Capstone Log
Instructional Technology Department

Candidate: Daniel Hoeh	Mentor/Title: Tracey Borup	School/District: Wheeler & Sprayberry High School

Research Project Title: Increasing the usage of Microsoft Office tools through staff and student development

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
July 28	**Pre-Planning Process** Prepare of introduction to staff Introduce myself to the staff	PSC 1.1, 1.2, 2.2, 3.2, 4.2 ISTE 1a, 1b, 1d, 2a, 2b, 3b, 4b
August 1 & 4	Meet with the Administrative staff of both schools and create and Office 365 training schedule	PSC 1.1, 1.2, 1.4, 2.1, 2.2, 3.2, 4.2 ISTE 1a, 1b, 1d, 2a, 2b, 3b
Reflection: The pre-planning process began with a presentation that was given during a large staff wide faculty kick off meeting. The entire staff was there and it was difficult to gauge interest in the use of Office 365 and other tools. Due to the different ways that other schools functioned, it was apparent that I needed to meet with the department heads and introduce Office 365. Several departments did not show interest in the tool, but Language Arts and World Languages showed a lot of interest. I was invited to come and talk about Office 365 tools with several classes. It can be difficult getting teacher interest in a technology tool and school politics often play a factor. It took a while to realize who I should work with, in order to raise awareness of Office 365 tools. Although I would like to present this tool to the entire staff, it is difficult because of the size and complexity. I can only do what I am invited by the teachers to do. Awareness is going to have to build up a few teachers at a time. (10 hours)		
August 1, November 30	**Teacher Training Session** Work with Media Center Specialist to access Office 365 and create Excel worksheets.	PSC 2.2, 2.3, 2.6, 2.7,3.2, ISTE 2b, 2c, 2g, 3b,
August 4 & 18	Train office staff on the use of Microsoft Outlook.	PSC 2.1, 2.2, 2.3, 3.2, 3.6, 4.2 ISTE 2a, 2b, 2c, 3b, 4b
August 15 – October 30	Train magnet teachers on OneNote Notebook, Outlook, Skype and Office 365 to enhance learning for magnet students.	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 3.7 ISTE 2a, 2b, 2c, 3a, 3b, 3c, 3g,
August 29, 30,	Conducted training for English teachers on OneNote Class Notebook.	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.7 ISTE 2a, 2b, 2c, 2d, 3e, 3h,
September 1	Trained social studies teacher on how to use OneNote to organize classroom resources.	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2 ISTE 2a, 2b, 2c, , 2d, 2e, 3a, 3b

September 7,	Train and consult school administration on Office 365 tools and features	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 3.7 ISTE 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3e, 3g
September 21 - 22	Consulted and trained Media Center Specialist on Microsoft Forms.	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 3.7 ISTE 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3e, 3g
September 22	Train teacher on OneDrive	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, ISTE 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3e, 3g
September, 23	Consult teacher on OneNote	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 3.7 ISTE 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3e, 3g
November 30	Conducted new teacher training on Office 365.	PSC 2.1, 2.4, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 3.7 ISTE 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3e, 3g
December 10	Trained MC specialist to use OneNote for use with hospital homebound student.	PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.6, 3.7 ISTE 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3e, 3g
December 15	Trained economics teacher to use OneNote Notebook for distance learning class	PSC 2.1, 2.2, 2.3, 2.5, 2.6, 3.1, 3.2, 3.5, 3.6, 3.7 ISTE 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3e, 3g

Reflection: I made it a concerted effort to work with individual teachers and staff to increase the usage of Office 365 in classroom. I found that the more I helped people around the building and built relationships, more I received interest in Office 365. I learned the importance of investing into people and creating positive relationships. People will not buy in to what you are trying to do, if they don't believe in you.

It was a very rewarding experience to help people use Office 365 tools to solve problems in their classroom. The more I worked with people the more they asked me to come back. I found this experience extremely beneficial. It was often the small informal training sessions and consultations that gave me the greatest rewards. The more I created relationships with teachers, the more likely they were to appear for training sessions.

It was also amazing how working with the everyone, not only teachers, gave me the greatest results. My efforts with the media specialist helped to open opportunities for me around the school. She helped me make important contacts around the building and allowed me to use the media center for trainings.

