

Capstone Log

Instructional Technology Department

Candidate: Jason Sirard	Mentor/Title: Dr. Chris Garity Assistant Principal	School/District: Teasley Middle School Cherokee County
Capstone Title: Nearpod to Engage 7 th Grade Science Students		

**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
7/25/2021- 7/26/2021	<p>Prepared for meeting with Principal, Academic Facilitator, and Instructional Lead Specialist. I made a presentation to use for the meeting. This meeting would be to get final approval to implement capstone this school year. (5 hours)</p> <p>Met with Principal, Academic Facilitator, and Instructional Lead Specialist individually to speak about the problem I identified to be addressed at TMS through my capstone. I presented the research of the school that led me to identifying the solution to the problem and the objectives I would aim to achieve as I implement the capstone. The benefits and results of using formative assessments and multimedia to give feedback instantly were presented and I was asked to share this is at department meetings and PLC meetings. (5 hours)</p> <p>I changed some things on the PowerPoint I made to include examples of the tools I would use when I implemented to share with peers. I met with my PLC and presented. I did the same with my Department. Answered questions about the capstone and my plan on implementing Nearpod. (5 hours)</p>	1.1; 6.1; 6.3
<p>Reflection: I made it clear that Nearpod would be the tool I wanted to use to raise achievement. I received approval to begin implementing and saved dates for the recording room I would use later. I was also given a Swivel to put my iPad on to record if obstacles interfered with the room. When I presented my Capstone to my PLC and department some teachers were interested in learning more about Nearpod. Some of my PLC members asked me to share the Nearpods and that they may use in the lessons. Although my capstone was for my class this excited me that before I even started using Nearpod other teachers were interested.</p>		
7/27/21- 7/30/21	<p>Toured Nearpod and learned about the new activities they created and better ways to use all formative checks.</p> <p>Researched how Canvas integrated with Nearpod. Met with</p>	1.2; 1.3; 1.4; 3.6; 6.1

	instructional coach to make sure was fully up to date with Canvas and Nearpod integration. (7 hours)	
<p>Reflection: Nearpod released new activities for formative checks that I wanted to investigate for implementation. TMS also uses Canvas, and our technology team released a training on integrating Nearpod in Canvas for students to use and teachers to get data easily in Speed Grader.</p>		
8/1/21 – 8/31/21	Created the getting to know you Nearpod. This asked questions about them and had fun questions for them to answer using the formative tools they would see later in the year. Showed the results documents and how explained how this would be used in units to determine what they needed help with. Surveyed the students about their favorite tools and what they thought would help them learn best. Read through the results of the surveys. 4, 55-minute classes x 2. (12 hours)	2.1; 2.3; 2.3; 2.4; 2.5; 2.6; 2.7;; 3.1; 3.2; 3.3;; 3.5; 3.6; 4.1; 4.2; 6.2
9/6/21 – 9/9/21	Planned and carried out lesson on Classification using PowerPoint. Students completed cloze notes and answered questions on paper. Did a 3-2-1 ticket out the door. 4, 55-minute classes (10 hours)	2.1; 2.3; 2.3; 2.4; 2.5; 2.6; 2.7;; 3.1; 3.2; 3.3;; 3.5; 3.6; 4.1; 4.2; 6.2
9/13/21- 9/16/21	Planned and carried out lesson on Dichotomous Keys using Nearpod. Questions and assessment were given through the activities in Nearpod. There were 3 tools in Nearpod used to simulate the experience they will have when data collection activities are done. 4, 55-minute classes (10 hours)	2.1; 2.3; 2.3; 2.4; 2.5; 2.6; 2.7;; 3.1; 3.2; 3.3;; 3.5; 3.6; 4.1; 4.2; 6.2
9/17/21	Survey students to discover what they liked more: PowerPoint or Nearpod and what they liked most about them. 4 classes, 15-minutes (2 hours)	1.4; 2.6; 2.8; 3.1; 3.2; 4.1; 5.1; 6.1; 6.2
<p>Reflection: The purpose of these activities was to show the students the “How?” we would be learning this year. At TMS at the beginning of the year we have begun focusing on clarity and answering “What, How, and Why?” for the students. I wanted to answer the why for Nearpod and create familiarity with it. This way the data is more valid and accurate. I did not want result skewed by unfamiliarity.</p>		
10/4/21 – 10/5/21	Create Cell Organelles Nearpod with matching, fill in the blank and Climb to the Top, and a summative quiz at the end. This was the first lesson as part of the objective to be met. Set up Observation Room for Capstone lesson to be recorded. Lesson was done in the Observation Room to record the class. The lesson was taught in 4, 55-minute classes. (11 hours)	2.1; 2.3; 2.3; 2.4; 2.5; 2.6; 2.7;; 3.1; 3.2; 3.3;; 3.5; 3.6; 4.1; 4.2; 6.2
11/1/21 – 11/2/21	Create Photosynthesis Nearpod with matching, fill in the blank and Climb to the Top, and a summative quiz at the	2.1; 2.3; 2.3; 2.4; 2.5; 2.6; 2.7;; 3.1; 3.2; 3.3;; 3.5; 3.6;

	end. This was the second lesson as part of the objective to be met. Set up Observation Room for Capstone lesson to be recorded. Lesson was done in the Observation Room to record the class. The lesson was taught in 4, 55-minute classes. (11 hours)	4.1; 4.2; 6.2
11/12/21 – 11/13/21	Create Cellular Respiration Nearpod with matching, fill in the blank and Climb to the Top, and a summative quiz at the end. This was the third lesson as part of the objective to be met. Set up Observation Room for Capstone lesson to be recorded. Lesson was done in the Observation Room to record the class. The lesson was taught in 4, 55-minute classes. (11 hours)	2.1; 2.3; 2.3; 2.4; 2.5; 2.6; 2.7;; 3.1; 3.2; 3.3;; 3.5; 3.6; 4.1; 4.2; 6.2
<p>Reflection:</p> <p>These lessons were done in the observation room so that I could watch to see engagement and gain a subjective point of view. Data on the summative assessments was collected and analyzed each unit. The scores showed growth for all subgroups. EL did score lower, however in discussing with my ESOL teacher we believe this was due to the level of the students and two of the students being dual served.</p>		
10/6/21 11/3/21 11/14/21	<p>Watched and recorded observations of students as we went through the lessons. The observations were used to design future lessons and organize students so they could grow.</p> <p>(6 hours)</p>	1.4; 2.6; 2.8; 3.1; 3.2; 4.1; 5.1; 6.1; 6.2
<p>Reflection:</p> <p>I really enjoyed watching these and will look to do from time to time in other class activities to make changes where needed. I spoke with my Instructional Lead Specialist after the third activity and was asked to present at our next PD Day on Nearpod and the observation classroom. (2 Hours)</p>		
10/6/21 11/3/21 11/14/21	<p>Interview the students to gain insight on how they feel the lesson went. (6 Hours)</p>	1.4; 2.6; 2.8; 3.1; 3.2; 4.1; 5.1; 6.1; 6.2
<p>Reflection:</p> <p>This was one of the most important aspects of my Capstone. To find out if they didn't achieve 80% if there was a reason outside of the class or if they did why they feel this worked. The data will be used to inform future lessons, but the most important thing was twofold. They knew we would conference, and it helped me build better relationships.</p>		
Total Hours: [## hours]:		101 Hours

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	
Hispanic							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	