

The slide features a dark blue background with a white border. At the top, there is a horizontal bar with a blue section on the left and an orange section on the right. The main text is centered in white. At the bottom, there is a horizontal bar with an orange section on the left and a dark red section on the right. The footer contains the ETS logo, copyright information, and the slogan 'Measuring the Power of Learning.'.

# GACE® Teacher Leadership Assessment

## Deep Dive into the Six Teacher Leadership Assessment Tasks

### Task 2

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Welcome to a series of six presentations on the GACE Teacher Leadership Assessment. Each presentation will begin with an overview of the six Teacher Leadership tasks and then a deep dive into one task in particular. This presentation focuses on Task 2.

## Purpose of this Session

To ensure candidates better understand

- the focus of the six Teacher Leadership Tasks;
- the main components of Task 2;
- the evidence needed to successfully create responses to the guiding prompts.



The purpose of this session is to better understand the components of Task 2 and to understand the evidence that is needed to successfully create responses to the guiding prompts.

## The Purpose of this Assessment

- To assess the critical leadership roles that Teacher Leaders play in contributing to improved instruction and student learning
- To assess the knowledge, skills, and abilities of Teacher Leaders as they **facilitate the professional growth of colleagues** in six areas:
  - ✓ Adult Learning and the Collaborative Culture
  - ✓ Research for the Improvement of Practice
  - ✓ Professional Development
  - ✓ Observation and Use of Assessment Data
  - ✓ Collaboration with Families and the Community
  - ✓ Collaborative Teams and Advocacy



This slide presents the purpose of the assessment and includes the tasks that comprise the assessment.

## The Connection Among the Six Tasks

- Task 1 is about **adult learning strategies** that are **applied** in each of the other five Tasks.
- In Task 2, candidates are asked how they **guide** and **facilitate colleagues** in their research on a curriculum-related topic.



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When the Tasks were first developed, the understanding was that the adult learning strategies (ALS) permeated all the Tasks. Teacher Leader candidates work with colleagues to support **their** growth as professionals using the adult learning strategies. Look at the verbs “guide,” and “facilitate” on these slides. These actions are the primary focus of the Tasks. These concepts will be enforced throughout the presentations.

However, even though ALS permeate all the Tasks, we will evaluate them in only one Task and focus on how they are applied in the other five Tasks.

Because these strategies are such an integral part of this assessment, you might suggest to the candidates that they begin with Task 1 and then move on in any order they wish.

## The Connection Among the Six Tasks (cont'd.)

- In Task 3, candidates are asked how they **involve colleagues** in the planning of professional development and how they **facilitate** the professional development process.
- In Task 4, the Teacher Leader is asked how they **advance the skills of a colleague** in reflective practice and student assessment.



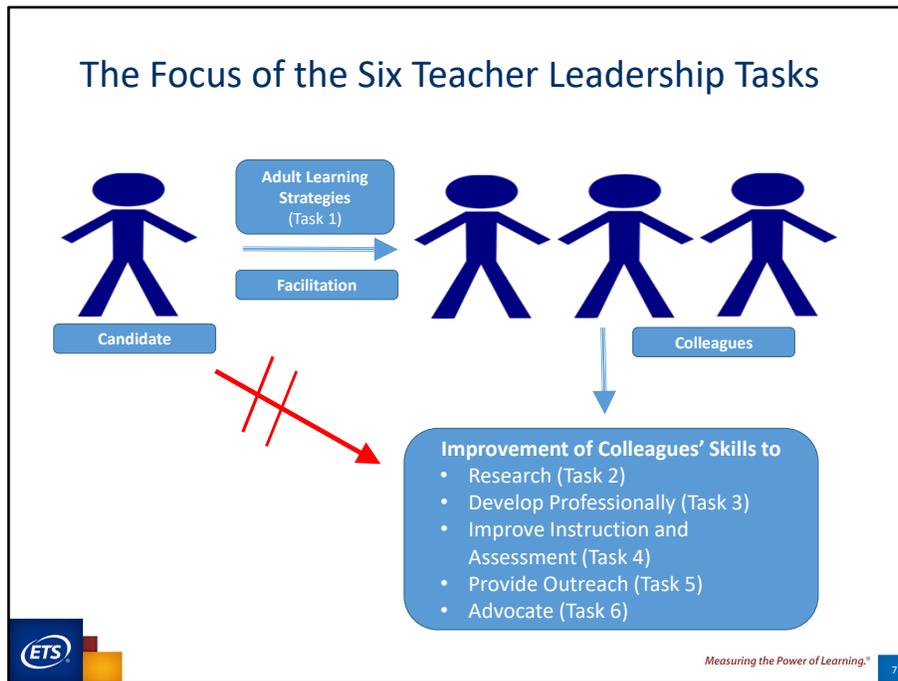
Look at the verbs “involve,” “facilitate,” and “advance,” on this slide. Candidates work with colleagues to support **their** growth as professionals and these actions are the primary focus of the Tasks.

