GACE® Teacher Leadership Assessment

Deep Dive into the Six Teacher Leadership
Assessment Tasks
Task 1

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 1.

Purpose of this Session

To ensure candidates better understand
- the focus of the six Teacher Leadership Tasks;
- the main components of Task 1;
- the evidence needed to successfully create responses to the guiding prompts.

The purpose of this session is to better understand the main components of Task 1 and to understand the evidence that is needed to successfully create responses to the guiding prompts.

Let's begin with an overview of the six Teacher Leadership Tasks.

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

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

When the Tasks were first developed, the understanding was that the adult learning strategies permeated all the Tasks. The candidate is working with colleagues to facilitate **their** growth as professionals using the adult learning strategies. Look at the verbs "guided," "facilitated," and "involved" on this slide. These actions are the primary focus of the Tasks. These concepts will be reinforced throughout the presentations.

However, even though adult learning strategies 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 your students that they begin their Task responses 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.

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.

The Focus of the Six Teacher Leadership Tasks

Candidate → Adult Learning Strategies (Task 1) / Facilitation → Colleagues

Improvement of Colleagues' Skills to
- Research (Task 2)
- Develop Professionally (Task 3)
- Improve Instruction and Assessment (Task 4)
- Provide Outreach (Task 5)
- Advocate (Task 6)
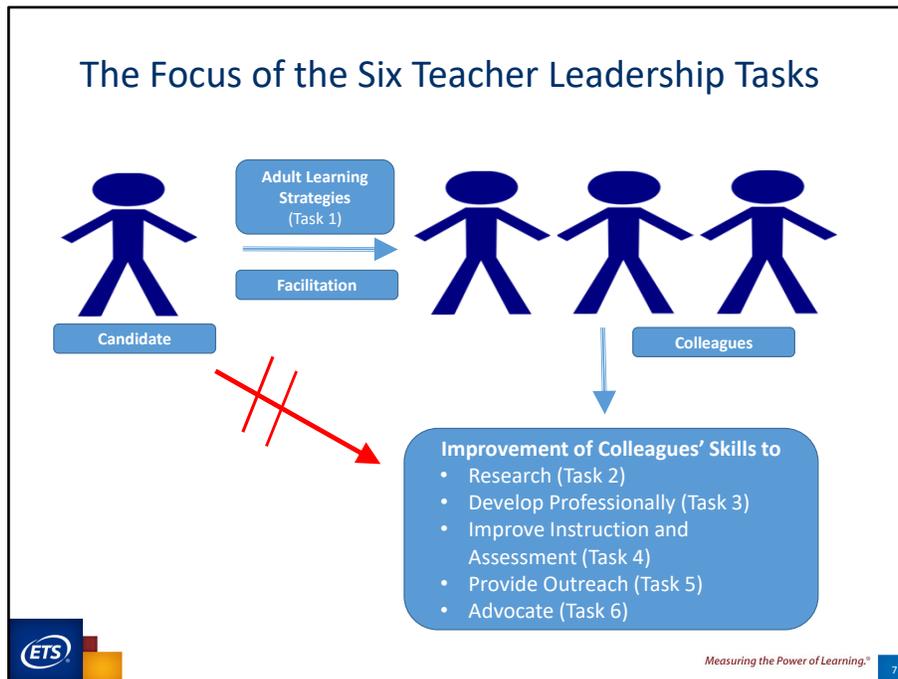
The main idea of this graphic is to show candidates that their submissions for each of the six tasks must demonstrate their facilitation in working with their colleagues to enhance those colleagues' skills in research, professional learning, improvement of instruction, outreach to families and community, 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 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?

