

UNO Comprehensive Examination : Educational Leadership

The Comprehensive Exam requires that each candidate compose a portfolio of three, content-specific essays. The essays are completed and submitted during the – EDAD 6895 School Internship course. The essays are referred to as Paper 1, Paper 2, and Paper 3. Paper 1, 2, and 3 (Part I) are completed during the first few weeks of the course; Paper 3 (Part II) is completed near the conclusion of the course.

Papers 1 and 2 provide evidence that candidates can apply skills and knowledge articulated in the first six ECLL standards as well as state and local standards for leaders. Experiences are designed to accommodate candidates' individual needs (7.3). Papers 2 and 3 provide evidence that candidates can design a professional growth plan (2.4). Paper 3 provides evidence that candidates can implement a school vision of learning (1.3), promote community involvement in the school vision (1.5), provide an effective instructional program (2.2; 2.4) and respond to community resources and needs (4.2).

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Paper 1 is a reflection on the alignment of candidates' school district, job descriptions as school leaders with the state (LA) and national (ISLLC/ELCC) standards for school leaders. The essay is comprised of a discussion of each standard as well as the knowledge, skills, and dispositions associated with each standard. As such, the paper includes an overview of each state and national standard and personal candidate insights regarding both the alignment of the two sets of standards and the relation of state standards to candidate job descriptions. **The rubric for the comprehensive examination assesses one key element of the paper - the standard overview.**

Paper 2 is a reflection on the quality of candidates' preparation through coursework and related experiences supervised by department faculty. Candidates are required to reference and reflect upon the quality of the program curriculum and instruction provided and resulting authentic, performance-based evidence of their knowledge, skills, and dispositions. Their reflections are to culminate with candidates' self-assessments of their individual, standard-based strengths and challenge areas. **The rubric for the comprehensive examination assesses two key elements of the paper – content choice/rationale statement and reflection on artifacts.**

Paper 3 is a two-part, culminating paper. Part I requires candidates to collaborate with their mentor/administrator to develop an **internship plan** for strengthening their identified challenge areas. The plan should include a description of projects and/or activities negotiated, a rationale for including them, a listing of expected outcomes, and a timeline for completion. Part II requires candidates to create a **professional development plan** (including specific and attainable objectives and techniques) for their continued development. The plan addresses objectives and techniques specific to each state (LA) standard for school leaders. **The rubric for the comprehensive examination assesses two key elements of the paper – the internship plan and the professional development plan.**

