GACE®
Teacher Leadership Assessment

Candidate Handbook

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Contents

The GACE Teacher Leadership Assessment

Overview

The GACE Teacher Leadership assessment was developed to assess the critical leadership roles that teachers play in contributing to student and school success. The assessment measures leadership roles in six areas, called tasks:

- Task 1 – Adult Learning and the Collaborative Culture
- Task 2 – Research for the Improvement of Practice
- Task 3 – Professional Learning
- Task 4 – Observation and Use of Assessment Data
- Task 5 – Collaboration with Families and the Community
- Task 6 – Collaborative Teams and Advocacy

Each task contains three steps that are developed to assess your skills and abilities in a specific area of teacher leadership.

You will complete each step within a task by entering a written response and uploading required documentation, called artifacts, via an online submission system. A textbox is provided to enter responses. You are expected to write descriptively, analytically, and reflectively when completing each step. Features such as Character Count, Save Response, Link My Artifact(s) to My Response, and Remove Link are provided as tools to assist in the development of your responses. The steps are scored according to step-specific rubrics, which are included in the materials supplied to candidates.

The GACE Teacher Leadership section of the ETS GACE website at **www.gace.ets.org/teacher_leadership** has information about the assessment, how to prepare, eligibility requirements, scoring information, administration of the assessment and more.

Eligibility and Registration

Eligibility

Currently certified and practicing Georgia educators are eligible to take the Teacher Leadership assessment. However, you must confirm your eligibility to test before you can register.

To confirm your eligibility, create or update your MyPSC account on the GaPSC website at **www.gapsc.com**, then follow the instructions in the GACE *Registration Bulletin* about requesting eligibility. The GaPSC will provide your profile and eligibility information to ETS.

Registration

Registration and submission window dates are available in the Teacher Leadership section of the GACE website at **www.gace.ets.org/teacher_leadership/register/dates**.

Registration for the GACE Teacher Leadership assessment is a five-step process:

1. Create or update your MyPSC account on the GaPSC website.
2. The GaPSC sends your profile and eligibility information to ETS.
3. An ETS Customer Service Representative creates a testing account for you in the Teacher Leadership registration system (it is not the same registration system used for other GACE assessments) and notifies you via email when it is complete. You will be emailed credentials for accessing the Teacher Leadership registration system.
4. Access your testing account in the Teacher Leadership registration system and register for the assessment.
5. Once you have completed your registration, you are provided with access to the online submission system.

The Standards and Indicators

The GACE Teacher Leadership Assessment

The Teacher Leadership assessment provides a meaningful measure of a teacher leader candidate's readiness and ability to provide effective instructional leadership. This is a standards-based assessment reflecting the standards as described in the Georgia Teacher Leadership Program Standards.

Georgia Teacher Leadership Program Standards

The Georgia Teacher Leadership Program Standards are articulated across seven general areas of professional practice. Indicators are provided for each standard. These indicators further describe the particular benchmark or criterion of the professional practice.

Georgia Teacher Leadership Program Standards

Standard #1

Details
Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

Indicators
- Applies knowledge and strategies of adult learning theories across teacher leadership practices
- Models lifelong learning for students, colleagues, and community stakeholders by being reflective, by engaging in professional development, advocating for the profession, and staying current and knowledgeable of policy, trends, and practices in education
- Works with others to build viable professional learning communities designed to support the collaborative work of schools
- Identifies staff needs, works with administrators to implement strategies to address needs, and provides ongoing support
- Advances the professional skills of colleagues by demonstrating and applying expertise in observational skills utilizing predetermined clear criteria and providing effective, descriptive feedback
- Stays current with research regarding best practices and features of effective professional learning based on identified teacher and student needs
- Involves colleagues in development, implementation, and evaluation of a coherent professional learning plan based on school goals
- Teaches and models changes in teacher practices that are necessary for improvement in student learning
- Applies the knowledge and skills of effective mentoring and coaching to provide support for teacher learning and practice
- Utilizes multiple methods to assess the effectiveness of professional learning activities and uses evidence of student leaning to make adjustments
- Designs, facilitates, and implements professional development aligned to state and national professional learning standards

Standard #2

Details
Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning, and focus on continuous improvement, creating a sense of belonging and building a collaborative work environment.

Indicators
- Works with others to create an environment where colleagues and students take learning risks, fear of initial failure is minimized, and mistakes are openly discussed

- Uses team building and effective conflict management, including consensus-building skills in a variety of contexts to build a culture of collaboration, equity, trust, and high expectations
- Works with others to create an environment that encourages needed change using a research-based change model
- Supports analysis of the school's culture and builds understanding of the impact of organizational culture in teaching and learning
- Engages colleagues in creating a culture supportive of a collaborative learning community that embraces a shared vision of mission and desired results
- Considers the ethical and legal implications of decisions made and actions executed individually and collectively
- Remains current on emerging trends and initiatives and, as a result, helps the school or school district refine, redefine, or sharpen its vision
- Facilitates the development of an interdependent culture of improvement and accountability grounded in the belief that collective responsibility and commitment to the team are fundamental to the school's success
- Clarifies issues to sharpen the focus on the elements of student and adult learning and school culture that are most important to the school's success
- Works with others to build a culture that personalizes the work and learning of colleagues and students

Standard #3

Details
Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.

Indicators
- Possesses an in-depth knowledge of his/her discipline, and is knowledgeable about the structure of the curriculum
- Understands how the program of studies from various disciplines and grade levels are related and sequenced in order to design and deliver meaningful and relevant professional learning and instructional strategies
- Uses a variety of processes to engage and focus teachers in collaborative planning to improve teaching and learning
- Uses appropriate, research-informed protocols to audit curriculum and analyze student work to assure high expectations for all students
- Demonstrates deep understanding of the curriculum and is able to use a variety of appropriate protocols and organizing frameworks to engage in discussions about what students should know, understand, and do in each instructional unit based on those standards
- Identifies and recommends content-specific resources that are important in the curriculum implementation process
- Leads others in prioritizing, mapping, and monitoring the implementation of the curriculum

Standard #4

Details
Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as mentors and coaches for other educators.

Indicators
- Models and articulates exemplary instructional practices and strategies based on current research
- Models the effective application of curriculum standards, instructional choices, student engagement, monitoring student learning
- Guides and assists teachers in designing and planning quality and meaningful student work and learning experiences
- Promotes and encourages teachers in developing higher-order questions, thoughtful discourse, and critical thinking in the classroom

- Guides teachers in the in-depth understanding of lesson planning and delivery of content in clear and meaningful ways
- Models and assists teachers in the integration of technology to support classroom instruction and student learning

Standard #5

Details

Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.

Indicators

- Guides teachers in the selection of appropriate assessment instruments and practical assessment strategies to improve instruction and monitor student learning
- Assists teachers in identifying resources and providing appropriate support services for specific student needs
- Assists teachers in using formative and summative data to assess student progress toward and attainment of expected outcomes
- Facilitates teachers in the collection, analysis, use, and interpretation of varied assessment data for instructional decisions and changes
- Facilitates the use of multiple sources of evidence to monitor and evaluate teaching and learning
- Facilitates the use of technology and research to demonstrate valid and reliable use of assessment instruments and appropriate tools and techniques of data analysis

Standard #6

Details

Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning.

Indicators

- Guides colleagues to relevant research to find the appropriate method and solutions to instructional problems and challenges
- Conducts and engages others in appropriate research to improve educational outcomes and to help address critical educational issues
- Follows appropriate legal and ethical procedures when conducting research
- Reads and stays informed of current educational research, trends, and innovations; and shares current research with the school community
- Analyzes a variety of valid, reliable, and published research before making decisions
- Implements original ideas based on valid, reliable, and systematic inquiry as a critical component of informed decision making
- Engages and supports colleagues in collaborating with institutes of higher learning and other organizations involved in researching critical educational issues

Standard #7

Details

Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

Indicators

- Facilitates group processes and builds alliances necessary for school improvement
- Exhibits strong interpersonal skills that establish and maintain effective working relationships
- Supports colleagues in the development and improvement of interpersonal skills
- Develops and sustains trusting, productive, and supportive relationships with stakeholders

- Promotes an atmosphere of collaboration through the effective use of problem-solving processes and protocols
- Promotes effective communication and collaboration with diverse groups of people
- Articulates and advocates to various audiences the rationale and processes of school improvement
- Facilitates open dialogue of ideas and information that support student achievement goals and the change of teaching and learning practices
- Identifies and utilizes resources to promote school and community relations
- Advocates for student needs and for practices that promote student achievement
- Facilitates colleagues' understanding of community culture and diversity and how culture and diversity enriches educational experiences of students to achieve high levels of learning for all students

Overview of Tasks

General Design of the Assessment

The GACE Teacher Leadership assessment is composed of six tasks. Each task contains three steps.

- Task 1 – Adult Learning and the Collaborative Culture
  - Step 1: Your Colleagues' Learning Needs and the Task/Project
  - Step 2: Adult Learning — Individuals and the Group
  - Step 3: Impact of Adult Learning
- Task 2 – Research for the Improvement of Practice
  - Step 1: The Research Process
  - Step 2: Data Analysis and Application
  - Step 3: Student Learning and Professional Practice
- Task 3 – Professional Learning
  - Step 1: Professional Learning Plan
  - Step 2: Implementation of the Professional Learning Plan
  - Step 3: Evaluation of the Professional Learning Plan
- Task 4 – Observation and Use of Assessment Data
  - Step 1: Pre-observation
  - Step 2: Observation and Feedback
  - Step 3: Overall Analysis and Reflection
- Task 5 – Collaboration with Families and the Community
  - Step 1: The Needs Assessment
  - Step 2: Development and Implementation of the Plan
  - Step 3: Overall Analysis and Reflection
- Task 6 – Collaborative Teams and Advocacy
  - Step 1: The Advocacy Plan and Your Team Members
  - Step 2: Advocacy for Educational Improvement
  - Step 3: Evaluation of the Plan and Professional Growth

Task Components

- The title of the task and a context for the required activities of the task
- The standards that are measured in the task
- Details on what has to be submitted for the task
  - Maximum character/page allotments
  - Required artifacts
  - How to submit evidence
  - How to compose written commentary
- The title of the steps within each task and a context for the required activities of the steps
- Guiding prompts and required artifacts for each textbox within the steps

Assessment Processes

- Candidates compose and enter their responses to the step prompts within a secure online authoring system
- Candidates upload required artifacts into the same system
- Candidates are required to submit different types of evidence for each of the steps
  - Each step requires a written response as part of the evidence
  - Steps require other types of evidence – called artifacts – such as a needs assessment, action plan, feedback from others about the teacher leader's practice, and artifacts reflecting interactions with colleagues and the use of adult learning strategies
- The steps require the use of three kinds of writing: descriptive, analytic, and reflective
  - The evidence that is selected as representative of the teacher leader's practice for the purposes of this assessment should provide a view of what is being done as well as a rationale for those events and processes and the significance of the results
- The task and step directions, the guiding prompts, and making sure that the evidence submitted shows a solid understanding of the specific teacher leader activity
- Creating responses requires the consistent use and application of the step-appropriate rubric
- Candidates submit completed step responses and required artifacts for scoring
- Responses are scored within the online system

Task Standards and Indicators

Task 1: Adult Learning and the Collaborative Culture

In this task, you will focus 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
The following Georgia Teacher Leadership Program Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following:

- Standard 1
- Standard 2
- Standard 3
- Standard 7

Task 2: Research for the Improvement of Practice

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

Standards
The following Georgia Teacher Leadership Program Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following:

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

Task 3: Professional Learning

In this task, you will focus on a situation in which you were able to inform and facilitate the design and implementation of a coherent, integrated, embedded, and differentiated professional learning plan based on assessed student and teacher needs.

Standards
The following Georgia Teacher Leadership Program Standards represent the focus of this task. The evidence you submit must address these standards and will be scored according to the following:

- Standard 1
- Standard 3
- Standard 4
- Standard 6
- Standard 7

Task 4: Observation and Use of Assessment Data

In this task, you will focus on a situation in which you were able to advance the professional skills of a colleague by demonstrating and applying expertise in observational skills and in providing quality feedback to support reflective practice. More specifically, think about how you have been able to inform and facilitate the selection or the design, use, and interpretation of multiple assessments, along with other available data, to make informed decisions.

Standards
The following Georgia Teacher Leadership Program Standards represent the focus of this task. The evidence you submit must address these standards and will be scored according to the following:

- Standard 1
- Standard 2
- Standard 4
- Standard 5
- Standard 7

Task 5: Collaboration with Families and the Community

In this task, you will focus on a situation in which you concentrated on improving colleagues' collaboration and interaction in their work with families and the community.

Standards
The following Georgia Teacher Leadership Program Standards represent the focus of this task. The evidence you submit must address these standards and will be scored according to the following:

- Standard 1
- Standard 2
- Standard 6
- Standard 7

Task 6: Collaborative Teams and Advocacy

In this task, you will focus on a situation in which you were able to identify and assess opportunities for educational improvement and advocate effectively for them by developing and supporting a collaborative team and promoting collegial interactions that improve the effectiveness of practice.

Standards
The following Georgia Teacher Leadership Program Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following:

- Standard 1
- Standard 2
- Standard 6
- Standard 7

Guiding Prompts and Required Artifacts

Task 1: Adult Learning and the Collaborative Culture
This task has three steps and five textboxes that are evaluated to provide a total score, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.

Your Colleagues
The information you provide in this textbox about the colleagues working with you on this task 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 Prompts
a. Describe the colleagues with whom you worked and their stages of career development, their backgrounds, and their perspectives.
b. Describe the context in which you worked together. (Although you may have worked with more than four people, for the purposes of this task, when discussing interactions with individuals, focus on a maximum of four colleagues. When discussing the group, include all involved colleagues.)

Step 1: Your Colleagues' Learning Needs and the Task/Project
This step allows you to demonstrate your knowledge of strategies to identify the learning needs of individuals and of a group. You will also demonstrate your ability to facilitate a group in the selection of a task/project.

