GACE® Educational Leadership Assessment (Test Code 311)
Test at a Glance

Updated July 2021

See the GACE® Educational Leadership Assessment Study Companion for practice questions and preparation resources.

Assessment Name	Educational Leadership
Grade Level	P–12
Test Code	311
Testing Time	3.5 hours
Test Duration	4 hours
Test Format	Computer delivered
Number of Selected-response Questions	100
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the *Guide to Taking a GACE Computer-delivered Test*.
Number of Constructed-response Questions	4
Test Format	Computer delivered

About this Assessment

The GACE Educational Leadership assessment is designed to measure the standards-relevant knowledge, skills, and abilities of entry level school leaders in the state of Georgia.

The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test. This test includes listening items; an ETS-approved headset will be provided at the test center.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles. Questions present scenarios and content appropriate for entry level school leaders.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

This assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for this assessment on the following pages.

Test Subareas

Subarea	Approx. Percentage of Test
I. Educational Vision	13%
II. School Culture, Equity, Cultural Responsiveness	13%
III. Curriculum and Instruction	14%
IV. Managing the Organization, Operations, and Resources	13%
V. Collaborating and Communicating with Stakeholders	11%
VI. Professionalism and Ethics	11%
VII. Analysis	25%

Subarea I: Educational Vision

Objective 1: Knows how to collaborate with stakeholders to develop and promote the shared mission, vision, and core values that support the academic success and well-being of each student

The educational leader:

A. Works with stakeholders to articulate the core values that define the organization's culture of continuous improvement and promotes high expectations for each student and a culture of continuous improvement

B. Identifies strategies to develop a shared understanding among stakeholders of the mission, vision, and core values within the school, district, and community

C. Identifies relevant data and data-based research strategies to inform the development of the mission, vision, and core values as part of the strategic planning processes

D. Aligns processes and procedures with the core values to support rigorous academic opportunity for each student to ensure college and career readiness

E. Identifies appropriate strategies for building consensus among stakeholders to ensure the achievement of the mission, vision, and core values

Objective 2: Knows how to use multiple data sources to monitor and evaluate progress toward the educational mission, vision, and core values

The educational leader:

A. Uses appropriate systems and processes to identify, implement, and evaluate communications, actions, and practices (e.g., financial policies, practices, and outcomes) to ensure alignment with the educational mission, vision, and core values

B. Collects, organizes, and analyzes information, including student performance data, to assess progress in achieving the educational mission, vision, and core values

C. Develops a systematic approach for reviewing and revising the educational mission, vision, and core values in response to the changing needs and situations of the students, school, and district

D. Promotes continuous and sustainable progress toward meeting the educational mission, vision, and core values in all aspects of leadership

Objective 3: Knows how to promote a culture of continuous improvement that aligns with the shared mission, vision, and core values

The educational leader:

A. Interprets relevant data to inform a culture of continuous improvement that supports the attainment of the mission, vision, and core values

B. Provides appropriate opportunities to develop the knowledge and skills staff need to effectively lead strategic teams in a systematic process of improvement

C. Selects situationally appropriate strategies for implementing, monitoring, and sustaining the improvement process (e.g., transformational, incremental, or adaptive approaches)

D. Develops the capacity of staff to evaluate the relevance of emerging trends and research for the benefit of the school or for district improvement

E. Develops a system for collecting, managing, and analyzing data to inform the improvement process

F. Uses a systematic approach to ensure alignment among improvement efforts within the school/district

G. Identifies and mitigate possible barriers and risks to the change process

H. Creates leadership opportunities for teachers and staff to engage in inquiry, experimentation, and innovation for implementing improvement

I. Collaboratively develops, implements, and monitors a school improvement plan that meets the needs of diverse populations to improve student achievement

Subarea II: School Culture, Equity, Cultural Responsiveness

Objective 1: Knows how to develop a school environment that promotes equity and culturally responsive practices

The educational leader:

A. Communicates high standards and expectations for oneself, staff, and each student

B. Recognizes and uses each student's strengths, diversity, and culture as assets for teaching and learning

C. Uses data-driven processes to ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and resources necessary for college and career readiness

D. Develops and articulates expectations and codes of conduct to address student behavior in a positive, fair, consistent, and unbiased manner

E. Uses effective strategies to address biases and minimize barriers associated with race, class, culture, language, gender, sexual orientation, and disability or special status

F. Identifies appropriate strategies, processes, and procedures to address bias that affects the mission, vision, and core values and the goals of the school

G. Uses knowledge of the social, cultural, and political dynamics of the school community to develop and sustain a positive learning environment

H. Identifies ways to prepare students to contribute to a culturally diverse society

I. Applies knowledge of equity and cultural competence and responsiveness in all areas of practice (e.g., interactions, communications, and decision making)

Objective 2: Understands how to develop and promote an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student

The educational leader:

A. Facilitates the development of a culture that supports the academic, social, emotional, and physical needs of each student