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

A Deep Dive into Task 1

Adult Learning and the Collaborative Culture

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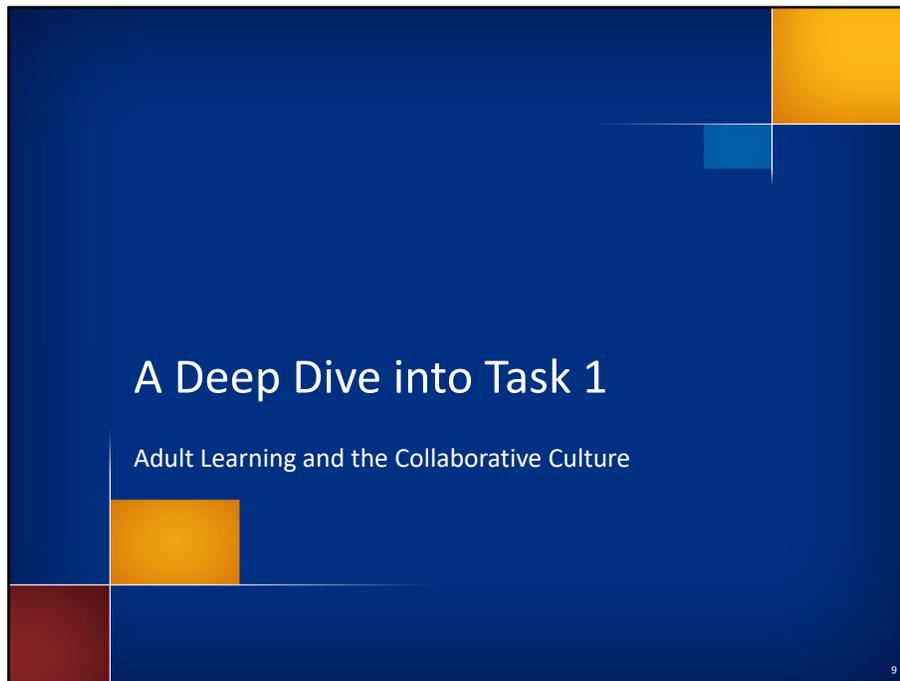
Now let's look at the details of the first Task. This Task focuses on candidates' knowledge and application of adult learning strategies which will be used in each of the other five Tasks.

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Task Requirements

Task 1: Adult Learning and the Collaborative Culture

In this task, you will be focusing on a group of colleagues (minimum of three) with whom you worked on a specific task or project and who reflect different stages of career development, different backgrounds, and different perspectives. Consider how you were able to apply strategies of adult learning across your teacher leadership activities with this group in order to promote collegiality and improve instruction and student learning.

Standards Measured in This Task

This task addresses the following Georgia Teacher Leadership Standards.

Standard 1
Standard 2
Standard 3
Standard 7

Facilitate the design and implementation of sustained, intensive, and job-embedded P.D.

Promote the development of a school culture that fosters excellence and equity

Demonstrate a comprehensive understanding of curriculum

Collaborate with stakeholders

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Let's begin with the focus statement. Whether it is Task 1 or Task 6, the focus statement at the beginning of each Task tells candidates what they need to accomplish. The first thing candidates should do is think about possible topics that would be appropriate to use in the completion of this Task. It is important to note that this focus statement and each of the other five statements places an emphasis on improved instruction and student learning.

The standards that this task addresses are listed on this first page. As you look at each of the other tasks, you will note the same configuration.

The Focus of Task 1
Adult Learning and the Collaborative Culture

Adult Learning Strategies

Facilitation

Candidate

Colleagues

As a result of the facilitation, the colleagues will be able to
- determine the choice of a significant task
- improve their skills of collaboration, problem solving, decision making, and conflict management
- know adult learning strategies

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Task 1 scaffolds the guiding prompts according to the bulleted ideas listed in the large box. These steps provide the organization for candidates as they create their written commentary. More information about the Step format will follow.

Specifically in this Task, candidates need to first determine the learning needs of the colleagues, then facilitate the choice of a task or project on which the colleagues can work. Once the needs are identified and the task chosen, then candidates need to apply adult learning strategies with each colleague and then with the colleagues as an entity. Finally, candidates need to analyze the impact all these activities have had on their work as facilitator and on instruction and student learning.

