



GACE® Teacher Leadership Assessment

Library of Examples

Task 4, Step 2: Observation and Feedback

Textbox 4.2.2: Post-observation and Feedback

Below are two examples of written responses to Textbox 4.2.2 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 4.2.2

- 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?

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

- a. In order to enhance the feedback process, I utilized several components of how to develop conversations that are learning-focused. Although I did not come in with scripted questions, I did have an intended path and a focus question to guide the conversation which made the learning much more meaningful. Through the shifts in the conversation I was able to fluctuate between a coaching, consulting and collaborative stance. This was essential to the teacher's learning progress to ensure I avoided maintaining a consulting stance and not allowing her to have the valuable "ah ha" moments as we conferred.

After we discussed the lesson and the teacher moved through her realization that many students struggled to be fully engaged, we looked specifically on the language aspects of the lesson on which we intended to focus. We both recognized the same problem in that the sentence frames provided too much structure for students with higher levels of language acquisition. Although we agreed that the use of sentence frames is essential in an ESL classroom, we both concluded that the use of them hindered progress through the rubric. More specifically, those students with high levels of language ability were stifled by the frames and unable to score as high on the rubric as they might have otherwise. This is where the power of our conversation was highlighted.

Example 1: Met/Exceeded Standards Level (cont'd.)

- b. Through this discovery and use of the assessment tool we were able to have authentic conversations about the language levels of students in her class. The teacher was not familiar with the speaking rubric prior to this experience, and this opportunity allowed her to be armed with more information which would significantly impact planning and instruction. We took the postobservation time to begin planning for next lesson and observation.

What had started as a concern about grammar structures turned into an in-depth analysis and planning for moving students through the rubric to more advanced stages of acquisition. Instead of getting bogged down with the frames at the start of planning, we took specifically at students and where they fell on the rubric. Then we discussed the stage beyond where each student was so she had a clear picture in her mind how they needed to progress. This planning spanned over several meeting times because the task was much bigger than either of us realized. In the end, she had multiple lessons planned to help enrich speaking opportunities over the next week and we constructed more advanced sentence frames for the final observation time.

Refer to the **Task 4 Rubric** and ask yourself:

In the candidate's analysis, where is there evidence of the following?

- Support and enhancement of colleague's reflective skills through feedback and the modeling of strategies
- Feedback to evaluate the colleague's use of multiple assessment tools to make informed decisions to improve instructional practice and student learning
- The particular occurrence that warranted the feedback

Why is the candidate's response **effective** and **appropriate**, even **extensive**?

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

- a. Following the observation, Teacher A and the teacher leader once again met to discuss the observation. This conference was a time for Teacher A to reflect upon the observed lesson. Questions such as: "What went well?", "What could be modified" and "What will you do as a result of this process" were posed to Teacher A. These questions enabled Teacher A to think about her own practice, rather than just hearing a critique of what someone else might have thought.
- b. The teacher leader and Teacher A also discussed the students who seemed to struggle a bit more with the lesson. Once again, assessment scores were reviewed to find connections between the data and student performance during the lesson. It was determined that, based on the scores, student groupings did seem to work, however, more consideration should be put into differentiating for students in subsequent lessons.

Refer to the Task 4 Rubric and ask yourself:

In the candidate's analysis, where is there evidence of the following?

- Support and enhancement of colleague's reflective skills through feedback and the modeling of strategies
- Feedback to evaluate the colleague's use of multiple assessment tools to make informed decisions to improve instructional practice and student learning
- The particular occurrence that warranted the feedback

Why is the candidate's response ***partial*** and ***limited***, even ***effective***?

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.