

The slide features a dark blue background with a white title and subtitle. At the top, there are two horizontal bars: a blue one on the left and an orange one on the right. At the bottom, there is a white footer area with a yellow bar on the left and a dark red bar on the right. The footer contains the ETS logo, copyright information, and the slogan 'Measuring the Power of Learning.'.

GACE® Teacher Leadership Assessment

Deep Dive into Task 4

2/26/2020

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Welcome to a series of six presentations on the GACE Teacher Leadership Assessment. Each presentation will begin with an overview of the six Teacher Leadership Tasks and then a Deep Dive into one Task in particular. This presentation focuses on Task 4.

Purpose of this Session

To ensure candidates better understand

- the focus of the six Teacher Leadership Tasks;
- the main components of Task 4;
- the evidence needed to successfully create responses to the guiding prompts.



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The purpose of this particular session is for you to better understand the main components of Task 4 and to understand the evidence that is needed to successfully create responses to the guiding prompts.

The Purpose of this Assessment

- To assess the critical leadership roles that Teacher Leaders play in contributing to improved instruction and student learning
- To assess the knowledge, skills, and abilities of Teacher Leaders as they **facilitate the professional growth of colleagues** in six areas:
 - ✓ Adult Learning and the Collaborative Culture
 - ✓ Research for the Improvement of Practice
 - ✓ Professional Development
 - ✓ Observation and Use of Assessment Data
 - ✓ Collaboration with Families and the Community
 - ✓ Collaborative Teams and Advocacy



This slide presents the purpose of the assessment and includes the Tasks that comprise the assessment.

The Connection Among the Six Tasks

- Task 1 is about **adult learning strategies** that are **applied** in each of the other five Tasks.
- In Task 2, candidates are asked how they **guide** and **facilitate colleagues** in their research on a curriculum-related topic.



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When the Tasks were first developed, the understanding was that the adult learning strategies (ALS) permeated all the Tasks. Teacher Leader candidates work with colleagues to support **their** growth as professionals using the adult learning strategies. Look at the verbs “guide,” and “facilitate” on these slides. These actions are the primary focus of the Tasks. These concepts will be enforced throughout the presentations.

However, even though ALS permeate all the Tasks, we will evaluate them in only one Task and focus on how they are applied in the other five Tasks.

Because these strategies are such an integral part of this assessment, you might suggest to the candidates that they begin with Task 1 and then move on in any order they wish.

The Connection Among the Six Tasks (cont'd.)

- In Task 3, candidates are asked how they **involve colleagues** in the planning of professional development and how they **facilitate** the professional development process.
- In Task 4, the Teacher Leader is asked how they **advance the skills of a colleague** in reflective practice and student assessment.



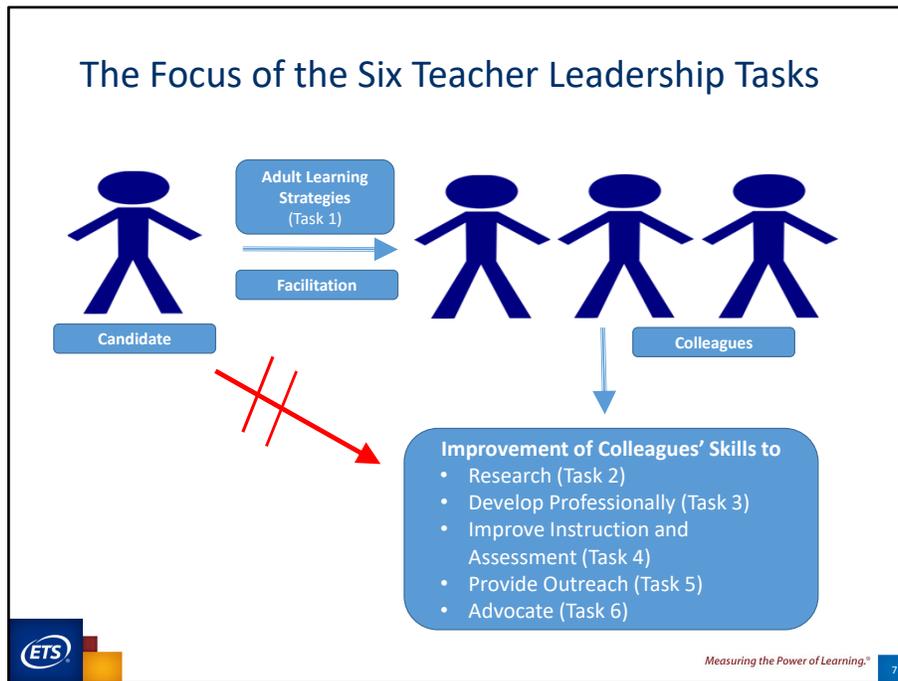
Look at the verbs “involve,” “facilitate,” and “advance,” on this slide. Candidates work with colleagues to support **their** growth as professionals and these actions are the primary focus of the Tasks.

