During the spring semester of the 2011-2012 school year, UCAPP disseminated a standards-based instrument to gather data by requesting supervisors to complete an evaluation on each candidate through an online application system (i.e., Checkbox). Primarily, this evaluation instrument serves dual purposes: 1) to provide individual students feedback on their performance, and (2) to allow evidence-based examination of the program for strengths and potential areas for improvement. A secondary purpose of this report is for instrument refinement. As this was the second year implementing this new evaluation system, analyses can point toward revisions for subsequent semesters.

This report displays the survey results for East Hartford cohort, which are aggregated across 10 students and 6 administrators participating in 10 unique districts. Quantitative results have been analyzed by presenting frequency distributions and a measure of central tendency (i.e., the mean). The qualitative responses are reproduced per verbatim, though respondents’ names and locations are omitted. Highlights of this report appear below and appendices for both candidate and assigned administrator responses can be found following the overall report. In the appendix are disaggregated information for candidates and assigned administrators.

Overall, 92.3% of respondents reported that each of the first two established goals for this internship were met; 100% reported meeting the third established goal. In terms of the quality of this clinic experience, all students reported that the following areas were outstanding: Your clinical supervisor, The communication with your clinical supervisor, and Your clinical supervisor’s accessibility to address your questions/concerns regarding this internship. Finally, 50% of administrators reported having an “open” relationship with their respective interns, and 50% reported having a “sharing” relationship.
**Overall Responses**

**Your role:**
(16 Responses)

- 10 (62.50%) - Candidate
- 6 (37.50%) - Assigned Administrator

**Setting for Internship:**
(16 Responses)

- 8 (50.00%) - Urban
- 7 (43.75%) - Suburban
- 1 (6.25%) - Rural
### Internship District:
(14 Responses)

<table>
<thead>
<tr>
<th>District</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Hartford</td>
<td>2</td>
</tr>
<tr>
<td>Glastonbury</td>
<td>2</td>
</tr>
<tr>
<td>Hartford</td>
<td>3</td>
</tr>
<tr>
<td>Region #4</td>
<td></td>
</tr>
<tr>
<td>Waterford</td>
<td></td>
</tr>
<tr>
<td>Ellington</td>
<td></td>
</tr>
<tr>
<td>Simsbury</td>
<td></td>
</tr>
<tr>
<td>RHAM</td>
<td></td>
</tr>
<tr>
<td>Berlin</td>
<td></td>
</tr>
<tr>
<td>Manchester</td>
<td></td>
</tr>
</tbody>
</table>

### 1st major goal established for this internship:
(13 Responses)

- Leadership Initiative
- CMT DATA analysis
- Assessing and analyzing classroom design and management
- School-Wide Common Formative Assessment Creation
- To sit in on more special education related experiences
- Student Achievement Target Plans
- Experience the breadth of tasks required of administrators
- Facilitate a cultural enhancement activity for
- To learn how to effectively evaluate teachers through the cycle
- Explore issues dealing with teacher supervision, evaluation, and the union.
- Creating Academic Practice Curriculum
- Analyze the function of a School Governance Council at HMTCA
- Duty schedules for staff
2nd major goal established for this internship:

(13 Responses)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Development</td>
<td>12 (92.31%)</td>
</tr>
<tr>
<td>ISS CURRICULUM</td>
<td></td>
</tr>
<tr>
<td>Identifying components of individual student support systems</td>
<td></td>
</tr>
<tr>
<td>School-Wide Common Formative Assessment Implementation</td>
<td></td>
</tr>
<tr>
<td>To experience more discipline related topics and experiences.</td>
<td></td>
</tr>
<tr>
<td>New Teacher Evaluation Plan</td>
<td></td>
</tr>
<tr>
<td>Revise the format of data collection tools</td>
<td></td>
</tr>
<tr>
<td>Familiarize intern with budget process/development</td>
<td></td>
</tr>
<tr>
<td>To learn about student discipline and school management</td>
<td></td>
</tr>
<tr>
<td>Gain practical experience in leading a department’s curriculum and instruction.</td>
<td></td>
</tr>
<tr>
<td>Create and implement school climate survey</td>
<td></td>
</tr>
<tr>
<td>Development of a budget in a magnet school</td>
<td></td>
</tr>
<tr>
<td>CMT data analysis</td>
<td>1 (7.69%)</td>
</tr>
</tbody>
</table>
### 3rd major goal established for this internship:

