



# GACE® Teacher Leadership Assessment

## Library of Examples

### Task 1, Step 2: Adult Learning – Individuals and the Group

#### Textbox 1.2.2: Adult Learning – The Group

Below are two examples of written responses to Textbox 1.2.2 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level (3-4), and the other response was scored at the Did Not Meet/Partially Met Standards Level (1-2). This information is being provided for illustrative purposes only. These excerpts are not templates for candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their own work.

#### Guiding Prompts for Textbox 1.2.2

- 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.

#### Example: Met/Exceeded Standards Level (3-4)

- a. As a whole, the main learning strategies that I used were explaining strategies briefly then giving learners a chance to work with and investigate them, and secondly I made sure that I showed student work to provide concrete examples. My reasoning for the first adult learning strategy used for the group as a whole was to build on the fact that all adult learners are motivated and self-directed learners, and that adults learners want to be respected. I wanted to let my group know that I respected their opinions and that I knew that they could understand and bring back some good ideas and feedback if they had a chance to look over what they were given. I also used this learning strategy to ensure that my teachers knew that I valued their intelligence. I used the second learning strategy because it seemed that for my group as a whole there was not a belief that project based learning was not needed, but just a misconception about what it should look like and how it would look from the students when it was completed. For me as an educator I like to see practices in action before I will trust that it will work. This was my way of using this same idea that I work by on the adult learners in my group.

### Example: Met/Exceeded Standards Level (cont'd.)

- b. The specific interactions within the group where these learning strategies were used were partially in our whole group meetings and partially in the small group and individually meetings that I had with the members of my group. The first specific interaction was during our second whole group meeting after I distributed the materials for everyone to look over where we were planning to come back together and discuss the student work and the background research on project based learning. We were able to look over important information that people found while they were reading and everyone was able to share their expertise with the group. It was a very good group meeting and everyone left feeling like that were playing a major role in the creation and implementation of this project. The second specific example was after the project implementation occurred we met together to reflect on the process. During this process I was able to help the other members of my group express their knowledge about what we had accomplished and I was able to present myself as a continual learner. This strategy was only employed at this point as I had the chance to show my group members that I had done a lot of research on the topic, but that I could still learn from each of them because of their own expertise and knowledge in education.

### Refer to the **Task 1 Rubric** and ask yourself:

In the candidate's analysis, where is there evidence of the following?

- The use and/or modeling of adult-learning strategies for the group as a whole
- Significant interactions in which adult-learning strategies were applied within the whole group

Why is the candidate's response **complete** and **informed**, even **extensive**?

### Example: Did Not Meet/Partially Met Standards Level (1-2)

- a. As the instructional specialist teacher of this group I would begin speaking to them as a whole and give the background, the research or the philosophy behind a particular strategy that I was about to present. It gave a direction to the veteran teachers and showed them a purpose as to why these things were important to our district and building. Most of the strategies I used would benefit our ELL learners that the teachers were going to have in their own classrooms. A question that often is brought up was how to teach in a classroom with such a wide gap of learners. I wanted to model how to implement the strategy as well as show the reason behind using the strategy. I knew it would help them see in action how a classroom can function with diverse learners, both those new to the English language as well as those that had been with us since their Elementary years.
- b. My rationale for doing this in a whole group format was because it was applicable to all of the teachers, whether new to the profession or not. Some of the strategies and discussions could play off of individual thinking and using interdependence to discuss ideas and practice various strategies, but the overall building and district direction as it applies to our diverse population needed to be heard by all the teachers regardless of their years in the field.

**Refer to the Task 1 Rubric and ask yourself:**

In the candidate's analysis, where is there evidence of the following?

- The use and/or modeling of adult-learning strategies for the group as a whole
- Significant interactions in which adult-learning strategies were applied within the whole group

Why is the candidate's response ***incomplete*** and ***limited***, even ***minimal***?

**Suggestions for Using These Examples**

After writing your own rough draft response to the guiding prompts, ask the question, "Which parts of these examples are closest to what I have written?" Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.