Capstone Log – EDS
EDRS 8000 & EDRS 8900
Instructional Technology Department

Candidate: April Shinpaugh	Mentor/Title: Angie Young/Master Teacher	School/District: West Fannin Elementary School/Fannin
Research Project Title: Math Fluency Intervention Using Technology		

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
8/16-8/17	Learned about literature reviews. Studied "hot topics" in education. Decided on a topic for research study. [5 hours]	PSC 6.1/ ISTE 6a, 6b
Reflection: During this time, I was able to learn to find meaningful research pieces. Additionally, I interacted with classmates regarding hot topics in education. These topics helped me to determine what research study I would like to conduct.		
8/25, 8/26, 8/27, 9/1, 9/2	Studied several literature reviews and learned the importance of them toward research. Conducted a literature review analysis and literature review map. [15 hours]	PSC 6.1/ ISTE 6a, 6b
Reflection: During this assignment, I was able to create a literature review analysis regarding the research topic of math fluency and intervention. I found several resources to assist in this topic as well as created a literature review map.		
9/5, 9/6 9/10, 9/11, 9/15	Completed additional research to find 10 more resources for the literature review. Completed analysis and turned in additional resources. [20 hours]	PSC 6.1/ ISTE 6a, 6b
Reflection: At this point, I have 16 resources for my literature review. I also completed my literature review and map. These resources will be sufficient in assisting me in my literature review project.		
9/20, 9/21, 10/14, 10/15, 10/16	Compiled all of the resources and information I gathered. Wrote my Introduction and Methodology Initial Draft. [27 hours]	PSC 6.1/ ISTE 6a, 6b
Reflection: After compiling all of my resources, literature analysis, and literature map, I was able to		

conduct my initial Introduction and Methodology Draft. It is imperative to fully research a topic before beginning any kind of educational drafts on it. By researching a topic, it allows technology coaches to be up to date on current trends in technology and education. I found it difficult to locate resources which were accurate on my topic. However, there were numerous resources available for the topics individually. Through all of my research, I was able to develop my introduction and draft.

10/14	Completed documents for IRB approval. [3 hours]	PSC 6.1/ ISTE 6a, 6b
Reflection: Completed CITI course, filled out IRB approval forms, and submitted those to the KSU board. Additionally, I completed the school level forms and submitted those to my principal.		
10/28, 10/29	Took suggestions from professor and developed research questions and improved research method. [5 hours]	PSC 6.1/ ISTE 6a, 6b PSC 3.6/ISTE 3f
Reflection: Via feedback from the professor on the initial draft and methodology, I was able to prepare my research questions. I also improved my research methods and decided to use quantitative data collection methods.		
11/6, 11/7, 11/8 12/1, 12/3, 12/4	Completed research proposal. [13 hours]	PSC 6.1/ ISTE 6a, 6b PSC 3.6/ISTE 3f
Reflection: During this time, I took all of the literature I had collected as well as feedback from peers and professors and completed my research proposal. This proposal included a purpose statement, research questions, definition of terms, literature review, and methodology. Through this assignment, I gained knowledge regarding the construction of a professional research project.		
1/17, 1/21, 1/26	Created a research plan and timeline based on my research proposal [3 hours] Completed quantitative analysis exercise and weekly checkpoint. [3 hours]	PSC 6.1/ ISTE 6a, 6b
2/13, 2/17	Prepared pre-test documents for research. [3 hours] Completed quantitative assignments [4 hours]	PSC 6.1/ ISTE 6a, 6b PSC 3.6/ISTE 3f
Reflection: Through class assignments, I was able to gain an in depth understanding of quantitative and qualitative data. This is essential knowledge to a data coach. This information also gave me a greater understanding of the information I needed to collected for my research project.		
2/28	Distributed, collected, and graded pre-test for research study.	PSC 6.1/ISTE 6a, 6b

	Recorded scores in table for analysis. [2 hours]	PSC 3.6/ISTE 3f
3/7	Distributed, collected, and graded pre-test for research study. Recorded scores in table for analysis. [2 hours]	PSC 6.1/ISTE 6a, 6b PSC 3.6/ISTE 3f
3/14	Distributed, collected, and graded pre-test for research study. Recorded scores in table for analysis. [2 hours]	PSC 6.1/ISTE 6a, 6b PSC 3.6/ISTE 3f
3/21	Distributed, collected, and graded pre-test for research study. Recorded scores in table for analysis. [2 hours]	PSC 6.1/ISTE 6a, 6b PSC 3.6/ISTE 3f
3/24	Distributed, collected, and graded final test for research study. Recorded scores in table for analysis. [2 hours]	PSC 6.1/ISTE 6a, 6b PSC 3.6/ISTE 3f

Reflection: During this time, my research project was being completed. Every day students practiced for 10 to 15 minutes on multiplication facts. Each Friday, they were given a pre-test which I graded and recorded to determine gains the students had made.

3/25, 3/26 3/27	After the completion of the project, gathered all the data to determine strengths, weaknesses for students [5 hours]	PSC 6.1/ISTE 6a, 6b
3/28	Completed final project and graphics to explain what the project was about. [5 hours]	PSC 6.1/ISTE 6a, 6b

Reflection:
At this time, the research project was complete. I gathered all data and put it into my final paper. Additionally, I created a number of tables where data was stored. These tables helped to display the results of the study. Many of the students did make gains throughout the project. However, overall, there were no significant gains made. This is evident through both the research paper and the graphics included.

Total Hours: [111 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								
Hispanic							x		
Native American/Alaskan Native								
White		x					x		
Multiracial								
Subgroups:								
Students with Disabilities							x		
Limited English Proficiency							x		
Eligible for Free/Reduced Meals							x		