ 1d  2.2/ 2b  5.1/4a |
| Reflection: During this time period I took time to plan out what my capstone will be. I researched the needs at my school and met with my principal multiple times to see what would benefit my school best. My capstone proposal included many parts such as the setting and context, problem and rational, objectives, deliverables, standards and more. During this time a needs assessment was also sent out to the staff at my school. | | |
| June –July 2017 | Capstone Research and preparation – 20 hours | 1.2/1b  1.3/ 1c  1.4/ 1d  4.1/ 5a |
| Reflection: I spent the summer planning, researching and preparing presentations for when the 2017-2018 school year approached. I spent time planning handouts, surveys and creating Power Points for the Russell staff. | | |
| 8-30-17 | Meeting With Principal About Capstone, Contact adviser about changes, contact kindergarten team and begin to plan for the semester – 2 hours | 1.3/ 1c  3.6/ 3f |
| Reflection: When I met with my principal about setting up days to start presenting to the staff, she asked me if my capstone could be changed up. She discussed that she wanted me to focus on my new grade. She also wanted me to focus on learning and teaching the CTLS (Cobb Teaching and Learning System) Assess program. With that she wanted me to lead my team in creating assessment and analyzing data. She also asked to continue my research on tools and strategies to help for success in math. She wanted me to go from focusing on the school to focusing on kindergarten. I then had to take this new capstone idea to my adviser and inform my kindergarten team on what I would be doing and how they would be involved. | | |
| 9-21-17 | Planning and researching - 3 hours | 1.2/ 1b  1.3/ 1c  1.4/ 1d |
| Reflection: I spend this time planning out how I would change my capstone around, who I needed to contact, and figuring out a timeline. | | |
| 10-1-17 | CTLS training at work – 1 1/2 hour | 5.2/ 4b |
| Reflection: This was a professional development offered after school one day at work. This professional development focused on learning some of the features with the CTLS program. This professional development focused on both CTLS Teach and CTLS Assess. The professional development also focused on pulling questions when creating assessments. | | |
| 10-12-17 | Meet with Technology Coach- 2 hours | 1.2/ 1b  3.6/ 3f |
| Reflection:  During this meeting with Kenya Ransey we focused on understanding CTLS Assess. We also went step by step on how to build an assessment. We also went in and built an assessment together for practice. | | |
| 10-23-17 | Built team practice assessment on CTLS and work wit Technology Coach- 2 hours | 2.7/ 2g  3.5/ 3e  3.7/ 3g  4.1/ 5a |
| Reflection: I met back with Kenya Ransey to discuss building assessments on CTLS. I began to build a practice test for my kindergarten team to use. Kenya Ransey was there to assist when needed. Even with her there I tried to work through all of my own technology issues before asking for assistance. | | |
| 11-2-17 | Gave practice test to students- 2 hour | 2.1/ 2a  2.7/ 2g  4.1/ 5a  4.2/5b  4.3/ 5c |
| Reflection:  All teachers took time this day to introduce students to the technology used when completing an assessment with CTLS. This meant teaching students how to use the iRespond remotes. Going over what is and is not appropriate when using the technology. I had to walk my students through the test. There was also a lot of going in and logging students back in who logged themselves out and making sure students were on the correct question and not just typing answers. Students who had difficulty with the remotes or needed an additional option to complete the assessment learned how to use the iRespond web app. | | |
| 11-6-17 | Meet with IT coach to talk about analyzing data- 1 1/2 hour | 2.8/ 2h  3.6/ 3f  3.7/ 3g |
| Reflection:  This meeting with Kenya Ransey was to discuss analyzing data on CTLS and where to find what data and what data is offered. Kenya Ransey and I went through a mock meeting with me clicking through CTLS and explaining the data. | | |
| 12-29-17 | Research and play with tools to help improve student math scores and create presentation points for team- 5 hours | 1.4/ 1d  2.2/ 2b  2.4/ 2e  3.1/ 3a  3.3/ 3c  3.4/ 3d  6.1/ 6a |
| Reflection:  Took this time to research tools and strategies that colleagues had mentioned to me. I played with and got familiar with tools such as Prodigy math and MobyMax. I created accounts and acted as my students to see exactly what the tools would offer my students. | | |
| 1-3-18 | Team Meeting (kindergarten)- 4 hours | 1.1/1a  2.8/ 2h  3.7/ 3g |
| Reflection:  On this day I presented tools to kindergarten team that could be used in math. As a team we went through Q2 data as a team and I showed my team how to go through CTLS Assess and find data and analyze it. As a team we also looked at the focus standards for Q3. | | |
| 1-4-18 | Continued Team Meeting– 2 | 1.1/1a  2.8/ 2h  3.7/ 3g |
| Reflection:  This day was a continuation of 1/3/18. During this meeting we as a kindergarten team finished looking up focus standards for Q3. | | |
| 1-9-18 | Researched using Strategies for Implementing Math book- 2 ½ hours | 1.4/ 1d  2.2/2b  3.1/ 3a  3.2/ 3b |
| Reflection:  Began to read through the Strategies for Implementing Math book. I spend the evening reading over how to make a classroom environment that focuses on numeracy. | | |
| 1-10-18 | Q3 math pre- assessment given and Research in Strategies For Implementing Math book- 3 hours | 1.4/ 1d  2.1/ 2a  2.2/ 2b  2.7/ 2g |
| Reflection:  On this day each member of the kindergarten team gave his or her students the Q3 pre-assessment. On this I also spent the evening reading more of the Strategies for Implementing Math book. On this day I focused on reading about strategies for math warm ups and strategies for whole class instruction. | | |
| 1-16-18 | Share with teams information from Strategies for Implementing Math book, Meet with team on Q3 pre- assessment data and research using strategies book- 6 hours | 1.1/ 1a  2.2/ 2b  2.3/ 2c  2.8/ 2h  3.7/ 3g  6.1/ 6b |
| Reflection:  During the kindergarten team meeting I went through some of the strategies that I had read in the math book. As a team we also went through and analyzed data from the Q3 pre-assessment with me acting as the technology lead. In the evening I read more in the math strategy book. On this day I read about strategies for small groups, strategies for conferencing, and strategies for assessing. | | |
| 1-21-18 | Researching tools and strategies- 2 hours | 1.4/ 1d  2.4/ 2d  2.5/ 2e  3.1/ 3a  3.2/ 3b  3.3/ 3c  3.4/ 3d |
| Reflection:  On this day I did more looking into Prodigy math, and actually created accounts for more than half of my class. I also looked up Hart court Math. | | |
| 3-6-18 | Q3 post assessment created – 2 hours | 2.1/ 2a  2.7/ 2g |
| Reflection:  I spent time creating the post assessment for quarter 3. As a kindergarten team we would be administering this assessment May 9th. | | |

