Key Assessment 2: M.Ed. Comprehensive Examination
Directions to the Candidate
Rubric for Scoring
Scoring Guide for Faculty

Key Assessment 2 (M.Ed. Comprehensive Examination) is aligned to NELP Standards 1.0-7.0.

Key Assessment 2: M.Ed. Comprehensive Examination is designed to assess a candidate's knowledge of beliefs, behaviors, skills, and practices intrinsic to school leadership. It is administered during the M.Ed. Internship course and is to be submitted at the end of the semester of the Internship.

General Directions: Each of the responses to the six items on the comprehensive exam should be presented in a manner that demonstrates concise, precise leadership language. The six items are aligned to NELP Standards for building-level leaders. Plan careful reading of the directions and rubric elements as you design your responses to each of the six items that comprise the comprehensive examination. Start your exam by titling "Comprehensive Exam," and then on the left alignment (heading 2), add the item "title." Be sure to include the Item # and Part letter in your response. For example, you will begin with "Vision Statement," (left alignment) and then on the next line, write "Item 1, Part A:" and then your response; start on new line, then "Item I, Part B:" (left alignment-new line) and then your response, etc. In the Comprehensive Exam, Items 3-6, there are no "Part" categories. The six general items are listed here:

Item 1: Vision Statement (NELP 1)
Item 2: Instructional Framework (NELP 2, 4)
Item 3: School Management PowerPoint (NELP 3, 6, 7)
Item 4: School & Community Relations Webpage Content (NELP 5)
Item 5: Your Leadership Code of Ethics (NELP 2)
Item 6: Policy Brief on the Poverty Issues in Schools (NELP 5)

Directions for Response: Item 1: Vision Statement (NELP 1)

The first item on the comprehensive exam is aligned to NELP Standard 1, which states: "Mission, Vision, and Improvement: to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data, technology, equity, diversity, digital citizenship, and community."

Directions to candidate: To demonstrate your knowledge regarding design, development, implementation, and stewardship of a school's vision, respond to each item from the mindset of a principal. Create a mental model of the school in which you are the principal. It may be the school where you completed a field experience or internship experience. **Item 1** on the comprehensive examination requires you to explain many aspects of "vision."

Write essay responses to Item I by responding to prompts in Part A, Part B, Part C, and Part D.

Item 1: Part A: Begin by describing the school (could be the school where you interned or where you work but use a pseudonym for the name of a school), its location, its demographic make-up, as well as its grade-level configuration. Next, specific to the school you described, articulate a school vision of learning, characterized by a respect for students, their families, and community. Explain a process you would use to create a new vision and how you would involve key stakeholders in that process. (1.1)

Item 1: Part B: Explain the current status (strengths and areas of improvement) of the school's performance, citing variables that impact student achievement in the school. State goals and organizational structures within the school that facilitate high expectations for achievement. (1.1)

Item 1: Part C: Very briefly, explain the critical data used by the school to identify progress toward achievement of school goals. Using this data, how is the vision and progress (or lack thereof) toward goal attainment communicated to both internal and external stakeholders? (1.2) **Item 1: Part D:** Identify strategies used for ensuring continuous school improvement and explain why and how they work in context of the school. (1.2)

