University of Connecticut Administrator Preparation Program

STUDENT HANDBOOK

2021-2023

UCONN

NEAG SCHOOL OF EDUCATION

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TABLE OF CONTENTS

MISSION AND EQUITY COMMITMENT

Neag School Mission

Our mission is to improve educational and social systems to be more effective, equitable, and just for all. We develop educators, professionals, and scholars; conduct rigorous and relevant research; and engage in reciprocal and responsible partnerships with students, practitioners, policymakers, and community members in Connecticut and around the world.

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.

Equity Commitment

UCAPP is committed to developing and preparing transformational school leaders with the competence and disposition to effect school policies and practices that realize equitable *achievement, participation, service, and support outcomes for every student*.

Through strategically aligned coursework and practicum experiences, UCAPP graduates will:
- Lead with an anti-racist and equity driven perspective
- Lead by listening to and working collaboratively with all constituencies -- teachers, students, families, and communities -- which they serve
- Lead with honesty and courage to confront and disrupt systemic policies and practices which have perpetuated disparate achievement, participation, service, and support outcomes

Connecticut School 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.

Element A. High Expectations for All: Leaders ensure that the creation of the vision, mission and goals establish high expectations for all students and staff.

Element B. Shared Commitments to Implement the Vision, Mission, and Goals: Leaders ensure that the process of implementing and sustaining the vision, mission, and goals is inclusive, building common understandings and commitment among all stakeholders.

Element C. Continuous Improvement toward the Vision, Mission, and Goals: Leaders ensure the success and achievement of all students by consistently monitoring and refining the implementation of the vision, mission and goals.

PERFORMANCE EXPECTATION 2: Teaching and Learning

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

Element A. Strong Professional Culture: Leaders develop a strong professional culture which leads to quality instruction focused on student learning and the strengthening of professional competencies.

Element B. Curriculum and Instruction: Leaders understand and expect faculty to plan, implement, and evaluate standards-based curriculum and challenging instruction aligned with Connecticut and national standards.

Element C. Assessment and Accountability: Leaders use assessments, data systems, and accountability strategies to improve achievement, monitor and evaluate progress, and close achievement gaps.

PERFORMANCE EXPECTATION 3: Organizational 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.

Element A. Welfare and Safety of Students, Faculty and Staff: Leaders ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and security of students, faculty and staff.

Element B. Operational Systems: Leaders distribute responsibilities and supervise management structures and practices to improve teaching and learning.

Element C. Fiscal and Human Resources: Leaders establish an infrastructure for finance and personnel that operates in support of teaching and learning.

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.

Element A. Collaboration with Families and Community Members: Leaders ensure the success of all students by collaborating with families and other stakeholders.

Element B. Community Interests and Needs: Leaders respond and contribute to community interests and needs to provide high quality education for students and their families.

Element C. Community Resources: Leaders access resources shared among schools, districts, and communities in conjunction with other organizations and agencies that provide critical resources for children and families.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

Element A. Ethical and Legal Standards of the Profession: Leaders demonstrate ethical and legal behavior.

Element B. Personal Values and Beliefs: Leaders demonstrate a commitment to values, beliefs, and practices aligned with the vision, mission and goals for student learning.

Element C. High Standards for Self and Others: Leaders model and expect exemplary practices for personal and organizational performance, ensuring accountability for high standards of student learning.

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.

Element A. Professional Influence: Leaders improve the broader social, cultural economic, legal, and political, contexts of education for all students and families.

Element B. The Educational Policy Environment: Leaders uphold and contribute to policies and political support for excellence and equity in education.

Element C. Policy Engagement: Leaders engage policymakers to inform and improve education policy.

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 of Study

Year 1 Sequence	UCAPP 3.0 Course Descriptions	UCAPP 3.0 Core Assessments		Internship Essential Experiences
Summer 1 Focus: Principalship	EDLR 5401 – Principalship & Administration of Educational Organizations (2) EDLR 5402: Human Development for School Leaders (2)	**Individual Leadership Plan:** Standards-based personalized plan for leadership learning		❏ Gather and analyze data ❏ Audit schedule(s) ❏ Examine improvement plans
Year 1 Focus: Classroom & Individuals	**Fall** EDLR 5403: Instructional Leadership - Systems & Structures to Support High-quality Curriculum, Instruction, & Assessment (2) EDLR 5404: Organizational Leadership – Culture, Family, & Community Engagement (2) EDLR 5092 – Practicum: Administrative Field Experience (1) **Spring** EDLR 5405: Instructional Leadership – Curriculum & Assessment (2) EDLR 5406: Talent Management – Supervision & Performance Evaluation (2) EDLR 5092 – Practicum: Administrative Field Experience (1)	**Fall - Year 1** **Org Diagnosis (OL):** Analysis of achievement and culture to identify priorities for improvement	**Spring - Year 1** **Instructional Supervision Cycle (TM):** Assess teacher performance and provide feedback for improvement	❏ Conduct walkthroughs ❏ Take stock of existing initiatives ❏ Understand student support structures & processes ❏ Observe lesson(s)

