



UNIVERSITY OF  
**TEXAS**  
ARLINGTON

COLLEGE OF EDUCATION

# Educational Leadership and Policy Studies

Principal Preparation Program  
Site Supervisor Training

# Introduction

Thank you for agreeing to be a site supervisor in our principal preparation program. This PowerPoint training presentation is designed to give you some insight into our expectations for our candidates/students during their practicum and to explain your responsibilities.

We value your time and want your experience as a site supervisor to be a benefit to you and the school/district in which the candidate/student is employed.

While there are specific obligations and documents that must be submitted, we hope your interaction with the candidate/student and his/her UTA-assigned field supervisor is a quality educational experience for everyone involved.

# Definitions: Site Supervisor

- **\*Site supervisor**—For a practicum candidate, an educator who has at least three years of experience in the aspect(s) of the certification class being pursued by the candidate; who is collaboratively assigned by the campus or district administrator and the educator preparation program (EPP); who is currently certified in the certification class in which the practicum candidate is seeking certification; who has completed training by the EPP, including training in how to coach and mentor candidates, within three weeks of being assigned to a practicum candidate; who is an accomplished educator as shown by student learning; who guides, assists, and supports the candidate during the practicum; and who reports the candidate's progress to the candidate's field supervisor.  
*\*Out of state and other non-certification seeking students may request that the program coordinator consider a request for an exception to these requirements due to differences in leadership qualification at non-TEA approved practicum sites*

# Definitions: Candidate vs. Student

- **Candidate**—An individual who has been formally or contingently admitted into an educator preparation program; also referred to as an enrollee or participant. This term is sometimes used as a general term to describe any student in the principal program. However, the term *candidate* is intended to describe a student who was admitted to the program as a person eligible to seek Texas principal certification. The program must abide strictly by all TAC requirements in order to ensure that the certification *candidate* remains eligible for certification throughout the program and upon program completion.
- **Student**—This term is sometimes used as a general term to describe anyone in the principal program. However, students who were admitted as non-certification seeking students are not truly *candidates* in the purest sense of this term. The use of the term *candidate* in no way implies or guarantees that an ineligible student is eligible to seek principal certification in Texas.

# Definitions: Practicum

- **Practicum**—A supervised educator assignment at a public school accredited by the Texas Education Agency (TEA) or other school approved by the TEA for this purpose that is in a school setting in the particular class for which a certificate in a class other than classroom teacher is sought.
  - A candidate/student will complete the courses outlined in the program plus 250 or more hours in supervised administrative leadership activities.
  - The hours will be supervised by the site supervisor or her/his designee.
  - The candidate must submit a practicum hour log at various checkpoints during the practicum experiences.
  - Practicum activity logs should be verified by site supervisors.

# Definitions: UTA Field Supervisor

- **Field supervisor**—A currently certified educator, hired by the educator preparation program, who preferably has advanced credentials, to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators. A field supervisor shall have at least three years of experience and current certification in the class in which supervision is provided. A field supervisor shall be an accomplished educator as shown by student learning. A field supervisor with experience as a campus-level administrator and who holds a current certificate that is appropriate for a principal assignment may also supervise classroom teacher, master teacher, and reading specialist candidates. A field supervisor with experience as a district-level administrator and who holds a current certificate that is appropriate for a superintendent assignment may also supervise principal candidates. If an individual is not currently certified, an individual must hold at least a master's degree in the academic area or field related to the certification class for which supervision is being provided and comply with the same number, content, and type of continuing professional education requirements described in §232.11 of this title (relating to Number and Content of Required Continuing Professional Education Hours), §232.13 of this title (relating to Number of Required Continuing Professional Education Hours by Classes of Certificates), and §232.15 of this title (relating to Types of Acceptable Continuing Professional Education Activities). A field supervisor shall not be employed by the same school where the candidate being supervised is completing his or her clinical teaching, internship, or practicum. A mentor, cooperating teacher, or site supervisor, assigned as required by §228.35(f) of this title (relating to Preparation Program Coursework and/or Training), may not also serve as a candidate's field supervisor.



