



# GACE® Teacher Leadership Assessment

## Library of Examples

### Task 3, Step 1: Professional Learning Plan

#### Textbox 3.1.1: Facilitating the Design

Below are two examples of written responses to Textbox 3.1.1 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level (3-4), and the other response was scored at the Did Not Meet/Partially Met Standards Level (1-2). This information is being provided for illustrative purposes only. These excerpts are not templates for candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their own work.

#### Guiding Prompts for Textbox 3.1.1

- 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?
- 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?
- What are the components of the professional learning plan, and how do they connect to the teachers' needs and student learning?
- How is the professional learning plan embedded within the school/district culture?

#### Example: Met/Exceeded Standards Level (3-4)

- Based on the needs assessment, 82 students would need remediation prior to the September administration of the Georgia High School Writing Test (GHSWT) because they were not currently enrolled in an English class or receiving writing instruction. Looking at the rosters and test results for all eligible students, the principal, counselor and I drafted a list of the students needing to test. Some students had previously failed the GHSWT, while some students were not eligible to test previously due to lack of credits. After identifying the 82 students, we pulled score reports from the students tenth grade mock writing test and identified their needs based on the four domains of scoring: ideas (40%), organization (20%), style (20%), and conventions (20%). Then, based on these results, I met with the English department teachers to review past writing samples of those students and determine their areas of weakness. Based on the needs, students were divided into four

### **Example: Met/Exceeded Standard Level (cont'd.)**

groups to represent each of the four domains. Students who needed support in each area were grouped together with the ideas group. It was determined that the remediation would occur during the English teacher's planning periods of Tuesdays, and that on Mondays I would provide strategies to each teacher to assist in their review with the students. Additionally, Career, Technical and Agricultural Education (CTAE) teachers received instruction on the RAFT (Role-Audience-Format-Topic) strategy to use with students in class and were emailed a persuasive writing topic to use in a class discussion each week.

- b. The goal of the professional learning plan for teachers and students is to provide the necessary instruction needed for students, not currently enrolled in an English class, to pass the GHSWT. This goal is aligned to the school and district plan for 96% of first time test takers to pass the GHSWT and directly impacts the district's graduation rate goal. This goal is significant as the GHSWT was, at this time, the only state assessment requiring a passing score in order to graduate from a public high school in Georgia.
- c. The professional learning plan impacts teachers and students by providing necessary writing remediation to students in small groups. The four other English teachers and special education teacher, and I worked together to divide students by their areas of weakness among the four writing domains used in scoring. I worked directly with the special education teacher serving the English department to provide instruction to the ideas group, while the other three teachers worked with the organization, style, and conventions groups. To prepare the teachers for their remediation lesson, I researched strategies and graphic organizers that were most effective for each domain. I provided each teacher with a lesson plan, copies of resources, differentiated strategies for higher or lower ability students, and a digital presentation each week to use for review with their group. I also provided the CTAE teachers with a hard copy and a digital presentation of the RAFTT format, and weekly persuasive writing topics for discussion. I used the Georgia Department of Education GHSWT website for previously released exam topics and rubrics to use with both sets of teachers. If teachers needed more instruction, I provided additional support before and after school, and through email when requested.
- d. The school and district culture is one that promotes excellence amongst a high percentage of students who live in poverty, who have parents who earn a living as migrant workers and/or have special learning needs. Additionally, the district believes in that reading and writing should occur daily in all classes. This expectation is what led to the inclusion of the CTAE department teaching writing skills and discussing persuasive writing topics in class. Ultimately, the feedback from students, teachers, administrators and parents was positive when the test was over and the results came in. The school achieved a 98% pass rate, exceeding both the State and Regional Education Service Agencies (RESA) expectations and all previous pass rates at our school.

### **Refer to the Task 3 Rubric and ask yourself:**

In the candidate's description of the design of the professional learning plan, where is there evidence of the following?

- The design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process
- A goal that is significant and aligned with the school/district goals and/or improvement plan

- How the components of the professional learning plan connect to teachers' needs and student learning
- How the plan is embedded within the school/district culture

Why is the candidate's response **appropriate** or **effective**?

**Example: Did Not Meet/Partially Met Standards Level (1-2)**

- The Needs Assessment showed that the 9th grade STEM teachers were connecting on a regular basis and were productive from these meetings. However, the connection became more tenuous as the students moved into grades 10-12 because they no longer all had the same classes like they did in the 9th grade. The PLC was constructed around this need. It was more difficult for the teachers to share projects and co-teach a novel or a process because not every student sitting in the class was a STEM student.
- The PLC goals are aligned with the school's plan to apply for STEM accreditation in this school year. This goal is aligned with the school improvement plan and district goals. Goal of the Plan: The goal of the plan is twofold: to increase the connections between the 10-12 grade STEM teachers and to figure out creative ways to overlap assignments across the curricula. Assignments must be made in such a way that non-STEM students are able to complete them and teachers are able to grade them satisfactorily. For example, if a math teacher assigns a story to be written containing math concepts, the English teacher will grade the grammar and mechanics for the STEM students. The math teacher must then be able to adequately grade the work turned in by the non-STEM students.
- Session 1: The details are provided in the attached meeting minutes, but a summary is as follows: an overlap with teachers of grades 10-12 is occurring as evidenced by Ms. Rich's project on Ender's Game with the math teachers. We would like to expand that overlap. Session 2: The details are provided in the attached meeting minutes, but a summary is as follows: teachers are overlapping on the air bag project and the novel The Martian. Session 3: The details are provided in the attached meeting minutes, but a summary is as follows: overlap is occurring between ELA and chemistry in the aluminum boat project, between ELA and physics with a ramp calculations and between ELA and math with the blood spatter story and calculations. Session 4: The details are provided in the attached meeting minutes.
- The impact is the teachers are reporting overall satisfaction, as evidenced by two emails from Ms. Murrat, with their increased communication joint projects. They feel like the "bugs" have been worked out and the projects are progressing smoothly. Sustainability: All teachers feel like this is a sustainable activity. We are meeting monthly for a short period, but accomplishing a large volume of work in that short time. Everyone feels like their time is treated respectfully, therefore, they believe we can sustain this until the end of the year. Recommendations for Future Professional Learning: The teachers recommend that we continue this PLC into next year because our initial STEM students will be seniors next year. The teachers would like to see the collaboration continue into the senior level classes.

**Refer to the Task 3 Rubric and ask yourself:**

In the candidate’s description of the design of the professional learning plan, where is there evidence of the following?

- The design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process
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- How the plan is embedded within the school/district culture

Why is the candidate’s response *uneven* or *partial*?

**Suggestions for Using These Examples**

After writing your own rough draft response to the guiding prompts, ask the question, “Which parts of these examples are closest to what I have written?” Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.