Year 2 Sequence	UCAPP 3.0 Course Descriptions	UCAPP 3.0 Core Assessments		Internship Essential Experiences
Summer 2 Focus: Policies & Inclusive Schools	EDLR 5407: Contemporary Educational Policy (2) EDLR 5408: Leadership for Special Populations (3)			❏ Collaborate on instructional calibration, professional development & induction ❏ Examine crisis management plan ❏ Coach a struggling or unmotivated teacher ❏ Support school improvement (including climate) efforts
Year 2 Focus: School & Teams / Groups	**Fall** EDLR 5409: Organizational Leadership – Improving Educational Organizations (2) EDLR 5410: Talent Management – Professional Learning (2) EDLR 5092 – Practicum: Administrative Field Experience (1) **Spring** EDLR 5411: Legal Aspects of Education (2) EDLR 5412: Organizational Leadership – Developing Organizational & Leadership Capacity (2) EDLR 5092 – Practicum: Administrative Field Experience (1)	**Fall -** **Year 2** **Professional Learning Facilitation (IL):** Support professional learning for school, team, or group	**Fall/Spring –** **Year 2** **School Improvement (Change) Project:** Lead stakeholders in a school improvement initiative	

Expectations for UCAPP Leaders

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.

COMPETENCIES AND COURSE DESCRIPTIONS

Competencies

- **Instructional Leadership**
  Education leaders ensure the success and achievement of all students by developing a shared vision, mission, and goals focused on high expectations for all students, and by monitoring and continuously improving curriculum, instruction and assessment. They employ a growth mindset to facilitate and encourage innovative solutions to identified areas by developing and implementing an action plan that supports the mission, vision and goals.

- **Talent Management**
  Education leaders ensure the success and achievement of all students by implementing practices to recruit, select, support, evaluate and retain highly qualified staff, and by demonstrating a commitment to high-quality differentiated systems for professional learning. They are reflective practitioners who inspire and motivate all stakeholders in the school community and work with them in a culturally aware and responsive manner.

- **Organizational Leadership**
  Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment. They are flexible and able to respond quickly to shifting and changing environments. Additionally, they maximize available resources in order to meet the needs of all students. Furthermore, they ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community needs and interests, by promoting a positive culture and climate, and by modeling ethical behavior and integrity. They leverage the community and parent resources and partnerships for greater impact.

Courses

EDLR 5401 – Principalship & Administration of Educational Organizations

This course introduces students to concepts and skills which are fundamental to the principalship and 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.

EDLR 5402: Human Development for School Leaders

This course introduces a variety of learning theories that can form the foundation for many practices and decisions as a school leader. Beyond pedagogy and school-aged learner learning theories, the course focuses in depth on adult learning concepts, research, and theory in relation to professional and organizational learning in a school/system context. In addition, this course will explore the role of new media applications and Web 2.0 to professional learning and human resource development in education.

EDLR 5403: Instructional Leadership – Systems and Structures to Support High-Quality Curriculum, Instruction, & Assessment

This course addresses instructional leadership with particular attention to how principals develop and support teachers' effective instruction and instructional accommodations for all students. After forming a working definition of instructional leadership and understanding the systems and structures to support high-quality curriculum, instruction, and assessment; aspiring leaders will learn about facets of curriculum and instruction that can ameliorate outcomes for all students and groups. Aspiring leaders will also learn about leadership activities, including data use and communication strategies, to support improvement at both the classroom and school levels.

EDLR 5404: Organizational Leadership – School Culture and Family & Community Engagement

This course focuses on essential school leadership aspects of organizational culture and family and community engagement. Developing a positive and strong culture of achievement lays the foundation for strategic improvement and supports instructional leadership and talent management effort. Proactively engaging families and members of the community to support a shared vision for the school helps create the conditions for successful teaching and learning outcomes.

