

# Lamar University

## Educational Technology Leadership

### Internship Handbook

*(Version 3.3)*

#### Department of Educational Leadership

4400 MLK Blvd.  
P.O. Box 10034  
Beaumont, Texas 77710

#### Educational Technology Leadership Coordinator

Kay Abernathy, Ed.D.  
409-880-8689  
[kayabernathy@gmail.com](mailto:kayabernathy@gmail.com)  
[lkabernathy@lamar.edu](mailto:lkabernathy@lamar.edu)

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## Introduction

The Educational Technology Leadership Internship program is designed to provide an opportunity to apply the information and skills you obtain from the master's program in a "real-world" environment. This manual is designed to guide you through the experience of applying for and completing your Educational Technology Leadership Internship. This manual also provides information on the Internship course policies and procedures with which you are expected to comply.

The 18-month Internship includes two components, field-based experience activities and the Internship capstone course (EDLD 5388/5370 \*Please note that course number changes in Fall 2010\* Internship). The Internship includes four stages: assessment, planning, implementation, and evaluation. Students entering the program on or after February 2010 will begin the field-based experience activities with their first educational technology leadership course, 5306 Concepts of Educational Technology. These activities will be aligned with state technology standards and national technology facilitation standards (Examples of approved activities are included in the appendices). A textbook, *Technology Facilitation and Leadership Standards: What Every K-12 Leader Should Know and Be Able to Do* is required and will also assist you in planning your field-based experiences.

EDLD 5370 Internship will be the final course in the Educational Technology Leadership program. This is the culminating course where students will provide evidence of their expertise in educational technology leadership. Registration for the capstone course, EDLD 5388/5370 **\*Please note that course number changes in fall 2010\***, will depend on your start date in the educational technology leadership programs and completion of all required courses. In this five week course, you will complete the Comprehensive Examination Summative Final Report.

You have reached an important stage in the development of your career as an educational technology leader. You will find that the Internship course 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.

## Requirements of an Educational Technology Leadership Intern

### General

Maintain overall GPA of 3.0 or higher and completion of 33 credit hours of graduate study in the Educational Technology Leadership master's program.

### Web Conferences

You will be required to participate in a minimum of one web conference during EDLD 5306 that will address field-based and course embedded Internship hours. You will be notified of the date(s) and time(s) of the scheduled conferences. Several important items will be discussed during the web conference(s) that will ensure your successful completion of all requirements: (1) important dates (2) explanation of field-based activities (3) overview of Internship Handbook (4) overview of all forms and (5) communication with Site Mentor.

### Textbook

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> or <http://www.amazon.com>. You will use the text in two classes, EDLD 5306 and EDLD 5370 and throughout your program.

### Electronic Professional Portfolio (ePortfolio)

1. **You may choose a wiki site, a blog site, a Google Site, or other approved web-based tool as the depository for your ePortfolio.**
2. Course-based assignments and reflections embedded in courses through the total program. Each entry in your portfolio will have been assessed as embedded assignments in previous courses in the Educational Technology Leadership master's program. Each of the eight entries must include a reflection piece for that particular work in your course wiki, blog, or Google Site. The Internship Handbook contains the reflection template needed to complete the assignment.
3. Field-based activities completed in the school environment which are approved by the site mentor with logs and reflections submitted monthly. Plan and/or complete at least 33 activities covering the performance indicators related to each of the eight standards. The projects must be developed, implemented, evaluated, and approved with your site mentor, and appropriate campus or district administrators should receive a plan. Your field-based projects must include a reflection statement as each activity is completed. **Logs with reflections must be submitted on the first day of each month following the completion of EDLD 5306.** Examples of appropriate projects closely aligned with the Technology Applications and ISTE/NCATE Technology Facilitator standards can be found in the Internship Handbook.
4. Readings and reflections from the textbook related to the standards, performance indicators, and performance tasks. Textbook information: 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> or <http://www.amazon.com>.

You will be working throughout the degree program on creating your eportfolio, which will be completed at the date designated by the instructor. Guidelines and rubrics will be listed throughout the course in each week's assignments.

The completed ePortfolio must be submitted to your instructor and your academic coach at the time designated by your instructor.

A link to the student's wiki site, blog site used throughout the program, and/or your Google Site should be identified in your ePortfolio and the links to your eportfolio should be e-mailed to your instructor. Your responses should show that you have read and reflected on the articles using the reflective statements. The rubric that will be used to evaluate your response is included on the reading paper documents for each week.

#### Course-based Embedded Assignments

Completion 100 hours of Reflections of Course-based Embedded Assignments.

#### Reflections of Course-based Embedded Assignments Internship Logs

The Intern is required to reflect on each of the course-based embedded assignments (see Appendix I in this document). The assignment reflection must be entered into your ePortfolio (wiki, blog, Google site or any approved web-based tool) and consist of statements regarding the knowledge you gained from the **assignment** and how the **assignment** helped you master the Technology Facilitator Standard(s)/Performance Indicator(s). Please submit your ePortfolio site to your Instructional Associate.

#### Field-based Experience Hours

Completion of 100 hours of field-based experience.

#### Internship Plan/Field-based Experience Plan

Site Mentor Agreement – An agreement signed by the Site Mentor stating they will provide the Intern with assistance and opportunities necessary to fulfill the requirements of the Internship field-based experience hours.

The Internship Plan - developed with and approved by the Site Mentor, should be organized according to the eight Technology Facilitation Standards and the 33 Technology Performance Indicators. You should plan for at least one activity in each of the 33 Performance Indicators. The minimum of 100 field-based hours campus- or district-approved in the eight standards is over and above the embedded hours from other courses. With the addition of 100 course-embedded hours, your internship will conclude with at least 200 hours.

