

John East
321 Your Street
Yourtown, NJ 08099

ETS ID#: 5R1G12D1
GA CERT ID: 444333

Teacher Leadership Assessment

Submission Window: GAT 313 UAT
Report Date: May 16, 2019

Your Highest Score Summary

Below are your highest scores to date for each task in the assessment.

Task	Date Submitted	Your Highest Score
Task 1	May 01, 2019	8.00 out of 12
Task 2	May 01, 2019	9.00 out of 12
Task 3	May 01, 2019	8.00 out of 12
Task 4	May 01, 2019	9.00 out of 12
Task 5	May 01, 2019	12.00 out of 12
Task 6	May 01, 2019	9.00 out of 12

Cumulative Score for All 6 Tasks

Passing Score	Your Score	Passing Status
42 out of 72	55 out of 72	Passed

About Your Score Report

Please see *Understanding Your GACE Scores* for detailed information about how to interpret and most effectively use the information presented in this score report. It is available as a free download on the "Scores" page in the Teacher Leadership section of the GACE website at www.gace.ets.org/teacher_leadership/scores.

Information in this score report is reported to the Georgia Professional Standards Commission (GaPSC), your program provider, and any other score recipients you indicated during registration.

This score report will be accessible to you for 50 years from the test date. You may save a copy of this PDF and print and retain it for your future reference.

John East
ETS ID#: 5R1G12D1
GA CERT ID: 444333

Teacher Leadership Assessment
Report Date: May 16, 2019

Detailed Feedback on Your Most Recent Scores

The score range for each Task is 3-12 with 12 being the highest. A score of Nonscorable means that the evidence was either missing or did not address the requirements of the rubric.

For information about the rubrics and the score points, see the "Scores" page in the Teacher Leadership section of the GACE website at www.gace.ets.org/teacher_leadership/scores.

You must successfully complete all six tasks to pass this assessment. If you did not pass, you are allowed to resubmit any task for a fee. See information about resubmitting tasks on the "Registration and Submission" page in the Teacher Leadership section of the GACE website at www.gace.ets.org/teacher_leadership/register.

Task 1 | Resubmitted: May 01, 2019

Adult Learning and the Collaborative Culture

Your Score

Step 1:

Your Colleagues' Learning Needs and the Task/Project

The response shows effective evidence of the facilitation of the colleagues in determining a task, and the response also contains an adequate explanation of the significance of the chosen task. The plan of action to promote learning is detailed, effective, and clearly tied to the task. 1.1.1

There is effective evidence of how the teacher leader facilitated the selection of a significant task with the colleagues, but a description of additional interaction among the colleagues in choosing the task may make the response stronger. The response provides evidence to show the significance of the task. There is solid evidence of a plan to promote learning, and the plan is clear and effectively connected to the desired learning. Connection of the required artifact to the response is appropriate. 1.1.2

3.00 out of 4

Step 2:

Adult Learning-Individuals and the Group

There are three kinds of writing required in this task: descriptive, analytic, and reflective. Often, a response assigned a score of 2 provides limited analysis and/or reflection. Responses at this score level may fail to provide a complete response to all parts of the guiding prompts, and the quality of the responses may be partial or vague.

As you read through your submitted response, compare what you have written to the requirements of the guiding prompts. When a guiding prompt requests a rationale, consider the evidence you could submit to support your choices and/or decisions. The preponderance of evidence present in responses that receive a score of 2 exhibits the following characteristics.

The response may contain some description and rationale of the adult-learning strategies used with each learner to help support collaboration, solve problems, and manage conflict, but more appropriate strategies could have been chosen, and more detail may be needed to show the connection between the strategies and the individuals. There may be some discussion of differentiation and some scaffolding of the learning strategies, but the evidence may not provide a sufficient explanation of both. The required artifact for this textbox response provides a global connection. 1.2.1

The response may contain some description of the adult-learning strategies used with the group as a whole, but more evidence may be needed to show the connections between the strategies and the group. Although there may be some evidence of adult-learning strategies as they are applied in specific interactions, the response may need more evidence as to why and how the interactions were significant. 1.2.2

2.00 out of 4

John East
ETS ID#: 5R1G12D1
GA CERT ID: 444333

Teacher Leadership Assessment
Report Date: May 16, 2019

Step 3:

