



GACE® Teacher Leadership Assessment

Task 6: Collaborative Teams and Advocacy

Rubric for Step 1: The Advocacy Plan and Your Team (Textboxes 6.1.1 and 6.1.2)

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 develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members’ contributions to the advocacy</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members’ contributions to the advocacy</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members’ contributions to the advocacy</p>	<p>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability to develop an advocacy plan with colleagues that connects to a needs assessment, is relevant to the needs of the education system, and improves student learning; to explain how educational policies and trends influenced work with colleagues in developing and implementing the advocacy plan; to provide a rationale for the selection of team members for the advocacy plan; to use strategies and leadership skills to build a collaborative team; to facilitate the team members’ contributions to the advocacy</p>



Score of 1	Score of 2	Score of 3	Score of 4
<p>plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.</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>plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.</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>plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.</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>plan to promote educational improvement and improve student learning; to promote colleagues' understanding of how educational policy affects the advocacy plan; to determine steps to take to ensure that professional resources are available to colleagues as they work on the plan.</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 6.1.1

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 how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>inconsistent</i> evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>complete</i> evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the needs of the 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>significant</i> evidence of how the development of an advocacy plan with colleagues is a response to the needs assessment and how it is relevant to the



Score of 1	Score of 2	Score of 3	Score of 4
<p>needs of the educational system and improves student learning</p> <ul style="list-style-type: none"> <i>ineffective</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan 	<p>needs of the educational system and improves student learning</p> <ul style="list-style-type: none"> <i>partial</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan 	<p>educational system and improves student learning</p> <ul style="list-style-type: none"> <i>effective</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan 	<p>needs of the educational system and improves student learning</p> <ul style="list-style-type: none"> <i>in-depth</i> evidence of how educational policies and trends influenced work with colleagues in developing and implementing the plan

Rubric for Response for Textbox 6.1.2

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 a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team <i>ineffective</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning <i>irrelevant</i> evidence of the promotion of colleagues' 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>incomplete</i> evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team <i>limited</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning <i>limited</i> evidence of the promotion of colleagues' 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>complete</i> evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team <i>effective</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning <i>relevant</i> evidence of the promotion of colleagues' 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>significant</i> evidence of a rationale for both the selection of team members and for the strategies and leadership skills used to build the collaborative team <i>insightful</i> evidence of the facilitation of members contributions to the plan to promote educational improvement and improve student learning <i>substantive</i> evidence of the promotion of colleagues'



Score of 1	Score of 2	Score of 3	Score of 4
<p>understanding of how educational policy affects the advocacy plan</p> <ul style="list-style-type: none"> <i>minimal</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan 	<p>understanding of how educational policy affects the advocacy plan</p> <ul style="list-style-type: none"> <i>incomplete</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan 	<p>understanding of how educational policy affects the advocacy plan</p> <ul style="list-style-type: none"> <i>complete</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan 	<p>understanding of how educational policy affects the advocacy plan</p> <ul style="list-style-type: none"> <i>significant</i> evidence of steps taken to ensure that professional resources were available to colleagues as they worked with the advocacy plan

Rubric for Step 2: Advocacy for Educational Improvement (Textbox 6.2.1)

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 determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational</p>	<p>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability to determine procedures for the team to implement the plan to advocate for the selected educational improvement and improved student learning; to support the team in choosing activities to involve stakeholders and to advocate effectively within and beyond the school community to have an impact on the educational</p>



Score of 1	Score of 2	Score of 3	Score of 4
<p>educational system and to improve 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>educational system and to improve 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>system and to improve 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>system and to improve 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 6.2.1

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 the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan <i>trivial</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>incomplete</i> evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan <i>limited</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>effective</i> evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan <i>effective</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>significant</i> evidence of the implementation of procedures to advocate for the selected educational improvement and student learning based on the plan <i>thorough</i> evidence of how the activities undertaken by the team involved stakeholders and advocated effectively, within and beyond the school community, to have an impact on the educational



Score of 1	Score of 2	Score of 3	Score of 4
system and to improve student learning	system and to improve student learning	system and to improve student learning	system and to improve student learning

Rubric for Step 3: Evaluation of the Plan and Professional Growth (Textbox 6.3.1)

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 means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues’ professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and colleagues’ professional practice; and to reflect on the</p>	<p>A response at the 2 level provides <i>partial</i> evidence that demonstrates the teacher leader candidate’s ability to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues’ professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and colleagues’ professional practice; and to reflect on the</p>	<p>A response at the 3 level provides <i>effective</i> evidence that demonstrates the teacher leader candidate’s ability to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues’ professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and colleagues’ professional practice; and to reflect on the</p>	<p>A response at the 4 level provides <i>extensive</i> evidence that demonstrates the teacher leader candidate’s ability to determine means to evaluate the effectiveness of the advocacy plan and the professional growth of the team; to analyze the effectiveness of the advocacy plan and collaboration with the team in enhancing colleagues’ professional practice and student learning; to determine the impact of feedback from stakeholders on the implementation or outcome of the advocacy plan; to analyze how work with the collaborative team affected collegial interactions and colleagues’ professional practice; and to reflect on the</p>



Score of 1	Score of 2	Score of 3	Score of 4
<p>impact of the advocacy plan on future advocacy within the school and district.</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>impact of the advocacy plan on future advocacy within the school and district.</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>impact of the advocacy plan on future advocacy within the school and district.</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>impact of the advocacy plan on future advocacy within the school and district.</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 6.3.1

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>inappropriate</i> evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth <i>ineffective</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues' professional practice and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>incomplete</i> evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth <i>partial</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues' professional practice and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>logical</i> evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth <i>informed</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues' professional practice and student learning 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>in-depth</i> evidence of an appropriate means to evaluate the plan's effectiveness and the team's professional growth <i>significant</i> evidence of an analysis of the effectiveness of the advocacy plan and of collaboration with the team in enhancing colleagues' professional practice and student learning



Score of 1	Score of 2	Score of 3	Score of 4
<ul style="list-style-type: none"> <i>irrelevant</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan <i>misinformed</i> evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice <i>inappropriate</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district 	<ul style="list-style-type: none"> <i> cursory</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan <i>uneven</i> evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice <i>limited</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district 	<ul style="list-style-type: none"> <i>relevant</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan <i>informed</i> evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice <i>appropriate</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district 	<ul style="list-style-type: none"> <i>insightful</i> evidence of the impact of stakeholder feedback on the implementation or outcome of the plan <i>extensive</i> evidence of how work with the collaborative team affected collegial interactions and colleagues' professional practice <i>detailed</i> evidence of reflection on how the current advocacy plan will affect future advocacy efforts within the school and district

Rubric for Responses for all Textboxes

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>disconnected</i> and/or <i>trivial</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>loosely connected</i> and/or <i>cursory</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>connected</i> and <i>effective</i> examples to support the responses 	<p>Response provides evidence that includes the following:</p> <ul style="list-style-type: none"> <i>tightly connected</i> and <i>detailed</i> examples to support the responses

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