

**Educational Leadership and Policy Studies and Special Education Administrator
Comprehensive Examination
Interdisciplinary Master's Degree Policy and Procedure Statement**

General Description

Students must pass a comprehensive examination as part of their program of studies in Educational Leadership and Special Education Administration. The overall: 1) knowledge in educational leadership, 2) ability to synthesize and apply that knowledge to develop a cogent discussion of leadership problems or the resolution of significant educational issues, and 3) skill in organizing and expressing ideas in a logical, coherent, literate, and convincing fashion. The examination is a take-home exam found at the end of this document.

Eligibility and Scheduling of the Examination

In order to take the examination, students must have done the following: (1) have been granted regular admission to the degree program, (2) have an approved plan of study on file with the Graduate School, (3) have completed 20 semester hours of work applicable toward the degree, not including the internship or practicum, (4) have maintained a grade average of at least 3.00 in the graduate degree program, and (5) have obtained approval from their assigned advisor signifying that eligibility has been verified.

Examination questions must be received by the administrative assistant in the ELPS office three weeks before the exam is due.

Assessment and Evaluation of the Written Examination

The examination will be read and evaluated by three faculty, at least two of which will be ELPS faculty. The following grading system will be used:

Pass--The student has responded to all questions on the examination in an acceptable manner.

Fail--The student has failed to respond in an acceptable manner to one or more of the questions asked.

Examination Retake

Students who fail the comprehensive examination may be allowed one retake. They will be notified by their advisor if a retake is permitted (this retake cannot be done until the next semester). A second retake is required for the retake. If students fail the retake of the examination, the degree program will be terminated.

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/Special Education Administration

Interdisciplinary 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.

Interdisciplinary MA Degree Comprehensive Exam

**Overall
Rating**

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

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.

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Standard Six: Human Resource Functions

The Special Education Director shall have the knowledge and ability to recruit, retain and evaluate qualified personnel in order to effectively implement programs and services for all children, including those with disabilities. The performance indicators for this standard include the following:	
6.1	Recruit and retain qualified personnel.
6.2	Screen, interview and select qualified staff.
6.3	Facilitate professional development of staff members.
6.4	Implement alternative procedures to ensure appropriate personnel when fully qualified individuals are not available.
6.5	Delineate roles and responsibilities of all special education instructional and related services personnel.
6.6	Adhere to established ethical and legal considerations of human resource management.
6.7	Provide supervision and evaluation of personnel serving students with disabilities.

Standard Seven: Parent, Family and Community Engagement

The Special Education Director shall be knowledgeable about and able to facilitate partnerships and engage parents, families and communities in the implementation of special education programs and delivery of special education services. The performance indicators for this standard include the following:	
7.1	Implement a comprehensive communication infrastructure to organize and distribute the flow of information coming from and to the district.
7.2	Facilitate collaborative relationships with all stakeholders.
7.3	Promote parent training and support services to support parents in understanding rights, responsibilities, processes and decision-making within special education.
7.4	Develop interactive opportunities with the local and/or state Special Education Advisory Council, parent advocacy groups, the Parent Training and Information Centers, and tQ89w90 G(a)7T144Edu-13(a) deDeEdu-13(a) deDeEdu-13(a)Edu-13(a)role5dey14(m)7(s)

Standard Eight: Budget and Resources

The Special Education Director shall be knowledgeable and able to demonstrate school district budgeting and resource allocation, including those related to special education. The performance indicators for this standard include the following: