

LDR 815 Comprehensive Examination

Term: Fall 2019

Date/Time: Saturday, September 21, 2019 8:30am to 2:30 or 3pm CST or arranged

Locations/ Time Zones: Main Campus: Kennedy Center, Room 204

Professors Contact Information

Dr. Nancy Miller
School of Education
nmiller@oak.edu
(812) 749-1378

Assessment Description

The Doctor of Education in Educational Leadership Comprehensive Examination is a written examination based on a three-fold framework: (1) A thorough analysis of what is known about effective educational leadership, (2) A comprehensive look at the blending of theory and practice, and (3) A requirement necessary for gaining Candidacy status in the program.

Prerequisite Studies

Satisfactory Completion of Program Coursework

The *Comprehensive Examination* is required of all candidates at the end, or near the end, of coursework completion, but prior to beginning formal dissertation work.

Course Objectives/Learning Outcomes

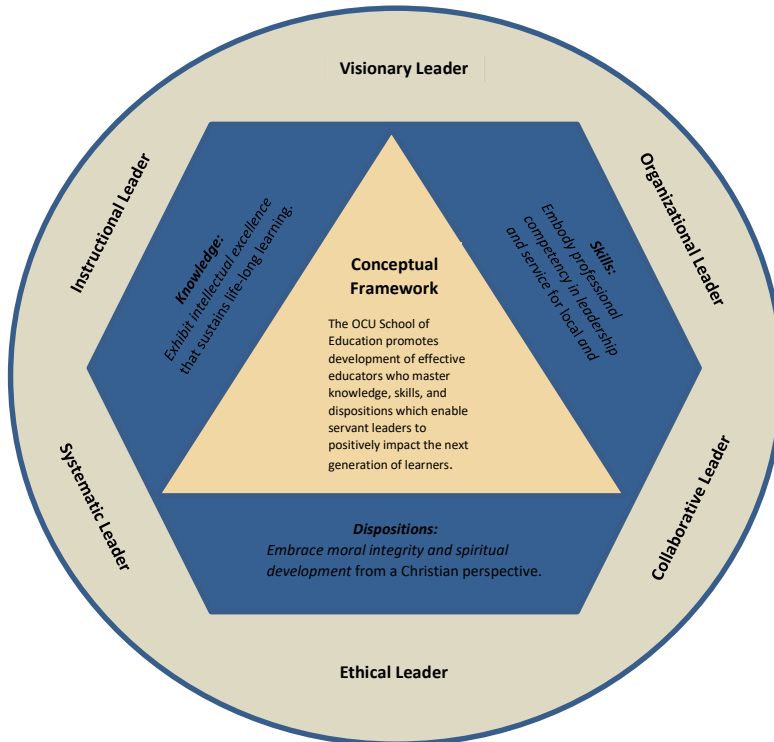
Upon successful completion of this examination a candidate will:

1. Demonstrate in writing the knowledge, understanding, and skills in the field of educational/organizational leadership as gleaned through program materials and research.
2. Demonstrate in writing problem-solving skills, decision making skills, and the ability to think critically.
3. Analyze, compare, and demonstrate in writing the relationship between program material studied, personal understanding and knowledge, applicable SOE Conceptual Framework components, IDOE standards, and ELCC standards as they relate to educational/organizational leadership.
4. Create, research, write, and submit, prior to sitting for the examination, a scholarly and properly formatted research paper related to a prescribed topic.

Alignment to Applicable Standards

The faculty of the Doctor in Education in Leadership (Ed. D) program realizes that excellence in learning can only be accomplished by vigorous assessment in all areas of the program's life. Therefore, the following standards and conceptual framework have been identified as key indicators in successful completion of this assessment activity.

Oakland City University Conceptual Components (CF)



The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;

- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support; and
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and serves the community and assists as a community resource person in the community in which he or she is employed.

Indiana Department of Education School Leaders-District Level Standards (IDOE)

Below is a complete list of the School Leader-District Level Educator Standards as endorsed by Indiana Department of Education.

School Leader-District Level Educator Standards

Standard 1: Human Capital Management

School district leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.

Standard 2: Instructional Leadership

School district leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.

Standard 3: Personal Behavior

School district leaders model personal behavior that sets the tone for all student and adult relationships in the district.