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| 3-9-18 | Q3 post assessment given and shared final information from math strategy book- 1 ½ hour | 1.1/1a  1.4/ 1d  2.7/ 2g  3.1/ 3a  3.2/ 3b  3.7/ 3g  5.3/4c |
| Reflection:  All kindergarten team members administered the quarter 3 post assessments to their individual classes. During plan time I presented the final information that I found in the Strategies for Implementing Guided Math book. | | |
| 3-13-18 | Kindergarten team data meeting on Q3 post assessment – 1 hour | 1.1/ 1a  2.8/2e  3.7/ 3g |
| Reflection:  During this session I led the kindergarten team in analyzing the data from where the students completed their post assessment. | | |
| 3- 15- 18 | Create PowerPoint–4 hours | 2.6/ 2f |
| Reflection:  I created a PowerPoint that the kindergarten team could look back on as a reference on all the strategies and tools that I found through m research for the capstone. This PowerPoint had key points from each time I presented to the team. | | |

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| 3-28-18 | Q4 pre- assessment was given- 1 hour | | 2.7/ 2g | |
| Reflection:  All kindergarten team members gave students the pre- assessment for quarter 4 which the team would be meeting on 4/10/18 and 4/12/18 | | | | |
| 4-7-18 | Wrote script for capstone video- 2 1/2 hours | | 6.2/ 6b | |
| Reflection:  Wrote out script for video presentation of capstone project. This will be recorded the following week. | | | | |
| 4-10-18 and 4-12-18 | Kindergarten team met to do Q4 pre-assessment data – 2 hours | | 1.1/ 1a  3/7/ 3g | |
| Reflection:  The kindergarten team met to discuss and analyze the data for the quarter 4 pre- assessments. I acted as the technology lead for my team during this time. | | | | |
| 4- 11-18 | | Recorded capstone video presentation- 3 hours | | 3.5/3e  6.2/ 6b |
| Reflection:  To complete this piece of my capstone. I went into work early, used my planning time, and stayed after work to record. This took more time than expected due to he intercom going off and teachers coming in for assistance or to deliver information about the day or the kindergarten team. | | | | |
| 4-12-18 | | Worked on editing capstone video presentation- 2 1/2 hours | | 3.5/ 3e |
| Reflection:  During this time I went through each video that I recorded to see which ones sounded best. I also Started uploading the videos to iMovie but my computer kept freezing. After trying for about two hours, my computer froze then shut off and I was unable to pull my work back up. | | | | |
| 4-15-18 | | Had to reedit capstone video and submit- 5 hours | | 3.5/ 3e |
| Reflection:  After the situation on 4-12-18, I had to reedit my video and start from the beginning. I use my iPhone this time. Since I chose to use my phone verses computer the editing process was more difficult and took a lot more time. | | | | |
| 4-17-18 | | Kindergarten team met to go through data from the Q4 pre- assessment- 1 hour | | 1.1/ 1a  2.8/ 2e |
| Reflection:  The kindergarten team met to discuss and analyze data from the quarter 4 pre-assessment and to find ways to have as much growth between the pre and post assessment just as the team did in quarter 3. | | | | |
| 4-19-18 | | Kindergarten team met to finish going over Q4 pre- assessment data- 1 hour | | 1.1/ 1a |
| Reflection:  The kindergarten team took this time to complete the 4-17-18 meeting. | | | | |
| Total Hours: [## hours ]: | | | | 101 hours and 30 minutes |

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