## School of Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Spring 2016</td>
</tr>
<tr>
<td>Number</td>
<td>EDUC 6331</td>
</tr>
<tr>
<td>Title</td>
<td>Administrative Internship</td>
</tr>
<tr>
<td>Section</td>
<td>KL58 and KL25</td>
</tr>
<tr>
<td>Name</td>
<td>Dr. Eduardo Torres</td>
</tr>
<tr>
<td>Telephone</td>
<td>Office: 713.942.3416</td>
</tr>
<tr>
<td></td>
<td>Cell: 210.535.8939</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:etorres1@stthom.edu">etorres1@stthom.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>9:00 a.m. – 8:00 p.m.</td>
</tr>
</tbody>
</table>

### Prerequisites

- **Textbook(s) Required**
  
  
  These are excellent textbooks for resources. If the student has passed the TExES Principal Test, there is no need to purchase these two textbooks.

- **Technology Requirement**
  - Each student must have access to SKYPE and a computer camera for minimum of two face-to-face conferences with the instructor.
  
  Cell phones should NOT be used in class while the class is in session. Laptop use for in class assignments and note taking. Students should be actively participating in the lesson at all times.

### 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
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

Domain I: School Community Leadership (competencies 001-003)
Domain II: Instructional Leadership, (competencies 004-007)
Domain III: Administrative Leadership (competencies 008-009)

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.

**TExES Practice Test** - Student who have not passed the official TExES Principal Test must make every effort to attend the UST TExES Principal’s Practice Test:

- **When:** February 13, 2016
- **Where:** Jerabeck Hall, UST
- **Time:** Sign in 8:30
- **Test:** 9:00 – 1:00
- **How to Pass the Test session – 1:30 – 3:30**

Students who have not taken the “real” TExES exam are encouraged to take advantage of the workshop listed above. Students should on the updated, new free study tips and sample test questions offered online from ETS for Principal Test 068 at [www.texas.ets.org/texes/prepmaterials](http://www.texas.ets.org/texes/prepmaterials).
Student sample test item answers can be analyzed, with students recognizing areas where they are strong and areas where they need to improve for the TExES Principal Certification Test. This should be done BEFORE the UST Practice test on February 13, 2016.

Resume Writing/Mock Interviews

Date: February 27
Time: TBA
Location: UST

Assignment 1: Wilmore TExES Assignments
A. As (three) sessions regarding the textbook material and Practice Exam by each of the three domains.
   1. SP16 1A Wilmore Chapters 1-5
      i. If you have passed the official TExES, please attach your certificate instead of the essay.
      ii. If you have not passed the official TExES, please attach your essay which answers the writing prompt.
      iii. Take Pre-test for Domain I. Write a two page essay analyzing your results.
   2. SP 16 1B Wilmore Chapters 6-9
      i. If you have passed the official TExES, please attach your certificate instead of the essay.
      ii. If you have not passed the official TExES, please attach your essay which answers the writing prompt.
      iii. Take Pre-Test for Domain II. Write a two page essay analyzing your results.
   3. SP16 1C Wilmore Chapters 10-12
      i. If you have passed the official TExES, please attach your certificate instead of the essay.
      ii. If you have not passed the official TExES, please attach your essay which answers the writing prompt.
      iii. Take Pre-Test for Domain III. Write a two page essay analyzing your results.

Assignment 2: Electronic Portfolio
A. Each intern will create an electronic portfolio. Personal website/e-portfolio suitable for use as support for a job application which can be hosted on a site like http://www.weebly.com or http://wix.com

B. Three Action Research Projects
   1. Overview table for each project
   2. Minimum of five artifacts
C. School Profile
D. Book Review
E. Resume
F. Competency Reflections
G. E-Portfolio Reflections
H. Activity Log

Assignment 3: School Profile
A. 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.

Assignment 4: Three Action Research Projects
A. Artifacts of action research projects that address each of the nine competencies. There should be a minimum of five artifacts for each project. Each project will have a separate folder in the portfolio. It is expected that each intern will have three or four action research projects.
B. Overview Table that summarizes your major internship tasks and the competencies addressed.
C. 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.
D. You should begin by brainstorming with your campus supervisor internship tasks related to the campus improvement plan.
E. No work on any activity should begin without the approval of your district supervisor.
F. Each project will be supported by authentic artifacts (minimum of five) of work done in completion of each project.

Assignment 5: Book Review
- Write a five page essay summarizing the following book: Leverage Leadership (Bambrick Santoyo).
- Format
  - Title Page
  - Essay
    - The Seven Levers
    - Four Keys to Data-driven Instruction
    - Six Steps to Effective Feedback
    - Effective Planning Meetings
    - Living and Learning for Professional Development
    - Four Keys to Student Culture
    - Strategies for Successful Staff Culture
    - Leading the Leaders
    - Finding the Time
  - Reference Page

Assignment 6: Competency Reflections
A. Competency Reflections on how you addressed each competency, what you learned
during the internship, and what goals you might have (approximately one paragraph for each competency).

**Assignment 7**: E-Portfolio Reflections  
A. E-Portfolio reflection indicates how you addressed each assignment, what you learned during the internship, and what goals you might have (approximately one paragraph for each competency).

**Assignment 8**: “All about me Tab” in Electronic Portfolio  
A. Student should prepare a tab which includes the following:  
   1. Philosophy of Education  
   2. Statement of career goals and interests (paragraph)  
   3. Narrative of administrative experiences from internship  
   4. Photos  
   5. Appropriate links to other websites such as your school, district, UST, professional organizations

**Assignment 9**: Activity Log  
A. 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.

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.

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. Late assignments will have ten points deducted from the grade.  
4. The portfolio is the primary source of grades for the course. Points for the course grade will be assigned as follows:  
   Suggested grading distribution:  
   o School Profile – 10%  
   o Book Review – 10%  
   o Table of major tasks and support documentation folders – 35%  
   o Website – 15%
- Essays (TExES) – 15%
- Reflection on competencies – 10%
- Activity Log – 5%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</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 Crocker 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 UST Email Accounts
All email correspondence will be through the my.stthom email system. Please check daily for correspondence and announcements.