The Connection Among the Six Tasks (cont'd.)

- In Task 5, candidates are asked how they **improve colleagues'** collaboration and interactions with families and the community.
- In Task 6, candidates are asked how they **build a collaborative team and promote the team's understanding** of educational policy and advocacy so that the team can implement a plan and involve stakeholders to improve student learning.



Look at the verbs “improve,” “build,” and “promote” and on this slide. Candidates work with colleagues to support **their** growth as professionals and these actions are the primary focus of the Tasks.



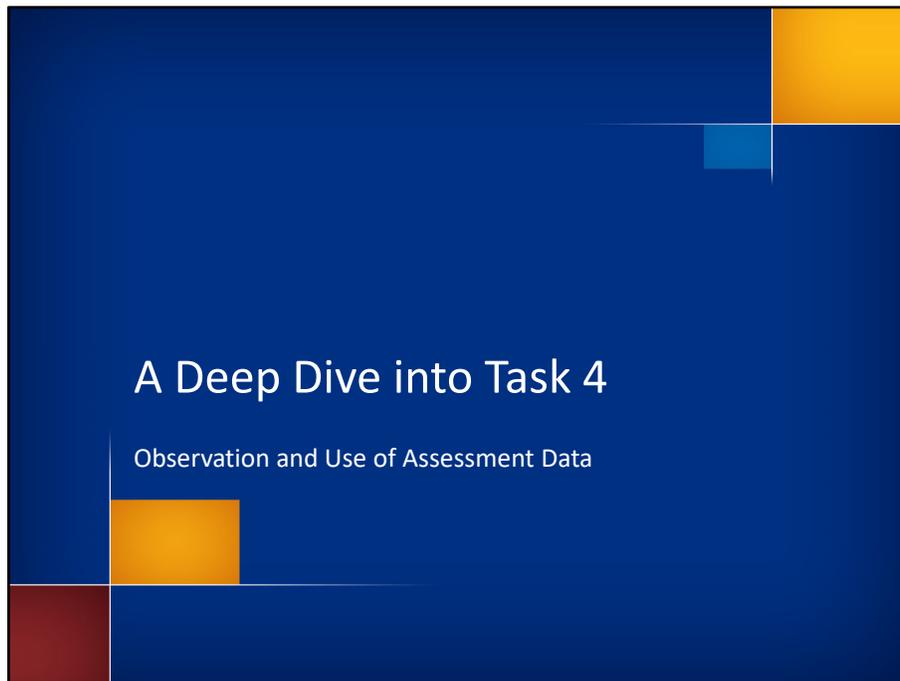
The main idea of this graphic is to show candidates that their submissions for each of the six tasks must demonstrate their facility in working with their colleagues to enhance those colleagues' skills in research, professional learning, improvement of instruction, outreach to families and community, and advocacy. Notice the arrow that stretches between the candidate and the list of skills. The arrow is a negative. This assessment is not about candidates' ability to research, advocate, etc. It is about how candidates improve the research and advocacy skills of their colleagues.

Key Focus Questions for the Candidates

- ✓ What can I do to help my **colleagues** become better?
- ✓ What strategies of adult learning can I apply to enhance **colleagues'** skills?
- ✓ How can I best apply my facilitation skills with **colleagues** for each task?
- ✓ How do I know my work with **colleagues** is having a positive effect on instruction and student learning?



It has been our experience that talking about their own skills is the single most common problem candidates have. Because these tasks are based on the candidate's ability to facilitate the growth of others, candidates need to keep reminding themselves of their purpose by asking the questions on this slide.



Task 4 of the GACE Teacher Leadership Assessment is focused on observation and use of assessment data. During the course of the response to this Task's requirements, candidates place an emphasis on facilitating a colleague's reflective practice skills.



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Task Requirements

Task 4: Observation and Use of Assessment Data

In this task, you will be focusing on a situation in which you were able to advance the professional skills of a colleague by demonstrating and applying expertise in observational skills and in providing quality feedback to support reflective practice. More specifically, think about how you have been able to inform and facilitate the selection or the design, use, and interpretation of multiple assessments, along with other available data, to make informed decisions.

