



**CALIFORNIA DEPARTMENT OF CORRECTIONS AND REHABILITATION
OFFICE OF WORKFORCE PLANNING
QUALIFICATIONS ASSESSMENT FOR:**

**TEACHER, HIGH SCHOOL - ENGLISH/LANGUAGE ARTS,
CORRECTIONAL FACILITY (CF)**

GENERAL INSTRUCTIONS

Read instructions carefully

This examination will provide you with an opportunity to demonstrate significant aspects of your qualifications for Teacher, High School - English/Language Arts, Correctional Facility (CF) with the California Department of Corrections and Rehabilitation (CDCR). The information you provide will be rated based on objective criteria created by Subject Matter Experts. The rating will be used to determine your final score in this examination. If successful, your name will be merged onto an eligible list. The list will be used by CDCR facilities statewide to fill existing positions. A "Conditions of Employment" form is included in this examination which will allow you to select the location and time base you are interested in working. It is required that you personally complete this examination accurately and without assistance.

This process is the entire examination for this classification. Therefore, please be sure to follow the instructions carefully as missing or incomplete information may result in disqualification or a low score.

1. Additional instructions are provided on the following pages.
2. This examination enables you to apply for the Teacher, High School - English/Language Arts, CF classification. If successful, your name will be placed on an eligible list.
3. The examination is intended to provide candidates the opportunity to demonstrate their knowledge and experience in a variety of areas. It is not expected that you will have experience in all areas.

The following areas comprise the complete examination for Teacher, High School - English/Language Arts, CF. You must ensure you have addressed each of the following areas:

- Candidate Information (page 2)
- Montoya Act/Felony Conviction Disclosure (page 2)
- Prior State Employment Information (page 2)
- Conditions of Employment (page 3)
- Address or Availability for Employment Changes (page 4)
- Minimum Qualifications (page 4)
- Specific Classification Interest and Required Credential Information (page 5)
- Employment History (page 6)
- Job Requirements (page 7)
- Work Experience (page 8)
- Knowledge, Skill, and Ability (KSA) Assessment (page 9)
- Specific Work Experience (pages 10 and 11)
- Preparation for Hiring Interview (page 11)
- Recruitment Questionnaire (page 11)
- Qualifications Assessment Return and Mailing Procedures (page 12)
- Affirmation Statement (page 12)

YOUR COMPLETED QUALIFICATIONS ASSESSMENT MUST INCLUDE YOUR ORIGINAL SIGNATURE.

CANDIDATE INFORMATION

Name: _____

Social Security Number: _____

Address: _____

Home Phone Number: _____

Work Phone Number: _____

E-mail Address: _____

MONTOYA ACT/FELONY CONVICTION DISCLOSURE

Pursuant to the Montoya School Safety Act of 1997, all persons offered employment with the California Department of Corrections and Rehabilitation, Division of Juvenile Justice, Education Services Branch shall undergo a thorough background investigation prior to appointment. Pursuant to Education Code Section 45122 and Penal Code Sections 677 and 1192, **“No person who has been convicted of a violent or serious felony shall be employed by a school district.”**

To review the Education Code Section 45122, you can go to the following website:

<http://caselaw.lp.findlaw.com/cacodes/edc/45100-45139.html>

To review the Penal Code Section 667.5, subsection (c) for a listing of violent felony offenses, you can go to the following website:

<http://caselaw.lp.findlaw.com/cacodes/pen/654-678.html>

To review the Penal Code Section 1192.7, subsection (c) for a listing of serious felony offenses, you can go to the following website:

<http://caselaw.lp.findlaw.com/cacodes/pen/1191-1210.5.html>

Have you ever been convicted of a violent or serious felony?

<input type="checkbox"/>	YES
<input type="checkbox"/>	NO

PRIOR STATE EMPLOYMENT INFORMATION

Complete this next section **ONLY** if you have been previously dismissed from California State Civil Service employment by punitive action or as a result of disciplinary proceedings. **IF THIS DOES NOT APPLY TO YOU**, please mark the “Not Applicable” box below and continue to the next section.

