GACE® Educational Leadership Assessment
Test at a Glance

Updated June 2017

See the GACE® Educational Leadership Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Educational Leadership
Grade Level	P–12
Test Code	301
Testing Time	3 hours
Test Duration	3.5 hours
Test Format	Computer delivered
Number of Selected-response Questions	100
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the *Guide to Taking a GACE Computer-delivered Test*.
Number of Constructed-response Questions	4
Test Format	Computer delivered

About this Assessment

The GACE Educational Leadership assessment is designed to measure the standards-relevant knowledge, skills, and abilities of school and district-level educational leaders in the state of Georgia.

The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. This test includes listening items; an ETS-approved headset will be provided at the test center.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles. Questions present scenarios and content appropriate for school-level (e.g., assistant principals and principals) and system or district-level educational leaders (e.g., associate superintendents and superintendents).

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

This assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for this assessment on the following pages.

Test Subareas

Subarea	Approx. Percentage of Test
I. Educational Vision	16%
II. School Culture and the Instructional Program	20%
III. Managing the Organization, Operations, and Resources	15%
IV. Collaborating and Communicating with Stakeholders	12%
V. Professionalism and Ethics	12%
VI. Analysis (constructed response only)	25%

Test I Objectives

Subarea I: Educational Vision

Objective 1: Organizes and supports key stakeholders to develop the district's vision, mission, and goals

The educational leader:

A. Works with key stakeholders, including governing entities, to develop an educational vision that promotes the success of all students

B. Identifies possible barriers and applies strategies for initiating change in the educational environment (e.g., working closely with students, school and district leaders, and community members; anticipating resistance; resolving conflicts)

C. Gathers support for change and builds both internal and external alliances to support the change process

D. Uses data-based research strategies and strategic planning processes to inform the development of a vision

E. Aligns the educational vision with the policies and goals of governing entities (e.g., local board of education, state programs, federal programs, charter schools' governing boards)

F. Applies relevant knowledge in the development of the educational vision (e.g., group dynamics, team building, process skills, organizational development theory, formal and informal power structures in school and community contexts)

Objective 2: Utilizes multiple data sources to monitor and evaluate progress toward the educational vision

The educational leader:

A. Leads the implementation of a shared vision of learning that promotes the success of all students

B. Uses multiple sources of data (e.g., student assessment results, student and family demographic data, analysis of community needs, perception/process data) to conduct a needs analysis to identify unique strengths, needs, gaps, and areas for improvement for students and teachers

C. Identifies strategies for evaluating financial policies, practices, and outcomes in terms of the district's educational vision

D. Collects, organizes, and analyzes information, including student performance data, to assess progress in achieving a district's vision, mission, and goals

E. Uses the educational vision as a benchmark for analyzing the needs and accomplishments of the district and its schools

Objective 3: Engages stakeholders to promote progress toward identified school and district goals

The educational leader:

A. Collaborates with district stakeholder groups to identify goals, objectives, and methods for achieving the district's educational vision

B. Collaborates with stakeholder groups outside the district (e.g., businesses, legislators, state education department, institutions of higher education, media) to achieve the district's educational vision

C. Promotes the implementation and ongoing support of the educational vision among district constituencies and stakeholders

D. Uses a variety of data to help stakeholders understand the progress that will result from implementation of the educational vision

E. Promotes continuous and sustainable progress toward meeting identified goals

Subarea II: School Culture and the Instructional Program

Objective 1: Develops and sustains an environment that promotes high standards for all staff and students

The educational leader:

A. Facilitates the development of a positive school culture that promotes excellence to achieve student progress

B. Communicates high standards and expectations for oneself, staff, and students

C. Supports collaborative decision making and shared leadership

D. Applies strategies for providing a safe, secure, healthy, and supportive learning environment

E. Fosters positive student behavior through various proactive behavior management strategies (e.g., addressing behaviors that negatively affect the learning environment)

F. Responds to the warning signs and risk factors of violence and implements strategies for ensuring school safety

G. Creates a supportive learning environment that encourages mutual respect, concern, and empathy for students, staff, parents, and the community

Objective 2: Plans and implements an instructional program that aligns research-based principles with Georgia's curriculum standards

The educational leader:

A. Applies major principles of curriculum and instructional development, learning theories, developmentally appropriate instruction, and instructional best practices

B. Applies the principles and methods of standards-based curriculum planning and development to meet Georgia's learning and performance-based standards

C. Uses a systematic process for monitoring, evaluating, and adjusting instruction to ensure the effectiveness of the instructional program

D. Uses research methods, technology, and information systems to gather and analyze data to enhance curriculum and instruction

E. Leads the planning and implementation of programs to meet students' needs (e.g., academic, athletic, cultural, developmental, leadership, social, career readiness)

F. Develops the instructional leadership capacity of the staff (e.g., coaching, mentoring, leadership teams)

G. Collaboratively develops, implements, and monitors a school improvement plan aligned to the district educational vision that results in increased student learning and meets the needs of diverse populations

Objective 3: Designs and assesses effective instruction that reflects research-based practices

The educational leader:

A. Facilitates the use of research-based practices to design, enhance, and assess instruction

B. Applies human development, learning, and motivational theories to the teaching and learning process

C. Monitors and assesses instruction and the instructional organization of schools and classrooms

D. Knows the guiding principles for developing a master schedule and adjusts classroom structures, schedules, and grouping approaches based on existing factors to positively affect student achievement

E. Promotes the integration of technology to enrich curriculum and instruction

F. Implements instructional programs that address the needs of diverse learners (e.g., special education students, English-language learners, students from low socioeconomic status backgrounds, students who are homeless)

G. Provides constructive, meaningful, and timely feedback to faculty and staff (e.g., classroom and school visits and observations)

H. Plans and implements assessment practices for continuous improvement of students, subgroups of students, and the school as a whole

I. Communicates goals, expectations, performance results, and assessment results to internal and external stakeholders

J. Involves stakeholders in establishing a culture of shared responsibility for student achievement

Objective 4: Encourages continuous improvement through school and district professional development

The educational leader:

A. Uses various strategies (e.g., adult learning, data analysis, reflective practice) to support the design and implementation of professional development programs to best improve instruction

B. Uses a variety of supervisory models to monitor and improve instruction (e.g., clinical supervision, coaching, developmental)

C. Knows strategies for supervising school support personnel (e.g., paraprofessionals, food service, custodial staff) for continuous improvement

D. Engages staff and stakeholders in using strategies to bring about sustained school improvement and high student achievement

E. Uses a variety of strategies to encourage leadership, innovation, creativity, and collaboration in all staff

F. Allocates time, funding, and other resources for developing, implementing, and evaluating professional development

G. Develops and maintains a personal plan for self-improvement and continuous learning

Subarea III: Managing the Organization, Operations, and Resources

Objective 1: Manages operations, programs, and services to ensure a safe and efficient environment

The educational leader:

A. Implements procedures for managing school and district operations within Georgia public education rules, regulations, and laws

B. Knows the legal and regulatory requirements for providing services to students (e.g., health, transportation, food service)

C. Develops and implements procedures for managing and tracking inventories, equipment, and capital assets

D. Is familiar with Georgia's legal requirements and procedures associated with procurement, bidding, and vendor relationships and understands the use of requisitions, purchase orders, and invoices

E. Uses current technologies for school management, business, and scheduling

F. Promotes a safe school environment by developing emergency, disaster preparedness, and recovery plans and by training staff for their efficient application

Objective 2: Understands the fundamental elements of a budget and manages facility maintenance

The educational leader:

A. Understands how to plan, develop, monitor, and manage a budget according to the elements of Georgia public school finance

B. Uses a variety of data (e.g., student enrollment, staffing needs, stakeholder input) to project budget needs

C. Develops short-term and long-term budget goals aligned with school needs

D. Is familiar with accepted government accounting procedures and practices, cash management procedures, internal controls, and internal and independent auditor processes

E. Communicates financial information regularly and accurately to appropriate stakeholders

F. Works with appropriate personnel to develop multiyear facilities development and maintenance plans based on relevant data (e.g., enrollment projections, program needs, condition of physical plants)

G. Promotes cost effectiveness and energy conservation in the operation of all facilities

H. Works with appropriate staff to ensure the facility and school environment is well maintained, functions properly, and meets appropriate regulations to best support quality instruction

