University of Connecticut Administrator Preparation Program

STUDENT HANDBOOK

2016 - 2017

UCONN

NEAG SCHOOL OF EDUCATION

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MISSION & GOAL

Neag School Mission

The mission of the Neag School of Education is leadership, scholarship, inquiry, and service. We work to develop students with strong ethical standards into educators, clinicians, practitioners, researchers, scholars, and leaders dedicated to improving education, health and wellness for all children and adults. By so doing, we strive to improve and enhance the quality of life in our ever-changing society.

Neag School Conceptual Framework

Learning
UCAPP leaders acquire knowledge and skill to enhance their leadership capacity. They engage in reflective practice to lead their schools toward excellence and equity for all students and school communities.

Leading
UCAPP leaders are skilled problem solvers, think critically, and understand inquiry-based learning. They understand and work through the social, political and organizational contexts of education in our society.

Lighting the Way
UCAPP leaders model adoption and implementation of exemplary practices and systems for future school and district leaders. They have a life-long commitment to the profession of education and to the improvement of society.

UCAPP Mission

The mission of the University of Connecticut Administrator Preparation Program (UCAPP) is to prepare highly qualified and capable school leaders who are committed to realizing excellence and equity in all Connecticut schools.

UCAPP aims to prepare educational leaders who have the demonstrated knowledge and ability to promote the success of all students by:
- Implementing a vision of learning supported by the school community
- Promoting a positive school culture by providing an effective instructional program and using strategies that capitalize on the school's diversity
- Designing comprehensive continuous improvement plans based on research and reflective practices
- Managing a safe and effective learning environment

Connecticut Leadership Standards

Performance Expectation 1: Vision, Mission, and Goals
Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

Performance Expectation 2: Teaching and Learning
Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

Performance Expectation 3: Organization Systems and Safety
Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

Performance Expectation 4: Families and Stakeholders
Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

Performance Expectation 5: Ethics and Integrity
Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

Performance Expectation 6: The Education System
Education leaders ensure the success and achievement of all students and advocate for their students, faculty and staff needs by influencing social, cultural, economic, legal, and political contexts affecting education.

National Policy Board for Educational Administration (NPBEA)
Professional Standards for Educational Leaders

Standard 1: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standard 3: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 4: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standard 8: Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Standard 10: Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

CONNECTICUT CERTIFICATION REQUIREMENTS

Intermediate Administration and Supervision

Sec. 10-145d-572. When required

(a)   This certificate, or another appropriate certificate, shall be required for a person employed by a board of education who is designated by the employing agent or board of education as: deputy superintendent, assistant superintendent, principal, assistant principal, curriculum coordinator, supervisor of instruction or any person who has the primary responsibility for directing or coordinating or managing certified staff and resources, or any person responsible for summative evaluation of certified staff. This certificate may authorize service as a school business administrator.

(b)   Persons hired on or after September 1, 1980, to serve in supervisory positions in special education and related services shall be required to hold the intermediate administrator or supervisor certificate and shall be appropriately certified according to the following:

   (1)   Whenever a board of education is required by Section 10-76d-2(b) of the Regulations of Connecticut State Agencies to employ a full-time supervisor of special education instruction, the supervisor shall be required to hold both the intermediate administrator or supervisor certificate and special education certification.

   (2)   Whenever a board of education is required by Section 10-76d-2(d) of the Regulations of Connecticut State Agencies to employ a full-time supervisor of pupil personnel services, the supervisor shall be required to hold both the intermediate administrator or supervisor certificate and certification in any of the service categories to be supervised.

   (3)   Whenever a board of education is required by Section 10-76d-2(e) of the Regulations of Connecticut State Agencies to employ a full-time supervisor of pupil personnel services, the supervisor shall be required to hold both the intermediate administrator or supervisor certificate and certification in the service category to be supervised.

   (4) On and after July 1, 1991, whenever a board of education is required by Section 1 of P.A. 91-220 to employ a full-time supervisor for special education personnel, including instructional and pupil personnel services personnel, the supervisor shall be required to hold both intermediate administrator or supervisor certificate and certification in special education or in a service category of pupil personnel services.

Sec. 10-145d-573. Employer's statement for the employing agent
Where the employing agent of a board of education is required to hold an intermediate administrator or supervisor certificate, and is required to submit a statement of successful experience from an employer, such statement shall be issued by the board of education or its equivalent.

CONNECTICUT CERTIFICATION REQUIREMENTS

Sec. 10-145d-574. Initial educator certificate requirements
To receive an initial educator certificate for intermediate administrator or supervisor an applicant shall present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate:

(a) Holds a master's degree from an approved institution;

(b) Has completed 18 semester hours of graduate credit in addition to the master's degree;

(c) Has completed 50 school months of successful teaching or service, which shall have been in public schools or in approved nonpublic schools or nonpublic schools approved by the appropriate governing body in another state in a position or positions requiring certification in the state where employed, or in a position or positions which would have required certification had the service been in Connecticut public schools, or in a state education agency as a professional or managerial staff member. Consideration may be given toward partial fulfillment of the requirements of this subsection to applicants who have completed, as part of a planned program of preparation, a one-year period of internship in areas of school administration and supervision under the supervision of the recommending institution;

Presents the recommendation of an approved institution where the applicant has completed a planned program of preparation for administrative and supervisory personnel. The recommendation shall state that the applicant is personally and professionally qualified to serve as a public school administrator or supervisor, and has completed an approved program at the institution specifically for school administration and supervision. The program on which the institutional recommendation has been based shall aggregate not less than 15 semester hours of graduate credit taken at the recommending institution;

(e) Has completed graduate study in each of the following:

> (l) Psychological and pedagogical foundations of learning, which may include topics such as teaching styles, learning styles, theories of human growth and development, and tests and measurement;(2) Curriculum development and program monitoring;(3) School administration, which may include topics such as school finance, school law, public relations and leadership training; (4) Personnel evaluation and supervision, which may include topics such as theories and techniques, current practices, staff development, and human relations; and (5) Contemporary educational problems and solutions from a policy-making perspective, which may include the use of research; and

(f) Has completed a course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.

Common Features and Experiences

UCAPP is one program made up of Traditional, PLUS, and Residency cohorts. While each cohort model has distinct features, they all have certain features and experiences in common.

