

GRADUATE INTERNSHIP MANUAL

EDT 890

**WRIGHT STATE UNIVERSITY
College of Education and Human Services**

Department of Educational Leadership Dayton, Ohio

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NOTES:

This manual includes information that you will need to complete in order to fulfill the requirements of the Educational Technology internship. See the following:

1. Action Research (pg. 4) or less formal research that uses technology to improve education.
2. Log (pg. 7) usually a wiki maintained in the course Moodle.
3. Four areas of work (beginning on pg. 7) You need to have experiences in all 4 areas.
4. Internship Evaluation form (beginning on pg. 17) ISTE standards/requirements (must satisfy all).

In addition, each candidate must:

1. Complete a CD or DVD that documents achievements, artifacts, and reflections. This is due at the end of one’s final internship experience.
2. Submit TK-20 portfolio requirements. This is different from one’s previous TK-20 submissions. The areas are 1) disposition, 2) content knowledge, 3) pedagogy, 4) diversity, 5) technology, 6) professionalism, and 7) emotional intelligence.

The internship consists of on-the job work done by interns who earn academic credit. The work is conducted in a specific setting supportive of the intern's professional goals and objectives. It may occur during the academic year or during the summer and may take place on or off campus. More specifically, the intern performs a particular job in an organization that has a definite educational technology focus and allows for the direct application of classroom knowledge and skills.

The primary goals of the EDT 890 Internship are (1) to acquire first-hand knowledge about the field of study, (2) to explore new professional activities and relationships, (3) to apply conceptual knowledge and skills to the work environment, (4) to experience the problems and successes of efficiently and effectively communicating within a complex organization, and finally (5) to "learn by doing".

The Internship is an important part of the educational technology program. As interns ask how the EDT curriculum prepares them for career opportunities, the Internship provides vital feedback. The Internship exposes interns to the educational technology world and in turn exposes the department to the educational technology community. In summary, it is an excellent way to receive feedback from the educational technology community as to whether the interns are being adequately and sufficiently prepared.

This manual has been developed in order to communicate more explicitly the procedures and requirements relative to the internship. Students should read the manual carefully as the Internship is largely a self-directed supervised experience.

Internship Objectives Knowledge:

For computer/technology interns:

- 1 Know technical skills and operation procedures required by facility
- 2 Know procedures and policies of administration, organization, and management of the facility
- 3 Know the role of various personnel within the facility
- 4 Know appropriate professional behavior required in the facility

Dispositions:

- 1 Access her/his own strengths and abilities in relation to the needs of the facility and its program
- 2 Adhere to legal and ethical policies regarding in relation to the needs of the facility and its program
- 3 Demonstrate openness to personnel requirements of the facility in relation to her/her own strengths and abilities

Performances:

- 1 Model appropriate professional behavior
- 2 Demonstrate technical skills and required operation procedures
- 3 Adhere to the procedures and policies of administration, organization, and management of the facility
- 4 Discuss the professional relationships of the various personnel roles found in the facility
- 5 Develop an intern contract relative to student, site, and supervisor needs and interests
- 6 Keep a log regarding time spent, activities, observations, new techniques, and personal comments regarding the internship experience
- 7 Evaluate the appropriateness of software.
- 8 Access third-party organizations to assist in the evaluation of hardware and software.
- 9 Evaluate and recommend hardware and software for administrative and instructional purposes.
- 10 Fulfill all ISTE standards and provide evidence or artifacts of that accomplishment.

Prerequisites

Prior to enrolling in EDT 890 Internship, the intern should have completed core courses, the common professional education courses, and any required licensure courses. Since the Internship is an application course, all courses are considered prerequisite. The EDT program advisors should approve any departure from this plan. Some interns have prior experience in educational technology and can be expected to begin their Internship with a much higher level of proficiency than the average beginning intern.

