

## Capstone Log

### Instructional Technology Department

<b>Candidate:</b> Tiffany Gibson	<b>Mentor/Title:</b> Laurah Fannin/ Instructional Technology Specialist	<b>School/District:</b> Polk School District
<b>Capstone Title:</b> Helping Students with Disabilities Use Accessibility Features on the iPad		

<b>Date</b>	<b>Activity/Amount of Time</b> (Please total the time after the last entry.)	<b>PSC/ISTE Standards</b>
12/11/15	Created survey for teachers to determine if/how much teachers at my school use accessibility features. Time: 2 hours	3.4/3d, 3.7/3g, 5.2/5b
12/11/15	Created survey for students to learn more about their attitudes towards using technology. Time: 2 hours	3.4/3d, 3.7/3g, 5.2/5b
12/14/15	Administered surveys to teachers and students. Time: 3 hours	3.4/3d, 3.7/3g, 5.2/5b
12/15/15, 12/16/15, and 12/17/18	Gathered students (who have been identified and placed into Special Education) achievement data. Time: 5 hours	2.8/2h
12/20/15, 1/2/16, 1/5/16	Analyzed student achievement and survey data. Time: 5 hours	2.8/2h
1/7/16	Created presentation to deliver in the upcoming PLC (Professional Learning Community). Time: 3 hours	3.2/3b, 3.3/3c, 3.4/3d, 3.6/3f, 5.2/4b, 5.3/4c, 4.2/5b, 4.3/5c,
1/15/16	Created online resources for teachers to use. I posted them to my online classroom. I included tutorials and helpful links. Time: 5 hours	3.2/3b, 3.3/3c, 3.4/3d, 3.6/3f, 5.2/4b, 5.3/4c, 4.2/5b, 4.3/5c,
1/20/16	Delivered presentation about accessibility features to teachers in all grade levels through the PLC. I gave the presentation 7 different times throughout the day. Time: 8 hours	3.2/3b, 3.3/3c, 3.4/3d, 3.6/3f, 5.2/4b, 5.3/4c, 4.2/5b, 4.3/5c,

**Reflection:**

I was surprised at how many teachers were unaware of the accessibility features that were available on Apple products. Many of them have Apple devices that they own. All of them have an iPad that is assigned to them from the school district.

1/26/16	Reviewed student IEP's and spoke with other IEP case managers to get an idea of which accessibility features would help meet their needs. Time: 4 hours	2.8/2h
2/2/16	Met with Special Education students in each grade level and discussed accessibility features with them. Students began using the accessibility features to complete classwork, homework and tests on 2/3/16. Time: 5 hours	2.5/2e, 2.6/2f, 2.8/2h, 3.2/3b, 3.4/3d, 3.5/3e, 4.1/5a, 4.2/5b, 4.3/5c
Reflection: This part of the experience was when I first got to meet with students and explain to them what they would be doing and how we would be using the accessibility features on the iPad. I had hoped that the students would be interested in using the features. I was happy to see that this was the case indeed. Students were excited to have a tool they could use to help them all the time.		
3/15/16, 3/16/16, and 3/17/16	Checked in with students and teachers to find out if they have had any issues with using accessibility features. Helped students and teachers troubleshoot any problems. Time: 3 hours	2.5/2e, 2.6/2f, 2.8/2h, 3.2/3b, 3.4/3d, 3.5/3e, 4.1/5a, 4.2/5b, 4.3/5c
Reflection: I was pleased to find out that things were going well for the most part. I answered several questions and address one concern.		
4/12/16	Completed and submit an application to be a presenter at Mobile Minds University in July. Time: 1 hour	3.2/3b, 3.3/3c, 3.4/3d, 3.6/3f, 5.2/4b, 5.3/4c, 4.2/5b, 4.3/5c,
4/27/16, 4/28/16, and 4/29/16	Checked in with students and teachers to find out if they have had any issues with using accessibility features. Helped students and teachers troubleshoot any problems. Time: 3 hours	2.5/2e, 2.6/2f, 2.8/2h, 3.2/3b, 3.4/3d, 3.5/3e, 4.1/5a, 4.2/5b, 4.3/5c
5/2/16	Administered post surveys for teachers and students. Time: 3 hours	3.4/3d, 3.7/3g, 5.2/5b
5/3/16	Gathered student achievement data from the same students as before. Time: 5 hours	3.4/3d, 3.7/3g, 5.2/5b
5/4/15 and 5/5/16	Analyzed student achievement and survey data, and prepared to meet with my administrator. Time: 5 hours	2.8/2h
5/6/16	Met with my administrator and informed her about what I found out through allowing and encouraging students to use the accessibility features available to them. Time: 1 hour	3.2/3b, 3.3/3c, 3.4/3d, 3.6/3f, 5.2/4b, 5.3/4c, 4.2/5b, 4.3/5c,

5/20/16	Met with my mentor who is also the Mobile Minds Specialist for my school and discussed and brainstormed ideas for the best way to present the information to teachers across the county during our Mobile Minds University in July. I also created my presentation for Mobile Minds following my meeting with my mentor. Time: 3 hours	3.2/3b, 3.3/3c, 3.4/3d, 3.6/3f, 5.2/4b, 5.3/4c, 4.2/5b, 4.3/5c,
6/1/16	Met with Polk School Districts Technology Coordinator to preview and approve my Mobile Minds Presentation. Time: 2 hours	3.2/3b, 3.3/3c, 3.4/3d, 3.6/3f, 5.2/4b, 5.3/4c, 4.2/5b, 4.3/5c,
7/25/16, 7/26/16, and 7/27/16	Presented at Mobile Minds 6-7 times daily. Time:32 hours	3.2/3b, 3.3/3c, 3.4/3d, 3.6/3f, 5.2/4b, 5.3/4c, 4.2/5b, 4.3/5c,
Reflection: I got to present the use of accessibility features to the majority of teachers throughout my school district. Many teachers and administrators throughout the district were surprised at what you could accomplish by allowing students to use the accessibility features that come standard on the iPad.		
Total Hours: [100 hours ]:		

<b>DIVERSITY</b> (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
<b>Race/Ethnicity:</b>								
Asian			X	X				
Black	X	X	X	X	X	X		
Hispanic	X	X	X	X	X	X		
Native American/Alaskan Native								
White	X	X	X	X	X	X		
Multiracial	X	X	X	X	X	X		
<b>Subgroups:</b>								
Students with Disabilities					X	X		
Limited English Proficiency					X	X		
Eligible for Free/Reduced Meals					X	X		