# Definitions: Observation POP Cycle

- **Observations:** The principal program requires candidates/students to complete three video observations in order to rate the candidate's/student's mastery of the principal certification standards that guide the program.
- **POP** stands for:
  - Pre-conference
  - Observation
  - Post-conference

# Expectations: Observation POP Cycle

- Candidates/students must adhere to the observation **POP cycle process**, which involves the following guidelines:
  - The observation must occur within the assigned observation window. Observations that occur prior to or beyond the assigned timing will be voided and must be repeated to continue in the program.
  - The observation POP cycle begins with a pre-conference between the UTA-assigned field supervisor and the candidate/student at a date/time agreed upon by the UTA field supervisor and the candidate/student.
  - Following the pre-conference, the candidate/student will provide a video (minimum of 45 minutes in duration) of the candidate/student leading a pre-approved leadership activity.
  - The video should be submitted in a timely manner. Videos submitted at the end of a practicum course are unlikely to be viewed, scored, signed, and approved in time for the candidate/student to be able to pass the practicum course.
  - The field supervisor will view and score the video and will schedule and conduct a post-conference with the candidate/student to allow for feedback for improvement.
  - The report will be shared with the site supervisor and candidate. The site supervisor will add comments and sign the report and will communicate any concerns with the field supervisor. The form will be emailed to the candidate and field supervisor.
  - The candidate will sign the report and will upload it to the appropriate assignment fields in the practicum course and the Canvas Forum.



# General Explanation of Practicum

- Candidates/students in our principal preparation program take three field-based practicum courses:
  - EDAD 5389 Administrative Practicum - at the beginning of the program (includes the observation #1 POP cycle)
  - EDAD 5330 Leadership in Instructional Setting - in the middle of the program (associated with the observation #2 POP cycle fee, although observation #2's timing may not coincide with EDAD 5530 on the student/candidate's course map)
  - EDAD 5399 Capstone Practicum - at the end of the program (includes the observation #3 POP cycle)
- The 250-hour practicum begins when the site and field supervisor documents have been submitted by the candidate/student and approved by the university (typically about 2-3 weeks after the start of the first practicum course).
- Candidates/students who do not have an approved site supervisor are not allowed to conduct practicum activities, log practicum hours, or complete observations POP cycles.

# Practicum Activities

- In the practicum, candidates/students are to gain as many campus leadership experiences as possible in transitioning from their current position to a building-level instructional leader.
  - Experiences will include **high-impact administrative activities** such as working with the campus leadership team to disaggregate data in planning for instructional improvement, conducting classroom observations with feedback, coaching teachers, leading significant committees, planning for and organizing campus activities, developing and implementing professional development opportunities for campus faculty and staff members, and other leadership responsibilities to demonstrate proficiency in all domains and competency areas of the principal certification standards that guide our program.
  - While candidates/students are allowed to engage in some lower impact activities such as bus duty, athletic supervision duties, monitoring the cafeteria, etc., these activities should represent only a small portion of the hours logged to meet the 250 practicum hours requirement.
- Each candidate's practicum experiences will be unique due to the differences in campus needs, the candidate's needs, and campus leadership opportunities.

# Candidate/Student Requirements for the Practicum

- Work under the direction of the site supervisor.
- Work with their field and site supervisors to complete three practicum observations and submit signed practicum observation reports that document the candidate's proficiency in mastering the principal certification standards that guide our program.
- Select a long-term practicum project that will be highlighted in a PowerPoint presentation due in their capstone course. This project will show the candidate's ability to make a long-term impact on campus improvement in a selected area based on a need demonstrated in the campus data. This project will help satisfy PASL requirements (where appropriate).
- Take academic content courses (non-practicum courses) which contain pillar assignments designed to allow the candidate/student to apply content within the context of their practicum experiences.
- Assist the site supervisor with keeping the field supervisor informed of the candidate's/student's progress in the practicum experiences.

# Practicum Learning Expectations

- Candidates/students should seek to actively participate in campus leadership activities in the ongoing effort to learn the following elements of administration:
  - Cyclical events: The yearly cycle of administrative responsibilities
  - Constant events: The daily responsibilities of administrators
  - Planned events: Campus events that require proactive planning and delegation of responsibilities
  - Unplanned events: Crisis management
- Candidates/students should gain experiences in all of the principal certification standards and competency areas (Texas and/or ELCC, depending upon the candidate's certification eligibility status).