## The Connection Among the Six Tasks (cont'd.)

- In Task 5, candidates are asked how they **improve colleagues'** collaboration and interactions with families and the community.
- In Task 6, candidates are asked how they **build a collaborative team and promote the team's understanding** of educational policy and advocacy so that the team can implement a plan and involve stakeholders to improve student learning.



Look at the verbs “improve,” “build,” and “promote” and on this slide. Candidates work with colleagues to support **their** growth as professionals and these actions are the primary focus of the Tasks.



The main idea of this graphic is to show candidates that their submissions for each of the six tasks must demonstrate their facilitation in working with their colleagues to enhance those colleagues' skills in research, professional learning, improvement of instruction, outreach to families and community, and in advocacy. Notice the arrow that stretches between the candidate and the listing of skills. The arrow is a negative. This assessment is not about the candidates' ability to research, advocate, etc. It is about how candidates improve the research and advocacy skills of their colleagues.

## Key Focus Questions for the Candidates

- ✓ What can I do to help my **colleagues** become better?
- ✓ What strategies of adult learning can I apply to enhance **colleagues'** skills?
- ✓ How can I best apply my facilitation skills with **colleagues** for each task?
- ✓ How do I know my work with **colleagues** is having a positive effect on instruction and student learning?



It has been our experience that talking about their own skills is the single most common problem candidates have. Because these Tasks are based on the candidate's ability to facilitate the growth of others, candidates need to keep reminding themselves of their purpose by asking the questions on this slide.



Artifacts are an integral part of candidates' responses. The next slide offers an explanation of their function.

## Using the Artifacts

- Artifacts are similar to the written response in that they provide **evidence** of the degree to which each standard is addressed within a Task.
- Artifacts need to connect to the written response to support, explain, and enhance a an idea.
  - ✓ Citation of details from the artifact



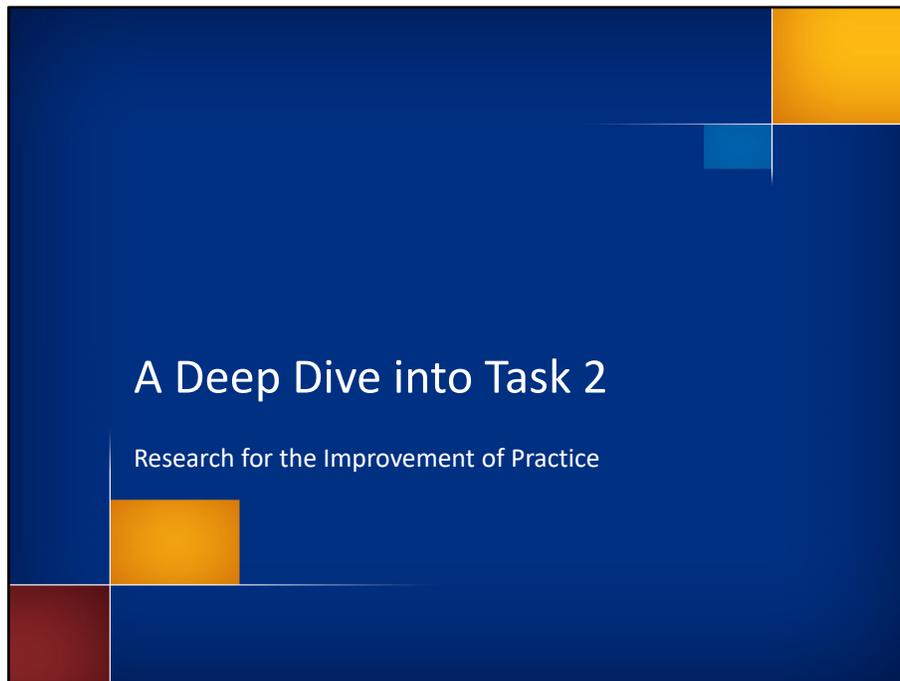
Within the task’s appropriate textboxes, candidates are again directed to attach the clearly identified artifact. Artifacts can be referenced anywhere in the response, but must be attached once and only once in the specified textbox.