Core Features
Every aspiring leader in UCAPP is guaranteed the following program elements:
1) Admission through a **performance-based screening** process
2) A **standards-based program of study** which aims to develop the essential knowledge and skill for effective school leadership and exceeds minimum certification requirements
3) A **supervised internship** which aligns practicum experiences to coursework content
4) **Highly qualified instructors** consisting of UConn faculty and district and school leaders who bring a wealth of academic and practical expertise
5) **Mentors** with a proven track record of success leading schools for equity and excellence

Core Experiences
Every aspiring leader in UCAPP is also guaranteed the following program experiences:

- Myers-Briggs Type Indicator (MBTI) Leadership Seminar
  - The MBTI questionnaire is an instrument designed to promote your personality preferences. The MBTI & Leadership seminar aims to develop awareness of your own and others' work style preferences and assets. This understanding can enhance your leadership skill to work effectively with individuals and teams.

- ASPIRE Survey
  - The ASPIRE Survey is a tool that collects asset data on the members and stakeholder groups of your school community. This data can then be strategically utilized to promote relationship building and support school improvement initiatives.

- Performance-based Assessments
  - The culminating project in every course or content module assesses the essential knowledge and skills defined by national and Connecticut leadership standards through a performance task.

- Change Project
    The change project is a capstone project in which you lead a change or improvement initiative in your home or host school. You will present on your change projects in April of your final year in the program.

Cohorts

UCAPP is one program with three distinct cohort models. The diversity of our cohort structure offers choice to individuals interested in becoming school leaders, supports district leadership pipeline needs, and responds to our state's priority to improve persistently low achieving schools.

Traditional

The traditional cohort is the original UCAPP model which has operated for more than 25 years and graduated 60 cohorts. The Traditional cohort serves the interests of aspiring building-level, program, and/or district-level leaders who wish to have a preparation experience that brings together students from districts around the state and an internship placement outside of their school or district of employment.

- Features:
  - Employs a traditional course-based structure.

  - Internship experiences are arranged by geographic locations. UCAPP students are paired with mentor principals who have been vetted using rigorous criteria.

PLUS

Preparing Leaders for Urban Schools (PLUS) focuses on preparing urban school leaders committed to promoting equity and excellence for their constituencies. The goal of PLUS is to strengthen the classroom-to-principalship leadership pipeline in the Hartford Public Schools (HPS) and New Haven Public Schools (NHPS).

- Features:
  - Practicum experiences are embedded in the HPS and NHPS organizational context and are facilitated by in-district principals selected to serve as mentors.

  - Content from the Traditional course syllabi is delivered through modules which have been developed with the urban school context in mind.

  - Emphasized competency development in instructional leadership, personal leadership, organizational leadership, talent management, and community engagement.

  - Graduates transition into the HPS and NHPS leadership pipeline strategically according to organizational opportunity.

PROGRAM OVERVIEW

Residency

The UCAPP Residency focuses on preparing highly effective principal candidates to lead schools needing dramatic improvement, or those often called "turnaround" schools. The UCAPP Residency is a collaborative initiative between the Neag School and LEAD Connecticut.

- Features:
  - Residents spend 80% of their time during the school year serving in an administrative capacity in a school, taking on authentic leadership responsibilities under the supervision of a carefully selected mentor.

  - The UCAPP Residency emphasizes competency development in areas proven to be effective in turnaround settings: instructional leadership, human capital, operations and strategic planning, school culture, and personal leadership.

  - Content from the Traditional course syllabi is delivered through modules which have been developed with a "turnaround" context in mind.

Program of Study

EDLR 5306: Administration of Educational Organizations
This course introduces students to concepts and skills which are fundamental to the successful administration of educational organizations. The overarching goal of the course is to provide pragmatic knowledge which will give students an understanding and appreciation of the complexity of educational organizations. The course uses Bolman and Deal's conceptual framework (multi-frame thinking) which borrows ideas from sociology, management science, psychology, political science as well as social and cultural anthropology.

EDLR 5307: Contemporary Education Policy
This course introduces students to the formation and implementation of education policy. The study of education policy focuses on the processes by which society develops, implements, and evaluates, the rules, both official and unofficial, by which the American education system runs. Students will gain an awareness of the relationship between the legal system and the institution of schooling. Students will use their school, district, state and federal environments as a means to develop understandings of the political dimensions of the education system in addition to school leadership skills.

EDLR 5303: Supervision of Educational Organizations
This course prepares you for the Instructional Analysis modules of the Connecticut Administrator Test and focuses on developing the knowledge and skills needed to evaluate and supervise instruction in schools. Upon completion of this course, students will know and understand the elements of developmental supervision and evaluation. In addition, students will understand the elements of an effective teacher evaluation plan and the support required to implement and maintain that plan.

EDLR 5302: Program Evaluation of School Improvement
This course prepares you for the School Improvement modules of the Connecticut Administrator Test and focuses on guiding the school improvement process by:
- Assessing the current state of teaching and learning in a school through the collection of multiple forms of accurate, unbiased, and representative data.
- Analyzing and interpreting data to identify gaps between identified goals and current practice.
- Identifying research-based improvement strategies and models.
- Planning for high fidelity implementation of improvement strategies.
- Evaluating the level of implementation and impact of these strategies on teaching and learning by setting measurable goals, identifying outcome measures, and collecting evidence.

EDLR 5304: Curriculum Lab
This course focuses on various factors that influence curriculum development, including historical influences and future trends. Students will learn about the importance of coherence and alignment in curriculum design and delivery as it relates to student achievement; how curriculum is linked to standards, including the CT Standards; how curriculum is organized at the state and district levels; and the role of curriculum in the school improvement process. They will also demonstrate their ability to use multiple sources of data to improve instruction and increase student learning. There will be a focus on addressing the needs of diverse learners and the integration of technology into curriculum.

EDLR 5305: Legal Aspects of Education
This course focuses on the legal status of public schools, legal rights and responsibilities of administrators, parents, students, school board members, and teachers.

EDLR 5310: Creating and Sustaining a Positive School Climate
This course focuses on practices and processes for evaluating, establishing and sustaining a positive school climate for the purpose of improving student achievement. Students will recognize the necessity of developing a clear vision for education and applying it when building a positive school culture.

EDLR 5092: Internship
These courses provide structured, field-based opportunities for aspiring school leaders to become familiar with the functions and tasks that certified administrators perform. The Special Education Institute is included among these planned experiences.

Leadership Theory of Action

The development of a Leadership Theory of Action is a core assignment and unifying thread throughout the UCAPP program of study.

A *theory of action* is a mental map that influences the way individuals plan, implement, and review their actions (Argyris & Schon, Elmore). A *leadership theory of action* therefore can be thought of as a personalized understanding of how a leader's actions can influence valued organizational outcomes (Weisburd & Sniad). In UCAPP, the leadership theory of action represents an aspiring leader's road map of research-based ways to affect change and promote excellence and equity for all students in every school community.

The development and application of a leadership theory of action is threaded throughout all UCAPP experiences:
- UCAPP courses emphasize foundational content to develop an understanding of the research-based practices of effective school leadership
- Practicum experiences are structured to provide students opportunities to apply and test their developing leadership theory of action
- Course assessments provide aspiring leaders the ongoing opportunity for reflection and dialogue to support refinement and adjustment of their leadership theory of action.

Expectations for UCAPP Leaders

We expect that, as a UCAPP leader, you will . . .

Assume the mantle of leadership from the first day of the program. This means approaching issues and obstacles encountered both in UCAPP and your home school and district as opportunities for the application of your developing leadership skills.

Act professionally in every situation. This means presenting yourself in the best manner possible including modeling what you expect of others and choosing positive, solution-seeking actions.

Behave ethically and display mutual trust and respect. This means modeling yourself and expecting in others the highest standards of ethical, moral, and legal behaviors.

Stay current with program requirements. This means fulfilling class, course, and internship responsibilities as they are presented. It also means informing UCAPP staff promptly when situations arise that precludes this from happening.

Be a full participant and challenge your limitations. This means being fully engaged in the classroom and the internship. Learn to lead by doing rather than by watching, understanding that the most important lessons often occur when you are out of your comfort zone.

Build a professional network. This means doing your best to contribute to your cohort and respecting and learning from its members. It also means developing on-going professional relationships with school/district leaders, Neag faculty and affiliating with state and national professional associations.

Policies

Academic Integrity

UCAPP is a program that leads to a Sixth Year Professional Diploma and O92 certification as an Intermediate School Administrator. Academic and scholarly behavior shall be consistent with conduct delineated in the University of Connecticut *Policy on Scholarly Integrity in Graduate and Post-Doctoral Education and Research*. This statement is available at: http://policy.uconn.edu/?p=3282. Students are responsible for the understanding the forms of scholarly misconduct described in the policy. The Dean of the UConn Graduate School shall coordinate the reporting, investigation, and determination of alleged breaches of scholarly integrity by graduate students in accordance with this policy. Misconduct other than scholarly misconduct is governed by the University's Student Code, which is administered under the direction of the Office of the Provost. This statement is available at: http://community.uconn.edu/the-student-code-preamble/

EXPECTATIONS AND POLICIES

Application of Technology in Courses and Minimum Technology Requirements for Students

Achievement of course objectives will require, in part, application of electronic and digital technologies by students and instructors.

Student use of technology may include:
- Accessing and participating in the online course sites. May include downloading digital (pdf) files of course readings, contributing to online discussions, posting drafts of your work, providing feedback to peer drafts. You are required to have access to the Internet in order to access in the online course site.
- Communicating and sending/receiving document attachments via electronic mail.
- Searching, retrieving, and reading information and documents from World Wide Web sites.

Each student must have regular access to hardware and software technology with the following capabilities:
- Access Internet and course management sites such as HuskyCT and Taskstream
- Download, open, and read documents in pdf, Word, and html formats from course Husky CT site. Preferred capability to print downloaded files.
- Send and receive email, and open email attachments in various formats (e.g., Adobe pdf, MSWord, rtf, html, jpeg, etc.)
- Submit to instructor written assignments in MSWord format. Submit assignments electronically via email attachment, web links, Dropbox, etc.
- Open MSWord documents and view comments inserted in documents by instructor or classmates.
- Read and post entries on course sites.

Attendance

Attendance at all class sessions is required. Attendance is stressed in our cohort model to promote opportunities to (a) develop knowledge and understanding through discussions of critical topics and issues, (b) practice skills needed to engage in professional dialogue and exchange with colleagues, (c) practice skills required to present information to others, (d) acquire information from lectures and presentations, (e) participate in activities, and (f) submit required assignments. In the event of an absence, you are expected to (a) notify your instructor(s) *before* missing a class meeting, and (b) arrange for another person to collect in-class materials.

Class Cancellations

If class cancellation is required, the course instructor will make a good faith effort to inform students as soon as the cancellation is known. The instructor will also provide timely notice of

his/her plan to reschedule or to cover missed course material using various instructional delivery options.

Discrimination, Harassment and Inappropriate Romantic Relationships

The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.

Grading Scale

99-100	A+	87-89	B+	77-79	C+
94-98	A	84-86	B	74-76	C
90-93	A-	80-83	B-	70-73	C-

Guidelines for Submitting Assignments

All written assignments must be prepared in a professional manner. All submitted work must:
- be typed;
- acknowledge proper credit for ideas used; and
- be submitted on or by the due date unless you have spoken with the instructor and received an extension.

Products which, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned ungraded or assigned a lower evaluation. In addition, the instructor may specify an amount of total points for each assignment which will be assigned for professional presentation (e.g., neatness, writing mechanics).

Incompletes

A grade of "I" (incomplete) will not be given, except in the rare cases of a family or medical emergency. In the event that you are granted an Incomplete, you are wholly responsible for

meeting all deadlines for completion according to UConn Graduate School policy. All Incompletes must be cleared by the first day of class for the next semester or session in order to remain enrolled in UCAPP.

Late Work

Unexcused assignments submitted after the due date may be returned ungraded or may be assigned a lower evaluation. Prior or timely notification is required for excused assignments.

Mid-point Review

The UCAPP Director will collaborate with your instructors, internship supervisor, and mentor principal to review your performance upon completion of the first half of the prescribed program of study. Your supervisor will provide you notice of satisfactory performance or the need for improvement. A recommendation for discontinuation will result in a meeting with your supervisor and the UCAPP Director.

Notice of Revisions to Course Content & Syllabus

The instructor maintains the right to make adjustments to the course content during the semester if necessary. Students will be notified of revisions in a timely manner.

Professionalism

Professional behavior is expected during class meetings and all program-related activities. You are expected to be punctual, use appropriate language, respect the personal property and physical space of others, and engage in courteous interpersonal interactions. Similarly, academic honesty and personal integrity are expected.

