



GACE® Teacher Leadership Assessment

Task 2: Research for the Improvement of Practice

Rubric for Step 1: The Research Process (Textbox 2.1.1)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> 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;</p>	<p>A response at the 2 level provides <i>partial</i> 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; and to guide colleagues to</p>	<p>A response at the 3 level provides <i>effective</i> 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;</p>	<p>A response at the 4 level provides <i>extensive</i> 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;</p>



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

Rubric for Response for Textbox 2.1.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>little</i> or <i>no</i> evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues <i>trivial</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>inconsistent</i> evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues <i>limited</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>effective</i> evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues <i>informed</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>significant</i> evidence of specific steps to initiate the research process, based on the knowledge of the discipline and the structure of the curriculum, with colleagues <i>insightful</i> evidence of guiding colleagues to identify and clarify the curriculum-based research subject



Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> • <i>little</i> or <i>no</i> evidence of guiding colleagues to collaborate in the design of the plan for research • <i>minimal</i> evidence of guiding colleagues in the process of accessing and using research • <i>little</i> or <i>no</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group • <i>unclear</i> evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues 	<ul style="list-style-type: none"> • <i>vague</i> evidence of guiding colleagues to collaborate in the design of the plan for research • <i>incomplete</i> evidence of guiding colleagues in the process of accessing and using research • <i>incomplete</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group • <i>incomplete</i> evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues 	<ul style="list-style-type: none"> • <i>appropriate</i> evidence of guiding colleagues to collaborate in the design of the plan for research • <i>effective</i> evidence of guiding colleagues in the process of accessing and using research • <i>relevant</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group • <i>relevant</i> evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues 	<ul style="list-style-type: none"> • <i>extensive</i> evidence of guiding colleagues to collaborate in the design of the plan for research • <i>significant</i> evidence of guiding colleagues in the process of accessing and using research • <i>through</i> evidence of facilitating analysis and decision making during the research process with both individuals and the group • <i>in-depth</i> evidence of guiding colleagues to collaborate with educational organizations that have research-related educational issues

Rubric for Step 2: Data Analysis and Application (Textbox 2.2.1)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> evidence that demonstrates the teacher leader candidate’s ability to facilitate colleagues’ analysis of the</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to facilitate colleagues’ analysis of the resulting curriculum–</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to facilitate colleagues’ analysis of the resulting</p>	<p>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability to facilitate colleagues’ analysis of the resulting</p>



Score of 1	Score of 2	Score of 3	Score of 4
<p>resulting curriculum-based data and their application of the data findings to impact student learning.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 2. Evidence may also be missing.</p>	<p>based data and their application of the data findings to impact student learning.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 2.</p>	<p>curriculum-based data and their application of the data findings to impact student learning.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 2.</p>	<p>curriculum-based data and their application of the data findings to impact student learning.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 2.</p>

Rubric for Response for Textbox 2.2.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>trivial</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>partial</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>effective</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>insightful</i> evidence of facilitating colleagues' analysis of the resulting curriculum-based data and the application of their findings to impact student learning



Rubric for Step 3: Student Learning and Professional Practice (Textbox 2.3.1)

Score of 1	Score of 2	Score of 3	Score of 4
<p>A response at the 1 level provides <i>minimal</i> 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.</p> <p>The preponderance of evidence for the 1-level criteria is <i>minimal</i> and/or <i>ineffective</i> throughout the response for Step 3. Evidence may also be missing.</p>	<p>A response at the 2 level provides <i>partial</i> 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.</p> <p>The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 3.</p>	<p>A response at the 3 level provides <i>effective</i> 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.</p> <p>The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 3.</p>	<p>A response at the 4 level provides <i>extensive</i> 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.</p> <p>The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> throughout the response for Step 3.</p>



Rubric for Response for Textbox 2.3.1

Score of 1	Score of 2	Score of 3	Score of 4
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>little or no</i> evidence of the curriculum-based research process's effect on student learning• <i>ineffective</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice• <i>minimal</i> evidence that the impact of the research process on professional learning is ongoing	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>cursory</i> evidence of the curriculum-based research process's effect on student learning• <i>limited</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice• <i>incomplete</i> evidence that the impact of the research process on professional learning is ongoing	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>informed</i> evidence of the curriculum-based research process's effect on student learning• <i>logical</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice• <i>appropriate</i> evidence that the impact of the research process on professional learning is ongoing	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none">• <i>in-depth</i> evidence of the curriculum-based research process's effect on student learning• <i>significant</i> evidence of the effect of the research process on colleagues' ability to select strategies that support positive student learning and that improve professional practice• <i>thorough</i> 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: <ul style="list-style-type: none">• <i>disconnected</i> and/or <i>trivial</i> examples to support the responses	Response provides evidence that includes the following: <ul style="list-style-type: none">• <i>loosely connected</i> and/or <i> cursory</i> examples to support the responses	Response provides evidence that includes the following: <ul style="list-style-type: none">• <i>connected</i> and <i>effective</i> examples to support the responses	Response provides evidence that includes the following: <ul style="list-style-type: none">• <i>tightly connected</i> and <i>detailed</i> examples to support the responses

Copyright © 2018 by Educational Testing Service. All rights reserved. ETS and the ETS logo are registered trademarks of Educational Testing Service (ETS) in the United States and other countries. GACE and the GACE logo are registered trademarks of the Georgia Professional Standards Commission (GaPSC).