Standards Measured in This Task

This task addresses the following Georgia Teacher Leadership Standards:

Standard 1
Standard 2
Standard 4
Standard 5
Standard 7

Facilitate the design and implementation of sustained, intensive, and job-embedded P.D.
Promote development of a school culture that fosters excellence and equity
Model best practice in pedagogy and mentor and coach
Design and implement assessment practices and analyze data
Collaborate with stakeholders

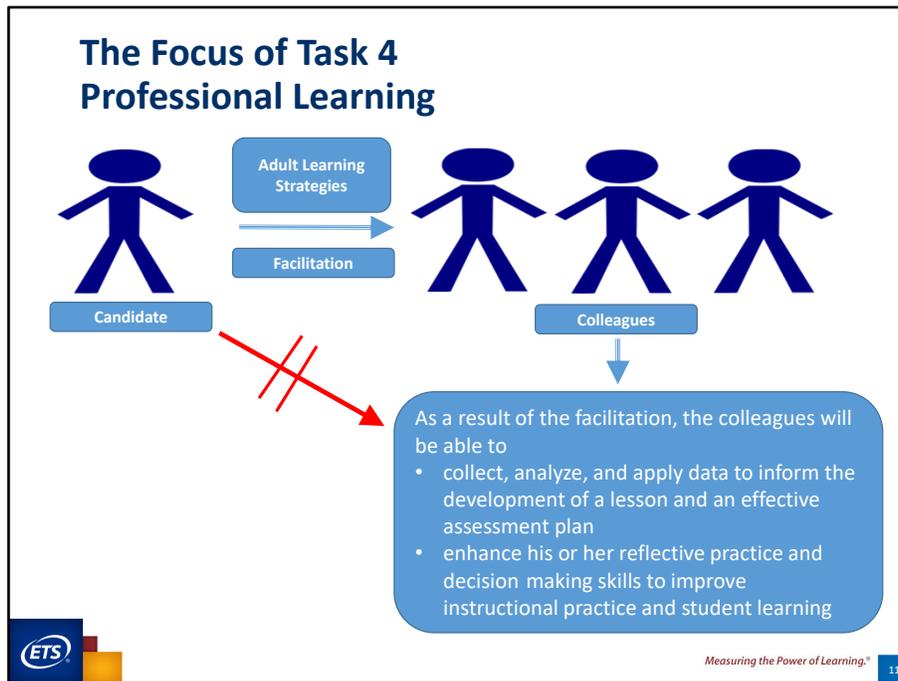


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Remember, whether it is Task 1 or Task 6, the focus statement at the beginning of each task tells candidates what they need to accomplish. For this task, there are two areas of focus. One is the concept of applying expertise in observational skills and supporting reflective practice, and the other concept is making informed decisions based on multiple assessments and data. In order for candidates to be successful, they must address both areas with equal evidence.

Notice the standards that this Task addresses.



The Task 4 graphic reinforces the concept that candidates are to facilitate others, not create on their own. In this case, candidates facilitate a colleague’s lesson development using assessment and assessment data throughout the three Steps that form the basis of the task. In addition, this task places an emphasis on candidates’ ability to enhance their colleague’s reflective practice skills. These Steps are summarized and listed above. Candidates need to keep in mind that they use adult learning strategies, many of which are discussed in detail in Task 1, as part of the facilitation process.



What Do You Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of **10,000 characters** (equivalent to **six pages** typed) that
 - responds to all guiding prompts;
 - references your artifacts to support your written evidence; and
 - describes, analyzes, and reflects on the evidence

Select a situation different from those selected in any other task. You may use work from the previous two years.

2. Two different artifacts (maximum of 4 pages), including

Required Artifacts	Maximum Number of Pages	Textbox Location
Representative pages from any of the following sources: <ul style="list-style-type: none"> • Teacher leader outline of the pre-observation interview • Teacher-colleague lesson plan • Teacher leader notes written while observing the lesson(s)/unit • Script from a discussion with the teacher-colleague at any point during the process • Teacher-colleague outline of a student assessment plan or copy of an assessment tool that was part of the observed lesson 	3	4.1.1 (linked here but applicable to both Steps 1 and 2)
Feedback from the colleague (completed Standardized Reflection Form*)	1	4.3.1

* This form can be found on the GACE Teacher Leadership website.



Notice that as part of what candidates need to do, they may use work from the previous two years as well as from the current year.

Let's take a look at the artifact requirements for this task. This is the one task that has a required artifact: The Standardized Reflection Form, which is provided along with the tasks and rubrics on the GACE website. This task also requires a collection of artifacts coming from several possible sources, all related to the observation, including the pre-observation and the post-observation meetings. The three-page maximum can be divided among any of the highlighted areas. There is a total of four pages, maximum, of artifacts. Note that raters are trained to read no more than the allotted maximum.