Impact of Adult Learning

The response contains appropriate evidence demonstrating the impact of applying the adult-learning strategies to the individuals and shows how their learning needs were met. The response clearly shows how an environment of trust and a sense of ownership were fostered among colleagues. There is evidence that the work with colleagues strongly affected student learning. Connection of the required artifact to the response is effective 1.3.1

3.00 out of 4

Total Score

8.00
out of 12

Task 2

Resubmitted: May 01, 2019

Research for the Improvement of Practice

Your Score

Step 1:

The Research Process

The response contains solid evidence of the steps taken to initiate the action-research process. Further detail of guiding colleagues to identify and select an action-research issue might make this an even stronger response. The response provides effective evidence of guiding colleagues in the process of accessing and using research, but more detail about the guidance provided may make this a stronger response. The response contains discussion of facilitating analysis and decision making with colleagues but may need more discussion of the group, of individuals, or both. There is sound evidence of guiding colleagues to collaborate with educational organization(s) that have researched related issues, but a stronger response would include details of this collaboration. 2.1.1

3.00 out of 4

Step 2:

Data Analysis and Application

The response provides solid evidence of facilitating colleagues' analysis of the curriculum-based data produced by the action research. Adding more detail regarding the data analysis may make this a stronger response. There is solid evidence of facilitating colleagues' application of the data findings, but connection of this response to the data artifact would strengthen the response. 2.2.1

3.00 out of 4

Step 3:

Student Learning and Professional Practice

The response provides appropriate evidence of the effect of the curriculum-based research process on student learning; further detail might be added to make this an even stronger response. There is solid evidence of the effect of the research process on colleagues' ability to select strategies that support student learning and improve professional practice. There is evidence that suggests that the impact on student learning is ongoing as a result of the research, but more detail to support the conclusions might make this an even stronger response. The connection of the artifact to the response is reasonable. 2.3.1

3.00 out of 4

John East
 ETS ID#: 5R1G12D1
 GA CERT ID: 444333

Teacher Leadership Assessment
 Report Date: May 16, 2019

Total Score

9.00
 out of 12

Task 3

Resubmitted: May 01, 2019

Professional Learning

Your Score

Step 1:
Professional Learning Plan

The response contains solid evidence of the creation of a professional learning plan that evolved from a needs assessment AND involves colleagues and school administrators in the design. The connection of the plan to the needs assessment is evident, but more detail may be needed in describing the involvement of BOTH colleagues and administrators. The response contains solid evidence of a goal that is aligned with school/district goals. The rationale for the significance of the goal and how it is connected to the alignment with school/district goals is substantive. The response could be strengthened by adding more detail regarding the alignment to both school and district goals or by describing the rationale's significance and connection to the goals. The response contains solid evidence of the identification of the components of the professional learning plan and the components' connection to the teachers' needs and student learning. The evidence in this response demonstrates a clear connection of this plan to student learning and teacher needs. Evidence may need to be strengthened for one of these components by adding more detail. Demonstration of how the plan is embedded within the school/district culture is sensible but may be stronger for one rather than both. The connection of the attached artifact to the response for this textbox is relevant. 3.1.1

3.00 out of 4

John East

ETS ID#: 5R1G12D1

GA CERT ID: 444333

Teacher Leadership Assessment

Report Date: May 16, 2019

Step 2:

Implementation of the Professional Learning Plan

There are three kinds of writing required in this task: descriptive, analytic, and reflective. Often, a response assigned a score of 2 provides limited analysis and/or reflection. Responses at this score level may fail to provide a complete response to all parts of the guiding prompts, and the quality of the responses may be partial or vague.

As you read through your submitted response, compare what you have written to the requirements of the guiding prompts. When a guiding prompt requests a rationale, consider the evidence you could submit to support your choices and/or decisions. The preponderance of evidence present in responses that receive a score of 2 exhibits the following characteristics.

