


The slide features a blue header bar with a yellow section on the right. The main content area is dark blue with white text. The footer is white with a yellow section on the left and a dark red section on the right containing the date. Logos and copyright information are located in the bottom left, and the slogan is in the bottom right.

GACE® Teacher Leadership Assessment

Deep Dive into Task 5

2/26/2020

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Welcome to a series of six presentations on the GACE Teacher Leadership Assessment. Each presentation will begin with an overview of the six Teacher Leadership tasks and then a deep dive into one task in particular. This presentation focuses on Task 5.

Purpose of this Session

To ensure candidates better understand

- the focus of the six Teacher Leadership Tasks;
- the main components of Task 5;
- the evidence needed to successfully create responses to the guiding prompts.



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The purpose of this session is to better understand the components of Task 5 and to understand the evidence that is needed to successfully create responses to the guiding prompts.

The Purpose of this Assessment

- To assess the critical leadership roles that Teacher Leaders play in contributing to improved instruction and student learning
- To assess the knowledge, skills, and abilities of Teacher Leaders as they **facilitate the professional growth of colleagues** in six areas:
 - ✓ Adult Learning and the Collaborative Culture
 - ✓ Research for the Improvement of Practice
 - ✓ Professional Development
 - ✓ Observation and Use of Assessment Data
 - ✓ Collaboration with Families and the Community
 - ✓ Collaborative Teams and Advocacy



This slide presents the purpose of the assessment and includes the tasks that comprise the assessment.

The Connection Among the Six Tasks

- Task 1 is about **adult learning strategies** that are **applied** in each of the other five Tasks.
- In Task 2, candidates are asked how they **guide** and **facilitate colleagues** in their research on a curriculum-related topic.



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When the Tasks were first developed, the understanding was that the adult learning strategies (ALS) permeated all the Tasks. Teacher Leader candidates work with colleagues to support **their** growth as professionals using the adult learning strategies. Look at the verbs “guide,” and “facilitate” on these slides. These actions are the primary focus of the Tasks. These concepts will be enforced throughout the presentations.

However, even though ALS permeate all the Tasks, we will evaluate them in only one Task and focus on how they are applied in the other five Tasks.

Because these strategies are such an integral part of this assessment, you might suggest to the candidates that they begin with Task 1 and then move on in any order they wish.

The Connection Among the Six Tasks (cont'd.)

- In Task 3, candidates are asked how they **involve colleagues** in the planning of professional development and how they **facilitate** the professional development process.
- In Task 4, the Teacher Leader is asked how they **advance the skills of a colleague** in reflective practice and student assessment.



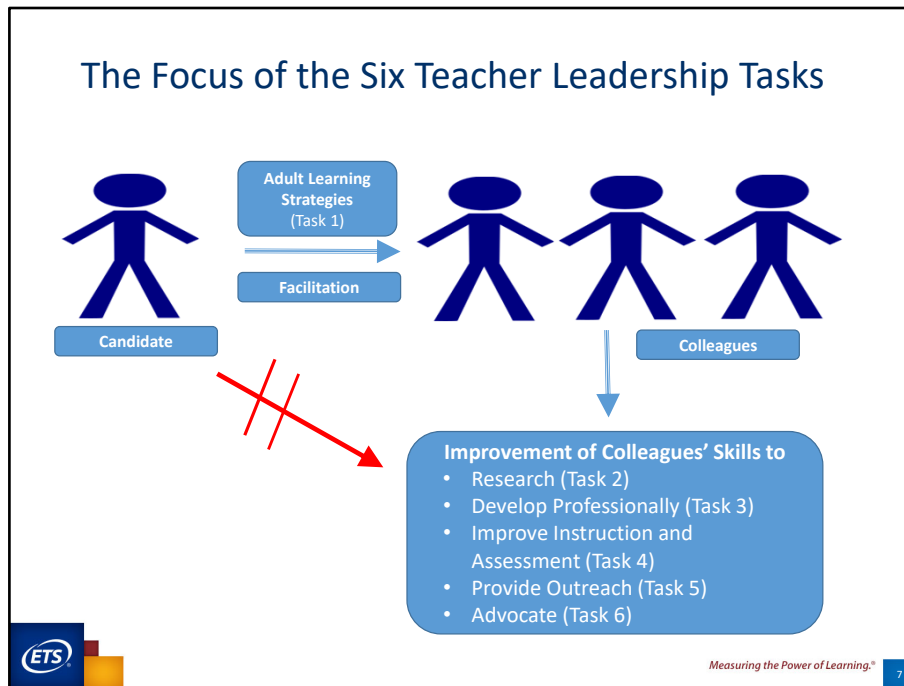
Look at the verbs “involve,” “facilitate,” and “advance,” on this slide. Candidates work with colleagues to support **their** growth as professionals and these actions are the primary focus of the Tasks.