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 **18,000 characters** (equivalent to **six 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. Three different artifacts (maximum of six pages), including

Required Artifacts	Maximum Number of Pages	Textbox Location
Representative page of documentation from the plan/project	1	1.1.2
Representative page of documentation from an adult-learning strategy that was used	1	1.2.1
Feedback (e.g., e-mails, letters, participant-created forms) from two colleagues within the group that documents their professional growth in the specific task/project as a result of your use of adult learning strategies	4 (for both colleagues)	1.3.1

Notice that as part of what candidates need to do, they may use work from the previous two years as well as from the current year.

Let's take a look at the artifact requirements for this task. For Task 1, there are three required artifacts: a page from the plan, a page representing the use of an adult learning strategy, and feedback for a total of 6 pages maximum. Note that raters are trained to read no more than the allotted maximum. The third textbox in the above chart identifies the textbox in which the artifact must be linked. Failure to submit a required artifact anywhere in the response will result in a score of zero for the required artifact's Step.

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: Your Colleagues' Learning Needs and the Task/Project
- Step 2: Adult Learning— Individuals and the Group
- Step 3: Impact of Adult Learning

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

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Notice the first highlighted section above. One of the requirements for each task is the inclusion of artifacts mentioned on the preceding slide. It is not enough for candidates to just link the required artifacts; candidate need to use the artifacts to support their written responses. This is done by referring or citing sections of the artifacts within the response.

Notice the second highlighted section. Each task consists of three Steps. The Steps help scaffold the guiding prompts and may contain one or two textboxes. It is very important for candidates to know that each Step within each task will be assigned a score. These Step scores will appear on candidates' score reports. (In addition, candidates will receive a total task score and then a final composite score upon which the passing score is based.)

The three Steps in Task 1 are listed above. Steps 1 and 2 for this task each contain two textboxes.

The Role of the Artifact

Artifacts are an integral part of candidates' responses. The next two slides offer 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 the candidate's ideas.
  - ✓ Citation of details from the artifact
- 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 2 of the Task contains a chart that identifies where in the response an artifact is to be linked. Within the 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.

What are some key points to consider for artifacts for Task 1

- Documentation of Plan:
  - ✓ Page from the plan or slide presentation
- Documentation of Adult Learning Strategies:
  - ✓ Handout, e-mail, agenda, page from slide presentation
- Feedback:
  - ✓ From two different people
  - ✓ Respondent refers to his or her professional growth **and** the adult learning strategies.
  - ✓ What format will help provide the best evidence? E-mail, letter, candidate-designed survey, etc.?

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Here are some specific ideas of documents that can be used as artifacts for Task 1.

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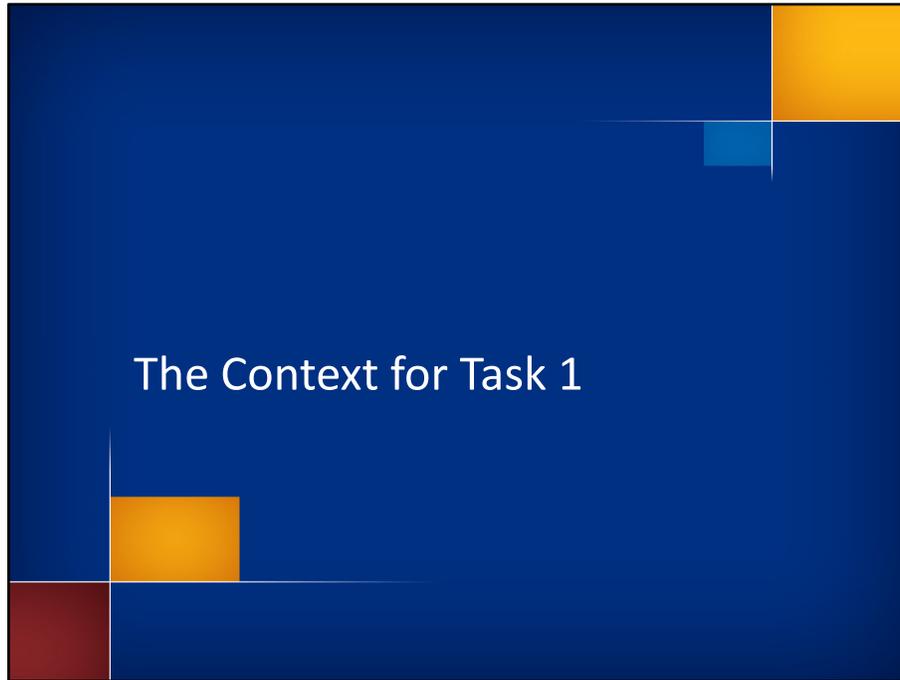
The purpose of this section is to provide perspective to the raters. It is important for candidates to know that this section is not scored, and that the 1,500 character limitation has no impact on the total 18,000 characters allotted for the scored responses.

