PART B: Capstone Report

Using SWIVL for Instructional Coaching

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Capstone B Report

Description of the Capstone Experience

The administrators and faculty of Sandtown Middle School were provided professional development for SWIVL robots and SWIVL Cloud, from the Kennesaw State University (KSU) Instructional Coach. Professional development was delivered to the administration first; the faculty was provided professional development by department. The KSU Coach provided supplemental learning materials online: YouTube tutorials, troubleshooting tips and the SWIVL user manual. Administrators and faculty members that required additional assistance recording or editing videos were provided additional one-to-one modeling. Some teachers were able to use their teaching videos as artifacts in the Teacher Keys Effectiveness System (TKES).

Barrier and Obstacles

The Capstone Project was implemented as planned, although administrators did not record themselves providing feedback to the teachers. The only obstacle encountered were technical difficulties. The SWIVL robots randomly updated the firmware; a robot cannot be used until the software is up-to-date. A teacher will not know there are new updates until the SWIVL robot is inoperable. In order to combat out-of-date software, the KSU Coach updated all 12 SWIVL robots so they were immediately ready for use.

Follow-Up

Evaluation Tool 1 indicated that my SWIVL professional developments were successful. Evaluation Tool 2 indicated teacher recordings were also effective in strengthening teaching practices. Administrators provided coaching and feedback to the videos, while teachers were able to critique their delivery, procedures and classroom management. Follow-up will continue
during the Spring Semester; Evaluation Tool 3 will be completed by the administration. Teachers will continue to record themselves using the SWIVL robots, administrators will continue to provide feedback and teachers will improve their teaching practices.

**Reflection**

During the completion of my Capstone, I learned that technology facilitation should be, concise, face-to-face, with follow-up instructional materials. I developed and implemented professional learning that aligned to professional learning standards, modeled principles of adult learning and promoted best practices in teaching, (Georgia Professional Standards Commission). The faculty learned best by modeling the principles of adult learning; SWIVL robots were used for recordings and videos were edited using the SWIVL platform. I learned that leadership requires patience and compassion for all staff; just as students do not have the same learning styles, neither do the staff. Upon completion of departmental professional development, I offered individual SWIVL training to faculty that required additional assistance.

This Capstone experience related to the knowledge, skills and dispositions of a technology facilitator/ leader. In order to be an effective technology leader, I had to have a superior knowledge of the SWIVL robot, the SWIVL platform and basic troubleshooting. I effectively integrated the SWIVL robots and SWIVL platform to improve teaching and learning practices. I was also able to troubleshoot basic software and hardware problems in the digital learning environment, (Georgia Professional Standards Commission). Skills needed were the ability to develop, design and implement a professional learning program that deepened teacher pedagogical skills and increased student understanding. My basic troubleshooting skills were also an asset when repairing software issues. My disposition as a technology leader was an
integral part of my job. I always initiated a professional, and positive outlook on learning. Some teachers were frustrated, but my encouragement kept the teachers engaged until they understood the technology. I also demonstrated continual growth in knowledge and skills while applying them to improve personal productivity and professional practice (Georgia Professional Standards Commission).

Recommendations that I would give to others that might attempt a SWIVL training include: small learning groups, one-to-one follow-up meetings, and online resources. The teachers learned SWIVL best in a smaller setting; they were able to ask questions and learn from their peers. Individual modeling was helpful for teachers that needed additional assistance. I would also recommend checking the SWIVL software often for updates; if the software is not updated, it will not operate. I also included a troubleshooting guide for the staff, in the online SWIVL resources.
References


SWIVL. (2017, March 31). Our Goal: Turn classroom observations into a teacher driven movement with the potential to change anything. Retrieved from https://www.swivl.com/about