Master of Education in Curriculum and Instruction: Technology Internship Manual

Table of Contents

Introduction

During the internship, introspection, personal change, professional growth, and self-assessment will empower the student's sense of development as a professional. The opportunity to work as an independent practitioner within the student's field coupled with supportive guidance from the course instructor and mentor will give a strong sense of professional self-growth. Please read this manual carefully as it is a practical guide to experiencing and enjoying a successful internship. **This internship requires 90 hours.**

The Student as a Representative of GCU

Students have the responsibility of representing Grand Canyon University to the population being served in a professional manner. Our goal is for the student to be an exemplary professional model for Grand Canyon University; therefore, while completing the internship, students must be mindful of the student role as a representative of the University. For more information concerning conduct and university expectations, please refer to the Grand Canyon University Policy Handbook.

Internship Outcomes

At the end of the internship, students will have demonstrated or accomplished application of the following skills and/or professional products:

- Completed a professional self-evaluation.

- Completed a professional e-portfolio.

- Designed a professional development plan that is future-oriented.

- Compiled a network list of professional resources and individuals.

- Experienced and demonstrated proficiency in reflective practices/habits developed through journaling, recordkeeping, and maintaining a professional activities log.

- Demonstrated significant professional growth in knowledge and skill application.

- Demonstrated comprehension of and the ability to successfully apply professional and ethical standards governing their profession.

Selecting a Mentor

Each student will identify a colleague who will serve as a mentor. The mentor may be the technology specialist at their school, a school administrator, or a fellow teacher who they feel they can learn from as a professional. Mentors are expected to be more experienced than the student in certain areas, thus the mentor will serve as a coach for professional development of the student. This mentor will meet intermittently with the student throughout the internship and will use the Mentor Observation Reflection Form to complete *two* observations of the student while he or she works with selected requirements for the internship.

Internship

The internship will be divided into four distinct components that will logically flow across the learning process. Each component will take the student through a series of specific steps designed to provide organizational structure as well as prepare for the next phase in the internship. There are specific due dates and timelines associated with each component that must be successfully completed before proceeding to the next step in the internship process. It is important to adhere to these guidelines to ensure a successful internship experience. The components of the internship are:

WEEK	Assignment Summary (Refer to Syllabus for Further Details)	Internship Phases	Mentor/Actions
1	Self-Assessment Identify a Mentor	Needs assessment	Review and accept mentor role
2	Create an Internship Action Plan Submit for approval	Develop Internship Action Plan	Review, discuss, and approve internship plan
3	Create a project evaluation instrument Start implementing plan	Implementation of Internship Action Plan	Discuss, support, and evaluate using the Mentor Observation Reflection Form
4	Continue implementing plan		
5	Midterm assessments Continue implementing plan		Week 5 - Mentor evaluates using Midterm/Final Intern Evaluation Form
6	Create a personal learning network Continue implementing plan		Week 7 - Mentor evaluates

7	Complete final assessment Continue implementing plan		using the Midterm/Final Intern Evaluation Form
8	Complete final reflection Submit final Internship Action Plan	Summative evaluation activities	Be available to initial final logs

Needs Assessment

- Identify a colleague who agrees to serve as the learner mentor.

- Complete professional standards assessments.

- Write professional position statement and internship goals.

- Write and analyze the learner professional Vita.

- Continue the completion of the learner Professional Electronic Portfolio.

- Analyze assessments to identify personal strengths and growth areas.

Internship Action Plan

- Select learning activities based on the learner needs assessment.

- Complete a consensus meeting with the learner mentor regarding selected learning activities, project, and/or service delivery functions.

- Compile a list of persons to observe, interview, and work.

- Continue the completion of the learner Professional Electronic Portfolio and activities log around the action plan.

- Professionally present/defend the Internship Action Plan to the mentor and course instructor.

Implementation of Action Plan

- Actively implement the Action Plan activities according to the schedule approved by the GCU instructor.

- Keep accurate and timely documentation of activities.

- Practice professional and ethical standards.

- Reflect on learning activities using Activity Reflection forms.

- Maintain the activity log.

- Meet with the mentor to debrief how the Action Plan is progressing.

- Continue polishing the Professional Electronic Portfolio (Taskstream).

- Monitor progress through formative evaluation feedback from the mentor and adjust the performance and activities as appropriate.

Summative Evaluation Activities

- Write a brief summative assessment of the performance of each professional skill in the Internship Action Plan.

- Complete a Creative/Critical Thinking Reflection Form of major competencies within the professional field.

- Complete the Professional Electronic Portfolio (Taskstream) as a coherent document.

- Complete the Internship Activity Log, cataloguing the activities performed and the associated time spent on each activity.

- Complete the summative evaluation with the mentor.

- Write a professional development plan based on the internship evaluation results.

- Submit the completed Internship Action Plan and corresponding documents to the course Instructor.

