

The slide features a blue header bar with a yellow section on the right. The main content area is dark blue with white text. A yellow bar is at the bottom, with a dark red section on the right containing the date. The footer contains the ETS logo, copyright information, and the slogan 'Measuring the Power of Learning.'.

GACE[®] Teacher Leadership Assessment

Deep Dive into Task 3

2/26/2020

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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 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.



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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.



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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.



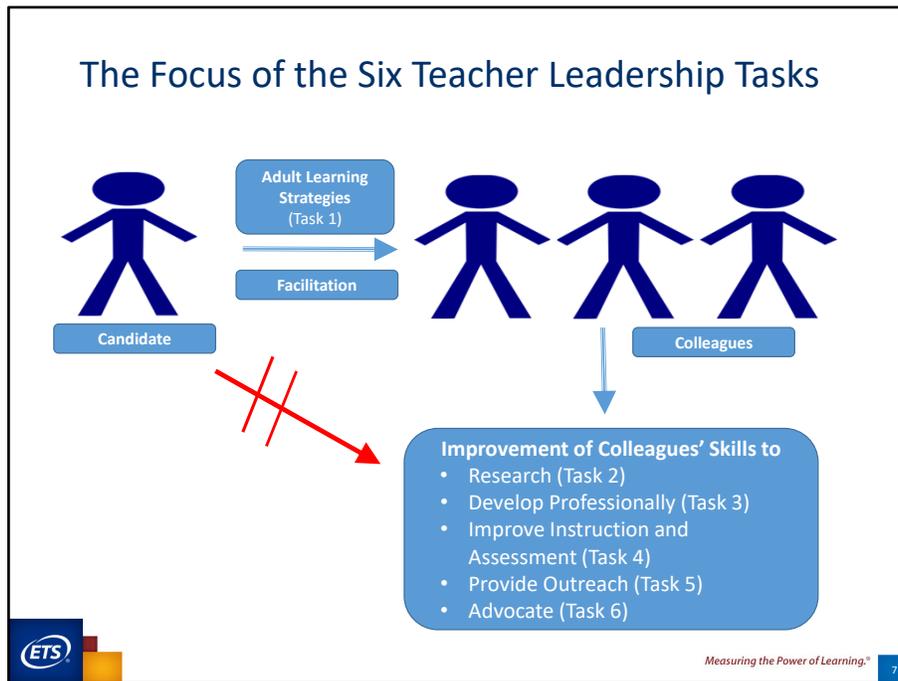
Look at the verbs “involve,” “facilitate,” and “advance,” on this slide. Candidates work with colleagues to support **their** growth as professionals and these actions are the primary focus of the Tasks.

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 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 a an idea.
 - ✓ Citation of details from the artifact



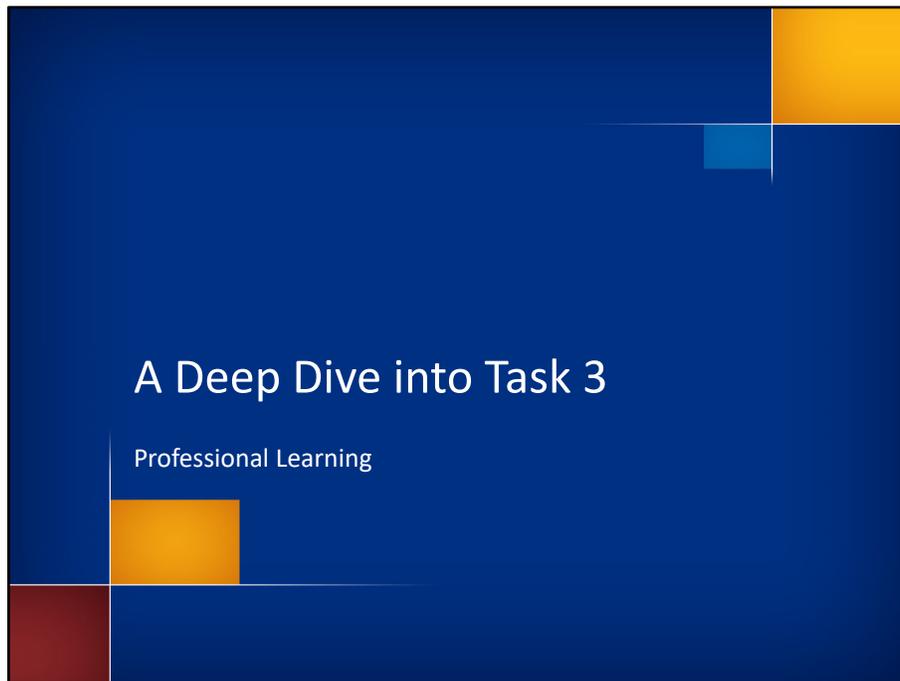
Within the task's appropriate textboxes, candidates are again directed to attach the clearly identified artifact. Artifacts can be referenced anywhere in the response, but must be attached once and only once in the specified textbox.

