**CE599 Instructional Technology Internship**

**Assignments Descriptions and Grading Rubrics**

**District Overview** 5 points

* Student will submit a brief overview of the district and its technology (number of schools, elementary, middle, high; number of students and faculty; district technology support (i.e. lead technology teachers in the each building) networking topology, number and type of computers, etc.). This can be completed after your initial meeting with the Internship Cooperating Supervisor and University Supervisor.

Grading will be based upon the following criteria with one point awarded for each element:

1. Overview is sufficiently comprehensive and covers at least all of the areas indicated in the assignment description
2. Overview is sufficiently detailed so as to provide a good picture of the setting in which the internship is to be conducted
3. Overview is submitted without errors in spelling or grammar
4. Overview is written in a professional manner in tone and construction
5. Overview is submitted on or before due date and utilized the required file-naming structure: last name first initial CE599 District Overview

Comments: 5 pts.

**Internship Proposal** 5 points

* Student will submit the Internship Proposal and form with appropriate signatures. This should be formulated based on input from the Internship Cooperating Supervisor. The proposal will be discussed at the initial meeting of the student, Cooperating Supervisor, and University Supervisor. The signed Internship Proposal form indicates agreement between the Cooperating Supervisor, University Supervisor and the student on the activities to be conducted during the course of the Internship.

Grading will be based upon the following criteria with one point awarded for each element

1. Proposal addresses all of the agreed upon activities
2. Proposal aligns activities with outcomes/competencies
3. Proposal contains a complete time log indicating estimated times on tasks aligned with written proposal
4. Proposal is written in a professional manner with no errors in spelling or grammar
5. Proposal is submitted by agreed upon due date with required signatures and, if digital, utilizing the required file-naming structure: last name first initial CE599 Internship Proposal (Internship Proposal Time)

Comments: 5 pts

**Student Interim Reports w/time log (2 at 10 points each**) 20 points

* Student will submit two interim progress reports. One interim progress report is due after the first 15 hours, the second due after the first 30 hours. These interim reports will include updated time logs with each report.

Grading will be based upon the following criteria with point awarded for each element as indicted in rubric below. Upon review and grading, student may revise and submit revised version in final portfolio: **NOTE:** Reports are to follow required file-naming structure of: Last name first initial CE599 15 hour report (30 hour). One point will be deducted if requirement not met.

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| --- | --- | --- | --- | --- | --- |
| **Criteria** | **2 points** | **1 point** | **0 points** | **15-hour report** | **30-hour report** |
| Report describes in sufficient detail the activities associated with the accompanying time log. | Good | Needs Improvement | Not acceptable/  Not submitted | 2 | 2 |
| Report is written and constructed in a professional manner | Good | Needs Improvement | Not acceptable/  Not submitted | 2 | 2 |
| Report contains no errors in spelling or grammar | No errors | No spelling error and no more than one error in grammar | Report contains spelling errors and/or more than one error in grammar. | 2 | 2 |
| Accompanying time log is easy to read and understand and is aligned with the activities described in the report | Good | Time log difficult to read or understand but is aligned with activities described in the report | Time log cannot be understood or is not aligned with activities described in report | 2 | 2 |
| Accompanying time log is presented in a professional manner with no errors in calculation or spelling | Good | Time log is presented in a professional manner but contains errors in calculation | Time log is not presented in a professional manner and/or contains errors in calculations and/or spelling | 2 | 2 |
| Report is constructed and presented in a professional manner with all required signatures | Good | Needs Improvement, in manner in which report is constructed and presented | Report is missing required signatures | 2 | 2 |

Comments: This document was created and maintained on GoogleDocs. This is a great example of Nick using the technology that PENNCREST expects their teachers to use. Nick also created and shared a folder with me via GoogleDocs to better organize his reports.

**Student Final Report w/compiled time log** 15 points

* Student will submit a final Internship Report due after completion of the 45 hours. This includes a reflection on each of the activities/duties as outlined in the Internship Proposal along with a log of hours **and a reflective analysis of your acquired knowledge and skills as they reflect knowledge and skill requirements described by the Pennsylvania Department of Education for Instructional Technology Specialist in K-12.**

Grading will be based upon the following criteria with points awarded for each element as indicted in rubric below. Upon review and grading, student may revise and submit revised version in final portfolio: **NOTE:** Reports are to follow required file-naming structure of: Last name first initial CE599 Final Report). One point will be deducted if requirement not met.

Grade Points calculated as percentage of 20 possible points.