Activity
As a teacher leader, you will
- identify a minimum of three colleagues who reflect a variety of career stages, backgrounds, and perspectives;
- determine the learning needs of both the individuals and the group through the use of appropriate strategies;
- facilitate the selection of a significant task/project with the identified colleagues; and
- develop a plan of action to facilitate the learning needed by the identified colleagues to accomplish the task/project.

Textbox 1.1.1: Colleagues' Learning Needs

Guiding Prompt
a. State the learning needs of the individuals and the group. What strategies did you use to identify those needs (e.g., listening, presenting ideas, leading discussions, clarifying, mediating)?

Provide examples to support your written commentary.

Textbox 1.1.2: The Task/Project

Guiding Prompts
a. What was the task or project that you worked on with this group of individuals? How did you facilitate the selection of your task/project with your colleagues?
b. Why was the task/project significant?
c. What was your plan of action to facilitate the learning that your colleagues needed in order to accomplish this specific task/project?

Required artifact for this textbox:
- Representative page of documentation from the plan/project (**maximum of one page**)

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.

Textbox 1.2.1: Adult Learning — The Individuals (4 maximum)

Guiding Prompts
a. What adult-learning strategies did you apply with each learner to help support collaboration, to solve problems, to make decisions, and to manage conflict? Provide a rationale.
b. How did you differentiate strategies for each learner within the group?
c. How did you scaffold the learning for each group member?

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

Required artifact for this textbox:
- Representative page of documentation from an adult-learning strategy that was used (**maximum of one page**)

Textbox 1.2.2: Adult Learning — The Group

Guiding Prompts
a. What adult-learning strategies did you use and/or model for the group as a whole? Provide a rationale.
b. Describe the specific interactions within the group in which you applied these adult-learning strategies and tell why these interactions were significant.

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

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.

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?
b. How did you build an environment of trust and a sense of ownership among your colleagues?
c. What impact did your work with your colleagues have on student learning?

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**)

Task 2: Research for the Improvement of Practice

This task has three steps and three textboxes that are evaluated to provide a total score, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.

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.

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.

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**)

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

Task 3: Professional Learning

This task has three steps and three textboxes that are evaluated to provide a total score, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.

Preliminary Activity

The information you provide in this textbox regarding the professional learning plan you have identified and its connection to school/district goals 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 describe the professional learning plan you have identified based on a needs assessment of students and teachers and the connection of the plan to school/district goals. You do not have to submit the needs assessment; its purpose is to provide perspective for the professional learning you design. The needs assessment for this task can be formal or informal and may be something your district already uses.

Step 1: Professional Learning Plan

This step allows you to demonstrate your ability to facilitate colleagues and administrators through the process of designing a professional learning plan that connects to teachers' needs and student learning and is aligned with the school/district goals and/or improvement plan.

Activity
As a teacher leader, you will
- describe how you facilitated the design of a professional learning plan;
- explain how you involved your colleagues and school administrators in the design process;
- identify a significant goal that is aligned with the school/district goals and/or improvement plan;
- describe the components of the plan and how it is embedded within the school/district culture; and
- explain how the components connect to the teachers' needs and student learning.

Textbox 3.1.1: Facilitating the Design

Guiding Prompts
a. How did you use the information from the needs assessment to inform and facilitate the design of a professional learning plan within your school/district? Explain how you involved colleagues and school administrators in the design process.
b. What is the goal of the plan? How is it aligned with the school/district goals and/or improvement plan? Why is the goal significant?
c. What are the components of the professional learning plan, and how do they connect to the teachers' needs and student learning?
d. How is the professional learning plan embedded within the school/district culture?

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

Required artifact for this textbox:
- Professional learning plan (**maximum of two pages**)

Step 2: Implementation of the Professional Learning Plan

This step allows you to demonstrate your ability to facilitate and give feedback to colleagues during the implementation of the professional learning plan.

Activity

As a teacher leader, you will
- describe how you facilitated the implementation of the professional learning plan;
- explain how the plan fostered coherent, integrated, and differentiated professional learning for the teachers;
- identify how you used technology or how you facilitated media literacy;
- describe the feedback you offered to colleagues; and
- explain how the plan affects the students and the teachers.

Textbox 3.2.1: Implementation and Effect on Students and Teachers

Guiding Prompts

a. How did you facilitate the implementation of the professional learning plan? How does the plan foster coherent, integrated, and differentiated professional learning?
b. What resources were used to meet the professional learning goals? How did you utilize or facilitate the meaningful use of technology and/or media literacy?
c. What feedback did you provide to support your colleagues during the course of the professional learning process?
d. How did this professional learning plan affect the students and teachers? Include references to data and/or feedback you collaboratively collected, analyzed, and used with colleagues to support your evaluation.

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

Required artifact for this textbox:
- Materials that document the plan's coherence, integration, and/or differentiation, addressing two of these three characteristics (**maximum of three pages**)

Step 3: Evaluation of the Professional Learning Plan

This step allows you to analyze and reflect on the feedback you received while facilitating the design and implementation of the professional learning plan.

Activity

As a teacher leader, you will
- analyze the feedback you received on how you facilitated the design and implementation of the plan; and
- explain what supports you would advocate for to promote sustained professional learning experiences.

Textbox 3.3.1: Feedback and Reflection

Guiding Prompts

a. How will the feedback you received from students, teachers, and/or administrators as well as your analysis of this feedback inform and facilitate the design and implementation of future professional learning? Provide examples to support your response.
b. Based on what you learned from this experience, what supports (e.g., time, resources) would you advocate for promoting sustained professional learning? Provide a rationale.

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

Required artifact for this textbox:

- Documentation of feedback received from students, teachers, and/or administrators (**maximum of two pages**)

Task 4: Observation and Use of Assessment Data

This task has three steps and four textboxes that are evaluated to provide a total score, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.

Preparation for the Task

Your response to the first guiding prompt will help provide perspective to the raters who will be scoring your submission. The remaining prompts offer you guidance in helping you and the colleague design a lesson appropriate for this task.

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 Prompts

a. Select a colleague with whom you will work. (The colleague can be a novice or experienced.) Briefly describe the colleague's career stage. In consultation with the colleague, select a lesson (or lessons) or unit to observe.
b. The lesson(s)/unit chosen to observe must be rich enough to support the use of multiple assessments (evaluation instruments and effective assessment practices).
c. The observed lesson(s)/unit may extend over a multiple-day period and may require several observations.
d. The observed lesson(s)/unit may be newly developed or previously taught and under revision.

Step 1: Pre-observation

This step will allow you to demonstrate your ability to plan and facilitate a pre-observation meeting to enhance the teaching skills of a colleague.

Activity

As a teacher leader, you will

- develop a plan for the pre-observation meeting;
- facilitate a colleague's
  - o use of data to determine the focus of a lesson and
  - o selection and use of multiple assessments;
- provide feedback related to the lesson design; and
- model reflective practice strategies for the colleague.

Textbox 4.1.1 Pre-observation

Guiding Prompts

a. What steps did you take to plan for the pre-observation meeting(s) with this colleague?
b. During this meeting, how did you help the colleague collect, analyze, and apply data to determine area(s) of focus for the lesson?
c. How did you support the colleague's selection and inclusion of multiple assessments and other data-collecting tools? How were these choices aligned with the goals of the lesson as well as with the state and local standards?
d. What feedback did you give at the pre-observation meeting(s) concerning the colleague's proposed lesson design?
e. What strategies of reflective practice did you model?

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

Required artifacts for this textbox*:
- Representative pages from any of the following sources (**maximum of three pages**):
- Teacher leader outline of the pre-observation interview
- Teacher-colleague lesson plan
- Teacher leader notes written while observing the lesson(s)/unit
- Script from a discussion with the teacher-colleague at any point during the process
  - Teacher-colleague outline of a student assessment plan or copy of an assessment tool that was part of the observed lesson

* Although some of these artifacts will be referenced in Step 2, they should be attached within the textbox below.

Step 2: Observation and Feedback

This step allows you to demonstrate your ability to analyze a lesson and the impact of the pre-observation meeting on that lesson.

Activity

As a teacher leader, you will
- analyze the effectiveness of
- the assessments used and
- the impact of the pre-observation feedback on the lesson;
- provide feedback related to the lesson;
- determine areas of the pre-observation you would revise;
- provide feedback to the colleague;
- model strategies to enhance the colleague's reflective skills; and
- provide feedback on the colleague's use of assessment.

Textbox 4.2.1 Observation(s)

Guiding Prompts
a. What areas of the goals and instruction did you focus on during the observation(s)? Provide a rationale for your choices.
b. Analyze the effectiveness of the assessment and other data-collecting tools used. Provide examples that support your analysis.
c. Analyze the impact of the pre-observation feedback on the lesson(s)/unit.
d. After observing the lesson(s)/unit, what aspect(s) of the pre-observation meeting would you revise? Provide a rationale.

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

Textbox 4.2.2 Post-observation and Feedback

Guiding Prompts
a. What feedback and strategies did you model to support and enhance the colleague's reflective skills? Provide a rationale.
b. What feedback did you offer the colleague in evaluating the use of multiple assessment tools, in conjunction with other available data, to make informed decisions to improve instructional practice and student learning? What particular occurrence warranted the feedback?

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

Step 3: Overall Analysis and Reflection

This step allows you to demonstrate your ability to analyze and reflect on your efforts to advance the instructional skills of other colleagues and their students' learning needs in the future.

Activity

As a teacher leader, you will

- collect the colleague's response to your feedback on the Standardized Reflection Form;
- analyze and reflect on how the colleague's response and your work with other colleagues will advance the professional skills of others and their students' learning; and
- reflect on how your work to promote change in instructional practice will be affected by the use of assessment and data.

Textbox 4.3.1 Overall Analysis and Reflection

Guiding Prompts

a. What was the response from the colleague to the feedback you provided throughout this collaborative process?
b. How will that response and your analysis of your work with colleagues affect your ability to advance the professional skills of other colleagues and their students' learning needs in the future?
c. How will you work in the future to promote change in other colleagues' instructional practice through the collection of assessment and data results?

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

Required artifact for this textbox:

- Feedback from the colleague (completed Standardized Reflection Form that can be found on the GACE Teacher Leadership website.)

Task 5: Collaboration with Families and the Community

This task has four textboxes that are evaluated to provide a total score, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.

Identification of Colleagues

The information you provide in this textbox regarding the colleagues and the reasons you chose them 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. Select a group of colleagues (two or more) with whom you will work to improve their collaboration skills in interacting with families and the community. Briefly describe your colleagues and tell why you selected them.

Step 1: The Needs Assessment

This step allows you to demonstrate your ability to identify opportunities to improve your colleagues' collaboration, communication and understanding of family and community culture. This step also allows you to demonstrate your ability to facilitate your colleagues' efforts in the process of identifying a need that will improve the educational system.

Activity

As a teacher leader, you will

- facilitate the development and completion of a needs assessment with your colleagues;
- identify a target area of need that will improve the educational system and student learning opportunities; and
- explain how the development process helped you identify opportunities to improve your colleagues' ability to collaborate with families and the community.

Textbox 5.1.1: Developing the Needs Assessment with Your Colleagues

Guiding Prompts
   a. How did you facilitate the development and completion of a family and community needs assessment with your colleagues? (The needs assessment for this task may be based on something your district already uses, but the majority of the form should be original, reflecting the input of your colleagues.)
   b. What were the results of the needs assessment? What is the target area of need identified for this collaboration? What relevant aspect of the educational system will be improved, and how will student learning opportunities be affected?
   c. How did the collaborative development of the needs assessment help you in identifying opportunities to improve colleagues' collaboration, communication, and understanding of family and community culture and diversity, in order to improve student learning?

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

Required artifacts for this textbox:
   • Needs assessment (maximum of two pages)
      o Include a representative sample of questions asked, with responses and/or aggregated data summarizing responses

Step 2: Development and Implementation of the Plan
This step allows you to demonstrate your facilitation skills in applying adult-learning strategies and your ability to describe how the group considered the various backgrounds, ethnicities, and cultures within the school and community while developing and implementing a plan of action.

Activity
As a teacher leader, you will
   • describe the plan of action that your group developed based on your targeted area of need;
   • identify the following factors and explain how they influenced the development and implementation of the plan:
   • various backgrounds, ethnicities, and cultures within the school
      o various backgrounds, ethnicities, and cultures within the community
   • facilitate the development and implementation of the plan; and
   • analyze the specific adult-learning strategies that you used with your colleagues while you developed and implemented the plan.

Textbox 5.2.1: Facilitating the Development and Implementation with Colleagues

Guiding Prompts
   a. Briefly describe the plan of action that your group developed based on your targeted area of need.
   b. How did the knowledge of various backgrounds, ethnicities, and cultures within the school and community influence your group's planning and implementation?
   c. Describe and analyze your role in facilitating the development and implementation of the plan. In your analysis, include a discussion of the specific adult-learning strategies you used with your colleagues.

   Provide examples to support your written commentary.

Step 3: Overall Analysis and Reflection
This step allows you to demonstrate your ability to analyze and reflect on your efforts to improve your colleagues' ability to collaborate and communicate with families and the community.

Activity
As a teacher leader, you will
   • analyze the successes and challenges you encountered with your colleagues while planning;
   • analyze the successes and challenges you encountered with your colleagues during the implementation;

- analyze how the process of planning and implementing improved your colleagues' understanding of collaboration and communication strategies for families and the community;
- analyze how the process of planning and implementing improved your colleagues' understanding of the needs of the educational system and the students; and
- use feedback and your analysis to reflect on how the planning and implementation process will affect future facilitation of colleagues when they collaborate with families and the community to improve the educational system and student learning.

Textbox 5.3.1: Successes and Challenges with Colleagues

Guiding Prompts
a. Analyze the successes and challenges you encountered with your colleagues during the planning and implementation process.
b. How did the process improve your colleagues' understanding of the needs of the educational system and students as well as the strategies for collaboration and communication with families and the community?

Provide examples to support your written commentary.

