



# GACE® Teacher Leadership Assessment

## Task 6: Collaborative Teams and Advocacy

Rubric for Step 1: The Advocacy Plan and Your Team (Textboxes 6.1.1 and 6.1.2)

| Score of 1  | Score of 2  | Score of 3  | Score of 4  |
|---|---|---|---|
| <p><b>A response at the 1-level provides minimal evidence that demonstrates the teacher leader candidate’s ability to develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team</b></p> | <p><b>A response at the 2-level provides partial evidence that demonstrates the teacher leader candidate’s ability to develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team</b></p> | <p><b>A response at the 3-level provides effective evidence that demonstrates the teacher leader candidate’s ability to develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team</b></p> | <p><b>A response at the 4-level provides extensive evidence that demonstrates the teacher leader candidate’s ability to develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team</b></p> |



Rubric for Step 1 (continued)

|   |  |   |  |
|---|--|---|--|
| <p><b>members’ contributions to the advocacy plan to promote educational improvement and improve student learning; to promote colleagues’ understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.</b></p> <p><b>The preponderance of evidence for the 1-level criteria is minimal and/or ineffective throughout the response for Step 1. Evidence may also be missing.</b></p>  | <p><b>members’ contributions to the advocacy plan to promote educational improvement and improve student learning; to promote colleagues’ understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.</b></p> <p><b>The preponderance of evidence for the 2-level criteria is limited and/or vague throughout the response for Step 1.</b></p> | <p><b>members’ contributions to the advocacy plan to promote educational improvement and improve student learning; to promote colleagues’ understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.</b></p> <p><b>The preponderance of evidence for the 3-level criteria is appropriate and connected throughout the response for Step 1.</b></p> | <p><b>members’ contributions to the advocacy plan to promote educational improvement and improve student learning; to promote colleagues’ understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.</b></p> <p><b>The preponderance of evidence for the 4-level criteria is insightful and tightly connected throughout the response for Step 1.</b></p> |
| <p style="text-align: center;"><b>Score of 0 for Step 1</b></p> <p><b>If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 1 for at least one of the following reasons.</b></p> <ul style="list-style-type: none"> <li>• <b>No written response is in the Task 6—Step 1 textbox.</b></li> <li>• <b>The written response does not address any of the guiding prompts for Task 6—Step 1.</b></li> <li>• <b>The artifact attachment contains only hyperlinks.</b></li> <li>• <b>None of the following required artifacts are acceptable or attached to any of the Task 6 textboxes.</b> <ul style="list-style-type: none"> <li>○ <b>Advocacy Plan</b></li> </ul> </li> </ul> |  |   |  |



## Response for Textbox 6.1.1

| 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"><li>• <i>little or no</i> evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the needs of the educational system and improves student learning</li><li>• <i>ineffective</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan</li></ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><li>• <i>inconsistent</i> evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the needs of the educational system and improves student learning</li><li>• <i>partial</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan</li></ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><li>• <i>complete</i> evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the needs of the educational system and improves student learning</li><li>• <i>effective</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan</li></ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><li>• <i>significant</i> evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the needs of the educational system and improves student learning</li><li>• <i>in-depth</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan</li></ul> |



## Response for Textbox 6.1.2

| 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"> <li>• <i>trivial</i> evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team</li> <li>• <i>ineffective</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning</li> <li>• <i>irrelevant</i> evidence of the promotion of colleagues' understanding of how educational policy affects the advocacy plan</li> <li>• <i>minimal</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan</li> </ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>incomplete</i> evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team</li> <li>• <i>limited</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning</li> <li>• <i>limited</i> evidence of the promotion of colleagues' understanding of how educational policy affects the advocacy plan</li> <li>• <i>incomplete</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan</li> </ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>complete</i> evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team</li> <li>• <i>effective</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning</li> <li>• <i>relevant</i> evidence of the promotion of colleagues' understanding of how educational policy affects the advocacy plan</li> <li>• <i>complete</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan</li> </ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>significant</i> evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team</li> <li>• <i>insightful</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning</li> <li>• <i>substantive</i> evidence of the promotion of colleagues' understanding of how educational policy affects the advocacy plan</li> <li>• <i>significant</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan</li> </ul> |



Rubric for Step 2: Advocacy for Educational Improvement (Textbox 6.2.1)

| Score of 1   | Score of 2   | Score of 3  | Score of 4   |
|--|--|---|--|
| <p>A response at the 1-level provides minimal evidence that demonstrates the teacher leader candidate’s ability to determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational system and to improve student learning. The preponderance of evidence for the 1-level criteria is minimal and/or ineffective throughout the response for Step 2. Evidence may also be missing.</p> | <p>A response at the 2-level provides partial evidence that demonstrates the teacher leader candidate’s ability to determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational system and to improve student learning. The preponderance of evidence for the 2-level criteria is limited and/or vague throughout the response for Step 2.</p> | <p>A response at the 3-level provides effective evidence that demonstrates the teacher leader candidate’s ability to determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational system and to improve student learning. The preponderance of evidence for the 3-level criteria is appropriate and connected throughout the response for Step 2.</p> | <p>A response at the 4-level provides extensive evidence that demonstrates the teacher leader candidate’s ability to determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational system and to improve student learning. The preponderance of evidence for the 4-level criteria is insightful and tightly connected throughout the response for Step 2.</p> |
| <p style="text-align: center;"><b>Score of 0 for Step 2</b></p> <p>If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 2 for at least one of the following reasons.</p> <ul style="list-style-type: none"> <li>• No written response is in the Task 6—Step 2 textbox.</li> <li>• The written response does not address any of the guiding prompts for Task 6—Step 2.</li> </ul>   |  |   |  |