Standard 4: Building Relationships

School district leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Standard 5: Culture of Achievement

School district leaders develop a district wide culture of achievement aligned to the district's vision of success for every student.

Standard 6: Organizational, Operational, and Resource Management

School district leaders leverage organizational, operational, and resource management skills to support district improvement and achieve desired educational outcomes.

Below is a complete list of the Educational Leadership Constituent Council (ELCC):

Educational Leadership Constituent Council (ELCC) Standards

- *Educational Vision* – An educational leader who guides, facilitates, and supports the success of all learners by developing, articulating, implementing, and evaluating an educational vision that is shared and supported by the greater school community.
 - *School Culture* – An educational leader who guides, facilitates, and supports the success of all learners by advocating, nurturing, and sustain a school culture that is shared and supported by the greater school community.
 - *Management* – An educational leader who guides, facilitates, and supports the success of all learners by managing operations and resources to provide a safe, efficient, and effective learning environment.
 - *Communication and Collaboration with Communities* – An educational leader who guides, facilitates, and supports the success of learners by practicing open, two-way communication and using collaborative strategies that respond to diverse community interests and needs.
 - *Acting with Honesty, Fairness, and Professional Ethics* – An educational leader who guides, facilitates, and supports the success of all learners by personally demonstrating and promoting honesty, fairness, and professional ethics.
 - *The Political, Social, Legal, Economic, and Cultural Environments* – An educational leader who guides, facilitates, and supports the success of all learners by understanding, responding to, and influencing larger political, social, legal, economic, and cultural environments and by recommending and implementing policy that guides district operations.
 - *Internship Practicum (Field Experience) of Standards-based Work in Real Settings* – An educational leader synthesizes and applies the knowledge and practice to develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work that is planned and guided cooperatively by the institution and school district personnel (or university, college, or business personnel as appropriate).
-

ELCC District Level Standards

Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders

ELCC STANDARD ELEMENTS:

ELCC 1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.

ELCC 1.2: Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable district improvement.

ELCC 1.4: Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders.

ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

ELCC STANDARD ELEMENTS:

ELCC 2.1: Candidates understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.

ELCC Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

ELCC STANDARD ELEMENTS:

ELCC 3.1: Candidates understand and can monitor and evaluate district management and operational systems.

ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.

ELCC 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.

ELCC 3.4: Candidates understand and can develop district capacity for distributed leadership.

ELCC 3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning.

ELCC Standard 4.0: A district-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 for the district by collecting and analyzing information

pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

ELCC STANDARD ELEMENTS:

ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment.

ELCC 4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district.

ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.

ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.

ELCC Standard 5.0: A district-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 district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

ELCC STANDARD ELEMENTS:

ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student's academic and social success.

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 district.

ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.

ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.

ELCC 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.

ELCC Standard 6.0: A district-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 within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

ELCC STANDARD ELEMENTS:

ELCC 6.1: Candidates understand and can advocate for district students, families, and caregivers.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.

ELCC Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

ELCC STANDARD ELEMENTS:

ELCC 7.1: Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other *Educational Leadership District-Level Program Standards* through authentic, district-based leadership experiences.

ELCC 7.2: Sustained Experience: Candidates are provided a six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment.

ELCC 7.3: Qualified On-site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution.

Educational Leader Standards Option II Curriculum and Instruction

Standard 1: Human Capital Management

Educational leaders use their role as human capital manager to drive improvements in building leader effectiveness and student achievement.

Standard 2: Instructional Leadership

Educational leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.

Standard 3: Personal Behavior

Educational leaders model personal behavior that sets the tone for all student and adult relationships.

Standard 4: Building Relationships

Educational leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Standard 5: Culture of Achievement

Educational leaders develop an encompassing culture of achievement aligned to the institution's vision of success for every student.

Standard 6: Organizational, Operational, and Resource Management

Educational leaders leverage organizational, operational, and resource management skills to support improvement and achieve desired educational outcomes.

CEO - Leader Standards Option III

Standard 1: Human Capital Management

CEO leaders use their role as human capital manager to drive improvements in goal attainment and effectiveness.

Standard 2 Directional Leadership

CEO leaders possess a deep and comprehensive understanding of best practices and continuously promote activities that contribute to the success of all employees.

Standard 3: Personal Behavior

CEO leaders model personal behavior that sets the tone for all employees, vendors, and customers.

