

## **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 Educational Leadership Constituent Council (ELCC) Standards 1.0-6.0, to include all elements within each Standard.**

**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 ELCC 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 (ELCC 1.0)

Item 2: Instructional Framework (ELCC 2.0)

Item 3: School Management PowerPoint (ELCC 3.0)

Item 4: School & Community Relations Webpage Content (ELCC 4.0)

Item 5: Your Leadership Code of Ethics (ELCC 5.0)

Item 6: Policy Brief on the Poverty Issues in Schools (ELCC 6.0)

**Directions for Response: Item 1: Vision Statement (ELCC 1.0)**

The first item on the comprehensive exam is aligned to ELCC Standard 1.0, which states: “A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.”

**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. (1.2)

**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? (1.3)

**Item 1: Part D:** Identify strategies used for ensuring continuous school improvement and explain why and how they work in context of the school. (1.4)

**M.Ed. Comprehensive Examination: Rubric for Assessment of Item 1**

Elements	Developing 1	Proficient 2	Accomplished 3
ELCC Standard Element 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.			
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. His or her 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 vision, respecting diversity of key stakeholders.
ELCC Standard Element 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.			
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	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.

facilitate student learning and goal attainment. (1.2)			
ELCC Standard Element 1.3: Candidates understand and can promote continual and sustainable school improvement.			
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. (1.3)	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.
ELCC Standard Element 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.			
4. The candidate's response indicates understanding of strategies used for ensuring continuous school improvement in context of the school. (1.4)	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.
<b>Total ELCC Standard 1.0</b>			<b>Score: /12</b>
<b>Directions for Response: Item 2: Instructional Framework (ELCC 2.0)</b>			
This item on the comprehensive exam is aligned to ELCC Standard 2.0, which states: "A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program			

conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.”

**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. (2.2)

**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. (2.3)

**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. (2.4)

**M.Ed. Comprehensive Examination: Rubric for Assessment of Item 2**

<b>Elements</b>	<b>Developing 1</b>	<b>Proficient 2</b>	<b>Accomplished 3</b>
ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.			
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.
ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.			
6. The candidate presents a set of statements that describe teaching practices used in the school, as well as assessment practices used to analyze learning results to be able to communicate student progress toward achievement. (2.2)	The candidate does not describe teaching practices or major pedagogies used in the 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.	The candidate presents a set of statements that describe teaching practices used in the school, as well as one or two formative and summative assessment practices used to analyze learning results.	The candidate presents a set of statements that describe teaching practices used in the 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.
ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.			
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. (2.3)	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.
ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.			
8. The candidate's instructional framework includes a table of various technologies used in the school and how they support teaching and learning. (2.4)	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.
<b>Total ELCC Standard 2.0:</b>			<b>Score: /12</b>

**Directions for Response: Item 3: School Management PowerPoint (ELCC 3.0)**

This item on the comprehensive exam is aligned to ELCC Standard 3.0 which states: “A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student 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
ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.			
9. The candidate's PowerPoint demonstrates knowledge of organizational and operational resources, with an emphasis on the management of human resources. (3.1)	The candidate's PowerPoint demonstrates knowledge of one or two of the operational aspects of 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.	The candidate's PowerPoint demonstrates major functions of school management, including school governance, budget and processes for managing budget; management of human resources, management of facility, and security/safety procedures.	The candidate's PowerPoint demonstrates major functions of school management, including 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.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.			
10. The candidate's PowerPoint demonstrates how the school's budget works for the school improvement team. (3.2)	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.
ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.			
11. The candidate's PowerPoint demonstrates	The candidate does not describe policies and procedures related	The candidate describes policies and procedures related to school	The candidate describes policies and procedures related to school

knowledge of crisis management and school-based discipline management. (3.3)	to school discipline, crisis management, and safety.	discipline, crisis management, and safety.	discipline, crisis management, and safety and uses graphic depictions of operational highlights.
ELCC 3.4: Candidates understand and can develop school capacity for distributed leadership.			
12. The candidate's PowerPoint illustrates how distributed leadership may work to ensure quality time is spent on planning, instruction, and student learning. (3.4)	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 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.	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. Teacher leadership is emphasized in the presentation.
ELCC 3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.			
13. The candidate's PowerPoint indicates knowledge of supervision strategies that ensure that teachers maximize time spent on high-quality instruction and student learning. (3.5)	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.
<b>Total ELCC Standard 3.0:</b>			<b>Score: /15</b>

**Directions for Response: Item 4: School & Community Relations Webpage Content (ELCC 4.0)**

This item on the comprehensive exam is aligned to ELCC Standard 4.0, which states: “A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.”