(20 hours)

August 15	**Creating Materials** Training Materials Work with other TTIS to create and upload Office 365 training materials to the county site.	PSC 1.2, 1.4, 2.4, 2.6, 3.2, 3.5, 3.6, 3.7
October 5	Created training materials such as PowerPoints and step by step tutorials for teachers.	PSC 1.2, 1.4, 2.4, 2.6, 3.2, 3.5, 3.6, 3.7, 6.1
October 19	Design and develop training materials for Lunch and Learn training session.	PSC 1.2, 1.4, 2.4, 2.6, 3.2, 3.5, 3.6, 3.7
Oct 28	Use Camtasia to create quality training materials on Office 365 for school and county wide consumption.	PSC 1.2, 1.4, 2.4, 2.6, 3.2, 3.5, 3.6, 3.7
November 30	Created training materials and lesson for new teacher training workshop.	PSC 1.2, 1.4, 2.4, 2.6, 3.2, 3.5, 3.6, 3.7

Reflection:

When presented with the opportunity I made myself available to help produce training materials for both local and countywide usage. Throughout this process I was amazed at how difficult and time consuming creating training material truly was. Often times I found the process very tedious and repetitive, as I constantly went over the material again and again. The videos had to be perfect and steps had to be concise. I often found audio issues along with pacing issues that really turned what seemed simple into an arduous process.

(12 hours)

September 13	**School-wide Training** Conduct a schoolwide all day optional training for the entire staff on Microsoft OneNote.	PSC 1.2,2.1, 2.2, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.2, 5.2, 5.3, ISTE 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3e, 3g, 4b, 5b, 5c
September 31	Schoolwide OneNote and OneDrive Training for the entire school staff.	PSC 1.2,2.1, 2.2, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.2, 5.2, 5.3, ISTE 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3e, 3g, 4b, 5b, 5c
October 19	Offered a schoolwide Lunch and Learn training session on Microsoft OneNote.	PSC 1.2,2.1, 2.2, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.2, 5.2, 5.3, ISTE 2a, 2b, 2c, 2d, 2e, 2f, 3a, 3b, 3e, 3g, 4b, 5b, 5c

Reflection: School Wide Trainings

My first attempt offering schoolwide trainings was not as successful as I had hoped. Only a few teachers and the principal showed up during the trainings sessions. It is difficult to get teachers to show up for optional training sessions.

After working with the media specialist and administration staff, it was determined that the best way to offer trainings was to try, "Lunch and Learn" sessions. The lunch and learn sessions were offered during lunch and the teachers were allowed to eat during the session. As opposed to a normal session that is 40 minutes long, the lunch and learn session is constructed to be 20 – 30 minutes long. The sessions received a lot of positive feedback from the staff. Due to scheduling issues with holidays and testing, it was determined that additional trainings will be offered into the new year.

(20 hours)

August 2	**Office 365 Class Notebook** Consult and train classroom teachers on using OneNote in the classroom	PSC 2.2, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 4.2, ISTE 2a, 2b, 2e, 2f, 3a, 3b, 3c, 4b
August 4	Train individual teacher on Office 365 and Create a OneNote Class Notebook	PSC 2.1, 2.2, 2.4, 2.6, 3.1, 3.2, 3.3, 4.2, 5.2, 5.3, ISTE 2a, 2b, 2e, 2f, 3a, 3b, 3c, 4b
August 12, 15, September 1, 8, 9	Train students on OneNote in the computer lab	PSC 1.2,2.1, 2.2, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.2, 5.2, 5.3, ISTE 1a, 2a, 2b, 2e, 2f, 3a, 3b, 3c, 3e, 4b, 5b, 5c
September 15, 22, 23,	Train and consult students on the use of the Class OneNote.	PSC 1.2,2.1, 2.2, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.2, 5.2, 5.3, ISTE 1a, 2a, 2b, 2e, 2f, 3a, 3b, 3c, 3e, 4b, 5b, 5c

September 1	Entire class training on Microsoft OneNote Class Notebook.	PSC 1.2,2.1, 2.2, 2.4, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 4.2, 5.2, 5.3, ISTE 1a, 2a, 2b, 2e, 2f, 3a, 3b, 3c, 3e, 4b, 5b, 5c

Reflection:

I was able to work with two different English literature classes to create a OneNote Classroom Notebook. The teachers were very excited about the opportunity that OneNote brought to the class. During the lessons we did run into several problems that hindered the implementation. Many of the students did not receive parental consent to use Office 365 and OneNote. Also, many students continued to use Google and cut and paste into OneNote. This practice limited the advantage that the product brought to classroom. Although both teachers were excited about the product, one teacher stopped using it exclusively and allowed the students to use whatever tool they wanted.