Documentation

It is paramount that students keep timely, accurate documentation of activities using the following forms and documents:

- Journal

- Internship Activity Log

- Professional Electronic Portfolio

- Creative/Critical Thinking Reflection Form

- Mentor Observation Reflection Form

- Formative Assessment (Midterm Assessment, Informal Conferences)

- Summative Evaluation (Final Assessment)

Internship Activities/Functions

The following internship activities/functions are based on models or examples provided in *School Leader Internship* by Martin, Wright, and Danzig (2003).

Journal

The benefits of journaling have been well documented as having the effect of expanding awareness, understanding, and developing insight, making connections between theory and practice, and producing new action. It is required that students journal weekly. The time used and thinking that takes place during journaling will enhance learning and provide a record of the student's professional development. It will also help in the development of the student's final reflection. Be sure to date each journal entry.

Log

The student must keep a daily log of activities experienced as a method of documenting time and effort spent during the internship. The log should cite dates, times (rounded off to the half-hour), a brief description of the activity, and the NETS Professional Standard(s) addressed by the activity. Example: 10/15/2004, 1.5 hours, NETS for Learners Standards: II A and B

Internship Activity Log

The Internship Activity Log is an important document that organizes internship service into categories summarizing experiences and providing a clear picture of how time was spent during the internship. Students will keep a running log (formative summary) of activities throughout the internship, and then compile a final summary of internship activities that will be submitted to the instructor. Students will want to keep a copy of this form for future reference. This form may be important as documentation of the length and variety of activities experienced when applying for other positions.

Evaluation

Performance-Based Assessment

The student will be kept informed of progress through formal and informal evaluative feedback from the course instructor. The course instructor will make every effort to ensure that goals, guidelines for improvement, and suggestions are clearly communicated to the student in a positive manner.

Formative Assessment

It is important for each student to stay in contact with the course instructor to ensure successful progress. During class, the student's performance, progress, and goals will be reviewed, including recommendations for improvement.

Summative Evaluation

This final evaluation process will formally appraise the student's efforts and professional growth using measurable, objective, and observable data based on standards developed for their professional discipline.

Summary Conference

Final conferences provide opportunities to review the student's experience, evaluate progress, and discuss future directions. Conference topics may include the following:

- Review and analysis of final evaluations

- Review and analysis of documented work using internship forms

- Review and analysis of the professional e-portfolio

- Review and analysis of the internship plan and accomplishments

- Review and analysis of the Internship Activity Log

- Discussion of strengths and areas of improvement for the student

- Discussion of future plans for employment

Grading

In order to earn a final grade for the internship, students must make sure that all projects, forms, evaluations, and documents needed to fulfill course requirements have been accurately and professionally completed and returned in a timely manner. The course instructor will submit a course grade using the grading scale, assignment percentage plan, and project or learning activity rubrics identified in the syllabus to determine the final grade.

References

Martin, G. E., Wright, W. F., & Danzig, A. B. (2003). *School leader internship: Developing, monitoring, and evaluating the learner's leadership experience.* Larchmont, NY: Eye on Education.

Appendix

Internship Forms

The following forms are to be used to complete a series of learning activities or to document activities during the internship. Students will use these forms as a method of documenting their experiences during the internship and to reflect on personal growth as a professional.

- Internship Activity Log Summary

- Creative/Critical Thinking Reflection Form

- Mentor Observation Reflection Form

- Internship Action Plan Form

- Midterm/Final Intern Evaluation Form

TEC-591 Internship Activity Log

Student Name:

Log Dates: From   to

Mentor Name:

Course Instructor Name:

Activity Category: In general, what activities did you do? (Examples include research, preparation of materials, presentation of information, testing equipment, software, or sites, etc.). Include one row for each type of activity you conducted each week.	Number of Contacts: How many other professionals or students were involved in the activity? (0 is an acceptable answer; for example, if you were doing Internet research, you may not have contacted anyone.)	Number of Hours: (Hours spent on activity.)	Professional Standards Satisfied: This should align to the standards identified in your action plan.

Total Practicum Hours Served: Direct Contact Hours Served:

Mentor Signature: _____   Date _____

The data entered into the Observation and Activity Log may be audited for accuracy by a College of Education representative. Falsifying information is a form of academic dishonesty and is a violation of GCU's Code of Conduct policy.

Creative/Critical Thinking Reflection Form

Student Name:

Educators develop creative techniques and processes that enhance imagination and innovation that allow others to create products of worth, function, and purpose. As a complementary process, critical thinking activities guide students across enabling skills of conception and perception to the processes of inferential thought involving analytical reasoning, evaluation, and application.

Instructions: Describe below an activity that documents how the student facilitated creativity and/or critical thinking to help the target student improve their technology or computer literacy skills. Submit the form in the student's professional portfolio (Taskstream).

Statement of the Problem:

Describe the creative/critical thinking activities used to solve the presenting problem:

Assess the effectiveness of the creative/critical thinking process and identify specific outcomes.

Mentor Observation Reflection Form

Mentor Name:

Student Name:

Activity Observed:

Length of Observation   **Applicable Professional Standard(s)**

Directions: Complete the following questions and place in Taskstream.

1) Describe the situation:

2) Identify participants and/or technology used:

3) Purpose of problem(s) or activity(s) discussed:

4) Describe the communications dynamics in the activity:

5) Describe how the student observed problem solving/critical thinking activities.