The response may contain limited evidence of the teacher leader's role in facilitating the implementation of the professional learning plan. The response may be overly broad in the demonstration of how the plan fosters coherent, integrated, and differentiated professional learning. This response may provide limited evidence of the use of appropriate resources to meet the professional learning goals and limited evidence of how the teacher leader facilitated the meaningful use of technology and/or a media literacy in the plan. The evidence of the connection of the plan with the resources selected may be sketchy or contain a loosely connected rationale for the use of the technology or media literacy. The response contains limited evidence of feedback provided to colleagues to support them in their professional development. Evidence of the impact of the professional learning plan on students and teachers may be only be partially engaging. There is some inclusion of the data for this plan and how the data were collaboratively collected, analyzed, and used with colleagues to support the evaluation. The connection of the attached artifact to the response for this textbox may be confusing. 3.2.1

2.00 out of 4

Step 3:

Evaluation of the Professional Learning Plan

This response contains targeted evidence of the impact of the feedback received from students, teachers, and/or administrators. More detail about the connection to all three of these stakeholders might make this an even stronger response. Demonstration of how the feedback will inform and facilitate the design and implementation of future professional development may also be overly broad or not targeted. There may be solid evidence, but the examples/connections are lacking detail. This response contains substantive evidence of advocacy for supports to promote sustained professional learning. Evidence may need more detail to show a connection or to support a rationale. The connection of the attached artifact to the response for this textbox is logical. 3.3.1

3.00 out of 4

Total Score

8.00
out of 12

John East
ETS ID#: 5R1G12D1
GA CERT ID: 444333

Teacher Leadership Assessment
Report Date: May 16, 2019

Task 4

Resubmitted: May 01, 2019

Observation and Use of Data		Your Score
<p>Step 1: <i>Pre-observation</i></p>	<p>The response may provide strong evidence of steps taken by the teacher leader to work with a colleague. There is clear evidence of the help provided to the colleague to collect, analyze, and apply data to inform the focus of the lesson. The response may provide some discussion of support provided to the colleague regarding the selection and inclusion of multiple assessments, but the discussion of multiple assessments, other data-collecting tools, and alignment with goals and standards may require even further detail. There may be evidence of feedback provided at the pre-observation session concerning the colleague's lesson design, but the evidence still may need further detail. There may be evidence that the teacher leader modeled reflective practice strategies for the colleague, but the evidence may need more explanation. The connection of the required artifact to this textbox is appropriate. 4.1.1</p>	<p>3.00 out of 4</p>
<p>Step 2: <i>Observation and Feedback</i></p>	<p>The response may provide solid evidence of focus on appropriate goals and instruction during the observation, and the rationale is effectively explained and connected to the goals and instruction. There is evidence of an appropriate analysis of the effectiveness of the assessment and other data-collecting tools. There is adequate evidence of the connection between the feedback from the pre-observation conference and its impact on the lesson. There is strong detail supporting any suggested revisions that could be made to the pre-observation meeting after observing the lesson. 4.2.1</p> <p>The response provides effective evidence of feedback and strategies modeled to support and enhance the colleague's reflective skills, but the discussion may need even more detail. The evidence of feedback offered the colleague in evaluating the use of multiple assessment tools to make informed decisions for improving instructional practice and student learning is solid, but the reference to a particular occurrence may need some further detail. 4.2.2</p>	<p>3.00 out of 4</p>
<p>Step 3: <i>Overall Analysis</i></p>	<p>There may be effective evidence of how the colleague's response to feedback will affect the teacher leader's ability to advance the professional skills of other colleagues in the future, but the evidence may need more detail to be a stronger response. The response may provide appropriate evidence of how to promote improvement in other colleagues' instructional practice in the future through the collection of assessment and data results. The connection of the required artifact to the textbox response may need more detail. 4.3.1</p>	<p>3.00 out of 4</p>
<p>Total Score</p>		<p>9.00 out of 12</p>