Which colleagues should the candidates choose? As with all of the guiding prompts, let's look at the evidence that the candidate is being asked to provide. The candidate is to discuss the colleagues' stages of career development, backgrounds, and perspectives. Although it is not required, candidates might be better off choosing colleagues that reflect a variety of characteristics such as a novice and experienced professional or colleagues with different backgrounds and teaching styles. Why? Because many of the guiding prompts ask the candidate to analyze their work with individuals and with groups. Describing colleagues who have a variety of backgrounds would give the candidate more adult learning strategies to apply and discuss. That may mean the candidates would be providing more evidence of their ability, skills and knowledge in the area of facilitation. Someone might ask, do the colleagues have to be teachers? Again, candidates need to think ahead of time about which colleagues are going allow them to provide the greatest amount of evidence.

Within each task, you will first see the statement of the Step's purpose. This is what candidates need to demonstrate during the course of their response to the guiding prompts in this Step. 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 focused on the identification of the learning needs of the colleagues and the facilitation of the selection of a task or project.

This Step contains two textboxes. The Step will receive a score.

Notice the green and red font. The green delineates the number of parts within each guiding prompt. The red delineates the type of writing that is required. It is important for candidates to be aware of and address all parts of each prompt. Candidates also need to make sure that when analysis is required, they provide it.

The first part of the guiding prompt asks candidates to state the learning needs of the individuals and the group. The second part of the prompt asks candidates to discuss the strategies they used to determine those needs. In addition, candidates need to provide examples supporting their response. For example, "As the teacher leader, I sat down with each colleague and asked each a series of questions. I used open-ended questions to get them to talk about their teaching. Since I work with these people, I did have an idea of their needs, but my questions helped bring out quite a few details that I was not aware of." Once candidates use examples to support their statements, they have moved into the area of analytic writing.

The prompts in this textbox require candidates to consider the task or project that the group worked on.

The first part of prompt (b) asks candidates how they facilitated the choice of topic. Candidates may have come up with some ideas ahead of time, but the individuals in the group need to be involved in the choice. As we'll discuss later, it's imperative for candidates to ensure that all group members feel a sense of ownership in the task or project and that includes the choice of the task.

The second part of prompt (b) asks candidates to discuss the significance of the task or project. (There is more information on the choice of topic on the next slide.)

The last guiding prompt requires candidates to provide the plan of action to facilitate the learning that colleagues need to accomplish the task/project.

Notice the highlighted section at the bottom of the screen. Candidates must link the first artifact, the representative page from the plan in this textbox. The artifact, along with other

relevant examples, needs to be referenced in the written response. Note that there is a one-page maximum limit; raters will read no more than that maximum.

It is important to note, that, although there are designed textboxes in which the artifact must be linked, the artifact can be reference anywhere within any of the other textbox responses.

