Capstone Log
Instructional Technology Department

Candidate: Caitlin Tucker	Mentor/Title: Jessica Andrews / Media Specialist	School/District: Whitehead Road Elementary / Clarke County School District
Capstone Title: Fostering Collaboration and Engagement during Writing Workshop through the Integration of the Storybird Web 2.0 Tool		

Date	Activity/Amount of Time (Please total the time after the last entry.)	PSC/ISTE Standards
2/3-4/18 2/18-20/18 3/2-4/18 3/15-18/18 4/5-9/18 4/12-15/18 **10 hours**	Developed Capstone Proposal with School Growth Plan (SGP) in mind. Made the decision to focus on digital writing and peer collaboration during writing workshop.	**PSC 2.1/ISTE 2a PSC 2.2/ISTE 2b PSC 2.8/ISTE 2h PSC 5.1/ISTE 4a PSC 6.2/ISTE 6c**
Reflection: During this portion of the project, write the proposal based on discussions with administrators and fourth grade team members. The area we decided to highlight was writing instruction. This portion was independent and based on teacher assessment of the SGP and previous grade level and administrative conversations. The proposal focused on the project objectives, time commitments, deliverables, standards, and timeline. This description based on initial thoughts and project projection ideas.		
8/15-18/19 **4 hours**	Met with Principal to discuss capstone proposal and gain approval to complete the project. Worked to finalize proposal.	**PSC 1.1/ISTE 1a PSC 1.2/ISTE 1b PSC 1.4/ISTE 1d PSC 6.1/ISTE 6a, 6b**
Reflection: During this time, the teacher and principal discussed the management of this project as well as getting more fourth grade team members involved. Approval granted and many resources explored and provided on both sides in order to get the project going. Revisions and suggestions taken into consideration and the final proposal written.		
8/20/18 **3 hours**	Met with grade level team to share capstone proposal and gain insight on potential participation in the project. Discussed StoryBird as a technology tool for student access during writing workshop.	**PSC 1.1/ISTE 1a PSC 1.4/ISTE 1d PSC 3.7/ISTE 3g PSC 2.6/ISTE 2f**
Reflection: During this time, teacher presented the proposal to the team for feedback and additional ideas. The team was very open to using the technology tool. There was a brief discussion of how to use the tool but not a detailed professional learning session. Most teachers wanted to explore the tool independently to see how it would work in their classroom practice. The team was supportive of the project and was interested in hearing more about how students progressed with in writing engagement and collaboration. The meeting ended with a consensus that members would be interested in experimenting with the tool.		
8/21-30/19	Storybird accounts created and teacher samples provided for students to preview in the platform.	**PSC 3.1/ISTE 3a PSC 3.2/ISTE 3b**

3 hours		
Reflection: During this stage of the project, I was not only able to create student accounts but add stories to the classroom library for students to review. Students have a better understanding when they have a model. These stories serve as an initial lesson on student work samples and expectations for the platform.		
9/3–7/ 18 **5 hours**	Students log into accounts and begin exploring StoryBird dashboard. Students will begin writing stories individually and collaboratively to explore how to work with this technology tool in writing with support from the teacher.	**PSC 2.1/ISTE 2a** **PSC 2.3/ISTE 2c** **PSC 2.6/ISTE 2f** **PSC 6.1/ISTE 6a, 6b**
Reflection: During this portion of the project, students accessed Storybird for the first time. Students had previously worked on narrative writing stories in class during writing workshop. Many teacher and peer discussions and lessons enabled students with the ability to structure at least one narrative work. At this time, students entered the platform and began exploring Storybird. Specific modeling occurred this week to ensure students knew how to navigate the platform. Students were encouraged to use their accounts to create their own library of books they wanted to create. Students were encouraged to preview other students work even work together to write and publish creative works in the platform.		
9/10-14/18 **5 hours**	Students use StoryBird to publish narrative writing works at their leisure and for peer review.	**PSC 2.1/ISTE 2a** **PSC 2.2/ISTE 2b** **PSC 2.5/ISTE 2e** **PSC 2.7/ISTE 2g**
Reflection: During this portion of the project, students used the platform to post their narrative writing samples into the digital classroom library. This part was simple, however the challenge was the reflective nature of students as they posted. Many discussions of review and grammatical corrections occurred during individual writing conferences and group conferences. Students were encouraged to review their peer's stories too. Extensive time was devoted to individual conversations with students. This portion gave the teachers many student work samples to distinguish trends and writing style of individual students.		
9/17-21/18 **9/24-28/18** **10/1-5/18** **10/8-12/18** **10/15-19/18** **10/22-26/18** **10/29/18 –** **11/2/18** **11/5-9/18** **50 hours**	Teacher created writing workshop lessons in the area of narrative writing that target the basics of creating narrative works, story arcs using mentor texts and grammar lessons for collaborative review. The teacher also intentionally planned lesson designed with student collaboration in mind. The use of dialogue and peer work sessions was modeled ad the goal was peer partnerships to encourage review of writing works, and writing rubric discussions among students. Time to talk and work together on digital library works as well as editing and revision strategies was the bulk of this project. Planning and instructional strategies were the key focus in this portion of the project. The teacher also used small group models and one-on-one conference strategies to work with students and build stamina in writing skills.	**PSC 2.1/ISTE 2a** **PSC 2.2/ISTE 2b** **PSC 3.2/ISTE 3b** **PSC 3.7/ISTE 3g** **PSC 2.4/ISTE 2d** **PSC 2.5/ISTE 2e** **PSC 2.6/ISTE 2f** **PSC 3.1/ISTE 3a**
Reflection: This portion of the project held the most weight. The focus on instructional planning, standard based lessons, modeling collaboration through the digital library and peer collaboration discussions played		