The Connection Among the Six Tasks (cont'd.)

- In Task 5, candidates are asked how they **improve colleagues'** collaboration and interactions with families and the community.
- In Task 6, candidates are asked how they **build a collaborative team and promote the team's understanding** of educational policy and advocacy so that the team can implement a plan and involve stakeholders to improve student learning.



Look at the verbs “improve,” “build,” and “promote” and on this slide. Candidates work with colleagues to support **their** growth as professionals and these actions are the primary focus of the Tasks.



The main idea of this graphic is to show candidates that their submissions for each of the six tasks must demonstrate their facilitation in working with their colleagues to enhance those colleagues' skills in research, professional learning, improvement of instruction, outreach to families and community, and in advocacy. Notice the arrow that stretches between the candidate and the listing of skills. The arrow is a negative. This assessment is not about the candidates' ability to research, advocate, etc. It is about how candidates improve the research and advocacy skills of their colleagues.

Key Focus Questions for the Candidates

- ✓ What can I do to help my **colleagues** become better?
- ✓ What strategies of adult learning can I apply to enhance **colleagues'** skills?
- ✓ How can I best apply my facilitation skills with **colleagues** for each task?
- ✓ How do I know my work with **colleagues** is having a positive effect on instruction and student learning?



It has been our experience that talking about their own skills is the single most common problem candidates have. Because these Task are based on the candidates' ability to facilitate the growth of others, candidates need to keep reminding themselves of their purpose by asking the questions on this slide.



Artifacts are an integral part of candidates' responses. The next slide offers an explanation of their function.

Using the Artifacts

- Artifacts are similar to the written response in that they provide **evidence** of the degree to which each standard is addressed within a Task.
- Artifacts need to connect to the written response to support, explain, and enhance a an idea.
 - ✓ Citation of details from the artifact



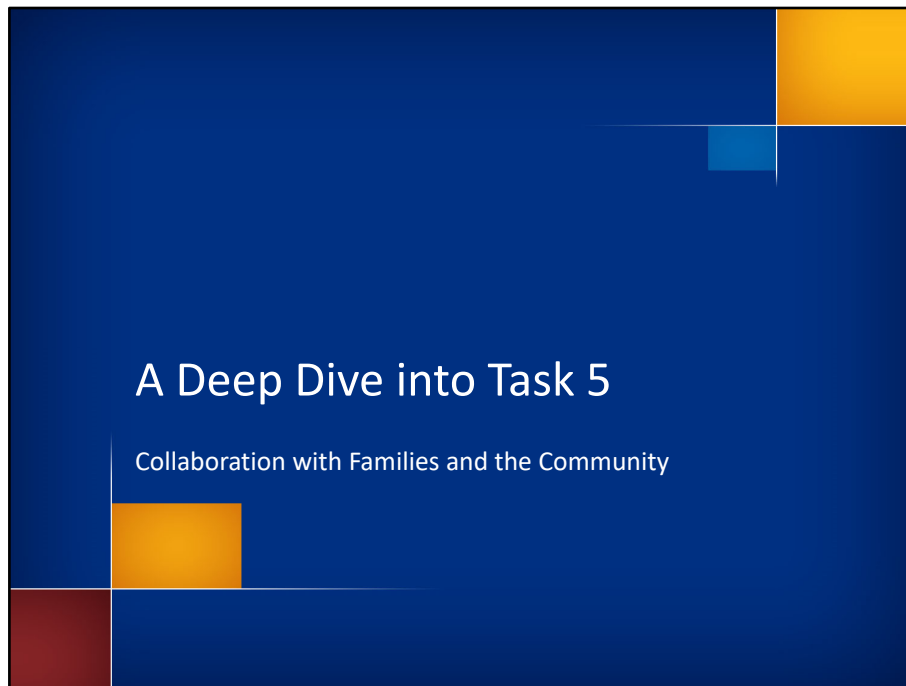
Within the task’s appropriate textboxes, candidates are again directed to attach the clearly identified artifact. Artifacts can be referenced anywhere in the response, but must be attached once and only once in the specified textbox.

