



GACE® Teacher Leadership Assessment

Library of Examples

Task 3, Step 3: Evaluation of the Professional Learning Plan

Textbox 3.3.1: Feedback and Reflection

Below are two examples of written responses to Textbox 3.3.1 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 3.3.1

- 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.

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

- a. The feedback from students, teachers, and administrators as well as my analysis of this feedback helped inform me that our professional learning community and professional development for the staff was effective for student growth and achievement. All students in grades 9-11 were screened using SRI in September. The screening process will be repeated in January and April of this school year. All teachers were trained using differentiated strategies and have access to student SRI data. Feedback from teacher professional development was all positive and teachers are able to successfully create flexible groups using Lexile measures and data. Feedback from the students, teachers, and administration has been favorable as students are getting help or acceleration as needed. Students are aware of their Lexile measure and were able to set goals to increase their score. They state that they are receiving information on their reading level from teachers in various subject areas, so they understand the reading better. As more data is available, the PLC will provide more professional learning as needed. Our goal is to see growth in Lexile measures in January and address students and teachers that show little or low growth. SRI data and leveled texts are being used school wide and I believe that teachers will continue to improve their instruction based on our professional learning community.

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

- b. Based on what I have learned from this experience, I will continue to advocate for more teacher support and sustained professional development. Some teachers, especially CTAE (Career, Technical and Agricultural Education) teachers felt they needed additional training and ways to continue to utilize Lexile measures to promote student success in their content area. In the future, I will organize teachers to allow them to express their concerns, so that we can best meet their needs and promote best instructional practices for our students. I will also advocate for more opportunities for cross-curricular studies and planning. In the past, English teachers were solely accountable for Lexile measures and vocabulary acquisition. However, now the entire school is invested in improving Lexile and reading scores, which benefits the entire school and district. With additional time, training, and resources teachers and students will benefit by creating a culture of success and collaboration within our school environment.

Refer to the Task 3 Rubric and ask yourself:

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

- How the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning
- Advocacy for supports to promote sustained professional learning, with rationale

Why is the candidate's response **appropriate** or **complete**?

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

- a. The teachers valued the time that was given to them to work with our RTI experts and told us that being able to discuss with someone who has extensive knowledge in the area helped them to feel more confident in the interventions that they were designing. From this feedback, I will plan my future professional learning to include a work session for teachers to immediately be able to use the information that has been provided for them. Furthermore, I will bring in experts on that subject so that the teachers are able to discuss their concerns with someone who has had success in that area.
- b. To promote sustained professional learning, I would advocate for a dedicated RTI professional in the building. This person could meet with teachers as teams, one-on-one with teachers, with parents, with students, and with the administration. This full-time RTI coordinator would be able to help teachers with interventions, intervene themselves with students, and keep the process on track with the assessment of data related to these interventions.

Refer to the Task 3 Rubric and ask yourself:

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

- How the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning
- Advocacy for supports to promote sustained professional learning, with rationale

Why is the candidate's response **global** or **limited**?

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.