
Field Experience Handbook

Department of Educational Technology, Research and Assessment



Northern Illinois
University

2020-2021

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PREFACE

This is the third edition of the ETRA Field Experience Handbook. This document includes policies and procedures pertaining to the field experience for graduate students in the Department of Educational Technology, Research and Assessment, College of Education, Northern Illinois University.

Contact Person: Olha Ketsman, Ph.D. ETRA Field Experience Coordinator
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VISION AND MISSION

Vision Statement

The Department of Educational Technology, Research and Assessment, a dynamic and collaborative community of scholars, is dedicated to responsible research and reflective practice to promote innovative learning environments and improved learning outcomes for all learners.

Mission Statement

The primary mission of the department is to advance the development and use of technology, research methodology and assessment in a variety of settings to enhance teaching, learning and scholarship.

To achieve this mission, the department:

- 1) Prepares educational professionals in the disciplines of Instructional Technology, Quantitative and Qualitative Research Methodology, Assessment Theory and School Library Media.
- 2) Provides College of Education students with core knowledge in technology, research methodology and assessment.
- 3) Conducts scholarship to further theory and practice, advises professionals in public and private sectors, and influences policy decisions with the disciplines.

The department serves a racially and ethnically diverse population of students, primarily from Illinois, but also from other states and the international community. Department graduates serve in a variety of leadership roles in research, in public and private elementary and secondary schools, post-secondary and higher education, other educational and non-educational agencies and settings. In addition, the department offers graduate and undergraduate courses that serve exploratory, research and educational functions to a diverse range of students, including those from other departments. Instructional Technology has the specific responsibility of developing and monitoring certification and entitlement programs for school Library Information Specialists and Technology Specialists.

The department offers the degrees of Master of Science in Education (M.S.Ed.) and Doctor of Philosophy (Ph.D.) in Instructional Technology; the Master of Science (M.S.) in Educational Research and Evaluation; Certificates of Graduate Study (CGS) in Advanced Quantitative Methodology in Education, Qualitative Methods, B.A.S.I.S. — Building Assessment Systems

and Intervention Strategies for School Innovation, Children’s Literature and Workplace Learning; and preparation for State of Illinois Teacher Certification as a school Library Information Specialist and Technology Specialist.

FIELD EXPERIENCE**Overview**

The purpose of the field experiences program is to provide students a career experience and to help develop skills appropriate to the work environment. In some cases, students may receive a basic introduction, and in other cases, students will receive an in-depth understanding and/or working knowledge of a specific employment area in educational technology. Field experiences are usually in one of these types of settings:

- 1) K-12 (elementary, middle, junior high or high school).
- 2) Public library, youth services or educational services areas.
- 3) Regional or state offices of education serving school library/media professionals.
- 4) Business and industry particularly performance technology or human performance, instructional design and training departments.
- 5) Higher education institutions (i.e., community colleges, private or public universities).
- 6) Other educational organizations, libraries, museums and centers for public information and education.

Many ETRA students have career aspirations and job changes as goals for their degree work at NIU. Under the direction of a field supervisor, the field experience program helps you to earn credit for engaging in real-life work either full time or part time, and thereby helps you to put into practice many of your new skills and understandings. The field experience is very much like a real job. You apply, sometimes competing for an opening, and are selected on your merits and the site's needs. Whether it is in educational technology, performance technology, instructional design technology development or school library media, the field experience program offers you a reality against which to test the knowledge you have gained in graduate study. An internship placement offers you the opportunity to observe shadow and be mentored by professionals in your chosen area of specialization.

Note: All students whose internship or practicum experience involves hours in K-12 settings and some students in other settings will be required to complete a criminal background check and TB test before any internship hours can be approved. The current ETRA Field Experience Coordinator is Olha Ketsman, Ph.D. Phone: 815-753-9687, Email: oketsman@niu.edu.

Field Experience Registration Process

In order to register for the field experience, a student must submit a set of internship registration forms as one combined PDF file to the ETRA Field Experience Coordinator. After ETRA Field Experience Coordinator reviews and approves the registration packet, a student will be notified that they can start working on their field experience. Required field experience registration packet includes the following forms:

1. Registration Checklist and Screening Form.
2. Independent Study and Individualized Project Contract Form.
3. Federal Selective Service Registration Compliance.
4. Field Supervisor Agreement.
5. Field Experience Goals.

All field experience registration forms can be found in the Appendix A of this handbook. Review the Overview the Registration Process Flowchart found in the Appendix A to guide you through the registration process.

TYPES OF FIELD EXPERIENCE

1. Instructional Technology Generalist (K-12 and Business) Field Experience

The information provided here is designed to assist students as they prepare to complete the field experience requirement for the general Instructional Technology degree. Below you will find a general description of the process and required documentation.

Frequently Asked Questions

Do I need a three credit or six credit field experience?

A three credit (100 hours) practicum/field experience is required as a part of the M.S in Instructional Technology degree program. Any student who has a project of sufficient size that would warrant a six credit (200 hours) experience may register for six credits rather than the minimum.