Standard 4: Building Relationships

CEO leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Standard 5: Culture of Achievement

CEO leaders develop an encompassing culture of achievement aligned to the organization's vision of success.

Standard 6: Organizational, Operational, and Resource Management

CEO leaders leverage organizational, operational, and resource management skills to support continuous improvement and achieve desired outcomes.

General Instructions

Time table: The Exam will be from 8:30 to 3:00. You will have six (6) hours to complete the exam. You can take a thirty-minute lunch break or work straight through and end at 2:30pm.

Submission: Submit your finished work via an email to nmiller@oak.edu

Test Format: The examination consists of writing a scholarly research paper for two (2) required questions and four (4) additional questions selected from seven (7) choices. A total of six questions must be answered in a scholarly research format.

Types of Questions: Usually scenarios will be given. Write the solution(s). Answers should be concisely written. Be certain the question is completely answered. Tell which components of the Conceptual Framework and which state and professional standards apply in decision-making of this scenario. Identify authors, theories, and models that may apply to decision-making.

There is no defined length to this paper; however, it must adequately show your knowledge, understanding, and defense of your position as well as alignment with Oakland City University School of Education's Conceptual Framework, IDOE and ELCC Standards. (Use proper APA formatting).

Writing Strategy: In taking the exam, the student *must* demonstrate an understanding of the School of Education (SOE Conceptual Framework, IDOE standards, ELCC standards, the required *course readings*, and additional readings in the field gleaned through *course research*. In addition, the student must demonstrate problem-solving skills, decision making skills, and the ability to think critically. While direct quotations are not required, the student must make references to authors with some paraphrasing of their work, make reference to the concepts and standards, and show reflections as perceived in the role of an educational leader.

To manage time effectively, it is suggested to spend only 15 minutes per question as a start while your mind is fresh. Then, go back and complete the details and add references of standards, authors, theories, and models at time allows. Otherwise, the first two questions may be completed thoroughly and the final two questions may be incomplete due to lack of time. Answers will vary in length but both depth and breadth are required.

Preparation: The best method to prepare is to

- research the key concepts from each question category (see below)
- review submitted assignments identifying important ideas related to the question categories
- review each ELCC standard knowing which standards go with each question category
- review the School of Education's Conceptual framework
- be able to mention authors, theories, and models that are associated with each question category

Categories from which questions will be created:

- Leadership Theories
- Curriculum Instruction and Leadership
- Visionary Leadership

- Ethics, Integrity, and Fairness
- Cultural Diversity
- Board/Parent/Community Relations
- Finance and Facilities
- Personnel Evaluation and Development
- School Climate
- Policies, Procedures, and People

Sample Questions:

Options I and II

- The work climate has proven to be an effective measuring stick to successful performance. Tell what effective educational leaders can do to ensure the work climate is conducive to fairness, crisis management, learning, professional development, and cultural diversity. Tell what process can be utilized to measure work climate.
- As an educational leader, you have researched leadership theories and models. Name and explain how these various theories and models can influence current educational situations of academic achievement in universities.

Option III

- The work climate has proven to be an effective measuring stick to successful performance. Tell what effective organizational leaders can do to ensure the work climate is conducive to safety, crisis management, product improvement, professional development, and overall productivity. Tell what process can be utilized to measure work climate.
- Jack Perkowski, Chairman and CEO of ASIMSO Technologies, an American Auto Parts Manufacturer in China, posted the following African Proverb, translated into Mandarin, on his factory floor.
 - Every morning in Africa a gazelle wakes up. It knows it must run faster than the fastest lion or be killed.
 - Every morning a lion wakes up. It knows it must run faster than the slowest gazelle or it will starve to death.
 - It doesn't matter whether you are a lion or gazelle. When the sun comes up, you better start running. (Thomas L. Friedman, *The World is Flat*, 2005)

Respond to the above statement as it relates to leading an organization.

On the Day of the Examination:

- be well rested
- arrive 15 minutes prior to start of exam
- bring snacks/water for energizing brain cells
- move around at intervals to keep from getting stale
- bring laptop and a flash-drive (it is recommended that you save your work on two sources)
- bring any notes, books, and research papers from prior courses
- relax!

