ICT Internship Handbook

Department of Information and Communication Technology

SUNY Potsdam

2007-2008
The SUNY Potsdam Mission Statement; Teacher Education Mission Statement; and Education Unit’s Conceptual Framework are included below as a reference, as they form a primary foundation from which the ICT internship guidelines are based.

**SUNY POTSDAM MISSION STATEMENT**

Committed to the tradition of liberal education, the College offers, primarily in a residential setting, excellent instructional programs in general education and selected liberal arts disciplines through the School of Arts and Sciences; professional preparation of elementary and secondary school teachers nurtured through partnerships with North Country school districts through the School of Education; and music education, performance, composition and musical studies through The Crane School of Music.

**TEACHER EDUCATION MISSION STATEMENT**

In 1995 the Teacher Education Department adopted the following Mission Statement:

The education programs at SUNY Potsdam are committed to the preparation and enhancement of teachers who are grounded in disciplinary knowledge emanating from the arts and sciences and in curricular and instructional theory and practice. The departments strive to assist teachers to become reflective practitioners, lifelong learners, and persons able to integrate their knowledge of subject matter, pedagogy, students, the school and the larger community to maximize the education and welfare of students.

The education programs are committed to preparing and sustaining teachers who hold knowledge and attitudes needed in dealing with the challenges facing schools today and in the future. Some of the new challenges include: increased diversity of the student population in terms of abilities, linguistics, ethnic and cultural backgrounds; rapid technological advancements; changes in assessment practices; and school restructuring and reform.
EDUCATION UNIT CONCEPTUAL FRAMEWORK

A Tradition of Excellence:  
Preparing Creative and Reflective Educators

1.0 A Well-Educated Citizen:
   1.1 critically analyzes and solve problems;
   1.2 organizes thought and communicates effectively;
   1.3 understands history and our social and political institutions;
   1.4 understands and respects other cultures and our intercultural world;
   1.5 understands the impact of science and technology on our lives;
   1.6 appropriately uses technology;
   1.7 has experience creating and appreciating the arts;
   1.8 models the skills, attitudes, and values of inquiry appropriate to his/her discipline.

2.0 A Reflective Practitioner:
   2.1 model inquiry, practice, reflection;
   2.2 effectively uses research-based models of curriculum, instruction, and assessment;
   2.3 meets the diverse learning needs of students;
   2.4 applies knowledge of local, state, and national standards;
   2.5 effectively uses instructional and assistive technology;
   2.6 promotes inquiry, critical thinking, and problem solving;
   2.7 creates positive learning environments for all students;
   2.8 uses research, reflection and discourse throughout their careers; and,
   2.9 is prepared to become an instructional leader.

3.0 A Principled Educator:
   3.1 behaves in a professional manner;
   3.2 maintains a high level of competence and integrity in his/her practice;
   3.3 is willing to take risks, be flexible, and show comfort with uncertainty;
   3.4 works well with others;
   3.5 takes responsibility for his/her own actions;
   3.6 recognizes and respects his/her own diversity and that of others;
   3.7 fosters positive relationships with students, parents, administrators, colleagues, and agencies in the community to support student learning and well being.

Objectives/Goals of the ICT Internship

The objective of the ICT internship is to provide the students with an opportunity to work with a technology specialist in the field of education. Students enrolled in this strand of the ICT program are seeking certification as Technology Specialist for New York State. Interns are looking to participate in many different experiences, with much emphasis on three primary areas: Instructional support, Technical support, and Network support.
The primary purpose of the internship is to expose each intern to several different technology areas. The purpose is not to generate an individual who is necessarily an expert in any one area, but an individual who is knowledgeable in many different areas.

**Internship Placement**

The placement of interns with a district is the first task that will have to be completed. The Instructor of IT 657 will have a group of Technology Specialists in local school districts for the interns to work with. These Technology Specialists have agreed to participate in the internship program prior to the beginning of the semester, the Instructor will provide the intern with contact information for their placement. If the Technology Specialist is a NERIC employee, the student must first work with Kevin Kerr (kkerr@gw.neric.org) to get approval. Internships with NERIC personnel will not start until it has been approved by Kevin and NERIC.

