School of Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Name</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>A. Patrick Huff</td>
</tr>
<tr>
<td>Number</td>
<td>Telephone</td>
</tr>
<tr>
<td>EDUC 633</td>
<td>281-794-8108</td>
</tr>
<tr>
<td>Title</td>
<td>Email</td>
</tr>
<tr>
<td>Administrative Internship</td>
<td><a href="mailto:huffap@stthom.edu">huffap@stthom.edu</a></td>
</tr>
<tr>
<td>Section</td>
<td>Office Hours</td>
</tr>
<tr>
<td>KL 14</td>
<td>Via SKYPE</td>
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</tbody>
</table>

**Prerequisites**

Recommendation of faculty advisor

**Textbook(s) Required**


**Technology Requirement**

Each student must have access to SKYPE and a computer camera for minimum of two face-to-face conferences with the instructor.

**Course Description**

This course is the second part of a two-semester practicum that focuses on the daily instructional and facility operations of the school and school system. The internship will be guided and supervised by university faculty and school administrators. This course is designed to provide the student with planned field experiences in the competencies addressed in the TExES examination for the principal certificate. Recommended preparation for the exam:

1. Register for the test when you are able to devote time to study before the date of the exam.
2. Download the free study guide from the SBEC Website: [www.sbec.state.tx.us](http://www.sbec.state.tx.us)
3. Read the suggested strategies and as you take the practice test, create an error log; for each
item you miss analyze your selected answer and the correct answer and write a declarative statement in your log about what is better about the correct response—it is more student centered, involves active learning, is a distributed decision, etc. Also, make note of the competency tested on the items you missed to try to see a pattern of errors.

4. You will be eligible to sign up for the real exam once you have taken the practice exam.

State/National/Professional Association Standards Guiding Course:

The learning outcomes for EDUC 6330 are guided by the TExES Standards for the Principal Certificate and by The Teacher Education Accreditation Council (TEAC). TEAC quality principles are compatible with the six standards of the Interstate School Leaders Licensure Consortium (ISLLC).

TExES Examination for Principal Certificate

<table>
<thead>
<tr>
<th>Domain I: School Community Leadership (competencies 001-003)</th>
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<tbody>
<tr>
<td>Domain II: Instructional Leadership, (competencies 004-007)</td>
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<tr>
<td>Domain III: Administrative Leadership (competencies 008-009)</td>
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Course Objectives/Learner Outcomes

Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

Competency 003: The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

Competency 005: The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

Competency 006: The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the
legal requirements for personnel management.

Competency 007: The principal knows how to apply organizational, decision-making, and problem-solving skills to ensure an effective learning environment.

Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

Competency 009: The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The content and goals of this course are consistent with three tenets of Catholic social justice teaching that inform the School of Education programs.

- **Subsidiarity:** Educational institutions should be organized and governed as much as possible by the community being served; education should only be controlled at higher levels of society when it cannot be done effectively locally.
- **Dignity and rights of children:** Children possess full human dignity and are bearers of rights which should be recognized and upheld in educational processes.
- **People have a right to an education:** All people have a responsibility, for the good of society, to contribute to and foster education.

Major Assignments:
Because the internship is required to have 80 contact hours to fulfill accreditation guidelines, this course will take 14-15 weeks to complete. You will have one course orientation meeting, one mid-point class meeting and a final class meeting.

**Because you are demonstrating your potential for administration, it is expected that you will complete all assignments without any prompting.**

Electronic Portfolio: Each intern will create an electronic portfolio that will include the following content:

- **Artifacts of action research projects** that address each of the nine competencies. Each project will have a separate folder in the portfolio. It is expected that each intern will have three or four action research projects.
- **Overview Table** that summarizes your major internship tasks and the competencies addressed (See page 7 of the syllabus for format.)
- **Personal website/e-portfolio** suitable for use as support for a job application hosted on a site like [http://www.weebly.com](http://www.weebly.com) or [http://wix.com](http://wix.com)
- (Need help? Call tech support via Blackboard Instructor contacts) Additional requirements are noted later in the syllabus.
- **Competency Reflections** on how you addressed each competency, what you learned during the internship, and what goals you might have (word document or power point, approximately one paragraph for each competency).

Other Assignments:

- **School Profile** of your campus or department. The format of the profile should be a suitable color brochure or PowerPoint presentation showcasing
your school or department. The profile should include at a minimum: student learning data, demographic data about students and faculty/staff, faculty information regarding degrees and length of service, mission/goals of the campus or department, graphics, and special programs if a campus.

- Discussion Board (three) sessions regarding the textbook material and Practice Exam by each of the three domains.
- Activity Log: Keep and submit log documenting a minimum of 80 contact hours during semester. "Incompletes” may be given if student does not submit documentation in the course log that 80 contact hours were performed.

*Action research is the basis for each of the tasks you will complete during the internship. You should have experiences that give you exposure to one or more of the behaviors listed for each of the nine competencies encompassing the three domains.

- You should begin by brainstorming with your campus supervisor internship tasks related to the campus improvement plan.
- No work on any activity should begin without the approval of your district supervisor.
- Each project will be supported by authentic artifacts of work done in completion of each project.

