

Lamar University
Department of Educational Leadership
Educational Technology Leadership Program
Information for EDLD 5388 Educational Technology Leadership Internship

Dear Cohorts Two and Three:

This letter is to provide clarity to you as students in the Educational Technology Leadership Master's degree program. If you have successfully completed all coursework to date, you will follow the schedule outlined below for August 2010 graduation. Please note that there has been a change in the order of coursework for February 22 *EDLD 5333 Leadership for Accountability and 5388 Ed. Tech Leadership Internship* and April 12 *EDLD 5368 Instructional Design*. In order for you to complete your **required** 50 hours of field-based experience and the comprehensive exam final report, you have two options: (1) Enroll in both EDLD 5333 and EDLD 5388 February 22 and EDLD 5368 April 12 for an August 14, 2010 graduation. (2) Enroll in EDLD 5333 February 22, EDLD 5368 April 12, and EDLD 5388 May 24 for a December 18, 2010 graduation.

Cohorts Two and Three Schedule for Graduation

Internship Cohort	Degree Start Date	5388 Ed.Tech Leadership Internship	Internship Completion Date	Graduation Dates	Required Internship Hours
Internship A-2	January 2009	(1) February 22, 2010 (2) December 18, 2010	(1) August 2, 2009 (2) November 15, 2010	August 14, 2010 at 1:30 p.m.	*50 Hours Embedded in Courses Completed Plus*50 Field-based Hours Within a School or District.

All of you should order your text very soon and watch for additional documents coming to you daily. The next documents include:

1. The complete Educational Technology Leadership Internship Handbook with forms and examples.
2. The list of the eight assessments/assignments from throughout your program with reflection questions for each one. These assessments are directly related to the Texas Technology Applications and the national ISTE/NCATE Technology Facilitation standards.
3. EDLD 5388 Educational Technology Leadership Internship Syllabus.
4. August Graduation information in early June.

The internship includes four stages: assessment, planning, implementation, and evaluation. It is important for you to understand that all students in the future will begin the internship course in EDLD 5306, and the EDLD 5306 course will be altered somewhat to include information about EDLD 5388 Internship for all new students. The internship will become an 18-month program working with a site mentor in your district.

However, because you are the pioneers in the Lamar Academic Partnership, you will begin your EDLD 5388 course as soon as you receive the Internship Handbook and your textbook so that you can create your electronic portfolio of eight assessments related to Texas Technology Applications standards and the national ISTE/NCATE standards for Technology Facilitator. The assessments are assignments you have completed throughout your program. Also, you will use your electronic communication blog tool as a depository to re-submit in one digital location your total

portfolio with assignments and reflections you have already completed. The portfolio blog link will be submitted to your academic coach once you actually enroll and begin your EDLD 5388 class.

You have reached an important stage in the development of your career as an educational technology leader. You will find that the Internship provides an opportunity to apply the knowledge you are gaining in your courses to the everyday world of an educational technology leader and to hone the skills needed in this role.

The Role of the Intern

This Internship differs greatly from internships of the past in which interns waited for assigned tasks or were given a limited range of experiences. In this internship, you will be challenged to develop eight essential competencies of an Educational Technology Leader and to develop the skills necessary to assume these roles. You will plan your activities with your site supervisor based on self-assessments, leadership activities, your individual needs, and the needs of the campus or district. You will then perform the activities and follow up by evaluating your performance through reflection and consultation with the site mentor. In this manner, you will develop new, better leadership skills and habits by engaging in activities related to the ISTE/NCATE Technology Facilitation standards:

- Demonstration of an advanced understanding of technology operations and concepts.
- Planning, designing, and modeling effective learning environments and multiple experiences supported by technology.
- Modeling, designing, and disseminating curriculum plans that include methods and strategies for applying technology to maximize student learning.
- Communicating research on the use of technology to implement effective assessment and evaluation strategies.
- Designing, developing, evaluating, and modeling products created using technology resources to improve and enhance your productivity and professional practice.
- Understanding the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and develop program facilitating application of that understanding in practice throughout your district/region/state.
- Coordinating development and direct implementation of technology infrastructure procedures, policies, plans, and budgets for P-12 schools.
- Facilitating development of a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of the vision.

Internship Guidelines

- The Internship is a unique learning experience, a chance to apply theoretical knowledge directly to the real, practical operations of the school campus and, in some cases, the district.
- The Internship is organized around eight Technology Facilitator competencies.
- The Intern should take the self-assessments in EDLD 5306. These assessments may provide guidance in the focus of intern activities. More importantly, the assessments also provide you with information about yourself, about your attitudes and habits of mind, about others, and about how you may modify your approaches as you interact and work collaboratively with others.