the major role in this project. This time was dynamic I nature and included various lessons for story structure, storytelling, peer collaboration with rubrics, peer editing and articulation skills. The discussions and feedback given in this time is unmeasurable.

11/12-16/18 **11/19-23/18** **11/26-30/18** **12/3-7/18** **20 hours**	Teacher focuses on group and individual writing conferences to engage in informal dialogue about students experience during writing workshop. Teacher dedicated time to individual feedback on various writing samples in the digital library.	**PSC 2.2/ISTE 2b** **PSC 4.3/ISTE 5c** **PSC 2.7/ISTE 2g** **PSC 3.1/ISTE 3a** **PSC 6.2/ISTE 6c**

Reflection: This portion of the project dedicates time to meeting with students during writing workshop, as well as engaging students in dialogue about their experiences with the writing workshop model, digital library and overall feeling of the lessons and structure of writing. The choice to engage with students in dialogue was a change to the original plan. The intention with this instructional decision was for personal reflections and students articulation of their experience. Feedback and review was at the heart of this project and using this strategy to collect data on student experience was appropriate. This took more time than expected, but provides meaningful feedback for the teacher and student practice with articulation and reflection on the writing process. Student survey questions listed below.
1. What do you enjoy most about using StoryBird?
2. How has StoryBird help you connect with other students?
3. In what way could writing workshop be better for you?
4. What is your favorite part about writing workshop?

3/5-7/19 **6 hours**	Teacher prepares a professional learning session for the grade level team. The focus is on StoryBird as a digital library for writing workshop. Collaborating teachers will engage with the technology tool by creating accounts, participate in a model lesson that allows them to create narrative writing examples, discuss work samples and reflect on this technology tool for their own pedagogical practice using a discussion model. The professional learned occurred on March 7, 2019 from 3-4:15. All other time dedicated to the planning of this session.	**PSC 2.1/ISTE 2a** **PSC 2.3/ISTE 2c** **PSC 2.6/ISTE 2f** **PSC 3.7/ISTE 3g** **PSC 5.2/ISTE 4b** **PSC 5.3/ISTE 4c** **PSC 6.3**

Reflection: During this time, the teacher planned a professional learning agenda. Attendees engaged in a model lesson that provided explicit instruction on how to create an account on StoryBird, how to create writing examples, peer collaboration on their own unique samples and the teachers discussed their likelihood of using this tool in the future to promote engagement and collaboration in their writing block.
1. Can you see yourself adapting StoryBird to fit into your writing workshop model?
2. What are the strengths and weaknesses of using this technology tool?
3. What improvements would make this professional learning session more successful?

5/23/19 **2 hours**	Met with Principal to discuss capstone project.	**PSC 1.2/ISTE 1b)** **PSC 1.4/ISTE 1d** **PSC 5.3/ISTE 4c** **PSC 6.1/ISTE 6a, 6b**

Reflection: During this time, the principal served as a listening ear for the progress of this project. The discussion focus was student's data, teacher growth and implementation process and development at the annual conference. The next steps of this project include continued use of the technology tool and continued growth in sharing and facilitating instructional practices.

Total Hours: [108]	PSC 6.3

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