**To what level was this goal accomplished?**

(13 Responses)

<table>
<thead>
<tr>
<th>Met</th>
<th>Partially met</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 (92.31%)</td>
<td>1 (7.69%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structural Oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed Staff/Duty Schedules</td>
</tr>
<tr>
<td>Observe the roles and functions of administrators in behavior management</td>
</tr>
<tr>
<td>School-Wide Data Team SMART Goal Development</td>
</tr>
<tr>
<td>To further my studies in administration and technology in school systems</td>
</tr>
<tr>
<td>Identification Process: Candidates for AP/ECE classes</td>
</tr>
<tr>
<td>Participate and contribute to admin team meetings</td>
</tr>
<tr>
<td>To understand and evaluate SRBI practices in the school</td>
</tr>
<tr>
<td>Compile and disaggregate CMT and school climate survey data.</td>
</tr>
<tr>
<td>ALC/ISS Curriculum</td>
</tr>
</tbody>
</table>
The following table lists the national standards and corresponding elements that are aligned to UCAPP courses. To what degree is the candidate prepared to meet the following elements and standards, based on this internship?

(13 Responses)

<table>
<thead>
<tr>
<th>Building Level</th>
<th>District Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Develop a vision</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Articulate a vision</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Implement a vision</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Steward a vision</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Promote community involvement in the vision</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
<table>
<thead>
<tr>
<th>Promote positive school culture</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>1 (7.69%)</th>
<th>12 (92.31%)</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>2 (15.38%)</th>
<th>6 (46.15%)</th>
<th>5 (38.46%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide effective instructional program</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>3 (23.08%)</td>
<td>10 (76.92%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (15.38%)</td>
<td>5 (38.46%)</td>
<td>6 (46.15%)</td>
</tr>
<tr>
<td>Apply best practice to student learning</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (15.38%)</td>
<td>11 (84.62%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (15.38%)</td>
<td>5 (38.46%)</td>
<td>6 (46.15%)</td>
</tr>
<tr>
<td>Design comprehensive professional growth plans</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>5 (38.46%)</td>
<td>8 (61.54%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>3 (23.08%)</td>
<td>4 (30.77%)</td>
<td>6 (46.15%)</td>
</tr>
</tbody>
</table>

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

<table>
<thead>
<tr>
<th>Manage the organization</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>5 (38.46%)</th>
<th>8 (61.54%)</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>5 (38.46%)</th>
<th>2 (15.38%)</th>
<th>6 (46.15%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage operations</td>
<td>0 (0.00%)</td>
<td>1 (7.69%)</td>
<td>3 (23.08%)</td>
<td>9 (69.23%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>6 (46.15%)</td>
<td>1 (7.69%)</td>
<td>6 (46.15%)</td>
</tr>
<tr>
<td>Manage resources</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>7 (53.85%)</td>
<td>6 (46.15%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>7 (53.85%)</td>
<td>0 (0.00%)</td>
<td>6 (46.15%)</td>
</tr>
</tbody>
</table>

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

<table>
<thead>
<tr>
<th>Collaborate with families and other community members</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>4 (30.77%)</th>
<th>8 (61.54%)</th>
<th>1 (7.69%)</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>3 (23.08%)</th>
<th>5 (38.46%)</th>
<th>5 (38.46%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to community interests and needs</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>5 (38.46%)</td>
<td>6 (46.15%)</td>
<td>2 (15.38%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>5 (38.46%)</td>
<td>3 (23.08%)</td>
<td>5 (38.46%)</td>
</tr>
<tr>
<td>Mobilize community resources</td>
<td>0 (0.00%)</td>
<td>1 (7.69%)</td>
<td>6 (46.15%)</td>
<td>4 (30.77%)</td>
<td>2 (15.38%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>6 (46.15%)</td>
<td>1 (7.69%)</td>
<td>6 (46.15%)</td>
</tr>
</tbody>
</table>

