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 3.
Purpose of this Session

To ensure candidates better understand
• the focus of the six Teacher Leadership Tasks;
• the main components of Task 3;
• the evidence needed to successfully create responses to the guiding prompts.

The purpose of this session is to better understand the components of Task 3 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.

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 task are based on the candidates’ 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 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.
Task 3 of the GACE Teacher Leadership Assessment is focused on the development and implementation of a professional learning plan. Let’s take an in-depth look at the requirements, activities, and guiding prompts.
Task 3 follows the same pattern as the previous two tasks. The focus statement is a constant reminder to candidates of what they need to demonstrate. Candidates for this task need to inform and facilitate a professional learning plan. The plan needs to be based on some type of needs assessment. It also needs to be coherent, integrated, embedded, and differentiated. As with the other tasks, Task 3 must also connect with student and teacher needs.
The Focus of Task 3
Professional Learning

As a result of the facilitation, the colleagues will be able to:
- design a professional learning plan that impacts instruction and student learning
- implement the plan
- evaluate the plan

The Task 3 graphic reinforces the concept that candidates are to facilitate others, not create on their own. In this case, candidates facilitate colleagues through the three Steps that form the basis of the task. These Steps are summarized and listed above. Candidates need to keep in mind that they use adult learning strategies, many of which are discussed in detail in Task 1, as part of the facilitation process.
Task 3 requires candidates to provide up to five pages of written commentary and three artifacts.

Just to reinforce this information; remember that candidates can make use of work from the previous two years. Many of the teacher leadership activities in the six tasks take more than a semester or year to plan, implement, and embed. Task 3 is something that might very well require more time in order for candidates to produce a significant professional learning experience.

Now, let’s focus on the artifact requirements for Task 3.

1. Task 3 requires candidates to submit a professional learning plan. This artifact can have a maximum of two pages.
2. For the second required artifact, candidates are asked to provide examples of the materials they used to document how the professional learning experience was coherent, integrated, and differentiated. Notice that the artifact chosen must address two of the three identified characteristics.
3. Candidates are also required to submit documentation of feedback that they received.
from students and/or colleagues. This artifact can also have a maximum of two pages. As with the other tasks, the form of the documentation can be varied (e.g., e-mails, letters, surveys).
Once again, candidates are told to refer to the artifacts within the written commentary. Simply linking them is not enough; they must be cited and used as examples to support candidates’ ideas.

The Steps for this task are divided into three parts: development of the plan, implementation of the plan, and, finally, an evaluation of the plan.
The Context for Task 3
Now we will look at Task 3’s textboxes.

The Preliminary Activity textbox is necessary for providing context for raters before they score candidate responses. For this activity, candidates need to choose a professional learning plan that is based on a needs assessment and is connected to the school/district goals. It is important that candidates not gloss over this activity thinking that because it is not scored, it is not significant. This activity helps give candidates direction as to what they need to do. And the information they provide here is helpful to raters, giving them an understanding of the milieu in which the candidates work.
Step 1: Professional Learning Plan

This step allows you to demonstrate your ability to facilitate colleagues and administrators through the process of designing a professional learning plan that connects to teachers’ needs and student learning and is aligned with the school/district goals and/or improvement plans.

Activity

As a teacher leader, you will:

- describe how you facilitated the design of a professional learning plan;
- explain how you involved your colleagues and school administrators in the design process;
- identify a significant goal that is aligned with the school/district goals and/or improvement plan;
- describe the components of the plan and how it is embedded within the school/district culture; and
- explain how the components connect to the teachers’ needs and student learning.

Within each task, you will first see the statement of the Step’s purpose. This is what candidates need to demonstrate throughout their response. Next is the activity that is the focus of the Step. All parts of the activity are stated; the guiding prompts that follow are directly related to each part of the listed activity.

In this case, the purpose of Step 1 is focused on the facilitation of colleagues in the development of a professional learning plan. It is important that candidates keep the plan development focused on teacher and student needs as well as the alignment with goals and/or improvement plans.

Again, the activities listed here correspond directly to the step’s guiding prompts.