It is recommended that the intern contact his/her Technology Specialist as soon as possible. On occasion interns will be expected to travel to a district that is not adjacent to SUNY Potsdam. The Instructor will often attempt to place interns at a district that would be convenient for the intern.

**Forms & Requirements**

The following forms need to be completed (and are included in this document):

1) Mid-Term Evaluation Form (completed by the internship supervisor after 50 hours of contact time)
2) Final Evaluation Form (completed by the internship supervisor after 100 hours of contact time).

**Daily Journal** - In addition to the forms, each student will keep a daily journal. In this journal they will record their daily activities, including time allotted to each activity and reflections of that activity. At the end of the week, each student will submit their updated journal (in Microsoft Word format) via e-mail attachment to their instructor (the internship supervisor may opt to receive a copy of the journal). The attached Rubric for daily journals will be used for evaluation purposes.

**Teacher Training** - The intern will develop training for a group of teachers (from 3 to 20) that will be delivered as part of the internship. Evaluations of this training should be conducted and should include: participant feedback, student self-reflection, and the supervisor’s evaluation. Any modifications to the training as it was designed should be made by the student intern. A reflection of this process should be included in the appropriate weekly journal.

**Final Project** – Upon completion of the internship, the student intern will compile his/her journal entries into one document, and add to that document his/her overall reflections of the internship experience. This is an opportunity for the student intern to look back at the whole internship and reflect on what he/she has learned and experienced in a professional setting. This is to be submitted to their instructor and internship supervisor.
**Intern Evaluation** - Student interns will be continuously evaluated during the course of his/her internship via monitoring of weekly journals. Two formal evaluations, one at or near the mid-point of the internship (50 hours), and one at the end, will be completed by the site supervisor. Evaluations should be completed and delivered by the site supervisor directly to the on-campus internship supervisor.
Mid Term Evaluation (50 hours)

Please complete the entire evaluation form for your student intern and send it to Dr. Anthony Betrus, 393 Dunn Hall, SUNY Potsdam, Potsdam, NY 13676

Student Name: ____________________________
District Supervisor: ____________________________
Supervisor E-Mail: ____________________________
Internship District: ____________________________
District Address: ____________________________
State: ________ Zip Code: ____________________________
Date: _________________

1. Has your student intern completed the required number of hours for his/her internship up to this point (50 hours)?

2. Please describe the professional manner of your student intern. (i.e.; appropriate dress and appearance, dependability, attitude, etc.)
3. Please explain the quality of the communication skills your student intern has with yourself and colleagues (administrators, teachers, and other staff).

4. Please explain how your student intern has been utilized to this point.

5. Please elaborate about the strengths that your student intern possesses, along with any specific area he/she may excel in.

6. Please reflect on any weaknesses or areas where your intern could use improvement.

7. Are there any issues or concerns that you may have with your student intern at this time?
8. Please rate your student intern’s overall performance on a scale of 1 to 10 with 10 being the highest and 1 being the lowest.

9. Please rate your student intern’s overall preparation (i.e.; knowledge and skills) on a scale of 1 to 10 with 10 being the highest and 1 being the lowest.
Final Evaluation (100 hours)

Please complete the entire evaluation form for your student intern and send it to Dr. Anthony Betrus, 393 Dunn Hall, SUNY Potsdam, Potsdam, NY 13676

Student Name: ____________________________________________
District Supervisor: __________________________________________
Supervisor E-Mail: ____________________________________________
Internship District: ____________________________________________
District Address: ____________________________________________
State: ___________ Zip Code: __________________________
Date: ______________

1. Has your student intern completed the required number of hours for his/her internship (100 hours)?

2. Please describe the professional manner of your student intern.

3. (i.e.; appropriate dress and appearance, dependability, attitude, etc.)
4. Please explain the quality of the communication skills your student intern has with yourself and colleagues (administrators, teachers, and other staff).

5. Please explain how your student intern has been utilized during his/her internship.

4. Please elaborate about the strengths that your student intern possesses, along with any specific area he/she may excel in.

5. Please reflect on any weaknesses or areas where the intern could use improvement.

6. Are there any issues or concerns that you may have with your student intern?

7. What were your impressions of the training that your student intern developed and delivered?

8. Please rate your student intern’s overall performance on a scale of 1 to 10 with 10 being the highest and 1 being the lowest.
9. Please rate your student intern’s overall preparation (i.e.; knowledge and skills) on a scale of 1 to 10 with 10 being the highest and 1 being the lowest.

