I. Introduction

In 2005, the Connecticut Association of Schools (CAS) and the Department of Education Leadership at the University of Connecticut’s Neag School of Education (NSOE) entered into a partnership to address an increasing shortage of qualified administrators to fill positions of leadership within Connecticut’s schools. CAS accepted specific responsibilities for conducting the clinical component of the University of Connecticut Administrator Preparation Program (UCAPP), a nationally recognized series of courses and internships that prepares candidates for the 092 intermediate administrator certification and leadership positions primarily at the school building and central office levels. As an active partner in this program, CAS brings the resources of its Principals’ Center, administrator induction program, statewide network of seasoned mentors, and well-established relationships with schools throughout the state. CAS and NSOE, with their combined resources, believe that they have the capacity to address the critical issue of administrator shortages and, in the process, build the premier school leader preparation program in the nation.

II. Program Description

UCAPP is a two-year program designed for working professionals who aspire to positions in school leadership. Students who successfully complete UCAPP are awarded the Sixth-Year Diploma and are eligible for endorsement for Connecticut State Certification as Intermediate Administrators.

A vital part of UCAPP is the internship, an experiential component of the program that immerses students in actual leadership roles. CAS has the responsibility to place students with exemplary school leaders. Prior to the beginning of an internship, great care is taken to match each student intern with an appropriate mentor administrator. Following a meeting concerning each intern’s professional goals, work schedule, and UCAPP objectives, a two-year internship is developed. The internship consists of 90 hours per semester of on-site/off-site administrator activities that are aligned with course theory and are designed to develop proficiency as outlined by NCATE standards.
Another key component of UCAPP is the cohort experience. UCAPP students remain and work together as a group for the two years, allowing them the opportunity to build relationships with each other as aspiring administrators, collaborate on projects, and plan time together academically and socially. A CAS clinical supervisor is assigned to each cohort for two years. The clinical supervisor works with course instructors, students, and mentors to link practice and theory throughout the program of studies.

Courses, seminars, and modules in UCAPP are grounded in adult and experiential learning theory. Priority is placed on integrating course work with internship experiences in the real worlds of educational administration. These problem-based learning practica provide an integrative set of experiences throughout the two year program. Students also compile an electronic professional portfolio that documents their administrative competency as outlined by NCATE standards.

III. Mentor Selection

As the state association, CAS is uniquely positioned to select school leaders from its over 1,100 member schools as well as other non-member schools in Connecticut. CAS periodically surveys school leaders relative to their interest in serving as mentors. Interested principals submit an application listing their professional experiences as well as references.

CAS clinical supervisors are involved in every step of the mentor selection process including:

- Participation in an initial meeting with incoming students to discuss the internship.
- Facilitating student completion of an Internship Preference Sheet stating desired mentor location, level, school size, and type of community.
- Attendance at an all staff meeting to identify mentors who match requests.
- Contact with potential mentors and references.
- Completion of a mentor application.

Once mentors have been assigned, letters are sent to mentors and interns asking that an initial meeting be scheduled. The mentor-intern assignment is not confirmed until this meeting takes place. Superintendents are informed of the selection of an administrator from their district as an UCAPP mentor. A mentor orientation program is organized annually in June to review the internship program and, specifically, the mentor’s roles. CAS clinical supervisors additionally communicate individually with mentors to provide information about the practicum and to support their responsibilities.
IV. Roles and Responsibilities

A. Mentor

- Participate in Mentor Orientation.
- Attend Triad Meetings with intern and clinical supervisor.
- Assist the intern in fulfilling program objectives and accompanying activities.
- Include intern as a member of leadership team to the extent possible.
- 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.

B. Clinical Supervisor

- Recruit, orient and support experienced and capable mentors.
- Assist students in developing individual learning plans that address program objectives.
- Establish a liaison with course instructors and become familiar with course content and materials.
- Help students link their internship experiences to course content and materials.
- Develop and implement clinical modules of instruction in conjunction with courses.
- Utilize Task Stream to post and receive assignments, maintain communication with students, and assist students in compiling their electronic portfolios.
- Conduct triads, meetings with students and their mentors at internship sites, a minimum of five (5) times during the program.

C. Intern

a. Arrange all Triad Meetings.
b. Complete internship hours and submit log.
c. Complete reflections as assigned.
d. Maintain Electronic Portfolio.
e. Complete Clinical Supervisor Evaluation (end of year - online).
f. Complete Self Reflection (end of internship).
g. Complete Critique of the Internship Experience.
h. Submit electronic portfolio as culminating project (end of last semester of studies).
i. Participate in an exit interview/program assessment (end of last semester of studies).
j. Complete annual UCAPP Mentor Assessment form (end of year - online).
V. Triad Meetings

Triad meetings act as a regular point of contact for the intern, mentor, and clinical supervisor. They serve as opportunities to discuss with all parties the progress achieved in meeting the intern’s objectives. Triad meetings also encourage links between course work and practical experiences in the field and create a time for three-way reflection on the intern’s experience. Triad forms listing course objectives, internship requirements, internship activities, and additional areas of focus are provided each semester and help facilitate these discussions and record progress, (See Attachments A-E).

It is the responsibility of the intern to schedule a minimum of five triad meetings, three in Year 1 (August-September, January-February, May-June) and two in Year 2 (September-October, March-April).

VI. Assessment

The mentor provides both the intern and the clinical supervisor feedback pertaining to performance and progress on objectives. The mentor also completes at the end of Years 1 and 2, the UCAPP Intern Assessment Form.

The intern also completes annually the UCAPP Mentor Assessment Form.

VII. Communication

Open and honest communication is the key to a successful mentorship. Issues and concerns need to be addressed promptly and directly. For things that cannot be worked out satisfactorily between the mentor and intern, the clinical supervisor should be contacted. This option is available to both mentor and intern. So, too, is the assistance of CAS Associate Executive Director, Mike Buckley and/or UCAPP Director, Shuana Tucker.
VIII. Contact Information

For more information about the University of Connecticut Administrator Preparation Program, please contact the Department of Educational Leadership at the Neag School of Education or the Connecticut Association of Schools:

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# Clinical Supervisors

## Year I

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<th>East 23</th>
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<tbody>
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## Year II

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