Program Completion Outcomes

The following are the possible program completion outcomes:
1. Satisfactory completion of the program of study and endorsement for certification
2. Satisfactory completion of the program of study without endorsement for certification
   - Notice of the need for improvement at the mid-point review will serve as notice that this outcome is possible
   - Failure to complete a Learning Theory course (as applicable) may result in this outcome
3. Unsatisfactory completion of the program of study without endorsement for certification
   - Notice of a recommendation for discontinuation at the mid-point review will serve as notice that this outcome is possible

EXPECTATIONS AND POLICIES

Reasonable Accommodation of Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and requested accommodations known to the instructor as soon as possible.

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities.   The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.

Religious Observance

After reviewing the syllabus carefully, if, due to your religious observance, you foresee an absence from a class meeting or a conflict with a due date for an assignment or an exam, please inform the instructor in writing within the first three weeks of the semester. Prior to the anticipated absence, take the initiative to work out with the instructor a schedule for making up missed work.

Reporting Sexual Assault

To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.

Responsibilities Pertaining to all UCAPP Models

Intern

1. Arrange all Triad Meetings.
2. Complete internship hours and maintain reflective journal/triad matrix as appropriate.
3. Complete course specific reflections as assigned.
4. Complete Clinical Supervisor Evaluation (annually).
5. Complete Evaluation of the Internship Experience (annually).
6. Participate in an exit interview/program assessment (end of last semester of studies).

Suggestions:
- Schedule conversations with mentors before or after the school day.
- Explore arranging your teaching schedule to permit a first or last period preparation.
- Spend the day with mentors in place of attending a home school/district professional development day or in lieu of attending a workshop or conference.
- Use personal days for on-site time (Traditional model only).
- Take advantage of any differences between your host and home schools/districts calendars. (Traditional model only)
- Ask yourself:
  - Which experiences enhance will enhance my leadership abilities?
  - How can my internship add value to my host school? Home school?

Clinical Supervisor/Program Coordinator

1. Recruit, orient and support experienced and capable mentors.
2. Assist students in developing individual learning plans that address program objectives.
3. Establish a liaison with course instructors and become familiar with course content and materials.
4. Help students link their internship experiences to course content and materials.
5. Develop and implement clinical modules of instruction in conjunction with courses.
6. Utilize Taskstream to manage assignments and maintain communication with students.
7. Conduct triads, meetings with students and their mentors at internship sites.

INTERNSHIP

Mentor

1. Participate in Mentor Orientation.
2. Attend Triad Meetings with intern and clinical supervisor.
3. Assist the intern in fulfilling program objectives and accompanying activities.
4. Meet and communicate with the intern on a regular basis in order to provide opportunities for discussion, reflection, and feedback.
5. Complete Intern Assessment Form at the end of each year.
6. Complete assessment regarding the UCAPP program.

Suggestions:
- Prepare the faculty, staff and students <u>prior</u> to the intern's first day.
- Designate a space (if possible) for the intern to work, as well as a mailbox.
- Introduce the intern to the adults and children in the school.
- Think of meaningful tasks, responsibilities, short-term projects that the intern could start <u>after his/her first day</u>.
- Have copies of handbooks and other materials ready for the intern to take home.

Core Internship Tasks

TASK	OBSERVE	CO-LEAD	LEAD
Accurately observe instruction	Sem 1	Sem 1	Sem 1 - 4
Lead an instructional and school-wide data team meeting	Sem 1	Sem 2 or 3	Sem 2 or 3
Analyze achievement data and create school goals	Sum 1	Sum 1 or 2	Sum 2
Lead a faculty meeting with a SIP focus.	Sem 1	Sem 3	Sem 3 or 4
Lead professional development activities	Sum 1, Sem 1 or 2	Sum 2	Sem 3 or 4
Observe and participate in interview process for prospective teachers and administrators	Sum 1 and/or Sum 2	Sem 2	Sem 2 -4
Lead curriculum review and development activities	Sum 2	Sum 2 or Sem 3	Sem 3 or 4
Develop/implement SIP climate and culture improvement activity	Sum 1	Sum 2	Sem 4
Develop/implement support plan for new teachers	Sum 1, Sem 1	Sum 2	Sem 3 & 4
Write summative evaluation and design feedback plan	Sem 2	Sem 4	Sem 4
Deliver presentation to parent group	Sem 1 or 2	Sem 3 or 4	Sem 3 or 4
Observe and co-lead IEP/PPT meeting	Sem 1 and 2	Sum 2, Sem 3	Sem 3
Pass all four sections of the CT Administrators' Test (CAT)		Sem 2 or Sem 3	
Complete Change Project and present results			Sem 4

INTERNSHIP-TRADITIONAL MODEL

Minimum Clinical Hours

The internship is one of the most critical components of UCAPP and is carefully designed to offer interns productive, first-hand experiences with mentors in the field. Logistically, the internship consists of 540 hours over the two-year program, and although there is flexibility regarding when those hours occur, a typical schedule is expected to follow this pattern:

Summer I	45 hours (25 hours on-site, 10 hours site-related, 10 hours EDLR 5092 related)
1st Semester	90 hours (*40 hours on-site, 20 hours site-related, 30 hours EDLR 5092 related)
2nd Semester	90 hours (*40 hours on-site, 20 hours site-related, 30 hours EDLR 5092 related)
Year II	
Summer II	135 hours (EDLR 5092/ 54 hours Special Education Institute, 81 hours on-site and site-related)
1st Semester	90 hours (*40 hours on-site, 20 hours site-related, 30 hours EDLR 5092 related)
2nd Semester	90 hours (*40 hours on-site, 20 hours site-related, 30 hours EDLR 5092 related)

 (*25 hours at the mentor's site/15 hours at the intern's site)

Following a meeting concerning each intern's professional goals and work schedule, a two-year internship is developed. Careful consideration is given to match each intern with an outstanding administrator. Internships vary in their descriptions. The majority of interns remain at the same school for their two years. Occasionally, interns may explore administrative experiences at two different locations over the two-year period. Interns considering two different locations are encouraged to have at least one in an urban setting. Important factors in all of these discussions are an intern's career aspirations, the potential for growth in an internship site, the presence of an effective administrator who is able to mentor an intern, and the arrangements the intern has made with his/her employer to allow time away from work-related responsibilities.

