



University of Connecticut Administrator Preparation Program

STUDENT HANDBOOK

2017-2018

UConn
NEAG SCHOOL OF EDUCATION

PROGRAM CONTACTS

Dr. Jennifer McGarry

Department Head

Jennifer.McGarry@uconn.edu

Dr. Richard Gonzales

Director, Educational Leadership Preparation Programs

Richard.Gonzales@uconn.edu

Kimberly Shirshac

Program Assistant

Kimberly.Shirshac@uconn.edu

Department of Educational Leadership

Neag School of Education

University of Connecticut

249 Glenbrook Road, Unit 3093

Storrs, CT 06269-3093

Office: (860) 486 - 0240

Fax: (860) 486 - 4028

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MISSION

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.

LEADERSHIP STANDARDS

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.

LEADERSHIP STANDARDS

National Professional Standards for Educational Leaders (PSEL)

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.

PROGRAM OVERVIEW

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:

- Personal Leadership Inventories
 - UCAPP uses various instruments 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.
- 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 tracks to certification. 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.

PROGRAM OVERVIEW

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 primary goal of PLUS is to strengthen the classroom-to-principalship leadership pipelines in the Hartford Public Schools (HPS) and New Haven Public Schools (NHPS). It is also open to aspiring leaders from select districts interested in a preparation experience focused on urban school leadership.

- 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.

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.

PROGRAM OVERVIEW

- 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

The table below summarizes the sequence and course descriptions for the Traditional and PLUS cohorts. The Residency sequence is to be determined for the 2017-18 academic year.

Summer 1	<u>Session 1</u> EDLR 5306 – School Leadership & Administration of Educational Organizations (3 credits) EDLR 5092 – Practicum: Administrative Field Experience (2 credits) <u>Session 2</u> EDLR 5307 - Contemporary Ed Policy (3 credits)
Year 1	<u>Fall</u> EDLR 5303 – Supervision of Educational Organizations (3 credits) EDLR 5092 – Practicum: Administrative Field Experience (2 credits) <u>Spring</u> EDLR 5302 – Program Evaluation for School Improvement (3 credits) EDLR 5092 – Practicum: Administrative Field Experience (2 credits)
Summer 2	EDLR 5092 – Practicum: Administrative Field Experience
Year 2	<u>Fall</u> EDLR 5304 – Curriculum Lab (3 credits) EDLR 5092 – Practicum: Administrative Field Experience (2 credits) <u>Winter</u> EDLR 5305 – Legal Aspects of Education (2 credits) <u>Spring</u> EDLR 5302 – Program Evaluation for School Improvement (3 credits) EDLR 5092 – Practicum: Administrative Field Experience (2 credits)

PROGRAM OVERVIEW

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 supported accordingly:

- 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

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.

INTERNSHIP

The UCAPP internship is designed to put theory into practice while developing and honing the leadership skills and dispositions of the school administration intern. Although there are three UCAPP models, the internship is the core of the program and subsequently of each model. The experiences delineated within each of the models' internship are the same in scope and all are aligned with the PSEL and CT Leadership standards. Each consists of 540 hours over the course of two years with the exception of the Residency which is one year. An expectation of every intern is they reflect on the work they are performing as aspiring leaders in their home/mentor school and assess their school administrator development in accordance with the UCAPP program's leadership standards.

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 Evaluation of the Internship Experience (annually).
5. Participate in an exit interview/program assessment (end of last semester of studies).

Internship Supervisor/Coach

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. Conduct triads, meetings with students and their mentors at internship sites.

Mentor

1. Participate in Mentor Orientation.
2. Attend Triad Meetings with intern and clinical supervisor/coach.
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.

Core Internship Tasks

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

INTERNSHIP - TRADITIONAL

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. The internship consists of 540 hours over the course of a two year period working under the guidance of an assigned mentor principal, the home school principal and supported by the clinical supervisor/coach.

The majority of the hours will be spent working with the mentor principal at the internship school and completing tasks related to internship responsibilities. The balance of the hours should be dedicated to developing and implementing leadership skills in the home school and completing related tasks.

Following a meeting to determine 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 and the arrangements the intern has made with his/her employer to allow time away from work-related responsibilities.

