

Handbook

EDU6301 Internship

Technology Director

This handbook describes the process for proposing, conducting, and documenting a six-credit internship for those in the Martin Luther College Master of Science in Education – Technology emphasis program and the Master of Science in Educational Administration –Technology Director program.



MARTIN LUTHER COLLEGE



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EDU6301 Internship - 6 Credits
Technology Director Guidelines

I. Overview

An internship allows a graduate student to receive hands-on experience in an authentic setting. The internship is conducted under the supervision of a field supervisor who is approved by the student's advisor and the director of graduate studies. The field supervisor must have demonstrated proficiency in the same type of setting in which the internship (principal or director) takes place. During the internship the candidate gains experience and demonstrates competency in each of the standards related to the type of leadership.

II. Internship Setting

a. Time

A six-credit internship requires 10 consecutive weeks of full days (8 hours) or 400 hours in consecutive days. At least half of the internship must take place during the regular school year.

b. Supervision

The intern is supervised by both a college supervisor (usually the student's advisor) and a field supervisor (Master Technology Director). A qualified field supervisor must have demonstrated mastery in the area of technology coordination through appropriate degrees, certification, licensure, and/or experience. The field supervisor must be listed on the internship proposal and approved by both the college supervisor and the director of graduate studies.

Qualifications for field supervisors

- i. Master's Degree or higher with the appropriate school technology emphasis, license, or certification; and
- ii. 5 or more years of experience in the area of technology coordination.

c. Location

The internship may occur in any school setting that allows the candidate to achieve the internship goals, including the school in which (s)he is currently employed. Prospective technology directors may work under the direction of their school technology director if (s)he meets the field supervisor qualification requirements. Current technology directors may complete the internship in their own setting provided they have a qualified field supervisor available.

III. Internship Procedures/Requirements:

a. Application for the Capstone Project

Candidate must complete the [Capstone Project Application](#) and send it to the Office of Graduate Studies and Continuing Education with payment. (Appendix A)

b. Capstone Proposal

Candidate writes the [capstone proposal](#) according to the guidelines listed on the Graduate Studies website. The proposal is submitted to the advisor and committee for

approval. The proposal includes the specific arrangement of the internship, demonstrating that the time, supervisor, and location meet the guidelines. (Appendix B)

c. Candidate, field supervisor, and college supervisor meeting

After the capstone proposal is approved and before the internship begins, the college supervisor will meet with the candidate and field supervisor to discuss the internship arrangements, review requirements, and answer any questions. (Appendix C)

d. Daily journal or log

The candidate keeps a record of each internship day's activities with reflective questions and comments. The journal should reflect experiences with each of the technology standards and substandards (ISTE) and log time spent each day. The journal is reviewed weekly by the field and college supervisors, who make comments and answering questions. (Appendix D)

e. Documenting and collecting evidence

The candidate keeps a record of time spent and all documents and other evidence that demonstrates the technology director's experience and competency with each International Society for Technology in Education (ISTE) standard for Education Leaders.

f. Consultation

The candidate regularly consults with the field and college supervisor on decisions or activities related to the internship.

g. Evaluations

The candidate, field supervisor, and college supervisor meet at the mid and end points of the internship to evaluate the candidate's performance. Candidates must reach a level of competency in all standards to pass the internship. To reach a level of standard competency, all but two of the associated substandards must be rated as a 3 or 4. (Appendix E)

h. Portfolio

The candidate completes a final portfolio that documents the internship experience and demonstrates competency in each ISTE Standard for Education Leaders. The portfolio documents evidence of meeting each standard, a reflective statement about how the evidence meets the standard, the midpoint and final evaluations, and the daily journal. The candidate's committee reviews and approves the portfolio. (Appendix F)

IV. Technology Director Standards

Each candidate must demonstrate understanding and competence in each of the ISTE Standards for Education Leaders. Competency will be demonstrated in the Capstone Project through the Journal and Reflection sections. The reflection will consist of a written description of how each standard is competently met with supporting evidence in the project appendices.

The International Society for Technology in Education (ISTE) Standards for Education Leaders (Appendix G) and the standard for faith leaders are the standards that must be met through the internship. These standards reflect the unique nature of the WELS technology director.