On-site Internship Days

UCAPP interns will spend 80 hours on site each academic year. These hours will be dedicated to course related objectives and participating in daily administrative activities. For interns experiencing difficulty in obtaining release time during the school year, some internship activities may be completed in their home school/district. A maximum of 30 on-site hours (15 per semester) are permitted each academic year in the home school/district.

Site-Related Internship Days

Additionally, UCAPP interns will devote 40 hours per academic year to site-related activities. These may include the following provided examples:

1. Gaining insight into the budget development process by attending Board of Education and other town or city government meetings where the school budget is considered.
2. Attending PTO/PTA meetings at the internship site.
3. Participating in open houses at the internship site.
4. Assisting in the planning and delivery of professional development programs.
5. Assisting in meetings that plan yearly opening and closing of school activities at the internship site.

EDLR 5092 Practicum

Clinical modules of instruction are integrated into the scheduled sequence of courses. The content of the clinical instruction is designed collaboratively by the course instructor and clinical supervisor to insure the integration of theory with practice.

EDLR 5092 Summer II: Special Education Topics for Administrators

UCAPP students are expected to participate in a summer institute addressing the critical special education responsibilities of school leaders. The Institute consists of 135 hours: 54 hours of instruction including Taskstream assignments with the remaining 81 hours to be aligned with the summer internship experience that will focus on course content and program objectives.

Scheduling the Internship

Of course, the optimum experience is for the interns to spend extended periods of time at the internship site, clustering the days to heighten continuity of the experience. However, that is not always the reality. ***We do advise interns to think and plan the two-year period very carefully, and to discuss various options with their principals, superintendents, or other employers.*** Most districts are willing to support interns by reworking professional and/or personal days.

Suggestions and options for UCAPP students completing internship hours include:
- Visiting with mentors before the school day begins.
- Leaving during an end-of–the day preparation period to visit with mentors.
- Spending the day with mentors in place of attending a home school/district professional development day or in lieu of attending a workshop or conference.
- Using personal days to spend an entire day with mentors.
- Visiting schools/mentors during vacation times.

Triad Meetings

Triad meetings act as a regular point of contact for the intern, mentor, and clinical supervisor. It is the responsibility of the intern to schedule a minimum of five triad meetings according to

the following schedule:
- Year I - #1 & #2 June-September (#1 with supporting principal and #2 with mentoring principal), #3 January-February
- Year II - #4 August-September, #5 February-March

Triad meetings serve to:
- Discuss with all parties the progress achieved in meeting the intern's objectives.
- Encourage links between course work and practical experiences in the field.
- Create a time for three-way reflection on the intern's experiences.

Assignments and Assessments

Clinical Seminars

Clinical modules of instruction are integrated with course work. Additional professional development on topics of interest will be offered by the Department of Educational Leadership and/or Connecticut Association of Schools (CAS). Students can attend CAS workshops with or without mentors on a space available basis at no charge.

Reflective Journal

Interns must submit a reflective journal entry electronically (http://www.casciac.org/ucapplogs/) for each of the activities experienced during their internship. The journal entry will have the following structure:
- Describe your recent internship experience in 2-3 sentences.
- Explain why the experience was informative and/or challenging.
- Explain how and/or why the experience relates to your coursework and/or emerging theory of action as well as to your understanding of effective school leadership.

Journal entries must include reflections on the required tasks, and can include reflections on other experiences. Clinical supervisors will monitor student journal entries and respond to each student's journal.

Taskstream Reflections

Reflective writing is an important part of UCAPP because of its value as a tool for learning and maximizing the intern's personal and professional growth experiences during the two years of the program.

In addition to maintaining a reflection journal, students will also electronically submit course specific reflections on Taskstream. Interns will be required to write about specific activities at their internship sites that connect with course content, class discussions, research on

leadership, and personal/professional experiences. Submissions should follow the reflection protocol including description of the event, analysis of the event, text/article references and implications for future behavior as a school or district leader.

EDLR 5303: Supervision of Educational Organizations
Reflect on your overall experiences as an observer/participant of the observation cycle at your internship site. Based on what you have learned through readings and course discussions, in what ways do the classroom observations and related feedback impact teaching and learning? How do you know?

EDLR 5302: Program Evaluation for School Improvement
Based on your internship experiences this semester that have focused on program evaluation for school improvement, describe the practices and procedures used for student assessment, data collection and analysis. Do they result in making adjustments to programming and individualized instruction in order to improve student achievement?

EDLR 5304: Curriculum Laboratory
Many factors influence the development and implementation of a school's and district's curriculum. Provide examples of the factors that seem to have the greatest influence in your home and internship schools. Articulate the implications for school administrators as they strive to ensure that the curriculum is delivered and assessed with fidelity.

EDLR 5310: Creating and Sustaining a Positive School Climate
Reflect upon your experiences in UCAPP over the past two years. What conclusions have you drawn regarding the relationship between school culture and academic achievement? To what extent were your expectations for the overall program met? Assess the effectiveness of your internship in meeting your goals. What suggestions do you have for making improvements in the UCAPP program?

Linking the Internship to Course Content

What activities, initiatives, programs or task could be undertaken to support and enhance the course objectives?

How might additional activities enhance your leadership abilities and add value at your internship site?

EDLR 5306: Administration of Educational Organizations
- Complete 45 internship hours (including 20 on-site, 10 site-related, and 15 with clinical supervisor) and submit reflective journal entry following each internship experience.
- Complete structured interviews with mentoring administrator and with district administrator and synthesize data for clinical supervisor and cohort.

- Observe achievement data analysis and school goal setting.
- Observe school-wide and/or instructional data team meeting(s).
- Observe staffing process including support plan for new teachers.
- Observe planning for opening and school year professional development.
- Observe summer curriculum review and development.
- Observe culture/climate components of SIP.
- Complete School/District/Community Analysis Project.
- Complete summary reflection on summer internship.

EDLR 5303: Supervision of Educational Organizations

- Complete 90 internship hours including 40 on-site, 20 site-related, and 30 with clinical supervisor and maintain reflective journal on Taskstream.
- Complete reflections 1 through 5.
- Interview a district level administrator with supervision and evaluation oversight responsibilities in either your home or mentor's district prior to completing reflection 1.
- Participate as an observer with your mentor in a full observation cycle.
- Conduct an equity audit and present results to interning site leadership team.
- Observe a faculty meeting with an SIP focus.
- Observe either an instructional or school-wide data team meeting.
- Observe and/or participate in professional development.
- Observe the implementation of a support plan for first year teachers.
- Observe a presentation to a parent group.
- Observe an IEP/PPT meeting.
- Complete simulation on Connecticut Administrators Test (CAT) instructional analysis module.