Internship Schedule

Year I

Summer I	45 hours
1 st Semester	90 hours
2 nd Semester	90 hours

Year II

Summer II	135 hours
1 st Semester	90 hours
2 nd Semester	90 hours

During the summer internship time, the students should work in collaboration with their mentor and home school administrators to assist with summer tasks such as but not limited to: participating in new staff interviews, planning and supporting professional development, attending curriculum writing sessions, attending PPTs for new students, revising school schedules, analyzing student data. Also, during this time it is recommended that the students should identify the topic for their intended Change Projects to be developed throughout the Year II experiences.

INTERNSHIP - TRADITIONAL

Scheduling the Internship

The ideal situation for interns is to spend extended periods of time at the internship site, clustering the days to heighten continuity of the experience. ***We 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 students for planning their internship hours:

- Attend conferences or workshops with the mentor
- Use personal days to spend an entire day with mentors
- Participate in before and after school meetings
- Attend evening parent/family meetings and events

Triad Meetings

Triad meetings act as a regular point of contact for the intern, mentor or home school principal and clinical supervisor/coach.

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

Year I

Triad #1	May-June	with home school principal
Triad #2	June-July	with internship mentor
Triad #3	January-February	with internship mentor

Year II

Triad #4	June-July	with internship mentor
Triad #5	January-February	with internship mentor

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

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.

INTERNSHIP - TRADITIONAL

- 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/coaches 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. It serves to maximize the intern's personal and professional growth experiences during the two years of the program.

Students will electronically submit semester summaries on Taskstream. These summaries enable students to revisit the new learning acquired in class and experienced within the internship. It also allows them to describe how their class and internship experiences have impacted their developing Theory of Action. Submissions should follow the reflection protocol including a description of the event(s), analysis, 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 5307: 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

INTERNSHIP - TRADITIONAL

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 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/coach and cohort.
- Observe achievement data analysis and school goal setting.
- 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 Taskstream summary reflection on summer internship experiences.

EDLR 5303: Supervision of Educational Organizations

- Complete 90 internship and home school leadership hours and submit reflective journal entries following each experience.
- Interview a district level administrator with supervision and evaluation oversight responsibilities in your home or internship district.
- Participate as an observer with your mentor in a full observation cycle.
- Conduct an equity audit and discuss results with your mentor.
- 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 Taskstream summary reflection on your fall internship experiences.

EDLR 5307: Program Evaluation for School Improvement

- Complete 90 internship and home school leadership hours and submit reflective journal entries following each experience.

INTERNSHIP - TRADITIONAL MODEL

- Interview a district level administrator with responsibility in the area of program evaluation for school improvement.
- 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 Taskstream summary reflection on your spring internship experiences.

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).
- Complete pre-institute assignments on Taskstream.
- Attend 3-day Special Education Institute last week in June.
- Complete post-institute assignments on Taskstream.
- 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.
- Complete Taskstream summary reflection on your summer internship experiences.

EDLR 5304: Curriculum Laboratory

- Complete 90 internship and home school leadership hours and submit reflective journal entries following each experience.
- Interview a district level administrator with curriculum oversight responsibilities in your home and/or internship district.
- 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 Taskstream summary reflection on your fall internship experiences.

EDLR 5310: Creating & Sustaining a Positive School Climate

- Complete 90 internship and home school leadership hours and submit reflective journal entries following each experience.
- 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.
- Complete Taskstream summary reflection on your spring internship experiences.

INTERNSHIP - PLUS

The internship is an essential UCAPP PLUS component and offers interns productive, first-hand experiences with exemplary mentors. The internship consists of a minimum of 540 hours over the duration of the program. There is some 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 and the arrangements the intern has made with his/her employer to allow time away from work-related responsibilities.

Internship Schedule

Year I

Summer I	45 hours
1 st Semester	90 hours
2 nd Semester	90 hours

Year II

Summer II	135 hours
1 st Semester	90 hours
2 nd Semester	90 hours

Year I

Summer 1

Interns are expected to complete 45 internship hours between June and August. These are typically completed at their current work site. These experiences may include tasks related to preparation for the new school year. Examples of tasks are updating handbooks, calendars, organizing professional development and schedules, interviewing new personnel, assisting with orientations and other appropriate tasks. Additionally, up to five internship hours will be spent with the cohort's clinical supervisor/coach.

Fall Semester

90 hours per semester during the first year will be spent gaining a variety of experiences within the school district. These experiences may occur in different locations. The first-year internship is designed to gain most of the experiences under the supervision of an assigned mentor. The intern will spend time observing and participating in many aspects of school leadership including organizational and instructional leadership, talent management and parent and community engagement.