APPENDIX

Appendix A – Copy of Capstone Project Application

[Fillable PDF Online](#)



Master of Science in Education Program

Application for Capstone Project

- Step 1. Consult with advisor regarding your choice for committee members.
- Step 2. Secure committee members' consent to serve.
- Step 3. Complete this application and submit it with the appropriate payment to the Director of Graduate Studies.
- Step 4. The Director of Graduate Studies will respond via email with approval and confirmation of your committee members.
- Step 5. Work closely with your advisor and other committee members to write your proposal and complete your project according to the guidelines in Graduate Studies Bulletin.

Name (Please print)

Email Address

Emphasis

Have you completed 27 credits? Yes No

Review Committee
 (Your advisor/or advisor's designee is automatically on the committee. List committee members only after they have consented to serve.)

Advisor

Committee Member

Committee Member

Choice of Project (choose one)	Tuition Cost
<input type="checkbox"/> EDU6200 Capstone Project/Professional Paper – Field Project	3 graduate credits
<input type="checkbox"/> EDU6201 Capstone Project/Professional Paper – Curriculum Development	6 graduate credits
<input type="checkbox"/> EDU6300 Internship	3 graduate credits
<input type="checkbox"/> EDU6301 Internship	6 graduate credits
<input type="checkbox"/> EDU6500 Thesis	6 graduate credits

Please note: You have 12 months to complete the capstone project. If after 12 months the project is not finished you must pay the tuition for a one-credit continuing project course. This charge continues each subsequent term (fall, spring, summer) until the project is completed or you drop the program.

Signature of applicant

Date

Appendix B - Capstone Proposal Format

Internship – 6 credits

An internship allows a graduate student to receive hands-on experience in an authentic setting. The internship is conducted under the supervision of a field supervisor who is approved by the student's advisor and the director of graduate studies. The field supervisor must have demonstrated proficiency in the same type of setting in which the internship (principal or director) takes place. During the internship the candidate gains experience and demonstrates competency in each of the standards related to the type of administration.

The internship proposal will be a five to seven page paper that communicates the purposes and arrangements of the internship to the advisor and committee members. The following outline may guide the proposal.

I. INTRODUCTION

- Purpose / goals of the internship
- Importance of the internship
- Connection to standards

II. LITERATURE REVIEW

- A reporting of the literature that relates to the purposes or goals of the internship, specific conditions in the proposed settings, methods or approaches used in the proposed settings, and/or leadership or management theories or practices that will be utilized as a major part of the experience. In particular, the literature review should shed light on each of the ISTE standards.

III. DESIGN

- Arrangements of the internship
- Connections to the purpose and standards
- Reflection plans

IV. REFERENCES

V. APPENDICES

Appendix C – Candidate, Field Supervisor, and College Supervisor Meeting

Initial Internship Meeting Agenda

- I. Meeting Date, Time, Location:
- II. Attendees:
- III. Order of Business
 - a. Review of Internship Handbook
 - b. Responsibilities
 - i. College Supervisor
 - ii. Field Supervisor
 - iii. Intern
 - c. Daily Log
 - d. Evaluations
 - i. Mid-point
 - ii. Final
 - e. Questions
- IV. Contact Information

Appendix D – Daily Journal / Log Sample

Collaborative Online Document

Description	Intern Comments	Field/ College Supervisor Comments
Date & Time:	October 12, 2014 (4 hours)	
Activities:	<ol style="list-style-type: none"> 1. Planned faculty meeting 2. Met with family about classroom concerns 3. Visited third and fourth grade classroom (previously schedule, formative) and had follow up meeting 	
Reflection:	<ol style="list-style-type: none"> 1. Checked with playground safety committee regarding report, prepared inservice video, and completed agenda 2. Family concerned about third and fourth grade classroom environment and homework expectations of teachers. They said they met with teacher, but were not satisfied. I shared I would be visiting the classroom later today and would consider their concerns in my observations and discussion with the teacher. Agreed to check back with family in two weeks to see if things have improved. 3. Classroom visit from 1:00 – 2:30 PM for Math and Science. Noted teacher attention to planning, but need for more explicit homework communication through assignments on board or in notebook to help students who need such structure. Teacher receptive in follow-up meeting and an action plan regarding homework directions was created. Also noted that student in question has attention issues. Will note for discussion with parents in two weeks. 	
Standards Addressed:	2e, 5a, b, e, f, g	

Appendix E - Evaluation Forms

Technology Director Internship Midpoint Evaluation

Score each item and add comments where necessary. Candidates must reach a level of competency in all standards, and each internship requirements must be “yes” to pass the internship after the final evaluation. To reach a level of standard competency for each standard, all but two of the associated substandard must be rated as a 3 or 4.