## Using the Artifacts (cont'd.)

- The choice of artifact is important. How much evidence is being submitted?
  - ✓ Checklist or written response?
  - ✓ Blank or completed form?
- Artifacts must be linked within the specified textbox. Links to sites outside the submission system are not permitted.



Please note the last bullet. Page two of each of the Tasks contains a chart that identifies where in the response an artifact is to be linked.



Let's take a look at the details of Task 2: Research for the Improvement of Practice. This task focuses on candidates' knowledge and application of research for the improvement of their colleagues' practice.



**GACE® Teacher Leadership Assessment**  
Task Requirements

**Task 2: Research for the Improvement of Practice**

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

**Standards Measured in This Task**

This task addresses the following Georgia Teacher Leadership Standards.

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



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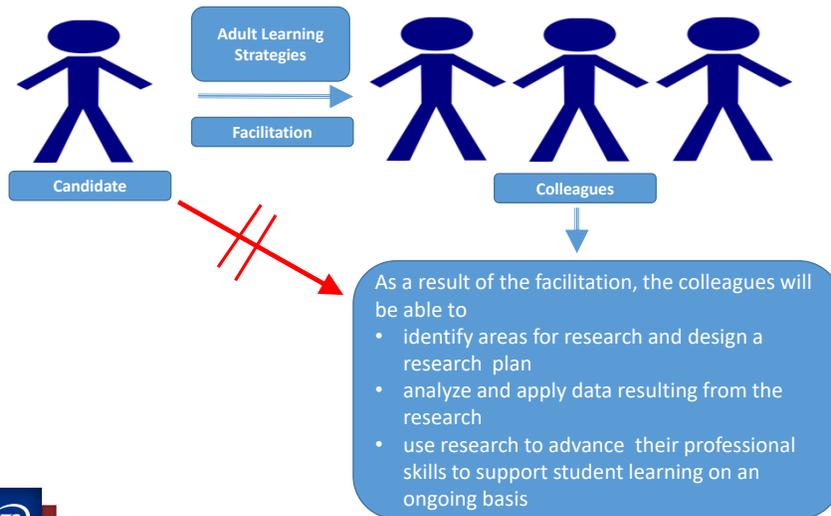
Here we are asking candidates to facilitate their colleagues' identification and design of curriculum-based research. This involves following systematic procedures so the team can obtain reliable and valid knowledge and data that is related to the chosen curriculum-based educational issue.

The key here is for the colleagues to be involved from the very beginning of this research process. Many times candidates submit an extensive research paper but never involve other colleagues, or they involve them only after the Teacher Leader has decided the whats and the hows. The statement at the beginning of this task explicitly says, "to initiate and facilitate your colleagues' design and implementation." Remember, this assessment is all about being a teacher leader and furthering your colleagues' professional development. Choosing another Teacher Leader candidate as part of the team is not advisable, since that Teacher Leader candidate should already have these skills and should be leading his or her own team. Task 2 requires you to demonstrate how you use your adult learning strategies to involve and facilitate this research with colleagues.

Also remember that the framework of this task is research. Conducting educational research involves identifying a problem, planning the research, reviewing literature,

collecting data, and analyzing and reporting.

## The Focus of Task 2 Research for the Improvement of Practice



2. Two different artifacts (maximum of five pages), including

Required Artifacts	Maximum Number of Pages	Textbox Location
Representative sample of <b>data</b> (e.g., the data chart) <b>collected from the research process</b>	2	2.2.1
Representative pages from <b>any</b> of the following sources: <ul style="list-style-type: none"> <li>E-mails or other forms of <b>communication</b> that show <b>interaction with individuals and/or groups</b> of colleagues related to the research efforts</li> <li><b>Feedback</b> (e.g., e-mails, letters, participant-created forms) <b>from colleagues</b> concerning the research process</li> </ul>	3	2.3.1



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Let's talk a minute about the artifacts required for this task.