State Personnel Board, Rule 211 provides that a dismissed State employee may only participate in State Civil Service examinations if he/she has obtained prior consent from the State Personnel Board.

Do you have written permission from the State Personnel Board Executive Officer to take this examination?

<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> NOT APPLICABLE
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CONDITIONS OF EMPLOYMENT FORM FOR CDCR YOUTH FACILITY LISTING ONLY

EXAMINATION TITLE:	EXAMINATION CODE:
NAME (PLEASE PRINT - FIRST, MI, LAST):	IDENTIFICATION NUMBER (COPY FROM IDENTIFICATION LETTER):

PLEASE MARK THE APPROPRIATE BOX(ES) OF YOUR CHOICE - YOU WILL NOT BE OFFERED A JOB IN LOCATIONS NOT MARKED. If you are successful in this examination, your name will be placed on an active employment list and referred to fill vacancies according to the conditions you specify on this form. If you are not planning to relocate or are not willing to travel to a distant job location, do not select locations that are a long way from your residence.

TYPE OF APPOINTMENT YOU WILL ACCEPT

Please mark the appropriate box(es) - you may check "(A) Any" if you are willing to accept any type of employment.

- (D) Permanent Full-Time (R) Permanent Part-Time (K) Limited-Term Full-Time (A) Any

If all are marked and you receive an appointment other than permanent full-time, your name will continue to be considered for permanent full-time positions.

- (5) ANYWHERE IN THE STATE - If this box is marked, no further selection is necessary.

- 7231 NORTHERN REGION – If this box is marked, no further selection is necessary.

- 3908 O.H. Close YCF
Stockton, San Joaquin County

- 3917 N.A. Chaderjian YCF
Stockton, San Joaquin County

- 0311 Pine Grove Youth Conservation Camp
Pine Grove, Amador County

CENTRAL REGION

No Facilities

SOUTHERN REGION

- 5610 Ventura YCF
Camarillo, Ventura County

NOTE: Youth Correctional Facility has been abbreviated to "YCF." Youth Correctional Center has been abbreviated to "YCC."

ADDRESS OR AVAILABILITY FOR EMPLOYMENT CHANGES

Please notify the California Department of Corrections and Rehabilitation (CDCR) promptly of any address changes or availability for employment changes at the following address:

California Department of Corrections and Rehabilitation
Human Resources
Office of Workforce Planning
P.O. Box 942883
Attn: Certification Unit

MINIMUM QUALIFICATIONS

All applicants must possess a valid California Teaching Credential issued by the California Commission on Teacher Credentialing. Applicants who do not possess the required credential or one of equivalent authorization may take the examinations but must have on file with the California Commission on Teacher Credentialing an application for an appropriate credential. At the time of application for the examination, applicants must present written verification that the appropriate listed credential or its equivalent is being processed or will be authorized.

No appointments will be made to permanent positions with an Emergency Credential. After issuance, the credential is the responsibility of the holder and must be maintained by completion of any Commission on Teacher Credentialing requirements.

TEACHER, HIGH SCHOOL - ENGLISH/LANGUAGE ARTS, CF

Possession of:

1. A Single Subject Credential in English/Language Arts. **or**
2. A Standard Secondary Credential with a major or minor in English/Language Arts. **or**
3. A General Secondary Credential with a major/minor in English/Language Arts.

SPECIFIC CLASSIFICATION INTEREST AND REQUIRED CREDENTIAL INFORMATION

Please indicate if you possess or have applied for the required credentials for Teacher, High School - English/Language Arts, CF. You must also indicate the credentials number and expiration date or the application number and date you applied for the credential.

Requirements:

I possess the required Preliminary/Clear Credential from the California Commission on Teacher Credentialing.

Credential Number: _____ Expiration Date: _____

I have applied for the required Preliminary/Clear Credential with the California Commission on Teacher Credentialing.

Application Number: _____ Date Applied: _____

Please mark the appropriate credential(s) you possess:

- A Single Subject Credential in English/Language Arts.
- A Standard Secondary Credential with a major or minor in English/Language Arts.
- A General Secondary Credential with a major/minor in English/Language Arts.