(Y = Yes , N = No, NI = Needs Improvement)

Internship Requirements		Rating		
1	Intern completes the daily journal / log.	Y	N	NI
2	Intern logs all activities.	Y	N	NI
3	Intern’s reflections provide rationale, insight, and suggested improvements.	Y	N	NI
4.	Identified standards in the learning log are appropriate to the activities.	Y	N	NI
Comments:				

(1 = No Evidence, 2 = Progressing, 3 = Competent, 4 = Superior)

Standards for WELS Technology Directors		Rating			
F	Foundation: An effective Lutheran school technology director is a person of faith.	1	2	3	4
Fa	Understands and follows doctrines of the Bible.	1	2	3	4
Fb	Accepts the Bible as the absolute truth in matters of faith and life.	1	2	3	4
Fc	Models faith both personally and professionally.	1	2	3	4
Fd	Displays Christ-like love for all.	1	2	3	4
Fe	Is a spiritual leader to faculty, staff, students, families, and, if applicable, with the associated congregation.	1	2	3	4
Ff	Acts with integrity, fairness, and ethics.	1	2	3	4
Comments:					
1	Leaders use technology to increase equity, inclusion, and digital citizenship practices.	1	2	3	4
1a	Ensure all students have skilled teachers who actively use technology to meet student learning needs.	1	2	3	4
1b	Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.	1	2	3	4
1c	Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.	1	2	3	4
1d	Cultivate responsible online behavior, including the safe, ethical and legal use of technology.	1	2	3	4
Comments:					
2	Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology.	1	2	3	4

2a	Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.	1	2	3	4
2b	Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.	1	2	3	4
2c	Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.	1	2	3	4
2d	Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.	1	2	3	4
2e	Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work.	1	2	3	4
Comments:					
3	Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning.	1	2	3	4
3a	Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning.	1	2	3	4
3b	Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice.	1	2	3	4
3c	Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.	1	2	3	4
3d	Support educators in using technology to advance learning that meets the diverse learning, cultural, and social-emotional needs of individual students.	1	2	3	4
3e	Develop learning assessments that provide a personalized, actionable view of student progress in real time.	1	2	3	4
Comments:					
4	Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning.	1	2	3	4
4a	Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan.	1	2	3	4
4b	Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.	1	2	3	4
4c	Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.	1	2	3	4
4d	Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.	1	2	3	4
Comments:					
5	Leaders model and promote continuous professional learning for themselves and others.	1	2	3	4
5a	Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.	1	2	3	4
5b	Participate regularly in online professional learning networks to collaboratively learn and mentor other professionals.	1	2	3	4

5c	Use technology to regularly engage in reflective practices that support personal and professional growth.	1	2	3	4
5d	Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.	1	2	3	4
Comments:					

candidate signature

date

field supervisor signature

date

college supervisor signature

date

Technology Director Internship Final Evaluation

Score each item and add comments where necessary. Candidates must reach a level of competency in all standards, and each internship requirements must be “yes” to pass the internship after the final evaluation. To reach a level of standard competency for each standard, all but two of the associated substandard must be rated as a 3 or 4.

(Y = Yes , N = No, NI = Needs Improvement)

Internship Requirements		Rating		
1	Intern completes the daily journal / log.	Y	N	NI
2	Intern logs all activities.	Y	N	NI
3	Intern’s reflections provide rationale, insight, and suggested improvements.	Y	N	NI
4.	Identified standards in the learning log are appropriate to the activities.	Y	N	NI
Comments:				

(1 = No Evidence, 2 = Progressing, 3 = Competent, 4 = Superior)

Standards for WELS Technology Directors		Rating			
F	Foundation: An effective Lutheran school technology director is a person of faith.	1	2	3	4
Fa	Understands and follows doctrines of the Bible.	1	2	3	4
Fb	Accepts the Bible as the absolute truth in matters of faith and life.	1	2	3	4
Fc	Models faith both personally and professionally.	1	2	3	4
Fd	Displays Christ-like love for all.	1	2	3	4
Fe	Is a spiritual leader to faculty, staff, students, families, and, if applicable, with the associated congregation.	1	2	3	4
Ff	Acts with integrity, fairness, and ethics.	1	2	3	4
Comments:					
1	Leaders use technology to increase equity, inclusion, and digital citizenship practices.	1	2	3	4
1a	Ensure all students have skilled teachers who actively use technology to meet student learning needs.	1	2	3	4
1b	Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.	1	2	3	4
1c	Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.	1	2	3	4
1d	Cultivate responsible online behavior, including the safe, ethical and legal use of technology.	1	2	3	4
Comments:					
2	Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology.	1	2	3	4