Grading

The Comprehensive Examination is graded by a minimum of two faculty members. Results should be completed within two weeks of taking the exam. Results will be mailed to you. Guidelines for grading are:

- Faculty mark/score questions based on a 4.00 scale (See rubric) and award a Pass/Fail grade.
- A composite rating of 3.00 or higher receives a Pass. A composite rating below 3.00 receives a Fail.

- If a candidate does not pass the Exam he/she will meet with the program director and a faculty member to determine an Individualized Action Plan. The action plan is designed to give the candidate opportunity to do additional research/work in order to pass the examination.
- Each question is related to the Learning Outcomes of the Exam which align to the SOE Conceptual Framework, IDOE Standards, and ELCC Standards; therefore, answers are rated on how well the candidate addresses the learning outcomes as aligned to these components.

| Superintendency Comprehensive Examination Scoring Rubric– Pass/Fail | | | | |
|--|---|---|---|--|
| The exam is required of all candidates at the end, or near the end, of coursework completion, but prior to beginning formal dissertation work. | | | | |
| Assessment Scales | MINIMAL There is little to no evidence of addressing the Learning Outcome | BASIC The evidence addresses the Learning Outcome at an acceptable level. | PROFICIENT The evidence addresses the Learning Outcomes at a high level. | MASTERY The evidence addresses the indicator at a consistently high level. |
| Rating Range: | .25 - 1.75 | 2.00 - 2.75 | 3.00 – 3.50 | 3.75- 4.00 |
| Grade Range: | Fail | Fail | Pass | Pass |
| Applicable Conceptual Framework | | Applicable Professional Standards and Sub-Sections | | |
| 1 – Facilitator 3 - Knowledge 2 – Conveyor 4– Cultural Heritage | IDOE – Indiana Dept. Education ELCC - Ed. Leadership Constituent Council | | | |
| CF Standards: 1.1; 1.2.; 1.3; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.1; 4.2 | IDOE Standards: 1.1; 1.2;1.3;1.4;1.7;1.8;2.1;2.2;2.3;2.4; 2.5;2.6;3.3;3.5;4.2;4.3;4.4;4.5;5.1;5.2;5.3;5.4;5.5;5.6; 5.7;5.8;6.1;6.2;6.4;6.5 | | ELCC Standards: 1.1;1.4; 2.3; 2.4; 3.1; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 5.1; 5.2; 5.3;5.4; 5.5; 6.1; 6.3 | |
| Assessment Learning Outcomes | | Level of Alignment With Applicable Standards | | |
| 1. Demonstrate in writing the knowledge, understanding, and skills in the field of educational/organizational leadership as gleaned through program materials and research. CF -1.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.2 IDOE -1.1;;5.1; 5.5;5.6;5.7; 5.8; 6.4;6.5 ELCC -1.1;1.4;2.3;5.2; 5.3;5.4; 5.5; 6.1; 6.3 | CF Rating: | IDOE Rating: | ELCC Rating: | |
| | | Mean Rating: | | |
| 2. Demonstrate in writing problem-solving skills, decision making skills, and the ability to think critically. CF -1.3; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3 IDOE -1.1;2.2; 2.4; 2.6;3.3; 3.5;4.3;5.3;5.5 ELCC -1.1;1.4;2.3; 3.1; 3.3; 3.4; 4.2; 5.2; 5.3; 5.4; 5.5 | CF Rating: | IDOE Rating: | ELCC Rating: | |
| | | Mean Rating: | | |
| 3. Analyze, compare, and demonstrate in writing the relationship between program material studied, personal understanding and knowledge, applicable SOE Conceptual Framework components, IDOE standards, and ELCC standards as they relate to educational/organizational leadership. CF -1.1; 1.2.; 1.3; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.1; 4.2 IDOE -1.1; 1.2;1.3;1.4;1.7;1.8;2.1;2.2;2.3;2.4;2.5;2.6;3.3;3.5;4.2; 4.3;4.4;4.5;5.1;5.2;5.3;5.4;5.5;5.6;5.7;5.8;6.1;6.2;6.4;6.5 ELCC -1.1;1.4;2.3; 2.4; 3.1; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 5.1; 5.2; 5.3;5.4; 5.5; 6.1; 6.3 | CF Rating: | IDOE Rating: | ELCC Rating: | |
| | | Mean Rating: | | |
| 4. Create in writing reflections perceived to identify and explain the responsibilities, roles, and personal behavior and characteristics of an educational/organizational leader. CF -1.1; 2.1; 3.1; 4.1; 4.2 IDOE -2.1; 2.5; 3.5;5.6;5.7;5.8;6.1; 6.2;6.5 ELCC -1.1; 2.4;; 3.3; 3.4; 4.4; 5.1; 5.3;5.4; 5.5; 6.1; 6.3 | CF Rating: | IDOE Rating: | ELCC Rating: | |
| | | Mean Rating: | | |
| 5. Create, research, write, and submit, prior to sitting for the examination, a scholarly and properly formatted research paper related to a prescribed topic. Must show: <ul style="list-style-type: none"> • Reflection • Correct formatting and structure • Professional in appearance (free of punctuation, grammar, and spelling errors. Appropriate sentence structure and terminology were used) • Appropriate Scholarly Content based on assigned topic CF -3.1;3.2;3.3 IDOE -5.1;5.5;6.2;6.5 ELCC -3;4.2;4.3;5.1; 5.2; 5.3;5.4;5.5;6.3 | CF Rating: | IDOE Rating: | ELCC Rating: | |
| | | Mean Rating: | | |
| Final Average of All Ratings: | | Final Grade: | | |
| Additional Comments: | | | | |