Where can I collect field experience hours?

Field experience hours can be collected in any setting that provides you the opportunity to meet your field experience goals/objectives. Some settings may require you to complete a criminal background check and TB test.

What is a field supervisor and what do they need to do?

For each location you complete hours, you need to have a field supervisor who is willing to supervise the experience and to write an evaluation report. Field supervisors must be identified before you begin collecting hours at a location and each field supervisor must be documented using a Field Supervisor Agreement form, which can be found under the Field Experience Registration Forms (*Appendix A*). Please, refer to the Field Supervisor Qualifications and Responsibilities (*Appendix B*) for more information about who can serve as a field supervisor.

How do I create my goals?

Once a fieldwork placement has been secured, a student should work with a fieldwork supervisor to create a list of field experience goals/objectives that will be accomplished during the fieldwork placement. Both a student and a fieldwork supervisor need to mutually agree upon these, goals and objectives. Field experience goals/objectives need to be described well, with as much detail as possible and should be aligned with Association for Educational Communications and Technology (AECT) standards. Students should include a variety of goals/objectives to meet each technology standard. ETRA field experience coordinator must approve field experience goals/objectives before a student can start collecting any field experience hours.

How do I document my field experience?

During field experience, each intern will keep a log documenting all fieldwork activities and hours by date. A spreadsheet or a table is a good way to do it. At the end of the semester in which a student is registered for the field experience course, students must submit a log as part of their Field Experience Portfolio.

When can I begin working on my field experience hours?

You can begin working on your hours as soon as you have a set of goals approved by the ETRA field experience coordinator and when you secured an appropriate location and a field supervisor as documented by a completed Field Supervisor Agreement (Appendix A). Students often need more than one academic semester to complete their necessary number of hours and that is not a problem at all but you do not have to register for the internship course until the semester in which you will COMPLETE the total number of required hours.

How is my field experience evaluated?

Internship evaluation procedures include the following: ETRA field supervisor's visit and field experience portfolio. Field experience portfolio should be visible once you enroll in the internship course. If this is not the case, contact ETRA Field Experience Coordinator Olha Ketsman at 815-753-9687 or, oketsman@niu.edu. Field experience portfolio includes several sections. Follow the instructions included in each section to complete your field experience portfolio.

What is the field visit by the ETRA field experience coordinator?

At least once during your field experience the ETRA field experience coordinator will visit with you at one of your field experience locations to evaluate first hand your performance. You must work with the ETRA field experience coordinator to schedule the field site visit.

Which standards should I use to align my field experience goals?

Students working on the Instructional Technology Generalist Field Experience should align their field experience goals with the Association for Educational Communications and Technology (AECT) standards if the internship is in the business settings or with the standards of the International Society for Technology in Education (ISTE).

2. Library Information Specialist Certificate Field Experience

The information provided here is designed to assist students as they prepare to complete the field experience requirement for the LIS Certificate. Below you will find a general description of the process and required documentation.

Frequently Asked Questions

Do I need a three credit or six credit field experience?

If you have any current or prior experience in a Library/Media Center setting or in a similar position approved by the Field Experience Coordinator you are required to complete a three credit (100 hour) field experience. If you have no current or prior experience in a Library or Media Center then you must complete a six credit (200 hour) field experience.

Where can I engage in field experience?

Regardless of the total number of field experience hours required you must complete at least 1/3 of your total hours in a K-12 library setting under the supervision of a certified librarian. The remainder of your total hours can be completed at any other combination of library settings (K-12, university, public, etc.).

What is a field supervisor and what do they need to do?

For each location you complete hours you need to have a field supervisor who is willing to supervise the experience and to write an evaluation report. Field supervisors must be identified before you begin collecting hours at a location and each field supervisor must be documented using a Field Supervisor Agreement form, which can be found under the Field Experience Registration Forms (*Appendix A*). Please, refer to the Field Supervisor Qualifications and Responsibilities (*Appendix B*) for more information about who can serve as a field supervisor.

How do I create my goals?

Once a fieldwork placement has been secured, a student should work with a fieldwork supervisor and will create a list of field experience (internship) goals/objectives that will be accomplished during the fieldwork placement. Both a student and a fieldwork supervisor need to mutually agree upon these goals/objectives. Internship goals/objectives need to be described well, with as much detail as possible and should be aligned with standards for the American Association of School Librarians (AASL) Students should include a variety of goals/objectives to meet each standard. ETRA field experience coordinator must approve internship goals/objectives before a student can start collecting any field experience hours.

What is the diversity requirement?

Part of the field experience is the opportunity to work with diverse learners in diverse settings. Students must document these experiences for the field experience portfolio. Students should document the diversity requirement by showing experiences with all or some of the diversity groups such as: ethnical-cultural, socio-economic, English language learners and special needs.

What is the Content Collaboration Assignment?

A required component of an LIS field experience is to complete the Content Collaboration Assignment. This assignment provides the field experience students the opportunity to develop and implement an information literacy lesson. For more information and requirements about this assignment, refer to the Content Collaboration Assignment (*Appendix D*) in this handbook.

