**Rationale for a Comprehensive Exam/Capstone Review Session:**

Effective leaders: do not work in isolation, do rely on scientific practices, and actively communicate with others. This purpose of the EL Comprehensive Exam experience is to be a synthesizing exercise providing students the opportunity to share their capstone research and demonstrate their knowledge, skills, and dispositions related to leadership.

The experience is social, because this is how leadership manifests itself in daily life; it is personal and authentic - candidates summarize their capstone project and learn about the research of others; and it focuses attention on the core courses of the Education Leadership Master’s Degree’s - candidates make connections to the content and experiences of each core course. We intend this culminating and reflective experience to bring life to the department’s mission statement:

*We prepare collaborative leaders to sustain and renew America’s democracy by transforming and managing schools and organizations for the benefit of each learner and with a view of the common good.*

**Expectations:**

1) students are to formally share their capstone/thesis with colleagues and faculty – identifying and explaining its connections to leadership and the four core EL courses;
2) participate in a summary/synthesizing conversation related to the capstone presentations.

**Preparation:**

Capstone Review Sessions are scheduled one week before the end of each semester (fall, spring and summer).

To participate the candidate is to inform the Office of Graduate Studies early in the semester, of their intent to participate in the review session (Form: Intent to Take Comprehensive Exam. Link: [http://www.winona.edu/gradstudies/Media/Intent_to_Take_Comprehensive_Exam.pdf](http://www.winona.edu/gradstudies/Media/Intent_to_Take_Comprehensive_Exam.pdf)). The candidate is to have their capstone/thesis officially done (paperwork signed by their capstone advisor and submitted to the Graduate Studies Office) at least one week prior to the review session (some flexibility in this requirement may be permitted prior to 2015-Fall).

**Capstone Review Session Format**

Presentations: each student (2 to 7 per session) will provide a succinct overview of their capstone/thesis for others to understand [a 10 minute formal presentation] (this could be 100% oral, or facilitated with a presentation tool: PowerPoint, Prezi, one page handout, etc.)

Presentation should include:

- Research question
- Connection of their paper to leadership and the 4 core EL courses
- Key points in their literature review – this should be presented in an instructional manner
- Research methodology
- Results and/or findings
- Researcher reflection: What was learned about doing research?

**Synthesizing Conversation:** students and faculty – after all presentations have been completed

**Assessment:** Pass / Conditional / Fail (based on active engagement in the Capstone Review Session)
GRADUATE RUBRIC FOR COMPREHENSIVE EXAM
Education Leadership Department

Candidate: ___________________________ Date: ___________________________

<table>
<thead>
<tr>
<th>Elements</th>
<th>0 - Not Met</th>
<th>1 - Met</th>
<th>2 - Proficient</th>
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<tbody>
<tr>
<td>Professional Reflection</td>
<td>Inadequate evidence of analytic or interpretive reflections.</td>
<td>Reflections demonstrate equal ability to provide description, analysis, and interpretation.</td>
<td>Evidence of critical reflection more purposefully and analytically. Reflections are more highly analytic and interpretive than descriptive.</td>
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<tr>
<td>Evidence of learning and professional growth</td>
<td>Inadequate evidence that candidate has learned more than an accumulation of additional information.</td>
<td>Evidence that a shift has taken place in the way that the candidate thinks about his/her practice in most areas of the responses.</td>
<td>Clear evidence of a shift in the way the candidate thinks about his/her practice, and the actions she/he now takes as a result of that shift.</td>
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<tr>
<td>Competence in Communicating</td>
<td>Level of complexity of ideas is not at graduate level. Many errors in communicating</td>
<td>Clear organization of ideas and presenting at a graduate level following the conventions of the field. Follows the prescribed format elements.</td>
<td>Presentation format is clear and comprehensively followed. Rich descriptions, reflections, and conclusions.</td>
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</tbody>
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**Note:** Candidate must demonstrate a 1 or 2 in each element for each question to pass their Comprehensive Examination/Capstone Review Session.

Score: _______ Faculty members(s)________________________

Assessment:
A student’s performance is evaluated and agreed to by all faculty participating in the Review Session.
- **Pass** a “1” or “2” was recorded in each of the 4 Elements
- **Conditional** a “0” was recorded in an element; the department faculty will develop a targeted remedial plan or additional experience that must be successfully completed to move the candidate to a Pass
- **Fail** the candidate’s presentation and engagement/participation were significantly below expectations that the candidate would be expected to prepare for a subsequent Capstone Review Session.