Using the Artifacts (cont'd.)

- The choice of artifact is important. How much evidence is being submitted?
 - ✓ Checklist or written response?
 - ✓ Blank or completed form?
- Artifacts must be linked within the specified textbox. Links to sites outside the submission system are not permitted.



Please note the last bullet. Page two of each of the Tasks contains a chart that identifies where in the response an artifact is to be linked.



Let's look at the various parts of Task 5: Collaboration with Families and the Community



GACE® Teacher Leadership Assessment

Task Requirements

Task 5: Collaboration with Families and the Community

In this 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.

Standards Measured in This Task

This task addresses the following Georgia Teacher Leadership Standards.

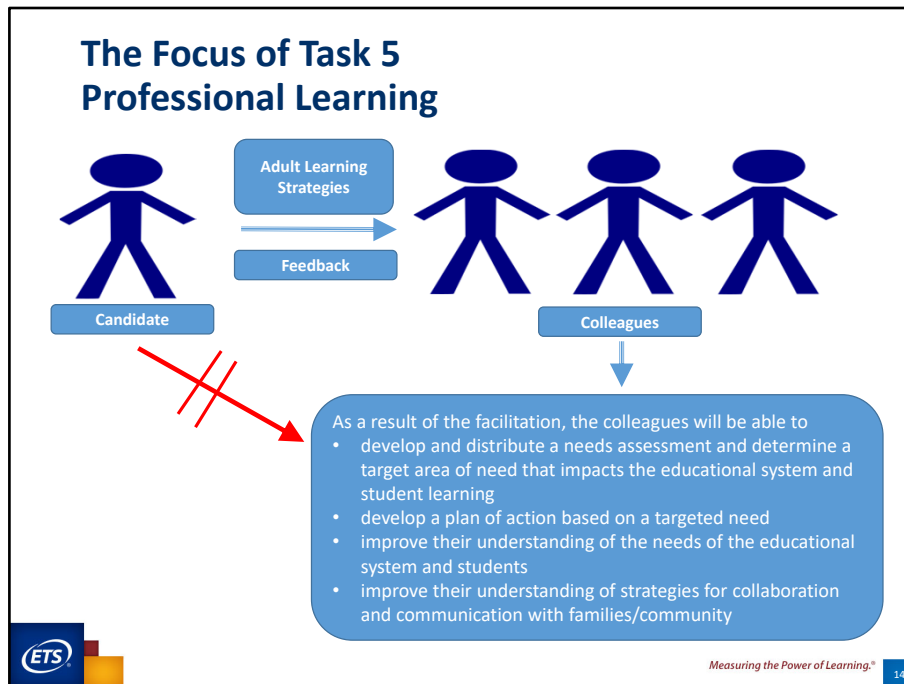
Standard 1
Standard 2
Standard 6
Standard 7



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Remember, whether it is Task 1 or Task 6, there is a Focus Statement that tells candidates what they need to accomplish and the standards that the Task addresses. For Task 5, candidates need to work with their colleagues to help improve their colleagues' collaboration skills and interactions with families and the community.