Curriculum and Instruction Comprehensive Examination Scoring Rubric– Pass/Fail

The exam is required of all candidates at the end, or near the end, of coursework completion, but prior to beginning formal dissertation work.

| Assessment Scales | MINIMAL There is little to no evidence of addressing the Learning Outcome | BASIC The evidence addresses the Learning Outcome at an acceptable level. | PROFICIENT The evidence addresses the Learning Outcomes at a high level. | MASTERY The evidence addresses the indicator at a consistently high level. |
|---|--|--|---|---|
| Rating Range: | .25 - 1.75 | 2.00 - 2.75 | 3.00 – 3.50 | 3.75- 4.00 |
| Grade Range: | Fail | Fail | Pass | Pass |
| Applicable Conceptual Framework (CF) | Applicable Professional Standards and Sub-Sections | | | |
| 1 – Visionary 2 – Organizational | 3 - Collaborative 4– Ethical | 5 - Systemic 6 - Instructional | Educational Leadership Standards | |
| CF Standards: 1.1; 1.2.; 1.3; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.1; 4.2 | | | EL Standards: 1.1;1.4; 2.3; 2.4; 3.1; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 5.1; 5.2; 5.3;5.4; 5.5; 6.1; 6.3 | |
| Assessment Learning Outcomes | Level of Alignment With Applicable Standards | | | |
| 1. Demonstrate in writing the knowledge, understanding, and skills in the field of educational/organizational leadership as gleaned through program materials and research. CF -1.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.2 - EL 1.1;1.4;2.3;5.2; 5.3;5.4; 5.5; 6.1; 6.3 | CF Rating: | | | EL Rating: |
| | | Mean Rating: | | |
| 2. Demonstrate in writing problem-solving skills, decision making skills, and the ability to think critically. CF -1.3; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3 - EL -1.1;1.4;2.3; 3.1; 3.3; 3.4; 4.2; 5.2; 5.3;5.4; 5.5 | CF Rating: | | | EL Rating: |
| | | Mean Rating: | | |
| 3. Analyze, compare, and demonstrate in writing the relationship between program material studied, personal understanding and knowledge, applicable SOE Conceptual Framework components, EL standards as they relate to educational/organizational leadership. CF -1.1; 1.2.; 1.3; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.1; 4.2 EL - 1.1;1.4;2.3; 2.4; 3.1; 3.3; 3.4; 4.1; 4.2; 4.3; 4.4; 5.1; 5.2; 5.3;5.4; 5.5; 6.1; 6.3 | CF Rating: | | | EL Rating: |
| | | Mn Rating: | | |
| 4. Create in writing reflections perceived to identify and explain the responsibilities, roles, and personal behavior and characteristics of an educational/organizational leader. CF -1.1; 2.1; 3.1; 4.1; 4.2 EL 1.1; 2.4;; 3.3; 3.4; 4.4; 5.1; 5.3;5.4; 5.5; 6.1; 6.3 | CF Rating: | | | EL Rating: |
| | | Mean Rating: | | |
| 5. Create, research, write, and submit, prior to sitting for the examination, a scholarly and properly formatted research paper related to a prescribed topic. Must show: <ul style="list-style-type: none"> • Reflection • Correct formatting and structure • Professional in appearance (free of punctuation, grammar, and spelling errors. Appropriate sentence structure and terminology were used) • Appropriate Scholarly Content based on assigned topic CF -3.1;3.2;3.3 EL 3;4.2;4.3;5.1; 5.2; 5.3;5.4;5.5;6.3 | CF Rating: | | EL Rating: | |
| | | Mean Rating: | | |
| Final Average of All Ratings: | | Final Grade: | | |