#### Field-based Experience Activities Monthly Report

The Field-based Experience Report is a monthly report of your field based activities. The report consists of two components. Part 1 - A log where you enter a brief description of your

weekly activities, the associated ISTE Technology Facilitation Standard(s) and Indicator(s) and meetings and communications that you had with your site mentor. Part 2 – Reflections on each of your experiences. Reflections allow you to analyze the Internship activity.

The act of reflection is influenced by constructivist theory. In essence, it is a way of thinking that allows you to make adjustments to your beliefs or concepts, to learn from your or other's mistakes, to recognize progress you think you have made, and/or to identify needed changes in attitude, disposition, decision-making, actions, or behaviors.

Reflections must consist of statements regarding:

- Knowledge you gained from the activity and what Standard/Indicator were associated with the activity.
- How the activity helped you master the Standard/Indicator.

Reflections may consist of statements regarding:

- Insights into the patterns of interactions of the participants,
- Group processes including: who had power, authority, or influence, who was participating and who was not, who was not included,
- How did you or another leader draw the silent teachers out, was there confrontation, conflict, consensus, agreement, hurt feelings, etc.
- Notations addressing the affective or feeling tone evident,
- Concerns you noticed,
- Questions you have that you should research or about which you can seek expert advice from your campus-based site mentor or your professor, and
- Issues that puzzle you.

**Expanded expectations and rubrics for grading field-based activity reflections are located in the weekly course assignments.**

#### Internship Field-based Activities Summary Report and Validation

The Internship Field-based Activities Summary Report is used as a planning worksheet. It is also to be signed by your site mentor at the conclusion of your field-based activities.

As you plan your campus- or district-supervised Internship hours, do the following:

- Include at least one campus- or district-supervised activity under each of the 33 ISTE Technology Performance Indicators associated with the eight Technology Facilitation Standards.
- Make sure your campus- or district-supervised activities total a minimum of 100 hours as specified in the eight Technology Standards.

Your site mentor will validate the hours earned at the end of your Internship. All hours must be completed before you enroll in the Internship course, EDLD 5388/5370 **\*Please note that course number changes in fall 2010\*.**

Completion of this report is a requirement of the Educational Technology Leadership degree program.

### EDLD 5370/5388 Internship Course

The Internship course (EDLD 5388/5370 **\*Please note that course number changes in fall 2010\***) is the capstone course and requires that all other courses are successfully completed to enroll. This course is designed to develop skills specific to job related proficiencies under the supervision of faculty of Lamar University and a campus or district designated leader mentor. The course requires:

- ♦ Completion of at least 100 hours of campus- or district-approved hours,
- ♦ Reflective responses to the course-based embedded assignments (100 hours), and
- ♦ Completion of all components of the Comprehensive Examination.

### Comprehensive Examination

The Comprehensive Examination is due at the conclusion of the Internship course. This final report should encompass your total Internship experience. Components should include the following:

- ♦ Your position goal statement and your educational technology leadership goal statement. (Week 1 work)
- ♦ Your vision of educational technology using the most current Horizon K-12 Report as a resource. (Week 2 or designated date as stated by your instructor.)
- ♦ What you have learned from your master's program about yourself, your technology and leadership skills, and your attitudes. (Week 3 or designated date as stated by your instructor.)
- ♦ The six courses in your degree program you believe helped you more than others and give rationale for your choices. (Week 4 or designated date as stated by your instructor.)
- ♦ Your reflections of the overall degree program. (Week 5 or designated date as stated by your instructor.)
- ♦ Your personal professional development plans for the next three years. (Week 5 or designated date as stated by your instructor.)
- ♦ Updated and complete curriculum vitae of your professional experience. (Week 5 or designated date as stated by your instructor.) Prepare updated and complete curriculum vitae of your professional background and experience. This document should be included in your written comprehensive exam. See information below.
- ♦ An APA style formal paper: Comprehensive Examination.

The Comprehensive Examination will be scored using a rubric by three graduate faculty members and will serve as your comprehensive final examination requirement for your Educational Technology Leadership master's degree. Once scored, you will receive a grade of "Exemplary," "Proficient," or "Needs Improvement." If you receive a "Needs Improvement," you must make corrections and resubmit the report to the committee.

## Graduation

Completion of 36 credit hours of graduate study in the Educational Technology Leadership master's program.

Completion of required ePortfolio components

Completion of comprehensive examination summative final report.

Completion of all Lamar University forms for graduation and payment of all graduation fees.



## **Internship Roles**

### **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 18 month, program-long 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 mentor based on self-assessments, leadership activities, your individual needs, and the needs of the campus and/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 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.

### **The Role of the Site Mentor**

Site Mentors play an important role in the success of the Internship. The Site Mentor's 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 site mentor 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 your 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 the discretion of the candidate and the Site Mentor. 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 mentor's discretion. The intern will print the Mentor 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.

### **The Role of the Instructional Associate**

The Instructional Associate is a facilitator who provides ongoing assistance, support, and feedback to candidates as they progress through the Lamar University Educational Technology Leadership Internship Program. Instructional Associates will use courseware and email to communicate with candidates.

During the Internship, the Instructional Associate's responsibilities are to:

1. 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.
2. Inform candidates if submissions to the course Wiki/e-Portfolio are acceptable.
3. Accept candidate course Wiki/e-Portfolio submissions that meet the specified criteria and timelines.
4. Facilitate the resolution of candidate issues throughout the Internship.

## Internship Guidelines

1. 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.
2. The Internship is organized around eight ISTE Technology Facilitator Standards, the 33 Performance Indicators and the 78 Performance Tasks.
3. 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.
4. 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> or <http://www.amazon.com>. You will use the text in two classes, EDLD 5306 and EDLD 5370 and throughout your program.
5. 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.
6. The Intern and the Site Mentor will plan field-based activities. The Intern will log all field-based activities and inform the Site Mentor of the progress at intervals set by the mentor monthly 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 100 hours) at the end of the Internship. Many interns find that they log more than 100 hours.
7. The Site Mentor will not be asked to give the Intern (student) 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.
8. The Intern should print and give a copy of the Handbook to the Site Mentor.
9. Application and Site Mentor Agreement: Directions are provided in the documents. These documents are due before the end of EDLD 5306.
10. Internship Plan. You will complete this document in EDLD 5306.

