4.3.b

Academic Internship Proposal

May 6, 2013

**Company Description:** C.A.R.E.S., Crawford Afterschool Reaches Every Student, is a grant based program designed to reach the elementary students of the Crawford County School system to provide a child care, tutoring, and enrichment program in each of our elementary schools. The program works during the school year, in the mornings and afternoons, providing students with a safe place to be before and after school in an enriching environment. Students are provided with snacks, tutoring and basic homework help, mentors, and a safe and caring environment. During the summer, students are also provided with similar amenities, but the program becomes a full day (6:00 am - 6:00 pm). We provide snacks as well as lunch, field trips to local locations such as Holiday World, Squire Boone Caverns, and a weekly trip to a local swimming pool. Students also work on their “Summer Packet” which is a grade level based collection of school work to keep them on track for the next school year, and results in a reward trip when school starts. In addition, the workers each are in charge of “clubs” for the students, including science club, art club, 4-H club, cooking club, sports club, and others. I discovered this job/internship growing up in the Crawford School System, having had friends that attended, and then working as a teen leader in high school. I am invested in helping this kids, whom I have really came to care about. C.A.R.E.S. also provides the opportunity to use what I am learning in my education classes to make their experiences even better which means a lot to me. C.A.R.E.S. provides its students with a nurturing and safe environment both during the school year and over the summer, and its workers with experience of all types and with students from many different background types.

**Learning Goals, Rationales, Objectives, and Evidence**

**Goal # 1:** I am interested in seeing how students from lower income households benefit from a program like C.A.R.E.S. that provides new technology and opportunities that they may not have previously experienced.

**Rational:** With the rise in technology, and the increasing emphasis on it in the classroom I am interested to see how low stress technology exposure affects low income students. Currently some events that have arisen have brought this to question in my mind. This topic pertains to the problems that have arisen from the computerized ISTEP testing. In addition, the Crawford County School system has been discussing going to online text books, and it troubles me due to the multitude of low income families in the school system that may not have internet access. One final piece of experience that makes me nervous, and therefore drives me to learn more, is the tutoring experience that I have gained through Southwestern Tutoring. To date, I have tutored two young ladies, both of whom have a lap top provided by the school with their texts books online. However, these young ladies do NOT have internet access at home, and therefore cannot use their texts books at home. Both struggle because they do not have access to one of the basic tools required to do their homework. As a result, I would like to see if our low income students benefit from having access to these technologies, and may possibly be better equipped to use them in the school setting.

**Objective:** Research technology opportunities that Crawford students have, i.e. technology availability, talk with other educators from our school system and others to see how they feel about the technology move and its impacts. Finally, basic internet research to learn more about computerized testing and technology in the classroom will help me apply what I am seeing.

**Benchmarks:** This job opportunity will span from the weeks of June 3 to July 29, 2013, and may also include the beginning of the 2013-14 school year's C.A.R.E.S. program as well. I hope to have gathered enough information to understand how Crawford County's current students will be impacted, but also (if my plans hold true, and I get to teach at Crawford County High School) how my future students will be impacted as well. These should be seen through a final essay, notes, and research.

**Goal # 2:** Expand my background knowledge about the use of technology for teachers and for students.

**Rationale:** I am very action oriented, but one of the best ways to make measurable changes is to have the background information needed to make changes. I am concerned that, while technology is a must in the classroom, it may put our most disadvantaged students at an even greater disadvantage due to lack of money and the subsequent opportunities that they will need.

**Objective:** Learn the number of students on free and reduced lunch, and see if it is even possible for these students to have access to wireless internet for example due to geography.

**Benchmark:** Talking to the appropriate people to learn about students who are disadvantaged, and see if internet service could be received in those locations. We have to bear in mind that many students are not in locations that get cell phone signal for example, so internet service concerns me. Compare issues defined in the research with my observations.

**Goal # 3:** Understand my findings in a way that could make a difference in the current students' lives but also in my future students’ lives as well.

**Rational:** While I realize that the best laid plans may be thwarted, my dream is to return to teach in the Crawford County School system. The students that I have worked with since I started at C.A.R.E.S. will be in my high school classes when I begin teaching. I would love to understand now how they will be impacted by these changes, and then be able to judge the changes that take place.

**Objective:** This is a long term goal, but will help me draw conclusions that will apply in my classes at college and the tutoring and teaching opportunities that go along with them. It will also help me be better prepared to work with my future students in technology and the problems that arise from those.

**Benchmark**: Final essay and experiences that I can apply to my future teaching and work

**Course Work:** I have taken Education 101 and learned from our textbook and work in class that students are shaped by Sadowski’s 6 Principles: “age and ethnicity, gender, sexual orientation, social class, ability/disability, and spirituality,” which come from the book *Adolescents at School.* As a result, I hope to investigate student’s ability/disability when related to social and economic class. Also, through working through the Southwestern tutoring program, I have been exposed to the negatives of technology in regards to economic ability. As I previously mentioned, one of the factors that the two girls I tutored were facing was the lack of internet access at home. I want to be able to apply what I learned through that with what I know of my home community. I grew up in the Crawford County School system, and got a great education, but technology was a barrier for all of us. Our dual credit classes had several instances when we could not connect with our professor due to poor internet connection, computers rarely all worked, and science labs were basic due to lack of equipment and technology.

**On-Site Supervision:** I will be in direct contact every day at almost all times with the onsite coordinator, and we will be able to discuss questions and concerns during that time or before and after work.

**Faculty Supervision:** Kay Williams

**Reading Requirement**

Beaty, C. (2009). Multi-agency working in the early years: A model of good practice. In Knowles. (Ed.).

*Supporting inclusive practice.* Oxon: Routledge.

Darling-Hammond, L. (2010). *The flat world and education: How America’s commitment to equity will*

*determine our future.* NY: Teachers College.

Zhao & Frank. (2003). Factors affecting technology uses in schools: An ecological perspective.

*American Educational Research Journal, 40(4),* 807-840.

Heymann & Earle. (2000). Low-income parents: How do working conditions affect their opportunity to

help school-age children at risk? *American Educational Research Journal, 37(4),* 833-848.

Strange, M. (2011). Finding fairness for rural students. *Phi Delta Kappan, 92(6),* 8-15.

**Academic Work:** The internship will be graded according to five assignments: the final essay, reading summaries, a daily journal, an oral presentation, and feedback from the CARES supervisor.

**Grading:** The internship grade will be determined by a point system. Rubrics for the journal, essay, and presentation will be provided by the faculty supervisor.

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| **Assignment** | **Points** |
| Essay | 40 |
| Daily journal | 30 |
| Oral presentation | 20 |
| Supervisor feedback | 5 |
| Reading summaries | 5 |
| **Total points = \_\_\_\_\_/100 or \_\_\_\_%**  **90-100 = A 89-80 = B**  **79-70 = C 69-60 = D** |  |