



GACE® Teacher Leadership Assessment

Task 4: Observation and Use of Assessment Data

Rubric for Task 4

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate’s ability to determine steps to take in planning for a pre-observation meeting with a colleague; to help the colleague collect, analyze, and apply data to determine an area or areas of focus for a lesson; to support a colleague’s selection and inclusion of multiple assessments and other data-collecting tools that are aligned with the lesson’s goals and state and local standards; to provide feedback concerning a proposed lesson design; to model strategies of reflective</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to determine steps to take in planning for a pre-observation meeting with a colleague; to help the colleague collect, analyze, and apply data to determine an area or areas of focus for a lesson; to support a colleague’s selection and inclusion of multiple assessments and other data-collecting tools that are aligned with the lesson’s goals and state and local standards; to provide feedback concerning a proposed lesson design; to model strategies of reflective</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to determine steps to take in planning for a pre-observation meeting with a colleague; to help the colleague collect, analyze, and apply data to determine an area or areas of focus for a lesson; to support a colleague’s selection and inclusion of multiple assessments and other data-collecting tools that are aligned with the lesson’s goals and state and local standards; to provide feedback concerning a proposed lesson design; to model strategies of reflective</p>	<p>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability to determine steps to take in planning for a pre-observation meeting with a colleague; to help the colleague collect, analyze, and apply data to determine an area or areas of focus for a lesson; to support a colleague’s selection and inclusion of multiple assessments and other data-collecting tools that are aligned with the lesson’s goals and state and local standards; to provide feedback concerning a proposed lesson design; to model strategies of reflective</p>



Rubric for Task 4 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>practice; to determine focus for goals and instruction to be observed during the lesson; to analyze the effectiveness of the assessment and other data-collecting tools; to analyze the impact of the pre-observation feedback on the lesson(s)/unit; to determine aspects of a pre-observation meeting that need revision, based on the impact of observing the lesson; to provide feedback and model strategies to support and enhance the colleague's reflective skills; to provide feedback to the colleague in evaluating the use of multiple assessment tools in conjunction with other data to make informed decisions to improve instructional practice and student learning; to reflect on the colleague's response to feedback and your analysis to determine how the ability to advance the professional</p>	<p>practice; to determine focus for goals and instruction to be observed during the lesson; to analyze the effectiveness of the assessment and other data-collecting tools; to analyze the impact of the pre-observation feedback on the lesson(s)/unit; to determine aspects of a pre-observation meeting that need revision, based on the impact of observing the lesson; to provide feedback and model strategies to support and enhance the colleague's reflective skills; to provide feedback to the colleague in evaluating the use of multiple assessment tools in conjunction with other data to make informed decisions to improve instructional practice and student learning; to reflect on the colleague's response to feedback and your analysis to determine how the ability to advance the professional</p>	<p>practice; to determine focus for goals and instruction to be observed during the lesson; to analyze the effectiveness of the assessment and other data-collecting tools; to analyze the impact of the pre-observation feedback on the lesson(s)/unit; to determine aspects of a pre-observation meeting that need revision, based on the impact of observing the lesson; to provide feedback and model strategies to support and enhance the colleague's reflective skills; to provide feedback to the colleague in evaluating the use of multiple assessment tools in conjunction with other data to make informed decisions to improve instructional practice and student learning; to reflect on the colleague's response to feedback and your analysis to determine how the ability to advance the professional</p>	<p>practice; to determine focus for goals and instruction to be observed during the lesson; to analyze the effectiveness of the assessment and other data-collecting tools; to analyze the impact of the pre-observation feedback on the lesson(s)/unit; to determine aspects of a pre-observation meeting that need revision, based on the impact of observing the lesson; to provide feedback and model strategies to support and enhance the colleague's reflective skills; to provide feedback to the colleague in evaluating the use of multiple assessment tools in conjunction with other data to make informed decisions to improve instructional practice and student learning; to reflect on the colleague's response to feedback and your analysis to determine how the ability to advance the professional</p>