In general, the interns are expected to:

1. Relate professionally with all educational participants including: administrators, students, parents, paraprofessionals, and volunteers.
2. Relate personally and professionally with one's site supervisor. All documentation should be approved through one's site supervisor.
3. Receive and integrate feedback
4. Adapt to changing circumstances
5. Exercise initiative and integrity
6. Accept and assume responsibility
7. Function cooperatively within the organization
8. Grow in knowledge and skills
9. Be creative in implementing tasks

The site and university supervisors for each intern will determine specific objectives and activities.

Planning for the Internship

The following procedures are to be observed in order to register for the Internship.

1. Interns need to file for application by specified date

a) For Winter Quarter - by October 15; b) For Spring Quarter - by February 1; c) For Summer and Fall Quarter - by April 15 1.1

Application will include:

a) List of EDT courses taken
b) Educational technology experience in addition to one's program
c) Preferred geographic location

2. Determination of admission priority (grade "B" or better in all EDT courses required to be considered for an Internship).

3. Interns who are employed full time during the academic year may be required to do their Internship during Summer Quarter/s.

4. Interns will be given permission to register in WSU computer registration process only after all forms have been submitted and approved by one's EDT advisor.

5. Intern will contact the site after contact has been made and arrangements approved by both the site and the University supervisor.

6. Upon acceptance into the Internship, the intern must follow the procedures below:

a. Arrange an on-site interview with the future Site Supervisor. This interview provides an opportunity for both the intern and the site to clarify their expectations for the Internship experience. The intern must take a completed *Personal Data Record* to the interview. If the Site Supervisor feels that the intern's and the site's particular experiences or expectations are mismatched, the placement may be refused and another placement sought

b. The intern should be flexible as some intern sites may require additional hours (usually 10-12 hours a week within the site should be expected during the academic year and 20-24 hours a week during the summer quarter). A total of 100 hours is required but one must meet and document meeting all ISTE standards. NOTE: *Each 25 hour portion of an internship is equivalent to approximately 1 quarter hour of credit. Credit may be acquired cumulatively to equal 100 total hours. Your campus supervisor's approval for internship experiences is required to qualify for credit.* The number of hours necessary to complete program requirements may vary and may extend beyond 100 hours.

The Contract

The Internship is implemented by a contract that is agreed upon by the intern, the Site Supervisor and the University Supervisor. The intern develops the contract on the basis of the initial site interview with one's site supervisor. In general, the contract should contain specific objectives, activities needed to reach those objectives, and criteria by which success will be determined. The contract format can vary but should be specific and clearly indicate what will be done. Twenty-five clock hours are required for each hour of Internship credit for a total of one hundred hours or four credit hours. The contract should be approved by the Site Supervisor and then submitted to the University Supervisor. The number of hours necessary to complete program requirements may vary and may extend beyond 100 hours

Action Research

During the Internship [EDT 890] students are expected to complete an action research project in conjunction with their site. It is important that the intern and the site supervisor agree on a project focus. The project should be 1) 'doable' during the Internship allotted time, 2) provide insight and useful knowledge to both the site and the intern, and 3) be presented to an appropriate audience including the site supervisor and university supervisor.

Action research enables educational technology teachers and other education practitioners to investigate and improve their performance in systematic, personally meaningful ways. The quality of an action research project depends on how well the project serves a practitioner's immediate, local needs rather than on how well the project fulfills the criteria of sound research design and interpretation. The steps of an action research project are fairly simple and they are grounded in the practitioner's interests and workplace. The defining feature of action research is that it involves the collection and analysis of personally meaningful, local data as a guide to improving practice.