EDLR 5405: Instructional Leadership – Curriculum & Assessment

This course addresses instructional leadership with particular attention to how principals create and sustain systems for instructional improvement. In so doing, the course builds the competencies of aspiring leaders in using routines and teams to promote schoolwide change. In addition, the course provides structured learning opportunities for aspiring leaders to reflect on the intersection between instructional and equity-oriented leadership to promote positive outcomes for all students.

EDLR 5406: Talent Management – Supervision & Performance Evaluation

This course 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 it. There is a focus on understanding the relationship between teacher evaluation, professional learning and school improvement planning at large.

EDLR 5407: Contemporary Educational 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, evaluates, and modifies the rules, both official and unofficial, by which the American education system runs. 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 5408: Leadership for Special Populations

This course addresses leadership to support special education students and other special populations in schools. It proposes that effective leadership for all special student populations involves particular knowledge and requires a strong equity orientation.

EDLR 5409: Organizational Leadership – Improving Educational Organizations

This course focuses on essential school leadership aspects of improving schools as educational organizations. Students will examine facets of the school organization that have particular consequence for improving student learning in schools, being particularly mindful of the role the principal plays in influencing change and improvement in schools.

EDLR 5410: Talent Management – Professional Learning

This course 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 it. There is a focus on understanding the relationship between teacher evaluation, professional learning and school improvement planning at large.

EDLR 5411: Legal Aspects of Education

This course provides an analytical framework for the significant legal issues that school administrators confront each day, including mandatory attendance, curriculum, school district obligations, liability issues, student rights, teacher and other employee rights, tenure, collective bargaining, and religion in the schools. Participants will learn about constitutional law, statutory law and case law, and how to find answers to legal questions.

EDLR 5412: Organizational Leadership – Developing Organizational & Leadership Capacity

This course focuses on essential school leadership aspects of developing organizational capacity for strategic and sustainable improvement. We will examine the role the principal plays in ensuring the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

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.

INTERNSHIP

The UCAPP internship is the core of the program. It is designed to put theory into practice while developing and honing the leadership skills and dispositions of the school administration intern. The UCAPP core assessments, which are the foundation of the program, are completed throughout the internship. The experiences embedded in each of the assessments are aligned with the PSEL and CT Leadership standards.

In order to ensure a high-quality internship experience, every intern is supported by both a leadership coach, who has been a successful school administrator, and a mentor principal, who leads an effective school focused on equity and excellence for all students.

Responsibilities of Internship

Intern
- Collaborate with the UCAPP mentor principal and leadership coach to design and maintain a Leadership Development Plan (LDP) aligned with the PSEL and CT Leadership standards
- Be available a minimum of once a semester to meet with the leadership coach at your mentor or home school. Collaborate with the leadership coach to schedule this onsite visit.
- Be available a minimum of once a month to have a phone, video conference, or in person conversation with the leadership coach (plan for approximately 45-60 minutes)
- Prepare and distribute agendas ahead of all meetings with the leadership coach and/or mentor principals, including phone conversations.
- Arrange all triad meetings with the mentor principal and leadership coach.

Internship Leadership Coach
- Collaborate with the UCAPP intern and mentor principal to design and monitor a Leadership Development Plan (LDP) aligned with the PSEL and CT Leadership standards
- Conduct onsite internship visits a minimum of once a semester at either the home or mentor school
- Be available a minimum of at least once a month to have a phone or in person conversation with the intern to discuss progress made on the LDP and internship experiences outlined in the coursework and core assessments (plan for approximately 45-60 minutes)
- Collaborate with the UCAPP cohort instructors to ensure the leadership skills and dispositions of the intern are being successfully developed
- Develop and implement cohort seminars as appropriate to support interns as they make connections between the learning and the application of skills
- May consult with the UCAPP Director about intern participation to help inform the grade for EDLR 5092.

Mentor Principal

- Collaborate with the UCAPP intern and leadership coach to design and monitor a Leadership Development Plan (LDP) aligned with the PSEL and CT Leadership standards
- Support the intern in completing the internship experience requirements outlined in the program of study, including coursework and core assessments
- Meet and communicate with the intern on a regular basis in order to provide opportunities for discussion, reflection, and feedback
- Complete intern assessment form at the end of each year
- Complete assessment regarding the UCAPP program.