INTERNSHIP - PLUS

Interns will observe and participate in many experiences with their internship site. These include:

- attend workshops and district sponsored Professional Development addressing aspects of leadership
- observe and participate in student achievement data analysis and goal setting
- observe a full teacher observation cycle
- observe the implementation of a support plan for first year or non-tenured teachers
- observe a presentation to a parent group
- observe a 504 meeting and PPT
- observe at least one faculty meeting addressing aspects of the School Improvement Plan focusing on culture and climate

Spring Semester

During the spring semester, another 90 hours of the leadership internship will be completed. Interns are expected to take on more leadership responsibilities. Instead of simply observing leadership practices, interns will assume a more active role. These include:

- co-facilitate a data team meeting
- present at a staff meeting on culture/climate data
- facilitate a parent meeting or school-community based meeting
- complete informal observations with teachers and provide feedback regarding those experiences.

Year II

Summer 2

Interns will complete 135 internship hours inclusive of a Special Education Institute.

- 18 hours completing pre-institute assignments/readings
- 18 hours attending the Special Education Institute
- 18 hours completing post-institute assignments/projects
- 81 hours in their mentor and/or present work site.

Fall and Spring

Year 2 of the UCAPP PLUS Internship is much more practical in nature and is designed for interns to assume more responsibility for their own learning and outcomes. Each intern is expected to complete 90 internship hours each semester.

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 participation in daily administrative activities.

INTERNSHIP - PLUS

Site-Related Internship Days

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

- Gain insight into the budget development process by attending Board of Education and other town or city government meetings where the school budget is being discussed
- Attend a PTO/PTA meetings at the internship site
- Participate in open houses at the internship site
- Assist in the planning and delivery of professional development programs
- Assist 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/coach 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/coach. For planning purposes, Year 2 summer is involves many more than internship hours from late June –July.

Triad Meetings

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

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

Year I

Triad #1	May-June	with home school principal
Triad #2	June-July	with internship mentor
Triad #3	January-February	with internship mentor

INTERNSHIP - PLUS

Year II

Triad #4	June-July	with internship mentor
Triad #5	January-February	with internship mentor

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

UCAPP PLUS interns are expected to participate in 4-6 clinical seminars per year each lasting 2-2 ½ hours. They are hosted by the clinical supervisor/coach and are intended to provide additional support. Seminars address practical issues directly related to school leadership and development. Interns will have an opportunity to network and engage in conversations with new and experienced school administrators to discuss transition to school leadership. Additionally, there will be opportunities to reflect and discuss internship experiences, practice problem solving and hone other leadership skills. The seminars may also be used for CAT practice sessions.

Reflective Journal

UCAPP PLUS interns must submit two reflective journal entries a month by logging into <http://www.casciac.org/ucapplogs>. Each reflection will focus on internship activities experienced during their internship. Journal entries must include reflections on the required tasks, but may also include reflections on other experiences. Clinical supervisors/coaches 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 the intern's progress and accomplishments as they work to become a school administrator. It is a professional learning tool that can be used to reflect on growth over time, clarify philosophy and leadership goals, connect those ideas to emerging practice, shape the leadership theory of action, and communicate accomplishments to prospective employers. It is a place to demonstrate those administrative practices that lead to meaningful competency development.

By the end of the UCAPP experience, the intern should be able to succinctly show what they have learned, and the portfolio should reflect readiness to assume a leadership role through the development of the following sections:

INTERNSHIP-PLUS

- **Personal Information**

This section consists of personal information including a current resume, certifications, at least two reference letters, unofficial transcripts for coursework in UCAPP and any additional materials such as certificates, honors awards, autobiographical statement etc.

- **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 will be update several times before completing the program, identifies the intern's current thinking about leadership.

- **Highlighted Reflections**

This section contains five reflections of experiences that were exceptional and propelled the intern to become a better leader.

- **Organizational Leadership**

This section includes examples of how the intern supported 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**

This section provides evidence of the intern's knowledge of how to develop a culture of teaching and learning. The artifacts should demonstrate how transformational and instructional leadership can be used to shape the school's culture to emphasize student achievement.

- **Talent Management**

This section includes at least three examples of written feedback provided to a teacher by the intern. Examples should focus on a strong or exemplary educator, a low proficient /high developing teacher and who needs more support with teaching and learning.