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

<table>
<thead>
<tr>
<th>Acts with integrity</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>1 (7.69%)</th>
<th>12 (92.31%)</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>1 (7.69%)</th>
<th>8 (61.54%)</th>
<th>4 (30.77%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts fairly</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (7.69%)</td>
<td>12 (92.31%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (7.69%)</td>
<td>8 (61.54%)</td>
<td>4 (30.77%)</td>
</tr>
<tr>
<td>Acts ethically</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (7.69%)</td>
<td>12 (92.31%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (7.69%)</td>
<td>8 (61.54%)</td>
<td>4 (30.77%)</td>
</tr>
</tbody>
</table>
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

| Understand the larger context | 0 (0.00%) | 0 (0.00%) | 3 (23.08%) | 10 (76.92%) | 0 (0.00%) | 0 (0.00%) | 4 (30.77%) | 5 (38.46%) | 4 (30.77%) |
| Respond to the larger context | 0 (0.00%) | 1 (7.69%) | 2 (15.38%) | 10 (76.92%) | 0 (0.00%) | 0 (0.00%) | 1 (7.69%) | 4 (30.77%) | 4 (30.77%) | 4 (30.77%) |
| Influence the larger context | 0 (0.00%) | 1 (7.69%) | 4 (30.77%) | 8 (61.54%) | 0 (0.00%) | 0 (0.00%) | 2 (15.38%) | 4 (30.77%) | 2 (15.38%) | 5 (38.46%) |

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

| Substantial, sustained, standards-based work | 0 (0.00%) | 0 (0.00%) | 2 (15.38%) | 11 (84.62%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (15.38%) | 6 (46.15%) | 5 (38.46%) |
| Planned and guided cooperatively | 0 (0.00%) | 0 (0.00%) | 2 (15.38%) | 11 (84.62%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (15.38%) | 5 (38.46%) | 6 (46.15%) |
| Met requirements for graduated credit | 0 (0.00%) | 0 (0.00%) | 2 (15.38%) | 11 (84.62%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (15.38%) | 5 (38.46%) | 6 (46.15%) |

To what degree is the candidate prepared in the following additional areas? (13 Responses)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with colleagues</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (15.38%)</td>
<td>0 (0.00%)</td>
<td>11 (84.62%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Interaction with students</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (15.38%)</td>
<td>3 (23.08%)</td>
<td>8 (61.54%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Interaction with parents</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (7.69%)</td>
<td>5 (38.46%)</td>
<td>5 (38.46%)</td>
<td>2 (15.38%)</td>
</tr>
<tr>
<td>Interactions with subordinates</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (7.69%)</td>
<td>0 (0.00%)</td>
<td>11 (84.62%)</td>
<td>1 (7.69%)</td>
</tr>
<tr>
<td>Oral communication skills</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (15.38%)</td>
<td>4 (30.77%)</td>
<td>7 (53.85%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Written communication skills</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (15.38%)</td>
<td>2 (15.38%)</td>
<td>9 (69.23%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Attention to personal growth</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (7.69%)</td>
<td>2 (15.38%)</td>
<td>10 (76.92%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Ability to contribute independently</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (7.69%)</td>
<td>4 (30.77%)</td>
<td>8 (61.54%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-----------</td>
<td>------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Leadership of groups</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>3 (23.08%)</td>
<td>1 (7.69%)</td>
<td>9 (69.23%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Dependability</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (7.69%)</td>
<td>2 (15.38%)</td>
<td>10 (76.92%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

How would you rate the quality of the internship in the following areas?
(9 Responses)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your assigned administrator</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (11.11%)</td>
<td>8 (88.89%)</td>
</tr>
<tr>
<td>The communication with your assigned administrator</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (11.11%)</td>
<td>1 (11.11%)</td>
<td>7 (77.78%)</td>
</tr>
<tr>
<td>Your clinical supervisor</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>9 (100.00%)</td>
</tr>
<tr>
<td>The communication with your clinical supervisor</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>9 (100.00%)</td>
</tr>
<tr>
<td>Your clinical supervisor’s accessibility to address your questions/concerns regarding this internship</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>9 (100.00%)</td>
</tr>
<tr>
<td>Your clinical supervisor attended classes with you</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (11.11%)</td>
<td>8 (88.89%)</td>
</tr>
<tr>
<td>The mandated triad meeting</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (11.11%)</td>
<td>8 (88.89%)</td>
</tr>
<tr>
<td>Overall, how would you rate the quality of the 1st year internship?</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (11.11%)</td>
<td>3 (33.33%)</td>
<td>5 (55.56%)</td>
</tr>
<tr>
<td>Overall, how would you rate the quality of the 2nd year internship?</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>3 (33.33%)</td>
<td>6 (66.67%)</td>
</tr>
</tbody>
</table>
xxx did an outstanding job as my intern. I sincerely enjoyed the opportunity to watch him grow.

xxx and I worked collaboratively together and she had the maturity and knowledge to understand that I could learn from her as well as she from me. The sharing was invaluable.