**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**

<b>Elements</b>	<b>Developing 1</b>	<b>Proficient 2</b>	<b>Accomplished 3</b>
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<p>ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.</p>			
<p>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. (4.1)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>ELCC 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.</p>			
<p>15. The candidate’s webpage design reflects knowledge of school-based cultural competence. (4.2)</p>	<p>The webpage content is not representative of members of the community and/or does not promote cultural awareness in an inviting manner.</p>	<p>The webpage content is representative of members of the community and promotes cultural awareness in an inviting manner.</p>	<p>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.</p>
<p>ELCC Standard Element 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.</p>			
<p>16. The candidate’s webpage content demonstrates awareness of school communication that has potential to promote connections with families and</p>	<p>The webpage content communicates no data or graphics to illustrate how students/families/teachers are</p>	<p>The webpage content communicates three or more data sets or graphics to illustrate how students/families/teachers</p>	<p>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</p>

capacity to attract students and teachers. (4.3)	engaged in the school and achieving success.	are engaged in the school and achieving success.	description of content specifically includes how families are involved in school decision-making.
ELCC Standard Element 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.			
17. The candidate's webpage content demonstrates awareness of school communication that has potential to promote connections with business/community resources. (4.4)	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 business/community resources, by linking needs of students and teachers to needed resources.	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, as well as content that offers school resources that are available for community/business use.
<b>Total ELCC Standard 4.0:</b>			<b>Score: /12</b>
<p><b>Directions for Response: Item 5: Your Leadership Code of Ethics (ELCC 5.0)</b></p> <p>This item on the comprehensive exam is aligned to ELCC Standard 5.0, which states: "A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling."</p>			

**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 evens,” 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
ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success.			
18. The candidate’s Code of Ethics provides evidence of candidate knowledge of practices demonstrating	The candidate’s Code of Ethics provides no evidence of candidate knowledge of practices demonstrating	The candidate’s Code of Ethics provides evidence of candidate knowledge of practices	The candidate’s Code of Ethics provides evidence of candidate knowledge of practices demonstrating principles of

principles of integrity and fairness. (5.1)	principles of integrity and fairness.	demonstrating principles of integrity and fairness.	integrity and fairness, with an operational definitional of what “fairness” means in leadership.
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.			
19. The candidate’s Code of Ethics provides evidence of candidate knowledge of the effect of ethical behavior on one’s own leadership. (5.2)	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.
ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school.			
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.	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.
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.			
21. The Code of Ethics provides evidence that the candidate understands moral and legal consequences of decision making in schools. (5.4)	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.
ELCC 5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling.			
22. The candidate is able to define “social justice” and explain how both fairness and inequity may impact school culture and student success. (5.5)	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.
<b>Total ELCC Standard 5.0</b>			<b>Score: /15</b>
<p><b>Directions for Response: Item 6: Policy Brief on the Poverty Issues in Schools (ELCC 6.0)</b></p> <p>This item on the comprehensive exam is aligned to ELCC 6.0, which states: “A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.”</p> <p><b>Directions to the Candidate:</b> 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</p>			



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**

<b>Elements</b>	<b>Developing 1</b>	<b>Proficient 2</b>	<b>Accomplished 3</b>
ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.			
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 of poverty in schools. (6.1)	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 poverty in schools. Particular emphasis is on research related to poverty and student achievement.
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.			
24. The candidate’s brief describes the context of poverty in the larger political, social, economic, and cultural context.	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.
ELCC Standard Element 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.			
25. The candidate’s brief identifies trends related to students of poverty and schools, with policy recommendations, synthesized from research, to address these trends. (6.3)	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.
<b>Total ELCC Standard 6.0:</b>			<b>Score: /9</b>
<b>Faculty Scoring Guide</b>			

**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 his or her 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 ELCC Standard in which the candidate scored as “developing” in one or more elements.

**Candidate’s Name:**  
**Total Score:** \_\_\_\_\_ (Letter Grade) \_\_\_\_\_ (Number Grade)

Total Score across 25 Elements Aligned to Standards 1.0-6.0	_____ (number grade) Total Score Developing	_____ (number grade) Total Score Proficient	_____ (number grade) Total Score Accomplished
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<p><b>For purposes of Program review and improvement, please indicate the rating of the candidate’s knowledge by ELCC Standard. For example, in ELCC Standard 1.0, there are four elements: 1-4. If the candidate scored “accomplished” in all four elements, place a “4” in total score “accomplished” for Standard 1.0. If the candidate scored “proficient” on two elements and “accomplished” on two elements, place a “2” in total score “Proficient” and a “2” in Total Score “Accomplished.”</b></p>			
Total Score from Standard 1.0	<u>                    </u> Total Score Developing	<u>                    </u> Total Score Proficient	<u>                    </u> Total Score Accomplished
<p><b>In ELCC Standard 2.0, there are four elements.</b></p>			
Total Score from Standard 2.0	<u>                    </u> Total Score Developing	<u>                    </u> Total Score Proficient	<u>                    </u> Total Score Accomplished
<p><b>In ELCC Standard 3.0, there are five elements.</b></p>			
Total Score from Standard 3.0	<u>                    </u> Total Score Developing	<u>                    </u> Total Score Proficient	<u>                    </u> Total Score Accomplished
<p><b>In ELCC Standard 4.0, there are four elements.</b></p>			
Total Score from Standard 4.0	<u>                    </u> Total Score Developing	<u>                    </u> Total Score Proficient	<u>                    </u> Total Score Accomplished
<p><b>In ELCC Standard 5.0, there are five elements.</b></p>			
Total Score from Standard 5.0	<u>                    </u> Total Score Developing	<u>                    </u> Total Score Proficient	<u>                    </u> Total Score Accomplished
<p><b>In ELCC Standard 6.0, there are three elements.</b></p>			
Total Score from Standard 6.0	<u>                    </u> Total Score Developing	<u>                    </u> Total Score Proficient	<u>                    </u> Total Score Accomplished