M.Ed. Comprehensive Examination: Rubric for Assessment of Item 1			
Elements	**Developing 1**	**Proficient 2**	**Accomplished 3**
NELP Component 1.1: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.			
1. The candidate's response indicates capacity to articulate a school vision, relating it to learning and respect for stakeholders; the candidate is able to describe a process for creating a new vision for the school. (1.1)	The candidate does not articulate a school vision. Their description of a vision is not related to learning and/or not related to respect for stakeholders. The process the candidate describes for creating a new vision for the school is incomplete, with no reference to groups that would be involved or a set of core beliefs.	The candidate articulates a school vision, relating it to learning and respect for stakeholders; the candidate is able to describe a process for creating a new vision for the school, with references to key stakeholders that would be involved, a set of core beliefs, and how consensus would be achieved on the new vision.	The candidate articulates a school vision, relating it to diverse learners and respect for a wide diversity of stakeholders; the candidate is able to describe a process for creating a new vision for the school, with references to key stakeholders that would be involved, a set of core beliefs, and how consensus would be achieved on the new vision. The response emphasizes a shared vison, respecting diversity of key stakeholders.
NELP Component 1.1: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.			
2. The candidate's response indicates capacity to identify the school's strengths and weaknesses, related to vision, and the school's structures (classrooms, prof learning and collaboration, governance, etc.) and variables that facilitate student learning and goal attainment. (1.1)	The candidate describes the school's strengths and weaknesses but fails to relate them to the school's vision. Only one or two school structures and variables that facilitate student learning are addressed.	The candidate describes the school's strengths and weaknesses and is clear about how they relate to the school's vision. The candidate describes three school structures and other variables that facilitate student learning and goal attainment.	The candidate describes the school's strengths and weaknesses and clearly articulates how they relate to the school's vision. The candidate describes more than four of the school's structures and other variables that facilitate student learning and goal attainment.

NELP Component 1.2: Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.			
3. The candidate's response indicates capacity to identify data used to monitor progress towards student achievement, as well as several communication practices to communicate the school's vision, goals, and goal attainment to stakeholders. (1.2)	The candidate identifies no sources of data used to monitor progress towards student achievement. The candidate addresses communication practices used to communicate the school's vision, goals, and goal attainment.	The candidate identifies multiple sources of data used to monitor progress towards student achievement, as well as two communication practices used to share the school's vision, goals, and goal attainment.	The candidate describes multiple sources of data used to monitor progress towards student achievement, as well as more than two communication practices used to share the school's vision, goals, and goal attainment. The communication practices are differentiated to address diverse stakeholders when communicating the school's vision, goals, and goal attainment.
NELP Component 1.2: Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.			
4. The candidate's response indicates understanding of strategies used for ensuring continuous school improvement in context of the school. (1.2)	The candidate identifies one or two strategies used to ensure continuous school improvement but does not explain why or how they work.	The candidate identifies three strategies used to ensure continuous school improvement and explains how they work but neglects to explain why they work in context of the school.	The candidate identifies more than three strategies used to ensure continuous school improvement and explains why and how they work in context of the school.
Total for Item 1			**Score: /12**

Directions for Response: Item 2: Instructional Framework (NELP 2, 4)

This item on the comprehensive exam is aligned to NELP Standard 2, which states: "Ethics and Professional Norms:
to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms" and NELP Standard 4, which states "Learning and Instruction: to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment."

Directions to candidate: To demonstrate your knowledge regarding school culture and instructional leadership, respond to each item on the exam from the mindset of a principal. Create a mental model of the school in which you are the principal. It may be the school where you completed a field experience or internship experience. Item 2 on the comprehensive examination requires you to design an instructional leadership framework for this school that addresses: shared beliefs, understandings, and principles of instruction in the school's mission to which all members of the school community are committed and accountable.
Write a response to Item 2 by responding to prompts in Part A, Part B, Part C, and Part D.

Item 2: Part A: Describe the school for which this instructional framework is designed. Include location, type of school, demographics, including number of teachers and students, described in their subgroups. Then, state the school mission, values, and beliefs that guide the development of the school culture as a means to support teaching and learning. In the last paragraph, explain how equity, fairness, and respect are expected among students, parents, and school staff, providing explicit examples of how equity and fairness inform leadership decisions. (2.1)

Item 2: Part B: In this essay, focus on various pedagogies and assessments teachers use in classrooms that have become part of the teaching and learning culture. Design a set of statements that inform teachers and community members about the teaching practices teachers use in the school, as well as learning behaviors students will demonstrate in order for the students to know and be able to perform outcomes pledged in the school mission. Explain how the school interprets and uses formative assessment and formal testing results to communicate progress toward achievement. (4.1)

Item 2: Part C: Describe how the school's faculty, staff, and administrators are engaged in professional growth. Provide a rationale for district "workdays," as well as the importance of professional learning budgets and how monies are used to support professional growth.   Lastly, explain how professional growth plans are used to build the capacity of inexperienced and experienced faculty, school staff, and leaders that reflects continuous professional growth. (4.2)