Class Expectations:

a) Secure the administrator’s permission to serve as the supervisor for the intern. Provide your mentor with a copy of the syllabus and discuss the purpose and objectives for the internship.

b) Provide your university instructor with a copy of the signed agreement from your mentor.

c) Devote an average of five hours per week on the designated field experiences.

d) Use the internship as an opportunity to meet new people and learn new information about your school/department. An exemplary internship will typically include shadowing experiences or visiting in public or private schools in which you do not regularly work. Now is the time for you to demand more of yourself and learn areas of the school you have not experienced, as of yet.
Grading:
1. Administrator supervisor and university faculty advisor will conduct an evaluation with the primary responsibility for assigning the grade resting with the faculty advisor.
2. Since you are demonstrating your administrative ability in this course, punctuality in completing all assignments and participating in all planned course activities is expected. Inattentiveness toward class assignments will negatively impact your grade.
3. The portfolio is the primary source of grades for the course. Points for the course grade will be assigned as follows:
Suggested grading distribution:
- School Profile – 10%
- Book Review – 10%
- Table of major tasks and support documentation folders – 35%
- Website – 15%
- Discussion Board – 15%
- Reflection on competencies – 10%
- Activity Log – 5%

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<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90 – 94</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>88 - 89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83 - 87</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>78 - 79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73 - 77</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70 - 72</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>68 - 69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>63 - 67</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 67</td>
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</table>

Student Accommodations
If you have a documented disability that may impact your performance in this class, please contact me to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crooker Center, 713.525.6953 or 3162.

<table>
<thead>
<tr>
<th>Academic Integrity</th>
<th>Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will</th>
</tr>
</thead>
</table>
be documented and reported to the Dean of the School of Education. Students will be informed of this action and must submit a written response to the charge. The instructor has the right to fail the student for the specific project or the entire course. When writing any paper or project, reference your information, websites, books, etc. that is not your own.

Use of UST Email Accounts

All email correspondence will be through the my.stthom email system. Please check daily for correspondence and announcements.

Schedule:

- **Week 1**: Review the syllabus and requirements and submit personal information sheet to the assignment section on Blackboard and introduce yourself to your peers in the Discussion Board forum.
- **Week 2**: Submit signed supervisor form and proposed SKYPE meeting dates for to the assignment section on Blackboard.
  - Discussion Board, Chapters 1-5, Wilmore text
  - Discussion Board, Wilmore Practice Test Domain 1
- **Week 3**: Discussion Board, Chapters 6-9, Wilmore text
  - Discussion Board, Wilmore Practice Test Domain 2
- **Week 4**: Discussion Board, Chapters 10-12, Wilmore text
  - Discussion Board, Wilmore Practice Test Domain 3
  - Practice Exam
- **Week 5**: School Profile due to assignment section on Blackboard.
- **Week 9**: Book Review of a book selected in the Reading List found in the Administrative Internship Handbook.
- **Week 10**: Resume and Website (published – Word document with link to website due to assignment section of Blackboard) due to assignment section of Blackboard – See last page of syllabus.
- **Week 11**: Overview Table of Action research projects artifacts (minimum of three projects)
- **Week 12**: E-Portfolio Reflection due to assignment section of Blackboard
- **Week 13**: Competency Reflection due to assignment section of Blackboard.
- **Week 14**: Activity Log submitted to assignment section of Blackboard
Mentor Evaluation submitted to assignment section of Blackboard
Self-Assessment due to assignment section of Blackboard

*Note: You do not have assignments due each week, so it is expected that you are keeping up with everything and looking ahead.

Administrative Internship Portfolio Contents Checklist Items (files and folders) expected in the electronic portfolio due at the end of the semester:

- **Overview Table** for internship projects

- A folder containing the artifacts for each of the internship projects listed on the Overview Table

- **Current Resume** as a Word or PDF document (posted on website)

- Word document or file with professional **website address** that contains the following:
  - Statement of career interests
  - Brief statement of philosophy of education
  - Narrative of administrative experiences from internship
  - Appropriate links to other websites such as your school or district, UST, professional organizations
  - Photos

- **Reflection** (word document or power point posted to Journal in Blackboard) of experiences (how you addressed and what you learned) in each of the nine competencies. Also address what you have learned about each since the first competency reflection written in Internship I.

- **Self-Assessment reflection** Use the Mentor Evaluation form to assess yourself by identifying growth areas and your strengths. Explain your ratings for each and provide examples to support your determination. Discuss what will you do to continue to develop in each of the areas? If you had to do your internship hours again what would you do differently? Why?
**EDUC 6331 Administrative Internship Overview of Projects/Tasks**

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>Needs Assessment</th>
<th>Projects – Action Plan</th>
<th>Evaluation</th>
<th>Competency addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample: Level of collegiality among faculty</td>
<td>Campus Improvement Team reports that faculty members feel they are working in isolation</td>
<td>Plan vertical team long-range planning sessions for the March early release day</td>
<td>Survey of teachers given one week after the staff development reported an above average score for professional collaborative interactions.</td>
<td>C 001</td>
</tr>
</tbody>
</table>

**Added Opportunity:**

On September 26th Dr. Theresa Campos will be hosting a resume-writing workshop. It will be conducted from 9:00 – 11:00 in Cullen Auditorium. The Resume is a part of your e-portfolio. For those who need to get the very latest in resume construction this would be a valuable workshop to attend. The resume is the first thing a principal looks at when determining your viability for a job as an assistant principal. It’s construction and professionalism may determine if you get any further in the process.

Registration for this workshop will go through Raquel Gonzalez.