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**Teacher Leadership Assessment**

Submission Window: Fall 2016  
 Report Date: February 07, 2017

**Your Score Summary**

Task	Date Submitted	Your Score
Task 1	December 06, 2016	4 out of 8
Task 2	December 06, 2016	5 out of 8
Task 3	December 06, 2016	7 out of 8
Task 4	December 06, 2016	6 out of 8
Task 5	December 06, 2016	7 out of 8
Task 6	December 06, 2016	5 out of 8

**Cumulative Score for All 6 Tasks**

Passing Score	Your Score	Passing Status
31 out of 48	34 out of 48	Passed

**About Your Score Report**

Please see *Understanding Your GACE Scores* for detailed information about how to interpret and most effectively use the information presented in this score report. It is available as a free download on the "Scores" page in the Teacher Leadership section of the GACE website at [www.gace.ets.org/teacher\\_leadership/scores](http://www.gace.ets.org/teacher_leadership/scores).

Information in this score report is reported to the Georgia Professional Standards Commission (GaPSC), your program provider, and any other score recipients you indicated during registration.

This score report will be accessible to you for 50 years from the test date. You may save a copy of this PDF and print and retain it for your future reference.

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## Detailed Feedback on Your Scores

The score range for each Task is 2–8, with 8 being the highest. A score of Nonscorable means that the evidence was either missing or did not address the requirements of the rubric.

For information about the rubrics and the score points, see the “Scores” page in the Teacher Leadership section of the GACE website at [www.gace.ets.org/teacher\\_leadership/scores](http://www.gace.ets.org/teacher_leadership/scores).

You must successfully complete all six tasks to pass this assessment. If you did not pass, you are allowed to resubmit any task that received a score of 5 or lower, or Nonscorable, for a fee. Scored tasks that received scores of 6 or higher cannot be resubmitted. See information about resubmitting tasks on the “Registration and Submission” page in the Teacher Leadership section of the GACE website at [www.gace.ets.org/teacher\\_leadership/register](http://www.gace.ets.org/teacher_leadership/register).

### Task 1 | Submitted: December 06, 2016

#### Adult Learning and the Collaborative Culture

Your Score

There are three kinds of writing required in this task: descriptive, analytical, and reflective. Often, a response assigned a score at score level 4 requires more analysis and/or reflection. As you read through your submitted response, compare what you have written to the requirements of the guiding prompts. When a guiding prompt requests a rationale, think about the evidence that could support or support your choices and/or decisions. Responses that receive a score of 4 also may exhibit one or more of the following characteristics.

4 out of 8

The response may provide evidence of some strategies used to identify the learning needs of the teachers, but more effective strategies may be needed. The response may benefit from more focus on the group as a whole, not just on the individuals. A stronger analysis of the connection among the strategies and the individuals and the group may be needed.

There may be some evidence of facilitation of colleagues in the determination of a significant task, but additional interaction among colleagues in choosing the task may be needed. The response may also lack sufficient evidence to show the significance of the task. There may be some evidence of a plan to promote learning, but the plan may not always be clear or effectively connected to the desired learning. The response may lack strong connections among the plan, the learning goals, and the task.

The response may contain some description of the adult-learning strategies used with each learner to help support collaboration, solve problems, and manage conflict, but some more appropriate strategies could have been chosen, and more detail may be needed to show the connection between the strategies and the individuals. There may be some discussion of differentiation and some scaffolding of the learning strategies, but the evidence may not provide a sufficient explanation of both. There may be some evidence of either differentiation or scaffolding, but not enough evidence of both.

The response may contain some description of the adult-learning strategies used with the group as a whole, but more evidence may be needed to show the connections between the strategies and the group. Although there may be some evidence of adult-learning strategies as they are applied in specific interactions, the response may need more detail that supports rationales for why and how the interactions were significant.

Although the response may contain evidence of the impact of the adult-learning strategies, that impact may need to be more tightly connected to each of the individuals within the group, and the evidence may need to more strongly support the evaluation of the impact. The response may contain some evidence of the creation of an environment of trust and a sense of ownership among colleagues. The response may provide some evidence of the impact of the work with colleagues on student learning. Further detail may be needed.

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**Task 2** | Submitted: December 06, 2016

**Research for the Improvement of Practice**

**Your Score**

**5** out of 8

A response that receives a score of 5 may provide some evidence of strategies used to guide colleagues in identifying curriculum-based research, to access and use that research to facilitate the analysis and decision-making processes of colleagues, and to apply data findings to improve instructional practice and student learning, but more effective and appropriate facilitation may be needed. The response may benefit from more detail in describing the application of the data. A stronger response may place more emphasis on collaboration with other educational organizations. Responses that receive a score of 5 also may exhibit one or more of the following characteristics.

