

EDAD 5802 ESSENTIAL QUESTIONS - GRADING RUBRICS

EQ 1: Identify and describe employment program practices that effectively identify qualified candidates and protect the district from claims of discrimination.		
4	EXEMPLARY	Three practices are identified. A clear, concise, and accurate description of each practice 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 practices are identified. An adequate description of each practice 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	Two practices are identified. An adequate description of each practice is provided. Occasional grammar and syntactic errors are noted.
1	BELOW STANDARDS	One or more practices are identified, but not adequately described. Several grammatical and syntactic errors are noted.
	PRACTICES	<ul style="list-style-type: none"> • Standardization of forms and processes for application screening, interviewing and reference checking • Confidentiality • Recruitment • Application screening • Interviewing • Reference checking • Administrative recommendation & board approval • Job descriptions (physical limitations) • Consideration of skills, talents, educational preparation, professional experience • Non-consideration of race, ethnicity, age, gender, appearance, disabilities that will not interfere with execution of job responsibilities and duties

EQ 2: Identify and describe the elements of an effective induction program for new teachers.		
4	EXEMPLARY	Three elements 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 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	Two elements are identified. An adequate description of each element is provided. Occasional grammar and syntactic errors are noted.
1	BELOW STANDARDS	One or more elements are identified, but not adequately described. Several grammatical and syntactic errors are noted.
	ELEMENTS	<ul style="list-style-type: none"> • BTSA • Instructional Coaching • Professional Learning Communities • Instructional Rounds • Classroom Evaluation • Legally Required Employee Orientations • Enculturation

EQ 3: Describe an effective and fair process for investigating, documenting and correcting incidents of staff misconduct.		
4	EXEMPLARY	Three practices of an effective and fair process for investigating, documenting and correcting incidents of staff misconduct are clearly, concisely and accurately described. 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 practices of an effective and fair process for investigating, documenting and correcting incidents of staff misconduct are adequately described. 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 practices of an effective and fair process for investigating, documenting and correcting incidents of staff misconduct are adequately described. Occasional grammar and syntactic errors are noted.
1	BELOW STANDARDS	One or more practices of an effective and fair process for investigating, documenting and correcting incidents of staff misconduct are not adequately described. Several grammatical and syntactic errors are noted.
	PRACTICES	<ul style="list-style-type: none"> • F.R.I.S.K. • Prompt reporting to HR • Prompt investigation • Familiarity with Equal Employment Opportunity Commission’s guidelines • Documentation • Interviewing witnesses • Interim remedial measures • Avoidance of retaliation • Maintaining confidentiality • Avoidance of prejudgment • Consistency throughout process

EQ 4: In implementing a new program, describe how you would measure the effectiveness of the program, align the program to site and district goals and initiatives, design professional learning for the program and determine if the program is cost effective.		
4	EXEMPLARY	A clear, concise and accurate description is provided for each of the following: (1) how to measure the effectiveness of a new program, (2) how to align the program to site and district goals and initiatives, (3) how to design professional learning for the program and (4) how to determine if the program is cost effective. 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 adequate description is provided for each of the following: (1) to how to measure the effectiveness of a new program, (2) how to align the program to site and district goals and initiatives, (3) how design professional learning for the program and (4) how to determine if the program is cost effective. 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 adequate description is provided for three of the following: (1) how to measure the effectiveness of a new program, (2) how to align the program to site and district goals and initiatives, (3) how to design professional learning for the program and (4) how to determine if the program is cost effective. Occasional grammar and syntactic errors are noted.
1	BELOW STANDARDS	A description is provided for one or more of the following, but not adequately: (1) how to measure the effectiveness of a new program, (2) how to align the program to site and

		district goals and initiatives, (3) how to design professional learning for the program and (4) how to determine if the program is cost effective. Several grammatical and syntactic errors are noted.
Measures of Effectiveness		
Alignment		
Professional Development		
Cost Effectiveness		

EQ 5: Identify and describe a process (steps) for developing and implementing a site budget.