The intern and I were able to share ideas and suggestions which benefitted the students at the school in a positive manner. The intern was very comfortable giving her opinion about current practices and resources that she thought would be helpful to our staff and school community.

xxx and I have developed a relationship where he can ask me any question, and I will share my thoughts openly. He also has been available for a variety of confidential situations.
**xxx** has great potential and is currently employed as an AP. His school is fortunate to have him.

**xxx** is an outstanding candidate for ed administration. She has all the skill knowledge needed, is articulate, confident, and eager. **xxx** gets the big picture of running a bldg and connecting with all constituents; building realtionships and the pedagogy to be a leader among her peers; real udnerstanding of using data, reflection, technology, leaderships skills, and best practices. **xxx** is a mover, highly motivated, and smart who always finds a way to progress and take the nay sayers along with her. The learning curve for **xxx** would be MINIMAL and the IMPACT **xxx** would make on her school would be immediate!!!

With more time and experience, I believe the intern might be well suited to a supportive administrative role at the secondary level where she could take advantage of a mentor or coach to support her professional growth and development in an administrative position.

It would depend upon the actual position, as I believe some are better fits for **xxx** than others.

---

**What do you feel are two of the strengths of this internship?**

(12 Responses)

Great preparation of candidates

The connection with a mentor from CAS has been of particular help and this year the quality of the candidate has been outstanding.

Seeing two different settings by transfer of placement Relevance of semester coursework to internship

The internship gives real-world experience. The internship offers the opportunity to discuss what is being learned in the classroom.

The hands-on, practical development of administrative skills on site; the collaboration with other students in the cohort group.
| Relationships in the making and at work |
| Real world experience and a supportive connection within the administrative world |
| Authentic experiences available to intern; working closely with on-the-job administrators |
| The availability and counsel with the administrator and the hands on experience and accessibility provided |
| It gave me insight into how an administrator assessed the issues in his buildings, and then how and why he chose to respond to address those issues. |
| The diverse setting and exemplary school culture. |

1. Being in a magnet school it was very different from what I was used to so everything I learned was new for me. 2. Having the ability to accompany xxx to School Governance Council Meetings, Board of Education Meetings, Principal Meetings, and to see how she handles situations not only on the district level but also within her own school.

Please share any ways in which you feel the internship experience can be strengthened or modified for improvement.

(12 Responses)

More in school hours

Time spent together is still fleeting and difficult although much improved from an earlier experience. Sending schools must agree to support this internship and give time for interns to be at their internships. Would also prefer to see interns spend a full semester at the school to truly be here on a day to day basis and see what the actual responsibilities and duties are; the unexpected situations that arise every day. And to be able to include interns in district wide initiatives would be great but time does not permit this.

Additional assignments connected to internship site

Splitting the cohort into elementary, middle, and high schools and allowing a Q&A with the mentor principals and the UCAPP students.

I think that the placement with a mentor should be at the level where the candidate hopes to attain a position in the future.

Dual placements are extremely beneficial

Clarify expectations and way candidate can participate right from the start.

Capstone project

It's perfect

A specific activity aligned to the semester's course work can help to assure practical experience in applying course content.

Flexibility or splitting with current district placement, especially when release time is so complicated and there are shortages of subs.

I feel that it would help the mentors to be more effective with us if we had to do a project at our internship site for each class. It would help our mentors to focus more on what we have to achieve each semester.
What is the one significant thing that you learned during this internship experience?

(12 Responses)

NA
That theory and research is wonderful but actual day to day practice is of paramount importance.

Strategies for transforming a school
You learn the work by doing it!
Well-developed relationships continue to be vital to real professional growth and development. Additionally, it is important to set both long and short term goals and discuss periodically whether or not there is progress toward those goals and expectations.

