# School of Education

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>Semester</td>
<td>Name</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>Dr. Eduardo Torres</td>
</tr>
<tr>
<td>Number</td>
<td>Telephone</td>
</tr>
<tr>
<td>EDUC 6330</td>
<td>Office: 713.942.3416</td>
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<tr>
<td></td>
<td>Cell: 210.535.8939</td>
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<tr>
<td>Title</td>
<td>Email</td>
</tr>
<tr>
<td>Administrative Internship I</td>
<td><a href="mailto:etorres1@stthom.edu">etorres1@stthom.edu</a></td>
</tr>
<tr>
<td>Section</td>
<td>Office Hours</td>
</tr>
<tr>
<td>KL53, KL57, and KP67</td>
<td>Monday – Thursday</td>
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<tr>
<td></td>
<td>10:00 a.m. to 2:00 P.m.</td>
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<tr>
<th>Prerequisites</th>
<th>Recommendation of faculty advisor</th>
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<tbody>
<tr>
<td>Textbooks Required</td>
<td>Passing the Principal TExES Exam, Keys to Certification and School Leadership, Elaine Wilmore, ISBN 971452286013</td>
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<tr>
<td></td>
<td>21st Century Skills Rethinking How Students Learn, James Bellanca, Ron Brandt Editors ISBN: 978.1.935249.90.0</td>
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| Course Description          | 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.  
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 they earn an 80% passing rate. |
Your first opportunity will be on September 12, 2015 from 9:00 a.m. – 1:00 p.m. at UST with Dr. Torres for a pre-test and review.

On October 1, 2016 - 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.

### Class Meetings

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>1st Class</td>
<td>Thursday, August 25, 2016</td>
<td>San Jacinto Central – Pasadena Room: TBA</td>
</tr>
<tr>
<td>2nd Class</td>
<td>September 17, 2016</td>
<td>UST Malloy 019</td>
</tr>
<tr>
<td>3rd Class</td>
<td>October 12, 2016</td>
<td>San Jacinto Central – Pasadena Room: TBA</td>
</tr>
<tr>
<td>4th Class</td>
<td>October 1, 2016</td>
<td>UST – Register by emailing Paula Hollis at <a href="mailto:hollisp@stthom.edu">hollisp@stthom.edu</a> by 9/30/16</td>
</tr>
<tr>
<td>5th Class</td>
<td>December – TBA</td>
<td>UST Room TBA</td>
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### Syllabus

Please read the syllabus carefully. In this course, we will not utilize Blackboard Discussion Board. All the quizzes in the modules are required; however, the grade is not averaged in
Assignments

1. **There are 18 written assignments and nine forms/reports due.** Please turn in all forms/reports on time. The 18 written assignments must be turned in on time. Students must turn in at least one written assignment per week. Since this is a 14 week course, students will have to turn in two assignments on some weeks. **Organization is imperative!**

2. Each assignment must be in APA format (Times New Roman, 12, double spaced, running heads, Title Page, main essay – maximum of three pages, reference page, and Appendix, if an interview was held. (List the questions asked).

3. Assignments are due on Thursday evenings at 11:00 p.m.

4. Get organized and stay organized. Schools schedule meetings (LPAC, ARD, GT, etc.) at different times throughout the year. Read each assignment carefully, plan, and prioritize.

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**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)

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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.

Social Justice Tenets Guiding this Course

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

1. Complete 17 written assignments in Modules 1-5
2. Download Internship Log to Document 80 hours of Supervision
   a. The intern will upload the completed typed and signed document at the end of the course.
3. Complete TExES Representative Principal Exam  
   a. The intern will complete the practice exam on Saturday, October 1, 2016.  
4. Complete Pre-Assessment on Administrator Competencies 001-009  
5. Complete Course Reflection on Administrator Competencies  