Rubric for Task 4 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>skills of other colleagues and their students’ learning will be affected in the future; and to promote change in other colleagues’ instructional practice in the future through the collection of assessment and data results.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response. Evidence may also be missing.</p>	<p>skills of other colleagues and their students’ learning will be affected in the future; and to promote change in other colleagues’ instructional practice in the future through the collection of assessment and data results.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response.</p>	<p>skills of other colleagues and their students’ learning will be affected in the future; and to promote change in other colleagues’ instructional practice in the future through the collection of assessment and data results.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response.</p>	<p>skills of other colleagues and their students’ learning will be affected in the future; and to promote change in other colleagues’ instructional practice in the future through the collection of assessment and data results.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response.</p>

Response for Textbox 4.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>inappropriate</i> evidence of steps taken to plan for the pre-observation meeting with the colleague, with a <i>disconnected</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i> cursory</i> evidence of steps taken to plan for the pre-observation meeting with the colleague, with a <i>loosely connected</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>appropriate</i> evidence of steps taken to plan for the pre-observation meeting with the colleague, with a <i>connected</i> rationale 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>in-depth</i> evidence of steps taken to plan for the pre-observation meeting with the colleague, with a <i>tightly connected</i> rationale



Response for Textbox 4.1 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>minimal</i> evidence of how help was provided to the colleague to collect, analyze, and apply data to determine an area or areas of focus for the lesson • <i>irrelevant</i> evidence of support provided to the colleague regarding the selection and inclusion of multiple assessments and other data-collecting tools • <i>illogical</i> evidence of how the colleague’s selections of multiple assessments and other data-collecting tools were aligned with the goals of the lesson and state and local standards • <i>misinformed</i> evidence of feedback offered at the pre-observation meeting concerning the colleague’s proposed lesson design 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>incomplete</i> evidence of how help was provided to the colleague to collect, analyze, and apply data to determine an area or areas of focus for the lesson • <i>confusing</i> evidence of support provided to the colleague regarding the selection and inclusion of multiple assessments and other data-collecting tools • <i>partial</i> evidence of how the colleague’s selections of multiple assessments and other data-collecting tools were aligned with the goals of the lesson and state and local standards • <i>partial</i> evidence of feedback offered at the pre-observation meeting concerning the colleague’s proposed lesson design 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>logical</i> evidence of how help was provided to the colleague to collect, analyze, and apply data to determine an area or areas of focus for the lesson • <i>relevant</i> evidence of support provided to the colleague regarding the selection and inclusion of multiple assessments and other data-collecting tools • <i>logical</i> evidence of how the colleague’s selections of multiple assessments and other data-collecting tools were aligned with the goals of the lesson and state and local standards • <i>informed</i> evidence of feedback offered at the pre-observation meeting concerning the colleague’s proposed lesson design 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> • <i>significant</i> evidence of how help was provided to the colleague to collect, analyze, and apply data to determine an area or areas of focus for the lesson • <i>insightful</i> evidence of support provided to the colleague regarding the selection and inclusion of multiple assessments and other data-collecting tools • <i>substantive</i> evidence of how the colleague’s selections of multiple assessments and other data-collecting tools were aligned with the goals of the lesson and state and local standards • <i>thorough</i> evidence of feedback offered at the pre-observation meeting concerning the colleague’s proposed lesson design



Response for Textbox 4.1 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><i>inappropriate</i> evidence of reflective practice strategies that were modeled for the colleague with <i>little</i> or <i>no</i> rationale	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><i>limited</i> evidence of reflective practice strategies that were modeled for the colleague with an <i>incomplete</i> rationale	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><i>appropriate</i> evidence of reflective practice strategies that were modeled for the colleague with an <i>aligned</i> rationale	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><i>substantive</i> evidence of reflective practice strategies that were modeled for the colleague with a <i>tightly connected</i> rationale