Practical application
Its all about the people around you- treat them well, be positive
Consistent hours placed into the internship are crucial to a fruitful experience
How to lead instructionally.
That I do have the knowledge and ability to be an effective school leader.
That positive relationship building is the foundation of successful schools.
I can handle and be effective at disciplining students.

How did this experience help you be more reflective about your own practice?

(12 Responses)

NA
Reenforced my commitment to helping new leaders move forward, to the value of collaboration and that we can learn from one another.
Opportunity to see first hand theory being put to practice in new school
This experience has shown me that relationship building is just as powerful as having the right answers. It is hard to be an introvert and a principal at the same time. This experience has demanded that I be more socially forward and responsible.
I believe that any opportunity like this to mentor a young teacher with administrative aspirations causes you to consider the effect of the choices that are made each day in dealing with students, staff, parents and supervisors.
I've become much more of a listener, who is comfortable stepping back with her thoughts and taking time to respond.
Showed me the areas I needed to grow
We make so many decisions a day that once they are made, we do not always think about them. Having an intern forces you to be more reflective about those experiences as they ask you your reasoning behind such decisions.
It made me a better teacher and counselor and coach of teachers.

I have more of an appreciation for the administrative concerns in a school, and can more effectively balance those concerns with those of the teachers.

Through written assignments and reflections, I was able to more closely examine my practice and effectiveness. I was also able to be reflective during the job search process and how I better articulate my philosophies and experience.

It gave me confidence in this aspect of administration, and I did not have that before.

If there is something else that you would like to share, please do so.

(2 Responses)

NA

Keep your eye on xxx...she will be writing policy in Washington one of these days...and thank you for allowing me to be part of this program!
To what level was the 1st major goal established for this internship accomplished?
To what level was the 2nd major goal established for this internship accomplished?

To what level was the 3rd major goal established for this internship accomplished?
The following table lists the national standards and corresponding elements that are aligned to UCAPP courses. To what degree is the candidate prepared to meet the following elements and standards, based on this internship? (9 Responses)

<table>
<thead>
<tr>
<th>Building Level</th>
<th>District Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Develop a vision</strong></td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td><strong>Articulate a vision</strong></td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td><strong>Implement a vision</strong></td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td><strong>Steward a vision</strong></td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td><strong>Promote community involvement in the vision</strong></td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

<table>
<thead>
<tr>
<th>Building Level</th>
<th>District Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>Promote positive school culture</strong></td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td><strong>Provide effective instructional program</strong></td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td><strong>Apply best practice to student learning</strong></td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td><strong>Design comprehensive professional growth plans</strong></td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

| Collaborate with families and other community members | 0 (0.00%) | 0 (0.00%) | 2 (22.22%) | 7 (77.78%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 1 (11.11%) | 5 (55.56%) | 3 (33.33%) |
| Respond to community interests and needs | 0 (0.00%) | 0 (0.00%) | 3 (33.33%) | 5 (55.56%) | 1 (11.11%) | 0 (0.00%) | 0 (0.00%) | 3 (33.33%) | 3 (33.33%) | 3 (33.33%) |
| Mobilize community resources | 0 (0.00%) | 1 (11.11%) | 4 (44.44%) | 3 (33.33%) | 1 (11.11%) | 0 (0.00%) | 0 (0.00%) | 4 (44.44%) | 1 (11.11%) | 4 (44.44%) |

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

| Acts with integrity | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 9 (100.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 6 (66.67%) | 3 (33.33%) |
| Acts fairly | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 9 (100.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 6 (66.67%) | 3 (33.33%) |
| Acts ethically | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 9 (100.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 6 (66.67%) | 3 (33.33%) |

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

| Understand the larger context | 0 (0.00%) | 0 (0.00%) | 1 (11.11%) | 8 (88.89%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (22.22%) | 4 (44.44%) | 3 (33.33%) |
| Respond to the larger context | 0 (0.00%) | 0 (0.00%) | 1 (11.11%) | 8 (88.89%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 3 (33.33%) | 3 (33.33%) | 3 (33.33%) |
| Influence the larger context | 0 (0.00%) | 0 (0.00%) | 3 (33.33%) | 6 (66.67%) | 0 (0.00%) | 0 (0.00%) | 1 (11.11%) | 3 (33.33%) | 2 (22.22%) | 3 (33.33%) |

