

Table 2 EDAD 5803 Essential Questions

EQ1: Explain why a school vision statement should be equity driven.		
4	EXEMPLARY	Three reasons are identified with clear, concise, and accurate elaboration. An explanation is provided of how this information was applied based on personal experience or observed or how it will be used as a future administrator. Appropriate grammar and syntax are used.
3	ABOVE STANDARDS	Three reasons are identified with adequate elaboration. An explanation is provided of how this information was applied based on personal experience or observed or how it will be used as a future administrator. Appropriate grammar and syntax are used.
2	MEETS STANDARDS	Two reasons are identified with adequate elaboration. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more reasons are identified with inadequate elaboration. Frequent grammatical and syntactic errors are noted.
	REASONS	<ul style="list-style-type: none"> • Every student has the right to an excellent education. • Every student deserves the opportunity to reach his/her highest potential. • Every student should have equal access to all programs and services. • Every student is entitled to be college and career ready upon graduation.

EQ2: Identify and describe sources of quantitative data and sources of qualitative data.		
4	EXEMPLARY	Three sources of each kind of data are identified and described with clear, concise, and accurate elaboration. An explanation is provided of how this information was applied based on personal experience or observed or how it will be used as a future administrator. Appropriate grammar and syntax are used.
3	ABOVE STANDARDS	Three sources of each kind of data are identified and described with adequate elaboration. An explanation is provided of how this information was applied based on personal experience or observed or how it will be used as a future administrator. Appropriate grammar and syntax are used.
2	MEETS STANDARDS	Two sources of each kind of data are identified and described with adequate elaboration. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more sources of each kind of data are identified with inadequate elaboration. Frequent grammatical and syntactic errors are noted.
	SOURCES	<ul style="list-style-type: none"> • Sources of quantitative data (SARC, Dashboard, LCAP, Single Plan for Student Achievement, district/school databases) • Sources of qualitative data (interviews, focus groups, document review)

EQ3: Describe a process for conducting an equity gap analysis.

4	EXEMPLARY	Three steps are described with clear, concise, and accurate elaboration. An explanation is provided of how this information was applied based on personal experience or observed or how it will be used as a future administrator. Appropriate grammar and syntax are used.
3	ABOVE STANDARDS	Three steps are described with adequate elaboration. An explanation is provided of how this information was applied based on personal experience or observed or how it will be used as a future administrator. Appropriate grammar and syntax are used.
2	MEETS STANDARDS	Two steps are described with adequate elaboration. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more steps are described with inadequate elaboration. Frequent grammatical and syntactic errors are noted.
	STEPS	<p>Disaggregate data by ethnicity, gender, economically disadvantaged, English learners, Special Education students, migrant students, homeless students, foster-care students</p> <ul style="list-style-type: none">• Identify an equity gap in the quantitative data where there are major disparities in performance and/or well being between student groups.• Collect and analyze qualitative data and describe how the qualitative data provides more information about the equity gap.• Identify and describe potential contributing factors (institutional and/or structural) suggested by the data that may have created or added to the equity gap.

EQ4: Identify and describe potential contributing factors (institutional and structural) that commonly impede the progress of student learning.

4	EXEMPLARY	One contributing factor of each kind is identified and described with clear, concise, and accurate elaboration. An explanation is provided of how this information was applied based on personal experience or observed or how it will be used as a future administrator. Appropriate grammar and syntax are used.
3	ABOVE STANDARDS	One contributing factor of each kind is identified and described with adequate elaboration. An explanation is provided of how this information was applied based on personal experience or observed or how it will be used as a future administrator. Appropriate grammar and syntax are used.
2	MEETS STANDARDS	One contributing factor of each kind is identified and described with adequate elaboration. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One contributing factor of each kind of data is identified with inadequate elaboration. Frequent grammatical and syntactic errors are noted.
Potential Contributing Factors		<p>Structural: Grouping by ability polices; example: tracking students for reading</p> <p>Institutional: Administrator/Teacher bias; example: the belief that parents of socioeconomically disadvantaged students have abdicated their responsibilities as parents</p>

EQ5: Provide an example of a problem statement and describe strategies that should yield improvements in student learning or well-being.

4	EXEMPLARY	An example of a problem statement is provided and three strategies are described with clear, concise, and accurate elaboration. An explanation is provided of how this information was applied based on personal experience or observed or how it will be used as a future administrator. Appropriate grammar and syntax are used.
3	ABOVE STANDARDS	An example of a problem statement is provided and three strategies are described with adequate elaboration. An explanation is provided of how this information was applied based on personal experience or observed or how it will be used as a future administrator. Appropriate grammar and syntax are used.
2	MEETS STANDARDS	An example of a problem statement is provided and three strategies are described with adequate elaboration. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	An inadequate example of a problem statement is provided and strategies with inadequate elaboration. Frequent grammatical and syntactic errors are noted.
EXAMPLE		Statement of Need: Due to chronic absenteeism, Economically Disadvantaged students do not receive the same amount of instructional time as other significant groups of students. Consequently there is a major achievement gap in English language arts among students in this group. Therefore, there is a need for strategies to reduce absenteeism among this group of students.
STRATEGIES		<ul style="list-style-type: none"> • home to school bus transportation for all students in Kindergarten and first grade • daily reporting of absences to parents • teacher workshop that focuses on the causes of chronic absenteeism and excessive tardiness • Deployment of social work interns to homes of chronically absent students

EQ6: Identify barriers to implementation of intervention strategies and describe actions that get stakeholder buy-in.

4	EXEMPLARY	Three barriers and three actions are identified and described with clear, concise, and accurate elaboration. An explanation is provided of how this information was applied based on personal experience or observed or how it will be used as a future administrator. Appropriate grammar and syntax are used.
3	ABOVE STANDARDS	Three barriers and three actions are identified and described with adequate elaboration. An explanation is provided of how this information was applied based on personal experience or observed or how it will be used as a future administrator. Appropriate grammar and syntax are used.
2	MEETS STANDARDS	Two barriers and two actions are identified and described with adequate elaboration. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more barriers and actions are identified and described with inadequate elaboration. Frequent grammatical and syntactic errors are noted.
BARRIERS & ACTIONS		<p>Potential Barriers:</p> <ul style="list-style-type: none"> • Mandatory staff participation • Insufficient funding • Inadequate training and materials <p>Potential Actions:</p> <ul style="list-style-type: none"> • Make participation voluntary • Limit scope of program to one or two grade levels or departments • Provide adequate training and materials