6) Describe how responsibility was taken or assigned.

7) Describe the techniques or strategies observed that you would recommend the student continue to use in the future.

8) Describe the sequence of events/activities observed or decisions made.

Mentor Signature: _____ **Date:** _____

TEC-591 Internship Action Plan Form

Student Name: Date:

Project or Service Activity:

Professional Standards(s):

Directions: Meet with the mentor to approve and develop the Action Plan for the Internship.

Complete the following categories and place in Taskstream.

1)   Faculty or staff involved in the project/activity:

2)   Statement of a need for the project/activity:

3)   Project goal:

4)   Resources needed/available:

5)   Timeline:

6)   Evaluation methods:

7)   Professional standards addressed:

8)   Project/activity summary:

Midterm/Final Intern Evaluation Form

Student Name: Date:

Instructions: Check the box that best describes the intern behavior/skill in relation to others with comparable experience using the following:

1 = Failed Attempt; **2** = Unsatisfactory; **3** = Satisfactory; **4** = Effective; **5**= Superior

---

Planning	1	2	3	4	5
Specifies outcomes in clear, concise objectives	☐	☐	☐	☐	☐
Includes activities that develop objectives	☐	☐	☐	☐	☐
Identifies and plans for individual differences	☐	☐	☐	☐	☐
Identifies, selects, and/or prepares appropriate materials	☐	☐	☐	☐	☐
Overall Rating for Planning	☐	☐	☐	☐	☐
Management	**1**	**2**	**3**	**4**	**5**
Organizes and uses available space, materials, and equipment to facilitate activities	☐	☐	☐	☐	☐
Actively promotes a positive climate	☐	☐	☐	☐	☐
Manages routines and transitions in a timely manner	☐	☐	☐	☐	☐
Manages and adjusts allotted time for planned activities	☐	☐	☐	☐	☐
Establishes and maintains expectations	☐	☐	☐	☐	☐
Uses monitoring techniques continuously to facilitate activities	☐	☐	☐	☐	☐
Overall Rating for Management	☐	☐	☐	☐	☐

Professional Activities	1	2	3	4	5
Uses an effective presentation design including motivation, introduction, and closure	☐	☐	☐	☐	☐
Uses techniques and available materials to achieve objectives	☐	☐	☐	☐	☐
Sequences activities to promote goal attainment	☐	☐	☐	☐	☐
Adjusts activities when appropriate	☐	☐	☐	☐	☐
Uses available instructional technology effectively	☐	☐	☐	☐	☐
Presents content at a developmentally appropriate level	☐	☐	☐	☐	☐
Presents accurate information	☐	☐	☐	☐	☐
Relates relevant examples or current events to the content	☐	☐	☐	☐	☐
Answers questions correctly or directs others to additional sources	☐	☐	☐	☐	☐
Accommodates individual differences	☐	☐	☐	☐	☐
Demonstrates ability to communicate appropriately, clearly, and effectively	☐	☐	☐	☐	☐
Stimulates and encourages higher order thinking at appropriate developmental levels	☐	☐	☐	☐	☐
Encourages participation through questioning skills and other strategies	☐	☐	☐	☐	☐
Recognizes and reduces instances of racial discrimination	☐	☐	☐	☐	☐
Increases mastery of skills using culturally relevant materials	☐	☐	☐	☐	☐
Values and respects all individuals	☐	☐	☐	☐	☐
Overall Rating for Professional Activities	☐	☐	☐	☐	☐
Personal/Professional Characteristics	1	2	3	4	5

Demonstrates a sense of self-worth and confidence in ability	☐	☐	☐	☐	☐
Demonstrates a desire to advance content and professional knowledge	☐	☐	☐	☐	☐
Uses problem-solving skills to resolve issues	☐	☐	☐	☐	☐
Makes appropriate decisions	☐	☐	☐	☐	☐
Submits correct and appropriate documentation in a timely manner	☐	☐	☐	☐	☐
Uses creative and critical thinking skills	☐	☐	☐	☐	☐
Accepts responsibility for decisions and actions	☐	☐	☐	☐	☐
Exhibits a positive attitude toward the internship	☐	☐	☐	☐	☐
Accepts and implements suggestions	☐	☐	☐	☐	☐
Demonstrates a willingness to participate in professional meetings and activities	☐	☐	☐	☐	☐
Upholds policies and procedures of the University and Internship site	☐	☐	☐	☐	☐
Demonstrates ethical behavior	☐	☐	☐	☐	☐
Displays appropriate appearance and demeanor	☐	☐	☐	☐	☐
Uses correct oral and written English	☐	☐	☐	☐	☐
Maintains a professional relationship with others	☐	☐	☐	☐	☐
Conveys maturity and self-confidence when interacting with community members	☐	☐	☐	☐	☐
Conveys sensitivity to community and cultural norms	☐	☐	☐	☐	☐
Overall Rating for Personal/Professional Characteristics	☐	☐	☐	☐	☐

Identified Strengths

Areas of Growth/Concerns

Student Signature: _____   Date: _____

Mentor Signature:_____   Date: _____