1 **Description of Assessment #2:**
All candidates in LEAD complete a comprehensive examination during the final semester of the program. An in-box task requires the candidate to synthesize of the leadership standards, course theory, program/school of education dispositions and advanced competencies in addressing a single task. Candidates are issued instructions, along with the scoring rubric, and are asked to organize the process of deciding how to address 10 inbox issues upon returning to the office after a weeklong professional development absence.

Program faculty have developed and adopted a rubric for assessing candidate's comprehensive exam results. LEAD faculty members review each candidate's work using a rubric in which all reviewers have been trained. Each reviewer interprets the assessment results and makes a recommendation that the candidate should pass or fail.

The expectations for candidates regarding the comprehensive examination is to analyze and develop an informed approach to prioritizing leadership tasks with practice gleaned from coursework, seminars, and field experience guided by leadership standards and professional dispositions.

Candidates must be able to present a synthesis of the project completed in a stated time frame (2 hours), with time provided for professors to interact with the candidate regarding any concerns or clarifications.

A candidate who fails the comprehensive examination may be permitted one reexamination in the part or parts failed, if re-examination is recommended. The second comprehensive examination may be taken only at the next regularly scheduled examination date. Candidates may not take the comprehensive exam more than two times..

2 **Alignment of Assessments with Standards:**
The purpose of the comprehensive examination is to determine if the candidate acquired content knowledge throughout the coursework and was able to reflect on the application of that knowledge in a realistic context spanning during the program experience. The comprehensive examination is directly aligned with the ELCC and ISLLC standards. The candidate is asked to specifically relate required experiences to the content knowledge standards on the attached rubric. The evaluation committee determines if the program standards on the attached rubric were met through completion of the comprehensive examination.

3 **Analysis of the data findings:**

Data from the examination indicates the responses by candidates during 2009 sitting were varied; most were exemplary or proficient for the established expectations for

Assessment 2: Comprehensive Examination. All candidates were expected to synthesize information and present the findings to a faculty panel with an expectation of providing evidence of expertise in practice in a hypothetical but realistic situation. The examination was collected and documented electronically.

4 Interpretation of how that data provided evidence for meeting standards:

Data arc presented that indicate candidates met expectations in addressing the ELCC and ISLLC standards and FSEHD Advanced Competencies. Areas of strength, where high numbers of candidates scored in the Exemplary or Proficient range, involved

- School Vision (ELCC and ISLLC standard 1),

- School Culture (ELCC and ISLLC standard 2),

- Management of Operations (ELCC and ISLLC standard 3),

- demonstrating a Manner of Integrity, Ethics, and Fairness (ELCC and ISLLC Standard 5).

- The evidence of planning and reflecting prior to attending to the tasks was evident in some responses.

Tasks focusing on a synthesis of research with the development of a graduate response guided by leadership standards is viewed as a necessary experience for the educational leadership candidates. This project is a synthesis of the candidate's knowledge, skills, and dispositions that is depicted as a capstone experience within the educational leadership program. In addition, required articulation regarding the process of organizing and aligning practice with practical situations provides an authentic site-based experience for the students, resulting in solid scores in the areas of school culture and management of the organization.

Assignment:

LEAD
Comprehensive Examination
Cohort I
March 18, 2009

Instructions: The LEAD Comprehensive Examination takes place during a seminar class period (4 hour block) on March 18, 2009. If needed, the faculty will arrange for a make-up administration of the exam during the first half of April.

