



GACE® Teacher Leadership Assessment

Task 3: Professional Learning

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 school/district culture; to facilitate the implementation</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 school/district culture; to facilitate the implementation</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 school/district culture; to facilitate the implementation</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 school/district culture; to facilitate the implementation</p>



Rubric for Task 3 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>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>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>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>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>



Rubric for Task 3 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
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.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response.	The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response.	The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response.

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 	<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 	<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 	<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



Response for Textbox 3.1 (continued)

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 how the components of the professional learning plan connect to teachers' needs and student learning• <i>trivial</i> evidence of how the plan is embedded within the school/district culture	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>partial</i> evidence of how the components of the professional learning plan connect to teachers' needs and student learning• <i>uneven</i> evidence of how the plan is embedded within the school/district culture	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>relevant</i> evidence of how the components of the professional learning plan connect to teachers' needs and student learning• <i>appropriate</i> evidence of how the plan is embedded within the school/district culture	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>extensive</i> evidence of how the components of the professional learning plan connect to teachers' needs and student learning• <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	<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	<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	<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



Response for Textbox 3.2 (continued)

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 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>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>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>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