The Task 5 graphic reinforces the concept that candidates are to facilitate others, not create on their own. In this task, candidates facilitate colleagues through the three Steps that form the basis of the task. These Steps are summarized and listed above. Candidates need to keep in mind that they are required to use adult learning strategies, many of which are discussed in detail in Task1, as part of the facilitation process.



What Do You Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of **15,000 characters** (equivalent to **five pages** typed) that
 - responds to all guiding prompts;
 - references your artifacts to support your written evidence; and
 - describes, analyzes, and reflects on the evidence

Select a situation different from those selected in any other task.

You may use work from the previous two years.



2. Two different artifacts (maximum of five pages), including

Required Artifacts	Maximum Number of Pages	Textbox Location
Needs assessment <ul style="list-style-type: none">• Include a representative sample of questions asked with responses and/or aggregated data summarizing the responses.	2	5.1.1
Written feedback received from colleagues and stakeholders who were involved with this task <ul style="list-style-type: none">• Feedback should include specific examples of how your work with colleagues improved the quality of their collaboration and interactions with families and the community.• Of the persons selected, one must be a colleague involved in the plan and one must be someone in a supervisory or leadership role in your setting who may or may not have been involved in the plan.	3	5.3.2



Before reviewing the guiding prompts, let's review Task 5's two required artifacts. Again, we want to emphasize how important it is for candidates to plan ahead and make good choices. Task 5 requires candidates to submit a needs assessment that includes a sample of questions with responses **or** a sample of questions with aggregated data that summarize the responses. This artifact's maximum number of pages is two.

Another required artifact is the written feedback that a candidates received from one of the selected colleagues whose collaboration and interactions may have improved. Candidates also must submit feedback from someone in a supervisory or leadership role. However, this supervisor may or may not have been involved in the plan. This artifact's maximum number of pages is three.



How to Submit Your Evidence (Refer to the *Submission System User Guide* for details.)


- Upload your artifacts into your Library of Artifacts.
- **Refer to the artifacts in your Written Commentary.**
- Link the artifacts to your Written Commentary within the specified textbox.

How to Compose Your Written Commentary

This task has three steps, each with guiding prompts to help you provide evidence that supports the rubric. Your response needs to address **all parts** of each of the guiding prompts.

- **Step 1: The Needs Assessment**
- **Step 2: Development and Implementation of the Plan**
- **Step 3: Overall Analysis and Reflection**

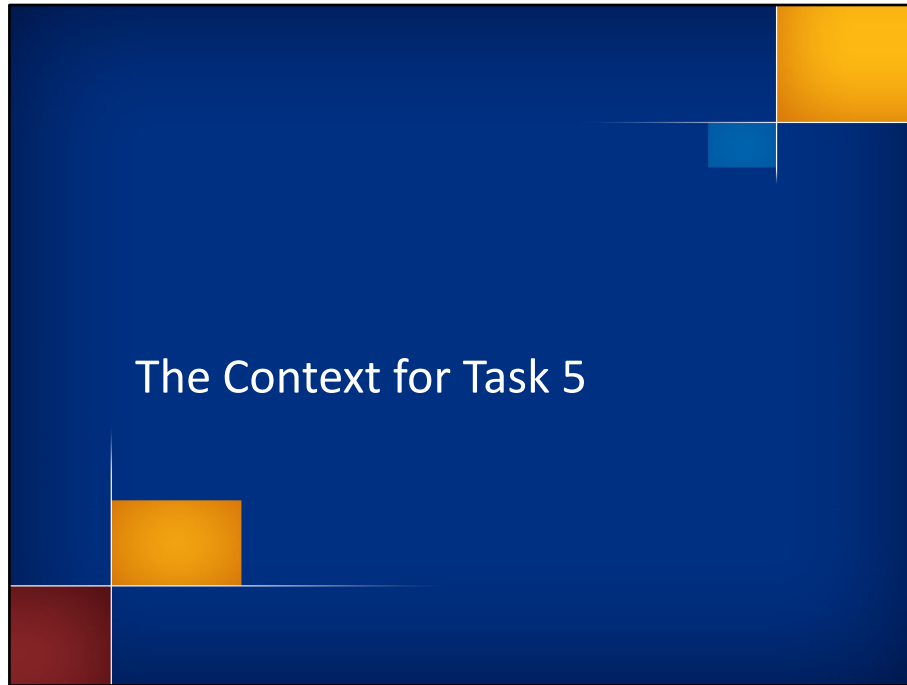
Please read the entire task before responding to any guiding prompts. Use the textboxes located under the guiding prompts to compose your responses and to link your artifacts.