This is an "In-Box" activity. At the start of the exam, students will receive an assortment of "Principal In-Box Items" ranging from phone messages to emails, calendar to-do items to secretarial reminders, and faculty to staff to parent concerns. Students should use their current school setting (or their current school internship placement) as the locale (district, age, size, personnel, etc.) for this exercise. Each item receives a three-part answer and should be constructed as follows:

1. Priority and explanation / rationale
   a. Is this item a high, medium, low, or non-priority?
   b. Why?
2. Response
   a. An email should have the full email response
   b. A phone message should have the notes (outline script) for the return phone call
   c. Meetings should have the descriptive agenda, attendees, goals, follow-up, etc.
   d. Delegated items should have the person/group and specific instructions (cf. meetings)
3. Commentary / Connection
   a. Explanation / rationale of how and/or why you handled the item in this way
   b. How is your response connected to the ELCC/ISLLC standards?
   c. How is your response connected to your LEAD coursework?
   d. How is your response informed by your LEAD internship experiences (503, 511, 512)?

All student work should be completed on a student-provided laptop, in the assigned classroom, during the pre-determined examination period. Students may utilize any files on their computers, the internet, and any notes or texts brought to class. Students may not share computers or any personal resources; students may not talk or collectively brainstorm during the exam. At the end of the period, the professor will pass around two flash drives, onto which each student will save her/his examination as a Word (.doc or .docx) file. Students may make any notes on these pages, but the only materials graded will be those saved to the flash drives.

Grading will be completed by two LEAD professors according to a predetermined rubric (see attached). The scores will be totaled and a final score tallied. In order to pass the LEAD Comprehensive Examination, students must earn at least a "Pass" (3) score on each section. On or before April X, 2009, students will receive a report individually via email of "high pass," "pass," and "fail." (To earn a "High Pass," students must earn a total score of 80 or greater.) In addition, the faculty will prepare a report for each student detailing areas of relative strength and challenge for individual ELCC/ISLLC standards, according to this examination. Copies of score reports will be returned to students in class on April X, 2009.

Assessment 2: Rubric
LEAD Comprehensive Examination

Comprehensive Examination Rubric: Building Level

Data Table

1. Vision of Learning					
Performance Descriptors	Indicators	Target/Exemplary	Acceptable	Developing	Unacceptable

Standard 1.0: 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.

Element 1.0	Indicator	Target/Exemplary	Acceptable	Developing	Unacceptable
Element 1.1 Develop School District Vision	1.1a Develop a school/district vision	Demonstrates in-depth knowledge of how to develop a school/district vision	Demonstrates knowledge of how to develop a school/district vision	Demonstrates satisfactory knowledge of how to develop a school/district vision	Demonstrates little/no know-ledge of how to develop a school/district vision

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Element 2.0	Indicator	Target/Exemplary	Acceptable	Developing	Unacceptable
Element 2.2 Provide Effective Instructional Program	2.2a Apply principles of effective instruction to improve instructional practices	Demonstrates in-depth knowledge of how to apply principles of instruction to improve instructional practices	Demonstrates knowledge of how to apply principles of instruction to improve instructional practices	Demonstrates satisfactory knowledge of how to apply principles of instruction to improve instructional practices	Demonstrates little/no know-ledge of how to apply principles of instruction to improve instructional practices
Element 2.3 Apply Best Practice to Student Learning	2.3c Use appropriate research strategies to promote environment for improved student achievement	Demonstrates in-depth knowledge of how to use appropriate research strategies to promote an environment for improved student achievement	Demonstrates knowledge of how to use appropriate research strategies to promote an environment for improved student achievement	Demonstrates satisfactory knowledge of how to use appropriate research strategies to promote an environment for improved student achievement	
Element 2.4 Design Comprehensive Professional Growth Plans	2.4b Use observation, collaborative reflection, adult learning strategies to form professional	Demonstrates in-depth knowledge of how to use observation, collaborative reflection, adult learning strategies to form professional	Demonstrates knowledge of how to use observation, collaborative reflection, adult learning strategies to form professional	Demonstrates satisfactory knowledge of how to use observation, collaborative reflection, adult learning strategies to form	

| | | growth plans with teachers and school personnel | growth plans with teachers and school personnel | growth plans with teachers and school personnel | professional growth plans with teachers and school personnel | |

Standard 3.0: 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.