Example: 18 of 20 = 90% of 15 or 13.5 points

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | | **2 points** | | **1 point** | | **0 points** | | **Final Report** |
| Report describes in sufficient detail the activities associated with the accompanying time log. | | Good | | Needs Improvement | | Not acceptable/  Not submitted | | 2 |
| Report is written and constructed in a professional manner | | Good | | Needs Improvement | | Not acceptable/  Not submitted | | 2 |
| Report contains no errors in spelling or grammar | | No errors | | No spelling error and no more than one error in grammar | | Report contains spelling errors and/or more than one error in grammar. | | 2 |
| Accompanying time log is easy to read and understand and is aligned with the activities described in the report | | Good | | Time log difficult to read or understand but is aligned with activities described in the report | | Time log cannot be understood or is not aligned with activities described in report | | 2 |
| Accompanying time log is presented in a professional manner with no errors in calculation or spelling | | Good | | Time log is presented in a professional manner but contains errors in calculation | | Time log is not presented in a professional manner and/or contains errors in calculations and/or spelling | | 2 |
| Report is constructed and presented in a professional manner with all required signatures | | Good | | Needs Improvement, in manner in which report is constructed and presented | | Report is missing required signatures | | 2 |
| **Final report includes reflective analysis of your acquired knowledge and skills as they reflect knowledge and skill requirements described by the Pennsylvania Department of Education for Instructional Technology Specialist in K-12.** | | | | | | | |  |
| **5**  Excellent response to criteria with no improvement needed | **4**  Very good response to criteria requiring very little improvement | | **3**  Good response to criteria but needs some improvement | | **2**  Response to criteria needs significant improvement | | **1**  Response to criteria not sufficient and needs extensive improvement | **4** |
| Final report indicates an understanding of the skills and knowledge described by PDE for Instructional Technology Specialist K-12 as well as the challenges, issues and concerns of those supporting teachers and schools in positions requiring this certification | | | | | | | | yes |
| Final report indicates reflective analysis of the student interns growth, acquired knowledge and extent to which they are prepared to serve in the role of Instructional Technology Specialist K-12 | | | | | | | | yes |

Comments:

**University Supervisor Observations (3 at 10 points each)** 30 points

* The University Supervisor will conduct three observation visits, one within the first 15 hours, the second within the next 15 hours (at 30 hours), and the third within the final 15 hours (prior to 45 hours) of the Internship. Students should recommend opportunities for observation based upon scheduled tasks

Indication of how grade points are determined is provided on the observation form. Comments will be contained in the observation form.

See observation forms. Due to lack of participants, the third formal observation was cancelled. This is something the Nick & Sherri could not account for. They development full professional development session and due to the summer months, I doubled their first two observations.

**Portfolio** 15 points

As part of the final Internship Report, student will submit a compiled portfolio with copies of all reports and time logs as well as accumulated artifacts demonstrating skill and knowledge applied throughout the internship.

Portfolio submission guidelines:

Each student completing an internship in preparation for certification as Instructional Technology Specialist will, upon completion of the internship, submit a portfolio containing artifacts created or utilized during the internship that provide evidence of demonstration of the expectations and requirements of a program preparing students to be certified as Instructional Technology Specialist as described by the Pennsylvania Department of Education. This portfolio may contain hard copy elements, digital elements or a combination of both. Given the nature of the internship with the potential for a wide range of potential artifacts and individual experiences, guidelines or requirements on elements to be included are not strictly defined. Students should exhibit professional judgment in their inclusions and the manner in which the portfolio is presented for evaluation.

The portfolio will be evaluated according to the following scale:

5 – Excellent submission (15 points) 15 points. Nick’s portfolio was submitted in a timely manner and contained documentation he created, logs, reports as well as the materials that were used during his state-wide conference presentation. It may have been enhanced by the use of a formal cover and binding.

4 – Above average submission (12-14 points)

3 – Average submission (9-11 points)

2 – Below average submission (6-8 points)

1 – Poor submission (3-5 points)

0 – Unacceptable submission/ portfolio not submitted

Portfolio will be evaluated in the following areas:

1. Comprehensive submission that provides evidence of demonstration of competency in all or nearly all areas of the PDE description of the expectations and requirements of a program preparing students to be certified as Instructional Technology Specialist.
2. Professional presentation of the artifacts in either hard copy or digital format in a manner that indicates intern’s ability to present documentation for review by school and district personnel as well as community members and other constituencies.
3. Compilation and presentation of portfolio is easy to follow for review and provides clear indications of the type and use of the portfolio element as well as the intern’s role in the creation of the artifact.
4. Portfolio elements do not violate any copyright laws, regulations governing privacy, and/or policies of either the host school or the University. Should such laws, regulations, or policies be involved, evidence of student intern’s ability to work within those laws, regulations and/or policies is included in the portfolio.
5. Portfolio is submitted by the due date required and follows all submission procedures required by University Supervisor. Submission procedures will be determined in discussions with the University Supervisor and conveyed to student intern for confirmation as early in the internship as possible.

Comments:

**Professionalism** 10 points

* Throughout the internship, student will exhibit professionalism as described in following rubric used to determine grade points earned in this area. Cooperating/mentor Instructional Technologist will be asked to contribute to this evaluation.

15 points possible –

Grade points determined as percentage. Ex: 13 of 15 = 87% of 10 points or 8.7 points.