According to Gall and Borg (1999)¹, there are five advantages of action research:

- 1) It contributes to the theory and knowledge base needed for enhancing practice
- 2) It supports the professional development of practitioners
- 3) It can build a collegial networking system
- 4) It helps practitioners identify problems and seek solutions in a systematic fashion
- 5) It has the advantage that it can be used at all levels and in all areas of education

Steps to Action Research

- 1) Intern and site supervisor* define a problem (*others may be involved as necessary)
- 2) Data are collected to diagnose the situation
- 3) Data are analyzed for themes, patterns, and ideas for action
- 4) Data are distributed to others and changes to be tried are identified
- 5) A new practice is tried, in order to have a different effect on "others"
- 6) The ways in which the "others" are reacting are checked

7) Data are collected to diagnose the situation at this point with specific questions on the particular issue(s) being addressed

Judging the Quality of the Action Research Project

Rubrics for Judging the Quality of the Action Research Project

CRITERION	WELL DONE	ADEQUATE	NEEDS IMPROVEMENT
1. Time Commitment	Sufficient time used including demonstrated reporting and reflection time.	Sufficient time used and documented.	Evidence of insufficient time.
2. Collaborative Efforts	Includes site supervisor and appropriate others.	Includes site supervisor.	Does not include site supervisor or others.
3. Openness to Change	Open to change in routines with an openness to try new solutions in timely fashion.	Open to change in routines.	Not open to change in routines or does not maintain appropriate routines.
4. Quality of Data, including Collection and Analysis	Types of information obtained are valid and trustworthy. Appropriate sources of information.	Types of information obtained are for the most part trustworthy.	Invalid and untrustworthy information obtained.
5. Impact on Practice	Ideas for immediate improvement put into practice with demonstrated results.	Ideas for immediate improvement of practice.	No plans or ideas were agreed upon for improvement of practice.

Modified from: Gall, J.P., Gall, M.D. & Borg, W.R. (1999) *Applying educational research: A practice guide*. New York, NY: Longman.

Final Report

The final report for the internship experience will be submitted to the University Supervisor before the end of the Internship quarter. A conference will be scheduled between the intern and the University Supervisor.

The Final Report should include:

1. Analysis In about two pages, a capsule summary of the intern experience.
 - Contract including a journal of daily activities

2. Analysis of Experience

- Clear, well organized one- to two-pages, which reflects what actually happened in relation to what was contracted.
- The intern's personal reflections should be included.
- Support from professional sources should support reflections

Intern Evaluation

Feedback from the Internship site is essential for the purpose of evaluating intern effectiveness. The Site Supervisor will confer with the University Supervisor and indicate any problem areas. The Site Supervisor is asked to complete, on letterhead, a statement of the intern's involvement at the site including dates and any specific activities thought necessary. An evaluative statement regarding the intern's performance is optional. This letter will be placed in the intern's credential file along with the completed Internship Evaluation Form.

A Pass - Unsatisfactory grade will be issued following the completion of the course. An intern who cannot complete the Internship should discuss this matter with the University Supervisor and decided an appropriate course of action.

Tasks to be Performed

By University Supervisor

- 1 Advise on the development of the contract and approve the contract.
- 2 Make individual contact with intern as deemed necessary. It is the obligation of the University Supervisor to check on the progress of the intern and to confer with the Site Supervisor regarding the progress of the intern during the term.
- 3 Help intern adjust or revise contract to meet requirements or when a planned activity does not materialize.

Be available to Site Supervisor for questions and consultations.

- 1 Verify contract and evaluate intern performance.
- 2 Conduct a final off-site conference with the intern.

By Site Supervisor

1. Advise intern regarding contract in terms of feasibility of activities in the contract.
2. Cooperate with intern in facilitating completion of the contract.
3. Check progress of intern regarding fulfillment of the contract
4. Advise intern on carrying out some of the activities.
5. Complete a letter of involvement on letterhead at the completion of the Internship.

By Intern

- 1 Develop the contract in terms of specific objectives, activities, and criteria and in terms of what can realistically be accomplished.
- 2 Check contract with Site Supervisor prior to turning it in for approval.
- 3 Keep Site Supervisor informed of progress.
- 4 Keep a record of Intern activities and time spent in journal.
- 5 Keep University Supervisor informed of any plans, which do not materialize, and of changes made in the contract after approval.
- 6 Set up site visits for University Supervisor with Site Supervisor.
- 7 Develop a final report to be shared with the University Supervisor at the last conference

The Log

The log is a record of what actually happened during the practicum and how successful those activities were. Various formats can be used but it is important that the student indicate what was intended and what actually happened and verify the results. The time spent should also be included in the log. This is not a diary. It should treat each objective or each activity from the viewpoint of what actually transpired and the success or lack of it. A copy of the contract should be attached to the log. Any material, forms, needs assessment instruments or anything else created or used to implement practicum activities should be included in the log appendix.

