TABLE 2
EDAD 5801 ESSENTIAL QUESTIONS – GRADING RUBRICS

EQ1: Describe three elements from one Domain (1, 2 or 5) of the California Standards for the Teaching Profession		
4	EXEMPLARY	Three elements from one domain are identified. A clear, concise, and accurate description of each element is provided. 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 elements from one domain are identified. An adequate description of each element is provided. 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	Three elements of one domain are identified. A description is of each element is adequately provided. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more elements from one domain are identified but inadequately described. Frequent grammatical and syntactic errors are noted.
	DOMAINS & ELEMENTS	**1. Engaging and Supporting All Students in Learning** 1.1 Using knowledge of students to engage them in learning 1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests 1.3 Connecting subject matter to meaningful, real-life contexts 1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs 1.5 Promoting critical thinking through inquiry, problem solving, and reflection 1.6 Monitoring student learning and adjusting instruction while teaching **2. Creating and Maintaining Effective Environments for Student Learning** 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students 2.5 Developing, communicating, and maintaining high standards for individual and group behavior 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn 2.7 Using instructional time to optimize learning **5. Assessing Students for Learning** 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction 5.3 Reviewing data, both individually and with colleagues, to monitor student learning 5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction 5.5 Involving all students in self-assessment, goal setting, and monitoring progress 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning 5.7 Using assessment information to share timely and comprehensible feedback with students and their families

EQ2: Identify and describe the components of Peer Coaching

4	EXEMPLARY	Three components are identified with a clear, concise, and accurate description of each. 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 components are identified with an adequate description of each. 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 components are identified with an adequate description of each. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more components are identified, but are not adequately described. Frequent grammatical and syntactic errors are noted.
Components		• During the **pre-observation conference,** the coach obtains information from the teacher concerning student learning objective(s) or goals(s), the needs of the students, and particular elements (based on the California Standards for the Teaching Profession) to be the focus of the lesson, and student work samples to be collected. • During the **classroom observation**, the coach notes specific teacher and student behaviors. The coach describes the interaction between the teacher and the students as per the collaboratively selected CSTP element(s). • During the **post-observation conference**, teacher identifies with the collaboration of the coach, strengths and weakness as per the CSTP element(s) selected for the focus of the classroom observation and collaborates on a plan that outlines the next steps in terms of suggestions for improvement and available resources for professional development.

EQ3: Identify effective instructional skills associated with Direct Instruction, Cooperative Learning and the Inquiry Method.

4	EXEMPLARY	Instructional skills associated with each of the three models are identified. 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	Instructional skills associated with two of the three models are identified. 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	Instructional skills associated with two of the three models are identified. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	Instructional skills associated with one or more models are identified. Frequent grammatical and syntactic errors are noted.
DIRECT INSTRUCTION (based on work of Hollingsworth & Ibarra)	**CSTP Standard** **Domain One** 1. Direct Instruction • Teach to an objective • Activate prior knowledge • Teach the concept/skill (importance of concept and application of the skill) • Guided practice • Independent practice • Closure 2. Teaching Skills, Techniques and Strategies that should take place throughout lesson: • Check for understanding • Explain, model, demonstrate • Differentiate strategies
COOPERATIVE LEARNING (Based on work of Slavin; Johnson and Johnson)	1. Cooperative learning • Explain academic and social objective(s) • Teach group and team skills • Provide role clarification • Check for positive interdependence • Check for individual accountability • Closure
INQUIRY METHOD (Based on work of Marshall)	3. Inquiry-Based Learning • Create questions of their (students) own • Obtain supporting evidence to answer the question(s) • Explain the evidence collected

EQ4: Identify and describe the features of a well-managed classroom.

4	EXEMPLARY	Three classroom features are identified with a clear, concise, and accurate description of each. An explanation is provided regarding 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 classroom features are identified with an adequate description of each. 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 classroom features are identified with an adequate description of each. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more classroom features are identified, but are not adequately described. Frequent grammatical and syntactic errors are noted.
FEATURES (Based on work of Marzano)	**CSTP Standard** **Domain Two** 1. Classroom Management • Appropriate conduct (rules in view, students know rules, teacher's actions are consistent and appropriate behavior is recognized) • Efficient use of time (students on task) • Consistency/routine (students understand and know what to do in familiar situations) • Physical Environment (furniture and other are arranged in a manner that is conducive to learning)	

EQ5: Identify and describe methods of assessing student learning.

4	EXEMPLARY	Three methods to assessment of student learning are identified with a clear, concise, and accurate description of each. An explanation is provided regarding 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 methods to assessment of student learning are identified with an adequate description of each. An explanation is provided of how this information is 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 methods to assessment of student learning are identified with an adequate description of each. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more methods to assessment of student learning are identified but are not adequately described. Frequent grammatical and syntactic errors are noted.
METHODS (Based on work of Marzano)	**CSTP Standard** **Domain Five** 1. Standardized (true/false and multiple choice) 2. Performance-based (Authentic)(Rubric Scored) 　o Open-ended oral/written 　o Presentation 　o Demonstration 　o Portfolio 　o Performance 　o Self-reflection & self-assessment 　o Publisher, district, teacher-prepared 3. Questioning & discussion techniques & feedback	

EQ6: Identify elements associated with Professional Learning Communities (a.k.a., Communities of Practice)

4	EXEMPLARY	Three elements are identified with an example of each. 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	Two elements are identified with an example of each. 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 elements are identified and with an example of each. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One element is identified. No examples provided. Frequent grammatical and syntactic errors are noted.
	ELEMENTS	1) **Area of Education Need**, e.g., declining English language arts achievement among English Learners 2) **Problem of Practice**, e.g., lack of classroom interventions for English learners 3**) Strategy for Addressing the Problem of Practice**, e.g., intensive small-group instruction following the principles of explicit direct instruction in the core areas of reading.

EQ7: Describe five practices associated with Professional Learning Communities (a.k.a., Communities of Practice) meetings

4	EXEMPLARY	Three elements are identified with an example of each. 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	Two elements are identified with an example of each. 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 elements are identified and with an example of each. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One element is identified. No examples provided. Frequent grammatical and syntactic errors are noted.
	DURING MEETING	1. Share meeting **norms (examples: start meetings on time, stick to the agenda, and end on time) or interactions (listen attentively to colleagues and make sure feedback is respectful and constructive)** with your PLC group to determine which are acceptable, which should be modified and which should be deleted before arriving at a consensus regarding acceptance of meeting norms. 2. Present **aggregated data (example: test scores across subgroups of students** and guide colleagues in identifying an **Area of Educational Focus (e.g., equity gap in mathematics experienced by Economically Disadvantaged students)** supported by the data. 3. Guide PLC colleagues to consensus regarding the identification of a **Problem of Practice (example: cooperative learning is rarely used by teachers although research shows that it is effective in teaching mathematics)** based on the **Area of Educational Focus (example: low mathematics achievement among Economically Disadvantaged students).** 4. Guide PLC colleagues to consensus regarding the identification of a **strategy (example: implementation of mathematics lessons that incorporate cooperative learning activities) (must be evidence-based)** to address the problem of practice and explain its relevance and feasibility and impact on improving achievement among Economically Disadvantaged students. 5. Demonstrate the ability to bring closure to meeting and review the **next steps**. Next steps should include a **work product(s) (example: develop mathematics lessons that involve cooperative learning activities)** to be developed at the next meeting.