4	EXEMPLARY	Five steps are identified. A clear, concise and accurate description of each step is provided. Examples are provided to illustrate the process (i.e., carry-over, spending restrictions, cost-of-living adjustments, district/school goals and priorities). 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	Five steps are identified. An adequate description of each step is provided. Examples Are provided to illustrate the process (i.e., carry-over, spending restrictions, cost-of -living adjustments, district/ school goals and priorities). 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 steps are identified. An adequate description of each step is provided. Occasional grammar and syntactic errors are used.
1	BELOW STANDARDS	One or more steps are identified, but are not adequately described. Several grammatical and syntactic errors are noted.
	KEY STEPS	<ul style="list-style-type: none"> • Historical data (prior year revenue/expenditures) • State budget projection • Student enrollment projection • Needs assessment • Broad school-community participation • Advisory groups (Leadership Team, School Site Council, PTA) • Single Plan for Student Achievement • District goals and priorities • Prioritize site needs based on student achievement

EQ 6: Differentiate base funding from targeted funding under the Local Control Funding Formula and provide examples of how you could utilize each in a site budget.

4	EXEMPLARY	The concepts of base funding and targeted funding under the Local Control Funding Formula are clearly, concisely, and accurately differentiated. Three examples of how supplemental and concentration grants are utilized in a site budget. 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 is provided. Appropriate grammar and syntax are used.
3	ABOVE STANDARDS	The concepts of base funding and targeted funding under the Local Control Funding Formula are adequately differentiated. Three examples are provided of how supplemental and concentration grants are utilized in a site budget. 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	The concepts of base funding and targeted funding under the Local Control Funding Formula are adequately differentiated. Two examples are provided of how supplemental and concentration grants are utilized in a site budget. Occasional grammar and syntactic errors are noted.
1	BELOW STANDARDS	The concepts of base funding and targeted funding under the Local Control Funding Formula are not adequately differentiated. One or more examples are provided of how supplemental and concentration grants are utilized in a site budget. Several grammar and syntactic errors are noted.
	CONCEPTS	<ul style="list-style-type: none"> • Base Grant - Targeted Funds • Supplemental Grant • Concentration Grant
		<p>Economically Disadvantaged children, English Learners, & Foster Youth expenditures:</p> <ul style="list-style-type: none"> • Supplemental instructional materials & programs • Professional development • Specialists • Parent education • After school programs

EDAD 5804 ESSENTIAL QUESTIONS GRADING RUBRIC

EQ 1: First, identify the membership of a legally constituted Individual Education Plan (IEP) Team. Second, briefly describe the responsibilities of the IEP Team in providing a free and appropriate public education for students with exceptional needs.		
4	EXEMPLARY	All (mandated) members are identified and three responsibilities are identified. A clear, concise, and accurate description of each responsibility 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	All (mandated) members are identified and three responsibilities are identified. An adequate description of each responsibility is adequately 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	All (mandated) members are identified and two responsibilities are identified. A description of each responsibility is adequately provided. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	Some key (mandated) members and one or more responsibilities are identified, but are not adequately described. Several grammatical and syntactic errors are noted.
	MEMBERS	<ul style="list-style-type: none"> • General education teacher • Parent • Special education teacher • District representative
	RESPONSIBILITIES	<ul style="list-style-type: none"> • Develop program of modifications and/or special services • Notify (orally and in writing) parents of procedural due process rights • Consider all relevant student assessment data • Develop goals and objectives, including benchmark assessments • Determine appropriate modifications and/or special services • Review program annually • Evaluate program every three years

EQ 2: Briefly discuss the *manifestation determination* process in terms of a student’s physical removal from school.

