

**Welcome to the  
Georgia Assessments for the  
Certification of Educators® (GACE®)  
Teacher Leadership Assessment  
Webinar**

**Thursday, July 24, 2014  
10 a.m. ET**

**Administered by:**  
Stephen Schreiner  
Annette DeLuca



# WebEx Information

**Thank you for attending the GACE Teacher Leadership Assessment Webinar:**

**When:** Thursday, July 24, 2014, 10 a.m. ET

Below are the login and audio requirements needed to participate in the webinar.

## **STEP 1: View the Webinar**

1. Go to the WebEx link you were emailed to join the webinar.
2. Next, enter your name and email address in the boxes provided.

## **STEP 2: Audio**

Audio will be computer enabled using the "Video Conference" button; therefore you will need to use a headset, earphones, or speakers if your computer does not have built in speakers to hear the presentation.

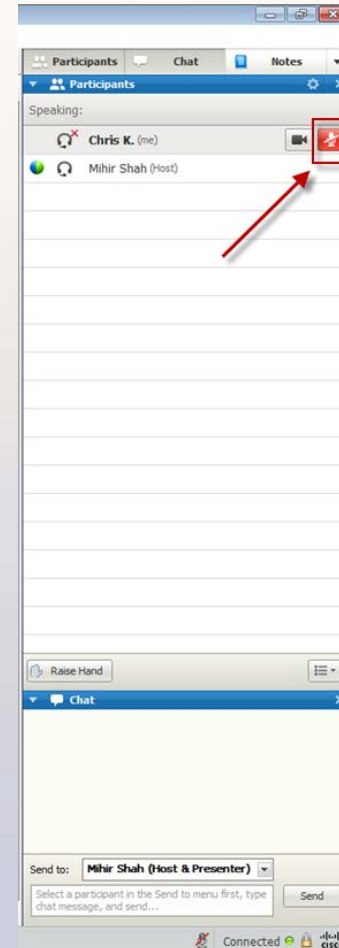
At the end of the presentation, the presenter will open the forum for questions as well. If you have a microphone on your headset or computer, you may ask questions at the end of the presentation by virtually raising your hand.

## **For Further Assistance:**

1. Go to **<https://eval.webex.com/eval/mc>**
2. On the top navigation bar, click "Support Center"
3. Or, send an email to **[wscott@ets.org](mailto:wscott@ets.org)**

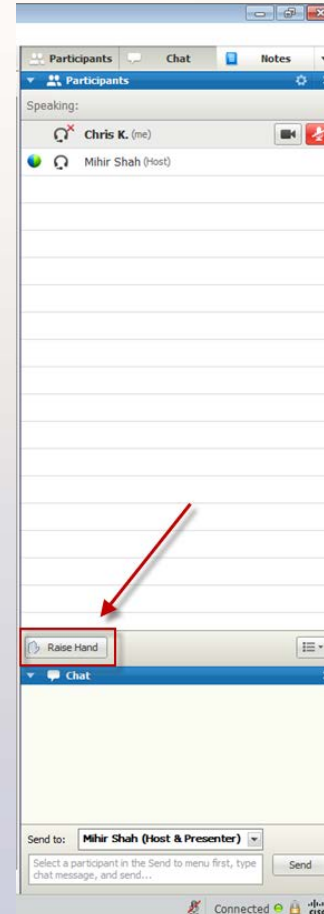
# How to Mute/Unmute Your Line

- You may mute/unmute your line by clicking the mute icon next to your name.