# Site Supervisor Responsibilities

- Read and sign the Site Supervisor Agreement for the candidate to upload into the forum.
- Assist the candidate in securing a copy of your valid principal certification for the candidate to upload into the Canvas Forum.
- Assist the candidate in verifying that you have completed three or more years of experience as a principal/assistant principal by either providing a copy of your official educator service record OR the Site Supervisor Credential Verification Form that is signed by a Human Resources official in your district (any HR employee who is able to verify your service records).
- Guide, assist, and support the candidate during the practicum.
- Report the candidate's progress to the candidate's field supervisor by signing practicum observation reports that will be emailed to you by the candidate's field supervisor.
- Verify and sign the candidate's time log of practicum hours.
- Make a recommendation of whether the candidate should be recommended for principal certification (if eligible).



# Code of Ethics and Standard Practices for Texas Educators

Enforceable Standards.

## **(1) Professional Ethical Conduct, Practices and Performance.**

(A) Standard 1.1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the school district, educational institution, educator preparation program, the Texas Education Agency, or the State Board for Educator Certification (SBEC) and its certification process.

(B) Standard 1.2. The educator shall not intentionally, knowingly, or recklessly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

(C) Standard 1.3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(D) Standard 1.4. The educator shall not use institutional or professional privileges for personal or partisan advantage.

(E) Standard 1.5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or that are used to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.



## **(1) Professional Ethical Conduct, Practices and Performance (continued)**

(F) Standard 1.6. The educator shall not falsify records, or direct or coerce others to do so.

(G) Standard 1.7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.

(H) Standard 1.8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.

(I) Standard 1.9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.

(J) Standard 1.10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.

(K) Standard 1.11. The educator shall not intentionally, knowingly, or recklessly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.

(L) Standard 1.12. The educator shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.

(M) Standard 1.13. The educator shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

## **(2) Ethical Conduct Toward Professional Colleagues.**

- (A) Standard 2.1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- (B) Standard 2.2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
- (C) Standard 2.3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- (D) Standard 2.4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- (E) Standard 2.5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- (F) Standard 2.6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- (G) Standard 2.7. The educator shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation or proceeding under this chapter.
- (H) Standard 2.8. The educator shall not intentionally or knowingly subject a colleague to sexual harassment.

### **(3) Ethical Conduct Toward Students.**

(A) Standard 3.1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.

(B) Standard 3.2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.

(C) Standard 3.3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.

(D) Standard 3.4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.

(E) Standard 3.5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

(F) Standard 3.6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.

(G) Standard 3.7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.

### **(3) Ethical Conduct Toward Students (continued)**

(H) Standard 3.8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.

(I) Standard 3.9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:

- (i) the nature, purpose, timing, and amount of the communication;
- (ii) the subject matter of the communication;
- (iii) whether the communication was made openly, or the educator attempted to conceal the communication;
- (iv) whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
- (v) whether the communication was sexually explicit; and
- (vi) whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the educator or the student.

# Site Supervisor Documents

- When you sign your site supervisor agreement, you will be asked to attest that you have completed the program's required training and agree to follow the Texas Educator Code of Ethics, have at least creditable 3 years of experience in the principalship (principal and/or assistant principal roles), have been collaboratively assigned by campus/district administration and the UTA principal program; are certified as a principal; are an accomplished educator as shown by student learning, and will report the candidate's progress to the UTA field supervisor.
- You will also need to assist the candidate/student in obtaining a copy of your valid principal certification.
- You will be asked to assist the candidate in obtaining either a copy of your official service record **or** a site supervisor credential verification form signed by an HR official with the authority to verify your experience and credentials.



# Contacts

- Questions about site supervision, field supervision, documentation, observation POP cycles, or other principal program topics can be addressed to:
  - Dr. Cynthia Woody ([Cynthia.woody@uta.edu](mailto:Cynthia.woody@uta.edu)), Principal Program Director



# Conclusion and Acknowledgement of Training

Thank you for your willingness to serve as a site supervisor for The University of Texas at Arlington Educational Leadership and Policy Studies Educator Preparation Program.

Your site supervisor agreement will provide an opportunity to document your acknowledgement of this training.

Your support is valuable in the development of our future building-level instructional leaders.

We appreciate you!

