**Capstone Log**

**Instructional Technology Department**

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| **Candidate:** Maggie L. Phillips | **Mentor/Title:** Loretta Tennison- Academic Coach | **School/District:** Hollydale Elementary/ Cobb County  |
| **Capstone Title:**Parent Resources Online (PRO): A Digital Parent Resource Center  |

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| **Date** | **Activity/Amount of Time(Please total the time after the last entry.)** | **PSC/ISTE Standards** |
| 7-16-12 | Brainstorm and develop tentative plans for Parent Resources Online [3 Hours] | PSC 2.1, 2.2, 2.3, 2.4, 2.6, 3.6 |
| 7-18-12 | Conduct parent interviews to gain insight into parents’ desire for digital resources (4 parents) [2 Hours] | PSC 3.3, 3.7, 4.1, 5.1 |
| 7-23-12 | Conduct parent interviews to gain insight into parents’ desire for digital resources (3 parents) [2 Hours] | PSC 3.3, 3.7, 4.1, 5.1 |
| Reflection:Several of these interviews were conducted in a face-to-face setting, while other interviews were conducted through online communication. These interviews provided relevant and specific feedback about what resources and content areas are desired most by parents. This feedback provided the foundation for the preliminary planning and initial development of the website. |
| 7-30-12 | Collaborative planning for website (with Kirsten Allen) based upon feedback from parent interviews [2 Hours] | PSC 2.1, 2.2, 2.3, 2.4, 3.2 |
| 8-4-12 | Research and compile existing digital resources [4 Hours] | PSC 2.1, 2.2, 2.3, 2.4, 3.2, 3.6 |
| 8-5-12 | Research and compile existing digital resources [4 Hours] | PSC 2.1, 2.2, 2.3, 2.4, 3.2, 3.6 |
| 8-12-12 | Development of reading resources [4 Hours] | PSC 2.1, 2.2, 2.3, 2.4, 3.2 |
| 8-20-12 | Interview third grade teachers to solicit feedback about resources to incorporate into website [2 Hours] | PSC 1.4, 2.6, 2.8, 5.1, |
| Reflection:The teachers interviewed during this session were from a variety of schools in Cobb County. The information provided by these teachers helped us develop a better understanding of the information that teachers want parents to know and what is most important to share. Through this feedback, we were able to begin locating and creating resources that would be most valuable.  |
| 8-29-12 | Field Test reading portions of PRO website with teachers at Hollydale Elementary [3 Hours] | PSC 2.1, 2.3, 2.4, 3.2, 3.3, 3.5 |
| 9-3-12 | Compiling digital reading resources (based upon feedback gathered in field test) [5 Hours] | PSC 2.1, 2.2, 2.3, 2.5, 2.6 3.6 |
| 9-8-12 | Compiling digital math resources and begin construction on math tab of PRO website [4 Hours] | PSC 2.1, 2.2, 2.3, 2.5, 2.6 3.6 |
| 9-15-12 | Compiling digital math resources [4 Hours] | PSC 2.1, 2.2, 2.3, 2.5, 2.6 3.6 |
| 9-19-12 | Prepare for and record math strategy video tutorials  [3 Hours] | PSC 2.1, 2.2, 2.3, 3.7 |
| 9-20-12 | Editing math strategy video tutorials [2 Hours] | PSC 2.1, 2.2, 2.3, 3.7 |
| 9-24-12 | Field test math portion of PRO website with teachers [2 Hours] | PSC 2.2, 2.3, 2.2, 3.2, 3.3, |
| Reflection: During this field test, several teachers from Hollydale Elementary explored the math components of our website and provided suggestions and ideas for further development. The feedback we gained helped us make organizational and navigational improved us and gave us new ideas for content. After looking at the content for hours on end, I found it challenging to isolate discrepancies and identify weaker areas. So, this was an incredibly helpful step in the process. These teachers provided an objective perspective on the resources and content and helped us move forward with an effective and efficient approach.  |
| 9-27-12 | Held focus group with several parents in order to gather qualitative feedback (before PTA) [1.5 Hours]  | PSC 2.8, 4.1, 6.2 |
| Reflection:At this point in the process, we wanted to check in with the target audience of our website. We gathered feedback about the accessibility and content. This helped us better understand how the parents were utilizing the resource and how it might be further enhanced. Through this feedback, we learned that the parents found value in the resource we had created and desired more content and information on the site. Gaining this information helped direct the next steps in the development process.  |
| 9-29-12 | Using the feedback gathered in the parent focus group, continue to develop and expand the reading and math resources and content [4 Hours]  | PSC 2.1, 2.2, 2.3, 5.1, 6.2 |
| 10-6-12 | Conduct research and develop parent survey for evaluation of PRO website (with Kirsten Allen) [3 Hours] | PSC 2.2, 2.8, 5.1, 6.2 |
| 10-14-12 | Review and collaboratively analyze feedback from parent survey [2 Hours] | PSC 2.8, 5.1 |
| 10-16-12 | Revise and develop additional resources based on feedback (with Kirsten Allen) [3 Hours] | PSC 2.1, 2.2, 2.3 |
