## 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>Virginia Leiker, Ed.D.</td>
</tr>
<tr>
<td>Number</td>
<td>Telephone</td>
</tr>
<tr>
<td>EDUC 6330</td>
<td>713.831.7233 (office)</td>
</tr>
<tr>
<td>Title</td>
<td>Email</td>
</tr>
<tr>
<td>Administrative Internship</td>
<td><a href="mailto:leikerv@stthom.edu">leikerv@stthom.edu</a></td>
</tr>
<tr>
<td>Section</td>
<td>Office Hours</td>
</tr>
<tr>
<td>HISD-SEL</td>
<td>Monday-Thursday 1-4</td>
</tr>
<tr>
<td></td>
<td>Friday-by appointment only</td>
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### Prerequisites

<table>
<thead>
<tr>
<th>Textbook(s) Required</th>
<th>Recommendation of faculty advisor</th>
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<table>
<thead>
<tr>
<th>Textbooks(s) Recommended</th>
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<tbody>
<tr>
<td><em>(See Book review List in Handbook)</em></td>
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<table>
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<tr>
<th>Course Description</th>
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<tr>
<td>This course is the first 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.</td>
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This course is designed to provide the student with planned field experiences in the competencies addressed in the TExES examination for the principal certificate.

All students are expected to take the practice exam (TExES representative principal exam) until he or she earns an 80% passing rate. Your first opportunity is **Saturday, October 17, 8:00 – 4:00 in Scanlan (second floor of Jerabeck Athletic Center)***. Please read the Wilmore book before the practice exam. The practice exam takes about 3 hours. After taking a break for lunch, we will review the mistakes made on the
practice and provide test-taking tips for the TExES. You will have another opportunity to take the practice in the following semester.

Please plan on attending the Internship II portfolio presentations on Saturday, December 5, 2015 in Malloy Hall.

Room assignments: TBA, Time: 9:00 a.m. – 11:30 a.m.

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

Social Justice Tenets of the University of St. Thomas School of Education:

We believe that as educational leaders, graduates of the program will use the tenets of social justice to inform their decision making.

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 the educational process.”

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

Download Internship Log to Document 80 hours of Supervision

- The intern will upload the completed and signed document at the end of the
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, including communicating with educators and students’ family members from diverse cultural and socio-economic backgrounds, respond to diverse interests and needs, and mobilize resources to promote student success, including knowledge/skill in conducting effective meetings, especially in contentious/difficult circumstances. (PSEL related)

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. This includes knowledge and skill in conflict resolution, trust/consensus building, relationship building, and dealing with challenging situations. (PSEL related)

Competency 008: The principal knows how to apply principles of effective leadership, including the use of coaching/modeling, and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use. (PSEL related)

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.

Complete Course Reflection on Administrator Competencies

Class/Seminar Expectation:
   a) You will submit and complete all assignments, discussion boards and quizzes in the blackboard course.
   b) Because you are demonstrating your administrative ability and...
reliability, compliance with all course expectations without prompting is expected.

c) Late assignments are not accepted unless prior arrangements are made with the instructor.

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<tr>
<th>Major Assignments</th>
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<td>Identified dates below are tentative and subject to change.</td>
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### Module 1:

1. **Bilingual/ESL** - Develop a thorough understanding of the bilingual/ESL program and related administrative duties:
   - Meet with appropriate administrator to learn the required documentation and how the program is funded
   - Review TEA guidelines for bilingual/ESL programs
   - View files & required forms for students
   - Secure/read parent handbook; know parent and school responsibilities
   - Observe, serve or lead an LPAC meeting
   - Review the student learning data (benchmarks, STAAR)
   - Identify the percentage of parents who reject the program
   - Understand the testing coordinator's role with TELPAS

2. **Section 504** - Develop a thorough understanding of the Section 504 program and related administrative duties.
   - Review TEA guidelines for **Section 504**.
   - Secure/read parent handbooks to know parent/school rights and responsibilities
   - Interview administrators to know how students are referred, tested, and placed; record/files maintained
   - Describe the Response to Intervention (RTI) process and services
   - Know the principal’s monitoring responsibility for the program.
   - Observe or serve as the administrator in a Section 504 meeting

3. **Develop a thorough understanding of gifted and talented programs and related administrative duties.**
   - Review TEA guidelines for the **gifted/talented program**.
   - Secure/read parent handbooks to know parent/school rights and responsibilities
   - Interview administrators to know how students are referred, tested, and placed; record/files maintained
   - Describe the Gifted and Talented Selection process for admission to the program
   - Know the principal’s monitoring responsibility for the program

You will complete all items in the Module 1 program checklists as assigned by your instructor that may include discussion boards, assignments and a self-check quiz. **All assignments in Module 1 are due on or before September 27, 2015. It is recommended that you submit assignments as you complete them.**
### Module 3:
1. Develop a thorough understanding of the District/Campus Improvement Planning Process and related administrative duties.
   - Review TEA guidelines for district/campus improvement planning processes.
   - Secure/read district/campus handbooks to know campus principal roles and responsibilities
   - Interview administrators to know how the Campus Improvement Processes are developed and implemented
   - Describe the Campus Improvement Planning Process in your district
   - Know the principal’s monitoring responsibility for the process
   - Observe or serve as the administrator in an Campus Improvement Planning Process meeting

**All assignments in Module 3 are due on or before October 18, 2015.**

### Module 4:
1. Develop a thorough understanding of the District/Campus Budget Planning Process and related administrative duties.
   - Review TEA guidelines for district/campus budget planning processes.
   - Secure/read district/campus handbooks to know campus principal roles and responsibilities
   - Interview administrators to know how the Campus Budget Planning Processes are developed and implemented
   - Describe the Campus Budget Planning Process in your district
   - Know the principal’s monitoring responsibility for the process
   - Observe or serve as the administrator in an Campus Budget Planning Process meeting

**All assignments in Module 4 are due on or before November 8, 2015.**

### Module 5:
Develop a thorough understanding of the District/Campus Process for maintaining a safe school and related administrative duties.
- Review the Texas Education Code (Chapter 37) on discipline, safe schools, suspension, and DAEP
- Secure and Review district/campus student handbook to know student code of conduct and discipline procedures
- Describe the campus emergency planning process
- Interview administrators to know district and campus discipline guidelines
- Know the role of the principal in maintaining a safe and orderly environment

**All assignments in Module 5 are due on or before December 6, 2015.**
The final discussion board (book review) and course reflection are due December 11, 2015.

**General Course Expectations:**

a) Schedule a conference with an appropriate administrator to arrange for the administrator to supervise the intern for the semester.
b) Discuss the purpose and objective for the internship.
c) Secure the administrator’s permission to serve as the supervisor for the intern.
d) Devote an average of approximately five hours per week on the designated field experiences.
e) 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.

**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.

**Grading distribution:**

- Other Populations – 20%
- Campus Improvement Planning – 20%
- Campus/District Budget Planning – 20%
- Discipline and Safe Schools – 20%
- Book Review – 10%
- Participation/attention to timelines – 10%
- Pre-Assessment/Course Reflection – Complete/Incomplete

**Total – 100%**

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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>
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<tr>
<td>C</td>
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<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>
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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.

Academic Integrity

Taking credit for any thought, idea, or work that is not your own is plagiarism. Any instance of academic dishonesty will 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 personal technology devices

(Set by instructor)

Use of UST Email Accounts

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

Important Dates:

Last day to withdraw without academic penalty: 9/9/2015

Last day to withdraw with a “W”: 11/11/2015

Last day to totally withdraw: 12/7/2015