Failure to submit all required Step artifact(s) anywhere in the response will result in a score of 0.

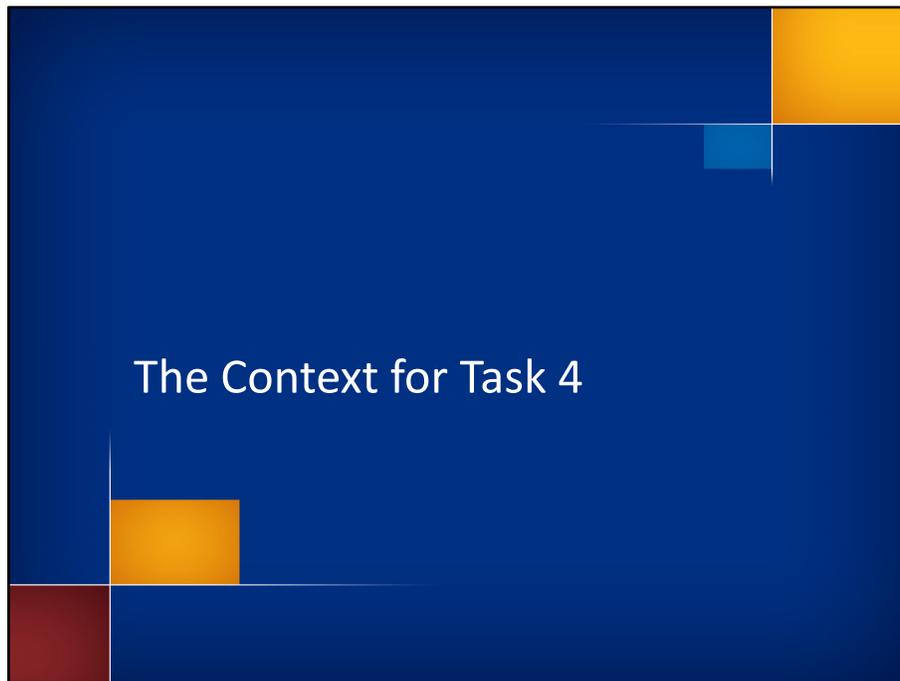
What are some key points to consider for artifacts for Task 4?

- Feedback:
 - ✓ Standardized Reflection Form was developed based on the guiding prompts
- Which of the following will provide the most appropriate evidence?
 - ✓ Outline of the pre-observation interview
 - ✓ Notes taken while observing
 - ✓ The lesson plan
 - ✓ Script from a discussion with the colleague
 - ✓ Outline of assessment plan or copy of the assessment



The Standardized Reflection Form questions were created to correspond to the guiding prompts. The suggestion here is that the candidate, when writing the response, cite quotations from the completed form to support the evaluation of the interactions with the colleague. That evidence can be referenced in any of the textboxes. There will be more information about this form after the 4.3.1 slide.

For the second bullet, candidates should be thinking about which of these documents will allow them to provide the greatest amount of evidence for the response to as many guiding prompts as possible. There is a maximum of three pages, so the candidate could submit a page from three different documents. Would that be better than submitting three pages from a single source? Candidates need to plan ahead and determine which combination of documents will provide the greatest amount of evidence.



The following slides explain the guiding prompts for Task 4.



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Preparation for the Task

Your response to the first guiding prompt will help provide perspective to the raters who will be scoring your submission. The remaining prompts offer you guidance in helping you and the colleague design a lesson appropriate for this task.

This part of your submission will not be evaluated.

Your response must be limited to **1,500 characters** (equivalent to **one-half page** typed). No artifacts can be attached to this textbox.

Guiding Prompts

- Select a colleague with whom you will work. **(The colleague can be a novice or experienced.)** Briefly describe the colleague's career stage. In consultation with the colleague, select a lesson (or lessons) or unit to observe.
- The lesson(s)/unit chosen to observe must be **rich enough to support the use of multiple assessments** (evaluation instruments and effective assessment practices).
- The observed lesson(s)/unit **may extend over a multiple-day period and may require several observations**.
- The observed lesson(s)/unit **may be newly developed or previously taught and under revision**.

Type your response in the textbox below.