Element 3.0	Indicators	Target/Exemplary	Acceptable	Developing	Unacceptable
Element 3.1 Manage the Organization	3.1c. Manage time effectively and deploy financial and human resources in ways to promote student achievement.	Demonstrates in-depth knowledge of how to manage time effectively and deploy financial and human resources in ways to promote student achievement.	Demonstrates knowledge of how to manage time effectively and deploy financial and human resources in ways to promote student achievement.	Demonstrates satisfactory knowledge of how to manage time effectively and deploy financial and human resources in ways to promote student achievement.	Demonstrates little/no know-ledge of how to manage time effectively and deploy financial and human resources in way to promote stude achievement.
Element 3.2 Manage Operations	3.2a. Involve staff in conducting operations and setting priorities using needs assessment, research-based date, and group process skills to build consensus.	Demonstrates in-depth knowledge of how to involve staff in conducting operations and setting priorities using needs assessment, research-based date, and group process skills to build consensus.	Demonstrates knowledge of how to involve staff in conducting operations and setting priorities using needs assessment, research-based date, and group process skills to build consensus.	Demonstrates satisfactory knowledge of how to involve staff in conducting operations and setting priorities using needs assessment, research-based date, and group process skills to build consensus.	

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote th success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Element 4.0	Indicators	Target/Exemplary	Acceptable	Developing	Unacceptable
Element 4.1 Collaborate with Families and the Community	4.1a. Bring together family and community resources to positively affect student learning	Demonstrates in depth knowledge of how to bring together family and community resources to positively affect student learning	Demonstrates knowledge of how to bring together family and community resources to positively affect student learning	Demonstrates satisfactory knowledge of how to bring together family and community resources to positively affect student learning	Demonstrates little/no knowledge of ho to bring together family and community resources to positively affect student learning

Element 4.2 Respond to Community Interests and Needs	4.2b. Use appropriate assessment strategies and research methods to accommodate diverse school and community conditions	Demonstrates in-depth knowledge of how to use appropriate assessment strategies and research methods to accommodate diverse school and community conditions	Demonstrates knowledge of how to use appropriate assessment strategies and research methods to accommodate diverse school and community conditions	Demonstrates satisfactory knowledge of how to use appropriate assessment strategies and research methods to accommodate diverse school and community conditions	

Standard 5.0: 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.

Element 5.0	Indicators	Target/Exemplary	Acceptable	Developing	Unacceptable
Element 5.3 Acts Ethically	5.3a. Makes and explain decisions based on ethical and legal principles.	Demonstrates in-depth knowledge of how to make and explain decisions based on ethical and legal principles.	Demonstrates knowledge of how to make and explain decisions based on ethical and legal principles.	Demonstrates satisfactory knowledge of how to make and explain decisions based on ethical and legal principles.	Demonstrates little/no knowledg of how to make an explain decisions based on ethical and legal principles.

Standard 6.0: 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, socia economic, legal, and cultural context.

Element 6.0	Indicators	Target/Exemplary	Acceptable	Developing	Unacceptable
Element 6.3 Influence the Larger Context	6.3c. Advocate for policies and programs that promote equitable learning opportunities and success for all students	Demonstrates in-depth knowledge of how to advocate for policies and programs that promote equitable learning opportunities and success for all students	Demonstrates knowledge for policies and programs that promote equitable learning opportunities and success for all students	Demonstrates satisfactory knowledge for policies and programs that promote equitable learning opportunities and success for all students	Demonstrates little/no knowledg for policies and programs that promote equitable learning opportunities and success for all students

Attachment 3C- Data Table for Supervisor Evaluation (Used with the rubric per/task)- Assessment #2

