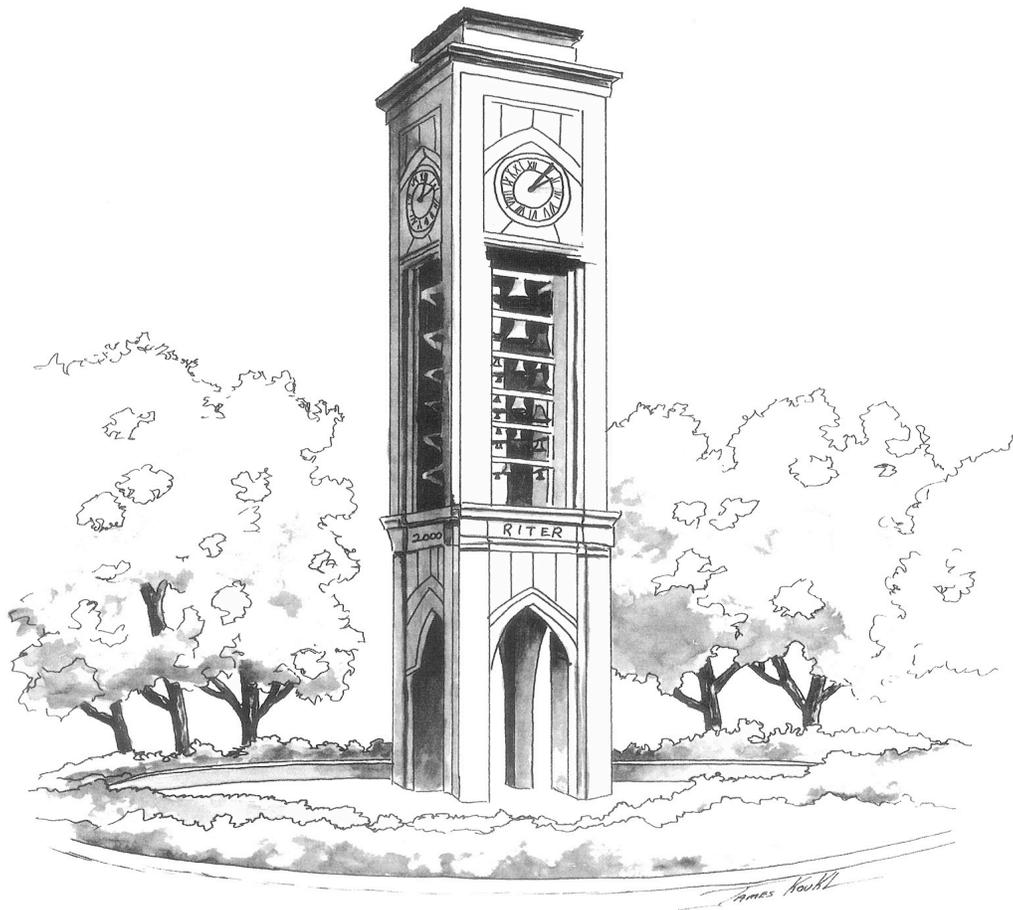


The University of Texas at
TYLER

Educational Leadership and Policy Studies
School of Education
College of Education and Psychology



Site & Field Supervisor
Handbook
for
Principal Preparation Program

Revised May 2018

The University of Texas at **TYLER**



The University of Texas at Tyler is part of the University of Texas System that includes 14 institutions located throughout the state. Founded in 1971, UT Tyler today enrolls more than 10,000 students and consists of seven colleges and maintains regional campuses in Palestine and Longview, as well as a location in Houston.

Representing students from nearly 60 countries, the University of Texas at Tyler delivers more than 80 bachelor's, master's and doctoral degree programs. Among these is a [Master of Education in Educational Administration](#). This degree includes principal certification and prepares degree seekers for the Texas Examinations of Educator Standards Principle exam.

The curriculum consists of 30 credit hours with courses covering leadership theory and practice, as well as the administration of programs typically found on campus using a variety of evaluative, investigative, and quantitative or qualitative research methods in solving problems to foster school improvement efforts. All courses are taught every semester and grouped into blocks; degree candidates must complete four blocks to graduate. In earning the master's degree in education administration and principal certification, learners must also complete three on-campus internships, write an action research project on the topic of their choice, and pass the TExES Principal Certification Exam administered by the Texas Education Agency. Selected action research projects are published in the online student journal [The EDLR Practitioner Review](#).