Possible Activities Content Area #1: Curriculum

1. Review approved computer textbooks and software and approval process.
2. Evaluate the computer or information literacy curriculum on a district level.
3. Develop a graded course of study in computer education or information literacy for the district.
4. Develop minimum competencies for computer literacy or information literacy.
5. Conduct a needs assessment related to curricular change and technology.
6. Develop a management system for implementing a computer-based curriculum.
7. Chair or serve on a technology committee.
8. Monitor a field test or field test a computer-based curriculum.
9. Develop a technology-enriched unit for a content area.
10. Analyze the work of a curriculum committee
11. Implement a curricular change.
12. Review, critique and evaluate instructional software or multi-media packages.
13. Provide a plan to assure that "equality of technology opportunity" is available for all students, regardless of their abilities.

Content Area #2: Supervision

1. Supervise a colleague using a clinical model.
2. Design or help design a teaching improvement program.
3. Videotape colleagues and view tapes with them.
4. Assist teachers in planning teaching strategies using technology.
5. Serve on an instructional improvement committee.
6. Supervise an instructional aide.
7. Set up a peer observation program in a building/district.
8. Assist faculty and staff in demonstrating proficiency in applications of word processing, electronic spreadsheets, database management systems, management information systems, and multi-media.

Content Area #3: In-service/Staff Development

1. Conduct a needs assessment relative to technology or information literacy in-service.
2. Plan technology or information literacy in-service based on needs.
3. Conduct and evaluate a technology or information literacy in-service program.
4. Chair or serve on an in-service or professional development technology or information literacy committee.
5. Organize or participate on a professional development committee focusing on technology or information literacy.
6. Investigate complaints by computer lab or media center patrons and develop a plan to address problems.
7. Attend a professional technology or information literacy conference and critique in terms of self-growth.
8. Provide information to administration, faculty and staff regarding legal concerns related to protection of copyrights, license conditions, and other computer crime issues.
9. Investigate distance-learning possibilities appropriate for site. Describe the support services that would be needed to provide effective instruction.

Content Area #4: Technical Experiences

1. Help plan or support a technology utilization plan.
2. Shadow and assist technology support staff.
3. Create an Internet Web Site.
4. Set up and use a wireless computer lab.
5. Participate as a member of a video production team.
6. Work with technical staff or a support team to help install a computer network.
7. Research, evaluate, and/or prepare a fundable technology grant.
8. Work with technology staff to install or repair technology.
9. Help plan, train, and supervise student workers related to an ITC program.

Wright State University College of Education and Human Services
Department of Educational Leadership
Educational Technology Programs

EDT 890 INTERNSHIP

Personal Data Sheet
(Attach to resume)

Name

Home Address

Home Telephone Intern Quarter/Year

College Degrees Obtained:

Name of Institution Location

Dates

Degree

Professional goals and expectations:

Other relevant experiences:

Note: This page will be shared with the intern site supervisor.

Wright State University College of Education and Human Services
Department of Educational Leadership
Educational Technology Programs
EDT 890 INTERNSHIP

INTERNSHIP APPLICATION FORM

Name:

Address:

Home Telephone:

Work Telephone:

Career objectives:

Relevant educational technology or educational media experience:

Possible Site

Address:

Telephone: Contact Name:

Wright State University College of Education and Human Services
Department of Educational Leadership
Educational Technology Programs

EDT 890 INTERNSHIP Memo of Understanding

Quarter:

Year:

This memo of understanding is entered into between _____ (Site Supervisor) site supervisor for a practicum student from _____ (Student's Name) the College of Education and Human Services, Wright State University, supervised by _____ .
(University Supervisor's Name)

The site supervisor agrees to assume responsibility for assisting the practicum student in conducting activities related to his/her practicum experience. These activities are defined in the contract between the student and the College of Education and Human Services and should be agreed to by the site supervisor prior to signing this *Memo of Understanding*. The site supervisor agrees to participate in the evaluation process of the practicum student.