Alignment of Comprehensive Exam Tasks with ELCC/ISLLC Standards

In-	Brief Descriptor	Primary

Box Item		ELCC/ISLLC Standard /Function	
1	Student Council cafeteria ideas	3C	Promote and protect the welfare and safety of students and staff
2	Merit pay for teachers	2F	Develop the instructional and leadership capacity of staff
3	IEPs for students w/discipline issues	2C	Create a personalized and motivating learning environment for students
4	End-of-year principal's memo	1A	Collaboratively develop and implement a shared vision and mission
5	Single-parent group	4C	Build and sustain positive relationships with families and caregivers
6	Outdoor classes	2G	Maximize time spent on quality instruction
7	Push-ups as abuse in Phys. Ed.	5A	Ensure a system of accountability for every student's academic and social success
8	After-effects of a "touchy" class	2D	Supervise instruction
9	Teachers evaluating administrators	4A	Collect and analyze data and information pertinent to the educational environment
10	Come speak at the university	6B	Act to influence local, district, state, and national decisions affecting student learning

While LEAD Comprehensive Exam was aligned with all six ELCC/ISLLC Standards, it clearly focused more heavily on ELCC/ISLLC Standard 2 than any other standard, as four of the ten in-box activities (40%) were most strongly aligned with ELCC/ISLLC Standard 2. Twenty-percent of the in-box activities (two out of ten) dealt with ELCC/ISLLC Standard 4. ELCC/ISLLC Standards 1, 3, 5, and 6 were represented by one in-box activity each.

Responses to each in-box activity were scored using the following criteria:

- Fail (1-2 points): Personal response to issues raised in the in-box item is not addressed; nor is there demonstration of the author's growth and reflection on the issues through the lenses of 1) the relevant ELCC/ISLLC standard; 2) the LEAD program, and 3) internship experiences.
- Pass (3-4 points): Text conveys evidence of a personal response to issues raised in the in-box item and demonstrates the author's growth and reflection on the issues through the lenses of 1) the relevant ELCC/ISLLC standard; 2) the LEAD program, and 3) internship experiences.
- High Pass (5 points): Text conveys extensive evidence of a personal response to issues raised in the in-box item and demonstrates the author's growth and reflection on the issues through the lenses of 1) the relevant ELCC/ISLLC standard; 2) the LEAD program, and 3) internship experiences.

The table below presents descriptive statistics related to candidate performance on the LEAD Comprehensive Exam in 2008. Results are presented according in order of descending means by ELCC/ISLLC Standards.

The table illustrates mean scores for LEAD candidates on Comprehensive Exam tasks were scored 3 (pass) or higher. As a group, LEAD candidates were judged strongest in areas related

to ELCC/ISLLC Standards 4 (Build and sustain positive relationships with families and caregivers), 5(Ensure a system of accountability for every student's academic and social success), and 6 (Act to influence local, district, state, and national decisions affecting student learning). On the other hand, two of the three lowest scored in-box activities concern ELCC/ISLLC Standard 2: Supervise instruction; and Maximize time spent on quality instruction.

Table 1: Descriptive Statistics for Comprehensive Exam Results

Comprehensive Exam in-Box Item	N	Range	Minimum	Maximum	Mean	Std. Deviation
ELCC/ISLLC 5A: Ensure a system of accountability for every student's academic and social success	6	2.50	2.50	5.00	3.9167	1.06849
ELCC/ISLLC 6B: Act to influence local, district, state, and national decisions affecting student learning	6	2.25	2.75	5.00	3.8333	.83166
ELCC/ISLLC 4C: Build and sustain positive relationships with families and caregivers	6	3.00	2.00	5.00	3.6667	1.15830
ELCC/ISLLC 2F: Develop the instructional and leadership capacity of staff	6	2.25	2.50	4.75	3.6250	.80234
ELCC/ISLLC 1A: Collaboratively develop and implement a shared vision and mission	6	2.25	2.50	4.75	3.5833	.84656
ELCC/ISLLC 3C: Promote and protect the welfare and safety of students and staff	6	2.25	2.50	4.75	3.5833	.93095
ELCC/ISLLC 2C: Create a personalized and motivating learning environment for students	6	1.75	2.75	4.50	3.5833	.68313
ELCC/ISLLC 2D: Supervise instruction	6	1.25	3.00	4.25	3.5417	.60035
ELCC/ISLLC 4A: Collect and analyze data and information pertinent to the educational environment	6	1.75	2.50	4.25	3.3750	.72024
ELCC/ISLLC 2G: Maximize time spent on quality instruction	6	3.25	1.50	4.75	3.2917	1.30783
Valid N (listwise)	6					