Textbox 5.3.2: Feedback and Reflection

Guiding Prompts
a. What feedback did you receive from colleagues during and following this process?
b. How will that feedback and your own analysis of the process affect your future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning?

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

Required artifact for this textbox:
- Written feedback received from colleagues and stakeholders who were involved with this task (**maximum of three pages**)
- Feedback should include specific examples of how your work with colleagues improved the quality of their collaboration and interactions with families and the community
  - Of the persons selected, one must be a colleague involved in the plan and one must be someone in a supervisory or leadership role in your setting who may or may not have been involved in the plan

Task 6: Collaborative Teams and Advocacy

This task has three steps and four textboxes that are evaluated to provide a total score, each with guiding prompts to help you provide evidence that supports your response. Your response needs to address **all parts** of each of the guiding prompts.

Needs Assessment

The information you provide in this textbox regarding the needs assessment used to identify educational improvement and student learning opportunities for the advocacy plan 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 describe the needs assessment that you and your colleagues used to identify and assess opportunities to affect educational improvement and student learning. The needs assessment for this task may be based on something your district already uses but that you and your colleagues have modified.

Step 1: The Advocacy Plan and Your Team Members
This step allows you to demonstrate your ability to lead colleagues to identify and assess opportunities for educational improvement; to plan for the advocacy of those improvements; to understand how educational policies and trends can influence your work; and to support and facilitate your team's professional growth.

Activity
As a teacher leader, you will
- identify a minimum of three colleagues as your collaborative advocacy team;
- collaboratively choose an educational improvement as the focus of the advocacy plan;
- collaboratively develop an advocacy plan based on relevant needs;
- determine how educational policies and trends affect your work with colleagues on the plan;
- build a collaborative team using adult-learning strategies and leadership skills; and
- make resources available to your team working on the advocacy plan.

Textbox 6.1.1: The Plan

Guiding Prompts
a. What was the identified educational improvement that you and your colleagues selected as the focus of this advocacy plan? Describe the advocacy plan that your team developed in response to the needs assessment, and explain how the plan is relevant to the needs of the educational system and improves student learning.
b. Explain how educational policies and trends influenced your work with colleagues in developing and implementing the plan.

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

Required artifact for this textbox:
- Advocacy plan (maximum of one page)

Textbox 6.1.2: You and Your Colleagues

Guiding Prompts
a. Who were the team members, and what was your rationale for selecting them?
b. What strategies and leadership skills did you use to build your collaborative team, and why did you use them?
c. Explain how you facilitated the team members' contributions to the plan in order to promote educational improvement and improve student learning.
d. How did you promote your colleagues' understanding of how educational policy affects the advocacy plan?
e. What steps did you take to ensure that professional resources were available to your colleagues as they worked with the advocacy plan?

Provide examples to support your written commentary.

Step 2: Advocacy for Educational Improvement
This step allows you to demonstrate your leadership ability to collaboratively implement procedures to advocate for a selected educational improvement; to develop a range of activities used by the team to involve stakeholders; and to impact the educational system and student learning.

Activity
As a teacher leader, you will
- implement procedures with the team to advocate for a selected educational improvement; and
- develop a range of activities used by the team to involve stakeholders within and beyond the school community.

Textbox 6.2.1: Advocacy

Guiding Prompts
   a. Based on the plan, what procedures did your team implement to advocate for the selected educational improvement and improved student learning?
   b. What activities did your team undertake to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational system and to improve student learning?

Provide examples to support your written commentary.

Step 3: Evaluation of the Plan and Professional Growth
This step allows you to demonstrate your ability to evaluate the effectiveness of an advocacy plan and to evaluate the professional growth of your team.

Activity
As a teacher leader, you will
   *   develop a means to evaluate colleagues and the advocacy plan;
   *   analyze the advocacy plan and the professional growth of colleagues involved;
   *   solicit stakeholder feedback based on the plan;
   *   analyze how your facilitation of this project affected your colleagues' interactions and their professional practice; and
   *   reflect on the impact of the advocacy plan on future advocacy efforts.

Textbox 6.3.1: Feedback and Evaluation

Guiding Prompts
   a. What means did you use to evaluate the effectiveness of the plan and the professional growth of your team?
   b. Provide an analysis of the effectiveness of the advocacy plan and your collaboration with your team in enhancing colleagues' professional practice and student learning.
   c. What feedback did you receive from stakeholders, and how did it affect implementation or the outcome of the plan?
   d. Provide an analysis that shows how your work with your collaborative team affected collegial interactions and colleagues' professional practice.
   e. What impact will the advocacy plan have on future advocacy within the school and district?

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

Required artifacts for this textbox:
   *   Professional growth evaluation from a minimum of two colleagues involved in the advocacy plan (**maximum of three pages**)
   *   The evaluation can be, but is not limited to:
   *   a survey form completed by involved colleagues;
   *   a written response from an involved colleague; or
   *   a chart created by a group of involved colleagues.
   *   Stakeholder feedback (**maximum of two pages**)
   *   The feedback can come from either of the following sources:
   *   communication showing interactions between colleagues and stakeholders; or
   *   print media showing involvement with advocacy efforts.

Rubrics

Each task is broken down into three steps, and each step in the assessment is scored based on a 4-point rubric that delegates scores based on how well you encompassed all of the required Georgia Teacher Leadership Standards in your submission. Steps are rated on a scale of 1 to 4 with 4 being the highest possible score. If a step is unable to be scored for any reason, it is scored as Nonscorable.

Rubric for Task 1, Step 1, Textboxes 1.1.1 and 1.1.2

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher leader candidate's ability to identify strategies to determine the learning needs of colleagues, both individual and group; to facilitate the selection of a significant task/project with colleagues; and to develop a plan to facilitate colleagues' learning in order to accomplish the task/project. The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 1. Evidence may also be missing.	A response at the 2 level provides *partial* evidence that demonstrates the teacher leader candidate's ability to identify strategies to determine the learning needs of colleagues, both individual and group; to facilitate the selection of a significant task/project with colleagues; and to develop a plan to facilitate colleagues' learning in order to accomplish the task/project. The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 1.	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; and to develop a plan to facilitate colleagues' learning in order to accomplish the task/project. The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 1.	A response at the 4 level provides *extensive* evidence that demonstrates the teacher leader candidate's ability to identify strategies to determine the learning needs of colleagues, both individual and group; to facilitate the selection of a significant task/project with colleagues; and to develop a plan to facilitate colleagues' learning in order to accomplish the task/project. The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 1.

Rubric for Response for Textbox 1.1.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *little* or *no* evidence of the strategies used to identify the learning needs of both the individuals and the group	Response provides evidence that includes the following: • *inconsistent* evidence of the strategies used to identify the learning needs of both the individuals and the group	Response provides evidence that includes the following: • *appropriate* evidence of the strategies used to identify the learning needs of both the individuals and the group	Response provides evidence that includes the following: • *significant* evidence of the strategies used to identify the learning needs of both the individuals and the group

Rubric for Response for Textbox 1.1.2

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *trivial* evidence of facilitating the selection of a task/project with colleagues, with a logical rationale for the significance of the task/project	Response provides evidence that includes the following: • *partial* evidence of facilitating the selection of a task/project with colleagues, with a logical rationale for the significance of the task/project	Response provides evidence that includes the following: • *effective* evidence of facilitating the selection of a task/project with colleagues, with a logical rationale for the significance of the task/project	Response provides evidence that includes the following: • *insightful* evidence of facilitating the selection of a task/project with colleagues, with a logical rationale for the significance of the task/project

Score of 1	Score of 2	Score of 3	Score of 4
• a *minimal* plan of action to facilitate learning of colleagues to accomplish the task/project	• an *incomplete* plan of action to facilitate learning of colleagues to accomplish the task/project	• an *aligned* plan of action to facilitate learning of colleagues to accomplish the task/project	• a *substantive* plan of action to facilitate learning of colleagues to accomplish the task/project

Rubric for Task 1, Step 2, Textboxes 1.2.1 and 1.2.2

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher leader candidate's ability 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; and to apply adult-learning strategies with the group and to describe the significance of these interactions.	**A response at the 2 level provides *partial* evidence that demonstrates the teacher leader candidate's ability 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; and to apply adult-learning strategies with the group and to describe the significance of these interactions.**	**A response at the 3 level provides *effective* evidence that demonstrates the teacher leader candidate's ability 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; and to apply adult-learning strategies with the group and to describe the significance of these interactions.**	**A response at the 4 level provides *extensive* evidence that demonstrates the teacher leader candidate's ability 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; and to apply adult-learning strategies with the group and to describe the significance of these interactions.**
The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 2. Evidence may also be missing.	**The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 2.**	**The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 2.**	**The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 2.**

Rubric for Response for Textbox 1.2.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *inaccurate* evidence of the application of adult-learning strategies used with each colleague to support collaboration, solve problems, make decisions, and manage conflict, with an *irrelevant* rationale	• *cursory* evidence of the application of adult-learning strategies used with each colleague to support collaboration, solve problems, make decisions, and manage conflict, with an *incomplete* rationale	• *informed* evidence of the application of adult-learning strategies used with each colleague to support collaboration, solve problems, make decisions, and manage conflict, with an *relevant* rationale	• *in-depth* evidence of the application of adult-learning strategies used with each colleague to support collaboration, solve problems, make decisions, and manage conflict, with a *detailed* rationale
• *ineffective* evidence of how the adult-learning strategies were	• *partial* evidence of how the adult-learning strategies were	• *effective* evidence of how the adult-learning strategies were	• *extensive* evidence of how the adult-learning strategies were

Score of 1	Score of 2	Score of 3	Score of 4
differentiated for each learner	differentiated for each learner	differentiated for each learner	differentiated for each learner
• *unclear* evidence of how the adult-learning strategies were scaffolded for each learner	• *sketchy* evidence of how the adult-learning strategies were scaffolded for each learner	• *effective* evidence of how the adult-learning strategies were scaffolded for each learner	• *thorough* evidence of how the adult-learning strategies were scaffolded for each learner

Rubric for Response for Textbox 1.2.2

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *minimal* evidence of the use and/or modeling of adult-learning strategies for the group as a whole, with a *disconnected* rationale • *little* or *no* evidence of significant interactions in which adult learning strategies were applied	Response provides evidence that includes the following: • *incomplete* evidence of the use and/or modeling of adult-learning strategies for the group as a whole, with a *loosely connected* rationale • *limited* evidence of significant interactions in which adult learning strategies were applied	Response provides evidence that includes the following: • *complete* evidence of the use and/or modeling of adult-learning strategies for the group as a whole, with a *connected* rationale • *informed* evidence of significant interactions in which adult learning strategies were applied	Response provides evidence that includes the following: • *thorough* evidence of the use and/or modeling of adult-learning strategies for the group as a whole, with a *tightly connected* rationale • *extensive* evidence of significant interactions in which adult learning strategies were applied

Rubric for Task 1, Step 3, Textbox 1.3.1

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher leader candidate's ability to determine the overall impact of the adult-learning strategies applied 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 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 3. Evidence may also be missing.**	**A response at the 2 level provides *partial* evidence that demonstrates the teacher leader candidate's ability to determine the overall impact of the adult-learning strategies applied 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 2-level criteria is *limited* and/or *vague* throughout the response for Step 3.**	**A response at the 3 level provides *effective* evidence that demonstrates the teacher leader candidate's ability to determine the overall impact of the adult-learning strategies applied 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 for Step 3.**	**A response at the 4 level provides *extensive* evidence that demonstrates the teacher leader candidate's ability to determine the overall impact of the adult-learning strategies applied 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 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 3.**

Rubric for Response for Textbox 1.3.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *little* or *no* evidence of how the application of the adult-learning strategies impacted the individuals in the group • *minimal* evidence of an analysis of how an environment of trust and a sense of ownership was built among colleagues • *minimal* evidence of how the work with colleagues impacted student learning	Response provides evidence that includes the following: • *incomplete* evidence of how the application of the adult-learning strategies impacted the individuals in the group • *limited* evidence of an analysis of how an environment of trust and a sense of ownership was built among colleagues • *partial* evidence of how the work with colleagues impacted student learning	Response provides evidence that includes the following: • *appropriate* evidence of how the application of the adult-learning strategies impacted the individuals in the group • *logical* evidence of an analysis of how an environment of trust and a sense of ownership was built among colleagues • *effective* evidence of how the work with colleagues impacted student learning	Response provides evidence that includes the following: • *significant* evidence of how the application of the adult-learning strategies impacted the individuals in the group • *substantive* evidence of an analysis of how an environment of trust and a sense of ownership was built among colleagues • *thorough* evidence of how the work with colleagues impacted student learning

Rubric for Responses for all Textboxes

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *disconnected* and/or *trivial* examples to support the responses	Response provides evidence that includes the following: • *loosely connected* and/or *cursory* examples to support the responses	Response provides evidence that includes the following: • *connected* and *effective* examples to support the responses	Response provides evidence that includes the following: • *tightly connected* and detailed examples to support the responses

Rubric for Task 2, Step 1, Textbox 2.1.1

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher leader candidate's ability to initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues; and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the research process with both individuals and the group;	A response at the 2 level provides *partial* evidence that demonstrates the teacher leader candidate's ability to initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues; and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the research process with both individuals and the group;	A response at the 3 level provides *effective* evidence that demonstrates the teacher leader candidate's ability to initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues; and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the research process with both individuals and the group;	A response at the 4 level provides *extensive* evidence that demonstrates the teacher leader candidate's ability to initiate the research, based on the knowledge of his or her discipline and the structure of the curriculum, with colleagues; and to guide colleagues to identify and clarify the curriculum-based subject of the research; to design a plan for research and to guide colleagues to collaborate in the design of the plan; to guide colleagues in the process of accessing and using research; to facilitate analysis and decision making during the research process with both individuals and the group;

Score of 1	Score of 2	Score of 3	Score of 4
and to guide colleagues to collaborate with an educational organization or organizations that have researched related issues.	and to guide colleagues to collaborate with an educational organization or organizations that have researched related issues.	and to guide colleagues to collaborate with an educational organization or organizations that have researched related issues.	and to guide colleagues to collaborate with an educational organization or organizations that have researched related issues.
The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 1. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 1.	The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 1.	The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 1.