Triad Meetings

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

It is the responsibility of the intern to schedule triad meetings and develop the agendas throughout the internship experience with the leadership coach, mentor principal and home school principal according to the following schedule:

Year 1

July – August	intern, home school principal, leadership coach
July - August	Intern, mentor principal, leadership coach
January - February	Intern, mentor principal, leadership coach

Year 2

July - August	Intern, mentor principal, leadership coach
January - February	Intern, mentor principal, leadership coach

Triad meetings serve to:
- Discuss the progress achieved in meeting the intern's goals outlined in the LDP
- Discuss progress on achieving the clinical experience requirements outlined in the coursework and core experiences

Triad Meeting Structure (Example)

Agenda Item	Purpose	Expected Outcome
Introduction	• Develop rapport among the participants • Establish understanding of agenda items	• Participants will feel comfortable with each other • A mutual understanding of the meeting purpose and agenda items will be achieved
Presentation of the intern's LDP	• Intern will present the latest iteration of their LDP • Intern will explain their progress in attaining the goals identified in the LDP • Intern will identify strengths and challenges of the work focused on the LDP • Intern will advocate for support where needed	• Participants will have a common understanding of the LDP goals and strategies to reach the goals • Participants will understand where the strengths and challenges of the LDP lie • Participants will understand their role in supporting the intern to reach the goals of their LDP
Essential Experiences	• Intern will present the essential experiences they have focused on throughout the semester • Intern will identify strengths and challenges of the work focused on the essential experiences • Intern will advocate for support where needed	• Participants will have a common understanding of the essential experiences the intern has focused on during the semester • Participants will understand where the strengths and challenges of completing the identified essential experiences lie • Participants will understand their role in supporting the intern where needed in the completion of the essential experiences
Next Steps	• Intern will present a plan for the upcoming semester	• Participants will have a common understanding of the plan for the upcoming semester
Reflection	• Participants will offer feedback to the intern about the key points of the meeting • Intern will respond to the feedback	• Participants will have a common understanding of the strengths and challenges of the internship

Experiences and Assessments

Reflective Journal

Interns are required to submit a reflective journal entry to their leadership coach at the end of each semester (i.e., summer, fall, spring) focused on an internship experience that impacted their leadership development. The journal entry will have the following structure:
- Describe internship experiences which impacted your leadership learning.
- Explain why the experiences were meaningful to your development as a school leader.
- Explain how and/or why the experience relates to your leadership plan goal(s), coursework, and/or your emerging leadership theory of action.

Leadership coaches will review student journal entries and respond to each student's journal.

Essential Experiences

YEAR 1

- Assist in the development or an audit of the school schedule with a focus on maximizing instructional time across grade levels and cohorts. Focus on alignment with the mission, vision and goals of the school, is equitable and allows access to high quality instruction for all students and includes time for teachers to collaborate with their teams.

- Analyze existing behavior or discipline data as available. Collaborate in a review of the school's written discipline procedures, daily routines and behavior expectations. Review the process for ensuring all staff and students fully understand the school's daily routines and behavior expectations.

- Review the district/school continuous improvement plans and curricular materials to assess their alignment to the vision and supports provided to maintain a rigorous, culturally relevant, engaging learning experience for all students.

- Participate in and/or conduct classroom walkthroughs to assess how the curriculum is being implemented with integrity throughout the school. Collaborate with teacher teams to analyze the findings and develop strategies for continuous improvement.

- Collaborate with a team of school stakeholders to collect data that identifies how the strategies to meet the goals of the School Improvement Plan are being implemented throughout the school. Work with the team to analyze the data and develop a protocol to inform staff of the findings.

- Collaborate with the school social worker, guidance counselors, and school psychologists to develop a clear understanding of the various processes that support student decision making that is aligned with positive social and emotional development. These include responsive classroom, PBIS, restorative justice.

- Participate in the teacher observation process to include the provision of feedback, including written feedback aligned with the district's evaluation rubric.

- Collaborate with the school's SRBI team and Student Assistance/Achievement Teams to analyze the school's SRBI plan. Participate in and/or conduct walkthroughs to assess the quality of implementation of the plan. Work with the team to identify and implement strategies for continuous improvement.

- Participate in the development or an audit of the school budget with a focus on how resources are allocated in alignment with the mission, vision and goals of the school. Analyze how resources are used to ensure high quality instruction for all students.