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.



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.



GACE® Teacher Leadership Assessment

Task Requirements

Task 3: Professional Learning

In this task, you will be focusing on a situation in which you were able to inform and facilitate the design and implementation of a coherent, integrated, embedded, and differentiated professional learning plan based on assessed student and teacher needs.

Standards Measured in This Task

This task addresses the following Georgia Teacher Leadership Standards.

Standard 1
Standard 3
Standard 4
Standard 6
Standard 7



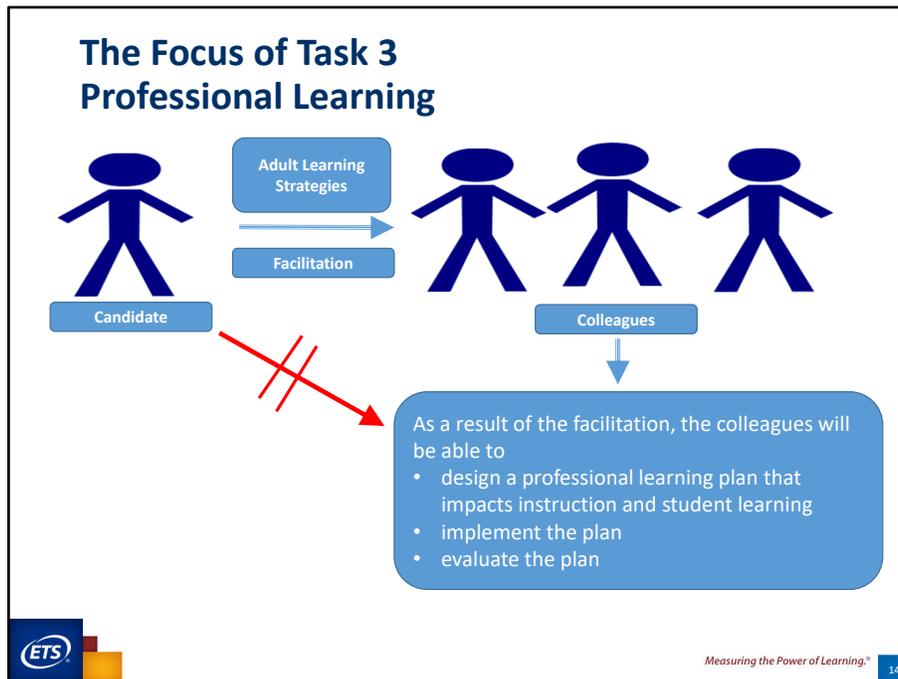
Facilitate the design and implementation of sustained, intensive, and job embedded P.D.
Demonstrate a comprehensive understanding of curriculum.
Model best practice in pedagogy and mentor and coach.
Access and conduct research and apply findings to improve teaching and learning.
Collaborate with stakeholders.



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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 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 Task1, as part of the facilitation process.



What Do You Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of **15,000 characters** (equivalent to **five pages** typed) that
 - responds to all guiding prompts;
 - references your artifacts to support your written evidence; and
 - describes, analyzes, and reflects on the evidence

Select a situation different from those selected in any other task.