Rubric for Response for Textbox 2.1.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *little* or *no* evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues	• *inconsistent* evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues	• *effective* evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues	• *significant* evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues
• *trivial* evidence of guiding colleagues to identify and clarify the curriculum-based research subject	• *limited* evidence of guiding colleagues to identify and clarify the curriculum-based research subject	• *informed* evidence of guiding colleagues to identify and clarify the curriculum-based research subject	• *insightful* evidence of guiding colleagues to identify and clarify the curriculum-based research subject
• *little* or *no* evidence of guiding colleagues to collaborate in the design of the plan for research	• *vague* evidence of guiding colleagues to collaborate in the design of the plan for research	• *appropriate* evidence of guiding colleagues to collaborate in the design of the plan for research	• *extensive* evidence of guiding colleagues to collaborate in the design of the plan for research
• *minimal* evidence of guiding colleagues in the process of accessing and using research	• *incomplete* evidence of guiding colleagues in the process of accessing and using research	• *effective* evidence of guiding colleagues in the process of accessing and using research	• *significant* evidence of guiding colleagues in the process of accessing and using research
• *little* or *no* evidence of facilitating analysis and decision making during the research process with both individuals and the group	• *incomplete* evidence of facilitating analysis and decision making during the research process with both individuals and the group	• *relevant* evidence of facilitating analysis and decision making during the research process with both individuals and the group	• *through* evidence of facilitating analysis and decision making during the research process with both individuals and the group
• *unclear* evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues	• *incomplete* evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues	• *relevant* evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues	• *in-depth* evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues

Rubric for Task 2, Step 2, Textbox 2.2.1

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher leader candidate's ability to facilitate colleagues' analysis of the resulting curriculum–based data and their application of the data findings to impact student learning. The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 2. Evidence may also be missing.	A response at the 2 level provides *partial* evidence that demonstrates the teacher leader candidate's ability to facilitate colleagues' analysis of the resulting curriculum–based data and their application of the data findings to impact student learning. The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 2.	A response at the 3 level provides *effective* evidence that demonstrates the teacher leader candidate's ability to facilitate colleagues' analysis of the resulting curriculum–based data and their application of the data findings to impact student learning. The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 2.	A response at the 4 level provides *extensive* evidence that demonstrates the teacher leader candidate's ability to facilitate colleagues' analysis of the resulting curriculum–based data and their application of the data findings to impact student learning. The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 2.

Rubric for Response for Textbox 2.2.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *trivial* evidence of facilitating colleagues' analysis of the resulting curriculum–based data and the application of their findings to impact student learning	Response provides evidence that includes the following: • *partial* evidence of facilitating colleagues' analysis of the resulting curriculum–based data and the application of their findings to impact student learning	Response provides evidence that includes the following: • *effective* evidence of facilitating colleagues' analysis of the resulting curriculum–based data and the application of their findings to impact student learning	Response provides evidence that includes the following: • *insightful* evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning

Rubric for Task 2, Step 3, Textbox 2.3.1

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher leader candidate's ability to determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues' ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues. The preponderance of evidence for the 1-level	A response at the 2 level provides *partial* evidence that demonstrates the teacher leader candidate's ability to determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues' ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues. The preponderance of evidence for the 2-level	A response at the 3 level provides *effective* evidence that demonstrates the teacher leader candidate's ability to determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues' ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues. The preponderance of evidence for the 3-level	A response at the 4 level provides *extensive* evidence that demonstrates the teacher leader candidate's ability to determine the effect of the curriculum-based research process on student learning; to determine the effect of the research process on colleagues' ability to select strategies that support positive student learning and improve professional practice; and to determine the ongoing impact of the research process on the colleagues. The preponderance of evidence for the 4-level

Score of 1	Score of 2	Score of 3	Score of 4
criteria is *minimal* and/or *ineffective* throughout the response for Step 3. Evidence may also be missing.	criteria is *limited* and/or *vague* throughout the response for Step 3.	criteria is *appropriate* and *connected* throughout the response for Step 3.	criteria is *insightful* and *tightly connected* throughout the response for Step 3.

Rubric for Response for Textbox 2.3.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *little* or *no* evidence of the curriculum-based research process's effect on student learning	• *cursory* evidence of the curriculum-based research process's effect on student learning	• *informed* evidence of the curriculum-based research process's effect on student learning	• *in-depth* evidence of the curriculum-based research process's effect on student learning
• *ineffective* evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice	• *limited* evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice	• *logical* evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice	• *significant* evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice
• *minimal* evidence that the impact of the research process on professional learning is ongoing	• *incomplete* evidence that the impact of the research process on professional learning is ongoing	• *appropriate* evidence that the impact of the research process on professional learning is ongoing	• *thorough* evidence that the impact of the research process on professional learning is ongoing

Rubric for Responses for all Textboxes

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *disconnected* and/or *trivial* examples to support the responses	• *loosely connected* and/or *cursory* examples to support the responses	• *connected* and *effective* examples to support the responses	• *tightly connected* and *detailed* examples to support the responses

Rubric for Task 3, Step 1, Textbox 3.1.1

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher leader candidate's ability to use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals	A response at the 2 level provides *partial* evidence that demonstrates the teacher leader candidate's ability to use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals	A response at the 3 level provides *effective* evidence that demonstrates the teacher leader candidate's ability to use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals	A response at the 4 level provides *extensive* evidence that demonstrates the teacher leader candidate's ability to use a needs assessment to inform and facilitate the design of a professional learning plan and to involve colleagues and school administrators in the design process; to determine a significant goal aligned with the school/district goals

Score of 1	Score of 2	Score of 3	Score of 4
and/or improvement plan; to develop components of the professional learning plan connected to the teachers' needs and student learning; and to embed the professional learning plan within the school/district culture.	and/or improvement plan; to develop components of the professional learning plan connected to the teachers' needs and student learning; and to embed the professional learning plan within the school/district culture.	and/or improvement plan; to develop components of the professional learning plan connected to the teachers' needs and student learning; and to embed the professional learning plan within the school/district culture.	and/or improvement plan; to develop components of the professional learning plan connected to the teachers' needs and student learning; and to embed the professional learning plan within the school/district culture.
The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 1. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 1.	The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 1.	The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 1.

Rubric for Response for Textbox 3.1.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *inappropriate* evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process • *inappropriate* evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan • *minimal* evidence of how the components of the professional learning plan connect to teachers' needs and student learning • *trivial* evidence of how the plan is embedded within the school/district culture	Response provides evidence that includes the following: • *incomplete* evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process • *limited* evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan • *partial* evidence of how the components of the professional learning plan connect to teachers' needs and student learning • *uneven* evidence of how the plan is embedded within the school/district culture	Response provides evidence that includes the following: • *appropriate* evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process • *informed* evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan • *relevant* evidence of how the components of the professional learning plan connect to teachers' needs and student learning • *appropriate* evidence of how the plan is embedded within the school/district culture	Response provides evidence that includes the following: • *significant* evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process • *thorough* evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan • *extensive* evidence of how the components of the professional learning plan connect to teachers' needs and student learning • *in-depth* evidence of how the plan is embedded within the school/district culture

Rubric for Task 3, Step 2, Textbox 3.2.1

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher leader candidate's ability to facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional learning plan on students and teachers.	**A response at the 2 level provides *partial* evidence that demonstrates the teacher leader candidate's ability to facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional learning plan on students and teachers.**	**A response at the 3 level provides *effective* evidence that demonstrates the teacher leader candidate's ability to facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional learning plan on students and teachers.**	**A response at the 4 level provides *extensive* evidence that demonstrates the teacher leader candidate's ability to facilitate the implementation of the professional learning plan that fosters coherent, integrated, and differentiated professional development; to identify resources to be used to meet the professional learning goals; to facilitate meaningful use of technology and/or media literacy; to provide support to colleagues during the professional learning process through feedback; to determine the effect of the professional learning plan on students and teachers.**
The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 2. Evidence may also be missing.	**The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 2.**	**The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 2.**	**The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 2.**

Rubric for Response for Textbox 3.2.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *ineffective* evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development	• *partial* evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development	• *effective* evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development	• *significant* evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development
• *minimal* evidence of the identification of resources that meet the professional learning goals	• *incomplete* evidence of the identification of resources that meet the professional learning goals	• *logical* evidence of the identification of resources that meet the professional learning goals	• *detailed* evidence of the identification of resources that meet the professional learning goals
• *inappropriate* evidence of facilitating the meaningful use of	• *limited* evidence of facilitating the meaningful use of	• *appropriate* evidence of facilitating the meaningful use of	• *substantive* evidence of facilitating the meaningful use of

Score of 1	Score of 2	Score of 3	Score of 4
technology and/or media literacy	technology and/or media literacy	technology and/or media literacy	technology and/or media literacy
• *ineffective* evidence of the feedback provided to colleagues to support them in their professional development	• *cursory* evidence of the feedback provided to colleagues to support them in their professional development	• *relevant* evidence of the feedback provided to colleagues to support them in their professional development	• *thorough* evidence of the feedback provided to colleagues to support them in their professional development
• *trivial* evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers	• *partial* evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers	• *appropriate* evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers	• *extensive* evidence of how the data and/or feedback was collaboratively collected, analyzed, and used with colleagues to determine how the professional learning plan affected the students and teachers

Rubric for Task 3, Step 3, Textbox 3.3.1

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher leader candidate's ability to analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning; and to determine what supports to choose to advocate for promoting sustained professional learning. The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 3. Evidence may also be missing.	A response at the 2 level provides *partial* evidence that demonstrates the teacher leader candidate's ability to analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning; and to determine what supports to choose to advocate for promoting sustained professional learning. The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 3.	A response at the 3 level provides *effective* evidence that demonstrates the teacher leader candidate's ability to analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning; and to determine what supports to choose to advocate for promoting sustained professional learning. The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 3.	A response at the 4 level provides *extensive* evidence that demonstrates the teacher leader candidate's ability, to analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning; and to determine what supports to choose to advocate for promoting sustained professional learning. The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 3.

Rubric for Response for Textbox 3.3.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *uninformed* evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of	• *limited* evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and	• *informed* evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of	• *insightful* evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of

Score of 1	Score of 2	Score of 3	Score of 4
future professional learning • *minimal* evidence of advocacy for supports to promote sustained professional learning, with an *ineffective* rationale	implementation of future professional learning • *incomplete* evidence of advocacy for supports to promote sustained professional learning, with a *tangential* rationale	future professional learning • *complete* evidence of advocacy for supports to promote sustained professional learning, with an *appropriate* rationale	future professional learning • *significant* evidence of advocacy for supports to promote sustained professional learning, with a *thorough* rationale

Rubric for Responses for all Textboxes

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *disconnected* and/or *trivial* examples to support the responses	Response provides evidence that includes the following: • *loosely connected* and/or *cursory* examples to support the responses	Response provides evidence that includes the following: • *connected* and *effective* examples to support the responses	Response provides evidence that includes the following: • *tightly connected* and *detailed* examples to support the responses

Rubric for Task 4, Step 1, Textbox 4.1.1

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher leader candidate's ability to determine steps to take in planning for a pre-observation meeting with a colleague; to help the colleague collect, analyze, and apply data to determine an area or areas of focus for a lesson; to support a colleague's selection and inclusion of multiple assessments and other data-collecting tools that are aligned with the lesson's goals and state and local standards; to provide feedback concerning a proposed lesson design; and to model strategies of reflective practice. The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 1. Evidence may also be missing.	A response at the 2 level provides *partial* evidence that demonstrates the teacher leader candidate's ability to determine steps to take in planning for a pre-observation meeting with a colleague; to help the colleague collect, analyze, and apply data to determine an area or areas of focus for a lesson; to support a colleague's selection and inclusion of multiple assessments and other data-collecting tools that are aligned with the lesson's goals and state and local standards; to provide feedback concerning a proposed lesson design; and to model strategies of reflective practice. The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 1.	A response at the 3 level provides *effective* evidence that demonstrates the teacher leader candidate's ability to determine steps to take in planning for a pre-observation meeting with a colleague; to help the colleague collect, analyze, and apply data to determine an area or areas of focus for a lesson; to support a colleague's selection and inclusion of multiple assessments and other data-collecting tools that are aligned with the lesson's goals and state and local standards; to provide feedback concerning a proposed lesson design; and to model strategies of reflective practice. The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 1.	A response at the 4 level provides *extensive* evidence that demonstrates the teacher leader candidate's ability to determine steps to take in planning for a pre-observation meeting with a colleague; to help the colleague collect, analyze, and apply data to determine an area or areas of focus for a lesson; to support a colleague's selection and inclusion of multiple assessments and other data-collecting tools that are aligned with the lesson's goals and state and local standards; to provide feedback concerning a proposed lesson design; and to model strategies of reflective practice. The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 1.