- **Parent and Community Engagement**

This section will include evidence of how the intern has learned to effectively communicate and collaborate with diverse families and communities.

INTERNSHIP- RESIDENCY

Students in the UCAPP Residency spend 80% of their time engaged in onsite training under the direction and advisement of a qualified mentor principal. Within the context of the residency portion of the training, students apply theory learned in class in true application form in the context of their training school. The program is highly-skills based in that students are given the tutelage necessary to develop school turnaround competencies necessary to address the systemic problems of practice evident in struggling schools.

The leadership skills, practices and dispositions that are necessary to develop during the program stem from the LEAD CT Turnaround Principal Competency Framework (see addendum) as well as State and National Leadership Standards. Skills fall into four major domains: talent management, organizational leadership, instructional leadership, and personal leadership. More specifically, the program teaches aspiring leaders: observation and supervision strategies, the design of professional learning, the use of data to drive instructional improvements, assessing and influencing school climate/culture, aligning systems within the school to support student achievement, creating a vision for the work of leadership, and navigating change within the school organization.

Within the context of the Residency program, students are provided the opportunity to experience the full work of leadership. The program is heavily focused on instructional leadership, defined broadly as a principal's ability to leverage teacher practice and other academic systems in a school to impact student achievement. As such, students are expected to spend a great deal of time engaged in the work of assessing teaching practices and setting up other systems and structures to allow teachers to reflect on instruction, including data teams and professional learning.

Four core assessments accompany the students through the Residency internship. Throughout the internship, the four core assessments are broken down into small, manageable chunks. Students submit work on an ongoing basis and are provided feedback about their performance before moving on to the next portion of the assessment. A detailed calendar for the assessments is below:

Core Assessment 1: Instructional Leadership – Data Driven Decision Making & Improvement Planning

Demonstrate comprehensive understanding and performance to develop, implement, assess, and refine systems to improve teacher practice and student learning.

Focus Areas:

- Work with faculty or a team to review and analyze data to identify areas for improvement.
- Work with faculty or a team to develop, implement, and assess a plan of action for improvement.
- Work with faculty or a team to collect and examine data to assess progress on the implementation of the plan and to prioritize effort in accordance with findings.

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- Work with faculty or a team to review and analyze data to make recommendations for modifications.

Purpose

The purpose of this assessment is to determine whether the Resident has the capacity and skill to lead a teacher or small team of teachers in making plans based on student-level data.

Action Steps (w/ approximate due dates)

1. Develop plan (Sept-Oct)
 - a. Meet with teachers to generate plan for improvement-format to be described and explained in class-including professional learning-what do teachers need to know to implement plan
 - b. Write up plan
2. Implementation (Nov-Feb)
 - a. Implementation of 1st stage of plan: professional learning
 - b. Written account of professional learning
 - c. Implementation of 2nd stage of plan: classroom instruction (includes data)
 - d. Written account of classroom instruction
3. Analysis (March-April)
 - a. Meet with teachers to analyze data
 - b. Written evaluation and reflection
 - c. Complete project (May)

With the agreement of the mentor principal, the resident shall identify a teacher or small group of teachers to work with. In collaboration with the teacher(s), the resident shall identify and utilize a data protocol to analyze student data. Using the results of the data protocol, and working with the teacher(s), the resident shall develop and implement plans for student intervention, differentiated instruction, and student efficacy. The plan shall include learning goals and professional development plans as well as identifying student-level data sources for measuring the effectiveness of the innovation. The resident shall monitor those plans and report on the results. The deliverables for this assessment shall be a written accounting of all stages of the project, a self-assessment of how well the project was implemented, and a reflection on the learning acquired as a result of the project.

Supplementary Assessment #1: Professional Learning Alignment

After selecting an area of need from the school improvement plan and an educator or team to work with, the resident shall design a professional learning opportunity to coincide with the identified area of need that involves a shift in classroom instructional practice. This professional learning experience should be **job-embedded** and include modeling specific instructional strategies and coaching said educator(s) through their own implementation practices. The

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deliverable for this supplemental assessment includes the materials used in the professional learning session (such as the information provided to the educators about the identified area of need and new instructional strategy ideas) and a written summary of the type of experience offered and the details of implementation. In order to determine the effectiveness of this shift in instructional practice, the resident will work with the educator(s) to design an appropriate post assessment that will measure the impact of the strategy on student learning. Evidence to support or negate the effectiveness of the instructional strategy should be delineated in the written deliverable.