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Guiding prompt (a). With whom should the candidate work? As with all of the guiding prompts, let's look at the evidence that the candidate is being asked to provide. The candidate is being asked to develop the colleague's reflective skills and to show the colleague how assessment informs instruction. Which colleague will provide the candidate the best opportunity to work on these areas of improvement? Keep in mind that the colleague does not have to be a novice. It could be someone who has been teaching for a while but needs to develop a lesson plan and enhance reflective practice and implement effective assessments.

Guiding prompt (b). The candidate needs to keep in mind that the guiding prompts require a focus on multiple assessments. That would suggest that the lesson and/or unit needs to be robust enough to encompass those assessments.

Prompts (c) and (d) allow for two possibilities: The colleague can be working with a lesson within a unit, which may extend beyond a single day; or the lesson chosen can be something that is new or has been previously taught. If the latter is the case, it should be a lesson that is under revision. The candidate needs to keep in mind from the very beginning what situations are going to help provide the greatest amount of evidence.

Just as with the other tasks, this first textbox provides the rater with background information and is not scored.



Step 1: Pre-observation

This step will allow you to demonstrate your ability to plan and facilitate a pre-observation meeting to enhance the teaching skills of a colleague.

Activity

As a teacher leader, you will

- develop a plan for the pre-observation meeting;
- facilitate a colleague's
 - use of data to determine the focus of a lesson and
 - selection and use of multiple assessments;
- provide feedback related to the lesson design; and
- model reflective practice strategies for the colleague.



Within each task, you will first see the statement of the Step's purpose. This is what candidates need to demonstrate during the course of their response. Next is the activity that is the focus of the Step. All parts of the activity are stated; the guiding prompts that follow are directly related to each part of the listed activity.

In this case, the purpose of Step 1 is for candidates to demonstrate their ability to plan for an observation session and then facilitate the session with an emphasis on plan development, use of assessment to inform instruction, and reflective practice.

This Step contains one textbox.



Textbox 4.1.1: Pre-observation

Guiding Prompts

- What steps did you take to plan for the pre-observation meeting(s) with this colleague? **(One part to this prompt with examples) (Descriptive and analytic writing)**
- During this meeting, how did you help the colleague collect, analyze, and apply data to determine area(s) of focus for the lesson? **(Four parts to this prompt with examples) (Analytic writing)**
- How did you support the colleague's selection and inclusion of multiple assessments and other data-collecting tools? How were these choices aligned with the goals of the lesson as well as with the state and local standards? **(Two parts to this prompt with examples) (Analytic writing)**
- What feedback did you give at the pre-observation meeting(s) concerning the colleague's proposed lesson design? **(One part to this prompt with examples) (Descriptive and analytic writing)**
- What strategies of reflective practice did you model? **(One part to this prompt with examples) (Descriptive and analytic writing)**

Provide examples, including references to appropriate artifacts, to support your written commentary.

Required artifacts for this textbox*:

- Representative pages from any of the following sources (maximum of three pages):
 - Teacher leader outline of the pre-observation interview
 - Teacher-colleague lesson plan
 - Teacher leader notes written while observing the lesson(s)/unit
 - Script from a discussion with the teacher-colleague at any point during the process
 - Teacher-colleague outline of a student assessment plan or copy of an assessment tool that was part of the observed lesson

* Although some of these artifacts will be referenced in Step 2, they should be attached within the textbox below.

Type your response in the textbox below.



Guiding prompt (a). The candidate is asked to plan for the pre-observation. This guiding prompt is not asking for a description of the meeting with the colleague. It's asking candidates to tell what steps were taken to prepare for this session. This can be anything candidates have done and/or anything candidates ask the colleague to do. Also, keep in mind that the prompt requires more than one step. And those steps need to be appropriate. As an example, which of these is best? Sending an email to set a meeting date, or sitting down with the candidate to set the date and determine the data and other materials, such as a draft of a lesson plan that the colleague should bring to the meeting. Should research be a source to add to the meeting?

Guiding prompt (b). What is key in this prompt is the emphasis on the question "How did you help?" and then the use of data to determine the area of focus for the lesson. There should be a clear connection between identified data and what learning has already happened and what is needed for the students. How will and which particular assessments inform instruction?

Guiding prompt (c). Look at the verb in this sentence: "How did you support the colleague's selection . . . ?" Candidates are not doing all the work; instead, they are supporting the

colleague's work. In this case the support is given for the selection and inclusion of multiple assessments that are aligned with the lesson's goals and state and local standards.

Guiding prompt (d). Candidates discuss the feedback related to the lesson design they gave at the pre-observation session.