John East
ETS ID#: 5R1G12D1
GA CERT ID: 444333

Teacher Leadership Assessment
Report Date: May 16, 2019

Task 5

Resubmitted: May 01, 2019

Collaboration with Families and the Community		Your Score
<p>Step 1: <i>The Needs Assessment</i></p>	<p>The response may contain significant evidence of facilitation and collaboration in the development of a family and community needs assessment. Evidence of the connection between the needs assessment results and the identification of how the targeted area of need will improve a relevant aspect of the educational system and enhance student learning is insightful. The response provides insightful evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration, communication, and understanding of family and community culture and diversity in order to improve student learning. Significant detail referencing the improvement of student learning is addressed. Connection of the required artifact to the response is detailed. 5.1.1</p>	4.00 out of 4
<p>Step 2: <i>Development and Implementation of the Plan</i></p>	<p>The response contains insightful evidence of the understanding of the various backgrounds, ethnicities, and cultures within the school and community to influence colleagues' development and implementation of the plan. Details in connecting the understanding of the backgrounds, ethnicities, and cultures to the development of the plan may be thorough. Evidence of facilitating the development and implementation of the plan by using the specific adult-learning strategies used with colleagues is thorough. The analysis of the teacher leader's role in facilitating the plan's development and implementation and the specific adult-learning strategies the teacher leader used with colleagues is in-depth 5.2.1</p>	4.00 out of 4
<p>Step 3: <i>Overall Analysis and Reflection</i></p>	<p>The response contains connected evidence of the successes and challenges encountered with colleagues, including how the teacher leader's work improved colleagues' understanding of the needs of the educational system and of students during the planning and implementation process. There is significant evidence of the improvement of colleagues' understanding of the strategies for collaboration and communication skills with families and the community. 5.3.1</p> <p>The response contains significant evidence of how the impact of feedback received from colleagues and how an analysis of that feedback will affect the teacher leader's future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning. Connection of the required artifact to the response is detailed. 5.3.2</p>	4.00 out of 4
<p>Total Score</p>		12.00 out of 12

John East
ETS ID#: 5R1G12D1
GA CERT ID: 444333

Teacher Leadership Assessment
Report Date: May 16, 2019

Task 6

Resubmitted: May 01, 2019

Collaborative Teams and Advocacy

Your Score

Step 1:

The Advocacy Plan and Your Team Members

The response contains an appropriate connection of the advocacy plan to the needs assessment but may need more detail when explaining how the plan is relevant to the needs of the educational system. The response that describes a link to the improvement of student learning is present and appropriate. The response effectively describes how educational policies and trends influenced the teacher leader's work with colleagues in developing and implementing the plan. More details on how these connections are effectively linked with colleagues could make this response stronger. 6.1.1

The response contains an appropriate description of the colleagues who were part of the collaborative team. The rationale for the choice of each member and the evidence of how the teacher leader facilitated the team members' contributions to the plan are both clear, but more detail may be needed to strengthen the response. The response provides evidence in addressing the strategies and leadership skills used to build a collaborative team. How those skills and strategies connect to each of the team members may need more in-depth analysis. There may be evidence of the ways the teacher leader promoted and supported collegial contributions, but more detail may be needed. Evidence of how the teacher leader promoted the team members' understanding of the effect that educational policy has on the advocacy plan is sensible. More detail may be needed to demonstrate a firmly grounded connection. The response provides positive evidence of steps taken by the teacher leader to ensure professional resources were available to the colleagues as they worked on the plan. 6.1.2

3.00 out of 4

Step 2:

Advocacy for Educational Improvements

This response contains some detail in determining the procedures to implement as part of the advocacy plan and clearly makes a connection to the plan, but the evidence may need to contain either more insightful details or a more convincing connection. Evidence of activities undertaken to involve stakeholders and to advocate effectively within and beyond the school community may be general. 6.2.1

3.00 out of 4

Step 3:

Evaluation of the Plan and Professional Growth

The response may be effective in describing both a means to evaluate the effectiveness of the plan and the professional growth of the team. The response contains details in the analysis of how your work with collaborative teams has affected collegial interactions. This response might need to be more thorough in producing evidence regarding the colleagues' professional practice. Analysis of both interactions and professional practice may need to be more significant. The response may contain appropriate detail in the analysis of the effectiveness of the plan once it has been implemented. Inclusion of things that did or did not go well may need a more targeted connection to the plan and/or work with colleagues. The response may provide and describe some evidence of feedback received from stakeholders. This feedback demonstrates a worthwhile connection back to the plan. This connection involves the stakeholders both within and beyond the school community. The inclusion of an analysis of the feedback's impact on the implementation of the plan demonstrates a connection but may need more insight. The connection of the required artifact to the response is relevant. 6.3.1

3.00 out of 4

John East
ETS ID#: 5R1G12D1
GA CERT ID: 444333

Teacher Leadership Assessment
Report Date: May 16, 2019

Total Score

9.00
out of 12

SAMPLE