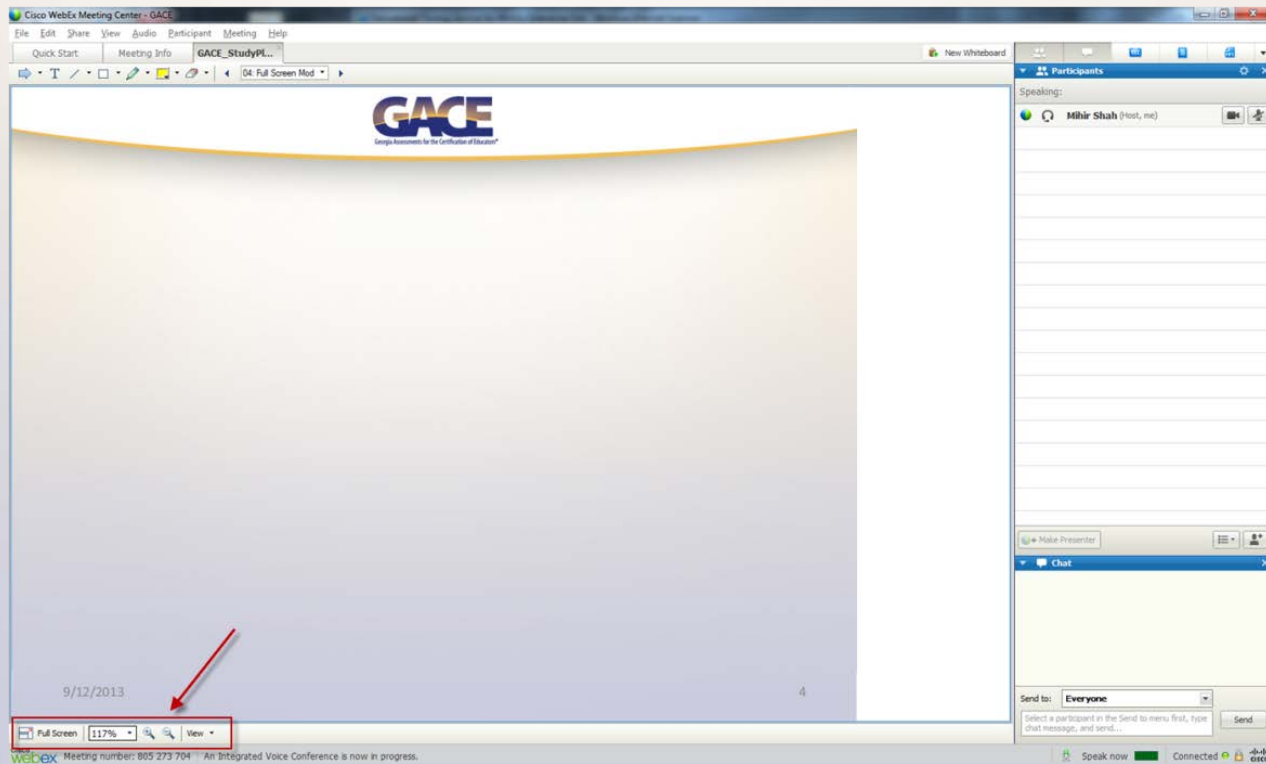
# How to Raise Your Hand

- If you have a question, you may virtually raise your hand by clicking on the “raise hand” icon under the participants list.