The first artifact deals with data collected from the research process. This artifact should be used while discussing the guiding prompts in Textbox 2.2.1 Analysis and Use of Data to Improve Teaching and Learning. There must be a connection to what you are writing about in 2.2.1 and this artifact that you attach. We will speak a little more about this when we reach the appropriate 2.2.1 slide. This artifact can be a maximum of two pages. This artifact must be attached in Textbox 2.2.1.

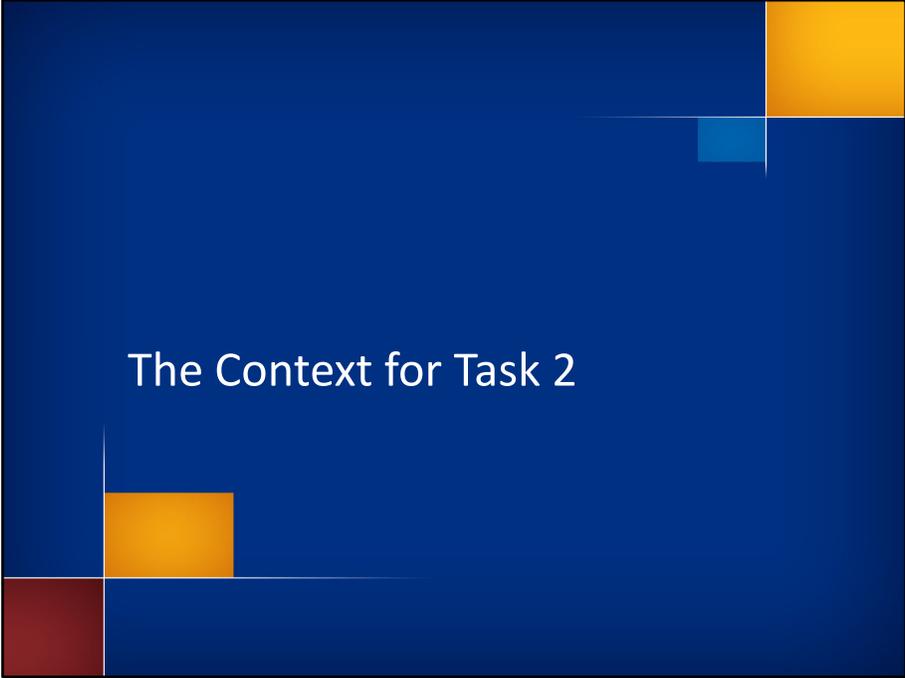
The other required artifact is in the form of communication or feedback related to this research effort. Reference to this artifact needs to be discussed in the written commentary for Textbox 2.3.1 Impact on Teaching and Learning. The intent of this artifact is to see and hear from those you have involved in this research process. The artifact may be a combination of forms of communication demonstrating interactions you had with your colleagues on this project. You may show evidence of your communication with either individuals or the entire group. These interactions should demonstrate meaningful dialogue between you and your research colleagues. When choosing artifacts that represent interactions or colleagues' feedback, think about the type of feedback you are eliciting and

that would provide robust evidence to include in your commentary. For example, feedback eliciting actual commentary from colleagues may provide more effective confirmation of your interactions with those individuals than a simple check-marked questionnaire. Before choosing your method of eliciting feedback, first think about how substantial the feedback will be based on your method of collecting it.

Another type of artifact you can include is to include is feedback from colleagues about the research process they're involved in. These examples must also be robust enough to demonstrate feedback you receive from your colleagues regarding their participation in this process. Feedback of this type will also be part of your discussion in Textbox 2.3.1

This artifact is a maximum of three pages and can be a combination of the two bulleted points in the chart.

This artifact must be attached in Textbox 2.3.1.



## The Context for Task 2

## The Research Topic

The information you provide in this textbox regarding the curriculum-based issue to be researched and the student learning need(s) to be addressed will help provide perspective to the raters who will be scoring your submission.

**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 this textbox.

**Guiding Prompt**

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



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Let's look at the first part of the task — The Research Topic.

To introduce this task and provide context for the rater, this prompt is asking you, in 1,500 characters or less, to explicitly describe the curriculum-based issue that is the focus of your submission.

