

GACE®

Teacher Leadership Assessment



Candidate Handbook

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The GACE Teacher Leadership Assessment

Overview

The GACE Teacher Leadership assessment was developed to assess the critical leadership roles that teachers play in contributing to student and school success. The assessment measures leadership roles in six areas, called tasks:

- Task 1 – Adult Learning and the Collaborative Culture
- Task 2 – Research for the Improvement of Practice
- Task 3 – Professional Learning
- Task 4 – Observation and Use of Assessment Data
- Task 5 – Collaboration with Families and the Community
- Task 6 – Collaborative Teams and Advocacy

Each task is developed to assess your skills and abilities in a specific area of teacher leadership.

You will complete each task by entering a written response and uploading required documentation, called artifacts, via an online submission system. A textbox is provided to enter responses. You are expected to write descriptively, analytically, and reflectively when completing each task. Features such as Character Count, Save Response, Link My Artifact(s) to My Response, and Remove Link are provided as tools to assist in the development of your responses. The tasks are scored according to task-specific rubrics, which are included in the materials supplied to candidates.

The GACE Teacher Leadership section of the ETS GACE website at www.gace.ets.org/teacher_leadership has information about the assessment, how to prepare, eligibility requirements, scoring information, administration of the assessment and more.

Eligibility and Registration

Eligibility

Currently certified and practicing Georgia educators are eligible to take the Teacher Leadership assessment. However, you must confirm your eligibility to test before you can register.

To confirm your eligibility, create or update your MyPSC account on the GaPSC website, then follow the instructions in the *GACE Registration Bulletin* about requesting eligibility. The GaPSC will provide your profile and eligibility information to ETS.

Registration

Registration and submission window dates are available in the Teacher Leadership section of the GACE website at www.gace.ets.org/teacher_leadership/register/dates.

Registration for the GACE Teacher Leadership assessment is a five-step process:

1. Create or update your MyPSC account on the GaPSC website.
2. The GaPSC sends your profile and eligibility information to ETS.
3. An ETS Customer Service Representative creates a testing account for you in the Teacher Leadership registration system (it is not the same registration system used for other GACE assessments) and notifies you via emails when it is complete. The emails will contain your login credentials for the Teacher Leadership registration system.
4. Access your testing account in the Teacher Leadership registration system and register for the assessment.
5. Once you have completed your registration, you are provided with access to the online submission system.

The Standards and Indicators

The GACE Teacher Leadership Assessment

The Teacher Leadership assessment provides a meaningful measure of a teacher leader candidate's readiness and ability to provide effective instructional leadership. This is a standards-based assessment reflecting the standards as described in the Georgia Teacher Leadership Program Standards.

Georgia Teacher Leadership Program Standards

The Georgia Teacher Leadership Program Standards are articulated across seven general areas of professional practice. Indicators are provided for each standard. These indicators further describe the particular benchmark or criterion of the professional practice.

Georgia Teacher Leadership Program Standards

Standard #1

Details

Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

Indicators

- Applies knowledge and strategies of adult learning theories across teacher leadership practices
- Models lifelong learning for students, colleagues, and community stakeholders by being reflective, by engaging in professional development, advocating for the profession, and staying current and knowledgeable of policy, trends, and practices in education
- Works with others to build viable professional learning communities designed to support the collaborative work of schools
- Identifies staff needs, works with administrators to implement strategies to address needs, and provides ongoing support
- Advances the professional skills of colleagues by demonstrating and applying expertise in observational skills utilizing predetermined clear criteria and providing effective, descriptive feedback
- Stays current with research regarding best practices and features of effective professional learning based on identified teacher and student needs
- Involves colleagues in development, implementation, and evaluation of a coherent professional learning plan based on school goals
- Teaches and models changes in teacher practices that are necessary for improvement in student learning
- Applies the knowledge and skills of effective mentoring and coaching to provide support for teacher learning and practice
- Utilizes multiple methods to assess the effectiveness of professional learning activities and uses evidence of student learning to make adjustments
- Designs, facilitates, and implements professional development aligned to state and national professional learning standards

Standard #2

Details

Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning, and focus on continuous improvement, creating a sense of belonging and building a collaborative work environment.

Indicators

- Works with others to create an environment where colleagues and students take learning risks, fear of initial failure is minimized, and mistakes are openly discussed
- Uses team building and effective conflict management, including consensus-building skills in a variety of contexts to build a culture of collaboration, equity, trust, and high expectations
- Works with others to create an environment that encourages needed change using a research-based change model
- Supports analysis of the school's culture and builds understanding of the impact of organizational culture in teaching and learning
- Engages colleagues in creating a culture supportive of a collaborative learning community that embraces a shared vision of mission and desired results
- Considers the ethical and legal implications of decisions made and actions executed individually and collectively
- Remains current on emerging trends and initiatives and, as a result, helps the school or school district refine, redefine, or sharpen its vision
- Facilitates the development of an interdependent culture of improvement and accountability grounded in the belief that collective responsibility and commitment to the team are fundamental to the school's success
- Clarifies issues to sharpen the focus on the elements of student and adult learning and school culture that are most important to the school's success
- Works with others to build a culture that personalizes the work and learning of colleagues and students

Standard #3

Details

Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.

Indicators

- Possesses an in-depth knowledge of his/her discipline, and is knowledgeable about the structure of the curriculum
- Understands how the program of studies from various disciplines and grade levels are related and sequenced in order to design and deliver meaningful and relevant professional learning and instructional strategies
- Uses a variety of processes to engage and focus teachers in collaborative planning to improve teaching and learning
- Uses appropriate, research-informed protocols to audit curriculum and analyze student work to assure high expectations for all students
- Demonstrates deep understanding of the curriculum and is able to use a variety of appropriate protocols and organizing frameworks to engage in discussions about what students should know, understand, and do in each instructional unit based on those standards
- Identifies and recommends content-specific resources that are important in the curriculum implementation process
- Leads others in prioritizing, mapping, and monitoring the implementation of the curriculum

Standard #4

Details

Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as mentors and coaches for other educators.

Indicators

- Models and articulates exemplary instructional practices and strategies based on current research
- Models the effective application of curriculum standards, instructional choices, student engagement, monitoring student learning
- Guides and assists teachers in designing and planning quality and meaningful student work and learning experiences
- Promotes and encourages teachers in developing higher-order questions, thoughtful discourse, and critical thinking in the classroom
- Guides teachers in the in-depth understanding of lesson planning and delivery of content in clear and meaningful ways
- Models and assists teachers in the integration of technology to support classroom instruction and student learning

Standard #5

Details

Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.

Indicators

- Guides teachers in the selection of appropriate assessment instruments and practical assessment strategies to improve instruction and monitor student learning
- Assists teachers in identifying resources and providing appropriate support services for specific student needs
- Assists teachers in using formative and summative data to assess student progress toward and attainment of expected outcomes
- Facilitates teachers in the collection, analysis, use, and interpretation of varied assessment data for instructional decisions and changes
- Facilitates the use of multiple sources of evidence to monitor and evaluate teaching and learning
- Facilitates the use of technology and research to demonstrate valid and reliable use of assessment instruments and appropriate tools and techniques of data analysis

Standard #6

Details

Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning.

Indicators

- Guides colleagues to relevant research to find the appropriate method and solutions to instructional problems and challenges
- Conducts and engages others in appropriate research to improve educational outcomes and to help address critical educational issues
- Follows appropriate legal and ethical procedures when conducting research
- Reads and stays informed of current educational research, trends, and innovations; and shares current research with the school community
- Analyzes a variety of valid, reliable, and published research before making decisions
- Implements original ideas based on valid, reliable, and systematic inquiry as a critical component of informed decision making
- Engages and supports colleagues in collaborating with institutes of higher learning and other organizations involved in researching critical educational issues

Standard #7

Details

Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

Indicators

- Facilitates group processes and builds alliances necessary for school improvement
- Exhibits strong interpersonal skills that establish and maintain effective working relationships
- Supports colleagues in the development and improvement of interpersonal skills
- Develops and sustains trusting, productive, and supportive relationships with stakeholders
- Promotes an atmosphere of collaboration through the effective use of problem-solving processes and protocols
- Promotes effective communication and collaboration with diverse groups of people
- Articulates and advocates to various audiences the rationale and processes of school improvement
- Facilitates open dialogue of ideas and information that support student achievement goals and the change of teaching and learning practices
- Identifies and utilizes resources to promote school and community relations
- Advocates for student needs and for practices that promote student achievement
- Facilitates colleagues' understanding of community culture and diversity and how culture and diversity enriches educational experiences of students to achieve high levels of learning for all students

Overview of Tasks

General Design of the Assessment

The GACE Teacher Leadership assessment is composed of six tasks:

- Task 1 – Adult Learning and the Collaborative Culture
- Task 2 – Research for the Improvement of Practice
- Task 3 – Professional Learning
- Task 4 – Observation and Use of Assessment Data
- Task 5 – Collaboration with Families and the Community
- Task 6 – Collaborative Teams and Advocacy

Task Components

- The title of the task and a context for the required activities of the task
- The standards that are measured in the task
- Details on what has to be submitted for the task
 - Maximum character/page allotments
 - Required artifacts
 - How to submit evidence
 - How to compose written commentary
- Guiding prompts and required artifacts for each textbox

Assessment Processes

- Candidates compose and enter their responses to the task prompts within a secure online authoring system
- Candidates upload required artifacts into the same system
- Candidates are required to submit different types of evidence for each of the tasks
 - Each task requires a written response as part of the evidence
 - Tasks require other types of evidence – called artifacts – such as a needs assessment, action plan, feedback from others about the teacher leader’s practice, and artifacts reflecting interactions with colleagues and the use of adult learning strategies
- The tasks require the use of three kinds of writing: descriptive, analytic, and reflective
 - The evidence that is selected as representative of the teacher leader’s practice for the purposes of this assessment should provide a view of what is being done as well as a rationale for those events and processes and the significance of the results
- The task directions, the guiding prompts, and making sure that the evidence submitted shows a solid understanding of the specific teacher leader activity
- Creating responses requires the consistent use and application of the task-appropriate rubric
- Candidates submit completed task responses and required artifacts for scoring
- Responses are scored within the online system

Task Standards and Indicators

Task 1: Adult Learning and the Collaborative Culture

In this task, you will focus on a group of colleagues (minimum of three) with whom you worked on a specific task or project and who reflect different stages of career development, different backgrounds, and different perspectives. Consider how you were able to apply strategies of adult learning across your teacher leadership activities with this group in order to promote collegiality and improve instruction and student learning.

Standards

The following Georgia Teacher Leadership Program Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following:

- Standard 1
- Standard 2
- Standard 3
- Standard 7

Task 2: Research for the Improvement of Practice

In this task, you will focus on a situation in which you were able to initiate and facilitate your colleagues' (minimum of three) design and implementation of research, including choice of appropriate methodology and analysis of data directly related to a curriculum-based issue.

Standards

The following Georgia Teacher Leadership Program Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following:

- Standard 1
- Standard 2
- Standard 3
- Standard 4
- Standard 5
- Standard 6
- Standard 7

Task 3: Professional Learning

In this task, you will focus on a situation in which you were able to inform and facilitate the design and implementation of a coherent, integrated, embedded, and differentiated professional learning plan based on assessed student and teacher needs.

Standards

The following Georgia Teacher Leadership Program Standards represent the focus of this task. The evidence you submit must address these standards and will be scored according to the following:

- Standard 1
- Standard 3
- Standard 4
- Standard 6
- Standard 7

Task 4: Observation and Use of Assessment Data

In this task, you will focus on a situation in which you were able to advance the professional skills of a colleague by demonstrating and applying expertise in observational skills and in providing quality feedback to support reflective practice. More specifically, think about how you have been able to inform and facilitate the selection or the design, use, and interpretation of multiple assessments, along with other available data, to make informed decisions.

Standards

The following Georgia Teacher Leadership Program Standards represent the focus of this task. The evidence you submit must address these standards and will be scored according to the following:

- Standard 1
- Standard 2
- Standard 4
- Standard 5
- Standard 7

Task 5: Collaboration with Families and the Community

In this task, you will focus on a situation in which you concentrated on improving colleagues' collaboration and interaction in their work with families and the community.