This step contains one textbox. Candidates should keep in mind that this step will receive a score.
Textbox 3.1.1: Facilitating the Design

Guiding Prompts:

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 and school administrators in the design process. (Two parts to this prompt with examples) (Analytic writing)

2. How do the goals and objectives of the school/district align with the needs assessment and the professional learning plan? Explain how the plan addresses the school/district goals and/or improvement plan. Why is the goal significant? (Three parts to this prompt with examples) (Descriptive and analytic writing)

3. What are the expectations of the professional learning plan, and how do they align with the teachers’ needs and student learning? (Two parts to this prompt with examples) (Descriptive and analytic writing)

4. How is the professional learning plan embedded within the school/district culture? (One part to this prompt with examples) (Analytic writing)

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

Required artifact for this textbox:

- Professional learning plan (maximum of two pages)

Type your response in the textbox below.

The title of this textbox should be a guide for candidates. This textbox is about facilitating. As with Task 2 and the tasks that follow, this is not about candidates’ work. It is about facilitating others to be part of developing a plan. Specifically, textbox 3.1.1’s purpose is for candidates to explain how they involved colleagues in reviewing information in the needs assessment, using the information to inform the plan’s design and involving colleagues in the design process.

The required artifact is the professional learning plan, and it must be linked within the response to the 3.1.1 guiding prompts. Notice also that candidates need to provide references to the plan.
Step 2: Implementation of the Professional Learning Plan

This step allows you to demonstrate your ability to facilitate and give feedback to colleagues during the implementation of the professional learning plan.

**Activity**

As a teacher leader, you will:
- describe how you facilitated the implementation of the professional learning plan;
- explain how the plan fosters coherent, integrated, and differentiated professional learning for the teachers;
- identify how you used technology or how you facilitated media literacy;
- describe the feedback you offered to colleagues; and
- explain how the plan affects the students and the teachers.

Within each task, you will first see the statement of the step’s purpose. This is what candidates need to demonstrate throughout the their response. Next is the activity that is the focus of the step. All parts of the activity are stated; the guiding prompts that follow are directly related to each part of the listed activity.

In this case, the purpose of Step 2 is on the **implementation** of the professional learning plan. Note that facilitation needs to continue to be a major part of candidates’ responses. In addition, This step places an emphasis on feedback provided to colleagues during the implementation.

This Step contains one textbox. Candidates should keep in mind that this Step will receive a score.
For textbox 3.2.1, candidates are required to analyze the plan’s implementation and impact by referring to materials that document the plan’s coherence, integration, and/or differentiation.

Candidates need to explain how they facilitated the implementation of the plan with colleagues and how the program fostered coherent, integrated, and differentiated professional learning for the participants.

For guiding prompt b, candidates describe the resources they selected to explain how they were used to meet the plan’s goal. Notice that some of these resources need to be in the area of technology or media literacy.

Guiding prompts c and d require candidates to analyze how their actions affected their colleagues and student learning. Prompt c asks candidates to describe what they did and said to their colleagues during the professional learning experience to provide feedback. Prompt d requires candidates to analyze and use data to support their evaluation of how the implementation of the plan affected the students and teachers.
The required artifact is a document that shows the developed plan’s coherence, integration, and/or differentiation and must be linked within the response to the 3.2.1 guiding prompts. Notice also that candidates need to reference the artifact within the response. This artifact has a three-page maximum.
Within each task, you will first see the statement of the Step’s purpose. This is what candidates need to demonstrate throughout their response. Next is the activity that is the focus of the Step. All parts of the activity are stated; the guiding prompts that follow are directly related to each part of the listed activity.

In this case, the purpose of Step 3 is the analysis and reflection on the work experienced in Steps 1 and 2.

This Step contains one textbox. Candidates should keep in mind that this Step will receive a score.
In the last textbox, 3.3.1, candidates are required to analyze the feedback they received from colleagues and apply what they learn to future professional learning endeavors. The artifact that requires candidates to provide documented feedback from students, teachers, and/or administration can be referenced within the response to guiding prompt a.

When candidates analyze the feedback examples and what they learned from the feedback, they can then apply this information when implementing future professional learning experiences. For guiding prompt b, candidates can reference the provided feedback to support the choices they would make to advocate for promoting sustained professional learning.
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 the teacher leader candidates’ 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.
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.