Like many online master's programs for education administration, applicants need a valid teaching certificate and professional experience in education. The program requires GRE scores only if the applicant's GPA is below 3.25 over their last 60 hours of coursework. Prospective students must complete an application for admission, submit a reference form, pass a criminal background test, and complete an online admission screening survey. Bachelor's degrees earned from a non-US institution may qualify a student for admission only if approved by an academic committee. In addition, a total TOEFL iBT score of 79 with a speaking subsection score of 26 or higher is necessary for admission.

UT Tyler is regionally accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and is ranked #29 nationally by Bestcolleges.com for Best Online Master's in Educational Administration.



EDLR 5270
Practicum in Principalship I

Practicum in the Principalship I Introduction Packet

Overview

It is important for you to notify your principal that you will be engaged in an internship/practicum this semester. I have prepared the following two documents for you to share:

1. Cover letter that needs to be personalized by adding your name and the name of your administrator supervisor.
2. Permission form to be signed by the administrator supervisor.

I trust that your principal will serve as a mentor in your educational leadership program. If you have any questions or concerns, please don't hesitate to contact me.

After your principal signs the permission form, please scan and submit it via Canvas. You will also need to complete the Google form posted on Module 1.

Practicum in the Principalship I

Date _____

Dear Administrator _____,

Student's name _____ is enrolled in the Master of Education program at the University of Texas at Tyler. The program, Educational Leadership with Principal Certification, is presented in four blocks of study. Each block is equivalent to a semester. Block I is *Introduction to the Field of Educational Leadership*, Block II is *Best Practices in Curriculum and Instruction*, Block III is *Special Populations and Special Functions* and Block IV is *The Principalship*. Blocks II-IV have an applied internship component.

Student's name _____ is currently enrolled in Block II, *Best Practices in Curriculum and Instruction*. The intent of Block II is to provide the intern with applied instructional leadership experiences under the tutelage of an experienced principal. Part One of the Practicum in the Principalship will provide the intern with opportunities to apply the knowledge about *Best Practices in Curriculum and Instruction*. Your intern will request that you assist in developing a list of potential activities for the Internship.

With your assistance, we can prepare the next legion of educational leaders to carry on the fine work done by our current administrators. Please feel free to call me at (903) 502-0308 or e-mail me at yoliverasortiz@uttyler.edu if you have any questions.

Sincerely,

Yanira Oliveras-Ortiz, Ph. D.
Assistant Professor of Educational Leadership
The University of Texas at Tyler
Department of Educational Leadership and Policy Studies
Tyler, Texas 75799

The University of Texas at Tyler

Practicum in the Principalship I EDLR 5270

Permission Form

I hereby agree to serve as the Administrator Supervisor for _____.

I understand that my responsibilities include:

- Supervising the intern during the field experiences.
- Facilitating the intern's required classroom observations/video recordings (two full lessons, 45 minute observations)
- Meeting with the intern on a regular basis as needed.
- Assisting and guiding the intern if problems arise in completing the specified field experiences.
- Verifying and signing the monthly time log to ensure the intern is making adequate progress toward the completion of the required 80 hours.

Administrative Supervisor's Signature

Supervisor's email

Return the form to via Canvas:

Yanira Oliveras-Ortiz, Ph. D.
Assistant Professor of Educational Leadership
The University of Texas at Tyler
Department of Educational Leadership and Policy Studies
Email: yoliverasortiz@uttyler.edu
Office Number (903) 565-5639
Cell Phone (903) 502-0308

Observation Expectations

As part of your Practicum in the Principalship I, in order to focus on the development of your instructional coaching skills, you are required to conduct 2 observations and 2 post-observation conferences. Below are the steps to successfully complete the required observation.

- Identify a teacher who agrees to go through the two observation cycles during this semester. You will lead these observation cycles. *The grade level and content taught by the teacher you choose to work with is complete up to you.*
- Set up a time to observe him/her and **record** a full lesson (one lesson at a time).
- The lesson should be about 45 minutes to capture the beginning, middle and end of the lesson.
- Record a short introduction to the observation video, where you tell your field supervisor who you are about to observe and the content you are going to observe, as if you were walking into the classroom together for both observations.
- Submit the video of the lesson for your field supervisor to watch.
- Contact your field supervisor to schedule a Zoom or Skype meeting to discuss the observation and prepare for the post-observation conference that you will have with your colleague.
- Watch the lesson and take scripted notes and complete the observation form (expectations posted on Canvas).
- Meet with your field supervisor.
- Finalize the post-observation conference plan.
- Hold and **record** the post-observation with your colleague.
- Submit the video of you leading the first post-observation conference and your observation notes.
- Contact your field supervisor to schedule a Zoom or Skype meeting to reflect and discuss the post-observation conference.