The University supervisor agrees to be available for consultation with the site supervisor either personally or by phone and to make on-site visits as deemed necessary by the student's progress and within the procedures stated in Guidelines for Practicum and the policy of the College of Education and Human Services of Wright State University.

Site Supervisor's Signature/Date

University Supervisor's Signature/Date

Student's Signature/Date

APPROVED

NOT APPROVED

Professional Resume

Two copies for:

- Campus Supervisor placed in Internship File
- Site Supervisor

Name and demographics Area of Study

=====

Summary: Fifty words or less.

Academic Degrees Degree Institution Date Specialty

Relevant Professional Experience Present Position and responsibility Previous Position and responsibility

Special Technology Skills

Current Professional Memberships

Publications and Presentations

Specialties and Related Professional Interests

Share this with your site supervisor.

The ISTE National Educational Technology Standards (NETSoT)

and Performance Indicators for Teachers

Effective teachers model and apply the National Educational Technology Standards for Students (NET SoS) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NET SoS. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- a. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- b. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- c. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning
- a. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- b. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- c. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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NOTE WELL: These are the standards for ALL teachers. Your standards go beyond these requirements. These are provided so that you can see what areas you can possibly work with other professionals in your academic setting.

The ISTE National Educational Technology Standards (NETSoS) and Performance Indicators for Students

1. Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.
- c. use models and simulations to explore complex systems and issues.
- d. identify trends and forecast possibilities.

2. Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.
- d. contribute to project teams to produce original works or solve problems.

3. Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- d. process data and report results.

4. Critical Thinking, Problem Solving, and Decision Making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- a. identify and define authentic problems and significant questions for investigation.
- b. plan and manage activities to develop a solution or complete a project.
- c. collect and analyze data to identify solutions and/or make informed decisions.
- d. use multiple processes and diverse perspectives to explore alternative solutions.

5. Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

6. Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

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NOTE WELL: These are the standards for ALL students. You must be prepared to work with students in all these areas. You must have at least one artifact or measurable effort for each of these six areas of student responsibility.

Internship Evaluation Form

This form is to be completed by the site supervisor and the university supervisor. Please check the appropriate level after each theme (E M A U). Students must be performing at the Meets or Exceeds Levels to pass Internship.

Intern _____ Date _____

Site Supervisor Date _____ University Supervisor _____ Date _____

E = Exceeds Level – There is clear, convincing evidence demonstrated in this area. M = Meets Satisfactory Level – There is clear evidence demonstrated in this area. A =Approaches Standard – There is awareness or vague understanding in this area U= Unsatisfactory Level – There is little, or no evidence demonstrated in this area.

EVALUATION	AREA	Artifact or Exhibit
E, M, A, U		
<p>TF-I. Technology Operations and Concepts Educational technology facilitators demonstrate an in-depth understanding of technology operations and concepts. Educational technology facilitators:</p>		
	<p>A. Demonstrate knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Teachers). Candidates:</p> <ol style="list-style-type: none"> 1. assist teachers in the ongoing development of knowledge, skills, and understanding of technology systems, resources, and services that are aligned with district and state technology plans. 2. provide assistance to teachers in identifying technology systems, resources, and services to meet specific learning needs. <p>B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. Candidates:</p> <ol style="list-style-type: none"> 1. Model appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts. 	