## **Internship Hours**

### **Total Hours Required for Completion of the Internship**

The Internship requires a minimum of 200 Internship hours. This includes the 100 hours of Reflections of Course-based Embedded Assignments from the courses taken during the program coursework and 100 hours of Campus- or District-Supervised Internship Activities based on the eight ISTE Technology Facilitator Standards and Technology Performance Indicators.

### **Reflections of Course-based Embedded Assignments**

A list of Course-Embedded Assignments that will be accepted as credit toward the Internship is included in the Appendix of this handbook. These activities are completed as a part of the program courseware. The number of hours required for each standard is already specified in Appendix H of this document.

### **Campus- or District-Supervised Internship Hours**

All interns will also document a minimum of 100 campus- or district-supervised Internship hours during their 18-month program. These campus- or district-supervised Internship hours must be obtained through campus- or district-based practical experiences under the guidance of a site mentor. These hours are to be entered in the Field-based experience activity log which is included in the Appendix of this handbook. There needs to be a minimum of 33 Campus- or District Supervised Logs that encompasses the eight Technology Facilitation Standards and the 33 ISTE Technology Performance Indicators.

## **Help for Intern Questions**

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 Instructional Associate for questions related to Internship assignments and submission concerns.
3. Your Instructional Associate will be responsible for referring questions to Lamar University Professors so that we can send responses to all students in the Internship.
4. Technology support for questions about courseware or other technology-related questions (Email at: [support@academicpartnership.com](mailto:support@academicpartnership.com) or call 1-866-223-7675.).
5. Please direct all GRE, Registration/Enrollment, Appeals for Admission, and Degree Plan questions to Student Services: [luacademic@lamar.edu](mailto:luacademic@lamar.edu)
6. Please direct all Graduation Applications and Academic Probation/Suspension questions to Graduate College: [lugradstudies@lamar.edu](mailto:lugradstudies@lamar.edu)

## **Appendices**

### **Forms**

- A. Application for Internship
- B. Site Mentor Agreement
- C. Letter to the Intern
- D. Letter to the Intern Site Mentor
- E. Internship Plan Template
- F. Field-based Experience Activities Report
- G. Internship Field-based Activities Summary Report and Validation
- H. Reflections of Course-based Embedded Assignments

### **Resources**

- I. Reflections of Course-based Embedded Assignments
- J. Technology Facilitator Standards, Performance Indicators and Performance Tasks  
(Field-based Experience Activities Examples)

## Appendix A: Application for Internship



### Lamar University – M.Ed. in Educational Technology Leadership

#### Application for Internship

Directions:

- After completing the application, post to your course wiki/e-portfolio. Print the completed document and ask your site mentor to read and sign.
- Keep a hard copy for your records. Scan and then email to: [kayabernathy@gmail.com](mailto:kayabernathy@gmail.com). Be sure to place in the subject line: Internship Application\_ *lastname, firstname*

Name  Student ID

Cohort Group

Address

Email  Home Phone

Work Phone  Cell Phone

Intern Signature:  Date

Please indicate your proposed location.

School  District

Address

Site Mentor  Phone

Email

Site Mentor Signature

## Appendix B: Site Mentor Agreement



### Lamar University – M.Ed. in Educational Technology Leadership

#### Site-Mentor Agreement

Student ID# \_\_\_\_\_

Student Name: \_\_\_\_\_

Cohort # \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

As a site mentor, I recommend the above the named graduate student for acceptance into the Educational Technology Leadership Internship program at Lamar University. I will provide this student with assistance and opportunities necessary to fulfill the requirements of the Internship field-based experiences, which includes 100 hours. The intern applicant is granted permission, including time when permissible for practical experience, to work toward the completion of the Internship under the supervision of a Cooperating Administrator and Lamar University Consulting Supervisor.

By: \_\_\_\_\_

Date: \_\_\_\_\_

Signature

\_\_\_\_\_  
Print Name/Title

\*Additional Signatures for those administrative professionals who will help supervise the Intern.

By: \_\_\_\_\_

Date: \_\_\_\_\_

Signature

\_\_\_\_\_  
Print Name/Title

By: \_\_\_\_\_

Date: \_\_\_\_\_

Signature

\_\_\_\_\_  
Print Name/Title

\* It is recommended that site mentor and other Intern supervisors hold a certificate in school administration.

\* Intern - always keep a copy for your files and for updating your site mentor and/or supervisor signatures.

Directions to Intern:

- After the application is complete, post to your course wiki/e-portfolio.
- Keep a hard copy for your records. Scan and then email to: [kayabernathy@gmail.com](mailto:kayabernathy@gmail.com). Be sure to place in the subject line: Site Mentor Agreement\_*lastname, firstname*



## Appendix C: Letter to the Intern



### Lamar University – M.Ed. in Educational Technology Leadership

Dear Intern:

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 18 month, program-long 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 mentor 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 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.

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  
Lamar University  
P. O. Box 10034  
Beaumont, Texas 77710  
[lkabernathy@gmail.com](mailto:lkabernathy@gmail.com) or [lkabernathy@lamar.edu](mailto:lkabernathy@lamar.edu)

## Appendix D: Letter to the Intern Site Mentor



### **Lamar University – M.Ed. in Educational Technology Leadership**

Dear Intern Site Mentor:

The Lamar University Master's Program in Educational Technology Leadership requires our graduate candidates participate in internship collaboration with a local district. We ask them to determine a "technology leader" as their Site Mentor. Your service to the profession and the University is sincerely appreciated as you work with students who are engaged in the Technology Leadership Internship.