End of the first observation cycle

- Set up a time to observe your colleague and **record** the second full lesson.
- Remember that the lesson should be about 45 minutes to capture the beginning, middle and end of the lesson.
- Record a short introduction to the observation video.
- Submit the video of the second lesson for your field supervisor to watch.
- Contact your field supervisor to schedule a Zoom or Skype meeting to discuss the second observation and prepare for the second post-observation conference.
- Watch the lesson and take anecdotal notes (expectations posted on Canvas).
- Meet with your field supervisor.
- Finalize the second post-observation conference plan.
- Hold and **record** the second post-observation with your colleague.
- Submit the video of you leading the second post-observation conference and your observation notes.
- Contact your field supervisor to schedule a Zoom or Skype meeting to reflect and discuss the second post-observation conference.

End of the second observation cycle

Additional Important Information

During the Practicum, you will work with 3 school administrators. Below are important *definitions of the role of each administration to help you understand the role of your field supervisor in the observation process.*

1. Your site supervisor – your principal who will oversee your practicum and will help you complete the required 80 hours of internship.
2. Your field supervisor - an experienced current or retired school principal who has been contracted by UT Tyler, who will be assigned to support and coach you throughout this practicum.
3. Your instructor – Dr. Oliveras-Ortiz, a former school principal, who has designed this course and will support you throughout this practicum.

As required by the Texas Education Agency, your **field supervisor** will observe and coach you as develop your instructional leadership skills. Given that this Practicum is an online course, we will conduct these observations by watching the videos you will submit (the 2 lessons and the 2 post-observation conferences). As indicated above, you will meet with your field supervisor before and after you conduct the post-observation conferences. **These are state-required coaching meetings.** The meetings will be held virtually via Zoom or Skype.

Given that these observation and coaching sessions are state requirements, you will **not** receive credit for the Practicum if you fail to submit the videos and/or to participate in the required coaching meetings with your field supervisor.

Your **field supervisor** will provide written feedback (via email) after each coaching meeting. As required by the State, your site supervisor and instructor will receive a copy of the written feedback.

The coaching and feedback shall focus on the development of your leadership skills, aligned to the Texas Principal Standards. A copy of these standards has been posted on Canvas.

Grading of Observations and Post-Conferences

As indicated on the syllabus, all assignments must be completed and submitted to receive credit for The Practicum I. Your field supervisor will award 10 points per component of the observation cycle, when the videos, observation form, and observation notes are submitted on time. Refer to the syllabus for the late work policy and the assignment schedule for due dates. *Please note that the following assignments are **not** the only required assignments required.*

You will receive 10 points for each of the following observation components.

1. Lesson videos (2)
2. Observation checklist (video 1 only)
3. Scripted observation notes (video 1 only)
4. Anecdotal observation notes (video 2 only)
5. Post-observation conference videos (2)

Finally, make sure you keep track of the time you spend preparing and conducting the observations and post conferences, as well as the time you spend working on the observation notes. These activities are all designed to help you complete the required 80 hours and should be included in your time log.



EDLR 5271
Practicum in Principalship II

Practicum in Principalship II

EDLR 5271

Introduction Packet

Overview for the Student Intern

It is important for you to notify your mentor (the principal on your campus in most cases) that you will be participating in a practicum this semester and arrange for him or her to provide supervision. To assist you in the process, I have prepared the following documents in this packet for you to share with your mentor (pages 2-5):

- **Cover Letter** – personalize with your name and mentor’s name.
 - Use the Word formatted **Cover Letter**.
- **Permission Form** – signed by your mentor and a copy returned to me.
- **Administrative & Instructional Leadership Activities as well as your Action Research Project**– suggested activities to share, discuss, and agree upon with your mentor.
 - Refer to the **Practicum Activities** document found in this document for additional suggestions.
 - *The course instructor has final approval of all practicum activities.*
- After your mentor signs the permission form and reaches an agreement with you on the practicum activities, please upload the signed permission form in Module 1.

I trust that your principal will serve as your mentor during the practicum; however, if you have any concerns or questions please contact me as soon as possible.



COLLEGE OF EDUCATION
AND PSYCHOLOGY
Department of Educational
Leadership and Policy Studies

THE UNIVERSITY OF TEXAS AT TYLER

3900 UNIVERSITY BOULEVARD • TYLER, TX 75799 • (903) 566-7055 • FAX (903) 565-5527

Date

Dear (Your principal),

(Your name) is enrolled in Educational Administration with Principal Certification, a Master of Education program at the University of Texas at Tyler. The program is delivered in four blocks of study. Each block is equivalent to a semester. Block I is *Introduction to the Field of Educational Leadership*, Block II is *Best Practices in Curriculum and Instruction*, Block III is *Special Populations and Special Functions*, and Block IV is *The Principalship*. Blocks II-IV have an applied practicum component.