- The Internship requires a text: Williamson, J. & Redish, T. (2009). Technology facilitation and leadership standards: what every K-12 leader should know and be able to do. Eugene, OR: International Society for Technology in Education. For ordering, the following information is essential: ISBN: 978-1-56484-252-7 and is available from <http://www.iste.org>. You will use the text in two classes, EDLD 5306 and EDLD 5388 and throughout your program.
- You will learn about many essential leadership skills with examples of Internship activities related to these skills. The examples in the text will help you choose activities, or develop similar ones, for your Internship field-based activities. The Internship Activities section of this document will also guide you through this process.
- The Intern will log all activities and inform the site mentor of the progress at intervals set by the mentor, but at least every two months, for the campus- or district-supervised activities. The site mentor will validate the hours earned in the Campus- or District-Supervised Internship Activities (a minimum of 50 hours) at the end of the Internship. Many interns find that they log more than 50 hours.
- The site mentor will not be asked to give the candidate (student) intern a grade for the Internship. Rather the site mentor will be asked to verify the hours done under his or her supervision and fill out an evaluation called the Mentor Evaluation.
- The intern should print and give a copy of the Handbook to the site mentor.

The Role of the Site Mentor

Site mentors lay an important role in the success of the Internship. The site mentor role is to provide support and direction for interns in their efforts to develop increased knowledge, skills, and personal qualities appropriate to the role of the educational technology leader. The site mentor can be involved in the following ways.

The intern should meet with the supervisor prior to the start of the Internship and help develop the Internship Plan, which can certainly be revised as needed throughout the Internship. The plan should include the eight Technology Facilitator Standards, the 33 Performance Indicators for Facilitators using or adapting the Performance Tasks listed in the text for each Performance Indicator. (See pages 23-26 in text for Standard I Technology Operations and Concepts.) For example: Standard I has two Performance Indicators with a total of three suggested Performance Tasks. You and the site mentor determine how you demonstrate the Performance Tasks.

The site mentor will provide coaching for strengths and for areas needing improvement. This coaching is accomplished by meeting regularly with the intern to discuss and facilitate the intern's experiences. The site mentor will establish open, two-way communication and trust in the relationship with the intern. As the site mentor critiques activities, the focus should be on developing leadership knowledge and competencies. The site mentor will discuss with the intern the tasks in which he or she is engaged and help the intern learn from these experiences.

The site mentor will check the intern's progress at least every two months, or more often at your discretion. They may review the logs and/or summary sheets along the way. We are asking the site mentor to verify the hours earned in the campus-supervised activities at the end of the Internship. Also, at the end of the program, we will ask you to complete an evaluation called the Mentor Evaluation and to conduct an "internship exit interview" with the intern to bring closure for that experience. The mentor may share the Mentor Evaluation at the supervisor's discretion. The intern will print the Supervisor Evaluation and give a copy to the site mentor. Directions for submission are on the evaluation. The program considers this a confidential document and should be returned by the site mentor.

Examples-Field-based Internship Activities

Standard I Technology Facilitation Standard (textbook page 25)

(TF-1) Educational Technology Facilitators demonstrate an in-depth understanding of technology operations and concepts

Standard I Technology Facilitation Performance Task

(TF-1.A.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.

(TF-1.A.2) Provide assistance to teachers in identifying technology systems, resources, and services to meet specific learning needs.

(TF-1.A.3) Model appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts.

Standard II Technology Facilitation Standard (textbook page 44-45)

(TF-II) Educational Technology Facilitators plan, design, and model effective learning environments and multiple experiences supported by technology.

Standard II Technology Facilitation Performance Task

(TF-II.A.1) Provide resources and feedback to teachers as they create developmentally appropriate curriculum units that use technology.

(TF-II.A.2) Consult with teachers as they design methods and strategies for teaching computer/technology concepts and skills within the context of classroom learning.

(TF-II.A.3) Assist teachers as they use technology resources and strategies to support the diverse needs of learners including adaptive and assistive technology.

(TF-II. B.1) Assist teachers as they apply current research on teaching and learning with technology when planning learning environments and experiences.

(TF-II. C.1) Assist teachers as they identify and locate technology resources and evaluate them for accurate and suitability based on district and state standards.

(TF-II. C.2) Model technology integration using resources that reflect content standards.

(TF-II. D.1) Provide teachers with options for the management of technology resources within the context of learning activities.

(TF-II.E.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.

(TF-II. F.1) Assist teachers as they identify and apply instructional design principles associated with the development of technology resources.

Standard III Technology Facilitation Standard (textbook page 67-68)

(TF-III) Educational Technology Facilitators apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning.

Standard III Technology Facilitation Performance Task

(TF-III.A.1) Use methods and strategies for teaching concepts and skills that support integration of technology productivity tools (refer to NETS for Students).