Item 2: Part D: As the last part of the instructional framework, create a table (no discussion) that lists technologies used in the classrooms and school in one column and HOW each one listed supports teaching and learning in the second column. (4.2)

M.Ed. Comprehensive Examination: Rubric for Assessment of Item 2			
Elements	**Developing 1**	**Proficient 2**	**Accomplished 3**
NELP Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult.			
5. The candidate is able to describe how beliefs, values, and instructional practices converge to influence school culture as a means to impact the potential for student success. (2.1)	The candidate's description of beliefs, values, and instructional practices are not explained in the context of school culture as a means to impact the potential for student success.	The candidate description indicates how beliefs, values, and instructional practices converge to influence school culture as a means to impact the potential for student success.	The candidate's description indicates how beliefs, values, and instructional practices converge to influence school culture as a means to impact the potential for student success, with an emphasis on equity, fairness, and respect for diverse learners.
NELP Component 4.1: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology- rich curricula, programs, and other supports for academic and non- academic student programs.			
6. The candidate presents a set of statements that describe teaching practices used	The candidate does not describe teaching practices or major pedagogies used in the	The candidate presents a set of statements that describe teaching practices used in the	The candidate presents a set of statements that describe teaching practices used in the

in the school, as well as assessment practices used to analyze learning results to be able to communicate student progress toward achievement. (4.1)	school; the candidate does not describe formative and summative assessment practices used in classrooms and/or formal testing results used to provide evidence of student progress.	school, as well as one or two formative and summative assessment practices used to analyze learning results.	school, as well as more than two formative and summative assessment practices used to analyze learning results. The candidate explains how assessment results are communicated to various stakeholders to inform them of student progress toward achievement.
NELP Component 4.2: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non- academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non- academic systems.			
7. The candidate's instructional framework includes an explanation of how professional growth plans are used to build capacity of inexperienced and experienced faculty, school staff, and leaders. (4.2)	The candidate is able to describe the importance of professional growth, but does not relate it to faculty, school staff, and/or school leaders. The candidate's explanation of professional growth plans does not address capacity building and/or continuous professional growth.	The candidate provides a description of how the school's faculty, staff, and administrators are engaged in professional growth, as well as a rationale for establishing time for professional growth activities. The candidate explains how professional growth plans are used to build capacity of faculty, school staff, and leaders.	The candidate provides a description of how the school's faculty, staff, and administrators are engaged in professional growth, as well as a rationale for establishing time for professional growth activities. The candidate explains how professional growth plans are used to build capacity of faculty, school staff, and leaders, with an emphasis on efforts being made to improve abilities, skills, and expertise from a differentiated perspective.
NELP Component 4.2: Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non- academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non- academic systems.			
8. The candidate's instructional framework includes a table of various technologies used in the school and how they support teaching and learning. (4.2)	The candidate's instructional framework includes a table of 1-2 technologies used in the school; it is unclear how they support teaching and learning.	The candidate's instructional framework includes a table of three or four technologies used in the school and how they support teaching and learning.	The candidate's instructional framework includes a table of more than four technologies used across the school, divided by grade levels, departments, etc., and describes how they support teaching and learning.
Total for Item 2			**Score: /12**
Directions for Response: Item 3: School Management PowerPoint (NELP 3, 4, 6, 7)			

This item on the comprehensive exam is aligned to NELP Standard 3 which states: "Equity, Inclusiveness, and Cultural Responsiveness: to develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture;" NELP Standard 4, which states "Learning and Instruction: to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment;" NELP Standard 6, which states "Operations and Management: to improve management, communication, technology, school-level governance, and operation systems; to develop and improve data-informed and equitable school resource plans; and to apply laws, policies, and regulations;" and NELP Standard 7, which states "Building Professional Capacity: to build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning."

