GACE® Teacher Leadership Assessment

Library of Examples
Task 1, Step 3: Impact of Adult Learning
Textbox 1.3.1: Impact of Adult Learning

Below are two examples of written responses to Textbox 1.3.1 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 Prompts for Textbox 1.3.1

a. What was the overall impact of applying adult-learning strategies with the individuals within the group?
b. How did you build an environment of trust and a sense of ownership among your colleagues?
c. What impact did your work with your colleagues have on student learning?

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

a. The overall impact of applying adult learning strategies in the group was that each teacher grew tremendously in the areas of providing feedback to their students and understanding how students were progressing through the standards. The teachers really embraced the idea that this could have a positive impact on student learning, and I believe that is why they responded so positively to the whole process. Each teacher really reflected on how they could improve to increase student learning. I believe it was also helpful that when we were deciding on a strategy, we looked back to educational research that had been studied. This gave the teachers and myself confidence that the changes we were making would impact student learning positively.

b. I helped to build trust and ownership with the teachers by building a positive rapport with each of them, helping them reflect on their teaching, allowing them to set their own goals, and by letting them know I was not an evaluator. It was important for me to establish that I was not there to evaluate the teachers but to be a teacher leader with them. I did this by clearly explaining to them what I was hoping to help them do. I helped teachers reflect on their teaching and set their own goals through cognitive coaching. Reflective questioning was very helpful for allowing the teachers to explore their own thoughts. I had to be a bit more consultative with Teacher 2, but I still used reflective questioning as appropriate.

c. The goal in our school improvement plan was to increase the percent of students in 8th grade scoring at the Proficient Learner or Distinguished Learner level on the Georgia Milestones Science from 24% to 30% for the 2016-2017 school year. For the 2016-2017 Georgia Milestones in 8th grade science, we increased the number of students scoring in the Distinguished and Proficient learner category by 9% to 33% of students. We also decreased the amount students scoring in the beginning learner category by 12%. Reflecting on the year, the teachers felt the better collaboration of the 8th grade science team and increased feedback through formative assessments had a huge impact on this increase in student learning.

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

In the candidate's analysis, where is there evidence of the following?

- How the application of the adult-learning strategies impacted the individuals within the group

- How an environment of trust and a sense of ownership was built among colleagues

- How work with colleagues impacted student learning

Why is the candidate's response **_logical_** and **_effective_**, even **_thorough_**?

a. When the majority of the planning had been completed, it was necessary to discuss fidelity in the execution of the plans. How would Teacher A know that the activities in the classroom would always match the activities in the plans? How would Teacher B be held accountable for implementing the plans in the same manner in which they were written? Because simple communication, at times, seemed to be a laborious task for this group the teacher leader navigated the conversation around goals regarding the implementation of the plans. As if on cue Teacher A stated that she would like to see consistent preparation and application of the plans as they were written. Teacher B and Teacher C agreed that this was a reasonable goal. A daily, morning conference between the three teachers was suggested. This conference would serve to prepare them for the day and ensure that all were on the "same page" as far as the days plans were concerned. To end the planning session a follow-up and reflection conference with the team and the teacher leader was scheduled.

b. Positive communication between the three collaborative team members resulted in a productive afternoon. Plans were completed and all members felt as though their opinions had been "heard" and validated. Some opinions were given verbally, while others were shared on paper, via the graphic organizer. Expectations around the implementation of the plans were set in advance, leaving little room for surprise. Through the application of the adult learning principles the team was able to carry out a more effective planning session.

c. Currently, we have no data that reflects an impact on student learning.

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

In the candidate's analysis, where is there evidence of the following?

- How the application of the adult-learning strategies impacted the individuals within the group

- How an environment of trust and a sense of ownership was built among colleagues

- How work with colleagues impacted student learning

Why is the candidate's response ***incomplete*** and ***confusing***, even ***minimal***?

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.