GACE® Teacher Leadership Assessment

Library of Examples

Task 1, Step 1: Your Colleagues' Learning Needs and the Task/Project

Textbox 1.1.1: Colleagues' Learning Needs

Below are two examples of written responses to Textbox 1.1.1 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 Prompt for Textbox 1.1.1

a. State the learning needs of the individuals and the group. What strategies did you use to identify those needs (e.g., listening, presenting ideas, leading discussions, clarifying, mediating)?

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

a. I wanted to get a clear picture of where each one of them was so I observed in each of their classrooms. After my observations, I met with all three of them as a group and asked them what I could do to support them in their transition of using computer tablets in the math curriculum. Through the observations and the meeting it was evident that each teacher was in a completely different place in their own learning.

Colleague 1 (C1) has had one year of implementation with computer tablets with some group training and is comfortable using the computer tablets in instruction during year two of implementation. Colleague 2 (C2) has had one year of implementation with computer tablets with some group training and is not comfortable using the computer tablets in instruction during year two of implementation. Colleague 3 (C3) has had no training, as this is her first year to have the computer tablets in her classroom.

Currently, C1 is using her computer tablets in the classroom two to three times a week with her students. C2 has used his computer tablets once that I am aware. C3 has used her computer tablets as an electronic whiteboard a few times in her classes. One day, I did a lesson for her classes on how to use electronic math App. This is the second year of implementation and we had hoped that two of the three teachers would be much more comfortable in providing opportunities for students to use this technology. C3 is new to our building so we knew that there would be a learning curve for that teacher.

Refer to the <u>Task 1 Rubric</u> and ask yourself:

In the candidate's description of the colleagues' learning needs, where is there evidence of the following?

- The strategies used to determine colleagues' learning needs

Why is the candidate's response **_appropriate_** or **_significant_**?

Example: Did Not Meet/Partially Met Standards Level (1-2)

a. The learning needs of colleague #1 were to understand how the program worked and would be exciting. She is easily motivated by anything she considers "fun". I used prior experience and knowledge. In knowing she loves to sing and act in front of audiences, I linked the program to her past experiences. The all-school kick-off assembly involved a play. I motivated her by letting her know she would have the leading part after showing her the skit for the assembly. This immediately motivated her to study the program so she would be familiar when she talked to the school about it. Colleague #1 had previously shared with the group how she sang in front of crowds in college and would be the host for various events. Since I knew this was one of her strengths, I asked her if she would take on the lead role, knowing this would allow her to work harder on our school-wide community service project.

Colleague #2 enjoys learning new things, but needs to know in advance the specific purpose of why she is taking the time to learn something. In knowing she is self-motivated to learn, I printed out a paper explaining what the program was about. It explained the purpose of the program and how it works in schools. I let her know how the entire student body would participate in the program. Colleague #2 just needed to hear we would be the first school in the state o*o participate in the program. This provided the intrinsic motivation she needed to want to work hard towards learning more because she wanted the benefit of saying she was on this teacher team that led this program at our school. In previous meetings, I was able to learn she works harder if she is able to see how the learning will benefit her. For example, when we were learning about analyzing student data, she really was not paying attention at the beginning because she didn't understand the benefit. Once she saw how it would help her better group her students, she became more interested.

Refer to the <u>Task 1 Rubric</u> and ask yourself:

In the candidate's description of the colleagues' learning needs, where is there evidence of the following?

- The strategies used to determine colleagues' learning needs

Why is the candidate's response ***inconsistent*** or ***incomplete***?

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.