EMPLOYMENT HISTORY

Please supply information regarding your employment history beginning with your most recent job. List each job separately ensuring to include accurate information for the "from/to" dates and hours worked per week.

Job Title/Classification (Include Range or Level): _____
Company/State Agency Name: _____
Address: _____
From (m/d/y): _____ To (m/d/y): _____ Supervisor: _____
Hours per week: _____ Total worked (y/m): _____ Salary earned: _____
Duties performed: _____

Reason for leaving: _____

Job Title/Classification (Include Range or Level): _____
Company/State Agency Name: _____
Address: _____
From (m/d/y): _____ To (m/d/y): _____ Supervisor: _____
Hours per week: _____ Total worked (y/m): _____ Salary earned: _____
Duties performed: _____

Reason for leaving: _____

Job Title/Classification (Include Range or Level): _____
Company/State Agency Name: _____
Address: _____
From (m/d/y): _____ To (m/d/y): _____ Supervisor: _____
Hours per week: _____ Total worked (y/m): _____ Salary earned: _____
Duties performed: _____

Reason for leaving: _____

JOB REQUIREMENTS

The following are job requirements. Please respond to each question by marking the appropriate box. If you are unwilling or unable to comply with any of the following job requirements, it will be grounds for elimination from the examination process.

1. Willingness to abide by and adhere to safety policies and provisions (e.g., wear personal alarm, carry whistle, wear protective clothing & apparatus, etc.) applicable to specific work assignments.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. Willingness to comply with annual tuberculosis screening requirements.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. Willingness to comply with departmental training requirements.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. Willingness to report dangerous situations/contraband to supervisors and/or custody staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. Willingness to independently supervise youthful offenders/parolees.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. Willingness to work in a State correctional facility.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Willingness to work with youthful offenders/parolees, including some who may be mentally ill, developmentally disabled, potentially dangerous, infected with contagious diseases such as Hepatitis C, HIV/AIDS, or tuberculosis, and/or sex offenders.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Willingness to work around peace officers armed with chemical agents and/or weapons.	<input type="checkbox"/> Yes <input type="checkbox"/> No
9. Willingness to report unethical and/or illegal behavior on the part of departmental staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No
10. Willingness to treat youthful offenders/parolees in a professional, ethical, and tactful manner.	<input type="checkbox"/> Yes <input type="checkbox"/> No
11. Willingness to participate in team meetings, committees, special projects, etc. as required and/or assigned by your supervisor/manager.	<input type="checkbox"/> Yes <input type="checkbox"/> No
12. Willingness to have and maintain sufficient strength, agility, and endurance to perform during stressful situations encountered on the job.	<input type="checkbox"/> Yes <input type="checkbox"/> No
13. Willingness to carry equipment and materials weighing a minimum of 25 pounds.	<input type="checkbox"/> Yes <input type="checkbox"/> No
14. Willingness to work overtime and on-call hours as required.	<input type="checkbox"/> Yes <input type="checkbox"/> No
15. Willingness to participate in continuing education specific to your work assignment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
16. Willingness to maintain your professional license in good standing (i.e., teaching credential).	<input type="checkbox"/> Yes <input type="checkbox"/> No

WORK EXPERIENCE

Under "Work Experience," for items #1 - #20, please indicate

Frequency:

- A. If you have performed this task within the last 24 months
- B. How often you perform this task
(Please select one box from "Daily," "Weekly,"
"Monthly/Quarterly," or "Never" columns.)

AND

Length of Experience:

- A. Select the appropriate box that best describes your months (length) of work experience for each of the following tasks. Only count actual months worked. If counting substitute teaching experience, please convert working days to full-time month's equivalent.
(Please select one box from the "Length of Experience" columns.)

NOTE: There should be three (3) checkmarks for each question.