2a	Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.	1	2	3	4
2b	Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.	1	2	3	4
2c	Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.	1	2	3	4
2d	Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.	1	2	3	4
2e	Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work.	1	2	3	4
Comments:					
3	Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning.	1	2	3	4
3a	Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning.	1	2	3	4
3b	Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice.	1	2	3	4
3c	Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.	1	2	3	4
3d	Support educators in using technology to advance learning that meets the diverse learning, cultural, and social-emotional needs of individual students.	1	2	3	4
3e	Develop learning assessments that provide a personalized, actionable view of student progress in real time.	1	2	3	4
Comments:					
4	Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning.	1	2	3	4
4a	Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan.	1	2	3	4
4b	Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.	1	2	3	4
4c	Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.	1	2	3	4
4d	Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.	1	2	3	4
Comments:					
5	Leaders model and promote continuous professional learning for themselves and others.	1	2	3	4
5a	Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.	1	2	3	4
5b	Participate regularly in online professional learning networks to collaboratively learn and mentor other professionals.	1	2	3	4

5c	Use technology to regularly engage in reflective practices that support personal and professional growth.	1	2	3	4
5d	Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.	1	2	3	4
Comments:					

candidate signature

date

field supervisor signature

date

college supervisor signature

date

Appendix F – Internship Project Outline

Internship

The candidate completes a portfolio that documents the internship experience and demonstrates competency in each principal/director standard. The portfolio documents evidence of meeting each standard, a reflective statement about how the evidence meets the standard, the midpoint and final evaluations, and the daily journal. The candidate’s committee reviews and approves the portfolio.

The portfolio follows this format.

WELS Technology Director Foundational Standard

1. *Reflective statement:* A written statement of 300 – 500 words that explains how the evidence you provide demonstrates your mastery of the standard.
2. *Evidence:* Gather multiple pieces of evidence demonstrating your mastery of the standard. Evidence may include written communication, documentation of leadership tasks or initiatives, parent or teacher testimonials, video demonstration, or any other evidence directly related to the standard or the various elements (standards). It is not necessary to have evidence for each element or substandard, and some evidence may fit the standard but not relate directly to an element.

ISTE Standard One for Education Leaders

1. *Reflective statement*
2. *Evidence*

ISTE Standard Two for Education Leaders

1. *Reflective statement*
2. *Evidence*

ISTE Standard Three for Education Leaders

1. *Reflective statement*
2. *Evidence*

ISTE Standard Four for Education Leaders

1. *Reflective statement*
2. *Evidence*

ISTE Standard Five for Education Leaders

1. *Reflective statement*
2. *Evidence*

Midpoint Evaluation

Final Evaluation

Daily Journal (including record of hours)

Appendix G –Standards for WELS Technology Directors

FOUNDATIONAL STANDARD: An effective Lutheran school technology director is a person of faith.

- a. Understands and follows doctrines of the Bible
- b. Accepts the Bible as the absolute truth in matters of faith and life
- c. Models faith both personally and professionally
- d. Displays Christ-like love for all
- e. Is a spiritual leader to faculty, staff, students, families, and, if applicable, within the associated congregation
- f. Acts with integrity, fairness, and ethics

ISTE STANDARD ONE: *Equity and Citizenship Advocate*

Leaders use technology to increase equity, inclusion, and digital citizenship practices.

- a. Ensure all students have skilled teachers who actively use technology to meet student learning needs.
- b. Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.
- c. Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.
- d. Cultivate responsible online behavior, including the safe, ethical and legal use of technology.

ISTE STANDARD TWO: *Visionary Planner*

Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology.

- a. Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.
- b. Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.
- c. Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.
- d. Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.
- e. Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work.

ISTE STANDARD THREE: *Empowering Leader*

Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning.

- a. Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning.
- b. Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice.
- c. Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.
- d. Support educators in using technology to advance learning that meets the diverse learning, cultural, and social-emotional needs of individual students.
- e. Develop learning assessments that provide a personalized, actionable view of student progress in real time.

ISTE STANDARD FOUR: *Systems Designer*

Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning.

- a. Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan.
- b. Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.
- c. Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.
- d. Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.

ISTE STANDARD FIVE: *Connected Learner*

Leaders model and promote continuous professional learning for themselves and others.

- a. Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.
- b. Participate regularly in online professional learning networks to collaboratively learn and mentor other professionals.
- c. Use technology to regularly engage in reflective practices that support personal and professional growth.
- d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.