How do I document my field experience?

During field experience, each intern will keep a log documenting all fieldwork activities and hours by date. A spreadsheet or a table is a good way to do it. At the end of the semester in which a student is registered for the field experience course, students must submit a log as part of their Field Experience Portfolio.

When can I begin working on my field experience hours?

You can begin working on your hours as soon as you have a set of goals approved by the ETRA field experience coordinator and when you secured an appropriate location and field supervisor as documented by a completed Field Supervisor Agreement (*Appendix A*). Students often need more than one academic semester to complete their necessary number of hours and that is not a problem at all but you do not register for the internship course until the semester in which you will COMPLETE the total number of required hours.

How is my field experience evaluated?

Internship evaluation procedures include the following: ETRA field supervisor's visit, and field experience portfolio. In addition, students pursuing Library Information Specialist Certificate will submit the Content Collaboration Assignment (*Appendix D*). Field experience portfolio should be visible once you enroll in the internship course. If this is not the case, contact the ETRA Field Experience Coordinator Olha Ketsman at 815-753-9687 or oketsman@niu.edu. Field experience portfolio includes several sections. Follow the instructions included in each section to complete your field experience portfolio.

What is the field visit by the ETRA field experience coordinator?

At least once during your field experience the ETRA field experience coordinator will visit with you at one of your field experience locations to evaluate first hand your performance. You must work with the ETRA field experience coordinator to schedule the field site visit.

Which standards should I use to align my field experience goals?

Students working on the Library Information Specialist Field Experience should align their field experience goals with the standards for the American Association of School Librarians (AASL).

3. Technology Specialist Certificate Field Experience

The information provided here is designed to assist students as they prepare to complete the field experience requirement for the Technology Specialist Certificate. Below you will find a general description of the process and required documentation.

Frequently Asked Questions

Do I need a three credit or six credit hour field experience?

If you have any current or prior experience as a technology teacher, technology coordinator, or similar position approved by the Field Experience Coordinator you are required to complete a three credit hour (100 hour) field experience. If you have no current or prior experience then you must complete a six credit hour (200 hour) field experience. If you are unsure if your prior experience is acceptable, please contact the ETRA field experience coordinator.

Where can I engage in field experience hours?

Regardless of the total number of field experience hours required you must complete at least 1/2 of your total hours in a K-12 setting under the supervision of a certified technology specialist. The remainder of your total hours can be completed at any other combination of technology settings (K-12, university, public etc.).

What is a field supervisor and what do they need to do?

For each location, you complete hours you need to have a field supervisor who is willing to supervise the field experience and write an evaluation report. Field supervisors must be identified before you begin collecting hours at a location and each field supervisor must be documented using a Field Supervisor Agreement form, which can be found under the Field Experience Registration Forms (*Appendix A*). Please, refer to Field Supervisor Qualifications and Responsibilities (*Appendix B*) for more details.

How do I create my goals?

Once a fieldwork placement has been secured, a student should work with a fieldwork supervisor and will create a list of field experience (internship) goals/objectives that will be accomplished during fieldwork placement. Both a student and a fieldwork supervisor need to mutually agree upon internship goals/objectives. These goals/objectives need to be described well, with as much detail as possible and should be aligned with the Standards for the International Society for Technology in Education (ISTE). Students should include a variety of goals/objectives to meet each standard. Note: AECT standards may be used when an internship placement is in business

or industry. ETRA field experience coordinator must approve internship goals/objectives before a student can start collecting any internship hours.

What is the diversity requirement?

Part of the field experience is the opportunity to work with diverse learners in diverse settings.

Field experience students must document these experiences for the field experience portfolio.

Students should document the diversity requirement by showing experiences with all or some of the diversity groups such as: ethnical-cultural, socio-economic, English language learners and special needs.

How do I document my internship experience?

During field experience, each intern will keep a log documenting all fieldwork activities and hours by date. A spreadsheet or a table is a good way to do it. At the end of the semester in which a student is registered for the field experience course, students must submit a log as part of their Field Experience Portfolio.

When can I begin working in my field experience?

You can begin working on your hours as soon as you have a set of goals approved by the ETRA field experience coordinator and when you secured an appropriate location and field supervisor as documented by a completed Field Supervisor Agreement (*Appendix A*). Students often need more than one academic semester to complete their necessary number of hours and that is not a problem at all but you do not register for the internship course until the semester in which you will **COMPLETE** the total number of required hours.

How is my internship experience evaluated?

Internship evaluation procedures include the following: ETRA field supervisor's visit and field experience portfolio. Field experience portfolio should be visible in your course once you enroll in the internship course. If this is not the case, contact the ETRA Field Experience Coordinator Olha Ketsman at 815-753-9687 or oketsman@niu.edu. Field experience portfolio includes several sections. Follow the instructions included in each section to complete your field experience portfolio.

Which standards should I use to align my field experience goals?

Students working on the Technology Specialist Field Experience should align their field experience goals with the standards for the International Society for Technology in Education (ISTE).

What is the field visit by the ETRA field experience coordinator?