Standards

The following Georgia Teacher Leadership Program Standards represent the focus of this task. The evidence you submit must address these standards and will be scored according to the following:

- Standard 1
- Standard 2
- Standard 6
- Standard 7

Task 6: Collaborative Teams and Advocacy

In this task, you will focus on a situation in which you were able to identify and assess opportunities for educational improvement and advocate effectively for them by developing and supporting a collaborative team and promoting collegial interactions that improve the effectiveness of practice.

Standards

The following Georgia Teacher Leadership Program Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following:

- Standard 1
- Standard 2
- Standard 6
- Standard 7

Guiding Prompts and Required Artifacts

Task 1

This task has five textboxes that are evaluated to provide a total score, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.

Textbox 1.0: Your Colleagues

This part of your submission will not be evaluated.

Your response must be limited to **1,500 characters** (equivalent to **one-half page** typed). No artifacts can be attached to Textbox 1.0.

- Describe the colleagues with whom you worked and their stages of career development, their backgrounds, and their perspectives.
- Describe the context in which you worked together. (Although you may have worked with more than four people, for the purposes of this task, when discussing interactions with individuals, focus on a maximum of four colleagues. When discussing the group, include all involved colleagues.)

Textbox 1.1: Your Colleagues' Learning Needs

Guiding Prompts

- State the learning needs of the individuals and the group. What strategies did you use to identify those needs (e.g., listening, presenting ideas, leading discussions, clarifying, mediating)?

Provide examples to support your response.

Required artifacts for this textbox:

- feedback (e.g., emails, letters, participant-created forms) from two colleagues within the group that documents their professional growth in the specific task/project as a result of your use of adult learning strategies (**maximum of four pages**)
- a representative page of documentation from an adult learning strategy that was used (**maximum of one page**)
- a representative page of documentation from the plan/project (**maximum of one page**)

Textbox 1.2: The Task/Project

Guiding Prompts

- What was the task or project that you worked on with this group of individuals?
- How did you facilitate the selection of your task/project with your colleagues? Why was the task/project significant?
- What was your plan of action to facilitate the learning that your colleagues needed in order to accomplish this specific task/project?

Provide examples to support all your responses.

Textbox 1.3: The Adult Learning — Individuals (4 maximum)

Guiding Prompts

- What adult-learning strategies did you apply with each learner to help support collaboration, to solve problems, to make decisions, and to manage conflict? Provide a rationale.
- How did you differentiate strategies for each learner within the group?
- How did you scaffold the learning for each group member?

Provide examples to support all your responses.

Textbox 1.4: The Adult Learning — The Group

Guiding Prompts

- a. What adult-learning strategies did you use and/or model for the group as a whole? Provide a rationale.
- b. Describe the specific interactions within the group in which you applied these adult-learning strategies and tell why these interactions were significant.

Provide examples to support all your responses.

Textbox 1.5: Impact of Adult Learning

Guiding Prompts

- a. What was the overall impact of applying adult-learning strategies with the individuals within the group?
- b. How did you build an environment of trust and a sense of ownership among your colleagues?
- c. What impact did your work with your colleagues have on student learning?

Provide examples to support all your responses.

Task 2

This task has three textboxes that are evaluated to provide a total score, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.

Textbox 2.0: The Research Topic

This part of your submission will not be evaluated.

Your response must be limited to **1,500 characters** (equivalent to **one-half page** typed). No artifacts can be attached to Textbox 2.0.

Briefly state the curriculum-based issue that is the focus of the research. Include the student-learning need(s) that the research addresses.

Textbox 2.1: Leading the Research Process

Guiding Prompts

- a. Based on your knowledge of your discipline and structure of the curriculum, what specific steps did you take to initiate the research process with your colleagues? What did you do to guide your colleagues in identifying and clarifying the curriculum-based subject of this research?
- b. What was the design of the plan for the research, and how did you guide your colleagues to collaborate in its creation?
- c. How did you guide your colleagues in the process of accessing and using research?
- d. How did you facilitate analysis and decision making during the research process with both individuals and the group?
- e. How did you guide colleagues to collaborate with educational organization(s) that have researched related educational issues?

Provide examples to support all your responses.

Required artifacts for this textbox:

- representative sample of data (e.g., the data chart) collected from the research process (**maximum of two pages**)
- representative pages from any of the following sources (**maximum of three pages**):
 - emails or other forms of communication that show interaction with individuals and/or groups of colleagues related to the research efforts
 - feedback (e.g., emails, letters, participant-created forms) from colleagues concerning the research process

Textbox 2.2: Analysis and Use of the Data to Improve Teaching and Learning**Guiding Prompts**

- a. How did you facilitate your colleagues' analysis of the resulting curriculum-based data?
- b. How did you facilitate your colleagues' application of the data findings to impact student learning?

Provide examples to support all your responses.

Textbox 2.3: Impact on Teaching and Learning**Guiding Prompts**

- a. How did the results of this curriculum-based research process affect student learning?
- b. How did the research process affect your colleagues' ability to select strategies that support positive student learning and improve professional practice? What evidence suggests that this impact on your colleagues is ongoing?

Provide examples to support all your responses.

Task 3

This task has three textboxes that are evaluated to provide a total score, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.

Textbox 3.0: Preliminary Activity

This part of your submission will not be evaluated.

Your response must be limited to **1,500 characters** (equivalent to **one-half page** typed). No artifacts can be attached to Textbox 3.0.

Briefly describe the professional learning plan you have identified based on a needs assessment of students and teachers and the connection of the plan to school/district goals. You do not have to submit the needs assessment; its purpose is to provide perspective for the professional learning you design. The needs assessment for this task can be formal or informal and may be something your district already uses.

Textbox 3.1: Design of the Professional Learning Plan**Guiding Prompts**

- a. How did you use the information from the needs assessment to inform and facilitate the design of a professional learning plan within your school/district? Explain how you involved colleagues and school administrators in the design process.
- b. What is the goal of the plan? How is it aligned with the school/district goals and/or improvement plan? Why is the goal significant?
- c. What are the components of the professional learning plan, and how do they connect to the teachers' needs and student learning?

- d. How is the professional learning plan embedded within the school/district culture?

Provide examples to support all your responses.

Required artifacts for this textbox:

- professional learning plan (**maximum of two pages**)
- documentation of feedback you received from students, teachers, and/or administrators (**maximum of two pages**)
- materials that document the plan’s coherence, integration, and/or differentiation, addressing two of the these three characteristics (**maximum of three pages**)

Textbox 3.2: Analysis, Implementation, and Impact of a Professional Learning Plan

Guiding Prompts

- a. How did you facilitate the implementation of the professional learning plan? How does the plan foster coherent, integrated, and differentiated professional development?
- b. What resources were used to meet the professional learning goals? How did you utilize or facilitate the meaningful use of technology and/or media literacy?
- c. What feedback did you provide to support your colleagues during the course of the professional learning process?
- d. How did this professional learning plan affect the students and teachers? Include references to data and/or feedback you collaboratively collected, analyzed, and used with colleagues to support your evaluation.

Provide examples to support all your responses.

Textbox 3.3: Feedback and Analysis

Guiding Prompts

- a. How will the feedback you received from students, teachers, and/or administrators as well as your analysis of this feedback inform and facilitate the design and implementation of future professional learning? Provide examples to support your response.
- b. Based on what you learned from this experience, what supports (e.g., time, resources) would you advocate for promoting sustained professional learning? Provide a rationale.

Task 4

This task has four textboxes that are evaluated to provide a total score, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.

Textbox 4.0 Preliminary Activity

This part of your submission will not be evaluated.

Your response must be limited to **1,500 characters** (equivalent to **one-half page** typed). No artifacts can be attached to Textbox 4.0.

- a. Select a colleague with whom you will work. (The colleague can be a novice or experienced colleague.) Briefly describe the colleague’s career stage. In consultation with the colleague, select a lesson (or lessons) or unit to observe.
- b. The lesson(s)/unit chosen to observe must be rich enough to support the use of multiple assessments (evaluation instruments and effective assessment practices).
- c. The observed lesson(s)/unit may extend over a multiple-day period and may require several observations.
- d. The observed lesson(s)/unit may be newly developed or previously taught and under revision.

Textbox 4.1 Pre-observation

Guiding Prompts

- a. What steps did you take to plan for the pre-observation meeting(s) with this colleague?
- b. During this meeting, how did you help the colleague collect, analyze, and apply data to determine area(s) of focus for the lesson?
- c. How did you support the colleague's selection and inclusion of multiple assessments and other data-collecting tools? How were these choices aligned with the goals of the lesson as well as with the state and local standards?
- d. What feedback did you give at the pre-observation meeting(s) concerning the colleague's proposed lesson design?
- e. What strategies of reflective practice did you model?

Provide examples to support all your responses.

Required artifacts for this textbox:

- feedback from colleague (as part of the examples provided, you will ask your colleague to complete the Standardized Reflection Form where he or she will describe the impact of the observation and feedback received on improving the selection or on the design, use, and interpretation of multiple assessments and other data-collecting tools) (**maximum of one page**)
- representative pages from any of the following sources (**maximum of three pages**):
 - teacher leader outline of pre-observation interview
 - teacher leader notes written while observing the lesson(s)/unit
 - teacher-colleague lesson plan
 - script from a discussion with the teacher-colleague at any point during the process
 - teacher-colleague outline of student assessment plan or copy of an assessment tool that was part of the observed lesson

Textbox 4.2 Observation(s)

Guiding Prompts

- a. What areas of the goals and instruction did you focus on during the observation(s)? Provide a rationale for your choices.
- b. Analyze the effectiveness of the assessment and other data-collecting tools used. Provide examples that support your analysis.
- c. Analyze the impact of the pre-observation feedback on the lesson(s)/unit.
- d. After observing the lesson(s)/unit, what aspect(s) of the pre-observation meeting would you revise? Provide a rationale.

Textbox 4.3 Post-observation and Feedback

Guiding Prompts

- a. What feedback and strategies did you model to support and enhance the colleague's reflective skills? Provide a rationale.
- b. What feedback did you offer the colleague in evaluating the use of multiple assessment tools, in conjunction with other available data, to make informed decisions to improve instructional practice and student learning? What particular occurrence warranted the feedback?

Textbox 4.4 Overall Analysis

Guiding Prompts

- a. What was the response from the colleague to the feedback you provided throughout this collaborative process?
- b. How will that response and your analysis affect your ability to advance the professional skills of other colleagues and their students' learning needs in the future?

- c. How will you work in the future to promote change in other colleagues' instructional practice through the collection of assessment and data results?

Provide examples to support all your responses.

Task 5

This task has four textboxes that are evaluated to provide a total score, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.

Textbox 5.0: Identification of Colleagues

This part of your submission will not be evaluated.

Your response must be limited to **1,500 characters** (equivalent to **one-half page** typed). No artifacts can be attached to Textbox 5.0.

Select a group of colleagues (two or more) with whom you will work to improve their collaboration skills in interacting with families and the community. Briefly describe your colleagues and tell why you selected them.

Textbox 5.1: Family/Community Needs Assessment

Guiding Prompts

- a. How did you facilitate the development and completion of a family and community needs assessment with your colleagues? (The needs assessment for this task may be based on something your district already uses, but the majority of the form should be original, reflecting the input of your colleagues.)
- b. What were the results of the needs assessment? What is the target area of need identified for this collaboration? What relevant aspect of the educational system will be improved, and how will student learning opportunities be affected?
- c. How did the collaborative development of the needs assessment help you in identifying opportunities to improve colleagues' collaboration, communication, and understanding of family and community culture and diversity in order to improve student learning?

Provide examples to support all your responses.

