



GACE® Teacher Leadership Assessment

Library of Examples

Task 5, Step 3: Overall Analysis and Reflection

Textbox 5.3.2: Feedback and Reflection

Below are two examples of written responses to Textbox 5.3.2 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 5.3.2

- a. What feedback did you receive from colleagues during and following this process?
- b. How will that feedback and your own analysis of the project affect your future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning?

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

All members at one time or another commented on the meetings being organized and efficient. The physical educator mentioned how helpful and effective the communication was during our short meetings. The physical educator felt that being able to discuss ideas and thoughts, we were better prepared to develop a quality workshop. The SIS thought it was great that we were using the School Improvement Plan and the Needs Assessment worksheet to help promote parent involvement. The SIS felt we were very proficient in the process of developing the needs assessment and implementing the workshop. The SIS felt the teacher-leader had a strong awareness for the strengths of my colleagues. The SIS also felt the teacher-leader provided each colleague with the opportunity to do what they were most interested in or best at. The SIS discussed how the team positively interacted with parents and provided useful information through research and team collaboration. The SIS felt our endeavor was very successful. The AD shared that he was impressed with the impact only a few teachers can make on a large portion of parents. The AD mentioned the teacher-leader was an effective leader, provided detailed information, lead structured meetings, and was always prepared. The AD mentioned the teacher-leader was open to suggestions and promoted quality communication in a relaxed environment. The AD felt the teacher-leader encouraged them to be involved in the workshop and the workshop allowed him to positively interact with parents. He thought the project showed the significance of teacher collaboration and the importance of parent involvement.

Example: Met/Exceeded Standards Level (cont'd.)

My colleague's feedback stressed the importance of quality collaboration and positive communication. Their feedback showed me the importance of being organized, structured, and prepared. The feedback established that having a clear goal or plan is the first step of a successful project. Throughout this project, the teacher-leader learned how to be a better leader and facilitator. The teacher-leader learned the importance of sharing with your colleagues the significance or the "why" of a duty, or in this case a project. They need to understand what our goals are and why it's important. This allows them to be more interested and involved in the project. The project provided me with the opportunity to improve as a facilitator and grow as an effective teacher leader. Teachers expressed, informally, that their students' parents feel much more comfortable now requesting assistance when they need assistance and resources to help their children. The SIS has recommended that the Needs Assessment and follow through workshops be continued in upcoming years and has requested that our team put together a model to serve that end.

Refer to the Task 5 Rubric and ask yourself:

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

- The impact of feedback received from colleagues during and following the process and how the impact of the feedback will affect the future facilitation of colleagues' collaboration with families and the community to improve the educational system and student learning

Why is the candidate's response **logical** or **clear**?

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

This project requires a large amount of planning. It also requires the cooperation of others, which can make things difficult. When planning something like this, the leader must be detail oriented and know his/her audience. For me, I know what the parents want to hear. I also know that because of the culture of the school requires me to secure interpreters for this meeting. While the night itself is very important, we also have to draw the parents into the event. Bringing in food and other enticing elements is important. Parent involvement is somewhat low at our school and it is my goal to have the parents involved as much as possible. We will provide them with all of the important information for the success of their students when they come, but we will not know how much support they are able to provide. Planning this will be tedious, but it should also produce achievement with the students.

Refer to the Task 5 Rubric and ask yourself:

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

- The successes and challenges that the group encountered with colleagues during the planning and implementation process
- How the process improved colleagues' understanding of the needs of the educational system and students
- How the process improved the colleagues' understanding of the strategies for collaboration and communication with families and the community

Why is the candidate's response *minimal* or *trivial*?

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.