Guiding prompt (e). This prompt requires the discussion of more than one strategy. Notice the word "model." Candidates sometimes tell the colleague what to do. In stronger responses, candidates work with the colleague and demonstrate the reflective activity. For instance, the candidate could write, "I took my colleague's plan and we walked through each step, adding in an area where she could note what actually happened during the lesson so that we could discuss her notes afterward to evaluate her successes."

As noted earlier, candidates have a variety of artifacts from which to choose. These artifacts will probably be applicable in this Step as well as the next. However, candidates need to link any of the possible artifacts here and not in Step 2. Raters are trained to open and review all artifacts and will be able to follow the connections candidates have made between them and the responses.



Step 2: Observation and Feedback

This step allows you to demonstrate your ability to analyze a lesson and the impact of the pre-observation meeting on that lesson.

Activity

As a teacher leader, you will

- analyze the effectiveness of
 - the assessments used and
 - the impact of the pre-observation feedback on the lesson;
- provide feedback related to the lesson;
- determine areas of the pre-observation you would revise;
- provide feedback to the colleague;
- model strategies to enhance the colleague's reflective skills; and
- provide feedback on the colleague's use of assessment.



The purpose of Step 2 is the demonstration of candidates' ability to analyze a lesson through an observation as well as determining the impact of the pre-observation meeting on the observed lesson.

This step contains one textbox.



Textbox 4.2.1: Observation(s)

Guiding Prompts

- a. What areas of the goals and instruction did you focus on during the observation(s)? Provide a rationale for your choices. **(One part to this prompt with rationale) (Descriptive and analytic writing)**
- b. Analyze the effectiveness of the assessment and other data-collecting tools used. Provide examples that support your analysis. **(One part to this prompt with examples) (Analytic writing)**
- c. Analyze the impact of the pre-observation feedback on the lesson(s)/unit. **(One part to this prompt with example) (Descriptive and analytic writing)**
- d. After observing the lesson(s)/unit, what aspect(s) of the pre-observation meeting would you revise? Provide a rationale. **(One part to this prompt with rationale) (Analytic writing)**

Provide examples, including references to appropriate artifacts, to support your written commentary.

Type your response in the textbox below.



Guiding prompt (a). For this prompt, the candidate needs to discuss the area of focus for the observation. There are two key points to be made with this prompt. The first is that the prompt is plural: “What areas were the focus?” The second is that a rationale is required. Keep in mind that the response will be more tightly connected if the area of focus reflects areas of discussion that occurred during the pre-observation session.

Guiding prompt (b). In this prompt, the candidate discusses how well the assessment tools worked and provides examples for support. The stronger examples are part of the observed lesson.

Guiding prompt (c). This prompt is asking for analysis. The candidate needs to make connections between what occurred during the lesson and the feedback offered to the colleague before the lesson was implemented.

Guiding prompt (d). At this point, the candidate is being asked to do some reflecting and discuss what aspects of the pre-observation meeting could be revised. Keep in mind that the prompt is not assuming that things went wrong. The candidate could very well be thinking of even better or different ways to conduct the pre-observation session. Again, a

rationale is required.

Textbox 4.2.2 Post-observation and Feedback

Guiding Prompts

- What feedback and strategies did you model to support and enhance the colleague's reflective skills? Provide a rationale. **(Two parts to this prompt with rationale) (Analytic writing)**
- What feedback did you offer the colleague in evaluating the use of multiple assessment tools, in conjunction with other available data, to make informed decisions to improve instructional practice and student learning? What particular occurrence warranted the feedback? **(Two parts to this prompt with examples) (Analytic writing)**

Provide examples, **including references to appropriate artifacts**, to support your written commentary.

Type your response in the textbox below.



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This textbox focuses on work with the colleague as a result of the observation.

Guiding prompt (a). At this point, candidates are analyzing what occurred during the observation and are being asked to discuss the feedback they offered and strategies modeled to improve the colleague's reflective skills. This prompt returns to the idea of reflective practice. Specifically, candidates need to focus on modeling; this is more than discussion, it is to show how the strategy can be implemented. This discussion includes a rationale.

Guiding prompt (b). This prompt focuses on a discussion with the colleague concerning the use of assessment tools. Candidates are asked what feedback was given to help the colleague make the connection between the assessments and improved practice and student learning. Candidates are also asked to specify what happened during the observation that prompted feedback. Candidates can write something like, "I asked my colleague why he did not use the thumbs-up activity that was part of the plan. We then discussed that he realized too late during the lesson that there was a misconception. At this point, he understood why he should have been checking learning all along."



Step 3: Overall Analysis and Reflection

This step allows you to demonstrate your ability to analyze and reflect on your efforts to advance the instructional skills of other colleagues and their students' learning needs in the future.