- Examine written communications from the principal/administrative team addressed to different stakeholder groups. Analyze how messages are crafted to meet the intended purpose with the targeted audience.

YEAR 2

- Collaborate with a team to develop protocols for calibration of instruction among the staff. This may include a plan for colleagues to observe each other's instruction and provide feedback on the data collected.

- Collaborate with a team to develop and implement the school's annual professional development plan that is aligned with the school's goals and strategies for meeting the goals. Participate in and/or conduct walkthroughs to assess the quality of implementation of the plan.

- Collaborate with the crisis management team to analyze the process the school has in place to address emergencies, including the lockdown and shelter in place procedures.

- Identify a teacher who is struggling and/or unmotivated. Develop a coaching plan for the teacher to help support continuous improvement of their practice. Collaborate with your mentor principal to implement the plan and monitor for improvement.

- Collaborate with new teacher mentors and their new teachers to develop individual plans to meet their needs. Implement and monitor the plans to ensure new teachers are able to grow and improve their practice.

- Collaborate with a team to analyze the school's safe climate report. Use the findings to propose recommendations for continuous improvement.

- Collaborate with a team to analyze the teacher, student, parent and family responses to the school's culture and climate survey. Use the findings to propose recommendations for continuous improvement.

- Collaborate with the school improvement team to develop the school improvement plan.

Coaching Conversation Structure (Example)

CPR[2]	Purpose	Examples
Check-In	Relationship building.	• How are you feeling after that? On a scale of 1 -4 (1=upset/drowning ,4=great/on top of things), how would you rate how you're feeling?
Plan	Set a goal(s) together for the conversation.	• What's our purpose today? • From my perspective, I want to 1) better understand what you just saw and how that connects to your recent work and then 2) unpack the implications for your leadership and personal development goal. From your perspective, what else do we need to achieve in this conversation?
Review	Follow up to last coaching conversation.	• We've been working on…. • The principal committed to having a conversation with a particular teacher leader/teacher/ team: "How'd that go?" • We discussed observing classes together today, is there a particular teacher(s) you would like to focus on? What is important for me to know?

Coach	Engage in coaching based on agreed upon goals for today.
	• Use <u>listening</u> and <u>questioning</u> to promote extended dialogue and generate insight
	• Give SBI <u>feedback</u>
	• Create space for reflection on <u>mental models</u>
	• Establish a foundation for <u>equity</u>
	• Create a <u>holding environment</u> of support and challenge
	• Strategically use <u>facilitative and directive</u> approaches
	• Focus on deep <u>levels of dialogue</u> (Clutterbuck)
		• Explore principal lens/mental models & discuss observation data
		  o What did you just see?
		  o What stood out to you?
		  o What trends did you notice?
		  o To what extent did this affirm your expectations?
		  o How does this compare to previous visits/data?
		  o How does instruction need to change?
		  o Where is your instructional focus evident and where was it absent?
		  o Who needs to support? With what?
		  o To what extent do students of color have equitable access to high quality instruction?
		• Focus on leadership
		  o How have you contributed to what we just saw/what role did you play?
		  o Given what you just saw, and how you've been working with your team, what are your next steps with your team? grade levels? departments?
		  o What will you be doing? What will that look like and sound like?
		  o What conversations do you need to have? With whom? What will you say and how will you say it?
		  o What support structures will you put in place?
		  o How will you engage other leaders in the building to this end?
		  o What will follow through look like?
		• Support, challenge, and celebrate personal development
		  o Where has your instructional focus been embraced and where have you met resistance? What have you done about that?
		  o What's hard about these next steps? What new light does this shed on your personal goal?
		  o How can you build on past successes?
		  o How does it feel to see these changes?

Procure Commitment	Determine next steps for both.	• What's important for us to remember from this conversation? • What will you (the principal) do? By when? How will I know you've done that?
Reflect	Share feedback between coach and coachee about today's conversation.	• Let's each share one glow and one grow with each other • How did this [coaching strategy] feel today? • What worked? What could be improved?

ASSESSMENTS

NASSP Building Ranks Diagnostic of Educational Leadership Practice

The Building Ranks Diagnostic of Educational Leadership Practice is a performance-based assessment for practicing school leaders and preparation program candidates. It is based on the NASSP Building Ranks framework which translates the PSEL and NELP standards to an actionable framework based on a logic model of effective school leadership. The framework focuses on two primary domains of school-level leadership - Building Culture and Leading Learning. There are fifteen leadership "sub" dimensions associated with the two primary Building Ranks domains.