This textbox has two parts you need to respond to: one, the curriculum-based issue to be researched, and 2) the student learning needs that this research will address. In other words, “What is the issue, and why is it being studied?” Or, “What do you hope to achieve?”

A key recommendation: Read through the entire task before you decide which direction to go to demonstrate your leadership role in fulfilling the requirements of the guiding prompts and artifacts. Know exactly what the task is asking of you and then decide how you can best demonstrate your leadership skills.

This textbox of your submission will not be evaluated.

Remember, your response must be limited to 1,500 characters (equivalent to one-half page typed). Also remember, no artifacts can be attached to this first textbox.

### Step 1: The Research Process

This step allows you to demonstrate your knowledge of the research process and your ability to lead colleagues in its design and implementation.

#### Activity

As a teacher leader, you will

- select a minimum of three colleagues that you will help guide through the research process;
- guide colleagues in identifying a curriculum-based subject to research;
- collaborate with colleagues to design the plan for research, including data collection; and
- facilitate and guide colleagues in accessing and using research, in analysis and decision making, and in collaborating with educational organizations.

### Textbox 2.1.1: Leading the Research Process

#### Guiding Prompts

- a. Based on your knowledge of your discipline and the 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?** (There are two parts to this guiding prompt; including the use of examples.) (Descriptive writing)
- b. What was the **design of the plan for the research, and how did you guide your colleagues to collaborate in its creation?** (There are two parts to this guiding prompt; including the use of examples.) (Descriptive writing)
- c. How did you **guide your colleagues in the process of accessing and using research?** (There are two parts to this guiding prompt; including the use of examples.) (Descriptive writing)
- d. How did you **facilitate analysis and decision making** during the research process **with both individuals and the group?** (There are four parts to this guiding prompt; including the use of examples.) (Descriptive writing)
- e. How did you **guide colleagues to collaborate with educational organization(s)** that have researched related educational issues? (There is one part to this guiding prompt; including the use of examples.) (Descriptive writing)

Provide **examples to support** your written commentary.



Now, let's take a look at the first Step and textbox. In Textbox 2.1.1, you will demonstrate your leadership by leading the research process. If you look at the heading for this textbox, you will see that this task is not about how well you can do research but how well you can be a leader in helping others through this process. Keep in mind that you need to be selecting a group of colleagues to work with on an agreed-upon research project. This group should not be an established grade level team or PLC that you are already a member of. You need to hand-select your team based on the work that needs to be accomplished.

When you talk about the design of the research plan, cover all the details of that plan for research and specify how you guided your colleagues to collaborate in its design. Many times, candidates miss giving the outline or specifics of the plan.

For prompt (c), what strategies did you use to get your colleagues to access and use research? Speak about the steps or methods you used with them to understand the process of accessing research and then using it for the project. Remember, you are demonstrating your leadership skills in helping to build colleagues' professional abilities.

Same thing with "facilitating analysis and decision-making during the process with both

individuals and with the group.” This prompt is asking you to tell the rater how you, as a teacher leader, helped your team to work through this process and make decisions. We are asking to see your Teacher Leader skills as you work with both individuals and with your group. You should discuss your interactions with each individual and with the entire group in your written commentary.

Finally, this task expects you to demonstrate how you guided colleagues to go beyond just conducting research to seek the involvement of educational organizations. A strong response will demonstrate that guidance with colleagues and the collaboration with the organization (s).

**Step 2: Data Analysis and Application**

This step allows you to demonstrate your skill in facilitating your colleagues in the analysis and use of data, collected during the research process, to improve teaching and learning.

**Activity**

As a teacher leader, you will

- facilitate colleagues in the analysis of data;
- facilitate the processes needed to guide colleagues to make sound decisions regarding how to apply data findings to impact student learning; and
- identify a representative sample of data collected during the research to be part of the analysis.

**Textbox 2.2.1: 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?** **(There is one part to this guiding prompt; including the use of examples.) (Descriptive writing)**
- b. How did you **facilitate your colleagues' application of the data findings to impact student learning?** **(There is one part to this guiding prompt; including the use of examples.) (Descriptive writing)**

Provide **examples, including references to the appropriate artifact, to support** your written commentary.

