GACE® Teacher Leadership Assessment
Library of Examples
Task 6, Textbox 6.4: Feedback and Evaluation

Below are two examples of written responses to Textbox 6.4 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level (3-4), and the other response was scored at the Did Not Meet/Partially Met Standards Level (1-2). This information is being provided for illustrative purposes only. These excerpts are not templates for candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their own work.

Guiding Prompts for Task 6, Textbox 6.4
a. What means did you use to evaluate the effectiveness of the plan and the professional growth of your team?
b. Provide an analysis of the effectiveness of the advocacy plan and your collaboration with your team in enhancing colleagues’ professional practice and student learning.
c. What feedback did you receive from stakeholders, and how did it affect implementation or the outcome of the plan?
d. Provide an analysis that shows how your work with your collaborative team affected collegial interactions and colleagues’ professional practice.
e. What impact will the advocacy plan have on future advocacy within the school and district?

Example 1: Met/Exceeded Standards Level (3-4)

a. I was able to measure and evaluate the effectiveness of the plan and the professional growth of our team by collecting teacher feedback surveys (included in the artifact section) and by collecting feedback from our stakeholders. The feedback from teacher surveys indicated that their professional practices were impacted by such actions as using more math vocabulary within the classroom setting, using student work samples to correct for errors, and adding extended response items to common assessments. Teachers also reported that “stepping out of the box” to incorporate the use of the technologies and the inclusion of math items that required higher-order thinking did improve student learning. The feedback from stakeholders outside the school also was positive and helped us to evaluate our advocacy plan. I was also able to observe a great deal of informal feedback simply by observing our stakeholders at the different math functions and listening to them share with our team members afterwards how much they enjoyed the events.
Example 1: Met/Exceeded Standards Level (cont’d.)

b. I was able to really see the effectiveness of the advocacy plan by analyzing the data showing how students were improving on the online practice tests they were taking for preparation of the Ga Milestones Assessment. It was clear that our students this year were provided with higher levels of instruction because they could successfully solve higher-order thinking word problems on these practice tests much easier by midyear than they were at the beginning of the year. It was a great indicator that the teachers’ new instructional strategies were successful at better preparing students for the GMAS than in previous years. Also teachers were able to show evidence that the inclusion of extended response math items in the curriculum yielded improved student scores on common assessments. The effectiveness of the advocacy plan was also seen in the comments from teachers (formal and informal). Teachers felt that their professional practices had been changed for the better and the evidence for that conclusion was in the reported improvement in student performance.

c. The feedback we received from the stakeholders was always very positive. Parents were very willing to get students to school early enough to participate in our morning school and they were also very willing to let them stay on Tuesdays and Wednesdays to participate in our afterschool program. Parents also provided very positive feedback to the staff and administration at each school function that was held to promote math. With such positive parental support, it made implementing the programs much easier and very rewarding. Teachers also reported positive feedback about the actions included in the advocacy plan. As the teacher leader, I was constantly aware of the need to monitor and evaluate our progress. If a problem was found (e.g., an instructional strategy that wasn’t working well, an issue with the technology, a problem with time allotments set for various steps in the process, data which may indicate that students aren’t progressing as intended, etc.), a change in the plan was made immediately and collaboratively with input from all team members.

d. With the collaborative efforts of my team on this project we were able to have a very positive affect on collegial interactions. Although the iLearn program was specifically related to math, the Moby Max program however consisted of instruction in multiple content areas. After using the program and getting familiar with its many uses, we were able to advocate for the inclusion of this program in various subjects throughout the school and now the Science, Social Studies, and Reading departments use it as well. The positive interactions between the different content area teachers were a great step forward for our school and we are hoping to see significant academic gain by all our students in all content areas in the years to come. My team members were able to use the design of our advocacy plan as a starting point to train other colleagues in best practices and the importance of these strategies in supporting student growth in their specific content areas. A factor that helped my team to support the implementation of our action plan in other content areas was that my colleagues had had opportunities to share their new learning and overall professional growth during faculty meetings. They were able to serve as models of how effective collegial interactions and knowledge of best practices can result in increased student achievement.
Example 1: Met/Exceeded Standards Level (cont’d.)

e. The plan that our team created and carried out has forever changed how our school views math and the way we need to teach math to be most effective in supporting student learning. We have so many great teachers throughout our school and yet the scores in previous years did not reflect that. Our teachers were working double overtime and yet it wasn’t paying off in the end. After all the changes we made, the strategies that we incorporated, the programs that we started, and the implementation of just a new way to approach and teach math, it is very promising that our students will be much better prepared in future years for the rigorous testing they will see. Our goal as a team is to continue advocating for additional ways to improve student learning in the future. We all agree that the impact of effective advocacy on students’ present and future success is very strong.

Refer to the Task 6 Rubric and ask yourself:

In the candidate’s analysis, where is there evidence of the following?

- A means to evaluate the plan’s effectiveness and the team’s professional growth
- The effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues’ professional practice and student learning
- The impact of stakeholder feedback on the implementation or outcome of the advocacy plan
- How work with the collaborative team affected collegial interactions and colleagues’ professional practice
- How the current advocacy plan will affect future advocacy efforts within the school and district

Why is the candidate’s response effective and relevant?

Example 2: Did Not Meet/Partially Met Standards Level (1-2)

Although this project has not been implemented yet, the team plans to survey each teacher using a software program to determine their satisfaction with the project. For collaboration on this project, most discussion took place quickly between classes. Due to colleagues having busy schedules at the end of the year, the team was only able to have quick, fragmented discussions. All other discussions took place when the teacher-leader stopped by other team members’ rooms for a quick discussion, which helped the teacher-leader realize that planning would be more effective if an actual planned time was set aside with an agenda. There is no feedback from stakeholders to report at this point due to lack of implementation. The advocacy project has helped the teacher-leader develop leadership skills and confidence in leading. However, this has also resulted in team members coming to the teacher-leader for advice on other areas besides the project. This has given the teacher-leader even more opportunity to develop leadership skills in the educational setting. This project impacts the future of the teacher-leader by being more involved in school-wide decisions. For the next school year, the teacher-leader has been appointed to the leadership team at the research school. If this project proves to be effective, the teacher-leader plans on presenting it to the leadership team as another strategy to use. This project has also provided the necessary skills for the teacher-leader to work collaboratively with other teachers in the future.
Refer to the Task 6 Rubric and ask yourself:

In the candidate’s analysis, where is there evidence of the following?

- A means to evaluate the plan’s effectiveness and the team’s professional growth
- The effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues’ professional practice and student learning
- The impact of stakeholder feedback on the implementation or outcome of the advocacy plan
- How work with the collaborative team affected collegial interactions and colleagues’ professional practice
- How the current advocacy plan will affect future advocacy efforts within the school and district

Why is the candidate’s response *disconnected* and *limited*?

**Suggestions for Using These Examples**

After writing your own rough draft response to the guiding prompts, ask the question, “Which parts of these examples are closest to what I have written?” Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.