Choosing the Topic for the Task
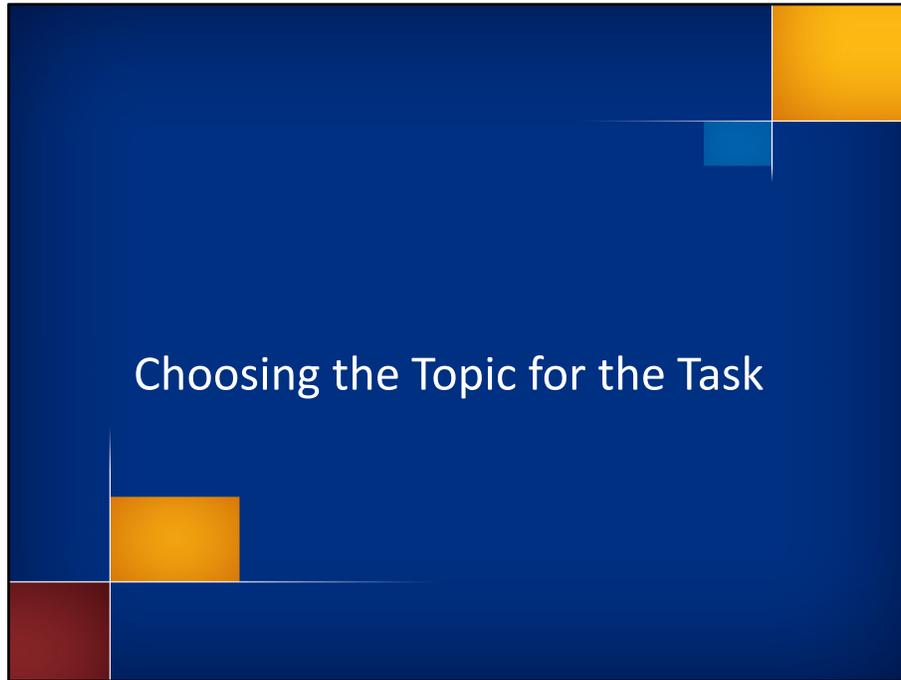
Choosing the topic for this or any Task is very important. The narrower or less significant the topic, the less detail candidates can supply. It is helpful to brainstorm ideas for each Task even before beginning.

What Constitutes a Good Choice of Topic?

- Candidates need to do all of the following.
  - ✓ Provide evidence their use of strategies to support EACH adult learner.
  - ✓ Show how they differentiated and scaffolded for EACH adult learner
  - ✓ Have colleagues meet together so strategies can be used/modeled
- The chosen topic must focus on a situation that allows the candidate to provide sufficient evidence addressing the above points.
- Candidates need to consider the significance, complexity, and the duration of the topic.

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Here are some ideas candidates have chosen, some good and some not-so-good. Some of the submissions we have seen that have worked well and some that have not.

Enhancing technology skills is appropriate. Teaching how to create a slide presentation has not worked as well.

Working with colleagues to provide strategies to foster student engagement has worked well. Teaching colleagues how to use a specific game has not worked as well.

Working with colleagues to foster writing or literacy across the curriculum has worked well. Developing test questions for a test that addresses a variety of standards has not worked as well.

Generally, an activity that becomes a "how to" or a demonstration does not allow the candidate to provide the necessary evidence to address the prompts relating to adult learning.

Step 2: Adult Learning — Individuals and the Group

This step allows you to demonstrate your ability to apply and tailor a variety of adult-learning strategies with both individuals and with a group.

Activity

As a teacher leader, you will

- facilitate the improvement of the colleagues' skills of collaboration, problem solving, decision making, and conflict management as they work together on the identified task/project; and
- differentiate and scaffold the adult-learning strategies with both individuals and the group during work on the identified task/project.

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The purpose of Step 2 is focused on the adult learning strategies that the candidates use with each of the colleagues. One textbox in this Step focuses on the individual application of the strategies with each colleague. The second textbox focuses on the strategies used with the group as an entity.