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
<table>
<thead>
<tr>
<th>Quality</th>
<th>1 (0.00%)</th>
<th>2 (0.00%)</th>
<th>3 (0.00%)</th>
<th>4 (0.00%)</th>
<th>5 (0.00%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantial, sustained, standards-based work</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>9 (100.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Planned and guided cooperatively</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>9 (100.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Met requirements for graduated credit</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>9 (100.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>

How would you rate the quality of the internship in the following areas?
(9 Responses)

<table>
<thead>
<tr>
<th>Area</th>
<th>1 (0.00%)</th>
<th>2 (0.00%)</th>
<th>3 (0.00%)</th>
<th>4 (0.00%)</th>
<th>5 (0.00%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your assigned administrator</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (11.11%)</td>
<td>8 (88.89%)</td>
</tr>
<tr>
<td>The communication with your assigned administrator</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (11.11%)</td>
<td>1 (11.11%)</td>
<td>7 (77.78%)</td>
</tr>
<tr>
<td>Your clinical supervisor</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>9 (100.00%)</td>
</tr>
<tr>
<td>The communication with your clinical supervisor</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>9 (100.00%)</td>
</tr>
<tr>
<td>Your clinical supervisor’s accessibility to address your questions/concerns regarding this internship</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>9 (100.00%)</td>
</tr>
<tr>
<td>Your clinical supervisor attended classes with you</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (11.11%)</td>
<td>8 (88.89%)</td>
</tr>
<tr>
<td>The mandated triad meeting</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (11.11%)</td>
<td>8 (88.89%)</td>
</tr>
<tr>
<td>Overall, how would you rate the quality of the 1st year internship?</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (11.11%)</td>
<td>3 (33.33%)</td>
<td>5 (55.56%)</td>
</tr>
<tr>
<td>Overall, how would you rate the quality of the 2nd year internship?</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>3 (33.33%)</td>
<td>6 (66.67%)</td>
</tr>
</tbody>
</table>
APPENDIX B: ASSIGNED ADMINISTRATORS’ RESPONSES

To what level was the 1st major goal established for this internship accomplished?
To what level was the 2nd major goal established for this internship accomplished?

To what level was the 3rd major goal established for this internship accomplished?
The following table lists the national standards and corresponding elements that are aligned to UCAPP courses.

To what degree is the candidate prepared to meet the following elements and standards, based on this internship?

(4 Responses)

<table>
<thead>
<tr>
<th>Building Level</th>
<th>District Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

- **Develop a vision**: 0 (0.00%) 0 (0.00%) 2 (50.00%) 2 (50.00%) 0 (0.00%) 0 (0.00%) 1 (25.00%) 1 (25.00%) 0 (0.00%) 2 (50.00%)
- **Articulate a vision**: 0 (0.00%) 0 (0.00%) 2 (50.00%) 2 (50.00%) 0 (0.00%) 0 (0.00%) 1 (25.00%) 1 (25.00%) 1 (25.00%) 1 (25.00%)
- **Implement a vision**: 0 (0.00%) 1 (25.00%) 1 (25.00%) 2 (50.00%) 0 (0.00%) 0 (0.00%) 1 (25.00%) 1 (25.00%) 0 (0.00%) 2 (50.00%)
- **Steward a vision**: 0 (0.00%) 1 (25.00%) 1 (25.00%) 2 (50.00%) 0 (0.00%) 0 (0.00%) 1 (25.00%) 1 (25.00%) 0 (0.00%) 2 (50.00%)
- **Promote community involvement in the vision**: 0 (0.00%) 1 (25.00%) 1 (25.00%) 2 (50.00%) 1 (25.00%) 0 (0.00%) 1 (25.00%) 1 (25.00%) 0 (0.00%) 2 (50.00%)

Candidates who complete the program are educational leaders who have the knowledge and ability to promote a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

- **Promote positive school culture**: 0 (0.00%) 0 (0.00%) 1 (25.00%) 3 (75.00%) 0 (0.00%) 0 (0.00%) 0 (0.00%) 2 (50.00%) 0 (0.00%) 2 (50.00%)
- **Provide effective instructional program**: 0 (0.00%) 0 (0.00%) 2 (50.00%) 2 (50.00%) 0 (0.00%) 0 (0.00%) 0 (0.00%) 2 (50.00%) 0 (0.00%) 2 (50.00%)
- **Apply best practice to student learning**: 0 (0.00%) 0 (0.00%) 2 (50.00%) 2 (50.00%) 0 (0.00%) 0 (0.00%) 0 (0.00%) 2 (50.00%) 0 (0.00%) 2 (50.00%)
- **Design comprehensive professional growth plans**: 0 (0.00%) 0 (0.00%) 2 (50.00%) 2 (50.00%) 0 (0.00%) 0 (0.00%) 0 (0.00%) 2 (50.00%) 0 (0.00%) 2 (50.00%)