EDLR 5302: Program Evaluation for School Improvement

- Complete 90 internship hours including 40 hours onsite, 20 hours site related and 30 with clinical supervisor.
- Maintain reflective journal on Taskstream.
- Complete reflections 1 through 5 (see back).
- Interview a district level administrator with responsibility in the area of program evaluation for school improvement.
- Utilize school and community data gathering and analysis in course culminating project.
- Observe instruction with volunteer teachers and participate in follow-up discussion.
- Co-lead a faculty meeting with an SIP focus.
- Co-lead an instructional or school-wide data team meeting.
- Participate in the interviewing process for prospective teachers.
- Complete simulation on Connecticut Administrators Test (CAT) school improvement module.
- Complete summary reflection on the internship experience relative to your goals this semester.

EDLR 5304: Curriculum Laboratory
- Complete 90 internship hours including 40 on-site, 20 site-related, and 30 with clinical supervisor.
- Interview a district level administrator with curriculum oversight responsibilities in both your home and mentor's district prior to completing reflections 1 through 4.
- Continue to observe instruction with follow-up discussions after each observation.
- Lead a faculty meeting with an SIP focus.
- Lead an instructional or school-wide data team meeting.
- Lead a professional development activity.
- Lead a curriculum review and/or development activity.
- Lead the implementation of a support plan for new teachers.
- Deliver presentation to parent group.
- Lead an IEP/PPT meeting.
- Complete summary reflection on the internship experience relative to your goals this semester.

EDLR 5310: Creating & Sustaining a Positive School Climate
- Complete 90 internship hours including 40 on-site, 20 site-related, and 30 with clinical supervisor. and maintain a reflective journal on Taskstream.
- Lead a faculty meeting addressing an SIP culture/climate component.
- Lead an instructional or school-wide data team meeting with a focus on culture.
- Lead a professional development activity with a culture improvement focus.
- Lead a classroom management session with new teachers.
- Deliver a presentation to a parent group with a focus on culture.
- Continue to observe instruction with follow-up feedback discussion.
- Write a summative evaluation including a feedback plan.
- Complete summary on your overall UCAPP experience.

EDLR 5302: Special Education Institute
- Complete 135 internship hours (18 hours pre-institute, 18 hours special education institute, 18 hours post-institute, 81 hours on site.
- Maintain reflective journal on Taskstream.
- Complete pre-institute assignments on Taskstream.
- Attend 3-day Special Education Institute last week in June.
- Complete post–institute assignments on Taskstream.
- Complete evaluator proficiency training.
- Co-lead an IEP/PPT meeting.
- Co-lead development and implementation of support plan for new teachers.
- Co-lead analysis of achievement process including setting/revising of school goals.
- Co-lead planning and implementation of a professional development activity.
- Co-lead planning and implementation of an SIP culture/climate component.

INTERNSHIP-PLUS MODEL

The internship is an essential UCAPP PLUS component and is offer interns productive, first-hand experiences with exemplary mentors and Professors of Practice (PoPs). The internship consists of a minimum of 540 hours over the duration of the program, and there is flexibility regarding when those hours occur.

Following a meeting concerning each intern's professional goals and work schedule, a two-year internship is developed. Careful consideration is given to match each intern with an outstanding administrator in the local school district. Internships vary in their descriptions. The majority of interns remain at the same school for their two years. Occasionally, interns may explore administrative experiences at two different locations over the two-year period. Important factors in all of these discussions are an intern's career aspirations, the potential for growth in an internship site, the presence of an effective administrator who is able to mentor an intern, and the arrangements the intern has made with his/her employer to allow time away from work-related responsibilities.

A typical schedule for UCAPP PLUS cohorts should follow this plan:

Year 1

Summer 1
During Summer 1, interns are expected to complete 45 hours of their internship. (25 hours on-site and 20 hours site-related)

Fall and Spring
90 hours per semester (40 hours on-site in their PoP's school, 20 hours site related and 30 hours course-related and seminars with Clinical Supervisor)

Year 2

Summer 2
There are 81 hours on-site internship hours that interns are expected to complete during summer 2. These hours can be completed under the supervision of the principal or designee in your home school or in your internship school with your PoP.

Fall Spring
Year 2 of the UCAPP PLUS Internship is much more practical in nature and is designed for you to assume more responsibility for your own learning and outcomes. You are expected to complete 90 internship hours per semester for a total of 180. Per semester 90 hours (40 hours on-site, 20 hours site-related, 30 hours course-related)

INTERNSHIP-PLUS MODEL

On-site Internship Days

UCAPP PLUS interns will spend 80 hours on site each academic year. These hours will be dedicated to course related objectives and participating in daily administrative activities.

Site-Related Internship Days

Additionally, UCAPP PLUS interns will devote 40 hours per academic year to site-related activities.   These may include the following provided examples:
1. Gaining insight into the budget development process by attending Board of Education and other town or city government meetings where the school budget is considered**.**
2. Attending PTO/PTA meetings at the internship site.
3. Participating in open houses at the internship site.
4. Assisting in the planning and delivery of professional development programs.
5. Assisting in meetings that plan yearly opening and closing of school activities at the internship site.

EDLR 5092 Practicum

Clinical modules of instruction are integrated into the scheduled sequence of courses. The content of the clinical instruction is designed collaboratively by the course instructor and clinical supervisor to insure the integration of theory with practice.

EDLR 5092 Summer II: Special Education Topics for Administrators

UCAPP PLUS students are expected to participate in a summer institute addressing the critical special education responsibilities of school leaders. The Institute consists of 135 hours: 54 hours of instruction including Taskstream assignments with the remaining 81 hours to be aligned with the summer internship experience that will focus on course content and program objectives.

Scheduling the Internship

The optimum experience is for the interns to spend extended periods of time at the internship site, clustering the days to heighten continuity of the experience. However, that is not always the reality. Interns should plan the two-year period very carefully and discuss options with their mentors and clinical supervisor.

Triad Meetings

Triad meetings act as a regular point of contact for the intern, mentor, and clinical supervisor.