EVALUATION	AREA	Artifact or Exhibit
E, M, A, U		
TF-II. Planning and Designing Learning Environments and Experiences		
Educational technology facilitators plan, design, and model effective learning environments and multiple experiences supported by technology. Educational technology facilitators:		
	<p>A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. Candidates:</p> <ol style="list-style-type: none"> 1. provide resources and feedback to teachers as they create developmentally appropriate curriculum units that use technology. 2. consult with teachers as they design methods and strategies for teaching computer/technology concepts and skills within the context of classroom learning. 3. assist teachers as they use technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies. <p>B. Apply current research on teaching and learning with technology when planning learning environments and experiences. Candidates:</p> <ol style="list-style-type: none"> 1. assist teachers as they apply current research on teaching and learning with technology when planning learning environments and experiences. <p>C. Identify and locate technology resources and evaluate them for accuracy and suitability. Candidates:</p> <ol style="list-style-type: none"> 1. assist teachers as they identify and locate technology resources and evaluate them for accuracy and suitability based on district and state standards. 2. model technology integration using resources that reflect content standards. <p>D. Plan for the management of technology resources within the context of learning activities. Candidates:</p> <ol style="list-style-type: none"> 1. provide teachers with options for management of technology resources within the context of 	

	<p>learning activities.</p> <p>E. Plan strategies to manage student learning in a technology-enhanced environment. Candidates:</p> <ol style="list-style-type: none">1. provide teachers with a variety of strategies to use to manage student learning in a technology-enhanced environment and support them as they implement the strategies. <p>F. Identify and apply instructional design principals associated with the development of technology resources. Candidates:</p> <ol style="list-style-type: none">1. assist teachers as the identify and apply instructional design principals associated with the development of technology resources.	
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EVALUATION	AREA	Artifact or Exhibit
E, M, A, U		
<p>TF-III. Teaching, Learning, and the Curriculum</p> <p>Educational technology facilitators apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning. Educational technology facilitators:</p>		
	<p>A. Facilitate technology-enhanced experiences that address content standards and student technology standards. Candidates:</p> <ol style="list-style-type: none"> 1. use methods and strategies for teaching concepts and skills that support integration of technology productivity tools (refer to NETS for Students). 2. use and apply major research findings and trends related to the use of technology in education to support integration throughout the curriculum. 3. use methods and strategies for teaching concepts and skills that support integration of research tools (refer to NETS for Students). 4. use methods and strategies for teaching concepts and skills that support integration of problem solving/decision-making tools (refer to NETS for Students) 5. use methods and strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print materials, and graphics. 6. use and describe methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment. 7. use methods for teaching concepts and skills that support use of Web-based and non Web-based authoring tools in a school environment. <p>B. Use technology to support learner-centered strategies that address the diverse needs of students. Candidates:</p> <ol style="list-style-type: none"> 1. use methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive 	

	<p>technology.</p> <p>C. Apply technology to demonstrate students' higher-order skills and creativity. Candidates:</p> <ol style="list-style-type: none"> 1. use methods and facilitate strategies for teaching problem-solving principles and skills using technology resources. <p>D. Manage student learning activities in a technology-enhanced environment. Candidates:</p> <ol style="list-style-type: none"> 1. use methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings. <p>E. Use current research and district/regional/state/national content and technology standards to build lessons and units of instruction. Candidates:</p> <ol style="list-style-type: none"> 1. describe and identify curricular methods and strategies that are aligned with district/regional/state/national content and technology standards. 2. use major research findings and trends related to the use of technology in education to support integration throughout the curriculum. 	
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EVALUATION	AREA	Artifact or Exhibit
E, M, A, U		
TF-IV. Assessment and Evaluation		
Educational technology facilitators apply technology to facilitate a variety of effective assessment and evaluation strategies. Educational technology facilitators:		
	<p>A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques. Candidates:</p> <ol style="list-style-type: none"> 1. model the use of technology tools to assess student learning of subject matter using a variety of assessment techniques. 2. assist teachers in using technology to improve learning and instruction through the evaluation and assessment of artifacts and data. <p>B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. Candidates: 1. guide teachers as they use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.</p> <p>C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity. Candidates: 1. assist teachers in using recommended evaluation strategies for improving students' use of technology resources for learning, communication, and productivity.</p> <ol style="list-style-type: none"> 2. examine and apply the results of a research project that includes evaluating the use of a specific technology in a PK-12 environment. 	