B. Creates and supports an environment in which each student is treated fairly and respectfully, feels a sense of belonging, and is a valued, trusted, and responsible member of the community

C. Selects and implements a comprehensive system of academic and social supports, services, extracurricular activities, and accommodations to meet the needs of each student

D. Creates an environment that promotes positive mutual relationships and fosters mutual respect, concern, and empathy for students, staff, parents, and the community

E. Uses appropriate strategies to support and reinforce positive student conduct and engagement in school

F. Responds in a timely manner to the warning signs and risk factors of violence

G. Identifies appropriate ways to incorporate the cultures and languages of the school's community into the learning environment

Objective 3: Understands how to build and support a professional community of staff

The educational leader:

A. Develops workplace conditions that support effective development of the professional knowledge, skills, and practice of all staff members through differentiated opportunities for learning and growth (e.g., coaching, creating supportive conditions, and promoting professional learning communities)

B. Promotes mutual accountability and collective responsibility among staff for meeting the needs of each student and ensuring the success of the school and district

C. Creates and supports a professional culture that promotes ethical and equitable practice, collaboration, responsibility, and a commitment to the shared vision, goals, and objectives

D. Creates and supports an environment that fosters collaborative examination of practice and collective learning and encourages all staff to initiate improvement of programs and practices

E. Supports the personal and professional health, well-being, and healthy work-life balance of staff

F. Uses appropriate strategies to address his or her own learning and effectiveness (e.g., reflection, self-improvement plan, and maintaining healthy work-life balance)

G. Collaborates with staff and faculty to design and implement job-embedded opportunities and other opportunities for professional learning

H. Uses a variety of strategies to develop the capacity of highly effective teachers and staff (e.g., providing learning opportunities; encouraging leadership, innovation, and creativity; and providing support)

I. Identifies appropriate ways to provide actionable feedback about instruction and professional practice

J. Uses data to evaluate the impact of professional development on student learning and instructional practice

Subarea III: Curriculum and Instruction

Objective 1: Knows how to develop and implement an equitable and rigorous instructional program that supports each student's growth and learning and reflects research-based practices

The educational leader:

A. Collaborates with stakeholders to promote a culture of high expectations for student learning

B. Applies major learning theories and principles of curriculum, instruction, and assessment design that are consistent with developmentally appropriate practices

C. Aligns curriculum, culturally responsive instruction, and assessment within and across grade levels to promote students' academic success

D. Facilitates the selection and implementation of evidence-based curricular resources and instructional practices to meet students' diverse needs

E. Promotes the integration of technology to support curriculum, instruction, and assessment

F. Promotes the use of rigorous, differentiated, and culturally responsive instructional practices that are authentic to students' experiences, strengths, and needs

G. Applies the guiding principles for developing a master schedule

Objective 2: Knows how to implement an effective system of assessment and evaluation aligned with curriculum and instruction to promote students' academic success

The educational leader:

A. Selects and facilitates the use of appropriate assessments that are consistent with technical standards of measurement

B. Monitors and evaluates the use of formative, summative, and diagnostic assessments that are consistent with technical standards of measurement to inform instructional practices

C. Communicates pertinent assessment information to a variety of audiences

D. Monitors and evaluates the effectiveness of curriculum, instructional practices, and assessment practices on student learning to inform instructional changes

Subarea IV: Managing the Organization, Operations, and Resources

Objective 1: Knows how to manage operations, programs, and services to ensure a safe, equitable, ethical, and efficient environment that promotes the academic success and well-being of each student

The educational leader:

A. Implements procedures for managing school and district operations in accordance with state and federal public education policies, regulations, and laws

B. Knows, complies with, and helps the school community understand legal and regulatory requirements necessary for professional practice to promote student success

C. Identifies appropriate technology to improve the quality and efficiency of operations and management

D. Uses appropriate and effective data-management and communication systems to guide organizational improvement

E. Develops productive relationships with feeder schools and connecting schools to manage enrollment and ensure effective curricular and instructional continuity for the success of each student

F. Implements fair and equitable systems for managing conflict within and among stakeholders

G. Promotes a safe school environment by implementing emergency, disaster-preparedness, and recovery plans and by training staff for their efficient application

H. Uses effective strategies to protect the work of teachers and staff, and student learning, from disruption

Objective 2: Understands the fundamental processes and elements of managing the monetary and physical resources to ensure the continued viability of the organization

The educational leader:

A. Uses ethical and responsible budgeting and accounting practices to plan, monitor, and manage the monetary resources according to the policies of state and federal public school finance

B. Uses a variety of data (e.g., student enrollment, staffing needs, and stakeholder input) to develop short-term and long-term budget goals aligned with the school improvement plan

C. Works with appropriate staff to ensure the facility is well maintained, functions properly, and meet appropriate regulations to support quality instruction and school safety