Directions to candidate: To demonstrate your knowledge regarding how school management is intricately linked to instructional leadership, respond to this item on the exam from the mindset of a principal. Create a mental model of the school in which you are the principal. It may be the school where you completed a field experience or internship experience. For Item 3, pretend your audience is the school's improvement team. Item 3 on the comprehensive examination requires you to design a PowerPoint (or any Web 2.0 technology) with 25 slides to explain major functions of school management to a new school improvement team as part of their onboarding. The first three slides should address school governance; the second three should address budget and processes for managing budget; the third three should address management of human resources, including recruiting, selecting, maintaining, and supporting teachers; the human resources slides may indicate roles each group of school employees (faculty, staff, and administrators) play in teaching and learning; slides 10-13 should address management of the facility, along with security of the school; slides 14-20 should provide an overview of what is included in the school's handbook related to management of the school, including policies related to school discipline, crisis management, and safety, with graphics to illustrate protocol expected in management. Slides 21-23 should address the school's approach to distributed leadership and what that looks like in the school to help ensure quality time is used to focus on the core business of teaching and learning, especially as "time" relates to use of planning time and instructional time. Slides 24-25 should address administrative monitoring practices aimed at ensuring high-quality teaching and learning in the school. The PowerPoint (or other presentation software) will be evaluated based on key points on slides; slides should make use of bullets, with little narrative. However, the information needs to be clear and exact.

M.Ed. Comprehensive Examination: Rubric for Assessment of Item 3			
Elements	**Developing 1**	**Proficient 2**	**Accomplished 3**
NELP Component 6.1: Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.			
9. The candidate's PowerPoint demonstrates knowledge of organizational and	The candidate's PowerPoint demonstrates knowledge of one or two of the operational aspects of	The candidate's PowerPoint demonstrates major functions of school management, including	The candidate's PowerPoint demonstrates major functions of school management, including

operational resources, with an emphasis on the management of human resources. (6.1)	management, such as school governance, or budget and processes for managing budget, or management of human resources, or management of facility and/or security, but does not address all operational functions as required for the assignment.	school governance, budget and processes for managing budget; management of human resources, management of facility, and security/safety procedures.	school governance, budget and processes for managing budget; management of human resources, management of facility, and security/safety procedures. The human resources function is delineated by the interrelated function of school employees by group (faculty, staff, and administration), linking roles to learning.
NELP 6.2: Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.			
10. The candidate's PowerPoint demonstrates how the school's budget works for the school improvement team. (6.2)	The candidate does not describe the school's budget process or key features of budget management for a school improvement team.	The candidate describes the school's budget process and key features of budget management for a school improvement team.	The candidate describes the school's budget process and key features of budget management for a school improvement team, with specific practices that are and are not allowed related to budget spending.
NELP Component 3.3: Program completers understand and can demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.			
11. The candidate's PowerPoint demonstrates knowledge of crisis management and school-based discipline management. (3.3)	The candidate does not describe policies and procedures related to school discipline, crisis management, and safety.	The candidate describes policies and procedures related to school discipline, crisis management, and safety.	The candidate describes policies and procedures related to school discipline, crisis management, and safety and uses graphic depictions of operational highlights.
NELP Component 7.3: Program completers understand and have the capacity to personally engage in, as well as collaboratively engage staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.			
12. The candidate's PowerPoint illustrates how distributed leadership may work to ensure quality time is spent on planning, instruction, and student learning. (7.3)	The candidate's approach to distributed leadership is unclear or misrepresented as "delegation." It is unclear how distributed leadership can help ensure quality time is used to focus on the core business of teaching and learning, especially as "time" relates to the use	The candidate depicts the school's approach to distributed leadership and how it can be used to help ensure quality time is used to focus on the core business of teaching and learning, especially as "time" relates to the use of planning time and instructional time.	The candidate depicts the school's approach to distributed leadership and how it can be used to help ensure quality time is used to focus on the core business of teaching and learning, especially as "time" relates to the use of planning time and instructional time.

	of planning time and instructional time.		Teacher leadership is emphasized in the presentation.