It is the responsibility of the intern to schedule a minimum of five triad meetings according to the following schedule:

- Year I - #1 & #2 June-September (#1 with supporting principal and #2 with mentoring principal), #3 January-February
- Year II - #4 August-September, #5 February-March

Triad meetings serve to:
- Discuss with all parties the progress achieved in meeting the intern's objectives.
- Encourage links between course work and practical experiences in the field.
- Create a time for three-way reflection on the intern's experiences.

Internship Assignments and Assessments

Clinical Seminars

UCAPP PLUS interns are expected to participate in 4-6 clinical seminars per year. The seminars are another avenue for support generally last 2-2 ½ hours and are hosted by your clinical supervisor. Seminars address practical issues directly related to school leadership and development. Interns will have an opportunity to network and to engage in conversations with new as well as experienced school administrators and discuss transition to school leadership. There will be opportunities to reflect and discuss internship experiences, practice problem solving and other practical leadership.

Reflective Journal

PLUS interns must submit reflective journal entries at http://www.casciac.org/ucapplogs/ for activities experienced during their internship. Each entry will be structured accordingly:

- Describe your recent internship experience in 2-3 sentences.
- Explain why the experience was informative and/or challenging.
- Explain how and/or why the experience relates to your coursework and/or emerging theory of action as well as to your understanding of effective school leadership.

Journal entries must include reflections on the required tasks, and can include reflections on other experiences. Clinical supervisors will monitor student journal entries and respond to each student's journal.

Portfolio

A professional portfolio is a collection of carefully selected artifacts that represent your progress and accomplishments as you work to become a school administrator. It is a professional learning tool that you can use to reflect on your growth over time, clarify your philosophy and leadership goals, connect those ideas to your emerging practice, shape your leadership theory of action, and communicate your accomplishments to prospective employers. It is a place to demonstrate that your administrative practices lead to meaningful competency development.

INTERNSHIP-PLUS MODEL

By the end of your UCAPP experience, you should be able to succinctly show what you have learned, and your portfolio should reflect that you are ready to assume a leadership role through the development of the following sections:

- **Personal Information**
  In this section, you will present personal information including a copy of your current resume, a copy of the current certifications, at least two reference letters, a copy of current unofficial transcripts for coursework in the UCAPP plus any additional materials that you wish to incorporate. Such additional material may include certificates, honors, an autobiography, and so on.

- **Theory of Action**
  In UCAPP, the leadership Theory of Action represents an aspiring leader's understanding of research-based actions to affect change and promote excellence and equity for all students in every school community. This section, which you will update several times before completing the program, identifies your current thinking on your leadership preferences or "levers". Be mindful to attend to the four competency areas and the urban leadership pillars.

- **Highlighted Reflections**
  In this section, include up to five reflections of experiences that you consider exceptional and propelled you to become a better leader.

- **Organizational Leadership**
  In this section, include examples of supporting the work of individuals, teams, and the whole school through improvement planning, resource management, culture alignment, organizational design, change management and succession planning.

- **Instructional Leadership**
  In this section, you will include evidence of your learning about developing a culture of teaching and learning. You will demonstrate how transformational and instructional leadership can be used to shape the school's culture to emphasize student achievement.

- **Talent Management**
  In this section, you will include at least three examples of written feedback provided to a teacher. Consider including examples from a strong or exemplary educator, low proficient /high developing and who needs more assistance)

- **Parent and Community Engagement**
  In this section, you will include evidence of your learning about working with diverse families and communities.

INTERNSHIP-RESIDENCY MODEL

The internship is an essential UCAPP Residency component and it offer interns productive, first-hand experiences with exemplary mentors selected through the district superintendent and program coordinator. The internship consists of four full days of on-site training per week as part of the program experience.

Year I
Summer 1
During Summer 1, Residency interns are expected to begin on-site Residency experience immediately following the conclusion of summer instruction where they will begin to acquaint themselves with the school site during the month of August.

Semesters 1 and 2
UCAPP Residents are expected to follow the local school schedule and serve in the role of Resident Principal in their training site four days per week outside of one day of classroom instruction.

Summer 2
UCAPP Residents are expected to finish the academic year at their training site.

Following a meeting concerning each intern's professional goals and work schedule, a one-year internship is developed. Careful consideration is given to match each intern with an outstanding administrator mentor principal in the local school district. Internships vary in their descriptions. The majority of interns remain at the same school for their two years. Occasionally, interns may explore administrative experiences at two different locations over the two-year period. Important factors in all of these discussions are an intern's career aspirations, the potential for growth in an internship site and the presence of an effective administrator who is able to mentor an intern.

On-site Internship Days
UCAPP Residents will spend four full days each week on site during the duration of the program These hours will be dedicated to course related objectives and participating in daily administrative activities.

Site-Related Internship Days
Additionally, UCAPP Residents will devote time during the academic year to site-related activities.   The exact number and type of experience is established as the Residency experience unfolds and in conversation with the mentor principal. These may include the following provided examples:
- Gaining insight into the budget development process by attending Board of Education and other town or city government meetings where the school budget is considered.
- Attending PTO/PTA meetings at the internship site.

- Participating in open houses at the internship site.
- Assisting in the planning and delivery of professional development programs.
- Assisting in meetings that plan yearly opening and closing of school activities at the internship site.

EDLR 5092 Practicum

Clinical modules of instruction are integrated into the scheduled sequence of courses. The content of the clinical instruction is designed collaboratively by the core program instructors and program coordinator to insure the integration of theory with practice.

EDLR 5092 Summer II: Special Education Topics for Administrators

UCAPP Residency students are expected to participate in a summer institute addressing the critical special education responsibilities of school leaders. The Institute consists of 135 hours: 54 hours of instruction including Taskstream assignments with the remaining 81 hours to be aligned with the summer internship experience that will focus on course content and program objectives.

Triad Meetings

Triad meetings act as a regular point of contact for the intern, mentor, and program coordinator.

It is the responsibility of the intern to schedule a minimum of three triad meetings according to the following schedule:

- October, February, May

Triad meetings serve to:

- Discuss with all parties the progress achieved in meeting the intern's objectives.
- Encourage links between course work and practical experiences in the field.
- Create a time for three-way reflection on the intern's experience.

Internship Assignments and Assessments

Reflective Triad Matrix

UCAPP Residents must submit a triad matrix for each triad meeting for each of the activities experienced during their internship. The triad matrix can be found in Appendix G. Triad conferences will focus on at least three areas for each success factor: 1) Experiences (i.e., successes, problems & challenges) since last triad, 2) evidence of Development of leadership competence/proficiency, and 3) Priorities and strategies for coming period.