	Frequency				Length of Experience			
	Performed task within last 24 months	Daily	Weekly	Monthly/Quarterly	Never	60+ months	24 to 59 months	1 to 23 months
1. Engaging students in activities (e.g., direct instruction, distance learning, independent study, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Preparing course of study, units of instruction, and daily lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Managing student records/timekeeping documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Supervising the conduct of students while in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Assigning and supervising coursework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Conducting assessments and testing for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Evaluating student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Monitoring classroom supplies, materials, and equipments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Advising students as to their progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Preparing reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Obtaining students' educational documentation (e.g., high school transcripts, Individual Educational Plan, GED certificates, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Modifying individual student's basic course of study to address individual needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Instructing students in the use of educational materials, resources, and technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Providing educational services in an alternative setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Participating as a member of multi-disciplinary team meetings (i.e., Individual Education Plan-IEP).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Participating in training workshops, conferences, faculty meetings, and seminars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Participating in education program evaluations as part of a team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Obtaining price estimates for ordering supplies, equipment, and materials essential to the classroom/curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Participating in additional educational programs (e.g., graduation ceremonies, committees, literacy programs, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Developing and/or facilitating workshops, conferences, staff development, faculty meetings, or seminars.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

KNOWLEDGE/SKILL/ABILITY (KSA) ASSESSMENT

For items #1 - #18, please rate your Knowledge, Skill, or Ability (KSA) by indicating the box that best describes your level of the KSA for each of the following areas:

Definition of Levels:

Extensive Knowledge: I possess an expert knowledge level to the extent that I have effectively performed tasks related to this knowledge and have applied it to an actual job.

Moderate Knowledge: I possess a sufficient knowledge level that has allowed me to perform tasks related to this knowledge successfully and I have applied it to an actual job.

Limited Knowledge, Skill, or Ability: I have limited education or training relevant to this KSA, but have not applied it to an actual job.

No Knowledge, Skill, or Ability: I have no experience, education, or training relevant to this KSA.

	K S A L e v e l			
	<u>Extensive Knowledge, Skill, or Ability</u>	<u>Moderate Knowledge, Skill, or Ability</u>	<u>Limited Knowledge Skill, or Ability</u>	<u>No Knowledge Skill, or Ability</u>
1. Applying the principles and methods of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Applying the principles of educational psychology as applied to teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Utilizing current trends in educational methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Applying remedial teaching techniques and adapting instruction for student's deficiencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Managing emotional problems of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Providing effective leadership and motivation to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teaching students to develop academic goals and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Working effectively with other subject matter experts to teach techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Successfully gaining the interest, respect, and cooperation of students with specific teaching methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Effectively developing socially acceptable attitudes in students by modeling acceptance for cultural, racial, and individual differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Communicating effectively and respectfully to promote a positive work environment among staff, students, administration, and the public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Analyzing situations accurately and taking effective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Having and maintaining sufficient strength, agility, and endurance to perform teaching duties and other duties, as required.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Actively participating in group-oriented treatment programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Consistently maintaining an empathetic and objective understanding of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Effectively demonstrating teaching ability to maximize use of expertise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Continuously possessing emotional stability necessary to establish and maintain a standard for student behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Continuously demonstrating tact, patience, open-mindedness, and high moral standards valuing students' diverse backgrounds, interests, developmental and educational needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPECIFIC WORK EXPERIENCE

Under "Specific Work Experience," for items #1 - #13, please indicate

Frequency:

- A. If you have performed this task within the last 24 months
- B. How often you perform this task
(Please select one box from "Daily," "Weekly," "Monthly/Quarterly," or "Never" columns.)

AND

Length of Experience:

- A. Select the appropriate box that best describes your months (length) of work experience for each of the following tasks. Only count actual months worked. If counting substitute teaching experience, please convert working days to full-time month's equivalent.
(Please select one box from the "Length of Experience" column.)

NOTE: There should be three (3) checkmarks for each question.