(Your name) is currently enrolled in the course *Practicum in Principalship II EDLR 5271* in Block III. The purpose of this course is to provide the student with applied instructional leadership and administrative experiences under the guidance of an experienced principal. At the conclusion of each week, the student will log hours in their practicum log. The student's final grade for the course depends upon the successful completion of all assignments, practicum activities log and action research project/paper and presentation.

Please find attached a permission form and list describing the type of activities that the student could engage in during the practicum. (Your name) requests that you not only assist in developing a list of potential activities but also supervise (his or her) practicum.

With your assistance, we can prepare the next generation of educational leaders to carry on the outstanding work done by our current administrators. Please feel free to call (903-565-5653) or email (jenniferjones@uttyler.edu) me if you have any questions or concerns. Thank you for your support.

Sincerely,

Jennifer S. Jones, Ed.D.
Assistant Professor of Educational Leadership
Director of the UT Tyler Turnaround Initiative
Superintendent Program Coordinator
Campus Email: jenniferjones@uttyler.edu
Campus Phone: (903) 565-5653
Campus Fax: (903) 565-5527



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Practicum in Principalship II EDLR 5271 Permission Form

I hereby agree to serve as the Administrator Supervisor for I understand that my responsibilities include:

- Supervising the student during the field experiences.
- Meeting with the student on a regular basis as needed.
- Assisting and guiding the student if problems arise in completing the specified field experiences.

Signed

Administrative Supervisor

Print Name

Administrative Supervisor

School Email

Administrative Supervisor

Please return signed form to:

Jennifer Jones, Ed.D.
 Assistant Professor of Educational Leadership
 University of Texas at Tyler
 Department of Educational Leadership and Policy Studies
 3900 University Boulevard HPR 113
 Tyler, Texas 75799

Campus Email: jenniferjones@uttyler.edu
 Campus Phone: (903) 565-5653 Fax Number: (903) 565-5527

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Practicum in Principalship II EDLR 5271 Administrative & Instructional Leadership Activities as well as including your Action Research Project

The practicum requires students to accrue **80 hours** of hands-on experiences focusing on a variety of school leadership topics (suggested topics are list below in **bold type**). This list also provides specific examples within each topic for your consideration—you and your mentor may come up with other meaningful activities. *The actual leadership topics and specific activities will be determined in collaboration and agreement of your on-site mentor (i.e., principal). The course instructor has final approval of all activities.*

General Leadership

- Collaborate with building-level leadership in assigning students to classes/teachers, faculty teaching and non-teaching assignments, and equitable resource allocation to faculty.
- Investigate and reflect on ethical behaviors of school leaders by analyzing and interpreting leadership practices in diverse school settings.
 - Study the administrative organization of the school district.
 - Examine school vision/mission statement. Review school management-related documents. Identify at least 3 examples of organizational structures, operational procedures, and/or resource allocations that support the vision and mission.
 - Monitor, assess, revise school vision/goals as needed and foster the integration of students into the mainstream society while valuing diversity.
 - Assist with correspondence and suggest replies for letters.
 - Prepare documents that required by your administrator's office.
 - Study computer systems used by your administration.
 - Serve as principal-for-a-day.
 - Serve as chair for a site-based decision-making committee.
 - Serve as administrator-in-charge for an extracurricular activity.
 - Review various procedures regarding record retention schedule, special programs, and student records.
 - Learn grading policy and procedures.
 - Attend an administrative meeting.
 - Observe/participate in an *IEP* meeting. Discuss the role of the principal which emerges from the IEP conference regarding curriculum and instruction, compliance and support issues. Describe any curriculum, instruction and/or assessment changes or modifications and the value/impact for the **effective education of the special needs child**.
 - Observe/participate in an *LPAC* meeting. Discuss the role of the principal which emerges from the IEP conference regarding curriculum and instruction, compliance and support issues. Describe any curriculum, instruction and/or assessment changes or modifications and the value/impact for the **effective education of the ELL child**.
 - Identify analyze, and summarize a school improvement plan at a site.
 - Work with school-level leadership on the development and/or implementation of

guidelines for handling confidential school data and information.

- Collaborate with the building administrator to conduct a climate/culture audit for a grade level, department, or school or to conduct a portion of a climate/culture audit for a school.
- Interview a current principal discussing legal issues they have faced in recent years at the school. Review their decisions based on your knowledge of school law.