The above results were consolidated to examine mean LEAD candidate performance on each of the six ELCC/ISLLC Standards tested in the Comprehensive Exam. Averaging scores across ELCC/ISLLC Standards represented by more than one in-box activity, mean scores by standard were (in descending order):

- ELCC/ISLLC Standard 5:3.92 points
- ELCC/ISLLC Standard 6:3.83 points
- ELCC/ISLLC Standard 1:3.58 points
- ELCC/ISLLC Standard 3:3.58 points
- ELCC/ISLLC Standard 4:3.53 points
- ELCC/ISLLC Standard 2:3.51 points

These findings suggest that LEAD candidates were strongest with regards to ELCC/ISLLC Standards 5 and 6 and weakest with regards to ELCC/ISLLC Standards 4 and 2. On the other hand, these findings could be influenced by the use of multiple measures to assess Standards 4 and 2 (assessed by a total of six in-box activities), leading to more precise assessment of these standards. On the other hand, assessment of Standards 5, 6, and 1, which were assessed very broadly by one in-box activity, was more broad and less focused.

An examination of individual student results on individual Comprehensive Exam tasks reveals considerable variation, from the point of view of performance related to ELCC/ISLLC Standards[1]. The figure below reveals the number of students scores (calculated as the average of the two raters' scores) in the Fail (1-2 points); Pass (3-4 points); and High Pass (5 points) ranges. Clearly, the most difficult in-box activity in the Comprehensive Exam was the one focusing on ELCC/ISLLC Standard 2G: Maximize time spent on quality instruction. Half of all LEAD candidates (three out of six) failed this task. Similarly, one-third of LEAD candidates (two out of six) received failing scores for their responses dealing with ELCC/ISLLC Standards 1A, 3C, 4A, and 4C. The easiest in-box item, which every candidate passed, focused on ELCC/ISLLC Standard 2D (Supervise Instruction).

---

[1] These analyses focus on Comprehensive Exam scores related to ELCC/ISLLC Standards. LEAD candidates also received scores on writing conventions, organization, and other non-standards-based criteria which contributed to their ultimate passing or failing designation.
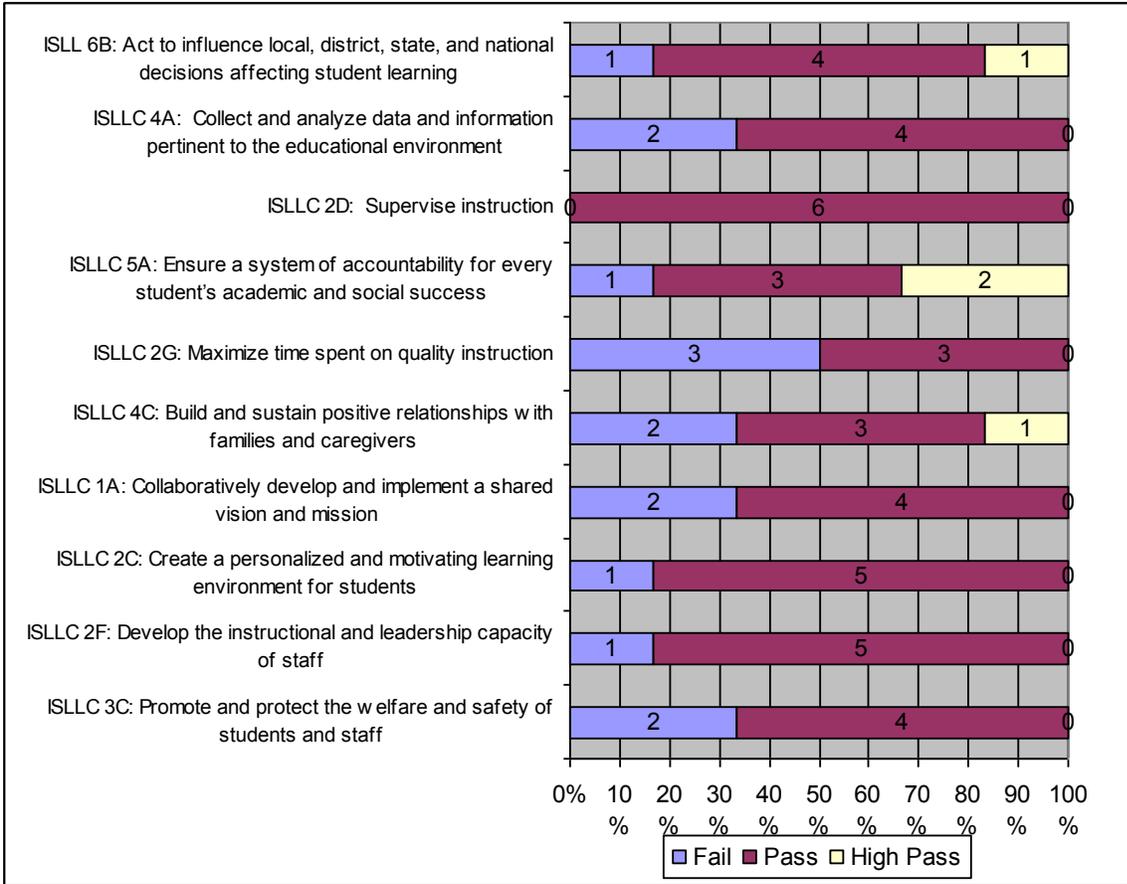
Figure 1: LEAD Comprehensive Exam Pass Rates re: ELCC/ISLLC Standards

Chart (Fail / Pass / High Pass) by standard:

- ISLL 6B: Act to influence local, district, state, and national decisions affecting student learning — Fail 1, Pass 4, High Pass 1
- ISLLC 4A: Collect and analyze data and information pertinent to the educational environment — Fail 2, Pass 4, High Pass 0
- ISLLC 2D: Supervise instruction — Fail 0, Pass 6, High Pass 0
- ISLLC 5A: Ensure a system of accountability for every student's academic and social success — Fail 1, Pass 3, High Pass 2
- ISLLC 2G: Maximize time spent on quality instruction — Fail 3, Pass 3, High Pass 0
- ISLLC 4C: Build and sustain positive relationships with families and caregivers — Fail 2, Pass 3, High Pass 1
- ISLLC 1A: Collaboratively develop and implement a shared vision and mission — Fail 2, Pass 4, High Pass 0
- ISLLC 2C: Create a personalized and motivating learning environment for students — Fail 1, Pass 5, High Pass 0
- ISLLC 2F: Develop the instructional and leadership capacity of staff — Fail 1, Pass 5, High Pass 0
- ISLLC 3C: Promote and protect the welfare and safety of students and staff — Fail 2, Pass 4, High Pass 0

X-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Legend: □ Fail ■ Pass □ High Pass

Scoring Guide: Attachment C

Data Table 2C

Assessment #2: Comprehensive Examination

ELCC Standard Elements Seen:	Limited Unacceptable Rarely	Developing Occasionally	Acceptable Proficient Usually	Target Exemplary Consistently	Class: LEAD 508 # Students
ELCC 1.1	0%	33%	67%	0%	6
ELCC 2.1	0%	17%	83%	0%	6
ELCC 2.2	0%	0%	100%	0%	6
ELCC 2.3	0%	50%	50%	0%	6
ELCC 2.4	0%	17%	83%	0%	6
ELCC 3.2	0%	33%	67%	0%	6
ELCC 4.1	0%	33%	50%	17%	6
ELCC 6.1	0%	17%	66%	17%	6