The response may contain some evidence of a description of the steps taken to initiate the action-research process. The rationale may be a little unclear, and the steps may not be closely connected to the rationales. More evidence of leadership in the guiding of colleagues as they identify and select an action-research issue may be needed. The response provides some evidence of the guiding of colleagues in the process of accessing and using research, but more detail about the guidance provided may make this a stronger response. The response may contain discussion of facilitation of analysis and decision making with colleagues and may need more detailed discussion of either the group or individuals or both. There may be some evidence of guiding colleagues to collaborate with educational organizations or organizations that are related related related, but an inclusion of additional organizations to help with the research may be needed.

The response may provide some evidence of the facilitation of colleagues as they analyze the curriculum-based data produced by the action research. More detail about the analysis of data may make this a stronger response. There may be some evidence of the facilitation of the colleagues' application of the data finding, but more evidence of the impact of the results on data or student learning may be needed.

The response may provide some evidence of the effect of the curriculum-based research process on student learning, but more detail may be needed. There may be some evidence of the effect of the research process on colleagues' ability to select strategies to support student learning and improve professional practice, but more analysis of the impact on student learning may be needed. There may be evidence that suggests that the impact on student learning is ongoing as a result of the research, but more detail to support the conclusions might make this a stronger response.

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**Task 3** | Submitted: December 06, 2016

Professional Learning	Your Score
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A response that receives a score of 7 typically provides thorough evidence of strategies used to promote professional learning for continuous improvement. The response contains sufficient detail in describing the role you took as leader and facilitator in the implementation of this professional learning plan. The response also demonstrates strong alignment between the plan and the strategies you used to involve colleagues for the benefit of the students, teachers, and/or administrators. Responses that receive a score of 7 also may exhibit one or more of the following characteristics.

**7** out of 8

The response contains substantive evidence of the creation of a professional learning plan that evolved from a needs assessment and it involves colleagues and school administrators in the design. The connection of the plan to the needs assessment is evident in describing the involvement of both colleagues and administrators. The response contains substantive evidence of the identification of the goal of the plan and its alignment with school/district goals. A rationale for how the goal is significant and how it is connected to the alignment with school/district goals or the improvement plan is substantive. The response provides substantive evidence of the identification of the components of the professional learning plan and the connection of the components to the teacher's needs and to student learning. The evidence in this response demonstrates a rich connection of this plan to student learning and teacher needs. Demonstration of how it fits within the school and district culture is solid. There are many components to this project.

The response contains substantive evidence of the role in facilitating the implementation of the professional learning plan. The response is tailored to demonstrate how the plan fosters coherent, integrated, and differentiated professional learning. There is evidence that suggests the ability to consistently demonstrate facilitation of this implementation. The response provides substantive evidence of the use of effective resources to meet the professional learning goals. There is solid evidence of the facilitation of the use of technology or media literacy by effectively linking this technology or media literacy specifically to meet the the professional learning goals. The evidence of the connection of the plan with the resources selected and the rationale are insightful. The response contains evidence of specific feedback provided to colleagues to support them in their professional development. Evidence of the impact of the professional learning plan on students and teachers is detailed and includes the specific data for this plan and how it was collaboratively collected, analyzed, and used with colleagues to support the evaluation.

This response contains substantive evidence of the impact of the feedback received from students, teachers, and administrators. Demonstration of how this feedback is used to inform and facilitate the design and implementation of future professional development is targeted. This response contains substantive evidence of the need for using particular supports that will advocate and promote sustained professional learning. Evidence demonstrates a connection and supports rationale.

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**Task 4** | Submitted: December 06, 2016

Observation and Use of Assessment Data	Your Score
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A response that receives a score of 6 typically provides solid evidence of the use of effective strategies used to advance the professional skills of a colleague by demonstrating and applying expertise in observational skills and in providing quality feedback to support reflective practice. The response provides effective evidence of an ability to inform and facilitate the selection, design, use, and interpretation of multiple assessments to make informed decisions. There is solid evidence to show the impact on future interactions with colleagues to enhance their professional skills. Responses that receive a score of 6 also may exhibit one or more of the following characteristics.

**6** out of 8

The response may provide strong evidence of steps taken to plan to work with a colleague, including rationales that may provide a clear definition or connection to the planning. The response may provide some discussion of the colleague's selection and inclusion of assessment, but the discussion of multiple assessments, other data-collecting tools, and alignment with goals and standards may require even further detail. There may be evidence of feedback on the lesson design provided at the preobservation session, but the evidence may need further detail. There may be evidence of the modeling of reflective-practice strategies, but the evidence may need more explanation.

The response may provide solid evidence of a rationale for the choice of goals and instruction that were the focus of the observation, and the rationale may be effectively explained and connected to the goals and instruction. There may be evidence of an appropriate analysis of the effectiveness of the assessment and other data-collecting tools. There may be additional evidence of the connection between the feedback from the preobservation conference and its impact on the lesson. There may be strong detail supporting any suggested revisions that could be made to the preobservation conference as a result of the lesson observation.