Required artifacts for this textbox:

- needs assessment (**maximum of two pages**)
 - include a representative sample of questions asked, with responses and/or aggregated data summarizing responses
- written feedback received from colleagues and stakeholders who were involved with this task (**maximum of three pages**)
 - feedback should include specific examples of how your work with colleagues improved the quality of their collaboration and interactions with families and the community
 - of the persons selected, one must be a colleague involved in the plan and one must be someone in a supervisory or leadership role in your setting who may or may not have been involved in the plan

Textbox 5.2: Plan and Implementation

Guiding Prompts

- a. Briefly describe the plan of action that your group developed based on your targeted area of need.
- b. How did the knowledge of various backgrounds, ethnicities, and cultures within the school and community influence your group's planning and implementation?
- c. Describe and analyze your role in facilitating the development and implementation of the plan. In your analysis, include a discussion of the specific adult-learning strategies you used with your colleagues.

Provide examples to support all your responses.

Textbox 5.3: Successes and Challenges

Guiding Prompts

- a. Analyze the successes and challenges you encountered with your colleagues during the planning and implementation process.
- b. How did the process improve your colleagues' understanding of the needs of the educational system and students as well as the strategies for collaboration and communication with families and the community?

Provide examples to support all your responses.

Textbox 5.4: Feedback and Analysis

Guiding Prompts

- a. What feedback did you receive from colleagues during and following this process?
- b. How will that feedback and your own analysis of the process affect your future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning?

Provide examples to support all your responses.

Task 6

This task has four textboxes that are evaluated to provide a total score, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.

Textbox 6.0: Needs Assessment

This part of your submission will not be evaluated.

Your response must be limited to **1,500 characters** (equivalent to **one-half page** typed). No artifacts can be attached to Textbox 6.0.

Briefly describe the needs assessment that you and your colleagues used to identify and assess opportunities to affect educational improvement and student learning. The needs assessment for this task may be based on something your district already uses but that you and your colleagues have modified.

Textbox 6.1: The Plan

Guiding Prompts

- a. What was the identified educational improvement that you and your colleagues selected as the focus of this advocacy plan? Describe the advocacy plan that your team developed in response to the needs assessment, and explain how the plan is relevant to the needs of the educational system and improves student learning.
- b. Explain how educational policies and trends influenced your work with colleagues in developing and implementing the plan.

Provide examples to support all your responses.

Required artifacts for this textbox:

- advocacy plan (**maximum of one page**)
- professional growth evaluation from a minimum of two colleagues involved in the advocacy plan (**maximum of three pages**)
 - the evaluation can be, but is not limited to:

- a survey form completed by involved colleagues
- a written response from an involved colleague
- a chart created by a group of involved colleagues
- stakeholder feedback (**maximum of two pages**)
 - the feedback can come from either of the following sources:
 - communication showing interactions between colleagues and stakeholders
 - print media showing involvement with advocacy efforts

Textbox 6.2: You and Your Colleagues

Guiding Prompts

- a. Who were the team members, and what was your rationale for selecting them?
- b. What strategies and leadership skills did you use to build your collaborative team, and why did you use them?
- c. Explain how you facilitated the team members' contributions to the plan in order to promote educational improvement and improve student learning.
- d. How did you promote your colleagues' understanding of how educational policy affects the advocacy plan?
- e. What steps did you take to ensure that professional resources were available to your colleagues as they worked with the advocacy plan?

Provide examples to support all your responses.

Textbox 6.3: Advocacy

Guiding Prompts

- a. Based on the plan, what procedures did your team implement to advocate for the selected educational improvement and improved student learning?
- b. What activities did your team undertake to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational system and to improve student learning?

Provide examples to support all your responses.

Textbox 6.4: Feedback and Evaluation

Guiding Prompts

- a. What means did you use to evaluate the effectiveness of the plan and the professional growth of your team?
- b. Provide an analysis of the effectiveness of the advocacy plan and your collaboration with your team in enhancing colleagues' professional practice and student learning.
- c. What feedback did you receive from stakeholders, and how did it affect implementation or the outcome of the plan?
- d. Provide an analysis that shows how your work with your collaborative team affected collegial interactions and colleagues' professional practice.
- e. What impact will the advocacy plan have on future advocacy within the school and district?

Provide examples to support all your responses.

Rubrics

Each task in the assessment is scored based on a 4-point rubric that delegates scores based on how well you encompassed all of the required Georgia Teacher Leadership Standards in your submission. Tasks are rated on a scale of 1 to 4 with 4 being the highest possible score. If a task is unable to be scored for any reason, it is scored as Nonscorable.

Rubric for Task 1

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate's ability to identify strategies to determine the learning needs of colleagues, both individual and group; to facilitate the selection of a significant task/project with colleagues; to develop a plan to facilitate colleagues' learning in order to accomplish the task/ project; to apply adult-learning strategies with each colleague to support collaboration, solve problems, make decisions, and manage conflict; to differentiate strategies for each learner; to scaffold the learning for each learner; to use and/or model adult-learning strategies for the group; to apply adult-learning strategies with the group and to describe the significance of these interactions; to determine the overall impact of the adult-learning strategies applied with individuals within the group; to analyze how an environment of trust and a sense of ownership among the colleagues was built; and to determine how work with colleagues impacted student learning. The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response. Evidence may also be missing.</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate's ability to identify strategies to determine the learning needs of colleagues, both individual and group; to facilitate the selection of a significant task/project with colleagues; to develop a plan to facilitate colleagues' learning in order to accomplish the task/ project; to apply adult-learning strategies with each colleague to support collaboration, solve problems, make decisions, and manage conflict; to differentiate strategies for each learner; to scaffold the learning for each learner; to use and/or model adult-learning strategies for the group; to apply adult-learning strategies with the group and to describe the significance of these interactions; to determine the overall impact of the adult-learning strategies applied with individuals within the group; to analyze how an environment of trust and a sense of ownership among the colleagues was built; and to determine how work with colleagues impacted student learning. The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response.</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate's ability to use strategies to identify the learning needs of both the individuals and the group; to facilitate the selection of a significant task/project with colleagues; to develop a plan to facilitate colleagues' learning in order to accomplish the task/ project; to apply adult-learning strategies with each colleague to support collaboration, solve problems, make decisions, and manage conflict; to differentiate strategies for each learner; to scaffold the learning for each learner; to use and/or model adult-learning strategies for the group; to apply adult-learning strategies with the group and to describe the significance of these interactions; to determine the overall impact of the adult-learning strategies applied with individuals within the group; to analyze how an environment of trust and a sense of ownership among the colleagues was built; and to determine how work with colleagues impacted student learning. The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response.</p>	<p>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate's ability to identify strategies to determine the learning needs of colleagues, both individual and group; to facilitate the selection of a significant task/project with colleagues; to develop a plan to facilitate colleagues' learning in order to accomplish the task/ project; to apply adult-learning strategies with each colleague to support collaboration, solve problems, make decisions, and manage conflict; to differentiate strategies for each learner; to scaffold the learning for each learner; to use and/or model adult-learning strategies for the group; to apply adult-learning strategies with the group and to describe the significance of these interactions; to determine the overall impact of the adult-learning strategies applied with individuals within the group; to analyze how an environment of trust and a sense of ownership among the colleagues was built; and to determine how work with colleagues impacted student learning. The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response.</p>

Response for Textbox 1.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>little</i> or <i>no</i> evidence of the strategies used to identify the learning needs of both the individuals and the group 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>inconsistent</i> evidence of the strategies used to identify the learning needs of both the individuals and the group 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>appropriate</i> evidence of the strategies used to identify the learning needs of both the individuals and the group 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>significant</i> evidence of the strategies used to identify the learning needs of both the individuals and the group

Response for Textbox 1.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>trivial</i> evidence of facilitating the selection of a task/project with colleagues, with a logical rationale for the significance of the task/project • a <i>minimal</i> plan of action to facilitate learning of colleagues to accomplish the task/project 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>partial</i> evidence of facilitating the selection of a task/project with colleagues, with a logical rationale for the significance of the task/project • an <i>incomplete</i> plan of action to facilitate learning of colleagues to accomplish the task/project 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>effective</i> evidence of facilitating the selection of a task/project with colleagues, with a logical rationale for the significance of the task/project • an <i>aligned</i> plan of action to facilitate learning of colleagues to accomplish the task/project 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>insightful</i> evidence of facilitating the selection of a task/project with colleagues, with a logical rationale for the significance of the task/project • a <i>substantive</i> plan of action to facilitate learning of colleagues to accomplish the task/project

Response for Textbox 1.3

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>inaccurate</i> evidence of the application of adult-learning strategies used with each colleague to support collaboration, solve problems, make decisions, and manage conflict, with an <i>irrelevant</i> rationale • <i>ineffective</i> evidence of how the adult-learning strategies were differentiated for each learner • <i>unclear</i> evidence of how the adult-learning strategies were scaffolded for each learner 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>cursory</i> evidence of the application of adult-learning strategies used with each colleague to support collaboration, solve problems, make decisions, and manage conflict, with an <i>incomplete</i> rationale • <i>partial</i> evidence of how the adult-learning strategies were differentiated for each learner • <i>sketchy</i> evidence of how the adult-learning strategies were scaffolded for each learner 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>informed</i> evidence of the application of adult-learning strategies used with each colleague to support collaboration, solve problems, make decisions, and manage conflict, with an <i>relevant</i> rationale • <i>effective</i> evidence of how the adult-learning strategies were differentiated for each learner • <i>effective</i> evidence of how the adult-learning strategies were scaffolded for each learner 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>in-depth</i> evidence of the application of adult-learning strategies used with each colleague to support collaboration, solve problems, make decisions, and manage conflict, with a <i>detailed</i> rationale • <i>extensive</i> evidence of how the adult-learning strategies were differentiated for each learner • <i>thorough</i> evidence of how the adult-learning strategies were scaffolded for each learner

Response for Textbox 1.4

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>minimal</i> evidence of the use and/or modeling of adult-learning strategies for the group as a whole, with a <i>disconnected</i> rationale <i>little or no</i> evidence of significant interactions in which adult learning strategies were applied 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>incomplete</i> evidence of the use and/or modeling of adult-learning strategies for the group as a whole, with a <i>loosely connected</i> rationale <i>limited</i> evidence of significant interactions in which adult learning strategies were applied 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>complete</i> evidence of the use and/or modeling of adult-learning strategies for the group as a whole, with a <i>connected</i> rationale <i>informed</i> evidence of significant interactions in which adult learning strategies were applied 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>thorough</i> evidence of the use and/or modeling of adult-learning strategies for the group as a whole, with a <i>tightly connected</i> rationale <i>extensive</i> evidence of significant interactions in which adult learning strategies were applied

Response for Textbox 1.5

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>little or no</i> evidence of how the application of the adult-learning strategies impacted the individuals in the group <i>minimal</i> evidence of an analysis of how an environment of trust and a sense of ownership was built among colleagues <i>minimal</i> evidence of how the work with colleagues impacted student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>incomplete</i> evidence of how the application of the adult-learning strategies impacted the individuals in the group <i>limited</i> evidence of an analysis of how an environment of trust and a sense of ownership was built among colleagues <i>partial</i> evidence of how the work with colleagues impacted student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>appropriate</i> evidence of how the application of the adult-learning strategies impacted the individuals in the group <i>logical</i> evidence of an analysis of how an environment of trust and a sense of ownership was built among colleagues <i>effective</i> evidence of how the work with colleagues impacted student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>significant</i> evidence of how the application of the adult-learning strategies impacted the individuals in the group <i>substantive</i> evidence of an analysis of how an environment of trust and a sense of ownership was built among colleagues <i>through</i> evidence of how the work with colleagues impacted student learning

Responses for all Textboxes

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>disconnected</i> and/or <i>trivial</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>loosely connected</i> and/or <i> cursory</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>connected</i> and <i>effective</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>tightly connected</i> and <i>detailed</i> examples to support the responses

