Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology

ITED 7399
Internship in Technology Applications
3 SEMESTER HOURS

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher (Educator) Standards*

(*To be used for all teacher preparation program courses. Identify those that apply specifically to this course.*)

Standard #1: Learner Development. The teacher (educator) understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher (educator) uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher (educator) works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher (educator) understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher (educator) understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher (educator) understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher (educator) plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher (educator) understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher (educator) engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher (educator) seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

Instructional Technology GaPSC Certification Standards

Visionary Leadership (1.0000). Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization. (InTASC Standard: 10)

Teaching, Learning, & Assessment (2.0000)**.** Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment. (InTASC Standards: 1, 2, 3, 4, 5, 6, 7, and 8)

Digital Learning Environments (3.0000). Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments. (InTASC Standards: 1, 2, 3, 4, 5, 6, 7, and 8)

Digital Citizenship & Responsibility (4.0000). Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility. (InTASC Standards: 9 and 10)

Professional Learning & Program Evaluation (5.0000). Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning. (InTASC Standard: 9)

Candidate Professional Growth & Development (6.0000). Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences. (InTASC Standard: 9)

COURSE DESCRIPTION

Prerequisite: Approval of advisor. A university-supervised field experience in an instructional technology setting.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Online materials supplied by the instructor, not requiring purchase.
Required Technology: This course will require you to have equipment and skills allowing ready and

constant access to a computer with Internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1. Demonstrate effective communication skills. (GaPSC 2.0800, 5.0200, 6.0300)

2. Identify and avoid sources of bias based on gender, socioeconomic status, race, ethnicity, age or religion within research, evaluation, assessment and personal communication. (InTASC Standard: 9; GaPSC 2.0200, 2.0500-2.0800, 4.0200, 5.0200; Theme: O-EDL2.1)

3. Design and develop an IT internship reflecting relevant AECT domains and program experience. (InTASC Standards: 1,2,4,5,6,7,8,10; GaPSC 2.0200, 2.0400-2.0800, 4.0200, 5.0200; Themes: O-CLP2.1, O-CLP3.2, O-FL2.1, O-FL3.1, O-FL3.2, O-AL2.1, O-TL3.1)

4. Assist with and perform tasks in the various functions of the host organization. (InTASC Standards: 3,9,10; GaPSC 4.0200, 6.0100-6.0300; Themes: O-FL2.1, O-FL3.1, O-FL3.2, O-AL2.1, O-AL2.2, TL2.1, TL3.2)

5. Recommend solutions to problems based on program and professional experience and application of authoritative literature. (InTASC Standards: 4,5,7,9,10; GaPSC 6.0300; Themes: O-CLP3.1, O-CLP3.2, O-CLP3.3, O-FL2.1, O-FL3.1, O-FL3.2, O-AL3.1, O-AL3.2, O-TL2.1, O-TL3.2, O-EDL3.2)

6. Demonstrate professional behavior and a positive attitude toward personal and professional improvement. (InTASC Standards: 9,10; GaPSC 4.0200, 6.0200; Theme: O-EDL3.2)

7. Demonstrate skill in organizing, documenting and reflecting upon assigned and self-generated activities. (InTASC Standard: 9; GaPSC 2.0800, 6.0200; Theme: O- EDL3.1)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described below. Detailed descriptions of each assignment are posted as needed on the course website. These activities include: designing and developing the internship contract (Course objectives 1; 3; 5); progress reports on tasks and projects (Course objectives 2 - 6); final internship report (Course objectives 4 - 6); and the field mentor evaluation (Course objectives 2; 4).