Additional Comments

| Organizational Leadership Comprehensive Examination Scoring Rubric– Pass/Fail | | | | |
|---|---|---|---|--|
| The exam is required of all candidates at the end, or near the end, of coursework completion, but prior to beginning formal dissertation work. | | | | |
| Assessment Scales | MINIMAL There is little to no evidence of addressing the Learning Outcome | BASIC The evidence addresses the Learning Outcome at an acceptable level. | PROFICIENT The evidence addresses the Learning Outcomes at a high level. | MASTERY The evidence addresses the indicator at a consistently high level. |
| Rating Range: | .25 - 1.75 | 2.00 - 2.75 | 3.00 – 3.50 | 3.75- 4.00 |
| Grade Range: | Fail | Fail | Pass | Pass |
| Applicable Conceptual Framework (CF) for Leadership | | Applicable Professional Standards and Sub-Sections | | |
| 1 – Visionary 3 - Collaborative 5 - Systemic 2 – Organizational 4– Ethical 6 - Instructional | | -CEO standards | | |
| CF Standards: 1.1; 1.2.; 1.3; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.1; 4.2 | | | CEO Standards: 1.1;1.4; 2.3; 3.1; 3.3; 3.4; 4.1; 4.2; 4.3;5.1; 5.2; 5.3;5.4; 5.5; 6.1; 6.3 | |
| Assessment Learning Outcomes | Level of Alignment With Applicable Standards | | | |
| 1. Demonstrate in writing the knowledge, understanding, and skills in the field of educational/organizational leadership as gleaned through program materials and research. CF -1.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.2 CEO-1.1;1.4;2.3;5.2; 5.3;5.4; 5.5; 6.1; 6.3 | CF Rating: | | | CEO Rating: |
| | | Mean Rating: | | |
| 2. Demonstrate in writing problem-solving skills, decision making skills, and the ability to think critically. CF-1.3; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3 CEO-1.1;1.4;2.3; 3.1; 3.3; 3.4; 4.2; 5.2; 5.3;5.4; 5.5 | CF Rating: | | | CEO Rating: |
| | | Mean Rating: | | |
| 3. Analyze, compare, and demonstrate in writing the relationship between program material studied, personal understanding and knowledge, applicable SOE Conceptual Framework components, CEO standards as they relate to educational/organizational leadership. CF-1.1; 1.2.; 1.3; 2.1; 2.2; 2.3; 3.1; 3.2; 3.3; 4.1; 4.2 CEO - 1.1;1.4;2.3; 3.1; 3.3; 3.4; 4.1; 4.2; 4.3; 5.1; 5.2; 5.3;5.4; 5.5; 6.1; 6.3 | CF Rating: | | | CEO Rating: |
| | | Mean Rating: | | |
| 4. Create in writing reflections perceived to identify and explain the responsibilities, roles, and personal behavior and characteristics of an educational/organizational leader. CF-1.1; 2.1; 3.1; 4.1; 4.2 CEO 1.1; 3.3; 3.4; 5.1; 5.3;5.4; 5.5; 6.1; 6.3 | CF Rating: | | | CEO Rating: |
| | | Mean Rating: | | |
| 5. Create, research, write, and submit, prior to sitting for the examination, a scholarly and properly formatted research paper related to a prescribed topic. Must show: <ul style="list-style-type: none"> • Reflection • Correct formatting and structure • Professional in appearance (free of punctuation, grammar, and spelling errors. Appropriate sentence structure and terminology were used) • Appropriate Scholarly Content based on assigned topic CF-3.1;3.2;3.3 CEO 3;4.2;4.3;5.1; 5.2; 5.3;5.4;5.5;6.3 | CF Rating: | | CEO Rating: | |
| | | Mean Rating: | | |
| Final Average of All Ratings: | | Final Grade: | | |

Additional Comments