**Required artifact for this textbox:**

- Representative sample of data (e.g., the data chart) collected from the research process **(maximum of two pages)**



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For Step 2 Textbox 2.2.1, you will focus on how you facilitated your colleagues to understand how to analyze and apply the data obtained from the research process. Professional educators base their instructional decisions on the best possible data, and this textbox is asking how you enriched your colleagues' skills in analyzing data and applying the findings appropriately.

Since data collection should have been part of the research process, and those data points should have previously been established through your plan in 2.1.1, this is the point in the process where you guide the analysis of that data with your team. Prompt (a) is asking how you facilitated this process. What Teacher Leader skills did you use to have your colleagues determine findings? Likewise for prompt (b) with the application of those findings. Talk about the skills and processes you used to guide your colleagues to make sound decisions regarding how to apply the data findings to impact student learning.

Also, remember that you have an artifact to attach and discuss here: a representative sample of the data that was collected during this process. Connect what is included in this artifact to the guiding prompts for 2.2.1.

### Step 3: Student Learning and Professional Practice

This step allows you to reflect on the results of the research process in regard to impact on student learning and your colleagues' professional practice.

#### Activity

As a teacher leader, you will

- analyze and reflect on how the results of the research process affected student learning;
- analyze and reflect on how the research process affected your colleagues' professional practice;
- identify forms of communication between you and your colleagues related to the research process; and
- elicit feedback from colleagues that reflects the improvement of their practice related to the research process.

#### Textbox 2.3.1 Impact on Teaching and Learning

##### Guiding Prompts

- a. How did the results of this curriculum-based research process affect student learning? **(There is one part to this guiding prompt; including the use of examples.) (Analytic writing)**
- 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? **(There are three parts to this guiding prompt; including the use of examples.) (Analytic and Descriptive writing)**

Provide **examples, including references to the appropriate artifact, to support** your written commentary.

##### Required artifact for this textbox:

- Representative pages from any of the following sources **(maximum of three pages)**:
  - E-mails or other forms of communication that show interaction with individuals and/or groups of colleagues related to the research efforts
  - Feedback (e.g., e-mails, letters, participant-created forms) from colleagues concerning the research process

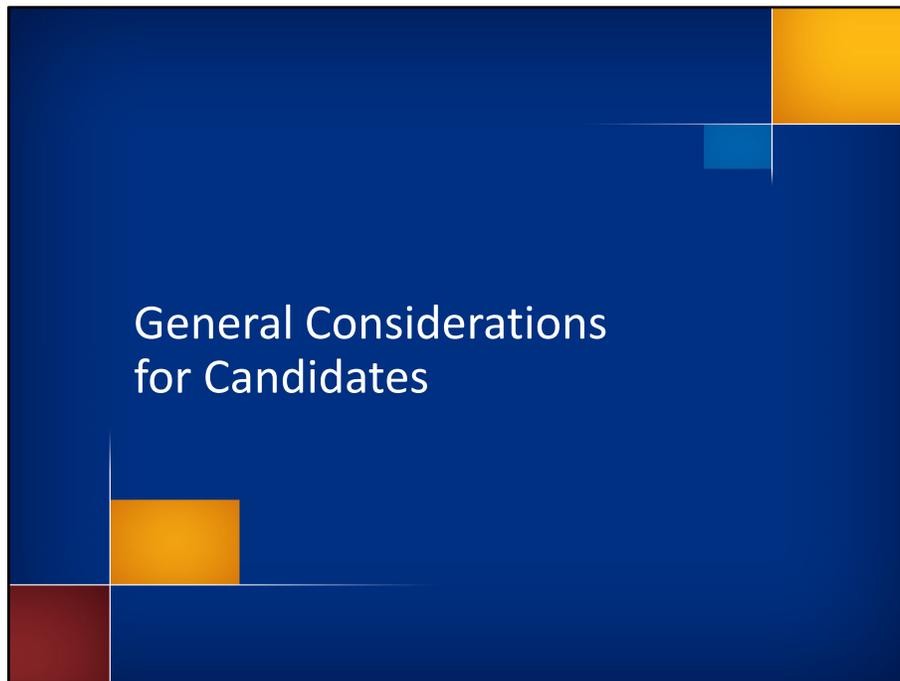


The first prompt of Textbox 2.3.1 relates to how the research process findings affected student learning. The second prompt relates to how the research process affected or influenced your colleagues' professional learning.