At least once, during your field experience the ETRA internship coordinator will visit with you at one of your field experience locations to evaluate first hand your performance. You must work with the ETRA field experience coordinator to schedule the field site visit.

4. Initial Certification Field Experience

Students who are seeking their Initial Professional Educators Licensure in conjunction with either the Library Information Specialist or Technology Specialist entitlement must complete an additional 100 hour (three credit hour) field experience. This field experience should be completed **prior** to the TS or LIS Certificate field experience. The purpose of this field experience is to allow students without prior experiences in K-12 environment to observe and become familiar with this setting. Students needing to complete an Initial Licensure Field Experience should contact the Field Experience Coordinator for more information.

FIELD EXPERIENCE EVALUATION

Field experience will be evaluated based on the following: ETRA field supervisor's visit field experience portfolio, and if a student is working on the LIS internship, they will submit Content Collaboration Assignment (*Appendix D*) in addition to the before mentioned requirements.

ETRA field coordinator's visit will be scheduled with you once you start your internship. Field experience portfolio will be available once students enroll in the internship course. Field experience portfolio is due at the end of the semester in which a student is enrolled. Specific dates will be communicated to students once the semester for which they are enrolled begins.

Field experience portfolio includes the following required elements:

1. Field Experience Location (for K-12 settings only)

In this section students will describe settings and demographics of the field placement where they conducted their internship experiences. It is suggested that students use Illinois Interactive Report Card to access this information. In addition, students are required to document experience with diverse populations that they encountered during their internship work.

Students should document the diversity requirement by showing experiences with all or some of the diversity groups such as: ethnic-cultural, socio-economic, English language learners and special needs. This is an example of how you can document your diversity experience during your internship:

Date	Type of Diversity	Activities
January 26	Special needs, ethnic, English language learners.	Planned and taught a lesson to a second grade class which included special needs students and those of ethnic diversity. Also helped a special needs student find an Accelerated Reader book and use the computer to take an AR test.

2. Purpose

Students will submit their initially approved internship goals aligned with appropriate standards.

3. Journal or log

While conducting their field experience, students will keep a log of hours and activities that they conducted. Please, see below the suggested format of journal/log.

Activity	Description/Purpose	Date	Number of Hours
1. Created video tutorials	Briefly describe this activity and its purpose.	09/10/2020-09/25/2020	20 hours
2. Created Student Apple IDs in preparation for 1:1 iPad initiative	Briefly describe this activity and its purpose	09/26/2020-10/15/2020	10 hours
Total number of hours completed:		Total number of hours	

4. *Artifacts*

Students are required to include two to three items that they created during internship and that will serve as evidence of completion of their internship goals. Depending on the internship goals, some possible artifacts can include a website or a mobile app that an intern developed, a video tutorial, curriculum implementation guide, instructional design plan, technology-enhanced instructional materials, etc. Each artifact must be submitted through Field Experience Portfolio. In addition to submitting artifacts, students must add a description of each artifact including context, appropriate standards (AASL, AECT or ISTE depending on student's internship) that the artifact represents, and a short reflection about the construction or use of the artifacts that will include comments about how these artifacts and activities contribute to student learning.

5. *Reflection of Field Experience.*

Students will write a reflection of their field experience that will demonstrate the depth of their learning, evidence of understanding and integration of ideas. Students should support their perspectives with examples from their internship experience. Refer to *Appendix E* for guidelines on writing a field experience reflection.

6. *Field Experience Supervisor Evaluation.*

Students' field experience supervisor will write an evaluation upon completion of the field experience. This evaluation should be completed no later than the last week of the semester. The exact date will be communicated each semester by ETRA field experience coordinator. This evaluation should be written on official letterhead and should be signed. The field supervisor will discuss how well the intern has achieved internship goals, professional and personal strengths

that the intern demonstrated, any concerns for the intern’s continued professional work, etc.

Please, refer to *Appendix C* for the Field Supervisor Evaluation Guide.

Please, note that students working on Library Information Specialist Field Experience will also submit Content Collaboration Assignment. Please, refer to *Appendix D* for more information regarding this assignment.