Guiding prompt (a): From Task 1 onward, candidates are asked to reflect on how they work with each colleague and to discuss how they have used adult learning strategies to support each colleague's collaboration and to assist colleagues with solving problems, making decisions, and managing conflict. Candidates may discuss how a colleague having issues working with a peer on the group project needed help with conflict management skills and how the candidate assisted the colleague. Candidates may also discuss how they assisted a colleague who saw several ways to implement a new activity but needed help deciding which activity to choose. It is possible that the skills candidates cite will overlap. What is key is that candidates discuss their interactions with individuals and articulate which adult skills they used in these interactions. If they used more than one skill, they need to describe this in detail. Candidates are required to provide evidence of how they enhanced colleagues' skills at collaboration, problem solving, making decisions, and conflict management. All need to be clearly identified and discussed.

Guiding prompts (b) and (c) require candidates to discuss, respectively, differentiation and scaffolding with individual colleagues. It's important to note that these prompts do not ask how the colleagues applied differentiation and scaffolding to their classrooms. Rather, candidates are being asked to consider the differentiation and scaffolding they applied when dealing with each individual and to provide evidence of the different ways they

addressed each learner's needs. For example, one learner may be reluctant to participate in the group, while another wants to dominate it. Candidates need to provide evidence of the different ways they addressed these situations.

Notice, how the word "adult" is emphasized: "to support each adult learner;" "scaffolded for each adult learner." Candidates sometime lose focus and discuss only how the colleagues used the strategies with students. Discussing students is important — especially when candidates are asked to provide evidence regarding the impact on student learning, but the thrust of this Task is on the interaction between the candidate and the colleagues. How was each adult supported? How were the adult-learning strategies used to enhance the colleagues' problem solving skills? How was the learning scaffolded for each adult?

Textbox 1.2.2 is about working with the colleagues as a group. The guiding prompts ask candidates to identify the strategies they used or modeled, and most importantly, to tell why they used these strategies. Candidates often ask, "What constitutes a group?" Raters understand that because of schedules, candidates may have difficulty getting people together consistently. So it is acceptable for only two people to constitute the group, as long as candidates attempt to get the entire group together and use the strategies for interactions between those people. That said, the preferable group number is three. Why? Notice that the prompt says, "strategies" plural. It's easier for candidates to gather the evidence they need when working with a larger group. And look at guiding prompt b. It asks for "interactions," again plural, so having more than two people is beneficial. In addition, the prompts do not preclude having two or more group sessions where interactions may take place.

Let's return to the example used for 1.2.1. Within the group, the candidate could describe a situation where one colleague tried to consistently control discussion. The specific interaction could consist of the candidate invoking a previously agreed-upon group norms, and the candidate would detail the impact this action had on both the individual and the group.

Step 3: Impact of Adult Learning

This step allows you to reflect on your facilitation skills in applying adult-learning strategies and your ability to build an environment of trust and a sense of ownership with colleagues. This step also allows you to analyze the impact your work has had on student learning.

Activity

As a teacher leader, you will

- analyze and reflect on your efforts to apply adult-learning strategies as you worked with a variety of colleagues on the identified task/project;
- analyze and reflect on your ability to build an environment of trust and a sense of ownership among your colleagues as you worked on the identified task/project; and
- analyze the impact that your work with your colleagues on the identified task/project had on student learning.

The purpose of Step 3 is focused on the adult learning strategies that the candidates use with the group of colleagues.

There is one textbox in this Step.

Textbox 1.3.1: Impact of Adult Learning

Guiding Prompts

a. **What was the overall impact** of applying adult-learning strategies with the individuals within the group? **(Two parts to this prompt with example)** **(Analytic writing)**

b. **How did you build an environment of trust and a sense of ownership** among your colleagues? **(Two parts to this prompt with example)** **(Analytic and reflective writing)**

c. **What impact did your work with your colleagues have on student learning?** **(Two parts to this prompt with example)** **(Analytic and reflective writing)**

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

Required artifact for this textbox:

- Representative pages of feedback (e.g., e-mails, letters, participant-created forms) from two colleagues within the group that documents their professional growth in the specific task/project as a result of your use of adult-learning strategies (**maximum of four pages for both colleagues**)

Type your response in the textbox below.