Action Research

- Complete assigned action research project - Students will produce an action research study by identifying a robust question related to their practice, discussing and analyzing current literature, presenting a sound and appropriate selection of methodology, describing the methods to be used, presenting and analyzing data collected, interpreting and discussing findings and what they mean for future practice, and addressing key issues.
- Identify a problem your school is currently facing and document the decision-making process used to resolve the problem. Who was involved? What process was used for arriving at a decision? What was the outcome?
- Select one high priority problem (justified by relevant data). Convene a team of stakeholders (teachers, parents, administrators, community members) to study/address the problem.

Instructional Leadership

- Identify and analyze relevant data and school processes to identify learning and achievement gaps. Organize and summarize findings to prepare a school profile to share with the SBDM Council, teachers, staff, and parents. Make recommendations for curricular and instructional changes.
- Study the curriculum used in your school. Is it meeting state requirements?
- Study effective schools research and apply principles when appropriate
- Observe classrooms and evaluate performance in comparison to objectives and curriculum guides
- Oversee the implementation of a new instructional program
- Identify a population of low-performing students. Describe the students who are low-performing. What recommendations, as a building administrator, would you make to improve achievement? Discuss implications for the curriculum, the instructional practice(s), the assessment practices, and the professional development activities.
- Analyze the diversity among student population to make data-based decisions and recommendations for policies and practices that will lead to a more just school environment.
- Present or organize a professional development workshop for teachers
- Study technology usage in the instructional program and curriculum development
- Lead Professional Development at a conference, PLCs, etc.
- Analyze a teacher observation, conference from the perspective of ethics.
- Develop diversity plan addressing (a) needs/concerns of others, (b) home language other than English, (c) development of interpersonal skills, and (d) monitoring delivery of

- instruction to diverse groups
- Develop opportunities for teachers to plan and work collaboratively.
 - Develop and lead a building level Professional Learning Community or develop opportunities for teachers to plan and work collaboratively.
 - Professional Development Plan for new teachers.
 - Develop and administer a needs assessment to include in New Teacher Induction Plan.
 - Lead an equity audit to determine if any sub-groups are under- or over represented in special education, gifted & talented, remedial classes, or advanced classes.
 - Disaggregate data from specific national, state, local, and classroom assessments and describe the changes in program which are suggested by the data. Develop a test using methods which include test item specification and rubric development, the analysis of results including the use of student self-analysis, instructional test administration recommendations based on the test results, and participation in a tuning protocol to analyze the test.
 - Observe principal conducting a preconference, observation, and post-conference. Conduct a pre-conference, observation, and post conference with two teacher colleagues.

Discipline Management

- Identify issues in the school which contribute to the current reality of student discipline. Identify any trends or patterns you see, especially any equity or fairness issues.
- Participate in/observe student suspension/expulsion hearings
 - Assist with disciplinary measures.
 - Observe a principal-parent conference
 - Review the Student Code of Conduct and Handbook and assist in updating if possible.
 - Design or identify an instrument for analyzing the faculty's attitudes toward student behavior and discipline. Analyze the results and make recommendations to the school's Site-Based Decision-Making Committee.

School-Parent-Community Relations

- Attend parent-teacher organization meetings.
- Design and implement a school partnership alliance project focused on a community need.
- Plan or Attend school and community events representing the administration.
- Develop a community involvement plan.
- Plan an activity to celebrate diversity of the school community population.

Social Worker

- Work with a counselor on a student education program

Public Relations

- Chair a committee for Texas Public School Week.
- Publish a campus newsletter.
- Speak at a PTO or Rotary Club meeting.

School Safety - Plant Manager – Building Maintenance – Transportation -Auxiliary

- Conduct facilities audit for health and safety issues, appropriate utilization of space.
- Walk the building and compile a preventative maintenance list.
- Collaborate with the principal to develop a site-specific facilities and maintenance plan that is data-driven.
- Prepare a work-order to fix a broken item.
- Survey the building concerning the utilization of space.
- Review inventory lists of equipment, textbooks, etc.
- Develop custodial work schedule.
- Evaluate energy conservation measures.
- Survey transportation program of the school district.
- Study the cafeteria: ordering procedures for food, employee scheduling, and efficiency.
- Observe other auxiliary operations or departments.

School Finance

- Study the budget planning and organization of the business office and how it relates to the overall operation of the school
- Assist the principal with budget preparation
- Examine the purchasing and accounting procedures
- Work with appropriate school-site personnel to oversee the inflow of, and the accounting for cash receipts.