Activity

As a teacher leader, you will

- collect the colleague's response to your feedback on the Standardized Reflection Form;
- analyze and reflect on how the colleague's response and your work with other colleagues will advance the professional skills of others and their students' learning; and
- reflect on how your work to promote change in instructional practice will be affected by the use of assessment and data.



The purpose of Step 3 is the analysis and reflection on the work experienced in Steps 1 and 2.

This Step contains one textbox.




Textbox 4.3.1 Overall Analysis and Reflection

Guiding Prompts

- What was the response from the colleague to the feedback you provided throughout this collaborative process? **(One part to this prompt) (Descriptive writing)**
- How will that response and your analysis of your work with colleagues affect your ability to advance the professional skills of other colleagues and their students' learning needs in the future? **(One part to this prompt with examples) (Analytic and reflective writing)**
- How will you work in the future to promote change in other colleagues' instructional practice through the collection of assessment and data results? **(One part to this prompt with examples) (Analytic and reflective writing)**

Provide examples, including references to appropriate artifacts, to support your written commentary.

Required artifact for this textbox:

- Feedback from the colleague (completed Standardized Reflection Form that can be found on the GACE Teacher Leadership Web site.)

Type your response in the textbox below.



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For this textbox, the candidate needs to think about everything that occurred previously in the Task response and reflect on how the interactions with this colleague will impact future teacher leadership work in the area of Observation and Use of Assessment Data.

Guiding prompt (a). The candidate needs to discuss the colleague's response to feedback. Details for this response could come from the Standardized Reflection Form.

Guiding prompts (b) and (c) are questions about what candidates will do in the future concerning observation and assessment and supporting colleagues.

Guiding prompt (d). Candidates need to consider the colleague's response (and that of any other colleagues with whom they have worked) and tell how this will impact their ability to support other colleagues in the future. Candidates are also asked to reflect on how students' needs will be affected.

Guiding prompt (c) refers back to the part of this response that connects with assessment. How will candidates make use of assessment and data collection to improve other

colleagues' practice in the future?



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Task 4 – Standardized Reflection Form

To the observed colleague: Your colleague is providing evidence of his/her skills as a teacher leader. Please answer the following questions by providing a statement reflecting your experience(s) that demonstrate how your colleague's expertise helped advance your professional skills and the use of data to improve the quality of your instruction. Your response can be single-spaced, but please limit it to one page.

To the candidate: Link a completed copy of this form to Textbox 4.3.1.

1. How did the observation process affect the quality of your instruction?

2. In what way was the selection and use of the assessment tools a result of your collaboration with the teacher leader?

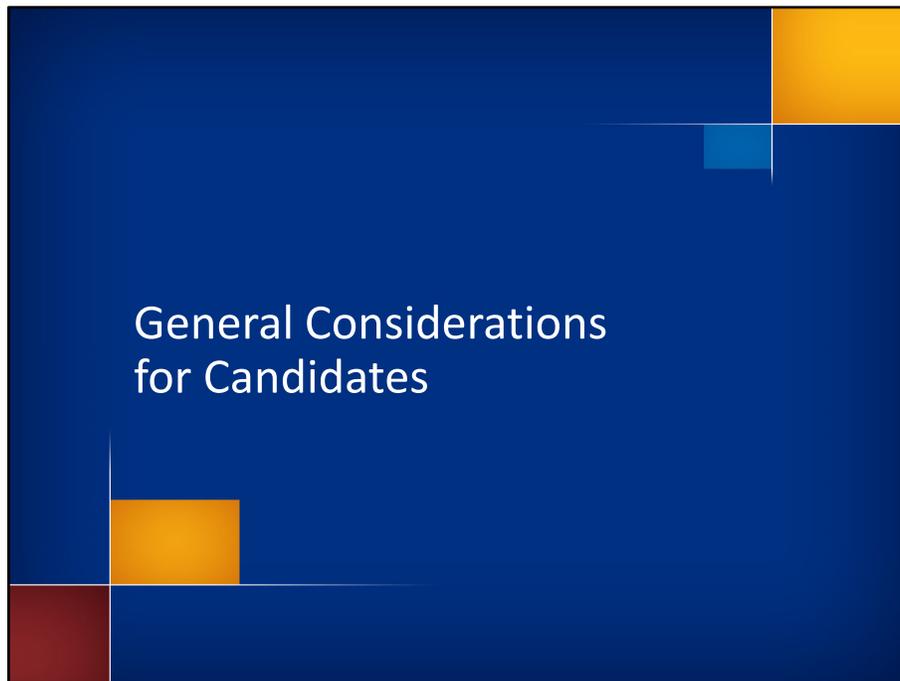
3. How will the feedback you received influence your future planning for curriculum, instruction, and assessment?