Rubric for Response for Textbox 4.1.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *inappropriate* evidence of steps taken to plan for the pre-observation meeting with the colleague, with a disconnected rationale	• *cursory* evidence of steps taken to plan for the pre-observation meeting with the colleague, with a loosely connected rationale	• *appropriate* evidence of steps taken to plan for the pre-observation meeting with the colleague, with a connected rationale	• *in-depth* evidence of steps taken to plan for the pre-observation meeting with the colleague, with a tightly connected rationale
• *minimal* evidence of how help was provided to the colleague to collect, analyze, and apply data to determine an area or areas of focus for the lesson	• *incomplete* evidence of how help was provided to the colleague to collect, analyze, and apply data to determine an area or areas of focus for the lesson	• *logical* evidence of how help was provided to the colleague to collect, analyze, and apply data to determine an area or areas of focus for the lesson	• *significant* evidence of how help was provided to the colleague to collect, analyze, and apply data to determine an area or areas of focus for the lesson
• *irrelevant* evidence of support provided to the colleague regarding the selection and inclusion of multiple assessments and other data-collecting tools	• *confusing* evidence of support provided to the colleague regarding the selection and inclusion of multiple assessments and other data-collecting tools	• *relevant* evidence of support provided to the colleague regarding the selection and inclusion of multiple assessments and other data-collecting tools	• *insightful* evidence of support provided to the colleague regarding the selection and inclusion of multiple assessments and other data-collecting tools
• *illogical* evidence of how the colleague's selections of multiple assessments and other data-collecting tools were aligned with the goals of the lesson and state and local standards	• *partial* evidence of how the colleague's selections of multiple assessments and other data-collecting tools were aligned with the goals of the lesson and state and local standards	• *logical* evidence of how the colleague's selections of multiple assessments and other data-collecting tools were aligned with the goals of the lesson and state and local standards	• *substantive* evidence of how the colleague's selections of multiple assessments and other data-collecting tools were aligned with the goals of the lesson and state and local standards
• *misinformed* evidence of feedback offered at the pre-observation meeting concerning the colleague's proposed lesson design	• *partial* evidence of feedback offered at the pre-observation meeting concerning the colleague's proposed lesson design	• *informed* evidence of feedback offered at the pre-observation meeting concerning the colleague's proposed lesson design	• *thorough* evidence of feedback offered at the pre-observation meeting concerning the colleague's proposed lesson design
• *inappropriate* evidence of reflective practice strategies that were modeled for the colleague with little or no rationale	• *limited* evidence of reflective practice strategies that were modeled for the colleague with an incomplete rationale	• *appropriate* evidence of reflective practice strategies that were modeled for the colleague with an aligned rationale	• *substantive* evidence of reflective practice strategies that were modeled for the colleague with a tightly connected rationale

Rubric for Task 4, Step 2, Textboxes 4.2.1 and 4.2.2

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher leader candidate's ability to determine focus for goals and instruction to be observed during the lesson; to analyze the effectiveness of the assessment and other data-collecting tools; to analyze the impact of the pre-observation feedback on the lesson(s)/unit; to determine aspects of a pre-observation meeting that need revision, based on the impact of observing the lesson; to provide feedback and model strategies to support and enhance the colleague's reflective skills; and to provide feedback to the colleague in evaluating the use of multiple assessment tools in conjunction with other data to make informed decisions to improve instructional practice and student learning.	A response at the 2 level provides *partial* evidence that demonstrates the teacher leader candidate's ability to determine focus for goals and instruction to be observed during the lesson; to analyze the effectiveness of the assessment and other data-collecting tools; to analyze the impact of the pre-observation feedback on the lesson(s)/unit; to determine aspects of a pre-observation meeting that need revision, based on the impact of observing the lesson; to provide feedback and model strategies to support and enhance the colleague's reflective skills; and to provide feedback to the colleague in evaluating the use of multiple assessment tools in conjunction with other data to make informed decisions to improve instructional practice and student learning.	A response at the 3 level provides *effective* evidence that demonstrates the teacher leader candidate's ability to determine focus for goals and instruction to be observed during the lesson; to analyze the effectiveness of the assessment and other data-collecting tools; to analyze the impact of the pre-observation feedback on the lesson(s)/unit; to determine aspects of a pre-observation meeting that need revision, based on the impact of observing the lesson; to provide feedback and model strategies to support and enhance the colleague's reflective skills; and to provide feedback to the colleague in evaluating the use of multiple assessment tools in conjunction with other data to make informed decisions to improve instructional practice and student learning.	A response at the 4 level provides *extensive* evidence that demonstrates the teacher leader candidate's ability to determine focus for goals and instruction to be observed during the lesson; to analyze the effectiveness of the assessment and other data-collecting tools; to analyze the impact of the pre-observation feedback on the lesson(s)/unit; to determine aspects of a pre-observation meeting that need revision, based on the impact of observing the lesson; to provide feedback and model strategies to support and enhance the colleague's reflective skills; and to provide feedback to the colleague in evaluating the use of multiple assessment tools in conjunction with other data to make informed decisions to improve instructional practice and student learning.
The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 2. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 2.	The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 2.	The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 2.

Rubric for Response for Textbox 4.2.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *ineffective* evidence of a focus on appropriate goals and instruction during the observation, with *little* or *no* rationale	• *partial* evidence of a focus on appropriate goals and instruction during the observation, with *limited* rationale	• *effective* evidence of a focus on appropriate goals and instruction during the observation, with *connected* rationale	• *significant* evidence of a focus on appropriate goals and instruction during the observation, with *tightly connected* rationale
• *inaccurate* analysis of the effectiveness of the assessment and other data-collecting tools used	• *cursory* analysis of the effectiveness of the assessment and other data-collecting tools used	• *accurate* analysis of the effectiveness of the assessment and other data-collecting tools used	• *in-depth* analysis of the effectiveness of the assessment and other data-collecting tools used
• *misinformed* evidence of the impact of the pre-	• *inconsistent* evidence of the impact of the pre-	• *informed* evidence of the impact of the pre-	

Score of 1	Score of 2	Score of 3	Score of 4
observation feedback on the lesson(s)/unit • *ineffective* evidence of revisions that would be made to the pre-observation meeting after observing the lesson(s), with an *inappropriate* rationale	observation feedback on the lesson(s)/unit • *partial* evidence of revisions that would be made to the pre-observation meeting after observing the lesson(s), with an *uneven* rationale	observation feedback on the lesson(s)/unit • *effective* evidence of revisions that would be made to the pre-observation meeting after observing the lesson(s), with an *appropriate* rationale	• *significant* evidence of the impact of the pre-observation feedback on the lesson(s)/unit • *extensive* evidence of revisions that would be made to the pre-observation meeting after observing the lesson(s), with a *tightly connected* rationale

Rubric for Response for Textbox 4.2.2

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *ineffective* evidence of feedback and strategies modeled to support and enhance the colleague's reflective skills, with an *inappropriate* rationale • *irrelevant* evidence of feedback offered to the colleague in evaluating the use of multiple assessment tools and other data to make informed decisions to improve instructional practice and student learning, with reference to a particular occurrence that warranted the feedback	Response provides evidence that includes the following: • *partial* evidence of feedback and strategies modeled to support and enhance the colleague's reflective skills, with an *incomplete* rationale • *limited* evidence of feedback offered to the colleague in evaluating the use of multiple assessment tools and other data to make informed decisions to improve instructional practice and student learning, with reference to a particular occurrence that warranted the feedback	Response provides evidence that includes the following: • *effective* evidence of feedback and strategies modeled to support and enhance the colleague's reflective skills, with an *appropriate* rationale • *relevant* evidence of feedback offered to the colleague in evaluating the use of multiple assessment tools and other data to make informed decisions to improve instructional practice and student learning, with reference to a particular occurrence that warranted the feedback	Response provides evidence that includes the following: • *insightful* evidence of feedback and strategies modeled to support and enhance the colleague's reflective skills, with an *extensive* rationale • *significant* evidence of feedback offered to the colleague in evaluating the use of multiple assessment tools and other data to make informed decisions to improve instructional practice and student learning, with reference to a particular occurrence that warranted the feedback

Rubric for Task 4, Step 3, Textbox 4.3.1

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher leader candidate's ability to reflect on the colleague's response to feedback and your analysis to determine how the ability to advance the professional skills of other colleagues and their students' learning will be affected in the future; and to promote change in other colleagues' instructional	A response at the 2 level provides *partial* evidence that demonstrates the teacher leader candidate's ability reflect on the colleague's response to feedback and your analysis to determine how the ability to advance the professional skills of other colleagues and their students' learning will be affected in the future; and to promote change in other colleagues' instructional	A response at the 3 level provides *effective* evidence that demonstrates the teacher leader candidate's ability to reflect on the colleague's response to feedback and your analysis to determine how the ability to advance the professional skills of other colleagues and their students' learning will be affected in the future; and to promote change in other colleagues' instructional	A response at the 4 level provides *extensive* evidence that demonstrates the teacher leader candidate's ability to reflect on the colleague's response to feedback and your analysis to determine how the ability to advance the professional skills of other colleagues and their students' learning will be affected in the future; and to promote change in other colleagues' instructional

Score of 1	Score of 2	Score of 3	Score of 4
practice in the future through the collection of assessment and data results. The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 3. Evidence may also be missing.	practice in the future through the collection of assessment and data results. The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 3.	practice in the future through the collection of assessment and data results. The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 3.	practice in the future through the collection of assessment and data results. The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 3.

Rubric for Response for Textbox 4.3.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *trivial* evidence of how the colleague's response to the feedback and the analysis of working with the colleague throughout the collaborative process will affect the ability to advance the professional skills of other colleagues and their students' learning needs in the future • *misinformed* evidence of how to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results	Response provides evidence that includes the following: • *partial* evidence of how the colleague's response to the feedback and the analysis of working with the colleague throughout the collaborative process will affect the ability to advance the professional skills of other colleagues and their students' learning needs in the future • *incomplete* evidence of how to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results	Response provides evidence that includes the following: • *informed* evidence of how the colleague's response to the feedback and the analysis of working with the colleague throughout the collaborative process will affect the ability to advance the professional skills of other colleagues and their students' learning needs in the future • *appropriate* evidence of how to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results	Response provides evidence that includes the following: • *insightful* evidence of how the colleague's response to the feedback and the analysis of working with the colleague throughout the collaborative process will affect the ability to advance the professional skills of other colleagues and their students' learning needs in the future • *in-depth* evidence of how to promote change in other colleagues' instructional practice in the future through the collection of assessment and data results

Rubric for Responses for all Textboxes

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *disconnected* and/or *trivial* examples to support the responses	Response provides evidence that includes the following: • *loosely connected* and/or *cursory* examples to support the responses	Response provides evidence that includes the following: • *connected* and *effective* examples to support the responses	Response provides evidence that includes the following: • *tightly connected* and *detailed* examples to support the responses

Rubric for Task 5, Step 1, Textbox 5.1.1

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence of the teacher leader candidate's ability to facilitate the development and completion of a family	A response at the 2 level provides *partial* evidence of the teacher leader candidate's ability to facilitate the development and completion of a family	A response at the 3 level provides *effective* evidence of the teacher leader candidate's ability to facilitate the development and completion of a family	A response at the 4 level provides *extensive* evidence of the teacher leader candidate's ability to facilitate the development and completion of a family

Score of 1	Score of 2	Score of 3	Score of 4
and community needs assessment with colleagues; to use the results of the needs assessment to target an area of need that will improve the educational system and affect student learning opportunities; and to improve colleagues' collaboration and communication with the families and the community and colleagues' understanding of diversity and the family and community culture in order to improve student learning.	and community needs assessment with colleagues; to use the results of the needs assessment to target an area of need that will improve the educational system and affect student learning opportunities; and to improve colleagues' collaboration and communication with the families and the community and colleagues' understanding of diversity and the family and community culture in order to improve student learning.	and community needs assessment with colleagues; to use the results of the needs assessment to target an area of need that will improve the educational system and affect student learning opportunities; and to improve colleagues' collaboration and communication with the families and the community and colleagues' understanding of diversity and the family and community culture in order to improve student learning.	and community needs assessment with colleagues; to use the results of the needs assessment to target an area of need that will improve the educational system and affect student learning opportunities; and to improve colleagues' collaboration and communication with the families and the community and colleagues' understanding of diversity and the family and community culture in order to improve student learning.
The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 1. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 1.	The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 1.	The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 1.

Rubric for Response for Textbox 5.1.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *little* or *no* evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues	• *inconsistent* evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues	• *appropriate* evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues	• *significant* evidence of the facilitation and collaboration in developing a family and community needs assessment with colleagues
• *ineffective* evidence of the connection between the results of the needs assessment and the targeted area of need	• *partial* evidence of the connection between the results of the needs assessment and the targeted area of need	• *complete* evidence of the connection between the results of the needs assessment and the targeted area of need	• *thorough* evidence of the connection between the results of the needs assessment and the targeted area of need
• *trivial* explanation of how the targeted area of need will improve a relevant aspect of the educational system and affect student learning	• *uneven* explanation of how the targeted area of need will improve a relevant aspect of the educational system and affect student learning	• *logical* explanation of how the targeted area of need will improve a relevant aspect of the educational system and affect student learning	• *substantive* explanation of how the targeted area of need will improve a relevant aspect of the educational system and affect student learning
• *minimal* evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with,	• *limited* evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with,	• *informed* evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with,	• *in-depth* evidence of how the collaborative development of the needs assessment helped identify opportunities to improve colleagues' collaboration with,

Score of 1	Score of 2	Score of 3	Score of 4
communication with, and understanding of family and community culture and diversity in order to improve student learning	communication with, and understanding of family and community culture and diversity in order to improve student learning	communication with, and understanding of family and community culture and diversity in order to improve student learning	communication with, and understanding of family and community culture and diversity in order to improve student learning

Rubric for Task 5, Step 2, Textbox 5.2.1

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence of the teacher leader candidate's ability to develop a plan of action based on the targeted area of need; to use knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence the group's planning and implementation of the plan; and to analyze the role in facilitating the development and implementation of the plan that includes specific adult-learning strategies used with colleagues.	A response at the 2 level provides *partial* evidence of the teacher leader candidate's ability to develop a plan of action based on the targeted area of need; to use knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence the group's planning and implementation of the plan; and to analyze the role in facilitating the development and implementation of the plan that includes specific adult-learning strategies used with colleagues.	A response at the 3 level provides *effective* evidence of the teacher leader candidate's ability to develop a plan of action based on the targeted area of need; to use knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence the group's planning and implementation of the plan; and to analyze the role in facilitating the development and implementation of the plan that includes specific adult-learning strategies used with colleagues.	A response at the 4 level provides *extensive* evidence of the teacher leader candidate's ability to develop a plan of action based on the targeted area of need; to use knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence the group's planning and implementation of the plan; and to analyze the role in facilitating the development and implementation of the plan that includes specific adult-learning strategies used with colleagues.
The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 2. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 2.	The preponderance of evidence for the 2-level criteria is *appropriate* and *connected* throughout the response for Step 2.	The preponderance of evidence for the 2-level criteria is *insightful* and *tightly connected* throughout the response for Step 2.