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Once again, candidates are told to refer to the artifacts within the written commentary. Simply linking them is not enough; they must be cited and used as examples to support candidates' ideas.

For this task, Step 1 focuses on the Needs Assessment. Step 2 focuses on the development and implementation of the plan and Step 3 is broken into two parts — analyzing the work with the colleagues and reflecting on the colleagues' feedback.



The purpose of this section is to provide perspective to the raters. It is important for candidates to know that this section is not scored, and that the 1,500 character limitation has no impact on the total 18,000 characters allotted for the scored responses.



Identification of Colleagues


The information you provide in this textbox regarding the colleagues and the reasons you chose them will help provide perspective to the raters who will be scoring your submission.

This part of your submission will not be evaluated.

Your response must be limited to **1,500 characters** (equivalent to **one-half page** typed). No artifacts can be attached to this textbox.

a. **Select a group of colleagues** (two or more) with whom you will work to improve their collaboration skills in interacting with families and the community. **Briefly describe your colleagues and tell why you selected them.**



Type your response in the textbox below.



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This textbox is necessary for providing context for our raters **before** they score the entire response. In this textbox, candidates need to work with a group of colleagues (two or more) who need to improve their collaboration skills in interacting with families and the community. It is important that candidates not gloss over this activity thinking that because it is not scored, it is not significant. This activity also helps give candidates direction as to what they need to do. And the information they provide here is helpful to raters, giving them an understanding of the milieu in which the candidates work.

Since the heart of Task 5 is to improve a group of colleagues' collaboration skills in interacting with families **and** the community, it is **critical** for candidates to explain why they selected the colleagues. Candidates should consider working with those whose collaboration skills need improvement.




Step 1: The Needs Assessment

This step allows you to demonstrate your ability to identify opportunities to improve your colleagues' collaboration, communication and understanding of family and community culture. This step also allows you to demonstrate your ability to facilitate your colleagues' efforts in the process of identifying a need that will improve the educational system.

Activity

As a teacher leader, you will

- facilitate the development and completion of a needs assessment with your colleagues;
- identify a target area of need that will improve the educational system and student learning opportunities; and
- explain how the development process helped you identify opportunities to improve your colleagues' ability to collaborate with families and the community.



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Within each task, you will first see the statement of the Step's purpose. This is what candidates need to demonstrate throughout their response. Next is the activity that is the focus of the Step. All parts of the activity are stated; the guiding prompts that follow are directly related to each part of the listed activity.

In this case, the purpose of Step 1 is for candidates to demonstrate their ability to work with colleagues to help improve their collaboration and communication with families and the community, as well as their understanding of both the families' and community culture. At the same time, candidates need to facilitate colleagues in identifying a need that will improve the educational system.

This Step contains one textbox. Candidates should keep in mind that this Step will receive a score.



Textbox 5.1.1: Developing the Needs Assessment with Your Colleagues

Guiding Prompts

- a. How did you facilitate the development and completion of a family and community needs assessment with your colleagues? (The needs assessment for this task may be based on something your district already uses, but the majority of the form should be original, reflecting the input of your colleagues.) **(One part to this prompt with examples) (Analytic writing)**
- b. What were the results of the needs assessment? What is the target area of need identified for this collaboration? What relevant aspect of the educational system will be improved, and how will student learning opportunities be affected? **(Four parts to this prompt with examples) (Descriptive and analytic writing)**
- c. How did the collaborative development of the needs assessment help you in identifying opportunities to improve colleagues' collaboration, communication, and understanding of family and community culture and diversity, in order to improve student learning? **(One part to this prompt with examples) (Analytic writing)**

Provide examples, including references to the appropriate artifact, to support your written commentary.