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The Standardized Reflection Form, completed by the observed colleague, is linked to the response to textbox 4.3.1. As was stated on the preceding slide, candidates need to cite examples from this form within the textbox 4.3.1 response. However, it is important to note that the completed form may contain evidence that can be cited in any of the other textboxes as well. For instance, a colleague may write, “I found the pre-observation session extremely helpful; the use of a journal helped me better see the plan’s weaknesses.” Candidates should cite examples from this form in any relevant previous textbox. In the case of this example, citing parts of the form could be appropriate in textbox 4.1.1. Candidates must link a **completed** Standardized Reflection Form. A blank form will be considered the same as a missing artifact.



Now we would like to quickly review the important aspects a candidate needs to keep in mind when working with any of the six tasks for GACE Teacher Leadership.

What Candidates Need to Do

- Keep the essence of the Task in mind
- Facilitate
- Provide detail when responding to the guiding prompts, making sure that each part of each prompt is addressed
- Make sure when asked that a rationale is present and that it reflects thoughtful consideration
- Provide examples to support responses to the guiding prompts, making sure the examples reflect the specifics of your actions



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Based on our experiences with scoring these responses, we would like to emphasize a few things.

Keep in mind the purpose of the specific task. The Teacher Leadership Assessment provides a meaningful measure of a teacher leader candidate's readiness and ability to provide effective instructional leadership. This is paramount when planning, executing, and responding to the tasks. **Demonstration of these teacher leadership skills needs to be in the forefront when discussing the responses to the guiding prompts.**

These six teacher leadership tasks are not designed to show how well the candidate can do such things as research or advocate, but they are designed to show how the candidate demonstrates his or her abilities to facilitate, model, support, and lead others to do those things.

As the candidate responds to each of the guiding prompts within the submission system, we suggest that he or she label each guiding prompt (a, b, c, etc.) to help determine whether each prompt has been addressed.

Make sure that a rationale is provided when asked for. Rationales are part of the scoring rubric, so a rater is expecting to see that rationale in the response.

Every textbox asks that examples be provided to support the response. Candidates need to keep this in mind as they construct their response. A strong response is one that makes those connections and provides that detail. Many of the examples, although not all, can come from the artifacts that are submitted within the response.

What Candidates Need to Avoid

- Doing the work yourself
- Providing global responses to the guiding prompts
- Providing detailed descriptions of the various adult learning strategies that do not address the prompts



Here are some extra pointers on what not to do when constructing responses.

1. Candidates need to demonstrate the knowledge, skills, and abilities as an effective teacher leader. The emphasis is on the word “leader.” As stated earlier, this assessment is not for candidates to demonstrate, for example, how well they can do research but rather how they can improve their colleagues’ ability to do research that will improve their practice. Keep in mind the language of the teacher leader standards. Raters are looking for evidence that candidates are leaders and can guide, facilitate, mentor, and help colleagues to improve their practice and student learning.

2. Candidates need to avoid providing vague responses to guiding prompts. Commentaries written in generic or general terms do not effectively communicate the activities performed as teacher leaders. Candidates need to be specific in each sentence they write, making the leadership skills they are providing colleagues clear to the rater. For example, one candidate included this statement in a response regarding guiding colleagues through the decision-making process: “It was agreed that further research on the matter of effectively implementing the new model would be beneficial to teachers and students.” This response is inadequate because it offers no detail on what kind of additional research should be performed or how and why that research would benefit teachers and students. Candidates need to be specific in each sentence they write to give the rater a clear picture of the

leadership provided to colleagues and the processes the team followed.

Descriptions of strategies that don't address the prompts is something else to avoid. Candidates often cite adult learning strategies without saying how they actually used the strategies in their own practice. Examples of adult learning strategies employed need to be specific and closely connected to the task at hand.

One Final Note

- Make use of the **Library of Examples** located on the **GACE website**



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It is extremely helpful for candidates to look at Library of Examples located on the GACE website for some examples. There are two examples for each textbox within a task. One example contains more evidence than the other. Both help in understanding the wording of the rubric. Candidates can match the evidence from the response to the specific wording of the rubric. What makes one example appropriate or effective and another vague or limited? Examination and discussion based on these responses can be helpful for candidates as they create their own commentary.

The Library of Examples can be an effective tool in helping candidates see what they can and are doing. They are especially effective when used in group discussions.