School of Education and Human Services

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Spring 2017</td>
</tr>
<tr>
<td>Number</td>
<td>EDUC 6330</td>
</tr>
<tr>
<td>Title</td>
<td>Administrative Internship I</td>
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<tr>
<td>Section</td>
<td>KL63, 2977</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Recommendation of faculty advisor</th>
</tr>
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<tbody>
<tr>
<td>Textbook(s) Required</td>
<td>Passing the Principal TExES Exam, 2nd edition, Elaine Wilmore, ISBN 971452286013</td>
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<tr>
<td>Textbooks(s) Recommended</td>
<td>Passing the Principal TExES Exam, Practice Tests for Success, Wilmore, ISBN 978-1-4833-1936-0</td>
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<tr>
<td>Course Description</td>
<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. 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, February 4, 8:30 –4:00]. The practice exam takes about 4 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.</td>
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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 Council for the Accreditation of Educator Preparation, CAEP, standards and are compatible with the six standards of the Interstate School Leaders Licensure Consortium (ISLLC).

TExES Examination for Principal Certificate (Framework)

<table>
<thead>
<tr>
<th>Domain I: School Culture (Competencies 001, 002)</th>
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<tbody>
<tr>
<td>Domain II: Leading Learning (Instructional Leadership/Teaching and Learning) (Competencies 003, 004)</td>
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<tr>
<td>Domain III: Human Capital (Human Resource Management) (Competencies 005, 006)</td>
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<tr>
<td>Domain IV: Executive Leadership (Communication and Organizational Management) (Competencies 007, 008)</td>
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<tr>
<td>Domain V: Strategic Operations (Alignment and Resource Allocations) (Competencies 009, 010)</td>
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<tr>
<td>Domain VI: Ethics, Equity, and Diversity (Competency 011)</td>
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Course Objectives/Learner Outcomes

<table>
<thead>
<tr>
<th>Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).</th>
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<tr>
<td>Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.</td>
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<td>Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.</td>
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<td>Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.</td>
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<tr>
<td>Competency 005: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.</td>
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</table>
Competency 006: The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

Competency 007: The beginning principal knows how to develop relationships with internal and external stakeholders, including selecting appropriate communication strategies for particular audiences.

Competency 008: The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

Competency 009: The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that supports teacher effectiveness and positive student outcomes.

Competency 010: The beginning principal knows how to provide administrative leadership through resource management, policy implementation, and coordination of school operations and programs to ensure a safe learning environment.

Competency 011: The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

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
Download Internship Log to Document 80 hours of Supervision
- The intern will upload the completed and signed document at the end of the course.

Complete Pre-Assessment on Administrator Competencies 001-011
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 an 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

4. Identify selected topic for Book Study Review
   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 self-check quizzes. Please refer to Module 1 for further information.
DUE: All assignments in Module 1 are due Sunday, March 12, 2017, midnight.

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.
DUE: All assignments in Module 2 are due Sunday, March 26, 2017, midnight.

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.
DUE: All assignments in Module 3 are due Sunday, April 2, 2017, midnight.

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.
DUE: Assignments in Module 4 are due Sunday, April 23, 2017, midnight.

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.

DUE: All assignments for Module 5 are due Sunday, May 7, 2017, midnight.

**Complete Course Reflection on Administrator Competencies and Book Review**

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

**Suggested Grading distribution:**
- Other Populations – 20%
- Special education – 15%
- Budget Planning Process – 15%
- Campus Improvement Planning – 15%
- Discipline and Safe Schools – 15%
- 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>
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<tr>
<td>B</td>
<td>3.0</td>
<td>83 - 87</td>
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<tr>
<td>B-</td>
<td>2.7</td>
<td>80 - 82</td>
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<tr>
<td>C+</td>
<td>2.3</td>
<td>78 - 79</td>
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<tr>
<td>C</td>
<td>2.0</td>
<td>73 - 77</td>
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<tr>
<td>C-</td>
<td>1.7</td>
<td>70 - 72</td>
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<tr>
<td>D+</td>
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<td>68 - 69</td>
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<tr>
<td>D</td>
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<td>63 - 67</td>
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<tr>
<td>F</td>
<td>0.0</td>
<td>Below 67</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 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.

**Technology Requirement (Set by instructor)**

Blackboard Collaborate may be used for the mid-point meeting. Students need to have a camera and speakers with their computer.

**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:**

Your attendance is required at the following events:

Saturday, February 4, 8:30 – 3:30, Practice TExES – Scanlan

Saturday, May 6, 9-11:30, Administrative Internship II e-portfolio presentations.

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<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Module 1: ESL/Bilingual, Activity 1D</td>
<td>3/12/2017</td>
<td>Please look through all of the assignments in each module to set up meetings and interviews as soon as possible.</td>
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<tr>
<td>504 Services, Activity 1H</td>
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<td>G/T, Activity 1L</td>
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<tr>
<td>Module 2: Special Education Services, Activity 2C</td>
<td>3/26/2017</td>
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<tr>
<td>Module 3: Site Based Decision Making, Activity 3A, 3C, 3D</td>
<td>4/3/2017</td>
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<tr>
<td>Module/Activity</td>
<td>Date</td>
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<tr>
<td>Module 4: Campus/District Budget Planning Process</td>
<td>4/23/2017</td>
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<tr>
<td>Activities 4A, 4B, 4D</td>
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<tr>
<td>Module 5: Discipline and Safe Schools</td>
<td>5/7/2017</td>
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<tr>
<td>Activity 5A, 5B, 5C</td>
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<tr>
<td>Book Review</td>
<td>5/7/2017</td>
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<tr>
<td>Internship Reflection</td>
<td>5/7/2017</td>
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