Required artifact for this textbox:

- Needs assessment (maximum of two pages)
 - Include a representative sample of questions asked, with responses and/or aggregated data summarizing responses

Type your response in the textbox below.



Guiding Prompt a. requires candidates to facilitate the development of a family and community needs assessment. It is important to remember that candidates should not be making the decisions, they should be facilitating so that the colleagues are making the decisions.

Guiding Prompt b. focuses on the results and the impact of those results on student learning. The results will give direction to the plan that the team will develop to address the identified need.

Guiding Prompt c. is integral in this step. As a result of working with the colleagues on the needs assessment, candidates are required to identify opportunities that will improve the identified colleagues' collaboration and communication skills with, as well as an understanding of, the families and community. Throughout the responses to these prompts, candidates should cite examples from the needs assessment in support of their decisions.



Step 2: Development and Implementation of the Plan

This step allows you to demonstrate your facilitation skills in applying adult-learning strategies and your ability to describe how the group considered the various backgrounds, ethnicities, and cultures within the school and community while developing and implementing a plan of action.

Activity

As a teacher leader, you will

- describe the plan of action that your group developed based on your targeted area of need;
- identify the following factors and explain how they influenced the development and implementation of the plan:
 - various backgrounds, ethnicities, and cultures within the school
 - various backgrounds, ethnicities, and cultures within the community
- facilitate the development and implementation of the plan; and
- analyze the specific adult-learning strategies that you used with your colleagues while you developed and implemented the plan.



The purpose of Step 2 is for candidates to demonstrate their facilitation skills by applying adult-learning strategies to develop and implement a plan of action based on various backgrounds, ethnicities and cultures within the school and community.

This Step contains one textbox. Candidates should keep in mind that this Step will receive a score.

Textbox 5.2.1: Facilitating the Development and Implementation with Colleagues

Guiding Prompts

- a. Briefly describe the plan of action that your group developed based on your targeted area of need. **(One part to this prompt)**
(Descriptive writing)
- b. How did the knowledge of various backgrounds, ethnicities, and cultures within the school and community influence your group's planning and implementation? **(One part to this prompt with examples)** **(Analytic writing)**
- c. Describe and analyze your role in facilitating the development and implementation of the plan. In your analysis, include a discussion of the specific adult-learning strategies you used with your colleagues. **(Three parts to this prompt with examples)** **(Descriptive and analytic writing)**

Provide examples to support your written commentary.



Guiding Prompt a. requires candidates to describe the plan of action.

For Guiding Prompt b., candidates need to show how the knowledge of people's backgrounds and ethnicities influenced how the group's [planning and implementation of the plan.

Guiding Prompt c's emphasis is on candidates' ability to describe and analyze their facilitation skills used in planning and implementation. Specifically, it requires candidates to discuss and analyze the adult learning strategies used to facilitate the group.



Step 3: Overall Analysis and Reflection

This step allows you to demonstrate your ability to analyze and reflect on your efforts to improve your colleagues' ability to collaborate and communicate with families and the community.

Activity

As a teacher leader, you will

- analyze the successes and challenges you encountered with your colleagues while planning;
- analyze the successes and challenges you encountered with your colleagues during the implementation;
- analyze how the process of planning and implementing improved your colleagues' understanding of collaboration and communication strategies for families and the community;
- analyze how the process of planning and implementing improved your colleagues' understanding of the needs of the educational system and the students; and
- use feedback and your analysis to reflect on how the planning and implementation process will affect future facilitation of colleagues when they collaborate with families and the community to improve the educational system and student learning.



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The purpose of Step 3 is for candidates to demonstrate their ability to analyze and reflect on the activities presented in the preceding two Steps.