Personnel

- Participate in the interview process for a teacher and/or paraprofessional
- Observe procedures used to employ and dismiss personnel – professional and paraprofessional
- Learn substitute teacher procedures
- Investigate and show understanding of the teacher evaluation process
- Review the Employee Handbook

160 Hour Practicum

3 Observations:

Observation 1 – First third of practicum

Observation 2 – Second third of practicum

Observation 3 – Last third of practicum

Minimum 135 total Observation Minutes

Role #1

Provide students with a pre-conference before a videotaping of an experience to provide insight in ways to best accomplish his/her task.

Watch video of the student's experience.

Provide a post-conference to discuss the student's performance.

Provide written feedback of performance to the student, student's on-site mentor, and university professor.

Role #2

Read over responses to questions provided by students in each module. Provide feedback as appropriate to make sure the student understands the different areas being discussed.

Role #3

Provide extra support and mentoring as needed.

Note: I will also be in the course and taking care of some of the work, but I would like for you to be a strong source of support and coaching for your students. Thank you for your willingness to coach our future district

The University of Texas at Tyler
Practicum Observation Form

Candidate's Name

Candidate's UTT ID Number

Placement Date

Today's Date

Observation

Site Supervisor

U.T. Tyler Field Supervisor

Activity Observed

Observation Start Time

Note: Each observation must be at least 45 minutes in length.

Observation End Time

Definitions

Does not meet standard-candidate did not satisfactorily meet the expectation/standard listed

Meets standard-candidate satisfactorily met the expectation/standard listed

Exceeds standard-candidate more than satisfactorily met the expectation/standard listed

Not observed-the standard was not observed

Learner-Centered Values and Ethics of Leadership: promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

- Does not meet standard
- Meets standard
- Exceeds standard
- Not observed

Comments

Learner-Centered Leadership and School District Culture: promotes the success of all students and shapes school district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- Does not meet standard
- Meets standard
- Exceeds standard
- Not observed

Comments

Learner-Centered Human Resources Leadership and Management: promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

- Does not meet standard
- Meets standard
- Exceeds standard
- Not observed

Comments

Learner-Centered Policy and Governance: promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards.

- Does not meet standard
- Meets standard
- Exceeds standard
- Not observed

Comments

Learner-Centered Communications and Community Relations: promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

- Does not meet standard
- Meets standard
- Exceeds standard
- Not observed

Comments

Learner-Centered Organizational Leadership and Management: promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

- Does not meet standard
- Meets standard
- Exceeds standard
- Not observed

Comments

Learner-Centered Curriculum Planning and Development: promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance.

- Does not meet standard
- Meets standard
- Exceeds standard
- Not observed

Comments

Learner-Centered Instructional Leadership and Management: promotes the success of all students by advocating, nurturing, and sustaining a school district culture and instructional program conducive to student learning and staff professional growth.

- Does not meet standard
- Meets standard
- Exceeds standard
- Not observed

Comments

Conference Start Time (different from observation times)

Conference End Time

Administrative Performance Notes

Specific Strategies Recommended to Address; Strengths and Weaknesses

Needed Support from U.T. Tyler Supervisor

Signature of U.T. Tyler Candidate

Signature of U.T. Tyler Field Supervisor

Date Copy Provided to Candidate's Site Supervisor

Notice to Site Supervisor

The U.T. Tyler Field Supervisor (or other Field Office representative) has sent you this form to fulfill U.T. Tyler's obligation to provide you the record of this educational leadership candidate's formal observation. This record is confidential. Please do not copy, distribute, or share this record unless permitted by applicable law or policy. We value your partnership with us in training educational leaders and we thank you.



EDLR 5272
Practicum in Principalship III

Practicum in Principalship III

EDLR 5272

Introduction Packet

Overview for the Student Intern

It is important for you to notify your mentor (the principal on your campus in most cases) that you will be participating in a practicum this semester and arrange for him or her to provide supervision. To assist you in the process, I have prepared the following documents in this packet for you to share with your mentor (pages 2-4):

- **Cover Letter** – personalize with your name and mentor’s name.
 - Use the Word formatted **Cover Letter** located in the **Resources** folder.
- **Permission Form** – signed by your mentor and a copy returned to me.
- **Leadership & Management Activities** – suggested activities to share, discuss, and agree upon with your mentor.
 - Refer to the **Practicum Activities** document located in the **Resources** folder for additional suggestions.
 - *The course instructor has final approval of all practicum activities.*

After your mentor signs the permission form and reaches an agreement with you on the practicum activities, either send these documents to me as an email attachment (gmillers@uttyler.edu) or scan and fax (903) 565-5527, attention Dr. Miller.