The Building Ranks Diagnostic is an online assessment which consists of fourteen situational scenarios which simulate authentic principalship work. Candidates provide written and verbal responses to open-ended prompts. The situational scenarios were developed in consultation with current practitioners and validated through a national pilot implementation.

Candidates complete this assessment in the fall of their second year of the program.

Connecticut Administrator Test

The Connecticut Administrator Test (CAT) is an assessment required by the State of Connecticut Board of Education required for Intermediate Administrator (092) certification. The CAT measures the extent to which entry-level school leaders demonstrate the standards-relevant knowledge and skills necessary for competent professional practice.

Each student chooses for him/herself when to the take the CAT. Historically, the vast of students have waited until Year 2 to sit for this exam.
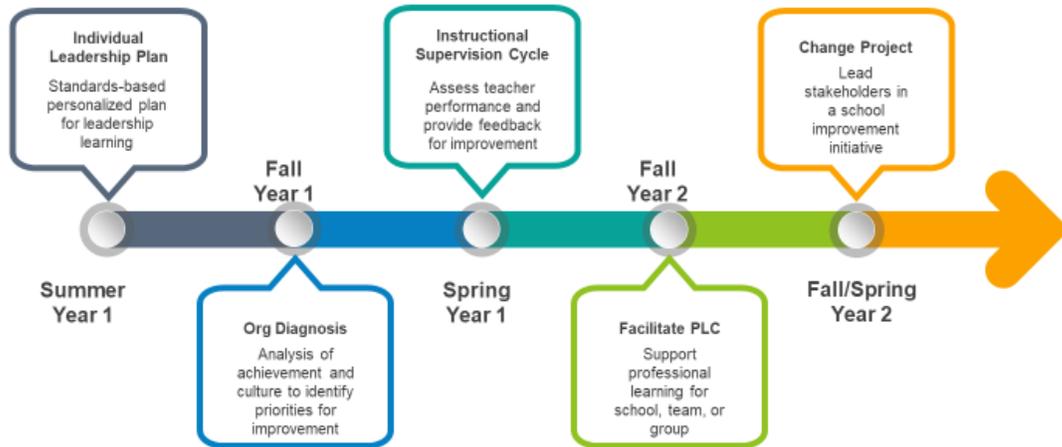
Core Assessments

The core assessments are project-based tasks students complete to practice foundational principalship work and use to measure their competencies in the domains of instructional leadership, talent management and organizational leadership. The core assessment tasks allow students to practice authentic principalship work in schools as part of the clinical experience.

The first task is an organizational diagnosis to identify what is working well in a school and potential areas of improvement, paying particular attention to the issue of equity. The second task is the observation cycle where students observe a teacher's lesson and provide constructive feedback to promote student learning. The third task involves planning professional learning for a teacher team or the entire school. For the capstone project, each student leads a group of stakeholders in a school improvement initiative.

Courses align content and scaffold experiences to support students' completion of each task independently within prescribed timelines. The leadership coach supports each student through the Investigate-Plan-Act-Assess-Reflect process for each task to promote leadership learning.

Core Assessment Timeline

UCAPP 3.0 Assessment Timeline

Individual Leadership Plan
Standards-based personalized plan for leadership learning

Instructional Supervision Cycle
Assess teacher performance and provide feedback for improvement

Change Project
Lead stakeholders in a school improvement initiative

Summer Year 1 — Fall Year 1 — Spring Year 1 — Fall Year 2 — Fall/Spring Year 2

Org Diagnosis
Analysis of achievement and culture to identify priorities for improvement

Facilitate PLC
Support professional learning for school, team, or group

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: https://policy.uconn.edu/2014/04/11/policy-on-scholarly-integrity-in-graduate-education-and-research/ 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:

- Access Internet and course management sites such as HuskyCT
- 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 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.

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

93-100	A	84-86	B	74-76	C
90-93	A-	80-83	B-	70-73	C-
87-89	B+	77-79	C+	60-69	D
				60>	F

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 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 coach, and mentor principal to review your performance upon completion of the first half of the prescribed program of study. A recommendation for discontinuation will result in a meeting with your 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

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.

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

Sexual Assault Reporting

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. (More information is available athttp://sexualviolence.uconn.edu/).

Students with Disabilities

The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. 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 atwww.csd.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.

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.