This technology leader may be persons who work in positions of leadership in Educational Technology Leadership at the central office level, the campus level, and/or the principal level. We believe that the principal position should model and lead each campus in the total integration of technology into the whole school. The accumulation of Internship hours begins with the first course our students take. Students will accumulate some 100 hours of course-embedded experiences which count as Internship hours. In the campus- or district-supervised portion of the Internship, students make a plan for their Internship based on several self-assessments as well as their consultation with you, their Site Mentor. We require an agreement with the Site Mentor and planning and implementation of educational technology leadership experiences and activities approved by the Site Mentor.

### **The Role of the Site Mentor**

Site Mentors play an important role in the success of the Internship. The Site Mentor's 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 site mentor 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 the discretion of the candidate and the Site Mentor. 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 mentor's discretion. The intern will print the Mentor 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.

A description of courses in our degree program can be found on the Lamar website ([http://stateu.com/lamar/programinfo\\_edu\\_etl.asp](http://stateu.com/lamar/programinfo_edu_etl.asp)). If you would like a copy of our Educational Technology Internship course syllabus, we will forward that document to you.

Again, thank you in advance for this service. As the Program Coordinator, I am available to answer questions and assist you. We look forward to working with your district.

Sincerely,

L. Kay Abernathy, Ed. D.  
Associate Professor  
Educational Technology Leadership Program Coordinator  
Lamar University  
P. O. Box 10034  
Beaumont, Texas 77710  
[kayabernathy@gmail.com](mailto:kayabernathy@gmail.com)  
[lkabernathy@lamar.edu](mailto:lkabernathy@lamar.edu)  
409-782-0100

## Appendix E: Internship Plan Template



### Lamar University – M.Ed. in Educational Technology Leadership

#### Internship Plan: Field-based Experience Activity (Internship Plan Template)

Name of Intern

Cohort Group

Date

The Field-based Experience component of the Internship Plan is a brief, but specific document indicating your overall approach to the Internship program. The Internship is organized around eight ISTE Technology Facilitator Standards, the 33 Performance Indicators and the 78 Performance Tasks. Using this document, you will identify the field-based activities you will approach and indicate which of the eight ISTE Technology Facilitation standards and 33 Performance Indicators were addressed in each activity. You will provide a brief description of each activity, resource person, and a completion date for each activity. This activity should be completed with and approved by your site mentor.

You are to plan at least one activity in each of the 33 Performance Indicators found in the text. If an activity is applicable to more than one performance indicator it must be identified under all applicable tasks.

Use this chart to develop your Internship Plan for Part 1 of your Week 5 EDLD 5306 assignment. When you open this file, immediately save it as “yourname\_Draft Internship Plan,” and work on this saved file as you revise and update your plan.

		Brief Activity Summary	Resource Person	Projected Date of Completion
Standard I. Technology Operations and Concepts	TF- I.A			
	TF – I. B			

## Appendix E: Internship Plan Template

		Activity Summary	Resource Person	Projected Date of Completion
Standard II. Planning and Designing Learning Environments and Experiences	TF-II.A			
	TF-II.B			
	TF-II.C			
	TF-II.D			
	TF-II.E			
	TF-II.F			

## Appendix E: Internship Plan Template

		Activity Summary	Resource Person	Projected Date of Completion
Standard III. Teaching Learning, and the Curriculum	TF-III.A			
	TF-III.B			
	TF-III.C			
	TF-III.D			
	TF-III.E			

## Appendix E: Internship Plan Template

		Activity Summary	Resource Person	Projected Date of Completion
Standard IV. Assessment and Evaluation	TF-IV.A			
	TF-IV.B			
	TF-IV.C	<p>Examine and apply the results of a research project that includes evaluating the use of a specific technology.</p> <p><i>Note: This performance indicator will be revised during the Research course.</i></p>		

## Appendix E: Internship Plan Template

		Activity Summary	Resource Person	Projected Date of Completion
Standard V. Productivity and Professional Practice	TF-V.A			
	TF-V.B			
	TF-V.C			
	TF-V.D			



## Appendix E: Internship Plan Template

		Activity Summary	Resource Person	Projected Date of Completion
Standard VI. Social, Ethical, Legal, and Human Issues	TF-VI.A			
	TF-VI.B			
	TF-VI.C			
	TF-VI.D			
	TF-VI.E			

## Appendix E: Internship Plan Template

		Activity Summary	Resource Person	Projected Date of Completion
Standard VII. Procedures, Policies, Planning, and Budgeting for Technology Environments	TF-VII.A			
	TF-VII.B			
	TF-VII.C			

## Appendix E: Internship Plan Template

		Activity Summary	Resource Person	Projected Date of Completion
Standard VIII. Leadership and Vision	TF-VIII.A			
	TF-VIII.B			
	TF-VIII.C			
	TF-VIII.D			
	TF-VIII.E			

Site Mentor:

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
(Please Print)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix F: Field-based Activities Report



### Lamar University – M.Ed. in Educational Technology Leadership

#### Field-based Activities Monthly Report: Log

**Instructions:** Enter the total number of internship hours that you had worked at the start of the month in the upper right cell. Remember that you must log a **minimum of 100 hours** of field-based experience. For each month, enter a brief description of your internship activities for that week in the top row. Enter the ISTE Technology Facilitation standard(s) and Indicator in the second row. Use the third row for each week to report meetings and communications that you had with your site mentor. (Meetings with parents, administrators and/or coworkers that are related to your project work should be noted in the activities row for the week.) Enter the hours you worked for each week at the end of the row. Total the month's hours, then enter the total number of internship hours that you have worked as of the end of the month. There needs to be a minimum of 33 Campus- or District Supervised Activities that encompasses the 33 ISTE Technology Performance Indicators and eight Technology Facilitation Standards.