| 10-25-12 | Provide access to select parents in the media center before PTA/Parent Night [1 Hour] | PSC 3.7, 4.1, 6.3 |
| Reflection:For this experience, we marketed our resource to parents and provided the times in which the media center would be open for parents to come explore our website. Kirsten and I opened the media center an hour before the meeting in hopes of providing parents the opportunity to utilize the computers to access this resource. While we expected to have several parents attend, we unfortunately had no participation. After this experience, I had questions about how to increase accessibility and address digital equity without parent involvement. After much thought and discussion, we decided to continue marketing our resource and to continue to provide times for open use of media center computers.  |
| 11-4-12 | Plan for and model “Book Talks” videos with third grade student [1.5 Hour] | PSC 2.1, 2.2, 3.7 |
| 11-5-12 | Edit “Book Talks” video [1.5 Hours] | PSC 2.1, 2.2, 3.5 |
| 11-11-12 | Record modeled “Book Talks 2” video [1 Hour] | PSC 2.1, 2.2, 3.7 |
| 11-13-12 | Edit “Book Talks 2” video [1.5 Hours] | PSC 2.1, 2.2, 3.5 |
| 11-30-12 | Provide access to website and begin marketing to third grade parents [1 Hour] | PSC 3.7, 4.1, 3.7 |
| 12-9-12 | Compile and Develop additional resources for the Community Informaiton, Early Literacy, Math, and Standardized Testing Tabs [4 Hours] | PSC 2.1, 2.2, 2.5, 2.6 |
| Reflection:Through discussions and requests, we learned that many parents are unaware of community resources that can provide support for student learning. In addition, we learned that many parents struggle to locate this information as well as information about other important topics related to student learning on the Internet. So, we decided to add links to this information on our website. At this point, the PRO website became more than a resource for math and reading support, it became a channel by which parents can locate resources to support the whole child. We decided to add information about adult education programs, adult literacy resources, student leadership programs, early literacy programs, as well as information about standardized testing.  |
| 12-13-12 | Provide access to parents in Media Center before PTA/Parent Night [1 Hour] | PSC 3.7, 4.1, 3.7 |
| 2-5-13 | Research and develop questionnaire items (survey about parent usage and impact) [3 Hours] | PSC 2.7, 2.8, 5.1, 5.3 |
| 2-7-13 | Administer questionnaire (making copies, sorting copy translations, and distributing surveys) to participating parents about usage and impact. [2 Hours] | PSC 2.7, 2.8, 5.1, 5.3 |
| 2-15-13 | Review and analyze data from questionnaire and developed a plan for moving forward with PRO website [3 Hours] | PSC 2.7, 2.8, 5.1, 5.3 |
| 2-17-13 | Revise various content resources and improve site design and organization (Weebly) [4 Hours] | PSC 2.7, 2.8, 5.1 |
| 2-24-13 | Developed Quarter 4 Resources and located additional Community Resources [4 Hours] | PSC 2.1, 2.2, 2.5, 2.6 |
| 2-28-13 | Provide access to parents in Media Center before PTA/Parent Night [1 Hour] | PSC 3.7, 4.1, 3.7 |
| 3-2-13 | Major revisions to PRO website- reduction of specific resources (based on feedback received) [3 Hours] | PSC 2.1, 2.2, 2.5, 2.6, 3.2, 3.6, 5.3 |
| 3-6-13 | Individual parent support (modeling site usage for parent and supporting their exploration) [1 Hour] | PSC 3.7, 5.1, 5.3 |
| 3-16-13 | Website Maintenance [0.5 Hours] | PSC 3.2, 3.5, 3.6, 4.2, 4.3 |
| Reflection: At this point, all website resources are available and accessible to parents. Despite major changes and improvements along the way, the content of the website is temporarily done. The majority of upcoming time related to this project will be in maintaining and monitoring the website, supporting parent usages, and preparing for the next site implementation.  |
| 3-29-13 | Website Maintenance [0.5 Hours] | PSC 3.2, 3.5, 3.6, 4.2, 4.3 |
| 4-13-13 | Website Maintenance [0.5 Hours] | PSC 3.2, 3.5, 3.6, 4.2, 4.3 |
| 4-27-13 | Website Maintenance and individual parent support (helping a parent use the site to locate resources) [1 Hour] | PSC 3.2, 3.5, 3.6, 4.2, 4.3 |
| 5-9-13 | Administer survey to participating parents to collect feedback after implementation [1 Hour] | PSC 2.7, 2.8, 5.1, 5.3 |
| 5-11-13 | Website Maintenance [0.5 Hours] | PSC 3.2, 3.5, 3.6, 4.2, 4.3 |
| 5-12-13 | Collaborate and prepare for end of the year focus group (with Kirsten Allen) [2 Hours] | PSC 3.7, 5.1, 5.3 |
| 5-14-13 | Facilitate parent focus group [3 Hours] | PSC 3.7, 5.1, 5.3 |
| 5-17-13 | Analyze and reflect upon data analyzed during parent focus group and through CRCT results to determine impact and implications of resource on student learning [4 Hours]  | PSC 2.7, 2.8, 5.1, 5.3 |
| Total Hours: 106 |

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