



GACE® Teacher Leadership Assessment

Library of Examples

Task 6, Step 1: The Advocacy Plan and Your Team

Textbox 6.1.2: You and Your Colleagues

Below are two examples of written responses to Textbox 6.1.2 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 6.1.2

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

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

Team members included two Environmental Science teachers and a department head. The team members were chosen based on their involvement in Environmental Science. The two teachers and I were the only Environmental Science teachers at the school and 50% of our evaluation was comprised of the Environmental Science Student Learning Objective (SLO) scores. Each week, we collaboratively planned and worked to improve the Environmental Science curriculum and lessons. The two Environmental Science teachers were new to the content. Teacher A had taught Environmental Science for one year and was in his second year of teaching high school. Teacher B had 10 years of middle school experience and was teaching Environmental Science for the first time. The department head was a veteran teacher and was included in the project as an expert in the area of science and pedagogy. Part of her duty as department head was to attend subject group meetings, and she provided an outside look for different situations.

To encourage the team members to participate, I approached the project with a positive attitude and stressed how the project could benefit their SLO scores. I utilized a note taking

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

sheet provided by the school to document and guide our weekly discussions. Each week, a different team member led the meeting while another recorded the meeting minutes on the sheet to involve everyone. During the first week, I demonstrated how the sheet should be completed. At faculty meetings, the teacher performance and development system and college and career readiness ratings were explained to the faculty by our team members. This was only the system's 3rd year using the teacher performance and development system and college and career readiness school rating system was new as well. In our first Environmental Science meeting, we discussed the components of the new evaluation system. We examined the Student Growth Models and the lack of growth demonstrated by Environmental Science students in the previous year. I showed the teachers how the SLO scores were weighted slightly more than the observations, and the importance of showing growth. We discussed the additional factors that influenced student performance such as parent involvement, attendance, and background knowledge. We explained that while we cannot control these factors, we must find ways to help students learn. I encouraged the teachers to communicate with parents/guardians to help reduce some of these other factors. In my Teacher Leadership courses, I was reading about teacher misconceptions of students and parents from certain ethnic groups and low socioeconomic groups. I shared this with the team and encouraged them to not make assumptions that parents/guardians did not care and to not be afraid to try to reach parents/guardians. To ensure professional resources were provide to all team members, we stored all material on the Science Share drive on the schools network. All science teachers have access to this drive and the material would be available for current and future teachers. As team members found or created good lessons or electronic resources, they saved them to the drive to share with other teachers.

Refer to the Task 6 Rubric and ask yourself:

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

- A rationale for both the selection of team members and the strategies and leadership skills used to build the collaborative team
- Facilitating members' contributions to the plan to promote educational improvement and improve student learning
- The promotion of colleagues' understanding of how educational policy affects the advocacy plan
- Steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan

Why is the candidate's response **connected** and **relevant**?

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

The team members for the New Teacher Mentor Program were all new teachers at the research school and their assigned mentor. New teachers were required to participate in the mentor program, but their mentor was determined through input from the Instructional Coach, Principal, and the mentor teacher's willingness to help. Mentor teachers were required to

Example: Did Not Meet/Partially Met Standards Level (cont'd.)

answer a questionnaire to determine their eligibility for mentoring the new teacher. The questionnaire has been provided as an artifact. Also included as team members were new teachers from the previous school year, as their input was vital to determine the needs of new teachers. The teacher-leader was available for attending mentor-mentee meetings, and periodically checked in with both mentors and mentees in order to ensure the teachers had everything needed to effectively hold meetings and provide support for the new teachers.

Refer to the **Task 6 Rubric** and ask yourself:

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

- A rationale for both the selection of team members and the strategies and leadership skills used to build the collaborative team
- Facilitating members' contributions to the plan to promote educational improvement and improve student learning
- The promotion of colleagues' understanding of how educational policy affects the advocacy plan
- Steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan

Why is the candidate's response **partial** and **vague**?

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.