This Step contains two textboxes. Candidates should keep in mind that this Step will receive a score.


Textbox 5.3.1 Successes and Challenges with Colleagues

Guiding Prompts

- Analyze the successes and challenges you encountered with your colleagues during the planning and implementation process. **(One part to this prompt) (Analytic writing)**
- How did the process improve your colleagues' understanding of the needs of the educational system and students as well as the strategies for collaboration and communication with families and the community? **(Two parts to this prompt) (Analytic and reflective writing)**

Provide examples to support your written commentary.

Type your response in the textbox below.



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Textbox 5.3.1 requires candidates to analyze their successes with the group of colleagues experienced during the development and implementation of the group's plan. Candidates are also required to analyze the challenges that were encountered.

Guiding Prompt b. requires candidates to think about how the process experienced in Steps 1 and 2 helped improve the colleagues' understanding of the needs of the educational system and students. Candidates also need to discuss how that same process helped improve the strategies colleagues used for collaboration and communication.

Textbox 5.3.2 Feedback and Reflection

Guiding Prompts


- What feedback did you receive from colleagues during and following this process? **(One part to this prompt) (Descriptive writing)**
- How will that feedback and your own analysis of the process affect your future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning? **(One part to this prompt with examples) (Reflective writing)**

Provide examples, including references to the appropriate artifact, to support your written commentary.

Required artifact for this textbox:

- Written feedback received from colleagues and stakeholders who were involved with this task **(maximum of three pages)**
 - Feedback should include specific examples of how your work with colleagues improved the quality of their collaboration and interactions with families and the community
 - Of the persons selected, one must be a colleague involved in the plan and one must be someone in a supervisory or leadership role in your setting who may or may not have been involved in the plan

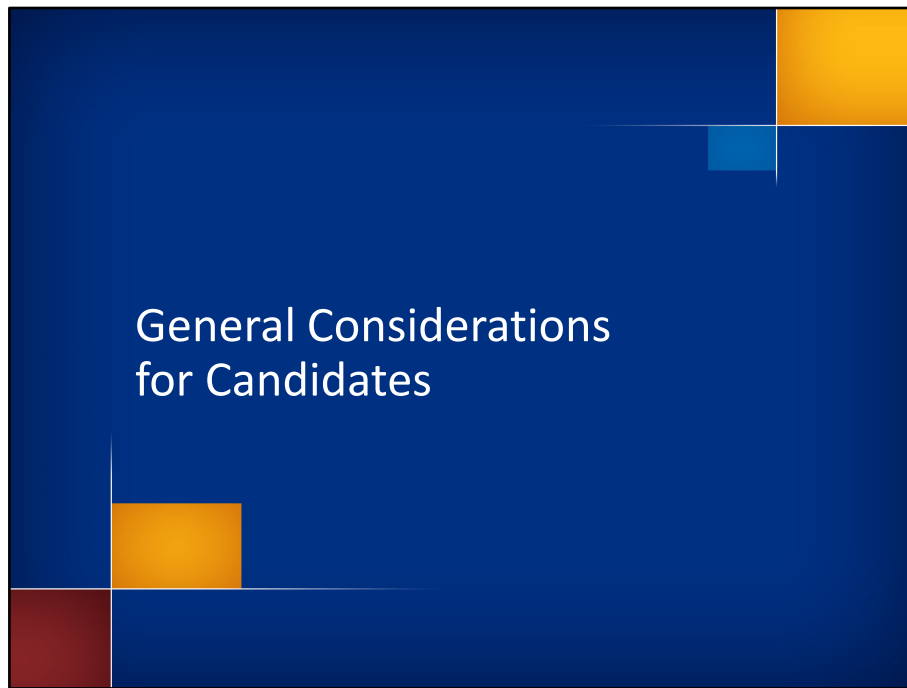
Type your response in the textbox below.

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Guiding Prompt A requires candidates to describe the feedback received from colleagues. Examples of feedback should be about the entire process: facilitating the development of the plan, implementing the plan, and reflecting on the experience after it ended.