Rubric for Response for Textbox 5.2.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *trivial* evidence of using the knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence colleagues' planning and implementation of the plan	• *partial* evidence of using the knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence colleagues' planning and implementation of the plan	• *effective* evidence of using the knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence colleagues' planning and implementation of the plan	• *insightful* evidence of using the knowledge of various backgrounds, ethnicities, and cultures within the school and community to influence colleagues' planning and implementation of the plan
• *ineffective* evidence of facilitating the development and implementation of the plan by using specific	• *uneven* evidence of facilitating the development and implementation of the plan by using specific	• *relevant* evidence of facilitating the development and implementation of the plan by using specific	• *significant* evidence of facilitating the development and implementation of the plan by using specific

Score of 1	Score of 2	Score of 3	Score of 4
adult-learning strategies used with colleagues	adult-learning strategies used with colleagues	adult-learning strategies used with colleagues	adult-learning strategies used with colleagues

Rubric for Task 5, Step 3, Textboxes 5.3.1 and 5.3.2

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence of the teacher leader candidate's ability to analyze the successes and challenges encountered with colleagues during the planning and implementing process; to determine how the process improved colleagues' understanding of the needs of the educational system and students and understanding of strategies for collaboration and communication with families and the community; to reflect on the feedback received from colleagues during and following the process; and to determine how feedback from colleagues and analysis of the process will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning.	A response at the 2 level provides *partial* evidence of the teacher leader candidate's ability to analyze the successes and challenges encountered with colleagues during the planning and implementing process; to determine how the process improved colleagues' understanding of the needs of the educational system and students and understanding of strategies for collaboration and communication with families and the community; to reflect on the feedback received from colleagues during and following the process; and to determine how feedback from colleagues and analysis of the process will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning.	A response at the 3 level provides *effective* evidence of the teacher leader candidate's ability to analyze the successes and challenges encountered with colleagues during the planning and implementing process; to determine how the process improved colleagues' understanding of the needs of the educational system and students and understanding of strategies for collaboration and communication with families and the community; to reflect on the feedback received from colleagues during and following the process; and to determine how feedback from colleagues and analysis of the process will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning.	A response at the 4 level provides *extensive* evidence of the teacher leader candidate's ability to analyze the successes and challenges encountered with colleagues during the planning and implementing process; to determine how the process improved colleagues' understanding of the needs of the educational system and students and understanding of strategies for collaboration and communication with families and the community; to reflect on the feedback received from colleagues during and following the process; and to determine how feedback from colleagues and analysis of the process will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning.
The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 3. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 3.	The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 3.	The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 3.

Rubric for Response for Textbox 5.3.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *inaccurate* evidence of an analysis of the successes and challenges that the group encountered with colleagues during the planning and implementation process	Response provides evidence that includes the following: • *cursory* evidence of an analysis of the successes and challenges that the group encountered with colleagues during the planning and implementation process	Response provides evidence that includes the following: • *informed* evidence of an analysis of the successes and challenges that the group encountered with colleagues during the planning and implementation process	Response provides evidence that includes the following: • *in-depth* evidence of an analysis of the successes and challenges that the group encountered with colleagues during the planning and implementation process

Score of 1	Score of 2	Score of 3	Score of 4
• *inappropriate* evidence of how the process improved colleagues' understanding of the needs of the educational system and students • *ineffective* evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community	• *limited* evidence of how the process improved colleagues' understanding of the needs of the educational system and students • *partial* evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community	• *appropriate* evidence of how the process improved colleagues' understanding of the needs of the educational system and students • *effective* evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community	• *significant* evidence of how the process improved colleagues' understanding of the needs of the educational system and students • *insightful* evidence of how the process improved the colleagues understanding of the strategies for collaboration and communication with families and the community

Rubric for Response for Textbox 5.3.2

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *inaccurate* evidence of how the impact of feedback received from colleagues during and following the process and how an analysis of the feedback will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning	Response provides evidence that includes the following: • *cursory* evidence of how the impact of feedback received from colleagues during and following the process and how an analysis of the feedback will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning	Response provides evidence that includes the following: • *informed* evidence of how the impact of feedback received from colleagues during and following the process and how an analysis of the feedback will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning	Response provides evidence that includes the following: • *in-depth* evidence of how the impact of feedback received from colleagues during and following the process and how an analysis of the feedback will affect future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning

Rubric for Responses for all Textboxes

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *disconnected* and/or *trivial* examples to support the responses	Response provides evidence that includes the following: • *loosely connected* and/or *cursory* examples to support the responses	Response provides evidence that includes the following: • *connected* and *effective* examples to support the responses	Response provides evidence that includes the following: • *tightly connected* and *detailed* examples to support the responses

Rubric for Task 6, Step 1, Textboxes 6.1.1 and 6.1.2

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher leader candidate's ability to develop an advocacy plan with colleagues that connects to a	A response at the 2 level provides *partial* evidence that demonstrates the teacher leader candidate's ability to develop an advocacy plan with colleagues that connects to a	A response at the 3 level provides *effective* evidence that demonstrates the teacher leader candidate's ability to develop an advocacy plan with colleagues that connects to a	A response at the 4 level provides *extensive* evidence that demonstrates the teacher leader candidate's ability to develop an advocacy plan with colleagues that connects to a

Score of 1	Score of 2	Score of 3	Score of 4
needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members' contributions to the advocacy plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.	needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members' contributions to the advocacy plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.	needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members' contributions to the advocacy plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.	needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members' contributions to the advocacy plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.
The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 1. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 1.	The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 1.	The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 1.

Rubric for Response for Textbox 6.1.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *little* or *no* evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the needs of the educational system and improves student learning	• *inconsistent* evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the needs of the educational system and improves student learning	• *complete* evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the needs of the educational system and improves student learning	• *significant* evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the needs of the educational system and improves student learning
• *ineffective* evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan	• *partial* evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan	• *effective* evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan	• *in-depth* evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan

Rubric for Response for Textbox 6.1.2

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *trivial* evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team	• *incomplete* evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team	• *complete* evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team	• *significant* evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team
• *ineffective* evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning	• *limited* evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning	• *effective* evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning	• *insightful* evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning
• *irrelevant* evidence of the promotion of colleagues' understanding of how educational policy affects the advocacy plan	• *limited* evidence of the promotion of colleagues' understanding of how educational policy affects the advocacy plan	• *relevant* evidence of the promotion of colleagues' understanding of how educational policy affects the advocacy plan	• *substantive* evidence of the promotion of colleagues' understanding of how educational policy affects the advocacy plan
• *minimal* evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan	• *incomplete* evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan	• *complete* evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan	• *significant* evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan

Rubric for Task 6, Step 2, Textbox 6.2.1

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher leader candidate's ability to determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational system and to improve student learning.	A response at the 2 level provides *partial* evidence that demonstrates the teacher leader candidate's ability to determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational system and to improve student learning.	A response at the 3 level provides *effective* evidence that demonstrates the teacher leader candidate's ability to determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational system and to improve student learning.	A response at the 4 level provides *extensive* evidence that demonstrates the teacher leader candidate's ability to determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational system and to improve student learning.

Score of 1	Score of 2	Score of 3	Score of 4
The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 2. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 2.	The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 2.	The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 2.

Rubric for Response for Textbox 6.2.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • *ineffective* evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan • *trivial* evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational system and to improve student learning	Response provides evidence that includes the following: • *incomplete* evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan • *limited* evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational system and to improve student learning	Response provides evidence that includes the following: • *effective* evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan • *effective* evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational system and to improve student learning	Response provides evidence that includes the following: • *significant* evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan • *thorough* evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational system and to improve student learning

Rubric for Task 6, Step 3, Textbox 6.3.1

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher leader candidate's ability to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues' professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the	A response at the 2 level provides *partial* evidence that demonstrates the teacher leader candidate's ability to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues' professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the	A response at the 3 level provides *effective* evidence that demonstrates the teacher leader candidate's ability to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues' professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the	A response at the 4 level provides *extensive* evidence that demonstrates the teacher leader candidate's ability to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues' professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the

Score of 1	Score of 2	Score of 3	Score of 4
collaborative team affected collegial interactions and colleagues' professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.	collaborative team affected collegial interactions and colleagues' professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.	collaborative team affected collegial interactions and colleagues' professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.	collaborative team affected collegial interactions and colleagues' professional practice; and to reflect on the impact of the advocacy plan on future advocacy within the school and district.
The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 3. Evidence may also be missing.	The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 3.	The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 3.	The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 3.

Rubric for Response for Textbox 6.3.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *inappropriate* evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth	• *incomplete* evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth	• *logical* evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth	• *in-depth* evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth
• *ineffective* evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues' professional practice and student learning	• *partial* evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues' professional practice and student learning	• *informed* evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues' professional practice and student learning	• *significant* evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues' professional practice and student learning
• *irrelevant* evidence of the impact of stakeholder feedback on the implementation or outcome of the plan	• *cursory* evidence of the impact of stakeholder feedback on the implementation or outcome of the plan	• *relevant* evidence of the impact of stakeholder feedback on the implementation or outcome of the plan	• *insightful* evidence of the impact of stakeholder feedback on the implementation or outcome of the plan
• *misinformed* evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice	• *uneven* evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice	• *informed* evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice	• *extensive* evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice
• *inappropriate* evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district	• *limited* evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district	• *appropriate* evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district	• *detailed* evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district

Rubric for Responses for all Textboxes

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:	Response provides evidence that includes the following:
• *disconnected* and/or *trivial* examples to support the responses	• *loosely connected* and/or *cursory* examples to support the responses	• *connected* and *effective* examples to support the responses	• *tightly connected* and *detailed* examples to support the responses

Tips for Getting Started

Organize and Plan

The following steps are designed to help you prioritize your activities and organize your thinking as you work on your tasks:

- Look at the upcoming submission windows and submission deadlines and decide which one best fits your schedule.
- Register for the test.
- Review the directions for each task, the steps within each task, and the corresponding rubric.
- Get a calendar and work backward from your submission deadline date to set a task-completion schedule.
- Start writing and developing your responses to each task's steps and uploading artifacts within the secure online submission system.
- Obtain permission forms
- Review your responses to ensure that you have demonstrated the knowledge and skills required in the Georgia Teacher Leadership Program Standards.
- Compare your responses with each bulleted point within the rubrics.
- Submit the task responses and all of the required artifacts on or before the submission deadline date.

Key Steps in Task Development

The list below illustrates the steps you should follow when developing a task. Use this list to organize your thinking, plan your time, and carry out the work needed to complete each task.

- Read each task, the steps within the task, and the corresponding rubric entirely
- Develop a timeline for completing the six tasks
- Develop an outline for each task and its related artifacts (realizing that some parts of each task can occur simultaneously)
- Before submitting your task responses, check to see that you have
  - o addressed all guiding prompts and questions
  - o linked all artifacts within your response
  - o compared your responses to the required evidence listed in the rubrics
- Save a copy of all your final documents before you submit each task

Understanding the Assessment

The following information gives you some suggestions for completing tasks in the most useful and efficient way, and some suggested approaches you might consider before beginning your task responses.

Organizing and Preparing Tasks

Address the Topic of Adult Learning First
Although Adult Learning is scored only in Task 1, it permeates all six tasks. Therefore, prior to beginning the assessment process, you should take the opportunity to research adult learning theories and the practical application of adult learning strategies.

Since Adult Learning permeates the entire assessment, it is best to make sure you have mastered it first before proceeding to the other tasks.

The tasks that need to be completed all focus on work done by you with your colleagues to enhance your colleagues' skills. You need to be able to differentiate between helping your colleagues complete activities such as research or advocacy and doing the work yourself.

Needs Assessments
Many of the tasks reference the use of, or require, a needs assessment of some sort. It is suggested that some time be spent reviewing the models or structures of needs assessments (formal, informal, written, and conversational). Questions that determine the needs that have an impact on student learning must be examined. Questions that allow respondents to vent personal concerns must be avoided.

Other Preparation Activities
Prior instruction on a variety of evaluation formats is needed (e.g., Framework for Teaching, Marzano, Stronge), especially for Task 4. Practice within any of these protocols would be helpful to you. Having access to a video library showing various teacher practices would also help in this practice.

The strategy of modeling could be instituted during course work based on the requirements of the tasks. For example, in preparation for Task 2, it is suggested that you do research by collecting and analyzing data and showing how the results have a positive effect on student learning. This process enables you to better understand what you need to do to help colleagues in their research.

Time should also be spent on what constitutes a good artifact (e.g., reinforcing points being made in the commentary and enhancing the amount of evidence provided in the commentary).

Candidate Information

Types of Writing
You will need to write descriptively, analytically, and reflectively when responding to the prompts. Such writing does not always come naturally; therefore, explanation, along with some examples, would be helpful.

Using the Rubrics
The textbox numbers (e.g., 1.2.1 or 3.2.1) listed next to each area being scored on the rubric correspond to the grouping of prompts in the step directions. As you respond to the prompts within a textbox of a step, you should critique what you are writing against the words of the rubric.

Selecting Colleagues
When selecting colleagues with whom to work, you should not necessarily choose people of similar experience, content, or grade-level background. Variety allows you to demonstrate greater knowledge of adult learning strategies. For Task 4, the colleague does not have to be a novice teacher; it could be someone being mentored or simply one asking for support.

