Georgia Assessments for the Certification of Educators® (GACE®) Teacher Leadership Assessment Webinar

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10 a.m. ET

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GACE
Georgia Assessments for the Certification of Educators®

Agenda

- A Little Background
- What We Learned from the January Scoring Session
- New Guidelines on Collaboration
- Using Previously Created Material
- Rubrics
- Permission Forms

A Little Background

- Fall 2014 Administration
  - 14 candidates completed the assessment
- Spring 2015 Administration
  - So far 20 candidates have registered for the assessment
- Fall 2015 Administration
  - Registration opens July 15, 2015
  - Submission window begins on July 15, 2015
  - Registration closes on December 11, 2015
  - Submission deadline is December 31, 2015

Background (cont'd.)

- Spring 2016 Administration
  - Registration opens July 15, 2015
  - Submission window begins January 17, 2016
  - Registration closes on April 15, 2016
  - Submission deadline is April 30, 2016

What We Learned from the January Scoring Session

- The guidelines regarding collaboration needed to be clarified
- Some candidates submitted their previously created work for the assessment

New Guidelines on Collaboration

- New guidelines on collaboration will be in effect for those submitting during the Fall 2015 administration

- The *Candidate Handbook* will be revised to include these new guidelines

- Please encourage your students testing after the current submission cycle (Spring 2015) to download the updated version of the *Candidate Handbook* from the website when it is posted on July 1

Collaboration Guidelines (cont'd.)

- All six of the Teacher Leadership tasks require you to work with colleagues
- A colleague, in this context, is a member of the faculty of the school/district where you are experiencing your Teacher Leadership internship
- A colleague cannot be another candidate in your Teacher Leadership preparation program class

Collaboration Guidelines (cont'd.)

- As much as possible, the colleagues you choose should be different for each task

- Although there may be fellow Teacher Leadership candidates in the same school/district who are involved in the activity of the task, it's best to choose non-candidates to focus on since the tasks require the development of colleagues' skills; a fellow Teacher Leadership candidate's skills should already be finely honed

Collaboration Guidelines (cont'd.)

- You are permitted to plan collaboratively with other Teacher Leadership candidates when you are working on the activities required for the six tasks

- However, **the written commentary (the responses to the guiding prompts) and the completed artifacts must be unique and entirely your own**

Collaboration Guidelines (cont'd.)

- When interacting with colleagues, no two people interact the exact same way or respond to others in the same manner; when constructing your written commentary, that difference in perspective must be obvious, and the style of writing and written words must be original to you

Collaboration Guidelines (cont'd.)

- When a rater reads multiple submissions, that rater can be expected to find no overlap (similarity in wording)

- Paragraphs or even sections of paragraphs that are substantially similar will be construed as overlap and in violation of the *Rules for Test Participation* for the GACE Teacher Leadership assessment

Collaboration Guidelines (cont'd.)

- You may use artifacts that are the same as, or similar to, those used by another colleague

- However, your completed artifact should be different, reflecting the different colleagues with whom you worked

- If you do use the same artifacts, take care when writing your commentary — **commentary that is similar can constitute overlap**

Using Previously Created Material

- Focus your work around the requirements of each task

- If you are thinking about using something you have already created (e.g., a graduate classwork project) and adjusting it for your response, be sure it is very closely aligned with the task

- Sometimes using completed class projects as submissions can result in responses that miss key points of a task

- Any submission must closely align with the Teacher Leadership guiding prompts

Rubrics

- In order to address the needs of both raters and candidates working with the Teacher Leadership rubrics, we have revised the format of the rubrics
- The bold statement at the beginning of the rubric is the holistic statement

Rubrics (cont'd.)

Sample of Holistic Statement

A response at the 3 level provides *effective* evidence that demonstrates the teacher leader candidate's ability to use strategies to identify the learning needs of both the individuals and the group; to facilitate the selection of a significant task/project with colleagues; to develop a plan of action to facilitate the learning of colleagues to accomplish the task/project; to apply adult-learning strategies with each colleague to support collaboration, solve problems, make decisions, and manage conflict; to differentiate strategies for each learner; to scaffold the learning for each learner; to use and/or model adult-learning strategies for the group; to apply adult-learning strategies with the group and to describe the significance of these interactions; to determine the overall impact of the applied adult-learning strategies with individuals within the group; to analyze how an environment of trust and a sense of ownership among the colleagues was built; and to determine how work with colleagues impacted student learning.

The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response.

Rubrics (cont'd.)

- The bulleted areas under the holistic statement connect directly to each guiding prompt
  - These are marked with the textbox number
  - Some clarifying language was added
- **The content being assessed has not changed**

Rubrics (cont'd.)

- For **textbox 1.1,** a response with a score of 3 provides evidence that includes the following:
  - *appropriate* evidence of the strategies used to identify the learning needs of both the individuals and the group
- For **textbox 1.2**, a response with a score of 3 provides evidence that includes the following:
  - *effective* evidence of the facilitation of the selection of a task/project with colleagues with a logical rationale for the significance of the task/project
  - *aligned* plan of action to facilitate learning of colleagues to accomplish the task/project

4/24/2015

Permission Forms

- Another change that will become effective with the Fall 2015 administration relates to permission forms
- Previously, candidates were advised to collect all necessary permission forms and then attest that they had obtained all permissions
- Our Legal department is now requiring that all permission forms be submitted electronically as part of the online submission process
- Candidates will not be able to complete the assessment without submitting appropriate permission forms

Permission Forms (cont'd.)

- The permission forms have been revised to clarify what types of artifacts require permission forms to be completed

- Instructions for submitting the forms will be included in the User's Guide for the Teacher Leadership submission system