At the beginning of the research process, you stated a curriculum-based issue that you were going to research. Here is where you will discuss how this research impacted student learning. Remember, all the textboxes require you to “provide examples to support your response,” so be sure your written commentary includes examples, findings, etc. supporting your conclusion.

Guiding Prompt (b) asks you to discuss how your actions as a teacher leader affected your colleagues' ability to select strategies that supported student learning. How did you help to enrich your colleagues' practice through this process? Remember, this also should have been part of your plan and discussion in the previous textboxes. This prompt also requires you to provide examples of how the process that you chose and the leadership skills that you displayed helped to improve your colleagues' professional practice. Please note that the second part of prompt (b) requires you to cite evidence that your impact on your colleagues is ongoing.

Remember that you have an artifact to attach and discuss here (maximum of 3 pages): a representative sample of communication and/or colleague feedback that was collected during this process. Connect what is included in this artifact to the guiding prompts for 2.3.1.



## General Considerations for Candidates

Now to summarize the important aspects candidates need to keep in mind when working with any of the six tasks for GACE Teacher Leadership.

## What Candidates Need to Do

- Keep the essence of the Task in mind
- Facilitate
- Provide detail when responding to the guiding prompts, making sure that each part of each prompt is addressed
- Make sure when asked that a rationale is present and that it reflects thoughtful consideration
- Provide examples to support responses to the guiding prompts, making sure the examples reflect the specifics of your actions



Based on our experiences with scoring these responses, we would like to emphasize a few things.

Candidates need to keep in mind the essence of each task. The Teacher Leadership assessment provides a meaningful measure of a teacher leader candidate's readiness and ability to provide effective instructional leadership. This is paramount when planning, executing, and responding to the tasks. Demonstration of these teacher leadership skills needs to be in the forefront when discussing the responses to the guiding prompts.

Facilitation. These six Teacher Leadership tasks are not designed to see how well candidates, for example, can do research or advocate. They are designed for candidates to demonstrate their abilities to facilitate, model, and support and lead others.

## What Candidates Need to Avoid

- Doing the work yourself
- Providing global responses to the guiding prompts
- Providing detailed descriptions of the various adult learning strategies that do not address the prompts



Here are some extra pointers on what to avoid when constructing responses.

1. Candidates need to demonstrate their knowledge, skills, and abilities as an effective Teacher Leader. The emphasis is on the word “leader.” As stated earlier, this assessment is not for candidates to demonstrate, for example, how well they can do research; but how they can improve their colleagues’ abilities to do research that will improve their practice. Keep in mind the language of the Teacher Leader standards. Raters are looking for evidence that candidates are leaders and can guide, facilitate, mentor, and help colleagues to improve their practice and student learning.

2. Candidates need to avoid providing vague responses to guiding prompts. Commentaries written in generic or general terms do not effectively communicate the activities performed as Teacher Leaders. Candidates need to be specific in each sentence they write to make it clear of the leadership skills they are providing colleagues. For example, one candidate included this statement in a response regarding guiding colleagues through the decision-making process: “It was agreed that further research on the matter of effectively implementing the new model would be beneficial to teachers and students.” This response is inadequate because it offers no detail on what kind of additional research should be performed or how and why that research would benefit teachers and students. Candidates need to be specific in each sentence they write to give the rater a clear picture of the

leadership provided to colleagues and the processes the team followed.

Descriptions of strategies that don't address the prompts is something else to avoid. Candidates often cite adult learning strategies without saying how they actually use the strategies in their own practice. Examples of adult learning strategies you employ need to be specific and closely connected to the task at hand.

## One Final Note

- Make use of the **Library of Examples** located on the **GACE website**



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It is extremely helpful for candidates to look at Library of Examples located on the GACE website for some examples. There are two examples for each textbox within a task. One example contains more evidence than the other. Both help in understanding the wording of the rubric. Candidates can match the evidence from the response to the specific wording of the rubric. What makes one example appropriate or effective and another vague or limited? Examination and discussion based on these responses can be helpful for candidates as they create their own commentary.

The Library of Examples can be an effective tool in helping candidates see what they can and are doing. They are especially effective when used in group discussions.