NELP Component 4.4: Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

13. The candidate's PowerPoint indicates knowledge of supervision strategies that ensure that teachers maximize time spent on high-quality instruction and student learning. (4.4)	The candidate does not describe strategies and practices aimed at ensuring maximum instructional and learning time is used throughout the school.	The candidate describes strategies and practices aimed at ensuring maximum instructional and learning time is used throughout the school.	The candidate describes strategies and practices aimed at ensuring maximum instructional and learning time is used throughout the school, with examples of what high quality instructional time looks like and does not look like.
Total for Item 3			**Score: /15**

Directions for Response: Item 4: School & Community Relations Webpage Content (NELP 5)

This item on the comprehensive exam is aligned to NELP Standard 5, which states: "Community and External Leadership: to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community."

Directions to candidate: To demonstrate your knowledge and understanding of the role of school-home-community relationships, prepare a description of public relations content for a webpage on the school's website. Think of it as a "platform" to communicate with and to the community regarding home-school collaboration, parent/family engagement, and business and community investment in the school in the form of partnerships and engagement. State specifically the public relations goals you are trying to address in the public relations leadership platform:
1-To communicate the school's distinction to attract students to enroll;
2-To increase awareness of the school's achievements and the role of parents, teachers, and business/community in the achievements;
3-To attract highly-qualified teachers;
4-To promote respect for and value of family/school engagement.
The description of the webpage content should be a short description that you would include on the school's website as a platform to promote school/home/community relationships. Please study the rubric elements that will distinguish your work as "developing," "proficient," or "accomplished" in order to weigh and consider what to include in the webpage content.

M.Ed. Comprehensive Examination: Rubric for Assessment of Item 4			
Elements	**Developing 1**	**Proficient 2**	**Accomplished 3**

NELP Component 5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community.			
14. The candidate's webpage content demonstrates knowledge of information/resources pertinent to school/home/community and an awareness of diverse cultural, social, and intellectual community resources. (5.3)	The webpage content demonstrates limited knowledge of the types of information pertinent to school/home/community, as there is no diversity reflected in resources listed.	The webpage content demonstrates the candidate's knowledge of the types of information pertinent to school/home/community, with diversity reflected in the resources listed.	The webpage content demonstrates the candidate's knowledge of the types of information pertinent to school/home/community, with diversity reflected in the resources listed. Family resources especially reflect the school's demographics to promote success of all students.
NELP Component 5.2: Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.			
15. The candidate's webpage design reflects knowledge of school-based cultural competence. (5.2)	The webpage content is not representative of members of the community and/or does not promote cultural awareness in an inviting manner.	The webpage content is representative of members of the community and promotes cultural awareness in an inviting manner.	The webpage content is representative of members of the community and promotes cultural awareness in an inviting manner. It describes various ways that viewers may offer feedback and suggestions.
NELP Component 5.1: Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.			
16. The candidate's webpage content demonstrates awareness of school communication that has potential to promote connections with families and capacity to attract students and teachers. (5.1)	The webpage content communicates no data or graphics to illustrate how students/families/teachers are engaged in the school and achieving success.	The webpage content communicates three or more data sets or graphics to illustrate how students/families/teachers are engaged in the school and achieving success.	The webpage content communicates three or more data sets or graphics to illustrate how students/families/teachers are engaged in the school and achieving success. The description of content specifically includes how families are involved in school decision-making.
NELP Component 5.2: Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.			
17. The candidate's webpage content demonstrates awareness of school communication that has potential to promote connections with	The candidate's webpage content does not include potential connections with business/community resources.	The candidate's webpage content demonstrates awareness of school communication that has potential to promote connections with	The candidate's webpage content demonstrates awareness of school communication that has potential to promote connections with

		business/community resources, by linking needs of students and teachers to needed resources.	business/community resources by linking needs of students and teachers to needed resources, as well as content that offers school resources that are available for community/business use.
business/community resources. (5.2)			

Total for Item 4		**Score: /12**	

Directions for Response: Item 5: Your Leadership Code of Ethics (NELP 2)

This item on the comprehensive exam is aligned to NELP Standard 2.0, which states: "Ethics and Professional Norms:
to understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms."