ADDITIONAL POINTS:

1. As the semester progresses, submit to me for approval, adjustments to the activities as needed.
2. I trust that your principal will serve as your mentor during the practicum; however, if you have any concerns or questions please contact me as soon as possible.



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COLLEGE OF EDUCATION
AND PSYCHOLOGY

Department of Educational Leadership
& Policy Studies

Date

Dear (Your principal),

(Your name) is enrolled in Educational Administration with Principal Certification, a Master of Education program at the University of Texas at Tyler. The program is delivered in four blocks of study. Each block is equivalent to a semester. Block I is *Introduction to the Field of Educational Leadership*, Block II is *Best Practices in Curriculum and Instruction*, Block III is *Special Populations and Special Functions*, and Block IV is *The Principalship*. Blocks II-IV have an applied practicum component.

(Your name) is currently enrolled in the course *Practicum in Principalship III EDLR 5272* in Block IV. The purpose of this course is to provide the student with applied leadership and management experiences under the guidance of an experienced principal. At the conclusion of each week, the student will write a journal entry reflecting on their experiences. The student's final grade for the course depends upon the successful completion of practicum activities along with the accompanying journal entries.

Please find attached a permission form and list describing the type of activities that the student could engage in during the practicum. (Your name) requests that you not only assist in developing a list of potential activities but also supervise (his or her) practicum.

With your assistance, we can prepare the next generation of educational leaders to carry on the outstanding work done by our current administrators. Please feel free to call (903-565-5675) or email (gmiller@uttyler.edu) me if you have any questions or concerns. Thank you for your support.

Sincerely,

Gary Miller, Ed.D.
Assistant Professor of Educational Leadership

University of Texas at Tyler
Department of Educational Leadership and Policy Studies
3900 University Boulevard
Tyler, Texas 75799

Campus Email: gmiller@uttyler.edu
Campus Phone: (903) 565-5675
Campus Fax: (903) 565-5527

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Practicum in Principalship III EDLR 5272

Permission Form

I hereby agree to serve as the Administrator Supervisor for _____.

I understand that my responsibilities include:

- Supervising the student during the field experiences.
- Meeting with the student on a regular basis as needed.
- Assisting and guiding the student if problems arise in completing the specified field experiences.
- Completing an evaluation form on the student at the end of the practicum.

Signed

 Administrative Supervisor

Print Name

 Administrative Supervisor

School Email

 Administrative Supervisor

Please Return Signed Form To:

Gary Miller, Ed.D.
 Assistant Professor of Educational Leadership

University of Texas at Tyler
 Department of Educational Leadership and Policy Studies
 3900 University Boulevard
 Tyler, Texas 75799

Campus Email: gmiller@uttyler.edu
 Campus Phone: (903) 565-5675
 Fax Number: (903) 565-5527

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Practicum in Principalship III EDLR 5272**Leadership & Management Activities**

The practicum requires students to accrue **80 hours** of intern activities focusing on a variety of school leadership topics (suggested topics are list below in **bold type**). This list provides specific examples within each topic for your consideration—you and your mentor may come up with other meaningful activities. *The actual leadership topics and specific activities will be determined in collaboration and agreement of your on-site mentor (i.e., principal). The course instructor has final approval of all activities.*

General Leadership

- Serve as principal-for-a-day
- Serve as chair for a site-based decision making committee
- Serve as administrator-in-charge for an extracurricular activity

Action Research

- Complete an assigned action research project

Instructional Leadership

- Oversee the implementation of a new instructional program
- Present or organize a professional development workshop for teachers

Discipline Management

- Assist with disciplinary measures
- Observe a principal-parent conference

Social Worker

- Work with a counselor on a student education program

Public Relations

- Chair a committee for Texas Public School Week
- Publish a campus newsletter
- Speak at a PTO or Rotary Club meeting

Plant Manager

- Walk the building and compile a preventative maintenance list
- Prepare a work-order to fix a broken item

Financial Planner

- Assist the principal with budget preparation

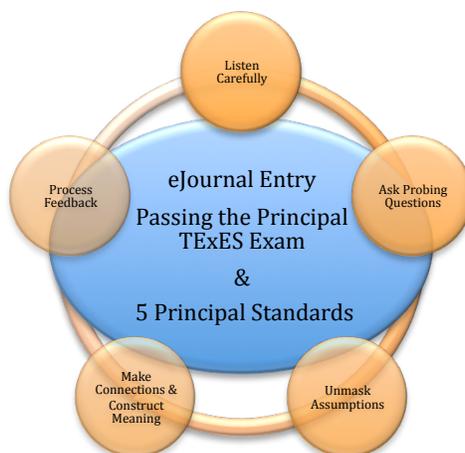
Personnel Specialist

- Participate in an interview process for a teacher and/or paraprofessional

Format for eJournal Entries #1 – #4

Total hours for the week_____.