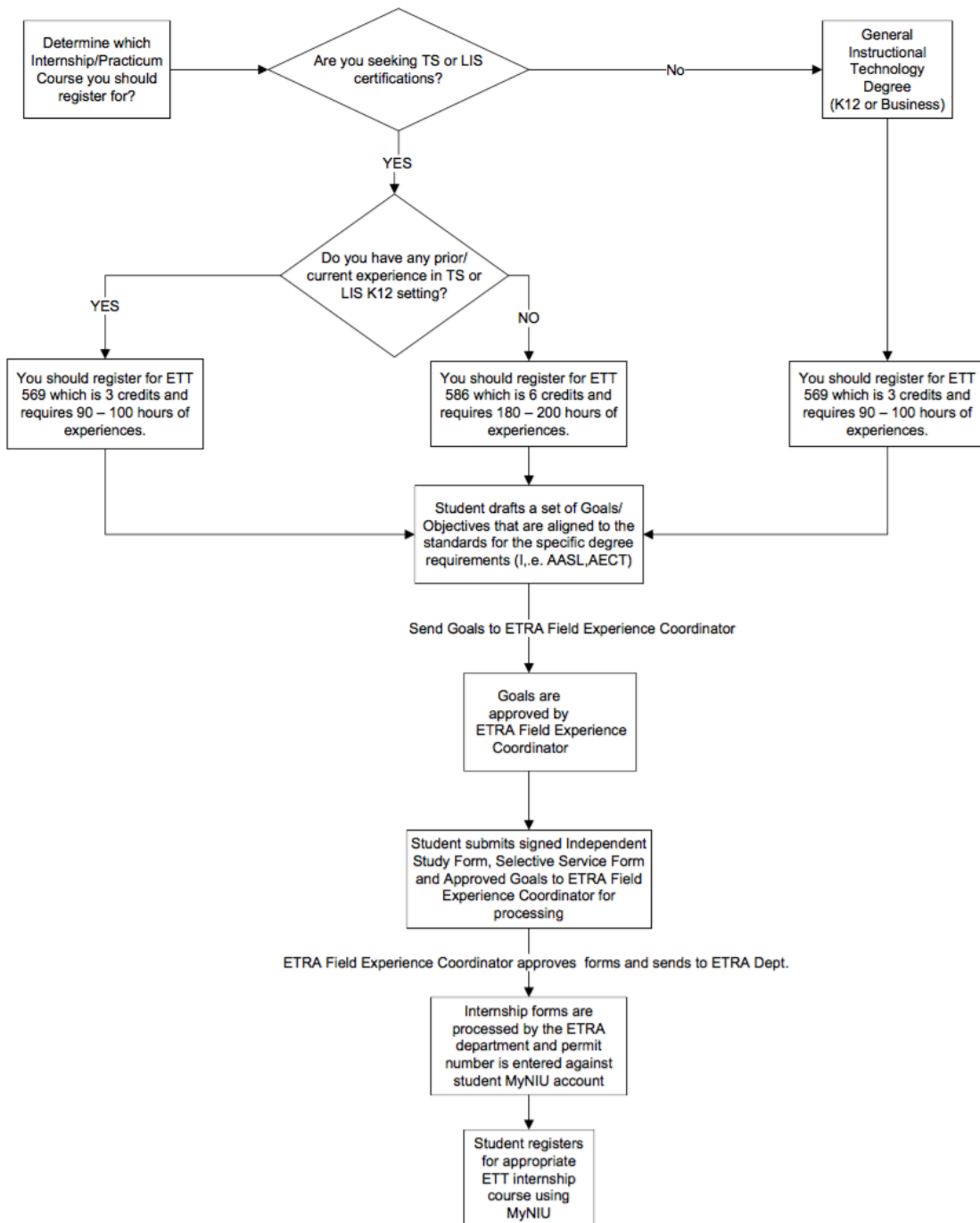
APPENDIX

Appendix A. The Field Experience Registration Forms

Appendix A includes an Overview of the Registration Process Flowchart and **five required** field experience registration forms. Students must submit all **five** listed registration forms as one combined pdf to the ETRA field experience coordinator before they can start internship experience.

- ***Overview of the Registration Process Flowchart.***
- ***Registration Checklist and Screening Form.***
- ***Independent Study and Individualized Project Contract Form.***
- ***Federal Selective-Service Registration Compliance.***
- ***Field Supervisor Agreement.***
- ***Internship goals.***

Overview of registration process for an ETRA Internship/Practicum?



Updated 01/2021

Educational Technology Research and Assessment Internship/Practicum Course Registration Checklist and Screening Form

First Name: _____ Last Name: _____

Student ID # : _____ Enrollment Semester: _____

Email: _____ Contact Phone #: _____

Which course do you wish to register for? (500 level for MS.ed & 700 level for Ed.D)

- ETT 569 (3 credits – 100 hours) ETT 586 (6 credits – 200 hours)
- ETT 770 (3 credits – 100 hours) ETT 786 (6 credits - 200 hours)

How many credit hours of coursework have you completed toward your degree? _____

Do you have a Professional Educator's License?

- Yes No

If no, do you plan to earn it in this program?

- Yes No

Are you seeking K-12 entitlement with your Instructional Technology Degree?

- Yes No

If yes, please indicate which:

- Technology Specialist Library Information Specialist Both

If yes, have you passed content test for Technology Specialist or Library Information Specialist?

- Yes No

Click here for more information: <http://www.cedu.niu.edu/etra/resources/ILCertTestResources.shtml>

Have you submitted a draft of your goals/objectives to the ETRA field experience coordinator?

- Yes No

Have you secured a location(s) where you will be working as an intern?

- Yes No

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Have you identified who will act as your field supervisor at your internship setting?

Yes No

Will you need assistance finding a placement as an intern? Yes No

Will you be collecting any internship hours in a K12 setting? Yes No

a. If Yes, have you completed the Criminal Background Check? Yes No

b. If Yes, have you completed the TB test? Yes No

c. If yes, have you completed the NIU School Safety for Preservice Teachers Module*?