4	EXEMPLARY	The manifestation determination process is clearly, concisely, accurately defined and three provisions of the law are delineated. 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	The manifestation determination process is adequately defined and three provisions of the law are delineated. 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	The manifestation determination process is adequately defined and two provisions of the law are delineated. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	The manifestation determination process and provisions are unclear and vague. Several grammatical and syntactic errors are noted.
	PROVISIONS	<ul style="list-style-type: none"> • A “change of placement” occurs after 10 cumulative days of suspension during the school year or expulsion • Behavioral assessment and intervention services may be required • Manifestation determination criteria: (1) student’s misbehavior is the result of his/her disability and (2) district’s failure to implement student’s IEP • Stay-put safeguards • Continuation of instructional services during the period of removal • Protection for students not yet determined eligible for special education services

EQ 3: Identify and describe the elements of due process related to the suspension of general education students.

4	EXEMPLARY	Three elements 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 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	Two elements are identified. An adequate description is of each practice is provided. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more elements are identified, but are not accurately described. Several grammatical and syntactic errors are noted.
	ELEMENTS	<ul style="list-style-type: none"> • Written and/or oral notice of charges to student • Evidence is discussed with the student • Student is afforded the opportunity to present an explanation of the incident

EQ 4: Define the Family Educational Rights and Privacy Act (FERPA) of 1974 and describe the confidentiality protection afforded students.

4	EXEMPLARY	Act is accurately defined and three protections are identified. A clear, concise, and accurate description of each protection 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	Act is adequately defined and three protections are identified. An adequate description of each protection 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	Act is adequately defined and two protections are identified. An adequate description of each protection is provided. Occasional grammatical and syntactic are noted.
1	BELOW STANDARDS	Act is not adequately described and protections are not identified. Several grammatical and syntactic errors are noted.
	PROTECTIONS	<ul style="list-style-type: none"> • Confidentiality of student educational records • Parent rights regarding access to educational records • Staff access to mandated, permanent student records • Directory information • Release of records to authorized persons (non-parent) • Posting of grades

EQ 5: Identify & describe three sources of legal expertise from which a new administrator can draw.

4	EXEMPLARY	Three sources are identified. A clear, concise, and accurate description of each source 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 sources are identified. An adequate description of each source 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	Two sources are identified. An adequate description is of each source is provided. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more sources are identified, but not accurately described. Several grammatical and syntactic errors are noted.
	SOURCES	<ul style="list-style-type: none"> • California Laws Related to Minors • California Education Code • Title V Regulations • District Policy/Administrative Regulations • District-level Administrator • County Offices of Education • California Department of Education

EQ 6: School officials have the legal authority to regulate the expression of students' speech on campus. Provide relevant examples that clearly illustrate when and how this authority can be exercised.		
4	EXEMPLARY	Three examples that illustrate when and how the legal authority of school officials can be exercised are provided. A clear, concise, and accurate description of each example 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 examples that illustrate when and how the legal authority of school officials can be exercised are provided. An adequate description of each example 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	Two examples that illustrate when and how the legal authority of school officials can be exercised are provided. An adequate description of each source is provided. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more examples that illustrate when and how the legal authority of school officials can be exercised are provided, but not accurately described. Several grammatical and syntactic errors are noted.
	EXAMPLES	<ul style="list-style-type: none"> • Obscene and/or vulgar language • Violating adopted district policy and/or administrative regulations • Inciting unlawful criminal acts • Libelous and/or slanderous expression • Substantial disruption of classroom instruction and/or other school activities • Proselytizing religious beliefs

EDAD 5805 ESSENTIAL QUESTIONS-GRADING RUBRIC

EQ 1: Share strategies for creating a positive, safe, and supportive learning environment for all student groups by promoting equity and respect among all members of the school community.		
4	EXEMPLARY	Three strategies are identified. A clear, concise, and accurate description of each strategy is provided. 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 strategies are identified. Each strategy is adequately described. An explanation is provided regarding 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 strategies are identified. Each is adequately described. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more strategies are identified, but are not accurately described. Frequent grammatical and syntactic errors are noted.
	STRATEGIES	<ul style="list-style-type: none"> • Restorative Justice • Character Education • Parent Education and Involvement • Multicultural Education • AVID • GEAR • Student Clubs • Academic Counseling

