



GACE® Teacher Leadership Assessment

Task 3: Professional Learning

Rubric for Step 1: Professional Learning (Textbox 3.1.1)

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 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 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.</p>	<p>A response at the 2 level provides <i>partial</i> 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 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.</p>	<p>A response at the 3 level provides <i>effective</i> 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 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.</p>	<p>A response at the 4 level provides <i>extensive</i> 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 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.</p>



Score of 1	Score of 2	Score of 3	Score of 4
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.	The preponderance of evidence for the 2-level criteria is <i>limited</i> and/or <i>vague</i> throughout the response for Step 1.	The preponderance of evidence for the 3-level criteria is <i>appropriate</i> and <i>connected</i> throughout the response for Step 1.	The preponderance of evidence for the 4-level criteria is <i>insightful</i> and <i>tightly connected</i> 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
<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>inappropriate</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process <i>inappropriate</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan <i>minimal</i> evidence of how the components of the professional learning plan 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>incomplete</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process <i>limited</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan <i>partial</i> evidence of how the components of the professional learning plan connect to teachers' needs and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>appropriate</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process <i>informed</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan <i>relevant</i> evidence of how the components of the professional learning plan connect to teachers' needs and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>significant</i> evidence of the design of a professional learning plan, based on a needs assessment, that involves colleagues and school administrators in the design process <i>thorough</i> evidence of a goal that is significant and aligned with the school/district goals and/or improvement plan <i>extensive</i> evidence of how the components of the professional learning plan connect to teachers' needs and student learning



Score of 1	Score of 2	Score of 3	Score of 4
<p>connect to teachers' needs and student learning</p> <ul style="list-style-type: none"> • <i>trivial</i> evidence of how the plan is embedded within the school/district culture 	<ul style="list-style-type: none"> • <i>uneven</i> evidence of how the plan is embedded within the school/district culture 	<ul style="list-style-type: none"> • <i>appropriate</i> evidence of how the plan is embedded within the school/district culture 	<ul style="list-style-type: none"> • <i>in-depth</i> evidence of how the plan is embedded within the school/district culture

Rubric for Step 2: Implementation of the Professional Learning Plan (Textbox 3.2.1)

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 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</p>	<p>A response at the 2 level provides <i>partial</i> 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</p>	<p>A response at the 3 level provides <i>effective</i> 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</p>	<p>A response at the 4 level provides <i>extensive</i> 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</p>



Score of 1	Score of 2	Score of 3	Score of 4
<p>learning plan on students and teachers.</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>learning plan on students and teachers.</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>learning plan on students and teachers.</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>learning plan on students and teachers.</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 3.2.1

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>ineffective</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development <i>minimal</i> evidence of the identification of resources that meet the professional learning goals <i>inappropriate</i> evidence of facilitating the meaningful 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>partial</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development <i>incomplete</i> evidence of the identification of resources that meet the professional learning goals <i>limited</i> evidence of facilitating the meaningful use of 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>effective</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development <i>logical</i> evidence of the identification of resources that meet the professional learning goals <i>appropriate</i> evidence of facilitating the meaningful 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>significant</i> evidence of facilitating the implementation of a professional learning plan that fosters coherent, integrated, and differentiated professional development <i>detailed</i> evidence of the identification of resources that meet the professional learning goals <i>substantive</i> evidence of facilitating the meaningful



Score of 1	Score of 2	Score of 3	Score of 4
<p>use of technology and/or media literacy</p> <ul style="list-style-type: none"> <i>ineffective</i> evidence of the feedback provided to colleagues to support them in their professional development <i>trivial</i> 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 	<p>technology and/or media literacy</p> <ul style="list-style-type: none"> <i> cursory</i> evidence of the feedback provided to colleagues to support them in their professional development <i>partial</i> 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 	<p>use of technology and/or media literacy</p> <ul style="list-style-type: none"> <i>relevant</i> evidence of the feedback provided to colleagues to support them in their professional development <i>appropriate</i> 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 	<p>use of technology and/or media literacy</p> <ul style="list-style-type: none"> <i>thorough</i> evidence of the feedback provided to colleagues to support them in their professional development <i>extensive</i> 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 Step 3: Evaluation of the Professional Learning Plan (Textbox 3.3.1)

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 analyze how feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future</p>	<p>A response at the 2 level provides <i>partial</i> 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</p>	<p>A response at the 3 level provides <i>effective</i> 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</p>	<p>A response at the 4 level provides <i>extensive</i> 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</p>



Score of 1	Score of 2	Score of 3	Score of 4
<p>professional learning; and to determine what supports to choose to advocate for promoting sustained professional 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 3. Evidence may also be missing.</p>	<p>professional learning; and to determine what supports to choose to advocate for promoting sustained professional 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 3.</p>	<p>professional learning; and to determine what supports to choose to advocate for promoting sustained professional 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 3.</p>	<p>professional learning; and to determine what supports to choose to advocate for promoting sustained professional 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 3.</p>

Rubric for Response for Textbox 3.3.1

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>uninformed</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>minimal</i> evidence of advocacy for supports to promote sustained professional 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>limited</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>incomplete</i> evidence of advocacy for supports to promote sustained 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>informed</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>complete</i> evidence of advocacy for supports to promote sustained 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>insightful</i> evidence of how the feedback received from students, teachers, and/or administrators will inform and facilitate the design and implementation of future professional learning <i>significant</i> evidence of advocacy for supports to promote sustained



Score of 1	Score of 2	Score of 3	Score of 4
learning, with an <i>ineffective</i> rationale	professional learning, with a <i>tangential</i> rationale	professional learning, with an <i>appropriate</i> rationale	professional learning, with a <i>thorough</i> 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: <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 © 2019 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).