Response for Textbox 4.2

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><i>ineffective</i> evidence of a focus on appropriate goals and instruction during the observation, with <i>little</i> or <i>no</i> rationale<i>inaccurate</i> analysis of the effectiveness of the assessment and other data-collecting tools used<i>misinformed</i> evidence of the impact of the pre-observation feedback on the lesson(s)/unit	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><i>partial</i> evidence of a focus on appropriate goals and instruction during the observation, with <i>limited</i> rationale<i> cursory</i> analysis of the effectiveness of the assessment and other data-collecting tools used<i>inconsistent</i> evidence of the impact of the pre-observation feedback on the lesson(s)/unit	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><i>effective</i> evidence of a focus on appropriate goals and instruction during the observation, with <i>connected</i> rationale<i>accurate</i> analysis of the effectiveness of the assessment and other data-collecting tools used<i>informed</i> evidence of the impact of the pre-observation feedback on the lesson(s)/unit	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><i>significant</i> evidence of a focus on appropriate goals and instruction during the observation, with <i>tightly connected</i> rationale<i>in-depth</i> analysis of the effectiveness of the assessment and other data-collecting tools used<i>significant</i> evidence of the impact of the pre-observation feedback on the lesson(s)/unit



Response for Textbox 4.2 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>ineffective</i> evidence of revisions that would be made to the pre-observation meeting after observing the lesson(s), with an <i>inappropriate</i> rationale	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>partial</i> evidence of revisions that would be made to the pre-observation meeting after observing the lesson(s), with an <i>uneven</i> rationale	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>effective</i> evidence of revisions that would be made to the pre-observation meeting after observing the lesson(s), with an <i>appropriate</i> rationale	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>extensive</i> evidence of revisions that would be made to the pre-observation meeting after observing the lesson(s), with a <i>tightly connected</i> rationale

Response for Textbox 4.3

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>ineffective</i> evidence of feedback and strategies modeled to support and enhance the colleague's reflective skills, with an <i>inappropriate</i> rationale	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>partial</i> evidence of feedback and strategies modeled to support and enhance the colleague's reflective skills, with an <i>incomplete</i> rationale	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>effective</i> evidence of feedback and strategies modeled to support and enhance the colleague's reflective skills, with an <i>appropriate</i> rationale	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>insightful</i> evidence of feedback and strategies modeled to support and enhance the colleague's reflective skills, with an <i>extensive</i> rationale



Response for Textbox 4.3 (continued)

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>irrelevant</i> evidence of feedback offered to the colleague in evaluating the use of multiple assessment tools and other data to make informed decisions to improve instructional practice and student learning, with reference to a particular occurrence that warranted the feedback	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>limited</i> evidence of feedback offered to the colleague in evaluating the use of multiple assessment tools and other data to make informed decisions to improve instructional practice and student learning, with reference to a particular occurrence that warranted the feedback	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>relevant</i> evidence of feedback offered to the colleague in evaluating the use of multiple assessment tools and other data to make informed decisions to improve instructional practice and student learning, with reference to a particular occurrence that warranted the feedback	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>significant</i> evidence of feedback offered to the colleague in evaluating the use of multiple assessment tools and other data to make informed decisions to improve instructional practice and student learning, with reference to a particular occurrence that warranted the feedback



Response for Textbox 4.4

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>trivial</i> evidence of how the colleague's response to the feedback and the analysis of working with the colleague throughout the collaborative process will affect the ability to advance the professional skills of other colleagues and their students' learning needs in the future• <i>misinformed</i> evidence of how to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>partial</i> evidence of how the colleague's response to the feedback and the analysis of working with the colleague throughout the collaborative process will affect the ability to advance the professional skills of other colleagues and their students' learning needs in the future• <i>incomplete</i> evidence of how to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>informed</i> evidence of how the colleague's response to the feedback and the analysis of working with the colleague throughout the collaborative process will affect the ability to advance the professional skills of other colleagues and their students' learning needs in the future• <i>appropriate</i> evidence of how to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>insightful</i> evidence of how the colleague's response to the feedback and the analysis of working with the colleague throughout the collaborative process will affect the ability to advance the professional skills of other colleagues and their students' learning needs in the future• <i>in-depth</i> evidence of how to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results



Responses for all Textboxes

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><i>disconnected</i> and/or <i>trivial</i> examples to support the responses	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><i>loosely connected</i> and/or <i> cursory</i> examples to support the responses	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><i>connected</i> and <i>effective</i> examples to support the responses	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><i>tightly connected</i> and <i>detailed</i> examples to support the responses

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