I. Knows the steps in school renovation and construction from planning to completion, including legal requirements and financing (e.g., establishing need, developing specifications)

J. Ensures a safe school environment in relation to environmental, safety, and security issues, including emergency, disaster preparedness, and recovery plans and staff training

Objective 3: Manages personnel to maintain the highest level of performance

The educational leader:

A. Implements processes for recruiting, screening, and selecting personnel

B. Applies strategies for inducting, assigning, developing, evaluating, remediating, terminating, and advancing personnel

C. Applies district and legal requirements related to human resources administration (e.g., Family and Medical Leave Act [FMLA], Americans with Disabilities Act [ADA], Consolidated Omnibus Budget Reconciliation Act [COBRA], Equal Employment Opportunity Commission [EEOC])

D. Is familiar with employee benefits programs (e.g., retirement system, workers' compensation, health insurance)

E. Knows strategies for succession planning (e.g., identifying potential leaders, mentoring and coaching programs)

F. Applies strategies for fostering productive relationships to encourage the retention of quality personnel and to advance student learning (e.g., building morale, motivating, recognizing staff diversity)

Subarea IV: Collaborating and Communicating with Stakeholders

Objective 1: Promotes stakeholder involvement through varied and effective collaboration

The educational leader:

A. Applies evidence-based strategies for collaborating with community members, groups, and organizations

B. Collects data from internal and external stakeholders to inform educational decision making

C. Uses proactive strategies to interact with and accommodate diverse groups in the community (e.g., cultural groups, citizens' groups, groups with conflicting perspectives)

D. Collaborates with community agencies to identify and integrate community resources (e.g., businesses, services groups, higher education organizations) to support school goals and address school and community issues

E. Promotes stakeholder involvement to include parent-teacher-student organizations

F. Promotes parent-student-teacher partnerships to support instruction and student learning

Objective 2: Utilizes effective communication techniques when working with stakeholders

The educational leader:

A. Communicates with parents/guardians and other stakeholders by a variety of means (e.g., websites, printed media, translators) and addresses possible barriers

B. Uses the media (e.g., marketing, public relations, local media outlets) to communicate expectations and information about organizational performance to the community in accordance with district policy

C. Uses technology appropriately for communication

D. Communicates to appropriate stakeholders the effect of policies, laws, and demographic trends on communities and special populations

E. Uses effective writing, speaking, and listening skills in interactions with stakeholders

F. Maintains effective visibility and accessibility to students, parents, staff, and other stakeholders

Subarea V: Professionalism and Ethics

Objective 1: Models and maintains a fair, ethical, and equitable learning environment

The educational leader:

A. Models and communicates the importance of behaving with integrity, ethics, and respect for the rights of others

B. Maintains professional relationships with students, staff, parents, central office staff, and community members

C. Makes and articulates the rationales for decisions based on ethical and legal principles and maintains transparency in all decision making, as permitted

D. Knows how to locate and interpret policies, laws, and regulations that affect schools (e.g., school board polices, Georgia Board of Education rules and regulations, federal acts, Georgia Code of Ethics for Educators) and can apply those rules to specific situations

E. Follows Georgia laws, policies of the Georgia Board of Education, and policies of the Georgia Professional Standards Commission in all matters related to school administration (e.g., filing of academic progress reports, human resources management, employee rights)

F. Follows local, Georgia, and federal law related to identifying and reporting suspected child abuse, neglect, and bullying

G. Promotes and safeguards equity for students and staff (e.g., diversity, socioeconomic status, achievement levels)

Subarea VI: Analysis

Objective 1: Promotes continuous and sustainable progress toward the district's educational vision

The educational leader:

A. Works with key stakeholders to develop an educational vision that promotes the success of all students to include applying strategies for initiating change

Objective 2: Monitors instructional programs and develops a shared culture of success

The educational leader:

A. Develops, monitors, and assesses instructional programs to include the school culture and professional development programs

Objective 3: Uses effective communication skills

The educational leader:

A. Uses effective writing, speaking, and listening skills in interactions with stakeholders

Objective 4: Models ethical and equitable decision-making skills

The educational leader:

A. Models professionalism in all interactions and promotes educational equity for students and staff