Module 1:  
1. Bilingual/ESL - Develop a thorough understanding of the bilingual/ESL program and related administrative duties:  
   a. Meet with appropriate administrator to learn the required documentation and how the program is funded  
   b. Review TEA guidelines for bilingual/ESL programs  
   c. View files & required forms for students  
   d. Secure/read parent handbook; know parent and school responsibilities  
   e. Observe, serve or lead an LPAC meeting  
   f. Review the student learning data (benchmarks, STAAR)  
   g. Identify the percentage of parents who reject the program  
   h. Understand the testing coordinator's role with TELPAS  
2. Section 504 Develop a thorough understanding of the Section 504 program and related administrative duties.  
   a. Review TEA guidelines for Section 504.  
   b. Secure/read parent handbooks to know parent/school rights and responsibilities  
   c. Interview administrators to know how students are referred, tested, and placed; record/files maintained  
   d. Describe the Response to Intervention (RTI) process and services  
   e. Know the principal’s monitoring responsibility for the program.  
   f. Observe or serve as the administrator in an Section 504 meeting  
3. Develop a thorough understanding of gifted and talented programs and related administrative duties.  
   a. Review TEA guidelines for the gifted/talented program.  
   b. Secure/read parent handbooks to know parent/school rights and responsibilities  
   c. Interview administrators to know how students are referred, tested, and placed; record/files maintained  
   d. Describe the Gifted and Talented Selection process for admission to the program  
   e. 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 quizzes. Please refer to Module 1 for further information.
### Module 2:

1. Develop a thorough understanding of special education programs and related administrative duties.
   - Review TEA guidelines for special education.
   - 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
   - Know the principal’s monitoring responsibility for the program
   - Observe or serve as the administrator in an ARD meeting

You will complete all items in the Module 2 program checklists as assigned by your instructor that may include discussion boards, assignments and self-check quizzes. Please refer to Module 2 for further information.

### 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

You will complete all items in the Module 3 program checklists as assigned by your instructor that may include discussion boards, assignments and self-check quizzes. Please refer to Module 3 for further information.

### 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

You will complete all items in the Module 4 program checklists as assigned by your instructor that may include discussion boards, assignments and self-check quizzes. Please refer to Module 4 for further information.

Module 5:
Develop a thorough understanding of the Texas Education Code Chapter 37: Discipline; Law and Order

• Review the Texas Education Code 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

You will complete all items in the Module 5 program checklists as assigned by your instructor that may include discussion boards, and assignments. Please refer to Module 5 for further information.

Book Review: 21st Century Rethinking How Students Learn by James Bellanca and Ron Brandt

Writing Prompt: Write a three to five page summary of the 21st Century Skills James Bellanca and Ron Brandt, Editors. The essay should have two parts”


Part II: Implications for the future administrators.

Essay format

• Title Page
• Essay maximum of three pages
• Reference Page

Class/Seminar Expectation:
a) You will submit and complete all assignments, discussion boards and quizzes in the
blackboard course for each of the seminars in the online class as required by the instructor.
b) Because you are demonstrating your administrative ability and reliability, compliance with all course expectations without prompting is expected.

**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. Inattention toward class assignments will negatively impact your grade.

**Grading distribution:**
- Other Populations – 15%
- Special education – 15%
- Budget Planning Process – 15%
- Campus Improvement Planning – 15%
- Discipline and Safe Schools – 15%
- Participation in TExES Representative Principal Exam – 15%
- Book Review – 10%
- Pre-Assessment/Course Reflection – Complete/Incomplete
  Total – 100%

**Last Day of Class** - It has become a tradition that we ask our Intern II students to present their portfolios at the end of their intern semester. Mark your calendars for TBA.

<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>
</tbody>
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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.

Technology Requirement

Each student must have access to SKYPE and a computer camera for minimum of one face-to-face conference with the 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.

Helpful numbers:

1. UST Technology Help Desk: 713-525-6900
2. Blackboard help: 713-525-3153
| Professional Standards for Students and Professor | 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 professor has the right to fail the student for the specific project or the entire course. When writing any paper, reference all information, websites, books, etc. that are not your own. |
Important Information from Dr. Jim LeBuffe

Agenda
Practice TExES Principal Exam Day, UST, Saturday, 10/1/16

8:30-9:00am—Sign in/ coffee in Scanlan Room, second floor of Jerabeck Hall, UST

9:00-9:10—Directions—Read and sign BOTH SIDES of Honor Code Sheet

9:10 am -1:30 pm—Take the paper and pencil test, then...

Get an answer key when finished and grade your own test. Remember your score.

Leave the room and turn in all materials right outside of the door; next, go around the corner to room 202 and have a short meeting with Dr. LeBuffe or another professor

****Many of you will finish the test before 1:30. You may use your time until 1:45 to have lunch, walk the campus, visit the library, etc. The cafeteria in Crooker Hall next door should be open.