Rubric for Task 2

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate’s ability to initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the research process with both individuals and the group; to guide colleagues to collaborate with an educational organization or organizations that have researched related issues; to facilitate colleagues’ analysis of the resulting curriculum-based data and their application of the data findings to impact student learning; to determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues’ ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response. Evidence may also be missing.</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the research process with both individuals and the group; to guide colleagues to collaborate with an educational organization or organizations that have researched related issues; to facilitate colleagues’ analysis of the resulting curriculum-based data and their application of the data findings to impact student learning; to determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues’ ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response.</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the research process with both individuals and the group; to guide colleagues to collaborate with an educational organization or organizations that have researched related issues; to facilitate colleagues’ analysis of the resulting curriculum-based data and their application of the data findings to impact student learning; to determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues’ ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response.</p>	<p>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability to initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the research process with both individuals and the group; to guide colleagues to collaborate with an educational organization or organizations that have researched related issues; to facilitate colleagues’ analysis of the resulting curriculum-based data and their application of the data findings to impact student learning; to determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues’ ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response.</p>

Response for Textbox 2.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>little or no</i> evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues • <i>trivial</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject • <i>little or no</i> evidence of guiding colleagues to collaborate in the design of the plan for research • <i>minimal</i> evidence of guiding colleagues in the process of accessing and using research • <i>little or no</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group • <i>unclear</i> evidence of guiding colleagues to collaborate with educational organization(s) that have research-related educational issues 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>inconsistent</i> evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues • <i>limited</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject • <i>vague</i> evidence of guiding colleagues to collaborate in the design of the plan for research • <i>incomplete</i> evidence of guiding colleagues in the process of accessing and using research • <i>incomplete</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group • <i>incomplete</i> evidence of guiding colleagues to collaborate with educational organization(s) that have research-related educational issues 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>effective</i> evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues • <i>informed</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject • <i>appropriate</i> evidence of guiding colleagues to collaborate in the design of the plan for research • <i>effective</i> evidence of guiding colleagues in the process of accessing and using research • <i>relevant</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group • <i>relevant</i> evidence of guiding colleagues to collaborate with educational organization(s) that have research-related educational issues 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>significant</i> evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues • <i>insightful</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject • <i>extensive</i> evidence of guiding colleagues to collaborate in the design of the plan for research • <i>significant</i> evidence of guiding colleagues in the process of accessing and using research • <i>through</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group • <i>in-depth</i> evidence of guiding colleagues to collaborate with educational organization(s) that have research-related educational issues

Response for Textbox 2.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>trivial</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>partial</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>effective</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>insightful</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning

Response for Textbox 2.3

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>little or no</i> evidence of the curriculum-based research process's effect on student learning • <i>ineffective</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice • <i>minimal</i> evidence that the impact of the research process on professional learning is ongoing 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i> cursory</i> evidence of the curriculum-based research process's effect on student learning • <i>limited</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice • <i>incomplete</i> evidence that the impact of the research process on professional learning is ongoing 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>informed</i> evidence of the curriculum-based research process's effect on student learning • <i>logical</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice • <i>appropriate</i> evidence that the impact of the research process on professional learning is ongoing 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>in-depth</i> evidence of the curriculum-based research process's effect on student learning • <i>significant</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice • <i>thorough</i> evidence that the impact of the research process on professional learning is ongoing

Responses for all Textboxes

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>disconnected</i> and/or <i>trivial</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>loosely connected</i> and/or <i> cursory</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>connected</i> and <i>effective</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>tightly connected</i> and <i>detailed</i> examples to support the responses

Rubric for Task 3

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate's ability to use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals and/or improvement plan; to develop components of the professional learning plan connected to the teachers' needs and student learning; to embed the professional learning plan within the</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate's ability to use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals and/or improvement plan; to develop components of the professional learning plan connected to the teachers' needs and student learning; to embed the professional learning plan within the</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate's ability to use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals and/or improvement plan; to develop components of the professional learning plan connected to the teachers' needs and student learning; to embed the professional learning plan within the</p>	<p>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate's ability to use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals and/or improvement plan; to develop components of the professional learning plan connected to the teachers' needs and student learning; to embed the professional learning plan within the</p>

Score of 1	Score of 2	Score of 3	Score of 4
<p>school/district culture; to facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional learning plan on students and teachers; to analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning; and to determine what supports to choose to advocate for promoting sustained professional learning.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response. Evidence may also be missing.</p>	<p>school/district culture; to facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional learning plan on students and teachers; to analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning; and to determine what supports to choose to advocate for promoting sustained professional learning.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response.</p>	<p>school/district culture; to facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional learning plan on students and teachers; to analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning; and to determine what supports to choose to advocate for promoting sustained professional learning.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response.</p>	<p>school/district culture; to facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional learning plan on students and teachers; to analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning; and to determine what supports to choose to advocate for promoting sustained professional learning.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response.</p>

Response for Textbox 3.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>inappropriate</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process <i>inappropriate</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan <i>minimal</i> evidence of how the components of the 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>incomplete</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process <i>limited</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan <i>partial</i> evidence of how the components of the 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>appropriate</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process <i>informed</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan <i>relevant</i> evidence of how the components of the 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>significant</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process <i>thorough</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan <i>extensive</i> evidence of how the components of the professional learning plan

Score of 1	Score of 2	Score of 3	Score of 4
<p>professional learning plan connect to teachers' needs and student learning</p> <ul style="list-style-type: none"> • <i>trivial</i> evidence of how the plan is embedded within the school/district culture 	<p>professional learning plan connect to teachers' needs and student learning</p> <ul style="list-style-type: none"> • <i>uneven</i> evidence of how the plan is embedded within the school/district culture 	<p>professional learning plan connect to teachers' needs and student learning</p> <ul style="list-style-type: none"> • <i>appropriate</i> evidence of how the plan is embedded within the school/district culture 	<p>connect to teachers' needs and student learning</p> <ul style="list-style-type: none"> • <i>in-depth</i> evidence of how the plan is embedded within the school/district culture

Response for Textbox 3.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>ineffective</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development • <i>minimal</i> evidence of the identification of resources that meet the professional learning goals • <i>inappropriate</i> evidence of facilitating the meaningful use of technology and/or media literacy • <i>ineffective</i> evidence of the feedback provided to colleagues to support them in their professional development • <i>trivial</i> evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>partial</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development • <i>incomplete</i> evidence of the identification of resources that meet the professional learning goals • <i>limited</i> evidence of facilitating the meaningful use of technology and/or media literacy • <i>cursory</i> evidence of the feedback provided to colleagues to support them in their professional development • <i>partial</i> evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>effective</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development • <i>logical</i> evidence of the identification of resources that meet the professional learning goals • <i>appropriate</i> evidence of facilitating the meaningful use of technology and/or media literacy • <i>relevant</i> evidence of the feedback provided to colleagues to support them in their professional development • <i>appropriate</i> evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>significant</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development • <i>detailed</i> evidence of the identification of resources that meet the professional learning goals • <i>substantive</i> evidence of facilitating the meaningful use of technology and/or media literacy • <i>thorough</i> evidence of the feedback provided to colleagues to support them in their professional development • <i>extensive</i> evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers

Response for Textbox 3.3

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>uninformed</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>minimal</i> evidence of advocacy for supports to promote sustained professional learning, with an <i>ineffective</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>limited</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>incomplete</i> evidence of advocacy for supports to promote sustained professional learning, with an <i>tangential</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>informed</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>complete</i> evidence of advocacy for supports to promote sustained professional learning, with an <i>appropriate</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>insightful</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>significant</i> evidence of advocacy for supports to promote sustained professional learning, with an <i>thorough</i> rationale

Responses for all Textboxes

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>disconnected</i> and/or <i>trivial</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>loosely connected</i> and/or <i>cursorly</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>connected</i> and <i>effective</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>tightly connected</i> and <i>detailed</i> examples to support the responses

Rubric for Task 4

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate's ability to determine steps to take in planning for a pre-observation meeting with a colleague; to help the colleague collect, analyze, and apply data to determine an area or areas of focus for a lesson; to support a colleague's selection and inclusion of multiple assessments and other data-collecting tools that are aligned with the lesson's goals and state and local standards; to provide feedback concerning a proposed lesson design; to model strategies of reflective practice; to determine focus</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate's ability to determine steps to take in planning for a pre-observation meeting with a colleague; to help the colleague collect, analyze, and apply data to determine an area or areas of focus for a lesson; to support a colleague's selection and inclusion of multiple assessments and other data-collecting tools that are aligned with the lesson's goals and state and local standards; to provide feedback concerning a proposed lesson design; to model strategies of reflective practice; to determine focus</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate's ability to determine steps to take in planning for a pre-observation meeting with a colleague; to help the colleague collect, analyze, and apply data to determine an area or areas of focus for a lesson; to support a colleague's selection and inclusion of multiple assessments and other data-collecting tools that are aligned with the lesson's goals and state and local standards; to provide feedback concerning a proposed lesson design; to model strategies of reflective practice; to determine focus</p>	<p>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate's ability to determine steps to take in planning for a pre-observation meeting with a colleague; to help the colleague collect, analyze, and apply data to determine an area or areas of focus for a lesson; to support a colleague's selection and inclusion of multiple assessments and other data-collecting tools that are aligned with the lesson's goals and state and local standards; to provide feedback concerning a proposed lesson design; to model strategies of reflective practice; to determine focus</p>

Score of 1	Score of 2	Score of 3	Score of 4
<p>for goals and instruction to be observed during the lesson; to analyze the effectiveness of the assessment and other data-collecting tools; to analyze the impact of the pre-observation feedback on the lesson(s)/unit; to determine aspects of a pre-observation meeting that need revision, based on the impact of observing the lesson; to provide feedback and model strategies to support and enhance the colleague's reflective skills; to provide feedback to the colleague in evaluating the use of multiple assessment tools in conjunction with other data to make informed decisions to improve instructional practice and student learning; to reflect on the colleague's response to feedback and your analysis to determine how the ability to advance the professional skills of other colleagues and their students' learning will be affected in the future; and to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response. Evidence may also be missing.</p>	<p>for goals and instruction to be observed during the lesson; to analyze the effectiveness of the assessment and other data-collecting tools; to analyze the impact of the pre-observation feedback on the lesson(s)/unit; to determine aspects of a pre-observation meeting that need revision, based on the impact of observing the lesson; to provide feedback and model strategies to support and enhance the colleague's reflective skills; to provide feedback to the colleague in evaluating the use of multiple assessment tools in conjunction with other data to make informed decisions to improve instructional practice and student learning; to reflect on the colleague's response to feedback and your analysis to determine how the ability to advance the professional skills of other colleagues and their students' learning will be affected in the future; and to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response.</p>	<p>for goals and instruction to be observed during the lesson; to analyze the effectiveness of the assessment and other data-collecting tools; to analyze the impact of the pre-observation feedback on the lesson(s)/unit; to determine aspects of a pre-observation meeting that need revision, based on the impact of observing the lesson; to provide feedback and model strategies to support and enhance the colleague's reflective skills; to provide feedback to the colleague in evaluating the use of multiple assessment tools in conjunction with other data to make informed decisions to improve instructional practice and student learning; to reflect on the colleague's response to feedback and your analysis to determine how the ability to advance the professional skills of other colleagues and their students' learning will be affected in the future; and to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response.</p>	<p>for goals and instruction to be observed during the lesson; to analyze the effectiveness of the assessment and other data-collecting tools; to analyze the impact of the pre-observation feedback on the lesson(s)/unit; to determine aspects of a pre-observation meeting that need revision, based on the impact of observing the lesson; to provide feedback and model strategies to support and enhance the colleague's reflective skills; to provide feedback to the colleague in evaluating the use of multiple assessment tools in conjunction with other data to make informed decisions to improve instructional practice and student learning; to reflect on the colleague's response to feedback and your analysis to determine how the ability to advance the professional skills of other colleagues and their students' learning will be affected in the future; and to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response.</p>

Response for Textbox 4.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>inappropriate</i> evidence of steps taken to plan for the pre-observation meeting with the colleague, with a <i>disconnected</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i> cursory</i> evidence of steps taken to plan for the pre-observation meeting with the colleague, with a <i>loosely connected</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>appropriate</i> evidence of steps taken to plan for the pre-observation meeting with the colleague, with a <i>connected</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>in-depth</i> evidence of steps taken to plan for the pre-observation meeting with the colleague, with a <i>tightly connected</i> rationale

Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> <i>minimal</i> evidence of how help was provided to the colleague to collect, analyze, and apply data to determine an area or areas of focus for the lesson <i>irrelevant</i> evidence of support provided to the colleague regarding the selection and inclusion of multiple assessments and other data-collecting tools <i>illogical</i> evidence of how the colleague's selections of multiple assessments and other data-collecting tools were aligned with the goals of the lesson and state and local standards <i>misinformed</i> evidence of feedback offered at the pre-observation meeting concerning the colleague's proposed lesson design <i>inappropriate</i> evidence of reflective practice strategies that were modeled for the colleague with <i>little or no</i> rationale 	<ul style="list-style-type: none"> <i>incomplete</i> evidence of how help was provided to the colleague to collect, analyze, and apply data to determine an area or areas of focus for the lesson <i>confusing</i> evidence of support provided to the colleague regarding the selection and inclusion of multiple assessments and other data-collecting tools <i>partial</i> evidence of how the colleague's selections of multiple assessments and other data-collecting tools were aligned with the goals of the lesson and state and local standards <i>partial</i> evidence of feedback offered at the pre-observation meeting concerning the colleague's proposed lesson design <i>limited</i> evidence of reflective practice strategies that were modeled for the colleague with an <i>incomplete</i> rationale 	<ul style="list-style-type: none"> <i>logical</i> evidence of how help was provided to the colleague to collect, analyze, and apply data to determine an area or areas of focus for the lesson <i>relevant</i> evidence of support provided to the colleague regarding the selection and inclusion of multiple assessments and other data-collecting tools <i>logical</i> evidence of how the colleague's selections of multiple assessments and other data-collecting tools were aligned with the goals of the lesson and state and local standards <i>informed</i> evidence of feedback offered at the pre-observation meeting concerning the colleague's proposed lesson design <i>appropriate</i> evidence of reflective practice strategies that were modeled for the colleague with an <i>aligned</i> rationale 	<ul style="list-style-type: none"> <i>significant</i> evidence of how help was provided to the colleague to collect, analyze, and apply data to determine an area or areas of focus for the lesson <i>insightful</i> evidence of support provided to the colleague regarding the selection and inclusion of multiple assessments and other data-collecting tools <i>substantive</i> evidence of how the colleague's selections of multiple assessments and other data-collecting tools were aligned with the goals of the lesson and state and local standards <i>thorough</i> evidence of feedback offered at the pre-observation meeting concerning the colleague's proposed lesson design <i>substantive</i> evidence of reflective practice strategies that were modeled for the colleague with a <i>tightly connected</i> rationale

Response for Textbox 4.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>ineffective</i> evidence of a focus on appropriate goals and instruction during the observation, with <i>little or no</i> rationale <i>inaccurate</i> analysis of the effectiveness of the assessment and other data-collecting tools used <i>misinformed</i> evidence of the impact of the pre- 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>partial</i> evidence of a focus on appropriate goals and instruction during the observation, with <i>limited</i> rationale <i> cursory</i> analysis of the effectiveness of the assessment and other data-collecting tools used <i>inconsistent</i> evidence of the impact of the pre- 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>effective</i> evidence of a focus on appropriate goals and instruction during the observation, with <i>connected</i> rationale <i>accurate</i> analysis of the effectiveness of the assessment and other data-collecting tools used <i>informed</i> evidence of the impact of the pre- 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>significant</i> evidence of a focus on appropriate goals and instruction during the observation, with <i>tightly connected</i> rationale <i>in-depth</i> analysis of the effectiveness of the assessment and other data-collecting tools used <i>significant</i> evidence of the impact of the pre-

Score of 1	Score of 2	Score of 3	Score of 4
<p>observation feedback on the lesson(s)/unit</p> <ul style="list-style-type: none"> <i>ineffective</i> evidence of revisions that would be made to the pre-observation meeting after observing the lesson(s), with an <i>inappropriate</i> rationale 	<p>observation feedback on the lesson(s)/unit</p> <ul style="list-style-type: none"> <i>partial</i> evidence of revisions that would be made to the pre-observation meeting after observing the lesson(s), with an <i>uneven</i> rationale 	<p>observation feedback on the lesson(s)/unit</p> <ul style="list-style-type: none"> <i>effective</i> evidence of revisions that would be made to the pre-observation meeting after observing the lesson(s), with an <i>appropriate</i> rationale 	<p>observation feedback on the lesson(s)/unit</p> <ul style="list-style-type: none"> <i>extensive</i> evidence of revisions that would be made to the pre-observation meeting after observing the lesson(s), with a <i>tightly connected</i> rationale

Response for Textbox 4.3

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>ineffective</i> evidence of feedback and strategies modeled to support and enhance the colleague's reflective skills, with an <i>inappropriate</i> rationale <i>irrelevant</i> evidence of feedback offered to the colleague in evaluating the use of multiple assessment tools and other data to make informed decisions to improve instructional practice and student learning, with reference to a particular occurrence that warranted the feedback 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>partial</i> evidence of feedback and strategies modeled to support and enhance the colleague's reflective skills, with an <i>incomplete</i> rationale <i>limited</i> evidence of feedback offered to the colleague in evaluating the use of multiple assessment tools and other data to make informed decisions to improve instructional practice and student learning, with reference to a particular occurrence that warranted the feedback 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>effective</i> evidence of feedback and strategies modeled to support and enhance the colleague's reflective skills, with an <i>appropriate</i> rationale <i>relevant</i> evidence of feedback offered to the colleague in evaluating the use of multiple assessment tools and other data to make informed decisions to improve instructional practice and student learning, with reference to a particular occurrence that warranted the feedback 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>insightful</i> evidence of feedback and strategies modeled to support and enhance the colleague's reflective skills, with an <i>extensive</i> rationale <i>significant</i> evidence of feedback offered to the colleague in evaluating the use of multiple assessment tools and other data to make informed decisions to improve instructional practice and student learning, with reference to a particular occurrence that warranted the feedback

Response for Textbox 4.4

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>trivial</i> evidence of how the colleague's response to the feedback and the analysis of working with the colleague throughout the collaborative process will affect the ability to advance the professional skills of other colleagues and their students' learning needs in the future 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>partial</i> evidence of how the colleague's response to the feedback and the analysis of working with the colleague throughout the collaborative process will affect the ability to advance the professional skills of other colleagues and their students' learning needs in the future 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>informed</i> evidence of how the colleague's response to the feedback and the analysis of working with the colleague throughout the collaborative process will affect the ability to advance the professional skills of other colleagues and their students' learning needs in the future 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>insightful</i> evidence of how the colleague's response to the feedback and the analysis of working with the colleague throughout the collaborative process will affect the ability to advance the professional skills of other colleagues and their students' learning needs in the future

Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> <i>misinformed</i> evidence of how to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results 	<ul style="list-style-type: none"> <i>incomplete</i> evidence of how to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results 	<ul style="list-style-type: none"> <i>appropriate</i> evidence of how to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results 	<ul style="list-style-type: none"> <i>in-depth</i> evidence of how to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results

Responses for all Textboxes

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>disconnected</i> and/or <i>trivial</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>loosely connected</i> and/or <i> cursory</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>connected</i> and <i>effective</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>tightly connected</i> and <i>detailed</i> examples to support the responses

Rubric for Task 5

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence of the teacher leader candidate's ability to facilitate the development and completion of a family and community needs assessment with colleagues; to use the results of the needs assessment to target an area of need that will improve the educational system and affect student learning opportunities; to improve colleagues' collaboration and communication with the families and the community and colleagues' understanding of diversity and the family and community culture in order to improve student learning; to develop a plan of action based on the targeted area of need; to use knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence the group's planning and implementation of the plan; to analyze the role in facilitating the development and implementation of the</p>	<p>A response at the 2 level provides <i>partial</i> evidence of the teacher leader candidate's ability to facilitate the development and completion of a family and community needs assessment with colleagues; to use the results of the needs assessment to target an area of need that will improve the educational system and affect student learning opportunities; to improve colleagues' collaboration and communication with the families and the community and colleagues' understanding of diversity and the family and community culture in order to improve student learning; to develop a plan of action based on the targeted area of need; to use knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence the group's planning and implementation of the plan; to analyze the role in facilitating the development and implementation of the</p>	<p>A response at the 3 level provides <i>effective</i> evidence of the teacher leader candidate's ability to facilitate the development and completion of a family and community needs assessment with colleagues; to use the results of the needs assessment to target an area of need that will improve the educational system and affect student learning opportunities; to improve colleagues' collaboration and communication with the families and the community and colleagues' understanding of diversity and the family and community culture in order to improve student learning; to develop a plan of action based on the targeted area of need; to use knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence the group's planning and implementation of the plan; to analyze the role in facilitating the development and implementation of the</p>	<p>A response at the 4 level provides <i>extensive</i> evidence of the teacher leader candidate's ability to facilitate the development and completion of a family and community needs assessment with colleagues; to use the results of the needs assessment to target an area of need that will improve the educational system and affect student learning opportunities; to improve colleagues' collaboration and communication with the families and the community and colleagues' understanding of diversity and the family and community culture in order to improve student learning; to develop a plan of action based on the targeted area of need; to use knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence the group's planning and implementation of the plan; to analyze the role in facilitating the development and implementation of the</p>

Score of 1	Score of 2	Score of 3	Score of 4
<p>plan that includes specific adult-learning strategies used with colleagues; to analyze the successes and challenges encountered with colleagues during the planning and implementing process; to determine how the process improved colleagues' understanding of the needs of the educational system and students and understanding of strategies for collaboration and communication with families and the community; to reflect on the feedback received from colleagues during and following the process; and to determine how feedback from colleagues and analysis of the process will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response. Evidence may also be missing.</p>	<p>plan that includes specific adult-learning strategies used with colleagues; to analyze the successes and challenges encountered with colleagues during the planning and implementing process; to determine how the process improved colleagues' understanding of the needs of the educational system and students and understanding of strategies for collaboration and communication with families and the community; to reflect on the feedback received from colleagues during and following the process; and to determine how feedback from colleagues and analysis of the process will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response.</p>	<p>plan that includes specific adult-learning strategies used with colleagues; to analyze the successes and challenges encountered with colleagues during the planning and implementing process; to determine how the process improved colleagues' understanding of the needs of the educational system and students and understanding of strategies for collaboration and communication with families and the community; to reflect on the feedback received from colleagues during and following the process; and to determine how feedback from colleagues and analysis of the process will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response.</p>	<p>plan that includes specific adult-learning strategies used with colleagues; to analyze the successes and challenges encountered with colleagues during the planning and implementing process; to determine how the process improved colleagues' understanding of the needs of the educational system and students and understanding of strategies for collaboration and communication with families and the community; to reflect on the feedback received from colleagues during and following the process; and to determine how feedback from colleagues and analysis of the process will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>thoroughly connected</i> throughout the response.</p>

Response for Textbox 5.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>little</i> or <i>no</i> evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues • <i>ineffective</i> evidence of the connection between the results of the needs assessment and the targeted area of need • <i>trivial</i> explanation of how the targeted area of need will improve a relevant 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>inconsistent</i> evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues • <i>partial</i> evidence of the connection between the results of the needs assessment and the targeted area of need • <i>uneven</i> explanation of how the targeted area of need will improve a 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>appropriate</i> evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues • <i>complete</i> evidence of the connection between the results of the needs assessment and the targeted area of need • <i>logical</i> explanation of how the targeted area of need will improve a relevant 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>significant</i> evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues • <i>thorough</i> evidence of the connection between the results of the needs assessment and the targeted area of need • <i>substantive</i> explanation of how the targeted area of need will improve a

Score of 1	Score of 2	Score of 3	Score of 4
<p>aspect of the educational system and affect student learning</p> <ul style="list-style-type: none"> <i>minimal</i> evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with, communication with, and understanding of family and community culture and diversity in order to improve student learning 	<p>relevant aspect of the educational system and affect student learning</p> <ul style="list-style-type: none"> <i>limited</i> evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with, communication with, and understanding of family and community culture and diversity in order to improve student learning 	<p>aspect of the educational system and affect student learning</p> <ul style="list-style-type: none"> <i>informed</i> evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with, communication with, and understanding of family and community culture and diversity in order to improve student learning 	<p>relevant aspect of the educational system and affect student learning</p> <ul style="list-style-type: none"> <i>in-depth</i> evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with, communication with, and understanding of family and community culture and diversity in order to improve student learning