The response may provide effective evidence of the use of feedback and other strategies to support and enhance the teacher's reflective skills, but the discussion may need even more detail. The description of the use of feedback offered to evaluate the use of multiple assessment tools to make informed decisions to improve instructional practice and student learning may be solid; the link of the feedback to a particular occurrence may need some further detail.

There may be effective evidence describing how the colleague's response to feedback will have an impact on the ability to work with other colleagues in developing their professional skills, but the evidence may need some more detail. The response may provide evidence of planning for future work with colleagues to promote improvement in instructional practice through the collection of assessment and data results; the connection between instructional improvement and assessment and data results may need some more detail.

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## Task 5

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### Collaboration with Families and the Community

Your Score

A response that receives a score of 7 typically provides thorough evidence of strategies used to identify and assess opportunities for improving colleague's collaboration and interaction in their work with families and the community. A stronger response may place more emphasis on the ongoing impact that such collaboration has on student learning. Responses that receive a score of 7 also may exhibit one or more of the following characteristics.

7 out of 8

The response contains thorough evidence of the teacher leader's facilitation and collaboration in the development of a family and community needs assessment. Strong evidence of the teacher leader's facilitation of the colleagues as they develop this assessment is stated. Details regarding a description of the facilitation and the improvement of student learning are significant and connections are addressed thoroughly. The response provides thorough evidence of the connection between the results of the needs assessment and the identification of a relevant need to improve the educational system and enhance student learning. The evidence presented for each component of this guiding prompt is strong.

The response provides thorough evidence of using the needs-assessment development process to identify opportunities to improve colleagues' collaboration, communication, and understanding of the various backgrounds, ethnicities, and cultures of families and communities for the purpose of improving the educational system and extending opportunities for student learning. The response contains thorough discussion of both the colleague's collaborative development and the improvement of the educational system and of student learning based on the various backgrounds. Clear and worthwhile detail regarding the improvement of student learning is addressed.

The response contains thorough evidence of the understanding of the various backgrounds, ethnicities, and cultures within the school and community. Worthwhile evidence of the development and implementation of the plan is included. Analysis of the role used by the teacher leader with colleagues is detailed and engaging.

The response contains thorough analysis of the successes and challenges encountered with colleagues, including how the teacher leader's work improved the educational system and student learning. Strong evidence of the improvement of colleagues' collaboration and communication with families and community is included. The response contains thorough evidence of an analysis of the impact of colleague feedback on plans for future facilitation of colleagues' collaboration with families and community to improve the educational system and student learning. Worthwhile evidence is presented of the teacher leader's analysis of this process and the influence of that analysis on plans for future facilitation of colleagues. Specific analysis for both sources of feedback is clearly referenced regarding future facilitations.

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## Task 6

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### Collaborative Teams and Advocacy

Your Score

A response that receives a score of 5 may provide some evidence of strategies used to identify and assess opportunities for educational improvement as well as strategies used to advocate effectively for such improvement, which are developed by supporting a collaborative team and promoting collegial interactions to improve effectiveness of practice. The response may benefit from more detail in describing the role you took as leader and facilitator of this collaborative team. The response may lack a strong alignment between strategies and needs of the team.

5 out of 8

The response may contain an appropriate connection of the advocacy plan to the needs assessment but may be uneven in demonstrating the relevancy of the advocacy plan to the stakeholder. The response that describes a link to the improvement of student learning may be general. The response may sensibly connect the educational policies and trends to the development of the advocacy plan.

The response contains some description of the colleagues who will be part of a collaborative team. The rationale for the choice of each member and the method of facilitation of the work among colleagues to develop a plan is clear; but more detail may be needed to strengthen the response. The response provides uneven evidence in addressing the variety of strategies and leadership skills used to lead a collaborative team and uneven evidence describing how those skills and strategies connect to each of the team members. There may be some evidence of the ways to promote and support collegial contributions, but more detail for the conclusions may be needed. The evidence of colleagues' understanding of how educational policies affected the advocacy plan may need more detail with reference to the connection. The response may provide general evidence of steps taken to ensure professional resources were made available to the colleagues while working on the plan.

This response may be lacking detail in determining what procedures need to be implemented as part of the advocacy plan or it may not describe how the procedures connect tightly to the plan. Evidence of activities both within and beyond the school community, not just within one of those areas, may be overly broad.

The response may lack detail in the analysis of how work with collaborative teams has had an impact on both collegial interactions and the colleagues' professional practice. Analysis of both interactions and of practice may need to be thoroughly defined. The response may lack detail in the analysis of the effectiveness of the plan that has been implemented. Inclusion of things that did or did not go well may need more detail and the response may not demonstrate a connection to the plan and work with colleagues. The response may provide and describe some evidence of feedback received from stakeholders. The consideration of the stakeholders, both within and beyond the school community, and the analysis of the impact of the feedback on the implementation of the plan may need to show a connection and be well defined.