-----------------------------------------------LUNCH IS ON YOUR OWN---------------------------------------------

NOTE: ANYONE SCORING 75 % OR HIGHER ON THE PRACTICE TEST WILL BE PERMITTED TO TAKE THE “REAL” TEST

ANYONE SCORING BELOW 80% ON THE PRACTICE TEST IS STRONGLY ENCOURAGED TO ATTEND THE AFTERNOON TESTING TIPS SESSION

1:45-- 2:00---Sign in for the afternoon session, which is again in the Scanlan Room

2:00—4:00—Test Taking Tips Session

** The room may be cold; students may wish to bring a sweater. Please bring two pencils. Students may wish to wear earplugs. No eating is allowed during the test, so students may wish to eat breakfast.

8/11/16 by LeBuffe
Agenda

Make-Up Practice TExES Principal Practice Exam, @ UST, Monday, 10/3/16

This test is a make-up Practice Principal Exam for students who have strong reasons to miss the practice test at UST on Saturday, 10/1/16. Note that there is no “How to Do Well on the Test” session on Monday, 10/3/16.

Students: Please pre-register by emailing Paula Hollis at hollisp@stthom.edu by 9/30/16

Location: Malloy Hall Board Room—

4:30-5:00 pm --Sign in/coffee—lobby outside Board Room in Malloy Hall

5:00-5:05—Directions—Read and sign BOTH SIDES of Honor Code Sheet

5:05-9:30pm —Take the paper and pencil test, then...

Get an answer key when finished and grade your own test. Remember your score.

Leave the room and turn in all materials right outside of the door; next, go to nearby room in Malloy Hall to have a short meeting with Dr. LeBuffe.

Suggestions for test takers: Bring a sweater; the room may be cold. You may leave the testing room for short breaks during the test. No eating during the test; you may wish to have a snack before 5:00 pm.

8/11/16 by LeBuffe
TExES Principal Certification Exam Preparation Resources for UST Students

www.texas.ets.org/texas/prepmaterials  Start here. This is free, updated in 2015, and well done. It is TEA’s test preparation information about the Principal Certification Exam. It includes tips on doing well and a sample 40 question exam. STUDY what is here and then analyze your strengths and weaknesses.

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-Wilmore, Elaine L. (2013) Passing the Principal TExES Exam, 2 Ed. This is an assigned book for EDUC 6330 Internship I. Study it!

Wilmore, Elaine L. (2015) Passing the Principal TExES Exam, Practice Tests for Success, Corwin, $29.95. This is an assigned book for EDUC 6331 Internship II. 300 sample test questions!

“Certify Teacher” Online Test Preparation Program

UST students are eligible to receive a reduced rate of $75 to access TExES™ interactive online prep test solutions for educator certification, from the Certify Teacher company. We have received feedback from UST students that this is a strong resource. Promo Code = STTU6041

Here’s a list of discount prices university students can purchase at CertifyTeacher’s website with this Promo Code --- these are Online programs students can study with via the Internet from any Computer, Laptop, Ipad, Tablet, or Mobile Device.

Content titles....................................................($25/student – compare to $55 without the promo code)
Principal (068) ....................................................($75/student – compare to $90 without the promo code)

How It Works
1. Student goes to Certifyteacher website (http://www.certifyteacher.com) and selects the study guide he/she wants to buy, making sure it is the Online version
2. Next, the student selects Login under Apply Promo Code
3. On the Checkout page, select Sign-in under I Don’t Have An Account Yet to create an account
4. In creating the account the student must use his/her university e-mail --- the Promo Code will not work with any other e-mail.
5. Finally the student is prompted to enter his/her Promo Code (STTU6041) to receive the discount on the purchase
How Long Can Students Access The Program?
Until student receives a passing grade from the state or up to three years, whichever comes first. No additional payment is needed. However, access is granted 35 days at a time – the program will expire every 35 days and the student will have to call or e-mail Certifyteacher Sales Dept. to request an extension if necessary – we respond quickly. Sales Department contact information is toll-free number 1-866-209-9986 or sales@certifyteacher.com

Certify Teacher Business Hours (Central Time)
8:00AM – 10:00PM Monday – Friday
9:00AM – 3:00 PM Saturday
2:00PM – 7:00 PM Sunday

6/14/16 by LeBuffe