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| --- | --- | --- | --- | --- |
| **Preparation:** |  |  |  |  |
| 3 points | 2 points | 1 point | 0 points |  |
| Student is prepared for all activities, meetings and/or professional development sessions, all required background research, materials preparation and information dissemination completed on time. | Student is generally prepared for nearly all meetings, activities and/or professional development sessions. Most required background research, materials preparation and information dissemination completed on time. No more than one instance in which student is not prepared completely has occurred. | Student has not been prepared for activities, meetings and/or professional development sessions. Inadequate background research was conducted, material preparation was not complete and information was not disseminated adequately. More than one instance has occurred in which student is unprepared. | Student showed no indication of preparation for activities, meetings or professional development. Student did not conduct background research, materials preparation, and/or information dissemination. Student was consistently unprepared. | 3 |
| **Attendance/Punctuality** |  |  |  |  |
| 3 points | 2 points | 1 point | 0 points |  |
| Student is on time for every meeting, activity and/or professional development session. Student has no unexcused absences and no more than one excused absence in which appropriate action was taken to reschedule. | Student has no more than one instance in which he/she is late for an activity, meeting or professional development session. Student has no unexcused absences and no more than two excused absences in which appropriate action was taken to reschedule. | Student has no more than two instances in which he/she is late for an activity, meeting or professional development session. Student has no unexcused absences and no more than two excused absences in which appropriate action was taken to reschedule. | Student is late more than twice, has one or more unexcused absences and/or more than two excused absences. Student does not take appropriate action to reschedule excused absences. | 3 |
| **Interpersonal Skills:** |  |  |  |  |
| 3 points | 2 points | 1 point | 0 points |  |
| Student demonstrates appropriate interpersonal skills, respect for others (teachers, students, peers and supervisors). Student demonstrates leadership in collaborative activities and discussions, is highly motivated, and has a positive attitude toward this course. | Student demonstrates inconsistent interpersonal skills with sometimes inappropriate demeanor, sometimes exhibits leadership skills and shows respect for others. Student is motivated and has a positive attitude toward this course. | Student demonstrates some difficulty with interpersonal skills, shows little evidence of leadership skills and sometimes shows a lack of respect for others. Student is sometimes unmotivated and/or has a less than positive attitude toward this class. | Student frequently displays unprofessional behavior through poor interpersonal skills, demonstrates a lack of respect for others and appears to have lack of motivation and/or a negative attitude toward this course. | 3 |
| **Communication Skills** |  |  |  |  |
| 3 points | 2 points | 1 point | 0 points |  |
| Student demonstrates excellent communication skills in oral and written communications with persons of diverse backgrounds, and in both group and individual discussions and activities. Student effectively communicates to resolve conflict and negotiates reasonable, fair and equitable resolutions in which all parties are considered. | Student demonstrates average communication skills in oral and written communications with persons of diverse backgrounds, and in both group and individual discussions and activities. Student sometimes but not always effectively communicates to resolve conflict and negotiates reasonable, fair and equitable resolutions in which all parties are considered | Student demonstrates less than average communication skills in oral and written communications with persons of diverse backgrounds, and in both group and individual discussions and activities. Student struggles to effectively communicate to resolve conflict and is not able to negotiate reasonable, fair and equitable resolutions in which all parties are considered | Student demonstrates poor communication skills in oral and written communications with persons of diverse backgrounds, and in both group and individual discussions and activities. Student does not effectively communicate to resolve conflict and is not able to negotiate reasonable, fair and equitable resolutions in which all parties are considered. | 3 |
| **Planning and Progress** |  |  |  |  |
| 3 points | 2 points | 1 point | 0 points |  |
| Student exhibits excellent planning skills with clear, attainable objectives presented in a well-structured and reasonable time line. Student is able to progress through the agreed-upon plan in a timely manner and keeps supervisor apprised of progress. Student demonstrates ability to foresee challenges and issues impeding progress and propose responses to those challenges and issues. Student is able to respond to required changes in plan without sacrificing progress or satisfactory completion. | Student exhibits adequate planning skills with clear, attainable objectives presented in a structured and reasonable time line. Student is able to progress through the agreed-upon plan in a timely manner. Student demonstrates some ability to foresee challenges and issues impeding progress but needs assistance to propose responses to those challenges and issues. Student is able to respond to required changes in plan without sacrificing progress or satisfactory completion | Student exhibits less than adequate planning skills and struggles to create clear, attainable objectives presented in a structured and reasonable time line. Student is mostly able to progress through the agreed-upon plan in a timely manner but has some difficulty. Student does not demonstrate ability to foresee challenges and issues impeding progress and so does not propose responses to those challenges and issues. Student is able to respond to required changes in plan without sacrificing progress or satisfactory completion | Student exhibits poor planning skills and struggles to create clear, attainable objectives presented in a structured and reasonable time line. Student is not able to progress through the agreed-upon plan in a timely manner. Student does not demonstrate ability to foresee challenges and issues impeding progress and so does not propose responses to those challenges and issues. Student is not able to respond to required changes in plan without sacrificing progress or satisfactory completion | 3 |

Comments: Throughout the summer, Nick accounted for his time and efforts for his internship. He utilized technology efficiently to manage and document his work as well as communications with both the District Supervisor and the University Supervisor. All of his reports and documentation were maintained and shared via GoogleDocs; an online technology that he models for the teachers and students in his district.

In addition, he also presented two sessions at a state-wide conference.