10. Have you observed growth in your intern over the time period he/she has been working with you? Please elaborate on any areas where your student intern has demonstrated improvement.

11. Please provide any suggestions that you might have that would improve the ICT intern’s preparation.

12. Would you be willing to accept other interns in the future from the ICT program?
Letter to Supervisor

Dear Internship Supervisor:

The purpose of this letter is to give you an overview of the ICT Internship course, for which you have expressed a willingness to host one of our students at your school. The following is a list of basic guidelines for the internship, although keep in mind that they are just that, guidelines. There is considerable flexibility with these requirements, so long as they are communicated to everyone (you, the student, and myself as the instructor of the course).

Our primary requirement is that the student spends 100 hours working in a K-12 setting as an apprentice to a technology specialist. Of course, “technology specialist” is a broadly defined term for the purpose of this requirement. You fall into this category. This could also mean having two different interns in one school, each for fifty hours. The latter (50/50) is similar (on a smaller scale) to our 8-week/8-week student teaching model. In terms of when these 100 (or 50) hours happen, that is negotiated between you and the student. One of the major considerations is that the student is there at a time when he/she will be of the most help and least burden. This may change on a week-to-week or even day-to-day basis.

In terms of expectations, we are looking for the student to work with the technology specialist directly, shadowing that person. The typical approach is for the Tech Specialist to bring the student with him/her, and use the student to help with day-to-day tasks. These include (but are not necessarily limited to):

1) Instructional Support
2) Technical Support
3) Network Support

For instructional support this includes assisting teachers and staff with technical problems on a one-on-one basis. Additionally, as part of instructional support we would like to have the students design and conduct teacher training, based on the needs of the teachers at your school. For technical support this includes all of the day to day technology support activities that are typical of this position. Network support includes assisting with servers, wiring, and network infrastructure, to the extent that would be appropriate in your district.

The settings in which these take place should vary. In the best of situations we would like the students to be exposed to both Windows and Macintosh environments equally, regardless of the student’s background with either platform. In this way, he/she has at least been exposed, and at best gained some understanding of, the respective environment. This should be negotiated on a student-by-student basis. The instructor of record for the internship (IT 657) will have an initial meeting with the student and internship supervisor to help with this. Students will submit a reflective journal to me on a weekly basis. If you would be interested in receiving a carbon copy, that can be arranged.

Although the technology skills of each student vary, each student shares the commonality that he or she is in our Technology Specialist strand of the program. They typically are higher
functioning students in terms of technology skills (we have two other ‘strands’ within our program that are less computer oriented). Keep in mind, however, that our program is not a ‘skills only’ program, so although his/her skills will be good, someone with a computer science background would typically have a higher raw skill set. Our graduate students are given both computer skills and instructional design skills. Upon graduating they will be NYS certified to be an Educational Technology Specialist (formerly called Educational Communications Specialist). This internship experience (IT 657) is offered to them at the end of their program, after we’ve taught them as much as we can to prepare them, which means it is usually taken in their last semester.

Finally, this is a completely voluntary situation, and we would not want any school to take on this responsibility if they thought it was more work than help. In fact, it is our goal that by preparing them properly and offering this internship in their final semester, that they are indeed more help than burden.

Please feel free to contact me with any questions you may have.

Sincerely,

Dr. Anthony K. Betrus,
Chair, Department of Information and Communication Technology, SUNY Potsdam
Frequently Asked Questions

Q: I have not taken the Networking course yet. Should I still complete an internship?
A: No. You should complete the Networking course prior to signing up for the internship (or at least concurrently).

Q: What should I do if I can’t make it in one day?
A: The important thing to remember is that you should treat this like a job. If you can’t make it in, you need to notify your supervisor as soon as possible.

Q: What should I do if the school district that I’m interning in is closed (i.e. snow, ice, etc.).
A: Every district is different. When some districts close there will be no access to the building. In other districts, the administrative and office staff may have to come in (this may include your supervisor). Discuss this with your supervisor before it happens, at the initial meeting - that way everyone will know what to expect.

Q: The district that I have been assigned only has Windows machines and I’m a Macintosh person and have not used Windows a great deal. What should I do?
A: This will be a great learning experience for you. Many districts now consist of multiple platforms, and you need to be able to adapt to different environments (including Linux, which is often used as a 3rd platform, especially for servers).

Q: I have four classes other than the internship. How am I going to fit the required number of hours in?
A: IT 657 requires you to accumulate 100 hours for your internship. The length of the internship is relatively short when the hours are spread out over the full semester. Remember that you should treat this like a job. If you are scheduled to be at a district at a given time, make sure that you fulfill that agreement.

Q: About this teacher training, do I really have to do this?
A: Emphatically YES. You absolutely must complete this, or you will not be given credit for the course. Keep in mind that you can do this with a group as small as 3, or as large as 20 (or more), so there is some flexibility with this. It does require forethought and planning to accomplish, both of which are good qualities for a technology coordinator to have. See the attached evaluation rubric for more information about this project.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Developing Skills</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness of Journal Entries</td>
<td>Daily descriptions are often missing, journals often not submitted weekly.</td>
<td>Journal Entries were written for all but 1-2 days. Compilations are submitted for most weeks.</td>
<td>A journal entry has been made for each day. Journal compilations are submitted each week.</td>
<td>Weekly submissions include additional reflections about the week as a whole.</td>
</tr>
<tr>
<td>Accurate descriptions of daily activities.</td>
<td>Journal does not detail all of the days activities, many activities/events are missing.</td>
<td>Most days are described. Adequate detail for some days are missing</td>
<td>Descriptions are detailed, and fully describe the day's activities.</td>
<td>Descriptions are detailed, and fully describe the day's activities. Awareness of candidate and clients emotional states is evident.</td>
</tr>
<tr>
<td>What did the student learn/how can they improve based on the experience.</td>
<td>Student largely omits descriptions of lessons learned and ways to improve themselves.</td>
<td>Student's reflections of what they learned are included, but ways to improve themselves based on what they learned is inadequate or omitted -or- no overall reflections are included in the final report.</td>
<td>Students fully describe both what they learned each day and how they will make changes and improve based on the experience. Overall reflections about what was learned are included at the end of the experience (in the final report).</td>
<td>Students fully describe both what they learned each day and how they will make changes and improve based on the experience. In the students weekly submissions, additional reflections of the week as a whole are included. Overall reflections about what was learned are included at the end of the experience (in the final report).</td>
</tr>
<tr>
<td>Transcribing of the journals</td>
<td>Unorganized, no headers, descriptions not grammar/spellchecked.</td>
<td>No separation of days/weeks.</td>
<td>Daily journals are hand-written or electronically added to a word document. Weekly submissions are submitted via Word Attachment. Individual Days are separated by bold headers.</td>
<td>Graphic/images of experience are included.</td>
</tr>
</tbody>
</table>
## IT 657 Teacher Training Workshop Evaluation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory</th>
<th>Developing Skills</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis of Training Needs Documented</td>
<td>Training was done with no documentation of the needs of the teachers shown.</td>
<td>Needs were based on conversations with 1-2 teachers.</td>
<td>Needs were based on input/feedback from 3-5 teachers.</td>
<td>Needs based on feedback from 6 or more teachers (informal or formal).</td>
</tr>
<tr>
<td>Quality of Instructional Materials</td>
<td>Limited/no inclusion of training materials.</td>
<td>Adequate materials were prepared, but not professionally prepared.</td>
<td>Materials were adequate and professionally prepared.</td>
<td>Materials were outstanding and professional.</td>
</tr>
<tr>
<td>Evaluation by Teachers</td>
<td>No evaluation by participating teachers</td>
<td>Informal feedback by teachers considered</td>
<td>Formal feedback received, revision of materials called for but not completed.</td>
<td>Formal feedback from teachers received, revision of prepared materials completed.</td>
</tr>
<tr>
<td>Self Reflection of Workshop</td>
<td>No self-reflection included.</td>
<td>Reflection is shallow and/or does not make recommendations for change.</td>
<td>Reflection is complete with changes based on reflection are recommended but not completed.</td>
<td>Reflection is complete and changes based on reflection are completed.</td>
</tr>
</tbody>
</table>