Core Assessment 2: Talent Management – Development of Human Capital

Demonstrated ability to conduct meaningful teacher observation and feedback cycles within the school setting.

Within the O&S portion of the Human Capital Development assessment, Residents lead the observation and supervision cycle for 6-8 teachers, visiting the classroom regularly, gathering and interpreting evidence, providing targeted and actionable feedback, identifying resources to support teacher growth and improvement, and assessing practice against established teacher standards. The purpose of the Observation & Supervision Assessment is to support the development of the Resident's skills with collecting objective observation data, giving effective feedback to educators and holding teachers accountable for using feedback. The Resident's skills with using the Observation & Supervision Assessment will be evaluated using the following submitted work samples:

1. Calendar showing the Resident's schedule of observations. The calendar should include information about time, data, and duration of the observations as well as the follow up
2. feedback sessions with teachers. When the formal observation structure is used, a pre and post observation conference should be calendared
3. Notes and analysis of observation data using the framework for effective teaching (e.g., SEED) and system for conducting observations utilized in the Resident's District
4. Action plan including measurable steps for teacher and Resident which ensure a continuity of feedback on focused areas of educator growth
5. Written plan for providing actionable, timely feedback in professional dialogue.
6. Summary of specific feedback provided to educator.

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Purpose

The purpose of the Observation & Supervision Assessment is to support the development of the Resident's skills to collect objective observation data, give effective feedback to educators and hold teachers accountable for using feedback.

Action Steps (w/ approximate due dates)

1. Preparing to Observe (September)
 - a. Calendar showing the Resident's schedule of observations. The calendar should include information about time, data, and duration of the observations as well as the follow up feedback sessions with teachers. Five of six observation cycles must use formal observation structure-- a pre and post observation conference will be incorporated.
2. Conduct 6 Observation Cycles (October-April)
 - a. Notes and analysis of observation data using the framework for effective teaching (e.g., SEED) and system for conducting observations utilized in the Resident's District
 - b. Action plan including measurable steps for teacher and Resident which ensure a continuity of feedback on focused areas of educator growth
 - Written plan for providing actionable, timely feedback in professional dialogue
 - Summary of specific feedback to be provided to the educator
3. Monitoring Effectiveness of Feedback (May)
 - a. Written artifact should include detailed responses to the following questions:
 - What specific feedback was provided to educators over time?
 - How did the resident work to ensure a continuous feedback loop with said educators?
 - What **EVIDENCE** is there to support the feedback cycle with teachers that indicates a transformation in instructional practice as a result of feedback sessions? (e.g., further classroom observation data; improvement in achievement scores; student work samples, etc.)
 - In reflection, what might the Resident do differently or additionally next time to promote further growth among the educators with whom he/she worked?

Supplementary Assessment #1: Interview & Analysis-Recruitment, Hiring, Placement

Within the Recruitment, Hiring, Placement interview and analysis portion of the assessment, the Resident will conduct an analysis of district level strategies to recruit, hire, and place top talent. The Resident will submit a written summary of the interview with the district personnel responsible for human capital function and an analysis of the strengths and areas for further consideration of these human capital development processes. The written artifact should include detailed responses to the following questions:

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- What strategies are currently in place to support the work of human capital management? How are staff recruited, hired and placed in positions?
- How are the human capital management practices aligned with the district's education improvement strategy and its view of effective instructional practice as well as its goals for student achievement?
- To what degree does the human resource management program currently utilize these competencies for teachers to develop professional learning for staff?

Supplementary Assessment #2: Interview & Analysis-Development & Distributed Leadership

Within the Development & Distributed Leadership interview and analysis portion of the assessment, the Resident will conduct an analysis of school level strategies to develop talent and distribute leadership in meaningful ways. The Resident will submit a written summary of the interview with the school personnel responsible for human capital function and an analysis of the strengths and areas for further consideration of these human capital development processes. The written artifact should include detailed responses to the following questions:

- How are professional learning sessions designed in the school? Who designs them? How are topics chosen? In what forums is professional learning offered? (e.g., staff meetings, before/after school, etc.)?
- What type of data, if any, is used to determine professional learning needs among individuals, small groups of educators and the entire staff at large?
- How much influence from the district level, if any, is there in the design of professional learning at the school level? Does school-based professional learning in any way represent district level initiatives at large?
- What school-based systems (e.g., instructional coach, content area specialists, collaborative planning time, etc.) are present to support educator development?
- How does school administration distribute leadership among school staff to promote educator growth at large?