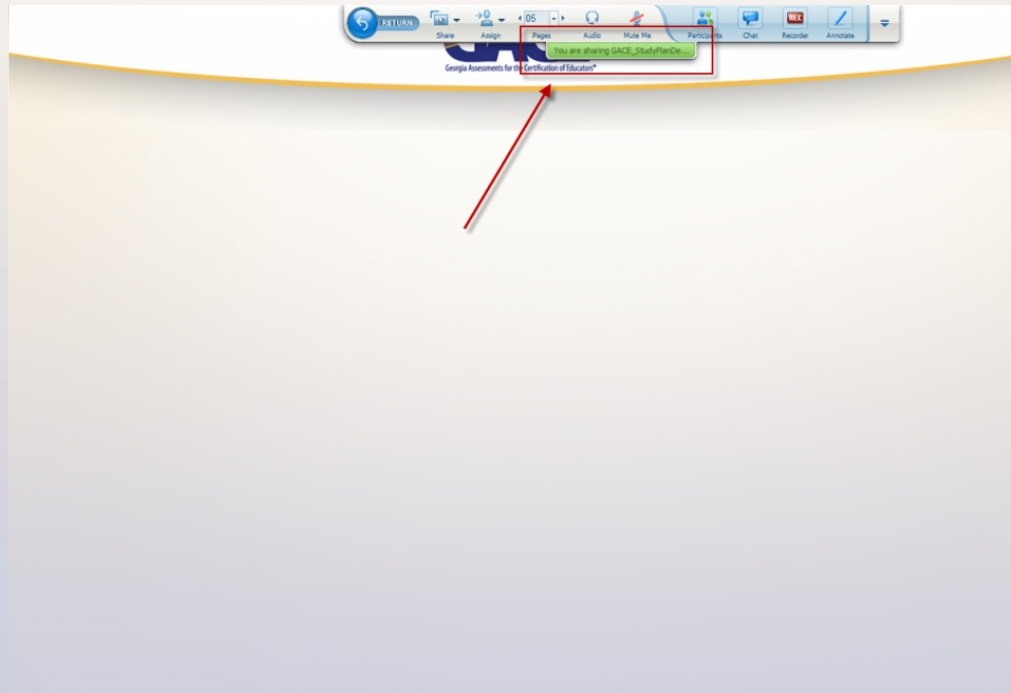
# How to Use Full Screen Mode

- To enlarge the presentation to full screen, click on the “Full Screen” icon.



# Using Functions in Full Screen Mode

- Hover over the green tab at the top of your screen to use the available functions.



# Overview of Today's Webinar

- Welcome and Introductions
- Task Requirements
- GACE Teacher Leadership Tasks
- Scoring the Responses
- Receiving Scores
- Preparing for the Assessment
- Registration
- Important Dates
- Questions

# Task Requirements

- Focus on Teacher Leader as a provider of professional support
- Background information for the specific task (not scored)
- Textbox format
- Written commentary
- Artifacts



# **GACE Teacher Leadership Tasks**

- Candidates are required to successfully complete six tasks
- Task responses can be entered into the submission system one at a time, or simultaneously
- Tasks must be complete and include all artifacts when submitted for scoring

# **TASK 1**

## **Adult Learning and the Collaborative Culture**

### ***Context of the Task***

You will be focusing on a group of colleagues (minimum of three) with whom you worked on a specific task or project and who reflect different stages of career development, different backgrounds, and different perspectives. Consider how you were able to apply strategies of adult learning across your teacher leadership activities with this group in order to promote collegiality and improve instruction and student learning. (Select a situation different from those selected in any other task.)

# TASK 1

## Adult Learning and the Collaborative Culture

### Focus on:

- Your Colleagues
- Your Colleagues' Learning Needs
- The Task/Project
- The Adult Learning — Individuals (4 maximum)
- The Adult Learning — The Group
- Impact of Adult Learning



### Artifacts:

- Feedback from 2 colleagues (4 pages)
- Documentation of an adult-learning strategy used (1 page)
- Documentation from the plan/project (1 page)

# **TASK 2**

## **Research for the Improvement of Practice**

### ***Context of the 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 choice of appropriate methodology and analysis of data directly related to a curriculum-based issue. (Select a situation different from those selected in any other task.)

# TASK 2

## Research for the Improvement of Practice

### Focus on:

- The Curriculum-Related Research Topic
- Leading the Research Process
- Analysis and Use of the Data to Improve Teaching and Learning
- Impact on Teaching and Learning

### Artifacts:

- Data sample (2 pages)
- Communication that reflects interactions with colleagues about the research
- Feedback from colleagues concerning the research process (3 pages maximum from the above 2 categories)



# **TASK 3**

## **Professional Learning**

### ***Context of the 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. (Select a situation different from those selected in any other task.)

# TASK 3

## Professional Learning

### Focus on:

- Preliminary Activity
- Design of Professional Learning Plan
- Analysis Implementation and Impact of a Professional Learning Plan
- Feedback and Analysis

### Artifacts:

- Professional learning plan (2 pages)
- Feedback from stakeholders ( 2 pages)
- Materials that document the plan's coherence, integration, and differentiation



# **TASK 4**

## **Teacher Leadership: Observation and Use of Assessment Data**

### ***Context of the Task***

You will be focusing on a situation in which you were able 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. More specifically, think about how you have been able to inform and facilitate the selection or the design, use, and interpretation of multiple assessments, along with other available data, to make informed decisions. (Select a situation different from those selected in any other task.)