Directions to candidate: To demonstrate your knowledge and understanding of the role of ethics and integrity in school leadership, you will write your personal Leadership Code of Ethics. One of the most damaging acts of a professional is to violate a professional Code of Ethics, or Conduct. The SC Code of Conduct for Educators states: "Pursuant to State Board of Education Regulation 43-58, the State Board of Education has the legal authority to deny, revoke, or suspend a certificate, or issue a public reprimand, for many causes, such as: unprofessional conduct; immorality; any conduct involving moral turpitude; test security violation; dishonesty; drunkenness; etc."
The educational leadership program wants to be assured that you will model exceptional leader behavior and also hold and articulate high expectations of ethical behaviors and integrity within the educational environment. Therefore,
Your personal Leadership Code of Ethics is written as an essay. You should begin the **Code** with a description of what you understand to be the moral and legal consequences of decision making in school, understanding that the school leader makes a multitude of decisions daily. Provide examples to illustrate moral consequences and legal consequences. Then, in the next section, provide statements and examples of your "north star," i.e., your moral compass. In this second section be sure to include your personal values that inform your behaviors, as well as your "never evers," which are behaviors that you think are so unbecoming that you "never ever" see yourself displaying these behaviors. In the third section, you will describe leadership behaviors you will engage in to safeguard the values of democracy, equity, and diversity. In this section be clear about the difference in the terms, "equity" and "equality." Lastly, end with a section that defines "social justice" in the school context and how you plan to promote fairness and discourage inequity within the school, especially related to culture building and student success.

M.Ed. Comprehensive Examination: Rubric for Assessment of Item 5			
Elements	**Developing 1**	**Proficient 2**	**Accomplished 3**
NELP Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection,			

lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult.			
18. The candidate's Code of Ethics provides evidence of candidate knowledge of practices demonstrating principles of integrity and fairness. (2.1)	The candidate's Code of Ethics provides no evidence of candidate knowledge of practices demonstrating principles of integrity and fairness.	The candidate's Code of Ethics provides evidence of candidate knowledge of practices demonstrating principles of integrity and fairness.	The candidate's Code of Ethics provides evidence of candidate knowledge of practices demonstrating principles of integrity and fairness, with an operational definitional of what "fairness" means in leadership.
NELP Component 2.3: Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.			
19. The candidate's Code of Ethics provides evidence of candidate knowledge of the effect of ethical behavior on one's own leadership. (2.3)	The candidate's Code of Ethics provides no evidence of candidate's reflection on ethical behavior and leadership role.	The candidate's Code of Ethics provides evidence of candidate's reflection on ethical behavior and leadership role.	The candidate's Code of Ethics provides evidence of candidate's reflection on ethical behavior and leadership role, with examples of values that inform the behaviors.
NELP Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult.			
20. The candidate's Code of Ethics provides evidence of candidate knowledge of the difference in equity and equality and practices that leaders use to safeguard values of democracy, equity, and diversity. (2.1)	The candidate's Code of Ethics provides no evidence of candidate knowledge of the difference in equity and equality. The Code includes a brief section on leadership behaviors to safeguard equitable practices.	The candidate's Code of Ethics provides evidence of candidate knowledge of the difference in equity and equality. The Code includes a brief section on leadership behaviors to safeguard equitable practices.	The candidate's Code of Ethics provides evidence of candidate knowledge of the difference in equity and equality. The Code includes a section on practices that leaders use to safeguard values of democracy, equity, and diversity.
NELP Component 2.2: Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.			
21.The Code of Ethics provides evidence that the candidate understands moral and legal consequences of decision making in schools. (2.2)	The Code of Ethics provides evidence that the candidate is unclear as to the moral and legal consequences of decision making in schools, in that examples are unrelated to moral and/or legal consequences.	The Code of Ethics provides evidence that the candidate understands moral and legal consequences of decision making in schools.	The Code of Ethics provides evidence that the candidate understands moral and legal consequences of decision making in schools. The candidate's response provides examples of current moral and legal issues facing school administrators.
NELP Component 2.1: Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model dispositions and professional norms (e.g., equity, fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning, digital citizenship) that support the educational success and well-being of each student and adult.			