Response for Textbox 5.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>trivial</i> evidence of using the knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence colleagues' planning and implementation of the plan <i>ineffective</i> evidence of facilitating the development and implementation of the plan by using specific adult-learning strategies used with colleagues 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>partial</i> evidence of using the knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence colleagues' planning and implementation of the plan <i>uneven</i> evidence of facilitating the development and implementation of the plan by using specific adult-learning strategies used with colleagues 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>effective</i> evidence of using the knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence colleagues' planning and implementation of the plan <i>relevant</i> evidence of facilitating the development and implementation of the plan by using specific adult-learning strategies used with colleagues 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>insightful</i> evidence of using the knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence colleagues' planning and implementation of the plan <i>significant</i> evidence of facilitating the development and implementation of the plan by using specific adult-learning strategies used with colleagues

Response for Textbox 5.3

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>inaccurate</i> evidence of an analysis of the successes and challenges that the group encountered with colleagues during the planning and implementation process <i>inappropriate</i> evidence of how the process improved colleagues' 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i> cursory</i> evidence of an analysis of the successes and challenges that the group encountered with colleagues during the planning and implementation process <i>limited</i> evidence of how the process improved colleagues' understanding 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>informed</i> evidence of an analysis of the successes and challenges that the group encountered with colleagues during the planning and implementation process <i>appropriate</i> evidence of how the process improved colleagues' 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>in-depth</i> evidence of an analysis of the successes and challenges that the group encountered with colleagues during the planning and implementation process <i>significant</i> evidence of how the process improved colleagues'

Score of 1	Score of 2	Score of 3	Score of 4
<p>understanding of the needs of the educational system and students</p> <ul style="list-style-type: none"> <i>ineffective</i> evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community 	<p>of the needs of the educational system and students</p> <ul style="list-style-type: none"> <i>partial</i> evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community 	<p>understanding of the needs of the educational system and students</p> <ul style="list-style-type: none"> <i>effective</i> evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community 	<p>understanding of the needs of the educational system and students</p> <ul style="list-style-type: none"> <i>insightful</i> evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community

Response for Textbox 5.4

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>inaccurate</i> evidence of how the impact of feedback received from colleagues during and following the process and how an analysis of the feedback will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i> cursory</i> evidence of how the impact of feedback received from colleagues during and following the process and how an analysis of the feedback will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>informed</i> evidence of how the impact of feedback received from colleagues during and following the process and how an analysis of the feedback will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>in-depth</i> evidence of how the impact of feedback received from colleagues during and following the process and how an analysis of the feedback will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning

Responses for all Textboxes

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>disconnected</i> and/or <i>trivial</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>loosely connected</i> and/or <i> cursory</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>connected</i> and <i>effective</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>tightly connected</i> and <i>detailed</i> examples to support the responses

Rubric for Task 6

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate's ability to develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate's ability to develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate's ability to develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves</p>	<p>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate's ability to develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves</p>

Score of 1	Score of 2	Score of 3	Score of 4
<p>student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members' contributions to the advocacy plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine what steps to take to ensure that professional resources are available to colleagues as they work on the plan; to determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational system and to improve student learning; to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues' professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and colleagues' professional practice; and to reflect on the</p>	<p>student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members' contributions to the advocacy plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine what steps to take to ensure that professional resources are available to colleagues as they work on the plan; to determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational system and to improve student learning; to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues' professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and colleagues' professional practice; and to reflect on the</p>	<p>student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members' contributions to the advocacy plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine what steps to take to ensure that professional resources are available to colleagues as they work with the plan; to determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational system and to improve student learning; to determine means used to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues' professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and colleagues' professional practice; and to reflect on the</p>	<p>student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members' contributions to the advocacy plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine what steps to take to ensure that professional resources are available to colleagues as they work on the plan; to determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational system and to improve student learning; to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues' professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and colleagues' professional practice; and to reflect on the</p>

Score of 1	Score of 2	Score of 3	Score of 4
<p>impact of the advocacy plan on future advocacy within the school or district.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response. Evidence may also be missing.</p>	<p>impact of the advocacy plan on future advocacy within the school or district.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response.</p>	<p>impact of the advocacy plan on future advocacy within the school or district.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response.</p>	<p>impact of the advocacy plan on future advocacy within the school or district.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response.</p>

Response for Textbox 6.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>little</i> or <i>no</i> evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the needs of the educational system and improves student learning <i>ineffective</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>inconsistent</i> evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the needs of the educational system and improves student learning <i>partial</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>complete</i> evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the needs of the educational system and improves student learning <i>effective</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>significant</i> evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the needs of the educational system and improves student learning <i>in-depth</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan

Response for Textbox 6.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>trivial</i> evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team <i>ineffective</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning <i>irrelevant</i> evidence of the promotion of colleagues' 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>incomplete</i> evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team <i>limited</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning <i>limited</i> evidence of the promotion of colleagues' understanding of how 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>complete</i> evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team <i>effective</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning <i>relevant</i> evidence of the promotion of colleagues' understanding of how 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>significant</i> evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team <i>insightful</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning <i>substantive</i> evidence of the promotion of colleagues' understanding

Score of 1	Score of 2	Score of 3	Score of 4
<p>understanding of how educational policy affects the advocacy plan</p> <ul style="list-style-type: none"> <i>minimal</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan 	<p>educational policy affects the advocacy plan</p> <ul style="list-style-type: none"> <i>incomplete</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan 	<p>educational policy affects the advocacy plan</p> <ul style="list-style-type: none"> <i>complete</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan 	<p>of how educational policy affects the advocacy plan</p> <ul style="list-style-type: none"> <i>significant</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan

Response for Textbox 6.3

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>ineffective</i> evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan <i>trivial</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational system and to improve student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>incomplete</i> evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan <i>limited</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational system and to improve student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>effective</i> evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan <i>effective</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational system and to improve student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>significant</i> evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan <i>thorough</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational system and to improve student learning

Response for Textbox 6.4

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>inappropriate</i> evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth <i>ineffective</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues' professional practice and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>incomplete</i> evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth <i>partial</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues' professional practice and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>logical</i> evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth <i>informed</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues' professional practice and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>in-depth</i> evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth <i>significant</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues' professional practice and student learning

Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> • <i>irrelevant</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan • <i>misinformed</i> evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice • <i>inappropriate</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district 	<ul style="list-style-type: none"> • <i>cursory</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan • <i>uneven</i> evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice • <i>limited</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district 	<ul style="list-style-type: none"> • <i>relevant</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan • <i>informed</i> evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice • <i>appropriate</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district 	<ul style="list-style-type: none"> • <i>insightful</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan • <i>extensive</i> evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice • <i>detailed</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district

Responses for all Textboxes

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>disconnected</i> and/or <i>trivial</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>loosely connected</i> and/or <i>cursory</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>connected</i> and <i>effective</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>tightly connected</i> and <i>detailed</i> examples to support the responses

Tips for Getting Started

Organize and Plan

The following steps are designed to help you prioritize your activities and organize your thinking as you work on your tasks:

- Look at the upcoming submission windows and submission deadlines and decide which one best fits your schedule.
- Register for the test.
- Review the directions for each task and the corresponding rubric.
- Get a calendar and work backward from your submission deadline date to set a task-completion schedule.
- Start writing and developing your responses to each task and uploading artifacts within the secure online submission system.
- Review your responses to ensure that you have demonstrated the knowledge and skills required in the Georgia Teacher Leadership Program Standards.
- Compare your responses with the textboxes within the rubrics.
- Submit the task responses, all of the required artifacts, and any permission forms no later than the submission deadline date.

Key Steps in Task Development

The list below illustrates the steps you should follow when developing a task. Use this list to organize your thinking, plan your time, and carry out the work needed to complete each task.

- Read each task and its corresponding rubric entirely
- Develop a timeline for completing the six tasks
- Develop an outline for each task and its related artifacts (realizing that some parts of each task can occur simultaneously)
- Before submitting your task responses, check to see that you have
 - addressed all guiding prompts and questions
 - linked all artifacts within your response
 - compared your responses to the required evidence listed in the rubrics
- Save a copy of all your final documents before you submit each task

Understanding the Assessment

The following information gives you some suggestions for completing tasks in the most useful and efficient way, and some suggested approaches you might consider before beginning your task responses.

Organizing and Preparing Tasks

Address the Topic of Adult Learning First

Although Adult Learning is scored only in Task 1, it permeates all six tasks. Therefore, prior to beginning the assessment process, you should take the opportunity to research adult learning theories and the practical application of adult learning strategies.

Since Adult Learning permeates the entire assessment, it is best to make sure you have mastered it first before proceeding to the other tasks.

The tasks that need to be completed all focus on work done by you with your colleagues to enhance your colleagues' skills. You need to be able to differentiate between helping your colleagues complete activities such as research or advocacy and doing the work yourself.

Needs Assessments

Many of the tasks reference the use of, or require, a needs assessment of some sort. It is suggested that some time be spent reviewing the models or structures of needs assessments (formal, informal, written, and conversational). Questions that determine the needs that have an impact on student learning must be examined. Questions that allow respondents to vent personal concerns must be avoided.

Other Preparation Activities

Prior instruction on a variety of evaluation formats is needed (e.g., Framework for Teaching, Marzano, Stronge), especially for Task 4. Practice within any of these protocols would be helpful to you. Having access to a video library showing various teacher practices would also help in this practice.

The strategy of modeling could be instituted during course work based on the requirements of the tasks. For example, in preparation for Task 2, it is suggested that you do research by collecting and analyzing data and showing how the results have a positive effect on student learning. This process enables you to better understand what you need to do to help colleagues in their research.

Time should also be spent on what constitutes a good artifact (e.g., reinforcing points being made in the commentary and enhancing the amount of evidence provided in the commentary).

Candidate Information

Types of Writing

You will need to write descriptively, analytically, and reflectively when responding to the prompts. Such writing does not always come naturally; therefore, explanation, along with some examples, would be helpful.

Using the Rubrics

The textbox numbers (e.g., 1.4 or 3.2) listed next to each area being scored on the rubric correspond to the grouping of prompts in the task directions. As you respond to the prompts within a section of a task, you should critique what you are writing against the words of the rubric.

Selecting Colleagues

When selecting colleagues with whom to work, you should not necessarily choose people of similar experience, content, or grade-level background. Variety allows you to demonstrate greater knowledge of adult learning strategies. For Task 4, the colleague does not have to be a novice teacher; it could be someone being mentored or simply one asking for support.

Collaboration with Other Teacher Leaders

All six of the Teacher Leadership tasks require you to work with colleagues. A colleague, in this context, is a member of the faculty of the school/district where you are experiencing your Teacher Leader internship; a colleague cannot be another candidate in your Teacher Leadership preparation program class.

As much as possible, the colleagues you choose should be different for each task. Although there may be fellow Teacher Leadership candidates in the same school/district who are involved in the activity of the task, it's best if you choose non-candidates to focus on since the tasks require the development of colleagues' skills; a fellow Teacher Leadership candidate's skills should already be finely honed.

When interacting with colleagues, no two people interact the exact same way or respond to others in the same manner. When constructing your written commentary, that difference in perspective must be obvious, and the style of writing and written words must be original to you. When a rater reads multiple submissions, that rater can be expected to find no overlap (similarity in wording). Paragraphs or even sections of paragraphs that are substantially similar will be construed as overlap and in violation of the Rules for Test Participation for the GACE Teacher Leadership assessment.