You may use work from the previous two years.

2. Three different artifacts (maximum of seven pages) for this task including

Required Artifacts	Maximum Number of Pages	Textbox Location
Professional learning plan	2	3.1.1
Materials that document the plan's coherence, integration, and/or differentiation, addressing two of these three characteristics	3	3.2.1
Documentation of feedback you received from students, teachers, and/or administrators	2	3.3.1



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).



How to Submit Your Evidence (Refer to the *Submission System User Guide* for details.)

- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary within the specified textbox.

How to Compose Your Written Commentary

This task has three steps, each with guiding prompts to help you provide evidence that supports the rubric. Your response needs to address **all parts** of each of the guiding prompts.

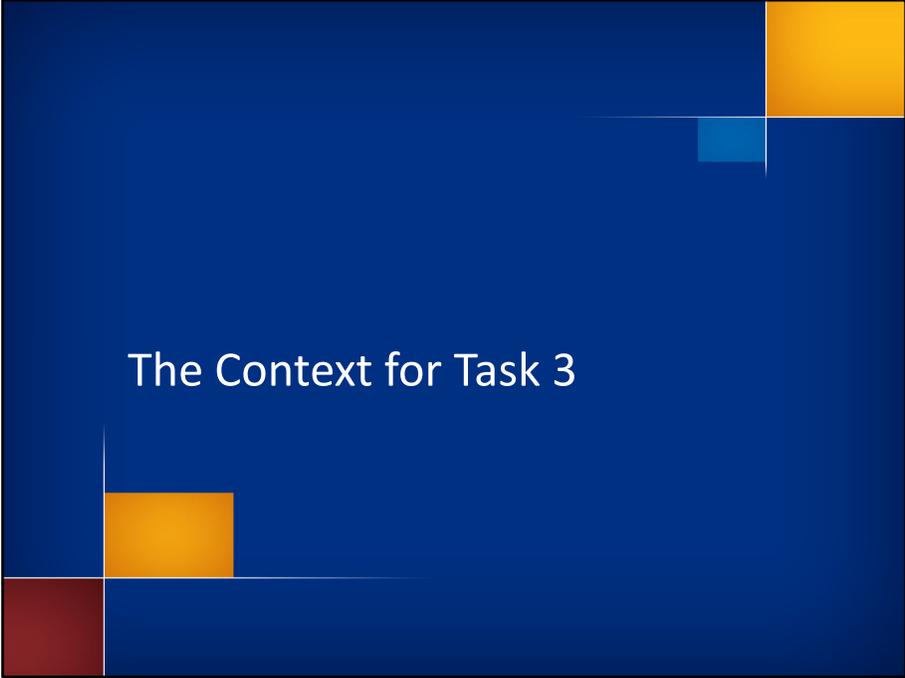
- Step 1: Professional Learning Plan
- Step 2: Implementation of the Professional Learning Plan
- Step 3: Evaluation of the Professional Learning Plan

Please read the entire task before responding to any guiding prompts. Use the textboxes located under the guiding prompts to compose your responses and to link your artifacts.



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



Preliminary Activity

The information you provide in this textbox regarding the professional learning plan you have identified and its connection to school/district goals 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 describe the professional learning plan you have identified based on a needs assessment of students and teachers and the connection of the plan to school/district goals. You do not have to submit the needs assessment; its purpose is to provide perspective for the professional learning you design. The needs assessment for this task can be formal or informal and may be something your district already uses.

Type your response in the textbox below.



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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 plan.

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.



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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

- 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)**
- What is the goal of the plan? How is it aligned with the school/district goals and/or improvement plan? Why is the goal significant? **(Three parts to this prompt with examples) (Descriptive and analytic writing)**
- What are the components of the professional learning plan, and how do they connect to the teachers' needs and student learning? **(Two parts to this prompt with examples) (Descriptive and analytic writing)**
- 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 fostered 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.



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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.