# TASK 4

## Teacher Leadership: Observation and Use of Assessment Data

### Focus on:

- Preliminary Activity
- Preobservation
- Observation(s)
- Post observation and Feedback
- Overall Analysis

### Artifacts:

- Feedback from the colleague (1 page)
- Teacher leader's outline of the interview
- Teacher leader's observation notes
- Teacher-colleague lesson plan
- Script from discussion with teacher-colleague
- Teacher-colleague's assessment plan or assessment tool that is part of the observed lesson (3 pages from any of the 5 preceding categories)



# **TASK 5**

## **Collaboration with Families and the Community**

### ***Context of the Task***

You will be focusing on a situation in which you concentrated on improving colleagues' collaboration and interaction in their work with families and the community. (Select a situation different from those selected in other tasks.)

# TASK 5

## Collaboration with Families and the Community

### Focus on:

- Identification of Colleagues
- Family/Community Needs Assessment
- Plan and Implementation
- Successes and Challenges
- Feedback and Analysis

### Artifacts:

- Needs Assessment (2 pages)
- Feedback from colleagues/stakeholders involved in the process (3 pages)



# **TASK 6**

## **Collaborative Teams and Advocacy**

### ***Context of the Task***

You will be focusing on a situation in which you were able to identify and assess opportunities for educational improvement and advocate effectively for them by developing and supporting a collaborative team and promoting collegial interactions that improve the effectiveness of practice. (Select a situation different from those selected in other tasks.)

# TASK 6

## Collaborative Teams and Advocacy

### Focus on:

- Needs Assessment
- The Plan
- You and Your Colleagues
- Advocacy
- Feedback and Evaluation

### Artifacts:

- Advocacy plan (1 page)
- Professional growth evaluation from a minimum of 2 colleagues (3 pages)
- Stakeholder feedback (2 pages)



# Scoring the Responses

- All responses will be double scored using a four-point rubric
- Raters include members from the following groups
  - Program Providers
  - P-12 teachers who hold National Board certification and a Master's degree
  - Practicing Teacher Leaders
- Raters scoring the responses will
  - Complete bias training
  - Be trained on the tasks and rubrics and other scoring materials
  - Meet certification and calibration requirements
  - Be trained and monitored to become an expert in the scoring of two tasks
- Scoring Leaders
  - Perform read-behinds
  - Monitor scoring activity

# Receiving Scores

- Score report is available via candidate's Teacher Leadership testing account
- Scores are also sent to the program provider, the GaPSC, and any others identified by the candidate at the time of registration
- Score-level feedback will be issued with the score report, based on the specifics of the guiding prompts
- In the event the composite score does not meet the passing score, the candidate can resubmit any task(s) with a score of 5 or lower, or nonscorable

# Preparing for the Assessment

- GACE Teacher Leadership Website
- GACE Registration Bulletin
- GACE Teacher Leadership Assessment Candidate Handbook
- Georgia Teacher Leadership Program Standards
- Glossary
- Permission Forms
- Writing Guidelines
- Collecting Artifacts
- [Tasks and Requirements](#)



# Registration

- Candidate creates or updates [MyPSC account](#) on the GaPSC website.
- The GaPSC sends profile and eligibility information to ETS.
- An ETS Customer Service Representative creates a testing account for the candidate in the registration system for this assessment (it is not the same registration system used for other GACE assessments); candidate receives a link to the online submission system and log in credentials via email when it is complete.
- Candidate accesses testing account and registers for the assessment.
- Once registration is complete, candidate can access the online submission system.

# Important Dates

- Online submission system available: November 3, 2014
- First submission deadline: December 31, 2014
- Scoring: January 2015
- Scores Reported: February 2015
- Second submission deadline: May 31, 2015
- Scoring: June 2015
- Scores Reported: July 2015

# Questions?

Additional questions should be sent to  
**[gace\\_inquiries@ets.org](mailto:gace_inquiries@ets.org)**  
with the subject line of Teacher Leadership