Yes No

Click here for more information:

http://www.teachercertification.niu.edu/teachercertification/safety_tutorial/index.shtml

* The title is a misnomer, given that the law itself does not specify a distinction between advanced and initial programs.

Checklist of Documents that must be submitted to the ETRA Field Experience Coordinator and approved before registration can be processed.

_____ Independent Study Form

_____ Approved Goals/Objectives

_____ Selective Service Form

_____ Field Supervisor Agreement Form

_____ Internship/Practicum Checklist and Screening Form

If using a K12 setting for any internship/practicum hours students are also required to submit the following:

_____ TB test results

_____ Criminal Background Check Request Verification

Northern Illinois University
Department of Educational Technology, Research and Assessment

INDEPENDENT STUDY & INDIVIDUALIZED PROJECT CONTRACT FORM

Year/Sem: _____

Student's Name: _____ Student EMPLID: _____

Student's Email: _____ Phone: _____

Student's Classification: Graduate: SAL: Undergraduate:

Student's Major College/Degree: _____

Instructor Name: _____

Course Number: _____ Section: _____ Course Credit Hours: _____

Course Title: _____

Date work must be completed by: _____

Faculty member's statement on grading procedures: Field experience portfolio and field visit assesment.

Student's Signature _____

Date _____

Faculty Member's Signature _____

Date _____

Department Chair's Signature _____

Date _____

Revised 01/2021

Office Use: Program of Courses _____ Registered _____ Tuition Waiver _____

NORTHERN ILLINOIS UNIVERSITY
GRADUATE SCHOOL

FEDERAL SELECTIVE-SERVICE REGISTRATION COMPLIANCE

State of Illinois law requires that a student receiving State-supported financial aid (e.g., a scholarship, fellowship, or tuition waiver) must present, to the university, certification of either (1) registration with the United States Selective Service or (2) an explanation of the absence of such registration.

Therefore, in order for a Northern Illinois University graduate student or student-at-large to receive such financial aid, the student must complete this form and return it to the Graduate School (Adams Hall).

You must mark statement A, B, or C:

- A. I certify that I am registered with the U.S. Selective Service.
- B. I certify that I am not required to be registered with the U.S. Selective Service. If statement B is marked, at least one of the following statements must also be marked:
- I am a female.
 - I am not a U.S. citizen and I am lawfully in the U.S.
 - I have not reached my 18th birthday.
 - I was born before 1960.
 - I am on full-time active duty in the U.S. military. (This does not include being in the National Guard or military reserves.)
 - I am incarcerated, hospitalized, or institutionalized for medical reasons, but I understand that to receive financial aid after my release I must submit a new Federal Selective-Service Registration Compliance form.
 - I am a citizen of American Samoa and my permanent address is not in the U.S.
 - I am a national or citizen of the Republic of the Marshall Islands or the Federated States of Micronesia.
- C. I am at least 26 years of age; but did not register with the U.S. Selective Service and am not exempt by statement B. I will not receive financial aid prior to a determination by the Graduate School that my failure to register was not knowing and willful. (This must be documented and is explained in an information sheet available at the Graduate School.)

I agree to present a new copy of this form if the above information changes before I receive financial support as a student at Northern Illinois University.

Students Name (Print Last Name First)

Students Signature

Z ID Number

Date

Updated 01/2021

Agreement for Internship or Practicum Study

Student Name _____ SSN _____

Address _____

Street City State Zip

Telephone: Home _____ Business _____

The following organization/institution has agreed to accept the intern and provide adequate supervision:

Name of Organization _____ Field Supervisor _____

Field Supervisor's email address _____

Address _____

Street City State Zip

Telephone: _____

Area of internship specialization: _____

Approximate dates of internship: Start Date _____ End Date _____

Intern salary or remuneration (as appropriate) \$ _____

The internship will be for _____ graduate hours of credit with approximately _____ work hours spent in the internship situation. (3 credits = 100 hours)

The intern and field supervisor by mutual agreement have established learning objectives and activities/strategies for the internship. A copy of these objectives and activities/strategies is attached to this agreement. The intern and field supervisor agree to follow all the guidelines for internships as listed on the information sheets.

Intern _____ Date _____

Field Supervisor _____ Date _____

ETRA Field Experience Coordinator _____ Date _____

Note: This agreement indicates the desire of the intern and the field supervisor to cooperate with NIU in the development of a profitable internship. It does not constitute a contract between NIU and other organizations.

Olha Ketsman, Ph.D.

Clinical Assistant Professor / ETRA Field Experience Coordinator

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Revised 01/2021

Northern Illinois University



Northern Illinois University

Northern Illinois University
Department of Educational Technology, Research and Assessment

FIELD EXPERIENCE GOALS/OBJECTIVES

Create a list of field experience goals/objectives that you will accomplish during your fieldwork experience. Field experience goals must be aligned with appropriate technology standards. Please, refer to the departmental website for more information. You may add extra pages if there is not enough space on this form.