## Response for Textbox 6.2.1

| 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"><li>• <i>ineffective</i> evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan</li><li>• <i>trivial</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational system and to improve student learning</li></ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><li>• <i>incomplete</i> evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan</li><li>• <i>limited</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational system and to improve student learning</li></ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><li>• <i>effective</i> evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan</li><li>• <i>effective</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational system and to improve student learning</li></ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><li>• <i>significant</i> evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan</li><li>• <i>thorough</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational system and to improve student learning</li></ul> |



### Rubric for Step 3: Evaluation of the Plan and Professional Growth (Textbox 6.3.1)

| Score of 1  | Score of 2  | Score of 3  | Score of 4  |
|---|---|---|---|
| <p><b>A response at the 1-level provides minimal evidence that demonstrates the teacher leader candidate’s ability to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues’ professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and colleagues’ professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.</b></p> | <p><b>A response at the 2-level provides partial evidence that demonstrates the teacher leader candidate’s ability to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues’ professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and colleagues’ professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.</b></p> | <p><b>A response at the 3-level provides effective evidence that demonstrates the teacher leader candidate’s ability to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues’ professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and colleagues’ professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.</b></p> | <p><b>A response at the 4-level provides extensive evidence that demonstrates the teacher leader candidate’s ability to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues’ professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and colleagues’ professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.</b></p> |



Rubric for Step 3 (continued)

| The preponderance of evidence for the 1-level criteria is minimal and/or ineffective throughout the response for Step 3. Evidence may also be missing.  | The preponderance of evidence for the 2-level criteria is limited and/or vague throughout the response for Step 3. | The preponderance of evidence for the 3-level criteria is appropriate and connected throughout the response for Step 3. | The preponderance of evidence for the 4-level criteria is insightful and tightly connected throughout the response for Step 3. |
|---|--|---|--|
| <p style="text-align: center;"><b>Score of 0 for Step 3</b></p> <p><b>If a Zero is assigned, the Step is considered “Not Scoreable” because of insufficient evidence. A Zero is assigned to Step 3 for at least one of the following reasons.</b></p> <ul style="list-style-type: none"> <li>• <b>No written response is in the Task 6—Step 3 textboxes.</b></li> <li>• <b>The written response does not address any of the guiding prompts for Task 6—Step 3.</b></li> <li>• <b>The artifact attachment contains only hyperlinks.</b></li> <li>• <b>None of the following required artifacts are acceptable or attached to any of the Task 6 textboxes.</b> <ul style="list-style-type: none"> <li>○ Professional growth evaluation from colleagues involved in the advocacy plan</li> <li>○ Stakeholder feedback from either of the following sources:               <ul style="list-style-type: none"> <li>• communication showing interactions between colleagues and stakeholders</li> <li>• print media showing involvement with advocacy efforts.</li> </ul> </li> </ul> </li> </ul> |  |   |  |





## Response for Textbox 6.3.1

| 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"> <li>• <i>inappropriate</i> evidence of an appropriate means to evaluate the plan’s effectiveness and the team’s professional growth</li> <li>• <i>ineffective</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues’ professional practice and student learning</li> <li>• <i>irrelevant</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan</li> <li>• <i>misinformed</i> evidence of how work with the collaborative team affected collegial interactions and colleagues’ professional practice</li> <li>• <i>inappropriate</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district</li> </ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>incomplete</i> evidence of an appropriate means to evaluate the plan’s effectiveness and the team’s professional growth</li> <li>• <i>partial</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues’ professional practice and student learning</li> <li>• <i> cursory</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan</li> <li>• <i>uneven</i> evidence of how work with the collaborative team affected collegial interactions and colleagues’ professional practice</li> <li>• <i>limited</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district</li> </ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>logical</i> evidence of an appropriate means to evaluate the plan’s effectiveness and the team’s professional growth</li> <li>• <i>informed</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues’ professional practice and student learning</li> <li>• <i>relevant</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan</li> <li>• <i>informed</i> evidence of how work with the collaborative team affected collegial interactions and colleagues’ professional practice</li> <li>• <i>appropriate</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district</li> </ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <li>• <i>in-depth</i> evidence of an appropriate means to evaluate the plan’s effectiveness and the team’s professional growth</li> <li>• <i>significant</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues’ professional practice and student learning</li> <li>• <i>insightful</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan</li> <li>• <i>extensive</i> evidence of how work with the collaborative team affected collegial interactions and colleagues’ professional practice</li> <li>• <i>detailed</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district</li> </ul> |



## Rubric for 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"><li>• <i>disconnected</i> and/or <i>trivial</i> examples to support the responses</li></ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><li>• <i>loosely connected</i> and/or <i> cursory</i> examples to support the responses</li></ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><li>• <i>connected</i> and <i>effective</i> examples to support the responses</li></ul> | <p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"><li>• <i>tightly connected</i> and <i>detailed</i> examples to support the responses</li></ul> |

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