

TARLETON STATE UNIVERSITY

EPP SITE SUPERVISOR TRAINING MANUAL

PRINCIPAL PREP PROGRAM

“Life’s greatest gift is the opportunity to throw oneself into a job that puts meaning and hope into the lives of other people. Seizing this opportunity is the surest way to put meaning and hope into one’s own life.” **Martin Haberman**

Dear Campus/District Administrator, Thank you for agreeing to play the supportive role of Site Supervisor for our TARLETON TEXAN candidates for certification. Your role in mentoring and supervising our candidates is vital; therefore, we cannot express our sincere gratitude for the time and efforts you will give toward developing an individual of quality to serve the children of Texas schools. Our goal is to ensure that the practicum experience be a positive and rewarding experience for both of you. This training module is designed to maximize your experience and enhance your skills as a site supervisor.

TEA Requirement:

As required by the Texas Education Agency, your field supervisor will observe and coach you as well 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. 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 some other form of Face Time. 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) and/or canvas 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.

Impact

“The most important characteristic of a successful mentor is a commitment to provide personal time and attention to the beginner.” At Tarleton, we believe in you and know that your guidance will make a positive impact on the mentee.

Steven Gordon provides three important qualities for effective mentoring: • 1. Mentor is accepting of the mentee, • 2. Mentor provides instructional support, • 3. Mentor communicates hope and optimism.

Qualities of an Effective Mentor

One of the best ways to connect with the mentee is to accept the student mentee as a developing person and professional. Beginning administrators have various needs in order to feel accepted and a part of the school leadership team:

- Orientation to the school and community,
 - Help in building competence,
 - Time to work with mentor,
 - Opportunity to discuss concerns in a setting free of evaluation,
 - Support and advocacy by principal, mentor and staff.
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Mentor Develops a Relationship with the Mentee

Suggestions for developing a relationship with your mentee are:

- Create a safe environment,
- Listen without judgment,
- Focus on learning,
- Agree on objectives, not approaches, • Appreciate your differences.

Mentor is Accepting of the Mentee

Mentors need to meet the mentees where they are and be willing to coach them to improve their performance regardless of their skill level. Simon Veerman cited the most common reported instructional challenges for beginning teachers as:

8. Students' personal problems,
7. Insufficient materials and supplies,
6. Evaluating student work,
5. Planning class work,
4. Parent relations,
3. Dealing with individual differences,
2. Motivating students,
1. Classroom discipline.

This can also be said of campus and district leaders.

Mentor provides instructional support

In order for the mentee to successfully develop these professional competencies, the mentee needs effective and consistent instructional support. This includes, but is not limited to: • Regular observation of and conferencing with the beginning leader,

- Support in leading and learning standards of the state curriculum frameworks,
- Refining various leadership strategies and models,
- Addressing issues such as student-centered (classroom) management and communicating effectively with parents,
- Recognizing and addressing multiple learning styles and individual student needs, and
- Recognizing, evaluating, analyzing and solving problems of practice within campuses and districts.

Mentor provides instructional support

While conferencing after an observation or project/task completion, the mentor should strive to balance a discussion of the new leader's strengths and improvement areas by:

- Summarizing impressions,
 - Recalling supporting information,
 - Comparing plans with achieved results,
 - Analyzing cause-effect relationships,
 - Articulating new learning.
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Mentor provides instructional support

Conversations after the observation also help beginning leader's think out loud with their mentor.

Reflective questions are open-ended, nonjudgmental, and encourage problem-solving.

Throughout the conference, the mentor site-supervisor should serve as an active listener. Examples of active listening stems are:

* From what I hear you saying. . .

*As I listen to you, I'm hearing. . .

*I'm hearing many things. . .

* In other words. . .

*Given that . . .

Mentor provides instructional support

Mentors should capitalize on opportunities to communicate hope and optimism by affirming the potential of the mentee in private conversations as well as public settings (with students, team, faculty, administrators, parents). Show support in the following ways:

- Stress the need for life outside the classroom;
 - Be available to listen;
 - Recognize the new administrator as a peer;
 - Remind the new administrator that making mistakes is normal; – Designate a time for sharing. It is also important for the mentor to share personal experiences of both joys and struggles of leading.
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References

- Fuller, F. 1969, Concerns of Teachers: A Developmental Continuum. American Educational Research Journal 6 (2): 207-26
 - Moir, E. 1991. A guide to prepare support providers for work with beginning teachers: Training module. In New teacher success: You can make a difference, ed. S. Garmston and C. Bartell. Riverside, CA: California Department of Education and Commission on Teacher Credentialing
 - Succeed at Coaching, Mentoring and Supervision, NC State University College of Education, Reiman & Oja, 2003
 - Texas Beginning Educator Support System (TxBESS), 2005
 - Developing the Professional Identity of First-Year Teachers Through a Working Alliance (Brott and Kajs)
 - Developing the Mentor/Protégé Relationship (DeJovine & Harris)
 - Veenman. Simon. 1984. Perceived problems of beginning teachers. Review of Educational Research 54 (2): 143-78.
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A training opportunity in addition to the reading is provided for you:

<https://www.impactcoachingsolutions.com/en/the-5-elements-of-a-successful-coaching-culture-implementation/>



Introduction

TAC§228.35 (9)(f). Preparation Program Coursework and/or Training.

(8) For certification in a class other than classroom teacher, each EPP shall provide a practicum for a minimum of 160 clock-hours whereby a candidate must demonstrate proficiency in each of the educator standards for the certificate class being sought.

f) Mentors, cooperating teachers, and site supervisors. In order to support a new educator and to increase educator retention, an EPP shall collaborate with the campus or district administrator to assign each candidate a mentor during the candidate's internship, assign a cooperating teacher during the candidate's clinical teaching experience, or assign a site supervisor during the candidate's practicum. If an individual who meets the certification category and/or experience criteria for a cooperating teacher, mentor, or site supervisor is not available, the EPP and campus or district administrator shall assign an individual who most closely meets the criteria and document the reason for selecting an individual that does not meet the criteria. The EPP is responsible for providing mentor, cooperating teacher, and/or site supervisor training that relies on scientifically-based research, but the program may allow the training to be provided by a school, district, or regional education service center if properly documented.

As stated above, The site supervisor training must be based on scientifically-based research or provided by a school district, regional education service center, if properly documented. Please provide a brief description of your training (Example: TPESS and/or Regional Mentor training) in addition to reading the provided training bullets in this manual:

Electronic signature:

Tarleton State University - Practicum in the Principalship - Permission Form

I hereby agree to serve as the Administrator Site Supervisor for

I understand that my responsibilities include:

- Supervising the intern during the field experiences.
- Facilitating the intern's required classroom observations/video recordings
- 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 time log to ensure the intern is making adequate progress toward the completion of the required 80 per practicum or 160 hours total as instructed by the university supervisor.

Administrative Supervisor's

Signature:

email:

Return the form to: Dr. Cindy Edwards, Assistant Professor of Educational Leadership and Technology, Superintendent's Certification Program and Principal's Certification Program at PrincipalCert@tarleton.edu and cedwards1@tarleton.edu.