Collaboration with Other Teacher Leaders

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 Leader internship; a colleague cannot be another candidate in your Teacher Leadership preparation program class.

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 if you 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.

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. 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.

Test takers may use artifacts that are the same as, or similar to, those used by another colleague. However, the completed artifact, as much as possible, should be different, reflecting the different colleagues with whom the candidate worked. If the artifact is part of a shared project or shared work, please note that on the artifact. If you do use the same artifacts, take care when writing your commentary. Commentary that is similar can constitute overlap.

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, if they are not closely aligned with the Teacher Leadership tasks.

Permission Forms

Responses to the task prompts require the submission of artifacts, which include samples of student work, work from a colleague(s), or other sources. You are required to obtain a signed permission form from every adult and student whose work you submit. See Permission Forms on page 63.

Guidelines for Writing and Formatting

Writing Responses

Each step within a task requires some form of written response. It is imperative that you understand what kind of writing is required by each guiding prompt. The suggestions below are intended to help you craft good written responses for your performance assessment.

1. **Writing about Teacher Leadership**
   The steps within the six tasks required in the Teacher Leadership assessment encourage the use of three kinds of writing: descriptive, analytic, and reflective. The evidence that you select as representative of your practice for the purposes of this assessment should provide raters with a view of what is happening within your building, and also of your rationale for those events and processes and your view regarding the significance of the results of your teacher leadership.

2. **Descriptive, Analytic, and Reflective Writing**
   There are essential differences between descriptive and analytic writing. As you compose your written commentary, you need to keep these differences in mind. Basic definitions of these terms appear below, followed by more detailed explanations of each type.

   - **Descriptive Writing**
     Descriptive writing is a retelling of what happened in a school situation or event. This kind of writing is meant to

set the scene for raters. Your description should be logically ordered and provide enough detail to allow raters to have a basic sense of your situation so that they can understand what you are conveying in your analysis.

- o Description is called for when you are asked to state, list, or describe. You want to be sure that your descriptions are clear and detailed enough to allow someone reading about your practice to understand what you are describing.
- o Checklist for Descriptive Writing
    - Accurate, precise enumeration or explanation of critical features
    - Clear, logical ordering of the elements or features of the event, person, concept, or strategy described
    - Inclusion of ALL features or elements that would allow an outsider to see whatever is described as you see/saw it

- **Analytic Writing**
Analytic writing deals with reasons, motives, and interpretation and is supported in the concrete evidence provided by the materials you submit. Analytic writing shows raters the thought processes that you used to arrive at the conclusions you made about a leadership situation or event. Analysis demonstrates the significance of the evidence you submit. In some cases, it will include the achievements that resulted from an activity you facilitated. Or it could be discussion of the results from a survey that solicits feedback from various sources.

- **Reflective Writing**
Reflection is a thought process that occurs after the completion of an activity. This is the kind of thinking that allows you to think deeply about what occurred — and what did not occur — during the leadership event, and to make decisions about how you would approach similar situations in the future. You could decide to do something the same way, differently, or not at all. Although reflective thought may occur in many places, the reflection questions are where you must show how you use what you learned from your leadership experiences to inform and improve your practice in the future.

3. **Analysis and Reflection Overlap**
Analysis and reflection can overlap, though they are not identical. Analysis involves the interpretation and examination of elements or events supported by evidence. Reflection, a particular kind of analysis, always suggests self-analysis or retrospective consideration of one's practice. When you are asked to analyze or reflect, be certain that your response meets these criteria.

For example, if you are to analyze the success of a particular activity or some specific strategy, do not explain what happened in the analysis or reflection sections. This is description. Moreover, simply stating a conclusion (e.g., "The professional development was a success!") or saying that you observed the fulfillment of your goals without giving evidence or examples to support the statement is not analysis. Raters need to be aware of why you interpreted the results of an activity the way you did. You need to explain your interpretation of the evidence (analysis) as well as your understanding of what should come next (reflection).

Analysis deals with reasons, motives, and interpretation. All of these are grounded in the concrete evidence provided by the artifacts that you include in your performance assessment, but you must explain the significance and not expect raters to draw their own conclusions. Your examples cannot tell the rater what you inferred about your practice — only your analysis and reflection can do this.

Tell the rater how the professional development in your building affected student performance — that is analysis and interpretation. Use your evidence of colleagues' work to explain and illustrate your practice and also to provide a context for the artifact. Ask yourself the following questions in preparing your analysis and reflection:

- What did my colleagues know before this professional experience?
- What did my colleagues learn because of this professional experience?
- What did I know about my colleagues and their knowledge before this professional experience?
- What did I learn about my colleagues and my leadership because of this professional experience?
- What would I do differently? (Reflection)

4. **Revise and Edit Your Writing**
   An important step in writing, regardless of the skill or experience of the writer, is to take the time to review the writing with an objective eye. Even professional writers can become so involved in their writing that they sometimes forget to include information that the readers do not know. For some, reviewing with objectivity requires distance or some time away from the document. Pace your writing so that you can set it aside for a day or so and then come back to it with fresh eyes. The next time you read it, you should have an easier time seeing the important information, where a description or analysis is needed, where something is unclear, or where a transition is needed. In addition, it is important that you read it a third time to edit the language, spelling, and other mechanics of writing.

   Another good suggestion is to ask another person to read your work with a critical eye for detail. This person should review your written response with the evidence you are including and with the corresponding rubric. Your goal in having someone else read your work is to discover things that are unclear to an external rater. Be sure that if you use a colleague at your school, he or she does not assume critical information because of familiarity with the learning. Give the person a copy of the rubric to determine whether your writing is redundant or if there are any gaps in your work.

Summary of Key Points

Address the Questions
For each task, there is a series of guiding prompts that will influence your written response. Make sure that you have read each guiding prompt and its related rubric criteria carefully. Understand what you are being asked to address and how it will be measured.

Organize Your Information
It is very important that you provide your evidence as clearly and concisely as possible. Raters will be reading your responses supportively. This means that they are reading your response expecting that you will earn a good score. They are looking for information within your response to provide evidence that you have met the rubric criteria. Presenting your evidence in a way that is clear and easy for raters to find will help them to do their job more effectively.

Check Your Response Against the Rubric
This point is a critical step in making sure that your performance assessment is responsive. Once you believe that you have completed a task response, ask a trusted colleague to read your response against the rubric. Also, ask your colleague to look at the task's guiding prompts and verify that you have addressed each guiding prompt within the task.

Do Not Use Identifying Names or Titles
This includes, but is not limited to, names of:

- Teachers
- Colleagues
- Students
- Schools
- Districts

In order for your responses to be scored fairly and to protect the identity of students, it is extremely important that you do not identify yourself, your colleagues, your school, or the city/town in which your school is located. Instead, refer to students as Student 1, Student 2, and so on. Refer to places as "my school" or "my district." Remove identifiers from work samples, emails, etc. — you can do this simply by crossing them out with a marker or correction tape/fluid.

Using the Response Textboxes
Each of the steps in the six tasks includes textboxes for you to provide your response based on the guiding prompts for that textbox. Examples of these blank textboxes are located within the step directions; these are provided as examples to illustrate where the text of your response and the linking of your required artifact(s) needs to be placed.

Thinking about Evidence

Evidence

Evidence is the information that you, as a candidate, provide within a commentary, including things such as quotations from students and colleagues and relevant artifacts.

The Value of Evidence

The quality of the evidence is the most important measure of its value. Evidence is found in the responses to the guiding prompts and in artifacts. Evidence is collected from wherever it appears within a task. Sometimes you will include additional evidence in the response to another guiding prompt within the same task; that evidence is also collected by the raters.

Evidence Tips

You should ask yourself the following questions:

- Am I providing sufficient evidence?
- Is the evidence appropriate?
- Do I fully understand the evidence required by each guiding prompt within a task?
- What are the best artifacts I can provide to address the guiding prompts?

You can also obtain a better understanding of evidence by:

- Describing your understanding of what the prompts within a textbox require to a colleague or peer
- Selecting and listing the artifacts that are most appropriate and that will provide the greatest amount of evidence
- Finding an effective way to explain the value of each artifact
- Working with a peer to help each other understand the guiding prompts and identify the evidence
- Comparing the evidence you have written for each prompt within the rubric

A few caveats to observe — when using the rubric, be sure to focus on the amount and quality of evidence, not the score. Make sure you see the connections of the textbox numbers to the numbers in the rubric. Notice that more than one textbox may address a single standard or indicator.

Once you have an idea of the direction each prompt response will take and a list of artifacts, try to distinguish between and among descriptive, analytic, and reflective writing. Reread the Guidelines for Writing and Formatting section in this handbook. Recall that solid analysis requires examination and interpretation of the evidence. Then, focus on the following:

- Are the points you are making clear?
- How does the evidence support your points?
- What specific details are referenced within your evidence?
- How are the details connected to your points?

Selecting Evidence for Steps

You will be required to submit different types of evidence for each of the three steps within a task. Each step requires some form of written response — this is part of your evidence. In addition, steps may require other types of evidence, such as a plan, anecdotal notes from colleagues, or emails.

For each step, make sure that you clearly understand what type of evidence is required. If an artifact is required, make sure that you include an artifact that does not exceed the required page limit, addresses the standards being measured, gives you a good opportunity to discuss what was done with colleagues to generate that work, provides the raters scoring your response with a picture of your practice, and gives them good information to use when scoring your

performance. Raters review all artifacts that are linked to textboxes to determine if they meet the requirements. If all of the required artifacts for a step are missing, the rater will assign a "0" for that step.

Using Artifacts as Evidence

Quality artifacts are carefully selected, and they connect, support, and enhance the written commentary. They also help to demonstrate knowledge, skills, and understanding of the standard being discussed and are paired with relevant and insightful analysis.

When determining the best artifacts to use as evidence, start by identifying a number of artifacts that can be used to support a specific point in the written commentary. Then you can choose the strongest artifact that provides a significant connection to your written commentary and explain why you believe it supports that point. Remember that only one-page artifacts are allowed unless specifically stated otherwise; therefore, you should choose an artifact that best illustrates and connects with what has been written.

You should ask yourself the following questions:

- What point from the written commentary is the artifact reinforcing?
- Can the artifact be used as data (e.g., surveys, test scores, communication records, anecdotes) to reinforce the written commentary?
- What pertinent details does the artifact provide?
- How does the written commentary identify details in the artifact that prove an assertion?
- Is the connection obvious and strong?
- What wording is used to reference the artifact within the written commentary?

Artifacts to avoid include blank surveys, artifacts that do not connect directly to the point(s) being made in the written commentary, and artifacts that are difficult to read or decipher.

Uploading and Linking Artifacts

Each task requires artifacts to be submitted in addition to the written commentary portion of your response. Artifacts can be uploaded and submitted using the same online submission system you will use to submit your assessment. Instructions on how to upload and submit artifacts will be present within the online submission system for your use.

Submitting Tasks

Choosing Your Submission Window

Choose a submission window that will give you plenty of time to complete the assessment. If you select a submission deadline and then decide to change to a later one, you will be subject to a $50 rescheduling fee. You will also be required to re-upload any tasks and artifacts you have previously uploaded in the submission system. All tasks and artifacts must be submitted in the same submission window, and no later than 2 p.m. ET on the submission window closing date.

Submitting Task Responses and Artifacts

You will compose and enter your responses and upload artifacts in the online submission system. Task responses can be entered one at a time or simultaneously. When you submit a task response for scoring, it must be complete and include all required artifacts. All tasks and artifacts must be submitted by the same deadline date.

Rescheduling Your Submission Window

If you select a submission window and then decide to change to a later one, you will be subject to a $50 rescheduling fee. Rescheduling can only be done if the registration deadline for the initial submission window has not passed and the new submission window is open for registration.

Note: Written commentaryfrom the original submission window will not transfer automatically to the new submission window. If you reschedule, you will be required to complete each textbox again. All tasks and artifacts must be submitted by the same deadline date.

Resubmitting a Task

If you do not pass the assessment, you are allowed to resubmit any or all of the six tasks. There is a $75 resubmission fee for each task you choose to resubmit.

You are allowed to resubmit two additional times to attempt to receive a passing score. Tasks may be resubmitted in the resubmission window immediately following the original submission window, or you may wait until the next window. The two-resubmission limit still applies. If you do not resubmit within this timeframe, you will have to register and pay to retake the assessment. See resubmission windows in the Teacher Leadership section of the GACE website at **www.gace.ets.org/teacher_leadership/register/dates**.

Refund Policy

Initial Registrations

If a cancellation is processed online or by phone by the registration deadline for the submission deadline you have selected (approximately two weeks prior to the submission deadline), the full registration fee will be refunded, minus a refund fee of $120.

Cancellations processed online or by phone after the registration deadline for the submission deadline you have selected are not eligible for a refund.

Resubmissions

If a cancellation is processed online or by phone by the registration deadline for the resubmission deadline you have selected, the task resubmission fee will be refunded, minus a fee of $15 per task. (For example, if you registered to resubmit three tasks and paid three $75 resubmission fees, totaling $225, and then you cancelled the resubmission registration within the appropriate timeframe, you would be refunded the full resubmission fee you paid, minus a fee of $45.)

Cancellations processed online or by phone after the registration deadline for the resubmission deadline you have selected are not eligible for a refund.

Scoring Overview

Quality Assurance

Controls exist in the scoring process to manage the quality of the scores produced. Test validity, reliability, and fairness are of foremost importance. Scoring adheres to the highest industry standards for evidence-based assessments. Throughout the scoring process, steps are taken to control any inherent biases that may impact scoring. Raters are trained to recognize when a personal, societal, or professional bias might interfere with their ability to fairly score a response. Through adherence to industry standards, you can be confident that portfolio scoring is conducted to achieve the highest levels of fairness and reliability.

Fair and Unbiased Scoring

There are numerous checks in place to provide fair and valid scores. Raters are required to participate in a rigorous training program that includes demonstration of understanding of the standards, task directions, rubrics, and more. Raters must demonstrate mastery of the scoring process through multiple practice sessions conducted by experts who are trained in qualifying raters. Raters must take and pass a test verifying their mastery of accurate scoring processes before they can score actual candidate assessments.