Guiding Prompt B requires candidates to explain how both the feedback discussed in Guiding Prompt a. and their own analysis of the entire process (development and implementation) will affect candidates' future efforts in facilitating colleagues' collaboration with families and the community to improve the educational system and student learning.

For Textbox 5.3.2, candidates are required to submit an artifact that contains feedback from one of the colleagues who were involved in the Task 5 process. Feedback from someone in a supervisory role also is required. Since candidates have a 3-page limit, they are encouraged to share feedback from additional colleagues or participants.



General Considerations for Candidates

Now to summarize the important aspects candidates need to keep in mind when working with any of the six tasks for GACE Teacher Leadership.

What Candidates Need to Do

- Keep the essence of the Task in mind
- Facilitate
- Provide detail when responding to the guiding prompts, making sure that each part of each prompt is addressed
- Make sure when asked that a rationale is present and that it reflects thoughtful consideration
- Provide examples to support responses to the guiding prompts, making sure the examples reflect the specifics of your actions



Based on our experiences with scoring these responses, we would like to emphasize a few things.

Candidates need to keep in mind the essence of each task. The Teacher Leadership assessment provides a meaningful measure of a teacher leader candidate's readiness and ability to provide effective instructional leadership. This is paramount when planning, executing, and responding to the tasks. Demonstration of these teacher leadership skills needs to be in the forefront when discussing the responses to the guiding prompts.

Facilitation. These six Teacher Leadership tasks are not designed to see how well candidates, for example, can do research or advocate. They are designed for candidates to demonstrate their abilities to facilitate, model, and support and lead others.

As candidates respond to each of the guiding prompts, a good idea is for them to label each guiding prompt "a," "b," "c," etc. in their response to help determine whether each has been addressed.

Also make sure a rationale is provided when the prompt requires one. Rationales are part of the scoring rubric, so raters expect to see that rationale in the response.

What Candidates Need to Avoid

- Doing the work yourself
- Providing global responses to the guiding prompts
- Providing detailed descriptions of the various adult learning strategies that do not address the prompts



Here are some extra pointers on what to avoid when constructing responses.

1. Candidates need to demonstrate their knowledge, skills, and abilities as an effective Teacher Leader. The emphasis is on the word “leader.” As stated earlier, this assessment is not for candidates to demonstrate, for example, how well they can do research; but how they can improve their colleagues’ abilities to do research that will improve their practice. Keep in mind the language of the Teacher Leader standards. Raters are looking for evidence that candidates are leaders and can guide, facilitate, mentor, and help colleagues to improve their practice and student learning.

2. Candidates need to avoid providing vague responses to guiding prompts. Commentaries written in generic or general terms do not effectively communicate the activities performed as Teacher Leaders. Candidates need to be specific in each sentence they write to make it clear of the leadership skills they are providing colleagues. For example, one candidate included this statement in a response regarding guiding colleagues through the decision-making process: “It was agreed that further research on the matter of effectively implementing the new model would be beneficial to teachers and students.” This response is inadequate because it offers no detail on what kind of additional research should be performed or how and why that research would benefit teachers and students. Candidates need to be specific in each sentence they write to give the rater a clear picture of the

leadership provided to colleagues and the processes the team followed.

Descriptions of strategies that don't address the prompts is something else to avoid. Candidates often cite adult learning strategies without saying how they actually use the strategies in their own practice. Examples of adult learning strategies you employ need to be specific and closely connected to the task at hand.

One Final Note

- Make use of the **Library of Examples** located on the **GACE website**



It is extremely helpful for candidates to look at Library of Examples located on the GACE website for some examples. There are two examples for each textbox within a task. One example contains more evidence than the other. Both help in understanding the wording of the rubric. Candidates can match the evidence from the response to the specific wording of the rubric. What makes one example appropriate or effective and another vague or limited? Examination and discussion based on these responses can be helpful for candidates as they create their own commentary.

The Library of Examples can be an effective tool in helping candidates see what they can and are doing. They are especially effective when used in group discussions.