Informal Conference Reporting Form

For each site visit conducted by the program coordinator, coordinator and UCAPP Resident will

complete an informal conference reporting form discussing the purpose of the visit, coaching strategies provided, a summary of feedback, and an action plan to carry the Resident through to the next site visit. The informal conference reporting form can be found in Appendix H.

Triad Support Matrix for Resident, Mentor Principal and Supervisor

The TRIAD is a structured monthly reflection and formative review session that enables mentor principals and the UCAPP Residency Coordinator to accelerate the development of all UCAPP resident principals. The TRIAD has several purposes:

1. Provide a **system of tools and protocols** that requires residents to assume responsibility for reflecting and reporting on their own learning throughout their internship

2. Provide regular opportunities for residents to receive **actionable feedback** on the effectiveness of their leadership activities and on the dispositions and ways of thinking that are guiding those activities.

3. Grow the expertise of residents in the use **structured cycles of inquiry** to drive and support all major school improvement initiatives as well as their own learning as leaders.

4. Create a highly individualized **evidence trail** that enables UCAPP to evaluate whether adequate progress is being made to toward rapid acquisition turnaround leadership competencies.

Triad conferences will focus on at least three areas for each success factor: 1) *Experiences* (i.e., successes, problems & challenges) since last triad, 2) evidence of *Development* of leadership competence/proficiency, and 3) *Priorities* and strategies for coming period.

Talent Management Success Factor	Summer / Fall 2016		Spring / Summer 2017	
	Initial Meeting	Triad I – Sept/Oct	Triad II – Jan/Feb	Triad III – May/June
Systematic Observation Implements observation system to give teachers prompt, honest, and actionable feedback, and add to a toolbox of high lever actions that will lead to improved teaching and cause accelerated student learning		*Experiences:* *Development:* *Priorities:*		
Performance Feedback Provides and tracks performance for all teachers, including praise, probe/reflection, action, and follow up				
Growth Monitoring Monitors teacher growth and evaluates teacher performance				
Focused PD Facilitation Facilitates ongoing professional development that allows teachers to reflect on their practice, apply their learning, and improve their classroom practice				

Talent Management Success Factor	Summer / Fall 2016		Spring / Summer 2017	
	Initial Meeting	Triad I – Sept/Oct	Triad II – Jan/Feb	Triad III – May/June
Data-Based Coaching Develops a coaching plan for each teacher based on observations and student learning				
Recruitment/Selection Description: effective recruitment, selection, and hiring practices that get top talent into the school and in the right role Expected Experience:				
Remediation/Removal Moves to remediate or remove ineffective or unproductive staff				
Relationship Building Engages in relationship-building to connect with staff				

Instructional Leadership Success Factor	Summer / Fall 2016		Spring / Summer 2017	
	Initial Meeting	Triad I – Sept/Oct	Triad II – Jan/Feb	Triad III – May/June
Instructional Analysis Breaks down observations of student discourse and collaboration, utilization of teaching/learning time, examination of student work, formative and diagnostic assessments to identify causal links between teacher instruction and student learning				
Data-Based Planning Cycles Uses student achievement assessment cycles of the district to inform instructional practice.				
Focus on Achievement Gaps Highlights the gaps in student learning between subgroups and leads courageous conversations to develop and implement strategies to eliminate the gaps.				
Content Expertise Demonstrates content expertise of CCSS by developing effective lesson planning protocols that are aligned with data-driven practices				
Rigorous Planning				

Instructional Leadership Success Factor	Summer / Fall 2016		Spring / Summer 2017	
	Initial Meeting	Triad I – Sept/Oct	Triad II – Jan/Feb	Triad III – May/June
Sets expectations and facilitates staff in planning rigorous lessons and units across all grade levels and content areas				
Assessment of Student Learning Facilitates teacher teams in developing formative assessments aligned to CCSS that provide an accurate assessment of student learning				
Instructional Strategies Demands instructionally sound strategies to meet the needs of a diverse student body				

Organizational Leadership Success Factor	Summer / Fall 2016		Spring / Summer 2017	
	Initial Meeting	Triad I – Sept/Oct	Triad II – Jan/Feb	Triad III – May/June
Schoolwide Leadership Assuming authoritative leadership for the benefit of the organization				
Morale Monitors staff morale and adjusts as needed				
Impact and Influence Affects the perceptions, thinking and actions of others				
Challenge Management Faces challenges with poise and confidence				
Negativity Management Addresses negativity to prevent a toxic culture				
Resource Management Maximizes resources (i.e., time, people, money) to focus on student achievement				
Systems Development Develops efficient operational systems that eliminate distractions and facilitate student learning				
Planning Ahead				

Plans to derive future benefit or to avoid problems				
Family/Community Resources Leverages and builds on family and community resources to continually improve student learning and provide targeted support that ensures student growth				
Family/Community Relationships Connects, develops, and maintains relationships…				
Communications/Transparency				

Personal Leadership Success Factor	Summer / Fall 2016		Spring / Summer 2017	
	Initial Meeting	Triad I – Sept/Oct	Triad II – Jan/Feb	Triad III – May/June
Drive Sets challenging goals and reaches for a high standard of performance				
Self-Regulation Reflects and self-manages to utilize the appropriate leadership behaviors				
Integrity Models personal integrity and practices ethical decision making				
Initiative Does more than expected or whatever it takes to accomplish a task or goal without prompting or with minimal direction or monitoring				
Personal Development Increases personal leadership capacity by taking actions to develop identified areas of growth				
Learning Goal Orientation Learns from success and failure alike to improve for the future				
Self-Confidence Demonstrates belief in one's own capability to accomplish tasks and deal with uncertainty				

UCAPP Residency

Informal Observation Conference Framework

Resident Name: _____   **Date of Visit:_____**

Focus & Context:
- Purpose and/or priorities for observation and discussion:

- Noteworthy circumstances or conditions for today's visit:

Observations:
- Evidence of real-time performance: What exactly was observed during the visit?

- Observed leadership behavior alignment to focus topic(s) of Resident's leadership development plan, core experiences and/or turnaround competencies:

Reflections:
- Resident's impressions, processing, takeaways, etc.

- Discussion of observation and reflections in light of Resident's Leadership Development Plan

Feedback:
- Coaching, mentoring, directives, etc.

Expectations for Next Visit: