

**Educational Leadership and Policy Studies Program
Comprehensive Examination**

Notification of Successful Completion of the Examination

Students will be notified via email if they have successfully completed the exam within three to four weeks after the comprehensive exam has been turned in to the ELPS office. The ELPS administrative assistant will also send the results of the comprehensive exam to the Graduate School by the deadline each semester. Please note that, in order to graduate in the same semester the exam is taken, the results of the exam must be to the Graduate School by the published date. Thus, if a comprehensive exam is submitted after the due dates listed below, the results may need to be considered the following semester:

Fall semester comprehensive exams are due by 5 pm the first Monday in October
Spring semester comprehensive exams are due by 5 pm the first Monday in March
Summer term comprehensive exams are due by 5 pm the first Monday in June

Educational Leadership & Policy Studies
Master's Comprehensive Exam and Rubric

The comprehensive exam is intended as a final assessment of student ability to integrate important knowledge and skills learned throughout the program into a final product that will aid in their development as an educational leader. To this end, the comprehensive exam requires students to assess the resources, relationships, and data required to successfully build a collaborative vision for a school and plan strategies that support that vision.

THE COMPREHENSIVE EXAM ASSIGNMENT:

Identify a principal position at the level of your choice (elementary, middle, or high school) in a school other than the one where you are currently, or have most recently been, employed. Develop an entry plan for this position based on information available from the school district, the school, and the community (students are encouraged to access websites, newspapers, the Colorado Department of Education, and any other information sources that may prove helpful). Be sure to discuss the specific school circumstances (supported by data), how a vision to address the needs of the school will be collaboratively developed, and what strategies you will lead to support the development of that vision for school improvement (i.e. student achievement, teacher effectiveness, improved school climate, etc.). Be sure to discuss how you will monitor your efforts to reassess and redirect strategies as needed.

Maximum 25 page limit. Suggested length—20-25 pages.

- ✓ You may organize your response in whatever way you think is appropriate but **explain your choice of organization in the introduction to your exam response.**
- ✓ Be sure to clearly label/identify your responses so that evaluators can be certain that you addressed the Colorado Principal Quality Standards and each stakeholder group in your responses. Reference portions of your responses indicating the relationship to specific principal standards and elements. A particular action might meet more than one element. Example: (COQPS 2.B; 4.A).
- ✓ Include concepts learned in your program coursework in support of your entry plan actions to demonstrate your application of knowledge.
- ✓ Be sure to address the needs and perspectives of all stakeholder groups and consider what resources and contexts each group brings to the educational process, such as the following:

School District Office (reporting requirements, resources, rules/regulations, finance, communication lines, hiring/termination processes, evaluation process, negotiated agreements)

State (reporting requirements, rules/regulations)

Clearly and logically articulate the following in the entry plan:

- 1. The data-supported needs of the school**
- 2. What actions you will take to address these needs**
- 3. How these actions you plan to take will positively impact the identified need(s)**
- 4. How the action steps in the entry plan align to the Colorado Principal Quality Standards**

Students are encouraged to review the rubric that will be used to assess the final entry plan. The rubric can be found in this document.

GUIDING QUESTIONS

Entry Plan (for the six months)

Colorado Quality Principal Standards (Proposed 2019)

QUALITY STANDARD I

Principals demonstrate organizational leadership by strategically developing a vision and mission, leading change, enhancing the capacity of personnel, distributing resources, and aligning systems of communication for continuous school improvement.

ELEMENT A: Principals collaboratively develop the vision, mission, and strategic plan, based on a cycle of continuous improvement of student outcomes, and facilitate their integration into the school community.

ELEMENT B: Principals collaborate with staff and stakeholders to implement strategies for change to improve student outcomes.

ELEMENT C: Principals establish and effectively manage systems that ensure high-quality staff.

ELEMENT D: Principals establish systems and partnerships for managing all available school resources to facilitate improved student outcomes.

ELEMENT E: Principals facilitate the design and use of a variety of communication strategies with all stakeholders.

QUALITY STANDARD II

Principals demonstrate inclusive leadership practices that foster a positive school culture and promote safety and equity for all students, staff, and community.

ELEMENT A: Principals create a professional school environment and foster relationships that promote staff and student success and well-being.

ELEMENT B: Principals ensure that the school provides an orderly and supportive environment that fosters a sense of safety and well-being.

ELEMENT C: Principals commit to an inclusive and positive school environment that meets the needs of all students and promotes the preparation of students to live productively and contribute to the diverse cultural contexts of a global society.

ELEMENT D: Principals create and utilize systems to share leadership and support collaborative efforts throughout the school.

ELEMENT E: Principals design and/or utilize structures and processes which result in family and community engagement and support.

QUALITY STANDARD III

Principals demonstrate instructional leadership by aligning curriculum, instruction and assessment, supporting professional learning, conducting observations, providing actionable feedback, and holding staff accountable for student outcomes.

ELEMENT A: Principals establish, align, and ensure implementation of a district/BOCES plan of instruction, instructional practice, assessments, and use of student data that result in academic growth and achievement for all students.

ELEMENT B: Principals foster a collaborative culture of job-embedded professional learning.

ELEMENT C: Principals demonstrate knowledge of effective instructional practice and provide feedback to promote continuous improvement of teaching and learning.

ELEMENT D: Principals hold all staff accountable for setting and achieving measurable student outcomes.

QUALITY STANDARD IV

Principals demonstrate professionalism through ethical conduct, reflection, and external leadership.

ELEMENT A: Principals demonstrate high standards for professional conduct.

ELEMENT B: Principals link professional growth to their professional goals.

ELEMENT C: Principals build and sustain productive partnerships with key community stakeholders, including public and private sectors, to promote school improvement, student learning, and student well-being.