All identifying information should be removed from responses so raters are prevented from knowing your identity. For resubmitted tasks, raters are not aware of any previous scores. They will not know that any task is a resubmission, nor will they have access to any prior scores.

Inter-rater Agreement

Rater agreement is a desirable goal for all evidence-based assessments scored using rubrics. The GACE Teacher Leadership assessment is scored using a four-point rubric. It is important that different raters who have been trained to score candidate responses closely agree in the scores they assign to the same candidate's response. In other words, the score a candidate receives should not be dependent on which particular trained rater happens to score the response. ETS will compute the extent of rater agreement on the assessment using a Kappa statistic, which ranges from 0 (no rater agreement) to 1 (complete rater agreement). The significance of the Kappa value is evaluated by comparing that value to the value that would be expected by a chance level of agreement. If the Kappa value exceeds what would be expected by chance, it may be concluded that the extent of rater agreement is statistically significant.

A Word of Caution

Each task in your GACE Teacher Leadership assessment, whether initial or resubmitted, must be entirely your work. While we encourage collaborative teaching and utilizing a support provider, each task response that you submit must be distinctly your own work. Software is utilized to scan all written commentary for overlap with previous submissions, with another candidate's submissions, and with published sources, including the Library of Examples. If such overlap is detected, an investigation with the ETS Office of Testing Integrity may be initiated and scores may be voided. Results of all investigations conducted are forwarded to ETS and the GaPSC.

Your assessment is scored by educators who meet the qualifications established by GaPSC and ETS. Each rater will be trained and monitored to become an expert in only two tasks. Raters include members from the following groups of educators:

- Faculty from schools of education in institutions of higher education
- School district administrators
- P–12 educators who have a Master's Degree and hold a professional teaching certificate
- P–12 educators who have a Master's Degree and hold National Board Certification

Portfolio Scoring

Each task is broken down into 3 steps, and each step in the assessment is scored based on a 4-point rubric that delegates scores based on how well you encompassed all of the required Georgia Teacher Leadership Program Standards in your submission. Steps are rated on a scale of 1 to 4 with 4 being the highest possible score. If a step is unable to be scored for any reason, it is scored as Nonscorable. Score levels for each rubric are defined as follows:

Score	Value
4	Insightful and thorough
3	Clear and complete
2	Vague and/or partial
1	Missing or ineffective
0	Nonscorable

Just as you would create a rubric to evaluate your students' work, the GACE Teacher Leadership assessment uses rubrics containing quantitative and qualitative elements of evidence (see above) for each of the textboxes within a step.

Each step in the assessment is scored by two raters, so the individual step scores are the average of the two ratings. The task score is the sum of the underlying step scores. The task scores are then summed into a total composite score.

The possible score range for each task is 3–12 and the total number of points that can be earned in the assessment is 72. In order to pass the Teacher Leadership assessment, you must submit a scorable response for each step. A scorable

response is one that addresses the guiding prompts/questions, is not determined by certified raters to be off-topic or missing a required artifact, and receives a score greater than "0."

Steps that cannot be scored are rated as Nonscorable. Nonscorable is assigned if there are no required artifacts attached, if there is no written commentary in any textbox, or if the written commentary does not in any way address the guiding prompts. If the scores differ by more than 1 point, the task will be scored by a third rater to ensure a fair, accurate overall score. Scores are carefully analyzed by ETS psychometricians before being approved for release.

Your score report will include the total score for each task, a score for each step within the task with feedback, and a composite score for all six tasks. For the composite score, you will receive a "Passed/Not Passed" designation in addition to the numeric score. Feedback on the steps will be helpful when deciding whether or not to resubmit tasks.

Receiving Your Scores

Score reports are available via your testing account in the Teacher Leadership registration system approximately six weeks after the submission deadline date you chose at the time of registration. Score reports are available online only and all candidates submitting their tasks by the same submission deadline will receive their scores at the same time.

Scores for Resubmitted Tasks

If you do not pass the assessment, you are allowed to resubmit any or all of the six tasks. The highest score on each task — regardless of whether it was earned on an initial or a resubmitted task — will be the score used to calculate your composite score. This gives you the best chance to pass your assessment.

Saved Scores

All of your scores are automatically saved in the submission system after they are reported to you. If you do not pass the assessment, you can choose to resubmit any or all of the six tasks. Your score report will contain helpful guidance for making these choices.

You will need to register and pay for resubmission, select a resubmission deadline date, and rebuild the tasks you are resubmitting by uploading them and their required artifacts into the online submission system. All resubmissions must be submitted by the same resubmission deadline. If a resubmitted task receives a lower score than the initial submission for that task, the higher of the two scores will be kept to calculate your total score for that task, and your new composite score for the assessment.

Delivery of Scores to Other Score Recipients

All scores will automatically be provided to ETS, the GaPSC, the program provider who approved your eligibility for testing, and any other program provider(s) you indicated during registration.

Online Score Reports

Scores are available online through your ETS GACE testing account; paper score reports will not be issued. You can print your online score report as many times as you wish.

Evaluating Scores and Resubmitting Tasks

In the event you do not successfully complete the assessment, identify those tasks on which you scored lowest. Prepare to resubmit tasks addressing those with lower-scored criteria. In order to resubmit tasks, you will need to register for resubmission, choose a resubmission deadline date, and pay the resubmission fee. There is a $75 resubmission fee for each task you choose to resubmit. You will resubmit your tasks via the same online submission system where you made your initial submission.

As long as you remain eligible for the assessment, you may resubmit tasks up to two additional times after the initial submission to attempt to achieve a passing score. You may resubmit tasks in the resubmission window immediately following the original submission window, or you may wait until the next window. The two-submission limit still applies. If you do not resubmit within this timeframe, you will have to register and pay to retake the assessment.

Score Report Misuse

The GACE Teacher Leadership assessment was designed for use in awarding the certificate upgrade to eligible candidates. Other use of this assessment and the scores reported is inappropriate. While not inclusive of all possible examples of misuse, a specific example of misuse is employment selection or hiring. GACE and ETS believe it is inappropriate for a state, district, school, or other local education agency to differentiate among candidates who have met or exceeded the passing score on the GACE Teacher Leadership assessment for purposes of making a selection or hiring decision. It is also not intended for use in rank-ordering candidates or for making decisions that presume a predictive relationship between performance on the GACE Teacher Leadership assessment and performance on the job.

Ownership of Responses

ETS maintains ownership of all responses and accompanying materials. By submitting your performance assessment, you agree that ETS may use your responses, without any identifying information, to support the future scoring of the GACE Teacher Leadership assessment. Your responses may be used as a benchmark, for training, or for another exemplar case. Responses may also be used in the online Teacher Leadership Library of Examples, which is a collection of actual written responses submitted by Teacher Leadership candidates that can be used for comparison purposes.

Permission Forms

For Tasks 1 – 6, your responses will be based, in part, on actual colleagues with whom you are working. You must obtain a signed permission form for the use of any materials you submit as artifacts that are not created solely by you. These permission forms must be retained with your records.

Examples of these materials are:

- feedback from colleagues and students such as emails, letters, documents
- forms/charts/surveys created by involved colleagues or participants
- print media

You must use the following forms as they apply to your context:

- GACE Teacher Leadership Assessment Permission Form for Students Under 18
- GACE Teacher Leadership Assessment Permission Form for Students Over 18
- GACE Teacher Leadership Assessment Permission Form for Colleagues and other Adult Participants

These forms can be downloaded from the Teacher Leadership section of the ETS GACE website at *www.gace.ets.org/teacher_leadership/resources*.

Note: **Only the GACE permission forms listed above can be used;** other district or school forms will not be accepted**.**

Completing Permission Forms
When completing the permission forms, please note:

- You must fill in **your name** and **GA Cert ID** in the Candidate Name section at the top of the form
- The "Your Name" and "Your Address" sections in the form should be the name and address of the **person providing permission** to use the requested information in your assessment portfolio
- The name in the "Your Name" space and the signature should be the same person
- Do not black out the information in the middle of the form — while you should black out personal identifying information in the artifacts you submit, which are seen by the raters, information should not be blacked out on the permission forms

Support and Ethical Considerations

General Guidelines

As part of the required coursework, you may engage in professional discussions and activities related to the Georgia Teacher Leadership Program Tasks, Standards, and Indicators with other candidates and educators. See "Collaboration with Other Teacher Leaders" on page 54. However, the work that you submit in response to each performance assessment task must be **yours and yours alone**. The written commentaries, student work, and other artifacts must feature your interactions with colleagues or students and the work that you facilitated within the school or district setting.

All materials and information necessary for you to complete the Teacher Leadership assessment are available and public. You will have ample opportunity to review the tasks and rubrics before you begin the assessment process.

Support from Instructors and Mentors

Instructors and mentors should:

- review the assessment and the assessment process
- check for understanding of the task requirements, rubrics, and handbook
- only share information that is public for all candidates
- provide direction on how candidates prepare, plan, and manage deadlines
- understand the difference between personal opinions and policies
- know, understand, and uphold the assessment's policies and guidelines
- acknowledge and respect that responsibility for developing and submitting the performance assessment rests solely and completely with the candidate
- ensure that candidates understand that breaches of trust and confidentiality may destroy the validity of the assessment and may negatively affect the reputations of the candidates
- immediately report violations of confidentiality, incidents of falsified information or materials, and breaches of security

Instructors and mentors should never engage in the following conduct:

- make choices for the candidate
- correct a task response
- assign a score to a task or in any way evaluate responses
- give an assignment that asks candidates to respond to a task's guiding prompts
- use the task rubrics to score an assignment

Reflection of Actual Tasks in Assignments

Your Educator Preparation Program (EPP) should provide instructional activities that support you in obtaining the knowledge and skills needed to successfully complete the assessment's tasks. EPP guidelines include the following:

- EPP instructors can assess and provide feedback using the instructor's or university's expectations and rubrics on assignments that students MAY select to use as part of their submission for a task.
- Assignments should not include the actual assessment's guiding prompts and should not be graded using the assessment's rubrics. Instead, assignments should be graded using criteria determined by the EPP program.
- Assignments can include artifacts that candidates may use as a part of their tasks.
- Instructional assignments can be similar to parts of the tasks and can even ask candidates to select topics, include written responses, and request one or more artifacts that could be used or adapted by candidates when submitting their task responses.

- Instructional activities and assignments should allow candidates to have multiple experiences to draw from when creating their task submissions. Various shorter instructional assignments can provide multiple opportunities for candidates to grow as educators in the assessed areas.
- Some universities require performance-based assignments and student portfolios as a part of their program. The process of creating these collections of graded assignments can provide valuable experiences and artifacts that students may choose to draw from when submitting their tasks. EPP instructors should refrain from coaching students when selecting assignments to use and adapt for their submissions.

Ethical Responsibilies of Candidates

You may engage in professional discussions with instructors and colleagues about requirements and activities of the performance assessment. However, the work you submit as part of your response within the submission must be yours alone.

- The responses that are submitted are original to you and do not reflect the work of other candidates, past or current, and/or responses shared in the Library of Examples.
  - o The commentary consists of your own words.
  - o You may use artifacts that are the same as, or similar to, those used by another colleague. However, the completed artifact, as much as possible, should be different, reflecting the different colleagues with whom you worked. If you use an artifact that is part of a shared project or shared work, you must note that on the artifact. Also, take care writing your commentary if you do use the same artifacts; commentary that is similar can constitute overlap.
- Your responses are not shared with current or future candidates.

Plagiarism

ETS reserves the right to cancel your scores at any time when, in its judgment, there is evidence that text submitted is substantially similar to that found in other performance assessment responses and/or training materials, such as, but not limited to, the Library of Examples.

Such responses do not reflect the independent writing that the assessment seeks to measure.

Essay Similarity Detection

Each task response in the assessment, whether submitted during the original submission window or during the resubmission window, must be entirely your work. While we encourage you to seek support from your EPP supervising instructor and mentor, each task must be distinctly and solely your own work. Software is utilized to scan all responses for overlap with previous submissions, with another test taker's submissions and with published sources, including the Library of Examples. Paragraphs or even sections of paragraphs that are substantially similar will be construed as overlap. If such overlap is detected, an investigation with the ETS Office of Testing Integrity (OTI) may be initiated and scores could be voided at any time. Information from all investigations conducted is forwarded to the appropriate state agency or institution requiring the assessment. If a task response is the subject of a review, the following steps will occur.

- Your scores will be placed on hold before scores are released.
- The appropriate state agency or institution requiring the assessment will be informed of the investigation.
- You will be informed that your task response is under review, and you will be provided the opportunity to submit additional materials to ETS's OTI to support your case.
- All materials will be independently reviewed and an assessment of the case will be provided to ETS's OTI.
- You will receive a letter from ETS's OTI notifying you of the decision, after the review has been completed.
- If it is concluded that your scores should be released, the hold on scores will be removed and you will be able to view your score report online.
- If it is concluded that there is substantial evidence to support cancellation of your scores, ETS will inform the GaPSC of the recommendation to cancel your scores. Based on the information ETS provides, GaPSC will review your case and make the final decision on the cancellation of your scores.

- ETS will contact you upon receiving a decision on your case from GaPSC
- If there is substantial evidence to support the cancellation of your scores, this may be a violation of the GaPSC's Code of Ethics for Educators and may constitute sufficient grounds to take action against, revoke, suspend and/or deny a certificate and constitute grounds for legal action.

Technical Issues and Support

The GACE Teacher Leadership assessment is designed to make the process of authoring and submitting your tasks as intuitive as possible. Assistance, technical help, and information about how the online submission system works are available via email and phone through ETS Customer Service.

ETS Customer Service is available Monday–Friday, 8 a.m. – 5 p.m. Eastern Time.

Phone
1-855-225-7178 (United States, U.S. Territories, and Canada)
1-609-359-5161 (all other locations)

Email
gace_inquiries@ets.org