22. The candidate is able to define "social justice" and explain how both fairness and inequity may impact school culture and student success. (2.1)	The candidate's definition of "social justice" is incomplete, as the explanations of fairness and inequity are not developed and/or are not related to school culture and/or student success.	The candidate's definition of "social justice" is complete, as the explanations of fairness and inequity are developed and are related to school culture and student success.	The candidate's definition of "social justice" is complete, as the explanations of fairness and inequity are developed and are related to school culture and student success. The candidate also advocates addressing individual student needs as part of school culture.
Total for Item 5			**Score: /15**

Directions for Response: Item 6: Policy Brief on the Poverty Issues in Schools (NELP 5)

This item on the comprehensive exam is aligned to NELP Standard 5, which states Community and External Leadership: to engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community."

Directions to the Candidate: To demonstrate your knowledge and understanding of the school leader's role in understanding, responding to, and influencing the larger political, social, and cultural context by advocating for students in poverty, you will write a policy brief. The brief will provide a concise summary of school issues related to students of poverty in schools, with options that policy makers may deal with in helping to ameliorate the impact of high poverty in schools. The brief includes a synthesis of major research findings related to the impact of poverty on students, schools (school culture, teaching and learning, resources, etc.) and home-family partnerships. The brief also addresses research related to poverty and student performance in school, along with strategies that research findings report as best practices to combat ill effects of poverty on student achievement. Based on your knowledge of research and trends in student enrollment and student needs related to students of poverty, provide some recommendations on best options and practices that policymakers may consider in formulating policies for schools.

M.Ed. Comprehensive Examination: Rubric for Assessment of Item 6			
Elements	**Developing 1**	**Proficient 2**	**Accomplished 3**
NELP Component 5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community.			
23. The candidate's brief describes the impact that poverty has on schools (school culture, teaching and learning, etc.), home-school family partnerships, and school resources, citing relevant research that demonstrates options and strategies that work to combat the ill effects	The candidate's brief provides limited to no evidence of the impact that poverty has on schools and families, with little or no cited research that demonstrates options and strategies that work to combat the ill effects of poverty in schools.	The candidate's brief describes the impact that poverty has on schools and families, with references to relevant research that demonstrate options and strategies that work to combat the ill effects of poverty in schools.	The candidate's brief describes the impact that poverty has on schools and families, school culture, teaching and learning, home-family partnerships, and school resources, with references to relevant research that demonstrate options and strategies that work to combat the ill effects of

of poverty in schools. (5.3)			poverty in schools. Particular emphasis is on research related to poverty and student achievement.

NELP Component 5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community.

24. The candidate's brief describes the context of poverty in the larger political, social, economic, and cultural context. (5.3)	The candidate's brief does not describe the context of poverty in the larger political, social, economic, and cultural context.	The candidate's brief describes the context of poverty in the larger political, social, economic, and cultural context.	The candidate's brief describes the context of poverty in the larger political, social, economic, and cultural context, along with data to illustrate the differences in poverty in the local area and other regions of the state.

NELP Component 5.3: Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community.

25. The candidate's brief identifies trends related to students of poverty and schools, with policy recommendations, synthesized from research, to address these trends. (5.3)	The candidate's brief does not describe trends related to students of poverty and schools, with one policy recommendation to address needs of schools and students.	The candidate's brief identifies trends related to students of poverty and schools, with policy recommendations, synthesized from research, to address these trends.	The candidate's brief identifies trends related to students of poverty and schools, with policy recommendations grounded in research, that address trends related to student and teacher needs from a social-emotional, academic, and moral lens.

Total for Item 6:	**Score: /9**

Faculty Scoring Guide

Directions to Reviewers: After reading the candidate's comprehensive exam, please score the candidate's content knowledge by applying a rating of "developing," "proficient," or "accomplished," based on their response aligned to each element on the rubric. For score reporting, please note "developing" represents a "1," "proficient" represents a "2," and "accomplished" represents a "3." Please total a score for each candidate. A total score below "50" is a score that indicates that the candidate has not passed the comprehensive exam. A score between 50– 68 represents a "B." A score between 69 – 75 represents an "A." A candidate may request to retake the comprehensive exam once, with the readministration requiring only a retake based on the NELP Standard in which the candidate scored as "developing" in one or more elements.

Candidate's Name:
 Total Score: _____ (Letter Grade) _____ (Number Grade)