<b>Date:</b> _____		<b>Total Internship hours at the start of the month:</b>		
<b>Week</b>	<b>Functions</b>	<b>Description</b>	<b>Hrs</b>	
<b>1</b>	<b>Week's Activities</b>			
	<b>Standard/Indicator</b>			
	<b>Communication with Site Mentor</b>			
<b>2</b>	<b>Week's Activities</b>			
	<b>Standard/Indicator</b>			
	<b>Communication with Site Mentor</b>			
<b>3</b>	<b>Week's Activities</b>			
	<b>Standard/Indicator</b>			
	<b>Communication with Site Mentor</b>			
<b>4</b>	<b>Week's Activities</b>			
	<b>Standard/Indicator</b>			
	<b>Communication with Site Mentor</b>			
<b>5</b>	<b>Week's Activities</b>			
	<b>Standard/Indicator</b>			
	<b>Communication with Site Mentor</b>			
			<b>Hours worked this month:</b>	
			<b>Total Internship hours to date including this month:</b>	

## Appendix G: Internship Field-based Activities Summary Report and Validation



### Lamar University – M.Ed. in Educational Technology Leadership

#### Internship Field-based Activities Summary Report and Validation

Directions: This Internship Field-based Activities Summary Report is for your use as a planning worksheet. Post this report to your e-Portfolio wiki/blog/Google site monthly to document completion of your activities.

As you plan your campus- or district-supervised Internship hours, do the following:

- Include at least one campus- or district-supervised activity under each of the 33 ISTE Technology Performance Indicators associated with the eight Technology Facilitation Standards.
- Make sure your campus- or district-supervised activities total a minimum of 100 hours as specified in the eight Technology Standards.
- Follow the guidelines on page 37 to reflect on each completed activity.

Your site mentor will validate the hours earned at the end of your Internship. All hours must be completed before you enroll in the Internship course, EDLD 5388/5370 \*Please note that course number changes in Fall 2010\*.

Once complete:

- PDF the Validated Summary Report. This report must be signed by your site mentor.
- Create a new page on your wiki, titled “ Completed Internship Field-based Activities Summary Report”
- Post the completed Internship Field-based Activities Summary Report to your wiki.

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard I. Technology Operations and Concepts	TF- I. A			
		Reflection:		
	TF – I. B			
		Reflection:		
<b>Subtotal</b>				

## Appendix G: Internship Field-based Activities Summary Report and Validation

		Brief Description of the Activity	Date Activity Completed	Internship Hours	
Standard II. Planning and Designing Learning Environments and Experiences	TF-II.A				
		Reflection:			
	TF-II.B				
		Reflection:			
	TF-II.C				
		Reflection:			
	TF-II.D				
		Reflection:			
	TF-II.E				
		Reflection:			
	TF-II.F				
		Reflection:			
	<b>Subtotal</b>				

## Appendix G: Internship Field-based Activities Summary Report and Validation

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard III. Teaching Learning, and the Curriculum	TF-III.A			
		Reflection:		
	TF-III.B			
		Reflection:		
	TF-III.C			
		Reflection:		
	TF-III.D			
		Reflection:		
	TF-III.E			
		Reflection:		
<b>Subtotal</b>				

## Appendix G: Internship Field-based Activities Summary Report and Validation

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard IV. Assessment and Evaluation	TF-IV.A			
		Reflection:		
	TF-IV.B			
		Reflection:		
	TF-IV.C			
		Reflection:		
<b>Subtotal</b>				



## Appendix G: Internship Field-based Activities Summary Report and Validation

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard V. Productivity and Professional Practice	TF-V.A			
		Reflection:		
	TF-V.B			
		Reflection:		
	TF-V.C			
		Reflection:		
	TF-V.D			
		Reflection:		
<b>Subtotal</b>				

## Appendix G: Internship Field-based Activities Summary Report and Validation

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard VI. Social, Ethical, Legal, and Human Issues	TF-VI.A			
		Reflection:		
	TF-VI.B			
		Reflection:		
	TF-VI.C			
		Reflection:		
	TF-VI.D			
		Reflection:		
	TF-VI.E			
		Reflection:		
<b>Subtotal</b>				

## Appendix G: Internship Field-based Activities Summary Report and Validation

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard VII. Procedures, Policies, Planning, and Budgeting for Technology Environments	TF-VII.A			
		Reflection:		
	TF-VII.B			
		Reflection:		
	TF-VII.C			
		Reflection:		
<b>Subtotal</b>				

## Appendix G: Internship Field-based Activities Summary Report and Validation

		Brief Description of the Activity	Date Activity Completed	Internship Hours
Standard VIII. Leadership and Vision	TF-VIII.A			
		Reflection:		
	TF-VIII.B			
		Reflection:		
	TF-VIII.C			
		Reflection:		
	TF-VIII.D			
		Reflection:		
	TF-VIII.E			
		Reflection:		
<b>Subtotal</b>				
<b>TOTAL</b>				

Site Mentor:

Name: \_\_\_\_\_ Title: \_\_\_\_\_  
(Please Print)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Appendix G: Internship Field-based Activities Summary Report and Validation



### Lamar University – M.Ed. in Educational Technology Leadership

#### Field-based Activities Summary Report and Validation: Reflection Guidelines

**Instructions:** You are required to reflect on each of your field-based activities by completing a reflection that should contain a minimum of 250 words. These reflections will be used to assist you in completing Week 5 of your EDLD 5388/5370 Internship comprehensive exam/final report. Students should use the guidelines below to reflect on each of their field-based activities citing textbook references as well as three additional references when writing each reflection.