D. Manages resources to support curriculum, instruction, assessment, and community engagement

E. Adheres to school or district legal requirements and procedures associated with procurement, bidding, and vendor relationships, and understand the use of requisitions, purchase orders, and invoices

Objective 3: Knows how to build an effective staff and establishes an effective administrative system that promotes the shared mission, vision, and core values of the school/district to ensure the highest level of performance

The educational leader:

A. Implements effective and efficient processes for recruiting, selecting, hiring, assigning, and retaining personnel based on the needs of the school/district and in a manner consistent with local, state, and federal requirements

B. Uses appropriate procedures and strategies for evaluating, remediating, terminating, and advancing personnel

C. Identifies effective strategies for planning succession and managing staff turnover (e.g., identifying potential leaders and implementing induction, mentoring, and coaching programs)

D. Applies strategies for fostering productive relationships to encourage the retention of quality personnel and to advance student learning (e.g., building morale, motivating, and recognizing staff diversity)

E. Adheres to district and legal requirements related to personnel management (e.g., Family and Medical Leave Act [FMLA], Americans with Disabilities Act [ADA], Consolidated Omnibus Budget Reconciliation Act [COBRA], Equal Employment Opportunity Commission [EEOC], and workers' compensation)

Subarea V: Collaborating and Communicating with Stakeholders

Objective 1: Knows how to promote, develop, and support productive and collaborative relationships with families and the community

The educational leader:

A. Works with internal and external stakeholders to gather and evaluate data on economic, social, and emerging issues that affect the school and district

B. Develops productive partnerships with public and private organizations to integrate community resources to support the goals of the school and to address school and community needs

C. Cultivates an environment that values diversity and inclusion and serves as a resource for families and the community

D. Uses the community's cultural, social, intellectual, and political resources to promote student learning and school improvement

E. Promotes the development of collaborative partnerships between the school, community, and families to support instruction and student learning

F. Acts as an advocate for the needs of the school, the district, and the community

Objective 2: Understands how to communicate effectively when working with families and stakeholders and how to engage their support for continuous improvement efforts

The educational leader:

A. Communicates using appropriate two-way strategies to engage all stakeholders about the needs and accomplishments of the students, school, and district (e.g., social media and technology)

B. Complies with and communicates to the school community the policies, laws, and regulations on a local, state, and federal level

C. Uses proactive strategies to interact with and accommodate diverse groups in the community (e.g., cultural groups, citizens' groups, and groups with conflicting perspectives) for the benefit of the students

Subarea VI: Professionalism and Ethics

Objective 1: Understands and maintains a fair, ethical, and equitable learning environment that supports the shared mission, vision, and core values to ensure student success and well-being

The educational leader:

A. Demonstrates and promotes ethical and professional behavior among faculty and staff (e.g. integrity, respect, and transparency)

B. Uses ethical and professional behavior in decision making and stewardship of resources

C. Places students and their well-being at the center of all decision making

D. Promotes and safeguards values of democracy for students and staff (e.g., individual freedom, responsibility, equity, social justice, diversity, and inclusion) while maintaining a safe and orderly learning environment

E. Applies appropriate interpersonal and communication skills that reflect an understanding of student and staff cultures

Objective 2: Knows how to create and implement policies and procedures that support the shared mission, vision, and core values of the organization

The educational leader:

A. Makes and articulates the rationales for decisions based on ethical and legal principles and maintain transparency in decision making, as permitted

B. Articulates policies, laws, and regulations that affect schools and the district to all stakeholders (e.g., school board policies, state rules and regulations, and federal acts) and appropriately apply those rules to specific situations

C. Works effectively with appropriate personnel in all matters related to school administration and governance and in accordance with local, state, and federal laws and policies (e.g., filing of academic progress reports, human resources

management, and employee rights)

D. Complies with and articulates local, state, and federal laws and policies (e.g., identifying and reporting suspected child abuse, neglect, and bullying)

Subarea VII: Analysis

Educational Vision

The educational leader:

A. Collaborates with stakeholders to develop and promote the shared mission, vision, and core values that support the academic success and well-being of each student

B. Uses multiple data sources to monitor and evaluate progress toward the educational mission, vision, and core values

C. Promotes a culture of continuous improvement that aligns with the shared mission, vision, and core values

School Culture, Equity, and Cultural Responsiveness

The educational leader:

A. Develops a school environment that promotes equity and culturally responsive practices

B. Develops and promotes an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student

C. Builds and supports a professional community of staff

Curriculum and Instruction

The educational leader:

A. Develops and implements an equitable and rigorous instructional program that supports each student's growth and learning and reflects research-based practices

B. Implements an effective system of assessment and evaluation aligned with curriculum and instruction to promote students' academic success

Collaborating and Communicating with Stakeholders

The educational leader:

A. Promotes, develops, and supports productive and collaborative relationships with families and the community

B. Communicates effectively when working with families and stakeholders and how to engage their support for continuous improvement efforts