(TF-III. A.2) Use and apply major research findings related to the use of technology in education to support the integration of communication tools through the curriculum (refer to NETS for Students).

(TF-III. A.3) Use methods and strategies for teaching concepts and skills that support integration of research tools (refer to NETS for Students).

(TF-III. A.4) Use methods and strategies for teaching concepts and skills that support integration of problem-solving/decision-making tools (refer to NETS for Students).

- (TF-III. A.5) Use methods and strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print, media, and graphics (refer to NETS for Students).
- (TF-III.A.6) Use and describe methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment (refer to NETS for Students).
- (TF-III.A.7) Use methods for teaching concepts and skills that support use of Web-based authoring tools in a school environment (refer to NETS for Students).
- (TF-III.B.1) Use methods and strategies for integrating technology resources that support the needs of diverse learners, including adaptive and assistive technology.
- (TF-III. C.1) Use methods and strategies for teaching problem-solving skills using technology resources.
- (TF-III.D.1) Use methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings.
- (TF-III. E.1) Describe and identify curricular methods and strategies that are aligned with district/region/state/national content and technology standards.
- (TF-III.E.2) Use major and research findings and trends related to the use of technology in education to support integration throughout the curriculum.

Standard IV Technology Facilitation Standard (textbook page 90)

(TF-IV) Educational technology facilitators apply technology to facilitate a variety of effective assessment and evaluation strategies

Standard IV Technology Facilitation Performance Task

- (TF-IV.A.1) Model the use of technology tools to assess student learning of subject matter using a variety of assessment techniques.
- (TF-IV. A.2) Assist teachers in using technology to improve learning and instruction through the evaluation and assessment of artifacts and data.
- (TF-IV.B.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.
- (TF-IV.C.1) Assist teachers in using recommended evaluation strategies for improving students' use of technology resources for learning, communication, and productivity.
- (TF-IV.C.2) Examine and apply the results of a research project that includes evaluating the use of a specific technology in a PK-12 environment.

Standard V Technology Facilitation Standard (textbook page 112-113)

(TF-V) Educational technology facilitators apply technology to enhance and improve personal productivity and professional practice.

Standard V Technology Facilitation Performance Task

- (TF-V.A.1) Identify resources and participate in professional development activities and professional technology organizations to support ongoing professional growth related to technology.
- (TF-V.A.2) Disseminate information on district-wide policies for the professional growth opportunities for staff, faculty, and administrators.
- (TF-V.B.1) Continually evaluate and reflect on practice to make informed decisions regarding the use of technology in support of student learning.
- (TF-V.C.1) Model advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products.
- (TF-V.C.2) Assist others in locating, selecting, capturing, and integrating video and digital images, in varying formats for use in presentations, publications, and/or other products.
- (TF-V.C.3) Demonstrate the use of specific-purpose electronic devices (such as graphing calculators, language translators, scientific probeware, or electronic thesaurus) in content areas.

(TF-V.C.4) Use a variety of distance learning systems and use at least one to support personal and professional development.

(TF-V.C.5) Use instructional design principles to develop hypermedia and multimedia products to support personal and professional development.

(TF-V.C.6) Select appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.

(TF-V.C.7) Use examples of emerging programming, authoring, or problem-solving environments that support personal and professional development.

(TF-V.C.8) Set and manipulate preferences, defaults, and other selectable features of productivity tools commonly found in PK-12 schools.

(TF-V.D.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.

(TF-V.D.2) Communicate with colleagues and discuss current research to support instruction, using applications including electronic mail, online conferencing, and Web browsers.

(TF-V.D.3) Participate in online collaborative curricular projects and team activities to build bodies of knowledge around specific topics.

(TF-V.D.4) Design, develop, and maintain Web pages and sites that support communication between school and community.

Standard VI Technology Facilitation Standard (textbook page 136-137)

(TF-VI) 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.

Standard VI Technology Facilitation Performance Task

(TF-VI.A.1) Develop strategies and provide professional development at the school/classroom level for teaching social, ethical, and legal issues and responsible use of technology.

(TF-VI.A.2) Assist others in summarizing copyright laws related to use of images, music, video, and other digital resources in varying formats.

(TF-VI.B.1) Assist teachers in selecting and applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

(TF-VI.B.2) Identify, classify, and recommend adaptive/assistive hardware and software for students and teachers with special needs and assist in procurement and implementation.

(TF-VI.C.1) Assist teachers in selecting and applying appropriate technology resources to affirm diversity and address cultural and language differences.

(TF-VI.D.1) Assist teachers in selecting and applying appropriate technology resources to promote safe and healthy use of technology.