Updated 01/2021

Appendix B. Field Supervisor Qualifications and Responsibilities



Olha Ketsman, Ph.D.
 Clinical Assistant Professor/ ETRA Field Experience Coordinator
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Qualifications and Responsibilities of Field Supervisors

A. Field Supervisor Qualifications

Ideally, field supervisors are certified in the area(s) for which the intern is seeking certification. But this is not always possible. School professionals with experience in the certification area are able to serve as field supervisors in many cases. Whether or not a person is able to serve as a [filed](#) supervisor is determined through collaboration between the intern, the potential field supervisor and the ETRA field experience coordinator.

B. Internship Placement Sites

Sites are considered appropriate for an internship placement if:

1. A supervisor is available at or near the site.
2. There is [work](#) to be done at the site that supports the growth of the intern.
3. The intern [will have](#) experience with a diverse population. Diversity is determined by the demographic data from the Illinois Interactive Report Card (<http://iirc.niu.edu/>). Whether or not a site is diverse enough is determined on a case-by-case basis through the collaboration of the intern, the potential supervisor and the ETRA field experience coordinator.

C. Supervising an Internship

The process for supervising an intern occurs as follows:

1. The intern contacts the potential field supervisor and sets up a meeting.
2. The intern and the field supervisor meet.
3. If it is determined that an internship should be established, an intern works with a field supervisor to create internship goals/objectives aligned with appropriate technology standards as well as a field supervisor agreement. An intern creates a personal copy of these documents and a copy for the field supervisor. The field supervisor acknowledges their willingness to participate in the internship by signing a field supervisor agreement. The intern will later turn both documents in as part of his or her internship application process.
4. Once the interns are placed, the intern begins work under the supervision of a field experience supervisor. The field experience supervisor will share pertinent knowledge and help the intern to develop skills pertaining to the internship. The field experience supervisor will meet with the intern as planned and/or as needed to support the work of the intern. There is no set number of meetings required. The intern and the supervisor should meet as needed/planned. Expectations for time, date, number and duration of meetings should be addressed as part of planning the internship.

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5. A field experience supervisor will meet once between the halfway and end point of the internship with the intern and the [ETRA field](#) experience coordinator.
6. Towards the end of the internship, but not later than the last week of the semester, a field experience supervisor will complete a field supervisor evaluation. Instructions for this evaluation can be found on the ETRA website.

D. Resolving Internship Candidate Issues

Internships should be a positive experience for the intern and the field supervisor. If a field supervisor feels that a placement might not be a good situation for them or the intern, they should not accept the candidate. The field supervisor should not hesitate to contact the ETRA field experience coordinator if there are issues in establishing an internship or issues during the internship.

E. Internship Field Visit

At some point between the halfway point and endpoint of the internship, the intern schedules a field visit with the field experience coordinator at a time that is open for the intern, the field supervisor and the internship coordinator. The intern does not need to be performing work at the time of the site visit. At the site visit, the ETRA field experience coordinator meets briefly with the intern and the field supervisor and discusses progress and plan for the successful completion of the internship.

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Appendix C. Field Supervisor Evaluation



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Field Supervisor Evaluation Guide

The following questions should guide field supervisor's evaluation of the intern. Field supervisor's evaluation should be available towards the end of the internship period, but not later than the last week of the semester. You may add or ignore questions as needed. Please, share your report with the intern that you supervised.

Please discuss how well the intern has achieved his/her goals and objectives.

What specifically has the intern achieved during his/her term?

As far as you could observe, what were the most significant activities, experiences, and insights gained by the intern because of this experience?

What has the intern learned from this experience? In which areas have you seen the most growth?

What particular personal and professional strengths did the intern demonstrate that might help her/him as a technology professional?

What concerns do you have for the intern's continued professional work? What personal and professional areas do you suggest the intern should seek to strengthen for greater effectiveness in the profession? What areas still remain for improvement?

What do you wish the intern/you had learned prior to the internship?

Overall, how has this internship experience helped the development of your organization?

Any additional comments you have on the internship or the intern.

Recommended Grade for the intern: _____ Satisfactory _____ Unsatisfactory

If you have questions please contact Olha Ketsman, Ph.D. using contact information provided above.

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Appendix D. Content Collaboration Assignment

(For LIS internships only)

Information Literacy/Content Curriculum Collaboration Assignment

This assignment includes the lesson activity, itself, and a paper detailing and reflecting on that collaborative endeavor.

A. Information Literacy/Content Curriculum Lesson

In collaboration with a classroom teacher: identify, develop, teach, and evaluate an information literacy lesson, which will support selected curriculum content in that teacher's class. Seek to use a variety of media — print, non-print and electronic — appropriate to the selected information literacy/content curriculum lesson. Oral lesson can be from ½-hour to a unit stretching over several days. **Oral portion of lesson is to be observed and evaluated by the site supervisor. They are then to share their comments with the ETRA Field Experience Coordinator.

