GACE® Teacher Leadership Assessment

Library of Examples

Task 6, Step 3: Evaluation of the Plan and Professional Growth

Textbox 6.3.1: Feedback and Evaluation

Below are two examples of written responses to Textbox 6.3.1 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 6.3.1

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?

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

I evaluated the effectiveness of the plan through careful observation and collection of documentation and feedback on the use of an online practice test program, once … it was approved. I solicited feedback from members of the 6th Grade Math Team, as well as students and parents using the program. I asked team members from the 6th Grade Math Team to analyze their professional growth through the implementation of the program, and I used that feedback to analyze the effectiveness of the program as well. Professional Growth Evaluations from two colleagues are attached, which recount their experiences utilizing the online practice test program for assessment creation, data collection, and data analysis.

I feel that our advocacy plan was very well-targeted to meet the needs of the stakeholders of our school. We maintained a strong focus on student learning, data-driven instruction, and standards-based learning and assessment. The 6th Grade Math Team was united in this cause, which proved to strengthen our advocacy plan.

Refer to the <u>Task 6 Rubric</u> and ask yourself:

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

- A means to evaluate the plan's effectiveness and the team's professional growth
- The effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues' professional practice and student learning
- The impact of stakeholder feedback on the implementation or outcome of the advocacy plan
- How work with the collaborative team affected collegial interactions and colleagues' professional practice
- How the current advocacy plan will affect future advocacy efforts within the school and district

Why is the candidate's response *effective* and *relevant*?

would be more effective if an actual planned time was set aside with an agenda. There is no feedback from stakeholders to report at this point due to lack of implementation. The advocacy project has helped the teacher-leader develop leadership skills and confidence in leading. However, this has also resulted in team members coming to the teacher-leader for advice on other areas besides the project. This has given the teacher- leader even more opportunity to develop leadership skills in the educational setting. This project impacts the future of the teacher-leader by being more involved in school-wide decisions. For the next school year, the teacher-leader has been appointed to the leadership team at the research school. If this project proves to be effective, the teacher-leader plans on presenting it to the leadership team as another strategy to use. This project has also provided the necessary skills for the teacher-leader to work collaboratively with other teachers in the future.

Refer to the <u>Task 6 Rubric</u> and ask yourself:

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

- A means to evaluate the plan's effectiveness and the team's professional growth
- The effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues' professional practice and student learning
- The impact of stakeholder feedback on the implementation or outcome of the advocacy plan
- How work with the collaborative team affected collegial interactions and colleagues' professional practice
- How the current advocacy plan will affect future advocacy efforts within the school and district

Why is the candidate's response **disconnected** and **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.