EQ 2: Describe three public relations strategies, which can be implemented effectively at the site-level.		
4	EXEMPLARY	Three strategies are identified. A clear, concise, and accurate description of each is provided. An explanation is provided regarding 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.
3	ABOVE STANDARDS	Three strategies are identified. Each strategy is adequately described. An explanation is provided regarding 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 strategies are identified. Each strategy is adequately described. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more key strategies are identified, but are not accurately described. Frequent grammatical and syntactic errors are noted.
	STRATEGIES	<ul style="list-style-type: none"> • Family math/science nights • Newsletter • High test scores • Babysitting for events • Back-to-School Night/Open House • Parent-teacher conferences • Homework hotline • Communication between teachers and parents • Awards programs • Website

EQ 3: Share effective communication techniques that can improve school culture.		
4	EXEMPLARY	Three techniques are identified. A clear, concise, and accurate description of each is provided. An explanation is provided regarding 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.
3	ABOVE STANDARDS	Three techniques are identified. Each is adequately described. An explanation is provided regarding 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 techniques are identified. Each is adequately described. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more key techniques are identified, but are not accurately described. Frequent grammatical and syntactic errors are noted.
	TECHNIQUES	<ul style="list-style-type: none"> • Common vision and mission • Shared decision-making (curriculum, instruction and assessment) • Regular grade level, team, and/or department meetings • Team work and collaboration • Agendas and minutes of meetings posted on email • Open door policy

EQ 4: Identify school-based strategies, activities or programs that are designed to improve the academic achievement of a significant subgroup of students (e.g., English learners, Special Education, Economically Disadvantaged).

4	EXEMPLARY	Three strategies, activities or programs are identified. A clear, concise, and accurate description of each is provided. An explanation of each is provided regarding 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.
3	ABOVE STANDARDS	Three strategies, activities or programs are identified. An adequate description of each is provided. An explanation of each is provided regarding 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 strategies, activities, or programs are identified. An adequate description of each is provided. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more key strategies, activities, or programs are identified, but are not accurately described. Frequent grammatical and syntactic errors are noted.
	STRATEGIES	<ul style="list-style-type: none"> • Sheltered Instruction – Observation Protocol (SIOP) • Dual Immersion • Direct Instruction • Cooperative Learning • Response to Intervention • Student Support Team

EQ 5: Describe strategies to increase parent participation at school.

4	EXEMPLARY	Three strategies are identified. A clear, concise, and accurate description of each is provided. An explanation is provided regarding 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.
3	ABOVE STANDARDS	Three strategies are identified. An adequate description of each is provided. An explanation is provided regarding 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 strategies are identified. An adequate description of each is provided. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more key strategies are identified, but are not accurately described. Frequent grammatical and syntactic errors are noted.
	STRATEGIES	<ul style="list-style-type: none"> • Parenting classes • Family math/science nights • Parent advisory committees (SSC, ELAC, textbook adoption, school safety) • Transportation to school events • Volunteering • Recognition events

EQ 6: Describe school partnerships with businesses and public agencies and how these relationships can benefit students.

4	EXEMPLARY	Three partnerships are identified. A clear, concise, and accurate description of each is provided. An explanation is provided regarding 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.
3	ABOVE STANDARDS	Three partnerships are identified. An adequate description of each is provided. An explanation is provided regarding 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 partnerships are identified. An adequate description of each is provided. Occasional grammatical and syntactic errors are noted.
1	BELOW STANDARDS	One or more key partnerships are identified, but are not accurately described. Frequent grammatical and syntactic errors are noted.
PARTNERSHIPS		<ul style="list-style-type: none"> • Business • For-profit community organizations • Non-profit community organizations (Salvation Army, police department, fire department) • Community health service organizations (Center for Human Services) • Senior citizens • County Offices of Education