

Fall 2017

Does A Classroom Website Increase Positive Communication And Relationships Between Parents And Teachers?

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Recommended Citation

Cegla, Cortney A., "Does A Classroom Website Increase Positive Communication And Relationships Between Parents And Teachers?" (2017). *School of Education Student Capstone Projects*. 88.
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CAPSTONE PROJECT SUBMISSION

DOES A CLASSROOM WEBSITE INCREASE
POSITIVE COMMUNICATION AND RELATIONSHIPS BETWEEN PARENTS AND
TEACHERS?

by

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A capstone submitted in partial fulfillments of the
Requirements for the degree of Masters of Arts in Education

Hamline University

Saint Paul, Minnesota

December 2017

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Capstone Project Summary

Throughout the process of my Master's Degree, my path has changed a few times and so did my capstone project. Eventually, I decided on: does a classroom website increase positive communication and relationships between parents and teachers?

My intended audience are parents of students from my classroom. The charter school I work at is located in a large urban city in the Upper Midwest, consisting of about 223 students from pre-kindergarten to eighth grade. All students qualify for free and reduced lunch, and about 90% of the students are English Learners. Specifically, my fourth grade classroom consists of students who are of Somali, Spanish, and Oromo descent. The classroom is made up of 9 female students and 9 male students. Of the 18 students in the class, 15 students are English Language Learners and 1 student is on an Individual Educational Plan. My class has 16 Somali students, 1 Oromo student, and 1 Spanish student.

Throughout my research I found and learned about a few different ways of developing a classroom website. Eventually, I landed on Dunn and Peet's proposed taxonomy of a classroom website and decided that this was the most beneficial method to follow. Dunn and Peet (2013) created a taxonomy of a classroom website with the different levels of information. It starts with the basic information needed for any website and moves into a more student/teacher interactive website (p. 24). I will use levels 1 through 3 with my parents for my research, and in the future I will use the student pages with my students.

My first level or first page will be the Static Level. According to Dunn (2011) “the purpose of a static website is to disseminate information that doesn’t change, the kind of information a teacher might send home on the first day of school” (para. 5). Then my second level or second page is called the Semi-static level. Dunn (2013) states that “dissemination of information that changes periodically” (p.25). So, the content that I used on this page was information about classroom announcements, upcoming school events, extracurricular activities, class news, photos from class activities, awards and student work. The final level of information is what that Dunn calls the Supplemental Resource. Dunn (2011) states that “sites often contain information typical of Level 1 and 2 sites, but they also include links to teacher-created resources (study guides and outlines) and outside resources in relation to the curriculum (such as games, puzzles, videos, and the course textbook site). This site is generally to be updated every 2-6 weeks” (para. 10). Dunn also includes two more levels in his taxonomy of creating a classroom website involving interactive pages for the students. But since I am focused on building two-way communication with my parents, I built the first three levels and I will add the interactive component once I have established a working two-way communication line with the parents.

I created a website through Weebly.com. The website builder let me create my domain, msceglasclassroom.com. Then I used the websites templates to build each of my pages. My classroom website has four pages that visitors can visit. The home page or my welcome page contains links for my school’s website and a link to a school calendar. The second page ‘About Ms. Cegla’ gives parents and students a brief introduction to

their teacher. Next is the 'Classroom Blog' page that gives parents the opportunity to learn about what their child is accomplishing in the classroom. The fourth tab 'Classroom Newsletter' gives parents the chance to get a brief overview of the upcoming events and field trips that are taking place at school. Finally, parents can click on the 'Contact' button if they have any questions or comments about the website or in general.

Description of Website:

The classroom website was created through using Weebly.com. I have 4 pages that will bring you to different areas that gives visitors a chance to read about what the students are doing in the classroom, an introduction to the teacher, and a contact page.

Link to classroom website

My classroom website was created by using the website builder Weebly. My link is: <http://www.msceglasclassroom.com/>. The website has four pages that you can read while visiting the website. The following section displays screenshots from each of the different pages I have created for my classroom website.

Screenshots from the website

When you arrive at my classroom website it will bring you to the homepage. The homepage welcomes visitors and contains the school's calendar and a direct link to the school's website. Visitors can read a quick introduction of the classroom teacher, visit the classroom blog page, read the monthly newsletter and even contact the teacher directly through an email. The following images display the different pages.

Homepage

MS. CEGLA'S CLASSROOM WEBSITE

[HOME](#) [ABOUT MS. CEGLA](#) [CLASSROOM BLOG](#) [MONTHLY NEWSLETTER](#) [CONTACT](#)

Welcome to Fourth Grade!



About Ms. Cegla

CLASSROOM WEBSITE

[HOME](#) [ABOUT MS. CEGLA](#) [CLASSROOM BLOG](#) [MONTHLY NEWSLETTER](#) [CONTACT](#)



Family

My name is Cortney Cegla and I'm a fourth grade teacher at Cedar Riverside Community School. I currently live in Blaine, Minnesota. I have a twin brother and a younger sister. My brother, Tim is married and has a one year old and a little boy on the way. My sister works as a technician in an eye clinic. My dad is retired from being self-employed for 25 years and my mom works in the Twin Cities

Classroom Blog Page

MS. CEGLA'S CLASSROOM WEBSITE

HOME ABOUT MS. CEGLA CLASSROOM BLOG MONTHLY NEWSLETTER CONTACT

End of the Quarter Field Trip

10/29/2017 0 Comments

Pumpkin Patch & Apple Orchard Field Trip

Last week, the third, fourth and fifth graders took their first field trip to the Afton Apple Orchard! The students went on a hayride throughout their orchard. They learned about the different types of apples, how they grow, how to pick them, and how they sort them. They also were given the chance to pick their apples from the trees and then their own pumpkin from the pumpkin patch! After we picked our pumpkins and apples, we enjoyed feeding the animals and playing on the build park!



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Archives

October 2017

Categories

All

Monthly Newsletter Page

HOME ABOUT MS. CEGLA CLASSROOM BLOG MONTHLY NEWSLETTER CONTACT

NOVEMBER NEWS FROM 4TH GRADE



Important Days:

November 5th, Daylight Savings
Ends-Turn you clock back!
November 6th, 2nd quarter starts

WHAT'S HAPPENING THIS MONTH...

- We start 2nd quarter Monday, November 6th!
- We will start learning about the Water Cycle in Science and we will be welcoming some Augsburg students in the classroom to teach about Electricity.
- Now that the students have finished up their multiplication unit, we will be diving into division.
- We will continue working our way through our reading curriculum and spending time in small groups everyday! The students will spend time reading independently, but should also be working on reading at home.

Contact Page

CLASSROOM WEBSITE

[HOME](#)

[ABOUT MS. CEGLA](#)

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[MONTHLY NEWSLETTER](#)

[CONTACT](#)

Name *

Email *

Comment *



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https://crcs-school.org/newsite/wp-content/uploads/2017/09/2017-18_School-Calendar.pdf