EVALUATION	AREA	Artifact or Exhibit
E, M, A, U		
TF-V. Productivity and Professional Practice		
Educational technology facilitators apply technology to enhance and improve personal productivity and professional practice. Educational technology facilitators:		
	<p>A. Use technology resources to engage in ongoing professional development and lifelong learning. Candidates:</p> <ol style="list-style-type: none"> 1. identify resources and participate in professional development activities and professional technology organizations to support ongoing professional growth related to technology. 2. disseminate information on district-wide policies for the professional growth opportunities for staff, faculty, and administrators. <p>B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning. Candidates:</p> <ol style="list-style-type: none"> 1. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning. <p>C. Apply technology to increase productivity. Candidates:</p> <ol style="list-style-type: none"> 1. model advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products. 2. assist others in locating, selecting, capturing, and integrating video and digital images in various formats for use in presentations, publications, and/or other products. 3. demonstrate the use of specific-purpose electronic devices (such as graphic calculators, language translators, scientific probeware, or electronic thesaurus) in content areas. 4. use a variety of distance learning systems and use at least one to support personal/professional 	

	<p>development.</p> <ol style="list-style-type: none"> 5. use instructional design principles to develop hypermedia and multimedia products to support personal and professional development. 6. select appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose. 7. use examples of emerging programming, authoring or problem-solving environments that support personal/professional development. 8. set and manipulate preferences, defaults, and other selectable features of operating systems and productivity tool programs commonly found in PK-12 schools. <p>D. Use technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning. Candidates:</p> <ol style="list-style-type: none"> 1. model the use of telecommunications tools and resources for information sharing, remote information access, and multimedia/hypermedia publishing in order to nurture student learning. 2. communicate with colleagues and discuss current research to support instruction, using applications including electronic mail, online conferencing, and Web browsers. 3. participate in online collaborative curricular projects and team activities to build bodies of knowledge around specific topics. 4. design, develop, and maintain Web pages and sites that support communication between the school and community. 	
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EVALUATION	AREA	Artifact or Exhibit
E, M, A, U		
TF-VI. Social, Ethical, Legal, and Human Issues		
Educational technology facilitators understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and assist teachers in applying that understanding in their practice. Educational technology facilitators:		
	<p>A.</p> <p>Model and teach legal and ethical practice related to technology use. Candidates:</p> <ol style="list-style-type: none"> 1. develop strategies and provide professional development at the school/classroom level for teaching social, ethical, and legal issues and responsible use of technology. 2. assist others in summarizing copyright laws related to use of images, music, video, and other digital resources in varying formats. <p>B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. Candidates: 1. assist teachers in selecting and applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. 2. identify, classify, and recommend adaptive/assistive hardware and software for students and teachers with special needs and assist in the procurement and implementation. C. Identify and use technology resources that affirm diversity. Candidates: 1. assist teachers in selecting and applying appropriate technology resources to affirm diversity and address cultural and language differences. D. Promote safe and healthy use of technology resources. Candidates: 1. assist teachers in selecting and applying appropriate technology resources to promote safe and healthy use of technology. E. Facilitate equitable access to technology resources for all students. Candidates:</p> <ol style="list-style-type: none"> 1. recommend policies and implement school/classroom strategies for achieving equitable access to technology resources for all students and teachers. 	