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

- **Manage the organization**: 0 (0.00%) 0 (0.00%) 2 (50.00%) 2 (50.00%) 0 (0.00%) 0 (0.00%) 0 (0.00%) 2 (50.00%) 0 (0.00%) 2 (50.00%)
<table>
<thead>
<tr>
<th>Manage operations</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>1 (25.00%)</th>
<th>3 (75.00%)</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>2 (50.00%)</th>
<th>0 (0.00%)</th>
<th>2 (50.00%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manage resources</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

<table>
<thead>
<tr>
<th>Collaborate with families and other community members</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>2 (50.00%)</th>
<th>1 (25.00%)</th>
<th>1 (25.00%)</th>
<th>0 (0.00%)</th>
<th>0 (0.00%)</th>
<th>2 (50.00%)</th>
<th>0 (0.00%)</th>
<th>2 (50.00%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respond to community interests and needs</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>1 (25.00%)</td>
<td>1 (25.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
</tr>
<tr>
<td>Mobilize community resources</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>1 (25.00%)</td>
<td>1 (25.00%)</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
</tr>
</tbody>
</table>

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

| Acts with integrity | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) | 3 (75.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) | 2 (50.00%) | 1 (25.00%) |
| Acts fairly         | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) | 3 (75.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) | 2 (50.00%) | 1 (25.00%) |
| Acts ethically      | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) | 3 (75.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) | 2 (50.00%) | 1 (25.00%) |

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

| Understand the larger context | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) | 2 (50.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) | 1 (25.00%) | 1 (25.00%) |
| Respond to the larger context | 0 (0.00%) | 1 (25.00%) | 1 (25.00%) | 2 (50.00%) | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) | 1 (25.00%) | 1 (25.00%) | 1 (25.00%) |
| Influence the larger context  | 0 (0.00%) | 1 (25.00%) | 1 (25.00%) | 2 (50.00%) | 0 (0.00%) | 0 (0.00%) | 1 (25.00%) | 1 (25.00%) | 0 (0.00%) | 2 (50.00%) |

The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

| Substantial, sustained, standards-based work | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) | 2 (50.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 2 (50.00%) | 1 (25.00%) | 1 (25.00%) |

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
To what degree is the candidate prepared in the following additional areas, based on this internship?

(4 Responses)

<table>
<thead>
<tr>
<th>Area</th>
<th>1 (0.00%)</th>
<th>2 (50.00%)</th>
<th>3 (50.00%)</th>
<th>4 (0.00%)</th>
<th>5 (50.00%)</th>
<th>NA (0.00%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction with colleagues</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Interaction with students</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Interaction with parents</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (25.00%)</td>
<td>0 (0.00%)</td>
<td>1 (25.00%)</td>
<td>2 (50.00%)</td>
</tr>
<tr>
<td>Interactions with subordinates</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (25.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>1 (25.00%)</td>
</tr>
<tr>
<td>Oral communication skills</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Written communication skills</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Attention to personal growth</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (25.00%)</td>
<td>1 (25.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Ability to contribute independently</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (25.00%)</td>
<td>1 (25.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Leadership of groups</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
</tr>
<tr>
<td>Dependability</td>
<td>0 (0.00%)</td>
<td>0 (0.00%)</td>
<td>1 (25.00%)</td>
<td>1 (25.00%)</td>
<td>2 (50.00%)</td>
<td>0 (0.00%)</td>
</tr>
</tbody>
</table>
Now that the internship is completed, at what stage do you believe the relationship between you and your intern ended? (4 Responses)

- Sharing: 2 (50.00%)
- Open: 2 (50.00%)

If an appropriate administrative position came open in your district, would you employ or recommend this intern for employment? (4 Responses)

- Yes: 2 (50.00%)
- Unsure: 2 (50.00%)