Supplementary Assessment #3: Feedback Impact & Educator Performance Analysis

Within the Feedback Impact and Educator Performance Analysis portion of the assessment, the Resident will conduct an analysis of feedback provided to teachers during the observation and supervision portion of this assessment. The focus of this analysis should be **impact**; that is, did the resident's work with said educators impact their overall approach to instruction. The written artifact should include detailed responses to the following questions:

- What specific feedback was provided to educators over time?
- How did the Resident work to ensure a continuous feedback loop with said educators?
- What **EVIDENCE** is there to support the feedback cycle with teachers that indicates a transformation in instructional practice as a result of feedback sessions? (e.g., further classroom observation data; improvement in achievement scores; student work samples, etc.)

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- In reflection, what might the Resident do differently or additionally next time to promote further growth among the educators with whom he/she worked?

Core Assessment 3: Organizational Leadership – Culture Diagnosis and Improvement Planning

Demonstrate comprehensive understanding and performance to develop, implement, assess, and refine systems to affect a positive school culture and continuous school improvement.

The Connecticut State Department of Education's school turnaround framework identifies four research-based levers – talent, culture and climate, academics and operations – to dramatically improve school performance and student achievement. As part of the school culture diagnosis and improvement planning process, Residents will use multiple sources of data to identify school strengths and weaknesses in the area of culture and climate to develop an action plan for improvement and implement a cultural change initiative.

The purpose of the school culture diagnosis, improvement planning, action planning and cultural change initiative assessment is to support the development of the Resident's skills to develop, assess, and refine systems to implement sustainable change that affect a positive school culture and continuous school improvement.

Residents will identify a cultural component to change that will impact student achievement. The deliverables for this assessment shall include a written report of the audit process, the findings of this audit will include data sources, the improvement plan will include the process of change research, rationale, outcomes, timelines and assessment for change the action plan will include the process of change taken, measurements of impact, degrees of change, progress monitoring, evidence of implementation, artifacts that demonstrate results and a summary of findings. A written summative report that includes results of assessments on progress of change, evidence (artifacts) of change, impact on student achievement and culture change, and results based on measure of success will be submitted. Additionally, Residents will turn in a self-assessment of the action plan development and implementation processes. The Resident's products for this assessment should include detailed responses to the following questions adapted from the Connecticut School Quality Review process of the Connecticut Accountability for Learning Initiative:

- What is the school culture?
- How effective is the quality and range of instruction and the use of data to guide improvement planning?
- How well has the school fostered the development of student efficacy?
- How effectively has the school developed a climate for learning that is supportive of high achievement?
- How well does the school plan and problem-solve to support student achievement?
- How well does the school work in partnership with parents and the community?
- What are the most significant aids and barriers to raising achievement and progress?

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Purpose

The purpose of the school culture diagnosis and improvement planning assessment is to support the development of the Resident's skills to develop, implement, assess, and refine systems to effect a positive school culture and continuous school improvement.

Action Steps (w/ approximate due dates)

1. Culture Diagnosis (September-October)
 - a. Collect school data such as: student and teacher attendance, teacher retention rate, school climate surveys, parent involvement measures, union issues, vision, mission etc.
 - b. Analyze data and write a summary of your findings
 - c. Conduct cultural assessments
 - d. Analyze cultural assessment data, make connections to previous data collected and hypothesize how the school culture impacts the data
2. School Culture Component (November)
 - a. Identify a component of the school culture to change
 - b. Describe the history of change
 - c. Develop a vision and mission for the change
3. Cultural Change Initiative (CCI) Plan (December –March)
 - a. Develop the CCI plan include: description of the change initiative, the rationale for change, expected outcomes, alignment to existing school practices, existing systems, new systems needed, identify group leaders, timeline outcomes and assessments, progress assessments, stakeholder's involvement, mind shifts, identify evidence of change, measures for success
 - b. Develop a plan to create a shared vision/mission/urgency for change
 - c. Collaboratively create a shared vision/mission/urgency for change
 - d. Implement Plan: Following the process of change
4. Ongoing Monitoring of Change (April-May)
 - a. Conduct multiple assessments on progress of change
 - b. Collect evidence of change
 - c. Analyze progress
 - d. Self-assessment
 - e. Review and Revise
5. Final Assessment (May)
 - a. Completed Cultural Change Initiative

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Core Assessment 4: Personal Leadership – Self Regulation

Demonstrates the presence, thinking, habits, and self-management essential to productively manage or influence individuals, groups, and a school.