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Textbox 1.3.1 asks the candidate to reflect on the work he or she has done during the creation of the response to this Step's guiding prompts.

For guiding prompt (a), candidates must provide an overview of the impact that the application of the adult learning strategies has had on their colleagues. Candidates may discuss how one colleague is now more willing to collaborate with other teachers, especially those in different content areas. Or how another colleague may spend more time now investigating a variety of possible solutions instead of going with the first idea.

For guiding prompt (b), candidates describe and provide examples demonstrating that an environment of trust and sense of ownership has been established. These examples can come from details discussed in previous parts of the response. Candidates may talk about activities they used to build trust among group members the first time they met, and subsequent activities the candidate initiated that allayed stress as the group worked.

For guiding prompt (c), candidates discuss how their work with colleagues has influenced student learning. Candidates may use data that show improvement in student work or discuss improvement in grades on assignments that, for example, now have students

writing across the content areas.

Textbox 1.3.1 is the reflection piece of this task and summarizes the impact of the candidates' work.
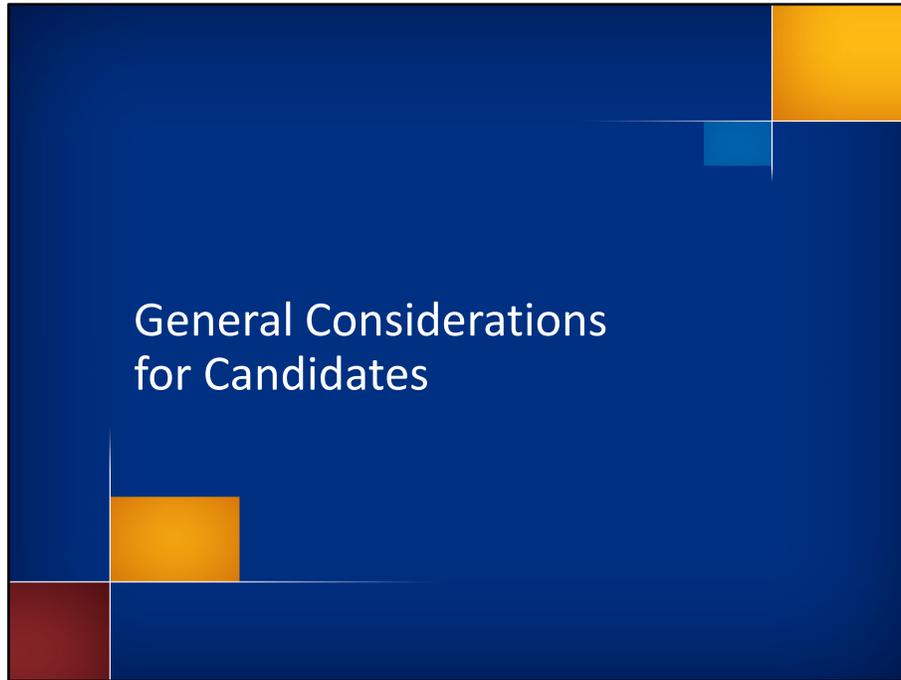
General Considerations
for Candidates

Now we would like 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.

Keep in mind the purpose of the specific 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.**

These six teacher leadership tasks are not designed to show how well the candidate can do such things as research or advocate, but they are designed to show how the candidate demonstrates his or her abilities to facilitate, model, support, and lead others to do those things.

As the candidate responds to each of the guiding prompts within the submission system, we suggest that he or she label each guiding prompt (a, b, c, etc.) to help determine whether each prompt has been addressed.

Make sure that a rationale is provided when asked for. Rationales are part of the scoring rubric, so a rater is expecting to see that rationale in the response.

Every textbox asks that examples be provided to support the response. Candidates need to keep this in mind as they construct their response. A strong response is one that makes those connections and provides that detail. Many of the examples, although not all, can come from the artifacts that are submitted within 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

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Here are some extra pointers on what not to do 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, making the leadership skills they are providing colleagues clear to the rater. 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 used 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 the 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.