	Frequency				Length of Experience			
	Performed task within last 24 months	Daily	Weekly	Monthly/Quarterly	Never	60+ months	24 to 59 months	1 to 23 months
1. Demonstrating an understanding of Reading as contained in the English/Language Arts Content Standards for California Public Schools (1997) from an advanced standpoint.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Instructing students in word analysis, fluency, and systematic vocabulary development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assisting students in developing reading comprehension through targeting informational materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assisting students in responding to and analyzing literature.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrating an understanding of Writing as contained in the English/Language Arts Content Standards for California Public Schools (1997) from an advanced standpoint.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Instructing students in writing strategies including organization and focus, research and technology, evaluation and revision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Instructing students in writing applications of various genres and their characteristics including the rhetorical strategies of narration, exposition, persuasion, and description.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Assisting students in demonstrating a command of standard American English, as well as, research, organization, and drafting strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrating an understanding of Written and Oral English Language Conventions as contained in the English/Language Arts Content Standards for California Public Schools (1997) from an advanced standpoint.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Assisting students in demonstrating writing and speaking with a command of Standard English convention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Demonstrating an understanding of Listening and Speaking as contained in the English/Language Arts Content Standards for California Public Schools (1997) from an advanced standpoint.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Assisting students in formulating adroit judgments about oral communication.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assisting students in demonstrating focused and coherent presentations that convey clear and distinct perspectives and solid reasoning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SPECIFIC WORK EXPERIENCE (CONTINUED)

Under "Specific Work Experience," for items #14 - #16, please indicate

Frequency: A. If you have performed this task within the last 24 months B. How often you perform this task <i>(Please select <u>one</u> box from "Daily," "Weekly," "Monthly/Quarterly," or "Never" columns.)</i> AND Length of Experience: A. Select the appropriate box that best describes your months (length) of work experience for each of the following tasks. Only count actual months worked. If counting substitute teaching experience, please convert working days to full-time month's equivalent. <i>(Please select <u>one</u> box from the "Length of Experience" column.)</i> NOTE: There should be <u>three</u> (3) checkmarks for each question.	Frequency				Length of Experience		
	Performed task within last 24 months	Daily	Weekly	Monthly/Quarterly	Never	60+ months	24 to 59 months
14. Training students to use gestures, tone, and vocabulary tailored to the audience and purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Training students to deliver polished formal and extemporaneous presentations utilizing rhetorical strategies of narration, exposition, persuasion, and description.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Assisting students in demonstrating a command of standard American English and organizational and delivery strategies when speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PREPARATION FOR HIRING INTERVIEW

If you are successful in this examination and called for a hiring interview, you will be asked to supply transcripts of your college course work, proof of degree(s) received, credential and/or any registration that may be applicable. In addition, you may be asked to supply supplemental documentation to verify your responses in this examination. It is strongly recommended that you assemble these documents in advance to expedite the process.

RECRUITMENT QUESTIONNAIRE

This question is not part of the examination but is for the hiring authority's information.

HOW DID YOU HEAR ABOUT THIS EXAMINATION?

Check the appropriate box below.

- Newspaper/Magazine Advertisement
- Internet
- California Department of Corrections and Rehabilitation employee
- Recruitment Mailing
- College/School
- Job Fair/Career Fair
- Other: _____

QUALIFICATIONS ASSESSMENT RETURN AND MAILING PROCEDURES

Do not attach any additional documents to this Qualifications Assessment or send any forms/documents in advance as additional documents will not be rated. This Qualifications Assessment will account for 100% of the weight of your examination for this classification.

By mail to:
Department of Corrections and Rehabilitation
Office of Workforce Planning
P.O. Box 942883
Sacramento, CA 94283-0001

or

In person at:
Department of Corrections and Rehabilitation
1515 S Street
Sacramento, CA 95811-7243
Attn: Office of Workforce Planning, 101N

NOTE:

- Candidates must submit a Qualifications Assessment in order to participate in the examination.
- Be sure your envelope has **adequate postage** if submitting via mail.
- Facsimiles (FAX) will **NOT** be accepted under any circumstances.
- Make and keep a photocopy of the completed Qualifications Assessment for your records.

AFFIRMATION STATEMENT

THIS AFFIRMATION MUST BE COMPLETED

I hereby certify that the information provided on this Qualifications Assessment Questionnaire is true and correct to the best of my knowledge and contains no willful misrepresentations or falsifications. I also understand that if it is later discovered that I have made any false representations, I may be removed from the examination and/or the eligible list resulting from this examination, have adverse action taken against me which could result in loss of State employment, and/or suffer loss of right to compete in any future State examinations.

Name (Printed): _____

Signature: _____ Date: _____

THIS COMPLETES THE EXAMINATION.