I was very excited to work alongside both teachers, however in time it became apparent that one of the teachers lost their enthusiasm for Office 365 and OneNote. It was disappointing to lose support for the product and the training, but I remained optimistic and offered all of the resources available. I really appreciated and enjoyed the opportunity to get into the classroom and work alongside the teachers.

(hours: 19)

September 7, 15, 22 October 7, 18 November 11, 28 December 2, 22	**Data Collecting and Analysis** Extra data usage numbers, filter, sort and analyze data to detect trends. Create a graph that better illustrates the data.	PSC 1.4, 2.8, 3.2, 3.5, 6.2, 6.3 ISTE 1d, 2h, 3b, 3e, 6b, 6c

Reflection: As often as possible data was extracted, filtered, sorted and analyzed to determine the effectiveness of the study. This process was tedious and required diligence to complete. Although not as exciting as presenting, it did offer up a chance to determine the effectiveness of the entire project. According the IRB the final data cannot be presented in the report. I still generated this data to determine if my project was affective.

This part of the project taught me a lot about the power of Excel as a data analysis tool. Although I already knew how to use Excel, this really tested my capabilities. This part of the capstone was not as glamorous as other aspects of the project, but without clear data it would have been impossible to determine the effectiveness of project.
(Hours 10)

	Class Training	
August 8, 11, 18 & 19	Conducted all class training sessions on Office 365 for ESOL classes	PSC 2.1, 2.2, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2 ISTE 2a, 2b, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b
September 15	Trained ESOL students on Microsoft Office 365.	PSC 2.1, 2.2, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 4.1, 4.2, ISTE 2a, 2b, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b
	Personal Professional Development: MIE	
December 8 & 9	(Personal Professional Development) Microsoft MIE Training	PSC 6.1, 6.2 , 6.3 ISTE 6a, 6b, 6c
Reflection:		

During the two days I learned about an array of products available from Microsoft. Although I was already aware of these products, the training did offer me new applications for old programs. I learned how to use programs such as SWAY and Mix to enhance learning in the classroom. The knowledge I gained is invaluable for the classroom and I look forward to integrating these lessons into my future trainings.

I only wish that I would have had the new skills and tools at the beginning of the semester, instead of half way through. I look forward to presenting the materials I gained to the entire staff at both my schools.

(hours: 14)

December 12 & 15	Worked with media specialist to create a OneNote Notebook for hospital homebound students	PSC 2.1, 2.2, 2.5, 2.6, 3.3, 3.4, 3.7, 4.1, 4.2, 4.3, ISTE 2a, 2b, 2f, 3c, 3d, 3e, 3f, 4a, 4b

Reflection: The media specialist and I spent two days learning how to use Microsoft OneNote to facilitate distance learning for hospital homebound students. We assessed and utilized many different tools found within OneNote and Office 365 to help with assistive and adaptive technology.

I found that training can be difficult, because you are always left wondering if other person really understands what was presented. Although I did check back often, the notebooks seems to be successful. The training seems to have gone well, but communications is an issue because the student is not in school notify either the media specialist or myself if there is a complication.

(hours: 3)

December 15	Trained teacher to create a OneNote Notebook for distance learning economics class.	PSC 2.1, 2.2, 2.5, 2.6, 3.3, 3.4, 3.7, 4.1, 4.2, 4.3, ISTE 2a, 2b, 2f, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c

Reflection: Distance learning classes represented a significant and unique challenge, because of the distance that exists. For this this distance learning class, the other class is on the far end of the county, making feedback difficult. The students at the other school did all receive their Office consent. This leaves the responsibility on the teacher at the other school to encourage the students to complete their consent information. Relying on others can be difficult and require a great trust. The true value of collaborative tools was really put the test with this project.
(hours 2)

Total Hours: [## hours]:	110

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
Black				X				X
Hispanic				X				X
Native American/Alaskan Native								X
White				X				X
Multiracial				X				X
Subgroups:								

Students with Disabilities								X
Limited English Proficiency								X
Eligible for Free/Reduced Meals								X