Test takers may use artifacts that are the same as, or similar to, those used by another colleague. However, the completed artifact, as much as possible, should be different, reflecting the different colleagues with whom the

candidate worked. If the artifact is part of a shared project or shared work, please note that on the artifact. If you do use the same artifacts, take care when writing your commentary. Commentary that is similar can constitute overlap.

Focus your work around the requirements of each task. If you are thinking about using something you have already created (e.g., a graduate classwork project) and adjusting it for your response be sure it is very closely aligned with the task. Sometimes using completed class projects as submissions can result in responses that miss key points of a task, if they are not closely aligned with the Teacher Leadership tasks.

Permission Forms

Responses to the task prompts require the submission of artifacts, which include samples of student work, work from a colleague(s), or other sources. You are required to obtain and submit a signed permission form from every adult and student whose work you submit. See Permission Forms on page 53.

Guidelines for Writing and Formatting

Writing Responses

Each task requires some form of written response. It is imperative that you understand what kind of writing is required by each guiding prompt. The suggestions below are intended to help you craft good written responses for your performance assessment.

1. Writing about Teacher Leadership

The six tasks required in the Teacher Leadership assessment encourage the use of three kinds of writing: descriptive, analytic, and reflective. The evidence that you select as representative of your practice for the purposes of this assessment should provide raters with a view of what is happening within your building, and also of your rationale for those events and processes and your view regarding the significance of the results of your teacher leadership.

2. Descriptive, Analytic, and Reflective Writing

There are essential differences between descriptive and analytic writing. As you compose your written commentary, you need to keep these differences in mind. Basic definitions of these terms appear below, followed by more detailed explanations of each type.

- **Descriptive Writing**

Descriptive writing is a retelling of what happened in a school situation or event. This kind of writing is meant to set the scene for raters. Your description should be logically ordered and provide enough detail to allow raters to have a basic sense of your situation so that they can understand what you are conveying in your analysis.

- Description is called for when you are asked to state, list, or describe. You want to be sure that your descriptions are clear and detailed enough to allow someone reading about your practice to understand what you are describing.
- Checklist for Descriptive Writing
 - Accurate, precise enumeration or explanation of critical features
 - Clear, logical ordering of the elements or features of the event, person, concept, or strategy described
 - Inclusion of ALL features or elements that would allow an outsider to see whatever is described as you see/saw it

- **Analytic Writing**

Analytic writing deals with reasons, motives, and interpretation and is supported in the concrete evidence provided by the materials you submit. Analytic writing shows raters the thought processes that you used to arrive at the conclusions you made about a leadership situation or event. Analysis demonstrates the significance of the evidence you submit. In some cases, it will include the achievements that resulted from an activity you facilitated. Or it could be discussion of the results from a survey that solicits feedback from various sources.

- **Reflective Writing**

Reflection is a thought process that occurs after the completion of an activity. This is the kind of thinking that allows you to think deeply about what occurred — and what did not occur — during the leadership event, and to

make decisions about how you would approach similar situations in the future. You could decide to do something the same way, differently, or not at all. Although reflective thought may occur in many places, the reflection questions are where you must show how you use what you learned from your leadership experiences to inform and improve your practice in the future.

3. Analysis and Reflection Overlap

Analysis and reflection can overlap, though they are not identical. Analysis involves the interpretation and examination of elements or events supported by evidence. Reflection, a particular kind of analysis, always suggests self-analysis or retrospective consideration of one's practice. When you are asked to analyze or reflect, be certain that your response meets these criteria.

For example, if you are to analyze the success of a particular activity or some specific strategy, do not explain what happened in the analysis or reflection sections. This is description. Moreover, simply stating a conclusion (e.g., "The professional development was a success!") or saying that you observed the fulfillment of your goals without giving evidence or examples to support the statement is not analysis. Raters need to be aware of why you interpreted the results of an activity the way you did. You need to explain your interpretation of the evidence (analysis) as well as your understanding of what should come next (reflection).

Analysis deals with reasons, motives, and interpretation. All of these are grounded in the concrete evidence provided by the artifacts that you include in your performance assessment, but you must explain the significance and not expect raters to draw their own conclusions. Your examples cannot tell the rater what you inferred about your practice — only your analysis and reflection can do this.

Tell the rater how the professional development in your building affected student performance — that is analysis and interpretation. Use your evidence of colleagues' work to explain and illustrate your practice and also to provide a context for the artifact. Ask yourself the following questions in preparing your analysis and reflection:

- What did my colleagues know before this professional experience?
- What did my colleagues learn because of this professional experience?
- What did I know about my colleagues and their knowledge before this professional experience?
- What did I learn about my colleagues and my leadership because of this professional experience?
- What would I do differently? (Reflection)

4. Revise and Edit Your Writing

An important step in writing, regardless of the skill or experience of the writer, is to take the time to review the writing with an objective eye. Even professional writers can become so involved in their writing that they sometimes forget to include information that the readers do not know. For some, reviewing with objectivity requires distance or some time away from the document. Pace your writing so that you can set it aside for a day or so and then come back to it with fresh eyes. The next time you read it, you should have an easier time seeing the important information, where a description or analysis is needed, where something is unclear, or where a transition is needed. In addition, it is important that you read it a third time to edit the language, spelling, and other mechanics of writing.

Another good suggestion is to ask another person to read your work with a critical eye for detail. This person should review your written response with the evidence you are including and with the corresponding rubric. Your goal in having someone else read your work is to discover things that are unclear to an external rater. Be sure that if you use a colleague at your school, he or she does not assume critical information because of familiarity with the learning. Give the person a copy of the rubric to determine whether your writing is redundant or if there are any gaps in your work.

Summary of Key Points

Address the Questions

For each task, there is a series of guiding prompts that will influence your written response. Make sure that you have read each guiding prompt and its related rubric criteria carefully. Understand what you are being asked to address and how it will be measured.

Organize Your Information

It is very important that you provide your evidence as clearly and concisely as possible. Raters will be reading your responses supportively. This means that they are reading your response expecting that you will earn a good score. They are looking for information within your response to provide evidence that you have met the rubric criteria. Presenting your evidence in a way that is clear and easy for raters to find will help them to do their job more effectively.

Check Your Response Against the Rubric

This point is a critical step in making sure that your performance assessment is responsive. Once you believe that you have completed a task response, ask a trusted colleague to read your response against the rubric. Also, ask your colleague to look at the task's guiding prompts and verify that you have addressed each guiding prompt within the task.

Do Not Use Identifying Names or Titles

This includes, but is not limited to, names of:

- Teachers
- Colleagues
- Students
- Schools
- Districts

In order for your responses to be scored fairly and to protect the identity of students, it is extremely important that you do not identify yourself, your colleagues, your school, or the city/town in which your school is located. Instead, refer to students as Student 1, Student 2, and so on. Refer to places as “my school” or “my district.” Remove identifiers from work samples, emails, etc. — you can do this simply by crossing them out with a marker or correction tape/fluid.

Using the Textboxes

Each of the six tasks includes numbered textboxes for your use. Examples of these textboxes are located within the task directions; these are provided as examples to illustrate the text. Use the textboxes at the end of each set of guiding prompts to type your response and link artifacts to the text as instructed.

Thinking about Evidence

Evidence

Evidence is the information that you, as a candidate, provide within a commentary, including things such as quotations from students and colleagues and relevant artifacts.

The Value of Evidence

The quality of the evidence is the most important measure of its value. Evidence is found in the responses to the guiding prompts and in artifacts. Evidence is collected from wherever it appears within a task. Sometimes you will include additional evidence in the response to another guiding prompt within the same task; that evidence is also collected by the raters.

Evidence Tips

You should ask yourself the following questions:

- Am I providing sufficient evidence?
- Is the evidence appropriate?
- Do I fully understand the evidence required by each guiding prompt within a task?
- What are the best artifacts I can provide to address the guiding prompts?

You can also obtain a better understanding of evidence by:

- Describing your understanding of what the prompts within a textbox require to a colleague or peer
- Selecting and listing the artifacts that are most appropriate and that will provide the greatest amount of evidence
- Finding an effective way to explain the value of each artifact
- Working with a peer to help each other understand the guiding prompts and identify the evidence
- Comparing the evidence you have written for each prompt within the rubric

A few caveats to observe — when using the rubric, be sure to focus on the amount and quality of evidence, not the score. Make sure you see the connections of the textbox numbers to the numbers in the rubric. Notice that more than one textbox may address a single standard or indicator.

Once you have an idea of the direction each prompt response will take and a list of artifacts, try to distinguish between and among descriptive, analytic, and reflective writing. Reread the Guidelines for Writing and Formatting section in this handbook. Recall that solid analysis requires examination and interpretation of the evidence. Then, focus on the following:

- Are the points you are making clear?
- How does the evidence support your points?
- What specific details are referenced within your evidence?
- How are the details connected to your points?

Selecting Evidence for Tasks

You will be required to submit different types of evidence for each of the six tasks. Each task requires some form of written response — this is part of your evidence. In addition, tasks may require other types of evidence, such as a plan, anecdotal notes from colleagues, or emails.

For each task, make sure that you clearly understand what type of evidence is required. If an artifact is required, make sure that you include an artifact that does not exceed the required page limit, addresses the standards being measured, gives you a good opportunity to discuss what was done with colleagues to generate that work, provides the raters scoring your response with a picture of your practice, and gives them good information to use when scoring your performance.

Using Artifacts as Evidence

Quality artifacts are carefully selected, and they connect, support, and enhance the written commentary. They also help to demonstrate knowledge, skills, and understanding of the standard being discussed and are paired with relevant and insightful analysis.

When determining the best artifacts to use as evidence, start by identifying a number of artifacts that can be used to support a specific point in the written commentary. Then you can choose the strongest artifact and explain why you believe it supports that point. Remember that only one-page artifacts are allowed unless specifically stated otherwise; therefore, you should choose an artifact that best illustrates and connects with what has been written.

You should ask yourself the following questions:

- What point from the written commentary is the artifact reinforcing?
- Can the artifact be used as data (e.g., surveys, test scores, communication records, anecdotes) to reinforce the written commentary?
- What pertinent details does the artifact provide?
- How does the written commentary identify details in the artifact that prove an assertion?
- Is the connection obvious and strong?
- What wording is used to reference the artifact within the written commentary?

Artifacts to avoid include blank surveys, artifacts that do not connect directly to the point(s) being made in the written commentary, and artifacts that are difficult to read or decipher.

Uploading and Linking Artifacts

Each task requires artifacts to be submitted in addition to the written commentary portion of your response. Artifacts can be uploaded and submitted using the same online submission system you will use to submit your assessment. Instructions on how to upload and submit artifacts will be present within the online submission system for your use.

Submitting Tasks

Choosing Your Submission Window

Choose a submission window that will give you plenty of time to complete the assessment. If you select a submission deadline and then decide to change to a later one, you will be subject to a \$50 rescheduling fee. You will also be required to re-upload any tasks and artifacts you have previously uploaded in the submission system. All tasks and artifacts must be submitted by the same submission deadline.

Submitting Task Responses and Artifacts

You will compose and enter your responses and upload artifacts in the online submission system. Task responses can be entered one at a time or simultaneously. When you submit a task response for scoring, it must be complete and include all required artifacts. All tasks and artifacts must be submitted by the same deadline date.

Rescheduling Your Submission Window

If you select a submission window and then decide to change to a later one, you will be subject to a \$50 rescheduling fee. Rescheduling can only be done if the registration deadline for the initial submission window has not passed and the new submission window is open for registration.

Note: Tasks and artifacts uploaded for the original submission window will not transfer automatically to the new submission window. If you reschedule, you will be required to re-upload any tasks and artifacts you have previously uploaded. All tasks and artifacts must be submitted by the same deadline date.

Resubmitting a Task

If you are required to pass the assessment and you do not pass, you are allowed to resubmit any task that received a score of 5 or lower or Nonscorable. Scored tasks that received scores of 6 and above cannot be resubmitted. There is a \$75 resubmission fee for each task you choose to resubmit.

As long as you remain eligible for the assessment, you may resubmit tasks up to two additional times after the initial submission to attempt to achieve a passing score. You must resubmit tasks and pass the assessment in the next two submission windows after your initial submission. If you do not do so within that time, you will have to pay another registration and take the assessment all over again.