Reflections allow you to analyze on the knowledge you gained from the Internship activity and the associated Standard/Indicator associated with the activity as well as how the activity helped you master the Standard/Indicator. The act of reflection is influenced by constructivist theory. In essence, it is a way of thinking that allows you to make adjustments to your beliefs or concepts, to learn from your or other's mistakes, to recognize progress you think you have made, and/or to identify needed changes in attitude, disposition, decision-making, actions, or behaviors.

Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of three references.

#### Self –Assessment

1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the activity.
2. Critically reflect upon the relationship between any new information you gained from the activity with old information you previously held to be true.
3. How did the relationship between the old and new information you learned affect your personal experience with the activity?

#### Learn as a Learner

1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the activity.
2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the activity.
3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance?

#### Lifelong Learning Skills

1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning.

2. How will your past interactions and collaborations with colleagues impact your future learning experiences?
3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation?

**Additional Criteria**

1. Field-based Activities Summary Report posted monthly to e-Portfolio wiki/blog/Google site
2. Mechanics
3. APA Format
4. Minimum of 3 References

Wiki Name	Wiki URL

## Appendix H: Reflections of Course-based Embedded Assignments



### Lamar University – M.Ed. in Educational Technology Leadership

#### Reflections of Course-based Embedded Assignments

**Directions:** In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/e-portfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. Students should use and cite their textbook references as well as two additional references when writing each reflection. The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

Course Number:	Course Name:	Course-based Embedded Hours (see Appendix I)

Description of the Assignment/Performance Tasks (see Appendix I)	
<p>Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/assignment/reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b>Self –Assessment</b></p> <ol style="list-style-type: none"><li>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)</li><li>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</li><li>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</li></ol> <p><b>Learn as a Learner</b></p> <ol style="list-style-type: none"><li>1. Critically reflect (see note above; not just</li></ol>	

<p>recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</p> <p>2. Critically reflect upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p><b>Lifelong Learning Skills</b></p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p><b>Additional Criteria</b></p> <p>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</p> <p>2. Mechanics (1 Point)</p> <p>3. APA Format (1 Point)</p> <p>4. Minimum of 3 References (1 Point)</p> <p>(Maximum 25 points)</p>	
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## Appendix I: Reflections of Course-based Embedded Assignments



### Lamar University – M.Ed. in Educational Technology Leadership

#### Reflections of Course-based Embedded Assignments

ISTE/NCATE Performance Standards	Outcomes/Proficiencies (TExES Framework)	Performance Tasks	Course-Based Embedded Hours
<p>I. Demonstrate an advanced understanding of technology operations and concepts.</p> <p>II. Communicate research on the use of technology to implement effective assessment and evaluation strategies.</p> <p>V. Design, develop, evaluate, and model products created using technology resources to improve and enhance their productivity and professional practice.</p> <p>VI. Understand the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and develop programs facilitating application of that understanding in practice throughout their district/region/state.</p> <p>VII. Coordinate development and direct implementation of technology infrastructure, policies, plans, and budgets for P-12 schools.</p> <p>VIII. Facilitate development of a shared vision for comprehensive integration of technology and foster an environment and culture to conducive to the realization of the vision.</p>	<p>1 –Knows technology terminology and concepts; the appropriate use of hardware, software, and digital files; and how to acquire, analyze, and evaluate digital information.</p>	<p><b>Course EDLD 5306 Concepts of Educational Technology:</b></p> <p><b>A.</b> Students will complete all parts of each Technology/Leadership self-assessments and thoroughly document the results as required. Students will thoroughly summarize key ideas of each section of their State's Technology Plan and describe their State Technology Curriculum Standards.</p> <p><b>B.</b> Create a blog and wiki reference document</p>	<p><b>A. – 6 hrs.</b></p> <p><b>B. – 6 hrs.</b></p> <p><b>Total: 12 hrs.</b></p>



<p>II. Communicate research on the use of technology to implement effective assessment and evaluation strategies.</p> <p>III. Model, design, and disseminate curriculum plans that include methods and strategies for applying technology to maximize student learning.</p> <p>IV. Communicate research on the use of technology to implement effective assessment and evaluation strategies.</p> <p>V. Design, develop, evaluate, and model products created using technology resources to improve and enhance their productivity and professional practice.</p>	<p>2 –Knows how to use technology tools to solve problems, evaluate results, and communicate information in a variety of formats for diverse audiences.</p>	<p><b>Course EDLD 5364 Teaching with Technology:</b></p> <p>A. As campus professional development activity, create a wiki-based study group with 8 teachers leading and support teachers who analyze data related to student learning , create a lesson using Universal Design for Learning at the CAST Lesson Building at <a href="http://lessonbuilder.cast.org/">http://lessonbuilder.cast.org/</a>, create a sample electronic book to share with your learning team members. Lastly, add a team reflection to your Google site about the process of creating an electronic book.</p>	<p><b>A. – 12 hrs.</b></p> <p><b>Total: 12 hrs.</b></p>
<p>II. Communicate research on the use of technology to implement effective assessment and evaluation strategies.</p> <p>III. Model, design, and disseminate curriculum plans that include methods and strategies for applying technology to maximize student learning.</p> <p>IV. Communicate research on the use of technology to implement effective assessment and evaluation strategies.</p> <p>V. Design, develop, evaluate, and model products created using technology resources to improve and enhance their productivity and professional practice.</p>	<p>2 –Knows how to use technology tools to solve problems, evaluate results, and communicate information in a variety of formats for diverse audiences.</p> <p>3 –Knows how to plan, organize, deliver, and evaluation instruction that effectively utilizes current technology for teaching the Technology Applications Texas Essential Knowledge and Skills (TEKS) for all students.</p>	<p><b>Course EDLD 5368 Instructional Design:</b></p> <p>A. Candidates will create online course focusing on learning experiences that include Web 2.0 resources, assistive technologies and best practices for online learning.</p>	<p><b>A. - 15 hrs</b></p> <p><b>Total: 15 hrs.</b></p>