Total hours for the semester_____.



Name

Campus

eJournal Entry #

I. Log: *Describe the internship activities completed each day and include the amount of time spent, rounded to the nearest half hour. For example, “Observed the assistant principal discuss a student discipline referral with parents. (30 minutes).”*

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

II. Reflection: *Referring to the textbook Passing the principal TExES exam: Keys to certification and school leadership, relate your experiences to the principles and concepts discussed in the reading assignment for that week. Additionally, can any comparisons be made between your experiences and one or more of the five principal standards:*

- *Standard 1-Instructional Leadership*
- *Standard 2-Human Capital*
- *Standard 3-Executive Leadership*
- *Standard 4-School Culture*
- *Standard 5-Strategic Operations*

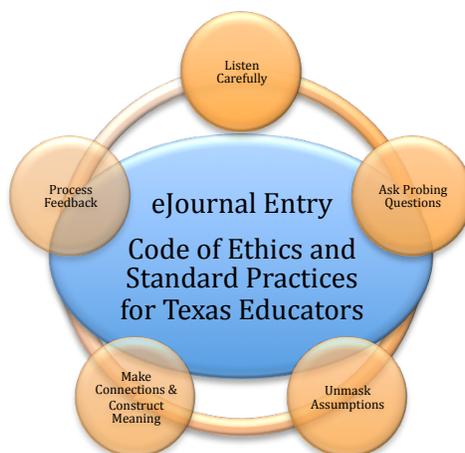
Refer to the document “Principal Self-Assessment and Goal Setting Forms” in the Resource folder for a complete discussion on the five principal standards beginning on page 5. Provide examples in your reflection.

Your Reflection should be no more than four paragraphs in length, written using 10- or 12-point font and either single- or double-spaced.

Format for eJournal Entries #5 – #8

Total hours for the week_____.

Total hours for the semester_____.



Name

Campus

eJournal Entry #

I. Log: *Describe the internship activities completed each day and include the amount of time spent, rounded to the nearest half hour. For example, “Observed the assistant principal discuss a student discipline referral with parents. (30 minutes).”*

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

II. Reflection: *Referring to the document “Code of Ethics and Standard Practices for Texas Educators” found in the Resources folder, relate your field experiences to the “enforceable standards” (i.e., [1] Professional Ethical Conduct, Practices and Performances, [2] Ethical Conduct Toward Professional Colleagues, and [3] Ethical Conduct Toward Students). How are you meeting these standards? Provide examples in your reflection.*

Your Reflection should be no more than four paragraphs in length, written using 10- or 12-point font and either single- or double-spaced.



Texas Administrative Code

TITLE 19

EDUCATION

PART 7

STATE BOARD FOR EDUCATOR CERTIFICATION

CHAPTER 247

EDUCATORS' CODE OF ETHICS

RULE §247.2

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 knowingly 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 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.
- 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 or knowingly 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 or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
- m. Standard 1.13. The educator shall not 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.

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.
- h. 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.
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Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022; amended to be effective August 22, 2002, 27 TexReg 7530; amended to be effective December 26, 2010, 35 TexReg 11242



**Adjunct Faculty Agreement Form
Code of Ethics and Standard Practices for Texas Educators**

I hereby understand and agree to adhere to the enforceable standards found in the *Code of Ethics and Standards Practices for Texas Educators* (Texas Administrative Code, §247.2).

Signed

Instructor's Name

Print Name

Instructor's Name

**Please Return Signed
Form To:**

Gary Miller, Ed.D.
Assistant Professor
M.Ed. & Principal Certification Program Coordinator

University of Texas at Tyler
School of Education
Educational Leadership and Policy Studies
3900 University Boulevard
Tyler, Texas 75799

Campus Email: gmillier@uttyler.edu
Campus Phone: (903) 565-5675



Orientation Video

Sent to mentoring principals and assistant principals:

- <https://youtu.be/p8egBpsVxZY>

This orientation video is produced by Dr. Oliveras-Ortiz, for the campus principals and assistant principals who will be mentors in EDLR 5270, the first practicum course. In most cases, the same administrators will also serve as mentors in the subsequent practicum courses (EDLR 5271 and EDLR 5272), consequently serves as a training video for the duration of the program.