Residents will complete a CALL assessment to identify areas of strengths and weakness in leadership behaviors that influence organizational, instructional and student achievement outcomes. Results of the CALL will be juxtaposed against Resident Competency Assessment performance to create an individualized leadership project.

The CALL (Comprehensive Assessment for Leadership for Learning) is administered in September along with the pre-program competency assessment. Students analyze their own performance on the competency assessment as well as the result of the CALL survey completed by training site school staff.

The personal leadership assessment involves the development of a small individualized leadership project which uses data from both screening tools to identify areas of growth needed for the individual Resident and the school-training site at large.

After completion of the project in May, Residents re-administer a modified version of the CALL assessment to school staff which provides a quantifiable data set as to the Resident's impact upon the training site.

Action Steps (w/ approximate due dates)

1. Administer CALL and Competency Assessment (September-October)
2. Analyze Results and Design Individualized Leadership Project (November)
3. Implement Planned Project (December- April)
4. Re-administer modified CALL to determine Resident Impact Upon Training

COURSE DESCRIPTIONS

EDLR 5306: School Leadership & 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.

UNIVERSITY AND PROGRAM POLICIES

Academic Integrity / UConn Student Code of Conduct

Scholarly activity at the graduate and postdoctoral level takes many forms, including, but not limited to, classroom activity, laboratory or field experience, writing for publication, presentation, and forms of artistic expression. Integrity in all of these activities is of paramount importance, and The Graduate School of the University of Connecticut requires that the highest ethical standards in teaching, learning, research, and service be maintained. Scholarly integrity encompasses “both research integrity and the ethical understanding and skill required of researchers/scholars in domestic, international, and multicultural contexts.” It also addresses “ethical aspects of scholarship that influence the next generation of researchers as teachers, mentors, supervisors, and successful stewards of grant funds” (Council of Graduate Schools, *Research and Scholarly Integrity in Graduate Education: A Comprehensive Approach*, 2012).

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/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/=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/>

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:

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- 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.

Credit Hour

The University of Connecticut, as mandated by the U.S. Department of Education and the New England Association of Schools and Colleges, and following Federal regulation, defines a credit hour as an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for one semester or the equivalent number of hours of instructional and out of class work for shorter sessions (e.g. summer); or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

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Instruction and out of class work increase commensurately, for courses consisting of two, three, four, five or more credit hours.

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

Unless otherwise specified by the instructor, 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

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

UNIVERSITY AND PROGRAM POLICIES

Reasonable Accommodation of Students with Disabilities

The University of Connecticut is committed to achieving equal educational and employment opportunity and full participation for persons with disabilities. It is the University's policy that no qualified person be excluded from consideration for employment, participation in any University program or activity, be denied the benefits of any University program or activity, or otherwise be subjected to discrimination with regard to any University program or activity. This policy derives from the University's commitment to nondiscrimination for all persons in employment, academic programs, and access to facilities, programs, activities, and services.

A person with a disability must be ensured the same access to programs, opportunities, and activities at the University as all others. Existing barriers, whether physical, programmatic, or attitudinal must be removed. Further, there must be ongoing vigilance to ensure that new barriers are not erected.

The University's efforts to accommodate people with disabilities must be measured against the goal of full participation and integration. Services and programs to promote these benefits for people with disabilities shall complement and support, but not duplicate, the University's regular services and programs.

Achieving full participation and integration of people with disabilities requires the cooperative efforts of all of the University's departments, offices, and personnel. To this end, the University will continue to strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members.

Anyone with questions regarding this policy is encouraged to consult the Office of Institutional Equity (OIE). The office is located in Wood Hall, Unit 4175, 241 Glenbrook Road, Storrs, Connecticut 06269-4175, telephone, 860-486-2943.

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.

UNIVERSITY AND PROGRAM POLICIES

Policy Against Discrimination, Harassment and Related Interpersonal Violence

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 amorous 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 amorous relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. Additionally, to protect the campus community, all non-confidential University employees (including faculty) are required to report sexual assaults, intimate partner violence, and/or stalking involving a student that they witness or are told about to the Office of Institutional Equity. 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.

More information is available at equity.uconn.edu and titleix.uconn.edu

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:

(1) 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.