(TF-VI.E.1) Recommend policies and implement school/classroom strategies for achieving equitable access to technology resources for all students and teachers.

Standard VII Technology Facilitation Standard (textbook page 165-166)

(TF-VII) Educational technology facilitators promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for PK-12 schools.

Standard VII Technology Facilitation Performance Task

(TF-VII.A.1) Use plans to configure software/computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.

(TF-VII.A.2) Use local mass storage devices and media to store and retrieve information and resources.

(TF-VII.A.3) Discuss issues related to selecting, installing, and maintaining wide area networks (WAN) for school districts.

- (TF-VII.A.4) Model integration of software used in classroom and administrative settings including productivity tools, information access/telecommunication tools, multimedia/hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction.
- (TF-VII.A.5) Utilize methods of installation, maintenance, inventory, and management of software libraries.
- (TF-VII.A.6) Use and apply strategies for troubleshooting and maintaining various hardware/software configurations found in school settings.
- (TF-VII.A.7) Use network software packages to operate a computer network system.
- (TF-VII.A.8) Work with technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning.
- (TF-VII.B.1) Identify instructional software to support and enhance the school curriculum and develop recommendations for purchase.
- (TF-VII.B.2) Discuss and apply guidelines for budget planning and management procedures related to educational computing and technology facilities and resources.
- (TF-VII.B.3) Discuss and apply procedures related to troubleshooting and preventive maintenance of technology infrastructure.
- (TF-VII.B.4) Apply current information involving facilities planning issues and computer-related technologies.
- (TF-VII.B.5) Suggest policies and procedures concerning staging, scheduling, and security for managing computers/technology in a variety of school/laboratory/classroom settings.
- (TF-VII.B.6) Use distance and online learning facilities.
- (TF-VII.B.7) Describe and identify recommended specifications for purchasing technology systems in school settings.
- (TF-VII. C.1) Support technology professional development at the building/school level utilizing adult learning theory.

Standard VIII Technology Facilitation Standard (textbook page 190-191)

- (TF-VIII) 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.

Standard VIII Technology Facilitation Performance Task

- (TF-VIII.A.1) Discuss and evaluate current research in educational technology.
- (TF-VIII.B.1) Discuss the history of technology use in schools.
- (TF-VIII.C.1) Discuss the rationale for forming school partnerships to support technology integration and examine an existing partnership within a school setting.
- (TF-VIII.D.1) Participate in cooperative group processes that were effective.
- (TF-VIII.D.2) Conduct an evaluation of a school technology environment.
- (TF-VIII.D.3) Identify and discuss national, state, and local standards for integrating technology in the school environment.
- (TF-VIII.D.4) Describe curriculum activities or performances that meet national, state, and local technology standards.
- (TF-VIII.D.5) Discuss issues related to developing a school technology plan.
- (TF-VIII.D.6) Discuss the elements of and strategies for developing a technology strategic plan.
- (TF-VIII.D.7) Examine issues related to hardware and software acquisition and management.
- (TF-VIII.E.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.

The Role of the Academic Coach

The Academic Coach is a facilitator who provides ongoing assistance, support, and feedback to candidates as they progress through the Lamar University Educational Technology Leadership Internship Program.

During the Internship, the Academic Coach's responsibilities are to:

- Respond to candidate questions that lie outside the scope of the Educational Technology Leadership Internship Handbook by obtaining direction from the Program Coordinator (Dr. L. Kay Abernathy) or the Lamar faculty member assigned to the internship course.
- Inform candidates if submissions to the Portfolio are acceptable.
- Accept candidate Portfolio submissions that meet the specified criteria and timelines.
- Facilitate the resolution of candidate issues throughout the Internship.

Help for Intern Questions

You have many questions; however, the information shared with you today is the beginning of a valuable experience for all of you. If you need help, first be sure to read the entire Educational Technology Leadership Internship Handbook. If you have questions, please contact:

1. Your colleagues! They are an excellent source of practical ideas and professional support! Strengthening your professional network is an important byproduct of successful internship experience.
2. Your Academic Coach for questions related to Internship assignments and submission concerns. Your Coach will be responsible for referring questions to Lamar University Professors so that we can send responses to all students in the Internship.
3. Technology support for questions about software or other technology-related questions (Email at: support@academicpartnership.com or call 1-866-223-7675.).
4. Please direct all GRE, TExES, Registration/Enrollment, Appeals for Admission, and Degree Plan questions to Student Services: luacademic@lamar.edu
5. Please direct all Graduation Applications and Academic Probation/Suspension questions to Graduate College: lugradstudies@lamar.edu

Thank you for your participation and attention to your work throughout your program.

Respectfully and sincerely,

L. Kay Abernathy, Ed.D.
Associate Professor
Educational Technology Leadership Program Coordinator