<p>I. Demonstrate an advanced understanding of technology operations and concepts.</p> <p>II. Communicate research on the use of technology to implement effective assessment and evaluation strategies.</p> <p>III. Model, design, and disseminate curriculum plans that include methods and strategies for applying technology to maximize student learning.</p> <p>V. Design, develop, evaluate, and model products created using technology resources to improve and enhance their productivity and professional practice.</p>	<p>4 - Demonstrates knowledge of the principles of design and their application to digital graphics/animation products.</p> <p>5 –Demonstrates knowledge of principles of typography and page design and knows how to use technology tools to create desktop publishing products.</p> <p>6 –Know how to use graphics, animation, and desktop publishing software to produce products that convey a specified message to an intended audience.</p>	<p><b>EDLD 5366 Digital Graphics, Animation and Desktop Publishing</b></p> <p><b>A.</b> Design and produce a four-page newsletter providing educational technology resources for teachers. Each page should be standard 8.5”x11”. The pages must be numbered and show a consistent design theme throughout. Must have columns, but the shape and size of these columns is up to the student. The essential design problem is to create a layout that provokes an appropriate response. Basic design principles should be followed – contrast, repetition, alignment, and proximity – and each page should present a graphically pleasing layout. The newspaper should contain contact information.</p>	<p><b>A. – 12 hrs.</b></p> <p><b>Total: 12 hrs.</b></p>
<p>I. Demonstrate an advanced understanding of technology operations and concepts.</p> <p>II. Communicate research on the use of technology to implement effective assessment and evaluation strategies.</p> <p>III. Model, design, and disseminate curriculum plans that include methods and strategies for applying technology to maximize student learning.</p> <p>V. Design, develop, evaluate, and model products created using technology resources to improve and enhance their productivity and professional practice.</p>	<p>7 - Knows how to produce and distribute digital video and multimedia products.</p> <p>8 - Demonstrates knowledge of strategies and techniques used in the preproduction, production, and postproduction of video products.</p> <p>9 –Knows how to design, produce, and distribute multimedia products.</p>	<p><b>EDLD 5363—Video Technology and Multimedia</b></p> <p><b>A.</b> Create a public service announcement for parents and community partners. Capture and integrate sound, video, and digital images; create RSS feeds; and publish the final product on the web. Use short teacher and student interviews to focus on 21st century technology for engagement and achievement.</p>	<p><b>A. – 15 hrs.</b></p> <p><b>Total: 15 hrs.</b></p>

<p>I. Demonstrate an advanced understanding of technology operations and concepts.</p> <p>II. Communicate research on the use of technology to implement effective assessment and evaluation strategies.</p> <p>III. Model, design, and disseminate curriculum plans that include methods and strategies for applying technology to maximize student learning.</p> <p>V. Design, develop, evaluate, and model products created using technology resources to improve and enhance their productivity and professional practice.</p> <p>VI. Understand the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and develop programs facilitating application of that understanding in practice throughout their district/region/state.</p>	<p>10 –Demonstrates knowledge of strategies and techniques for Web site administration.</p> <p>11 –Knows principles of Web page design and uses a variety of tools and techniques to design and troubleshoot Web pages for a diverse audience.</p> <p>12 –Knows how to use Web pages to communicate and interact effectively with others.</p>	<p><b>EDLD 5365—Web Design</b></p> <p>A. Using the Web-based word processor in Google Docs, create a Web policy for your school that addresses the security, legal and ethical issues raised in the course lecture, readings and discussions.</p>	<p><b>A. – 14 hrs.</b></p> <p><b>Total: 14hrs.</b></p>
<p><b>TOTAL</b></p>			<p><b>100</b></p>

## **Appendix J: Technology Facilitator Standards, Performance Indicators and Performance Tasks and Examples of Campus- or District- Supervised Internship Activities**



### **Lamar University – M.Ed. in Educational Technology Leadership**

#### **Technology Standards and Examples of Campus- or District- Supervised Internship Activities**

##### ***Technology Facilitator Standards***

- I. Technology Operations and Concepts**
- II. Planning and Designing Learning Environments and Experiences**
- III. Teaching, Learning, and the Curriculum**
- IV. Assessment and Evaluation**
- V. Productivity and Professional Practice**
- VI. Social, Ethical, Legal, and Human Issues**
- VII. Procedures, Policies, Planning, and Budgeting for Technology Environments**
- VIII. Leadership and Vision**

##### ***Standard I. Technology Operations and Concepts (textbook page 25)***

###### ***Technology Facilitation Performance Standard***

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

###### ***Technology Facilitation Performance Indicator***

(TF-I.A) Demonstrate knowledge, skills, and understanding of concepts related to technology (as described in the ISTE NETS\*T).

###### ***Technology Facilitation Performance Tasks***

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

###### ***Technology Facilitation Performance Indicator***

(TF-I.B) Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

***Technology Facilitation Performance Tasks***

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

***Standard II. Planning and Designing Learning Environments and Experiences (textbook page 44-45)***

***Technology Facilitation Performance Standard***

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

***Technology Facilitation Performance Indicator***

(TF-II.A) Design developmentally appropriate learning opportunities that apply technology-enhances instructional strategies to support diverse needs of learners.

***Technology Facilitation Performance Tasks***

(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.

***Technology Facilitation Performance Indicator***

(TF-II.B) Apply current research on teaching and learning with technology when planning learning environments and experiences.

***Technology Facilitation Performance Tasks***

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

***Technology Facilitation Performance Indicator***

(TF-II.C) Identify and locate technology resources and evaluate them for accuracy and suitability.

***Technology Facilitation Performance Tasks***

(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.

***Technology Facilitation Performance Indicator***

(TF-II.D) Plan for the management of technology resources within the context of learning activities.

***Technology Facilitation Performance Tasks***

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

***Technology Facilitation Performance Indicator***

(TF-II.E) Plan strategies to manage student learning in a technology-enhanced environment.