Textbox 3.2.1: Implementation and Effect on Students and Teachers

Guiding Prompts

- How did you facilitate the implementation of the professional learning plan? How does the plan foster coherent, integrated, and differentiated professional learning? **(Two parts to this prompt with examples) (Analytic writing)**
- What resources were used to meet the professional learning goals? How did you utilize or facilitate the meaningful use of technology and/or media literacy? **(Two parts to this prompt with examples) (Analytic writing)**
- What feedback did you provide to support your colleagues during the course of the professional learning process? **(One part to this prompt with examples) (Descriptive writing)**
- How did this professional learning plan affect the students and teachers? Include references to data and/or feedback you collaboratively collected, analyzed, and used with colleagues to support your evaluation. **(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:

- Materials that document the plan's coherence, integration, and/or differentiation, addressing two of these three characteristics **(maximum of three pages)**

Type your response in the textbox below.



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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.



Step 3: Evaluation of the Professional Learning Plan

This step allows you to analyze and reflect on the feedback you received while facilitating the design and implementation of the professional learning plan.

Activity

As a teacher leader, you will

- analyze the feedback you received on how you facilitated the design and implementation of the plan; and
- explain what supports you would advocate for to promote sustained professional learning experiences.



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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.

Textbox 3.3.1 Feedback and Reflection

Guiding Prompts

a. How will the feedback you received from students, teachers, and/or administrators as well as your analysis of this feedback inform and facilitate the design and implementation of future professional learning? Provide examples to support your response. **(One part to this prompt with examples) (Analytic writing)**

b. Based on what you learned from this experience, what supports (e.g., time, resources) would you advocate for promoting sustained professional learning? Provide a rationale. **(One part to this prompt with rationale) (Analytic writing)**

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

Required artifact for this textbox:

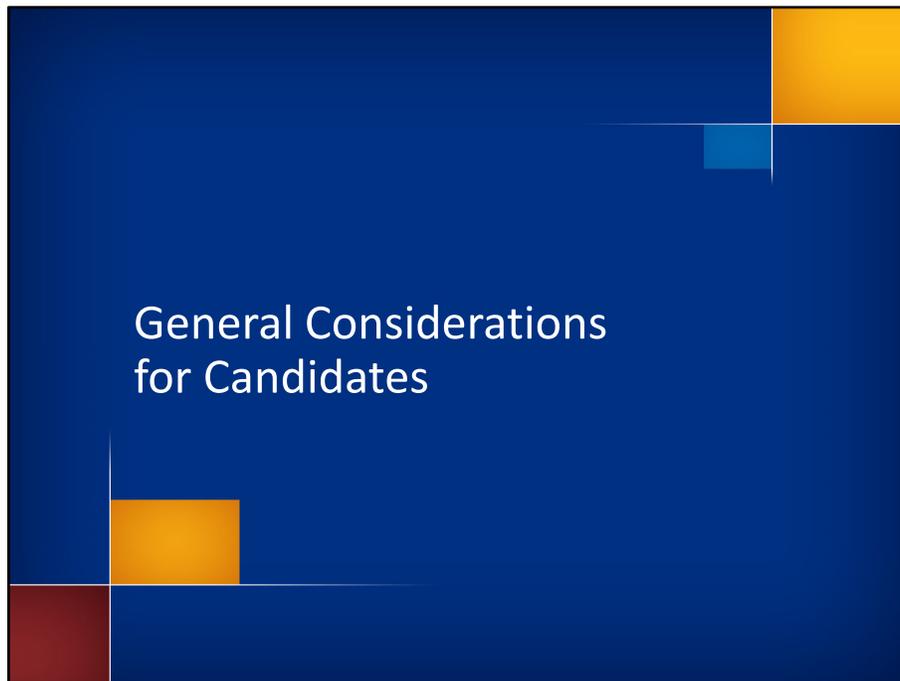
- Documentation of feedback received from students, teachers, and/or administrators (maximum of two pages)

Type your response in the textbox below.

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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.



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 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.

One Final Note

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



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.