Refund Policy

Initial Registrations

If a cancellation is processed online or by phone by the registration deadline for the submission deadline you have selected (approximately two weeks prior to the submission deadline), the full registration fee will be refunded, minus a refund fee of \$120.

Cancellations processed online or by phone after the registration deadline for the submission deadline you have selected are not eligible for a refund.

Resubmissions

If a cancellation is processed online or by phone by the registration deadline for the resubmission deadline you have selected, the task resubmission fee will be refunded, minus a fee of \$15 per task. (For example, if you registered to resubmit three tasks and paid three \$75 resubmission fees, totaling \$225, and then you cancelled the resubmission registration within the appropriate timeframe, you would be refunded the full resubmission fee you paid, minus a fee of \$45.)

Cancellations processed online or by phone after the registration deadline for the resubmission deadline you have selected are not eligible for a refund.

Scoring Overview

Quality Assurance

Controls exist in the scoring process to manage the quality of the scores produced. Test validity, reliability, and fairness are of foremost importance. Scoring adheres to the highest industry standards for evidence-based assessments. Throughout the scoring process, steps are taken to control any inherent biases that may impact scoring. Raters are trained to recognize when a personal, societal, or professional bias might interfere with their ability to fairly score a response. Through adherence to industry standards, you can be confident that portfolio scoring is conducted to achieve the highest levels of fairness and reliability.

Fair and Unbiased Scoring

There are numerous checks in place to provide fair and valid scores. Raters are required to participate in a rigorous training program that includes demonstration of understanding of the standards, task directions, rubrics, and more. Raters must demonstrate mastery of the scoring process through multiple practice sessions conducted by experts who are trained in qualifying raters. Raters must take and pass a test verifying their mastery of accurate scoring processes before they can score actual candidate assessments.

All identifying information should be removed from responses so raters are prevented from knowing your identity. For resubmitted tasks, raters are not aware of any previous scores. They will not know that any task is a resubmission, nor will they have access to any prior scores.

Inter-rater Agreement

Rater agreement is a desirable goal for all evidence-based assessments scored using rubrics. The GACE Teacher Leadership assessment is scored using a four-point rubric. It is important that different raters who have been trained to score candidate responses closely agree in the scores they assign to the same candidate's response. In other words, the score a candidate receives should not be dependent on which particular trained rater happens to score the response. ETS will compute the extent of rater agreement on the assessment using a Kappa statistic, which ranges from 0 (no rater agreement) to 1 (complete rater agreement). The significance of the Kappa value is evaluated by comparing that value to the value that would be expected by a chance level of agreement. If the Kappa value exceeds what would be expected by chance, it may be concluded that the extent of rater agreement is statistically significant.

A Word of Caution

Each task in your GACE Teacher Leadership assessment, whether initial or resubmitted, must be entirely your work. While we encourage collaborative teaching and utilizing a support provider, each task response that you submit must be distinctly your own work. Software is utilized to scan all written commentary for overlap with previous submissions or with another candidate's submissions. If such overlap is detected, scores will be voided and an investigation with the ETS Office of Testing Integrity may be initiated. Results of all investigations conducted are forwarded to ETS and the GaPSC.

Your assessment is scored by educators who meet the qualifications established by GaPSC and ETS. Each rater will be trained and monitored to become an expert in only two tasks. Raters include members from the following groups of educators:

- Faculty from schools of education in institutions of higher education
- School district administrators
- P–12 educators who have a Master’s Degree and hold a professional teaching certificate
- P–12 educators who have a Master’s Degree and hold National Board Certification

Portfolio Scoring

Each task in the assessment will be scored based on a 4-point rubric that assigns scores based on how well you encompassed all of the required Georgia Teacher Leadership Program Standards in your submission. Tasks are rated on a scale of 1 to 4 with 4 being the highest possible score. Score levels for each rubric are defined as follows:

Score	Value
4	Insightful and thorough
3	Clear and complete
2	Vague and/or partial
1	Missing or ineffective
0	Nonscorable

Just as you would create a rubric to evaluate your students’ work, the GACE Teacher Leadership assessment uses rubrics containing quantitative and qualitative elements of evidence (see above) for each of the textboxes within a task.

Each task in the assessment is scored by two raters who are experts in that task. These individual task scores are combined into a total score. The possible score range for each task that is able to be scored is 2–8. In order to pass the Teacher Leadership assessment, you must submit a scorable response for each task. A scorable response is one that addresses the guiding prompts/questions, is not determined by certified raters to be off-topic or missing a required artifact, and receives a score greater than “0.”

Tasks that cannot be scored are rated as Nonscorable. Nonscorable is assigned if there are no required artifacts attached, if there is no written commentary in any textbox, or if the written commentary does not in any way address the guiding prompts. If the scores differ by more than 1 point, the task will be scored by a third rater to ensure a fair, accurate overall score. Scores are carefully analyzed by ETS psychometricians before being approved for release.

Your score report will include the total score for each task as well as the composite score for all six tasks. For the composite score, you will receive a “Passed/Not Passed” designation in addition to the numeric score. You will receive feedback for each individual task based on the guiding prompts within the task. This feedback will be helpful when deciding whether or not to resubmit.

Receiving Your Scores

Score reports are available via your testing account in the Teacher Leadership registration system approximately six weeks after the submission deadline date you chose at the time of registration. When you receive your score report, you will be able to view each task’s individual score. Two raters will contribute a score for each task within an assessment, which (when totaled) will result in a final score of 2–8, unless the combined rating is Nonscorable. Score reports are

available online only and all candidates submitting their tasks by the same submission deadline will receive their scores at the same time.

Scores for Resubmitted Tasks

In the event your composite score does not meet the passing score, you can resubmit any task(s) within the assessment that received a score of 5 or lower, or Nonscorable. Tasks with a total score of 6 and above are not eligible for resubmission. The highest score on each task — regardless of whether it was earned on an initial or a resubmitted task — will be the score used to calculate your composite score. This gives you the best chance to pass your assessment.

Saved Scores

All of your scores are automatically saved in the submission system after they are reported to you. If you do not pass the assessment, you can choose to resubmit one or more of your task responses based on the resubmission criteria listed above. Your score report will contain helpful guidance for making these choices.

You will need to register and pay for resubmission, select a resubmission deadline date, and rebuild the tasks you are resubmitting by uploading them and their required artifacts into the online submission system. All resubmissions must be submitted by the same resubmission deadline. If a resubmitted task receives a lower score than the initial submission for that task, the higher of the two scores will be kept to calculate your total score for that task, and your new composite score for the assessment.

Delivery of Scores to Other Score Recipients

All scores will automatically be provided to ETS, the GaPSC, the program provider who approved your eligibility for testing, and any other program provider(s) you indicated during registration.

Online Score Reports

Scores are available online through your ETS GACE testing account; paper score reports will not be issued. You can print your online score report as many times as you wish.

Note: Scores will not be released if the appropriate permission forms are not submitted for all tasks.

Evaluating Scores and Resubmitting Tasks

In the event you do not successfully complete the assessment, identify those tasks on which you scored lowest. Prepare to resubmit tasks addressing those with lower-scored criteria. In order to resubmit tasks, you will need to register again, choose a resubmission deadline date, and pay the resubmission fee. There is a \$75 resubmission fee for each task you choose to resubmit. You will resubmit your tasks via the same online submission system where you made your initial submission.

As long as you remain eligible for the assessment, you may resubmit tasks up to two additional times after the initial submission to attempt to achieve a passing score. You must resubmit tasks and pass the assessment in the next two submission windows after your initial submission. If you do not do so within that time, you will have to pay another registration and take the assessment all over again.

Score Report Misuse

The GACE Teacher Leadership assessment was designed for use in awarding the certificate upgrade to eligible candidates. Other use of this assessment and the scores reported is inappropriate. While not inclusive of all possible examples of misuse, a specific example of misuse is employment selection or hiring. GACE and ETS believe it is inappropriate for a state, district, school, or other local education agency to differentiate among candidates who have met or exceeded the passing score on the GACE Teacher Leadership assessment for purposes of making a selection or hiring decision. It is also not intended for use in rank-ordering candidates or for making decisions that presume a predictive relationship between performance on the GACE Teacher Leadership assessment and performance on the job.

Ownership of Responses

ETS maintains ownership of all responses and accompanying materials. By submitting your performance assessment, you agree that ETS may use your responses, without any identifying information, to support the future scoring of the GACE Teacher Leadership assessment. Your responses may be used as a benchmark, for training, or for another exemplar case. Responses may also be used in the online Teacher Leadership Library of Examples, which is a collection of actual written responses submitted by Teacher Leadership candidates that can be used for comparison purposes.

Permission Forms

For Tasks 1 – 6, your responses will be based, in part, on actual colleagues with whom you are working. You must obtain a signed permission form for the use of any materials you submit as artifacts that are not created solely by you. These permission forms must be completed, scanned, and uploaded to the Permission Forms Library in the Teacher Leadership submission system **before you submit (or resubmit) your tasks**.

Examples of these materials are:

- feedback from colleagues and students such as emails, letters, documents
- forms/charts/surveys created by involved colleagues or participants
- print media

You must submit the following forms as they apply to your context:

- GACE Teacher Leadership Assessment Permission Form for Students Under 18
- GACE Teacher Leadership Assessment Permission Form for Students Over 18
- GACE Teacher Leadership Assessment Permission Form for Colleagues and other Adult Participants

These forms can be downloaded from the Teacher Leadership section of the ETS GACE website at www.gace.ets.org/teacher_leadership/resources.

Note: Scores will not be released if the appropriate permission forms are not submitted for all tasks. Only the GACE permission forms listed above can be used; **other district or school forms will not be accepted**.

Completing Permission Forms

When completing the permission forms, please note:

- You must fill in **your name** and **GA Cert ID** in the Candidate Name section at the top of the form
- The “Your Name” and “Your Address” sections in the form should be the name and address of the **person providing permission** to use the requested information in your assessment portfolio
- The name in the “Your Name” space and the signature should be the same person
- Do not black out the information in the middle of the form — while you should black out personal identifying information in the artifacts you submit, which are seen by the raters, information should not be blacked out on the permission forms

Guidelines for Instructors of Teacher Leadership Candidates

Ethics and Support Guidelines

Candidates may engage in professional discussions with instructors about the Georgia Teacher Leadership Program Standards and Indicators. However, the work each candidate submits as part of their response to each performance assessment task must be theirs.

All materials and information necessary for candidates to complete the Teacher Leadership assessment are available and public. Candidates will have ample opportunity to review the tasks and rubrics before they begin the assessment process.

Ethical Role of Instructors

Instructors should:

- Know, understand, and uphold the GACE policies and guidelines
- Only share information that is public for all teacher leadership candidates
- Understand the difference between personal opinions and policies
- Acknowledge and respect that responsibility for developing and submitting the performance assessment rests solely and completely with the candidate
- Immediately report violations of confidentiality, incidents of falsified information or materials, and breaches of security
- Understand that breaches of trust and confidentiality may destroy the validity of the assessment and may negatively affect the reputations of teacher leadership candidates

Instructors should never engage in the following conduct:

- State or imply that a candidate will or should be successful or will achieve a particular score
- Make choices for the candidate
- Create evidence for the candidate
- Falsify or fabricate evidence for any task you submit
- Copy the work of others to use on a teacher leadership candidate's performance assessments
- Give, ask for, or receive information about secure assessment materials
- Provide textboxes that show how to complete prompt responses
- Compare one teacher leadership candidate's response with that of another
- Assign a score to a task
- Grade, evaluate, or correct a task

Technical Issues and Support

The GACE Teacher Leadership assessment is designed to make the process of authoring and submitting your tasks as intuitive as possible. Assistance, technical help, and information about how the online submission system works are available via email and phone through ETS Customer Service.

ETS Customer Service is available Monday–Friday, 8 a.m. – 5 p.m. Eastern Time.

Phone

1-855-225-7178 (United States, U.S. Territories, and Canada)

1-609-359-5161 (all other locations)

Email

gace_inquiries@ets.org