EVALUATION	AREA	Artifact or Exhibit
E, M, A, U		
<p>TF-VII. Procedures, Policies, Planning, and Budgeting for Technology Environments Educational technology facilitators promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for PK-12 schools. Educational technology facilitators:</p>		
	<p>A. Use the school technology facilities and resources to implement classroom instruction. Candidates:</p> <ol style="list-style-type: none"> 1. use plans to configure software/computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements. 2. use local mass storage devices and media to store and retrieve information and resources. 3. discuss issues related to selecting, installing, and maintaining wide area networks (WAN) for school districts. 4. model integration of software used in classroom and administrative settings including productivity tools, information access/telecommunications tools, multimedia/hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction. 5. utilize methods of installation, maintenance, inventory, and management of software libraries. 6. use and apply strategies for troubleshooting and maintaining various hardware/software configurations found in school settings. 7. use network software packages to operate a computer network system. 8. work with technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning. <p>B. Follow procedures and guidelines used in planning and purchasing technology resources. Candidates:</p>	

	<ol style="list-style-type: none"> 1. identify instructional software to support and enhance the school curriculum and develop recommendations for purchase. 2. discuss and apply guidelines for budget planning and management procedures related to educational computing and technology facilities and resources. 3. discuss and apply procedures related to troubleshooting and preventative maintenance of technology infrastructure. 4. apply current information involving facilities planning issues and computer-related technologies. 5. suggest policies and procedures concerning staging, scheduling, and security for managing computers/technology in a variety of school/laboratory/classroom settings. 6. use distance and online learning facilities. 7. describe and identify recommended specifications for purchasing technology systems in school settings. <p>C. Participate in professional development opportunities related to the management of school facilities, technology resources, and purchases. Candidates:</p> <ol style="list-style-type: none"> 1. support technology professional development at the building/school level utilizing adult learning theory. 	
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EVALUATION	AREA	Artifact or Exhibit
E, M, A, U		
<p>TF-VIII. Leadership and Vision Educational technology facilitators will contribute to the shared vision for campus integration of technology and foster an environment and culture conducive to the realization of the vision. Educational technology facilitators:</p>		
	<p>Use the school technology facilities and</p> <p>A. resources to implement classroom instruction. Candidates:</p> <ol style="list-style-type: none"> 1. discuss and evaluate current research in educational technology. <p>Apply strategies for and knowledge of issues</p> <p>B. related to managing the change process in schools. Candidates:</p> <ol style="list-style-type: none"> 1. discuss the history of technology use in schools. <p>C. Apply effective group process skills. Candidates:</p> <ol style="list-style-type: none"> 1. discuss the rationale for forming school partnerships to support technology integration and examine an existing partnership within a school setting. <p>Lead in the development and evaluation of</p> <p>D. district technology planning and implementation. Candidates:</p> <ol style="list-style-type: none"> 1. participate in cooperative group processes and identify the processes that were effective. 2. conduct an evaluation of a school technology environment. 3. identify and discuss national, state, and local standards for integrating technology in a school environment. 4. describe curriculum activities or performances that meet national, state, and local technology standards. 5. discuss issues related to developing a school technology plan. 6. discuss the elements of and strategies for developing a technology strategic plan. 7. examine issues related to hardware and software acquisition and management. <p>Engage in supervised field-based experiences</p>	

	<p>E. with accomplished technology facilitators and/or directors. Candidates:</p> <p>1. examine components needed for effective field-based experiences in instructional program development, professional development, facility and resource management, WAN/LAN/wireless systems, or managing change related to technology use in school-based settings.</p>	

ASSIGNMENTS DUE

At the conclusion of all internship experiences in order to be receive support for a State of Ohio Educational Technology endorsement each candidate must submit the following:

- LOG of ICT/Educational Technology completed. [Including time, location, activity, and accomplishment]
- Action Research (final draft) approved and accepted. [Completed in typical APA style, including summary, rationale for project selection, review of literature or equivalent review, procedure/s, results, and recommendations.]
- ISTE evaluation form completed. [See pages 17 through 29 of this document]
- Letter of support from approved site supervisor/s which specifically recommends the candidate for an Educational Technology endorsement.
- DVD of documentation. Final submission of the internship will be made using an electronic format.

Current Announcement regarding Administrative Standards

Finally, as we move forward new *Administrator Standards* will be posted here shortly after they are released by ISTE during the 2009 academic year.