GACE® Teacher Leadership Assessment

Task Requirements

Task 2: Research for the Improvement of Practice

In this task, you will be focusing on a situation in which you were able to initiate and facilitate your colleagues' (minimum of three) design and implementation of research, including the choice of appropriate methodology and analysis of data directly related to a curriculum-based issue.

Standards Measured in This Task

This task addresses the following Georgia Teacher Leadership Standards.

Standard 1
Standard 2
Standard 3
Standard 4
Standard 5
Standard 6
Standard 7

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
Representative sample of data (e.g., the data chart) collected from the research process	2	2.2.1
Representative pages from any of the following sources: • E-mails or other forms of communication that show interaction with individuals and/or groups of colleagues related to the research efforts • Feedback (e.g., e-mails, letters, participant-created forms) from colleagues concerning the research process	3	2.3.1

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 Research Process
- Step 2: Data Analysis and Application
- Step 3: Student Learning and Professional Practice

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.

The Research Topic

The information you provide in this textbox regarding the curriculum-based issue to be researched and the student learning need(s) to be addressed 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.

Guiding Prompt

a. Briefly state the curriculum-based issue that is the focus of the research. Include the student-learning need(s) that the research addresses.

Type your response in the textbox below.

Step 1: The Research Process

This step allows you to demonstrate your knowledge of the research process and your ability to lead colleagues in its design and implementation.

Activity

As a teacher leader, you will

- select a minimum of three colleagues that you will help guide through the research process;
- guide colleagues in identifying a curriculum-based subject to research;
- collaborate with colleagues to design the plan for research, including data collection; and
- facilitate and guide colleagues in accessing and using research, in analysis and decision making, and in collaborating with educational organizations.

Textbox 2.1.1: Leading the Research Process

Guiding Prompts

a. Based on your knowledge of your discipline and the structure of the curriculum, what specific steps did you take to initiate the research process with your colleagues? What did you do to guide your colleagues in identifying and clarifying the curriculum-based subject of this research?
b. What was the design of the plan for the research, and how did you guide your colleagues to collaborate in its creation?
c. How did you guide your colleagues in the process of accessing and using research?
d. How did you facilitate analysis and decision making during the research process with both individuals and the group?
e. How did you guide colleagues to collaborate with educational organization(s) that have researched related educational issues?

Provide examples to support your written commentary.

Type your response in the textbox below.

Step 2: Data Analysis and Application

This step allows you to demonstrate your skill in facilitating your colleagues in the analysis and use of data, collected during the research process, to improve teaching and learning.

Activity

As a teacher leader, you will

- facilitate colleagues in the analysis of data;
- facilitate the processes needed to guide colleagues to make sound decisions regarding how to apply data findings to impact student learning; and
- identify a representative sample of data collected during the research to be part of the analysis.

Textbox 2.2.1: Analysis and Use of the Data to Improve Teaching and Learning

Guiding Prompts

a. How did you facilitate your colleagues' analysis of the resulting curriculum-based data?
b. How did you facilitate your colleagues' application of the data findings to impact student learning?

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

Required artifact for this textbox:

- Representative sample of data (e.g., the data chart) collected from the research process (**maximum of two pages**)

Type your response in the textbox below.

Step 3: Student Learning and Professional Practice

This step allows you to reflect on the results of the research process in regard to impact on student learning and your colleagues' professional practice.

Activity

As a teacher leader, you will

- analyze and reflect on how the results of the research process affected student learning;
- analyze and reflect on how the research process affected your colleagues' professional practice;
- identify forms of communication between you and your colleagues related to the research process; and
- elicit feedback from colleagues that reflects the improvement of their practice related to the research process.

Textbox 2.3.1 Impact on Teaching and Learning

Guiding Prompts

a. How did the results of this curriculum-based research process affect student learning?
b. How did the research process affect your colleagues' ability to select strategies that support positive student learning and improve professional practice? What evidence suggests that this impact on your colleagues is ongoing?

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

Required artifact for this textbox:

- Representative pages from any of the following sources (**maximum of three pages**):
    - E-mails or other forms of communication that show interaction with individuals and/or groups of colleagues related to the research efforts
    - Feedback (e.g., e-mails, letters, participant-created forms) from colleagues concerning the research process

Type your response in the textbox below.