COURSE EVALUATION

A. Field Work Tasks/Projects

Intern tasks/projects demonstrate advanced competency in multiple domains of instructional technology and provide appropriate professional experiences. The expectations are specified in the internship contract developed by the intern and approved by the university supervisor and field mentor. The contract includes the projected outcomes, the kind and scope of work to be performed, timeline or

duration, contact information and qualifications for the field mentor(s) who will oversee the experiences, and the amount of compensation if it is a paid internship. **Contracts with all approved signatures must be received by the last drop/add day of enrollment term.**

Your internship must involve at least 100 hours of fieldwork devoted to the tasks/activities described in the contract. You may **not** include hours during which you perform your regular professional duties. Your one or more field mentors must not be the direct supervisor of your regular employment. Your 100 hours of fieldwork should involve instructional technology tasks/activities at each of these grade levels: K-2, 3-5, 6-8, 9-12, with at least 15 hours at each level. (Course Objectives 1-6)

> **O-EDL$_{3a}$** *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*
> **O-FL$_{3a}$** *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*

Here are some suggestions for the kinds of activities that would be appropriate:
- Create lessons that integrate technology
- Add integration of technology into existing teachers' lesson plans
- Create workshops on use of technology or integration of technology into instruction
- Present technology workshops
- Assist instructional technology district director or school-based personnel with updating technology plans, doing inventories, and/or creating a technology resource database
- Create and/or organize online technology resources for teachers
- Pilot test usability of technology resources for the school/district
- Attend conferences and/or seminars on technology integration (maximum of 20 hours)

You may certainly suggest other activities for your internship.

B. Meetings and Progress Reports

Your Internship Supervisor will have formal contact with you at least three times. At least one of these contacts will be in person, at the site of the internship, or via Blackboard Collaborate in the course BlazeVIEW site. The first contact will be held near the start of the internship to discuss the internship agreement, arrangements, expectations, and processes. The second contact will be during the internship to assess how you are progressing and to provide guidance if necessary. The third contact will be held near the end of the internship to discuss the experiences and impact of the internship. Additional contact will be made as needed. Progress reports (to be posted at the course website) will briefly describe activities you've been engaged in and your reflection on those activities. Content may address:

> The timeline of your contract.
> Any changes in meeting contract requirements and how you'll address these.
> Progress you've made on each of the tasks or products.
> Interesting and informative situations and events related to your internship.

Note: As you record what you do in your tasks/projects, be sure to record the hours and learner demographics, as described below.

> (Course Objectives 1-7)
> **O-EDL$_{3a}$** *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*
> **O-FL$_{3a}$** *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*

C. Final Internship Report

The Final Internship Report will be submitted in BlazeVIEW. The report contains:

- A written overview self-analysis and evaluation of internship experiences, including reflection on strengths and weaknesses in each IT domain, lessons learned from the tasks/projects, any implications for other professionals in the field in which you are certified, and performance in terms of the contract requirements and how performance demonstrated proficiency in identified GaPSC IT standards and sub-standards. The Domains Document, available from the internship supervisor, will be helpful as you reflect on the domains.

- Include as appendices to your report brief descriptions of each field experience. You should include an appendix for the tasks/projects that you engaged in at **each of the four P-12 educational levels** (K-2, 3-5, middle, and high school). Each appendix should include the following:

  - Hours in Field Experience (FE)

  - P-12 level of FE, school name, district name

  - Demographics of learners:

    - Total N

    - % male/female

    - Ethnic breakdown

    - SES breakdown

    - Number of special education students

    - Number of gifted students

  - Nature of the field experience in relation to the domains of IT.

  - GaPSC IT Standards and Elements demonstrated in the FE

- Also include in your report the products from each task or project in document or PDF format, or direct links to where the products may be found.

(Course Objectives 1-7)

O-EDL$_{3a}$ *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*
O-FL$_{3a}$ *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*

Grading Scale

Quality is expected in all products and performances. The final grade is Satisfactory or Unsatisfactory.

ATTENDANCE POLICY

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

PROFESSIONALISM

Within the coursework and fieldwork, educators are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

Anti-Plagiarism Software

By taking this course, you agree that all required course work may be subject to submission for textual similarity review to TurnItIn, a tool within BlazeVIEW.
For more information on the use of TurnItIn at VSU, see TurnItIn for Students:
https://www.valdosta.edu/academics/academic-affairs/turnitin-for-students.php

ACCESSIBILITY STATEMENT

Title IX Statement: Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity,titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about

the SOIs, including how to access the survey and a timetable for this term is available at
http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.