B. Information Literacy/Content Curriculum Collaboration Paper

- 1 Identify the age/grade level and content area for which you developed the lesson plan; i.e., an 8th grade literature class, a 10th grade science class, etc.
- 2 Name what particular area(s) of information literacy you collaborated on; i.e. internet searching strategies for science careers, blogging about the war in Afghanistan, etc.
- 3 State at least one of AASL's four "Standards for the 21st-Century Learner" (2007) or one of the nine AASL "Information Literacy Standards for Student Learning" found in *Information Power* (1998) which supports this collaborative effort.
- 4 List goals and objectives created and used for the collaborative project.
- 5 Write up an explanation of how the lesson was taught: instructional strategies, media used, etc.
- 6 Write up an explanation of how the lesson was evaluated.
- 7 Attach copies or URLs of all lesson materials (PPT slides, web pages, wikis or blogs, handouts, worksheets, etc.).
- 8 Include resources used for this lesson (references and/or bibliography).
- 9 Reflect on the collaborative process.

This paper has no proscribed length; however, it is expected that the candidate will sufficiently cover all requirements. Written portion is to be turned in to the ETRA Field Experience Coordinator.

**This assignment can be used in your masters' portfolio as an example of an Instructional Design artifact. Given that, you may wish to use an ID model (for example the ASSURE model) as part of this assignment. The following AASL Standards are met with this assignment: 2.1, 2.2, 2.3, 3.2, 3.3, 4.1, and 4.3.

Appendix E. Field Experience Reflection



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Reflection of Field Experience

As part of your reflection include information about the effect of your activities on student learning.

Reflective writing provides an opportunity to examine your learning experience, integrate it, and make it relevant for your own purposes. Your reflection illustrates the depth of your learning and needs to be thorough enough for you and your reader to draw an accurate picture.

Reflection is NOT summarizing

Summarize the content of the material or experience only as it is necessary for the reader to understand what you are saying and the comments you make.

Go in depth

The length of a reflection is dependent on the topic, the amount of material or length of the experience, and the depth of your integration of the ideas and connections you make to other material and experiences. The content of the reflection is what you think and how you integrate ideas; there should be depth, connections, evidence of understanding, and broad integration of ideas.

Summarize your understanding CONCISELY in your own words

- Support your perspective with examples from your own experience
- Agree, disagree and support your position
- Doubt or question any elements or conclusions
- Draw your own tentative conclusions and / or applications
- Identify and ask remaining questions

Reflection statements may include any of the following

- Your role as a teacher
- Knowledge gained throughout your learning experience
- Impact of teaching on student learning
- Interactions with students
- Learning theories/styles
- Interactions with colleagues
- Accounts of field experiences related to the standard
- What you recognize you still need to learn

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- Difficulties you encounter in understanding the material
- Your participation in the class:
 - how you participated
 - how you could improve
 - what your participation contribute to your (or the group's) understanding
 - what you still have to learn

The chart below reflects the certification and master's portfolio categories for evidence of professional growth. Please consider including these categories in your reflection as they may pertain to your experience. This may assist you in compiling your MS Portfolio.

Analytical and Integrative thinking	Demonstrates ability to plan, execute, and communicate an investigation
Instructional Design	Applies a coherent design model Analyzes problem/situation Recommends reasonable strategy
Media/ Technology Development	Media appropriately supports learning objectives Employs sound instructional strategies Media reflects best use of technology Media matches delivery environment
Management and Implementation	Demonstrates ability to manage resources, projects, or individuals
Evaluation	Demonstrates the use of appropriate assessment / evaluation techniques

In addition, please consider including comments on how this learning experience has effected your disposition.

"The values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice." University of Miami.

Disposition is defined as:

- Sensitivity toward the varieties of individual and cultural diversity
- Ability to collaborate ethically and effectively with others
- Reverence for learning and seriousness of personal, professional, and public purpose
- Respect for learners of all ages; with special regard for children and adolescents
- Wide general knowledge and deep knowledge of the content to be taught
- Knowledge and appreciation of the diversity among learners

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- Understanding what affects learning and appropriate teaching strategies.
- Interest in and ability to seek out informational, technological, and collegial resources
- Contagious intellectual enthusiasm and courage enough to be creative
- Ethical behavior as defined by ethics statements of professional organizations and law.

The following questions will guide your final reflection based on your journal, your overall fieldwork experience and a review of your goals and objectives:

1. How well do you feel you achieved your learning objectives and goals, as originally stated or revised? Discuss these goals and your accomplishments.
2. What helped you the most to achieve your goals?
3. What hindered your ability to accomplish your goals?
4. What learning experiences (planned or unplanned) were most significant to you?
5. What particular personal and professional strengths did you discover or confirm which could help you as a technology professional?
6. How would you rate your overall performance? (Satisfactory, or Unsatisfactory) Why?
7. As a result of this experience, what personal and professional areas do you believe you should seek to strengthen for greater effectiveness in your future?
8. How well did the ETRA courses prepare you for this experience? What suggestions for improvement might you offer?

Types of Experience →

Generalist

Library Specialist

Tech. Specialist

Initial Certification

Information →

Overview

Registration

Registration Forms

Supervisor Responsibilities

Evaluation

Reflection

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