***Technology Facilitation Performance Tasks***

(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.

***Technology Facilitation Performance Indicator***

(TF-II.F) Identify and apply instructional design principles associated with the development of technology resources.

***Technology Facilitation Performance Tasks***

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

***Standard III. Teaching, Learning, and the Curriculum (textbook page 67-68)***

***Technology Facilitation Performance Standard***

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

***Technology Facilitation Performance Indicator***

(TF-III.A) Facilitate technology-enhanced experiences that address content standards and student technology standards.

***Technology Facilitation Performance Tasks***

(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).

### ***Technology Facilitation Performance Indicator***

(TF-III.B) Use technology to support learner-centered strategies that address the diverse needs of 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.

### ***Technology Facilitation Performance Indicator***

(TF-III.C) Apply technology to demonstrate students' higher-order skills and creativity.

### ***Technology Facilitation Performance Tasks***

(TF-III.C.1) Use methods and strategies for teaching problem-solving skills using technology resources.

### ***Technology Facilitation Performance Indicator***

(TF-III.D) Manage student learning activities in a technology-enhanced environment.

### ***Technology Facilitation Performance Tasks***

(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.

### ***Technology Facilitation Performance Indicator***

(TF-III.E) Use current research and district/region/state/national content standards to build lessons and units of instruction.

### ***Technology Facilitation Performance Tasks***

(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. Assessment and Evaluation (textbook page 90)***

***Technology Facilitation Performance Standard***

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

***Technology Facilitation Performance Indicator***

(TF-IV.A) Apply technology in assessing student learning of subject matter using a variety of assessment techniques.

***Technology Facilitation Performance Tasks***

(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.

***Technology Facilitation Performance Indicator***

(TF-IV.B) Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

***Technology Facilitation Performance Tasks***

(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.

***Technology Facilitation Performance Indicator***

(TF-IV.C) Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

***Technology Facilitation Performance Tasks***

(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. Productivity and Professional Practice (textbook page 112-113)***

***Technology Facilitation Performance Standard***

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

***Technology Facilitation Performance Indicator***

(TF-V.A) Use technology resources to engage in ongoing professional development and lifelong learning.

***Technology Facilitation Performance Tasks***

(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.

***Technology Facilitation Performance Indicator***

(TF-V.B) Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

***Technology Facilitation Performance Tasks***

(TF-V.B.1) Continually evaluate and reflect on practice to make informed decisions regarding the use of technology in support of student learning.

***Technology Facilitation Performance Indicator***

(TF-V.C) Apply technology to increase productivity.

***Technology Facilitation Performance Tasks***

(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.

### ***Technology Facilitation Performance Indicator***

(TF-V.D) Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

### ***Technology Facilitation Performance Tasks***

(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. Social, Ethical, Legal, and Human Issues (textbook page 136-137)***

### ***Technology Facilitation Performance Standard***

(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.

### ***Technology Facilitation Performance Indicator***

(TF-VI.A) Model and teach legal and ethical practice related to technology use.

### ***Technology Facilitation Performance Tasks***

(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.

### ***Technology Facilitation Performance Indicator***

(TF-VI.B) Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

***Technology Facilitation Performance Tasks***

(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.

***Technology Facilitation Performance Indicator***

(TF-VI.C) Identify and use technology resources that affirm diversity.

***Technology Facilitation Performance Tasks***

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

***Technology Facilitation Performance Indicator***

(TF-VI.D) Promote safe and healthy use of technology resources.

***Technology Facilitation Performance Tasks***

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

***Technology Facilitation Performance Indicator***

(TF-VI.E) Facilitate equitable access to technology resources for all students.

***Technology Facilitation Performance Tasks***

(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. Procedures, Policies, Planning, and Budgeting for Technology Environments  
(textbook page 165-166)***

***Technology Facilitation Performance Standard***

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

***Technology Facilitation Performance Indicator***

(TF-VII.A) Use the school technology facilities and resources to implement classroom instruction.

***Technology Facilitation Performance Tasks***

(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.

### ***Technology Facilitation Performance Indicator***

(TF-VII.B) Follow procedures and guidelines used in planning and purchasing technology resources.

### ***Technology Facilitation Performance Tasks***

(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.

### ***Technology Facilitation Performance Indicator***

(TF-VII.C) Participate in professional development opportunities related to management of school facilities, technology resources, and purchases.

***Technology Facilitation Performance Tasks***

(TF-VII. C.1) Support technology professional development at the building/school level utilizing adult learning theory.

***Standard VIII. Leadership and Vision (textbook page 190-191)***

***Technology Facilitation Performance Standard***

(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.

***Technology Facilitation Performance Indicator***

(TF-VIII.A) Identify and apply educational and technology related research, the psychology of learning, and instructional design principles in guiding the use of computers and technology in education.

***Technology Facilitation Performance Tasks***

(TF-VIII.A.1) Discuss and evaluate current research in educational technology.

***Technology Facilitation Performance Indicator***

(TF-VIII.B) Apply strategies for and knowledge of issues related to managing the change process in schools.

***Technology Facilitation Performance Tasks***

(TF-VIII.B.1) Discuss the history of technology use in schools.

***Technology Facilitation Performance Indicator***

(TF-VIII.C) Apply effective group process skills.

***Technology Facilitation Performance Tasks***

(TF-VIII.C.1) Discuss the rationale for forming school partnerships to support technology integration and examine an existing partnership within a school setting.

***Technology Facilitation Performance Indicator***

(TF-VIII.D) Lead in the development and evaluation of district technology planning and implementation.

***Technology Facilitation Performance Tasks***

(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.

### ***Technology Facilitation Performance Indicator***

(TF-VIII.E) Engage in supervised field-based experiences with accomplished technology facilitators and/or directors.

### ***Technology Facilitation Performance Tasks***

(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.



