GACE
Georgia Assessments for the Certification of Educators®

Georgia Professional Standards Commission
Protecting Georgia's Higher Standard of Learning

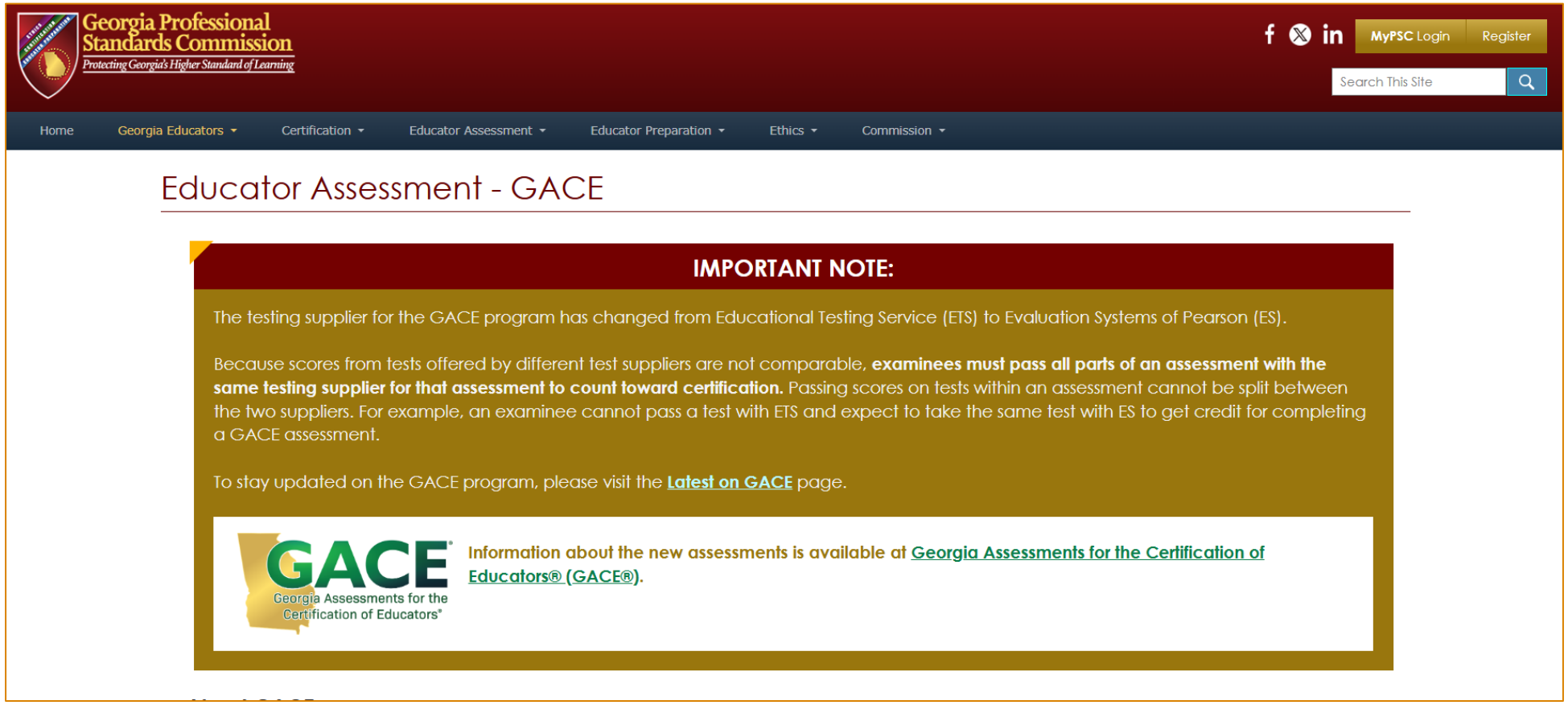
Session A1:
A Focus on Teacher Leadership Assessment

12-4-25

To Access This Presentation:

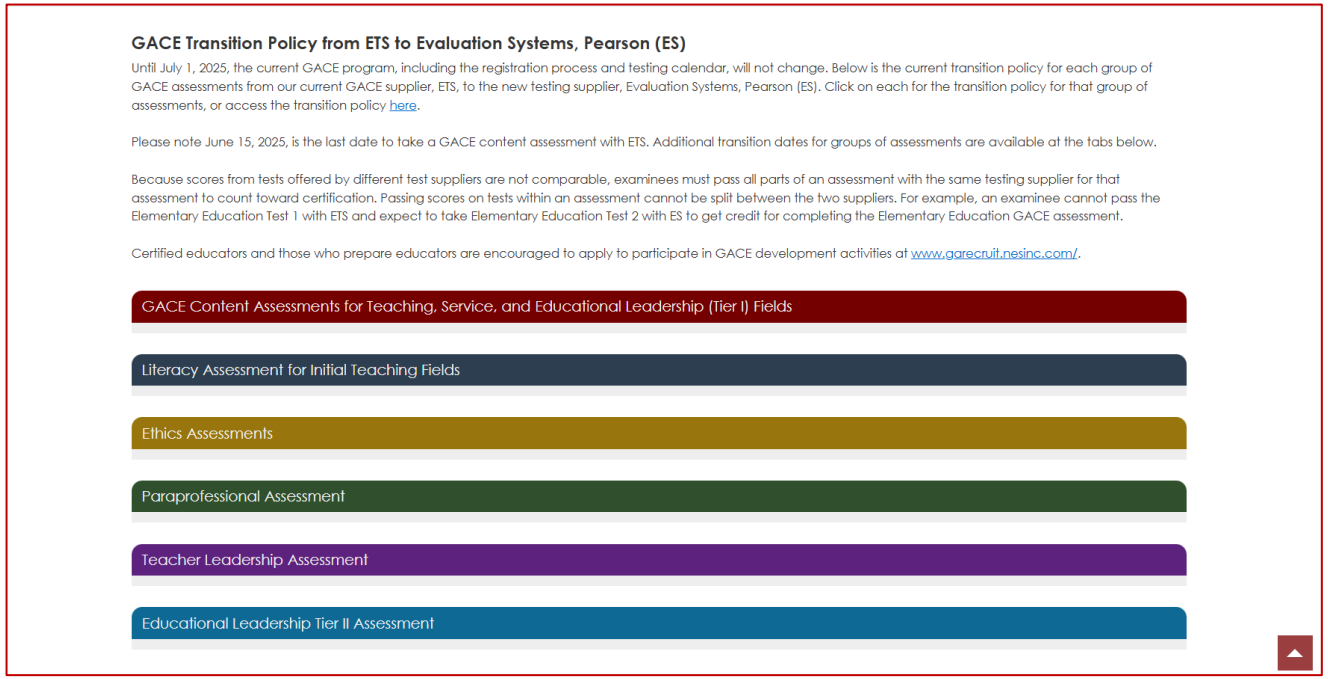
- Go to www.gapsc.com
- Point to **Educator Preparation** in the blue bar to open the drop down menu
- Click on Conference Presentations

GACE Transition Policy



Transition Reminders and Updates

GACE Transition Policy



GACE Transition Policy from ETS to Evaluation Systems, Pearson (ES)

Until July 1, 2025, the current GACE program, including the registration process and testing calendar, will not change. Below is the current transition policy for each group of GACE assessments from our current GACE supplier, ETS, to the new testing supplier, Evaluation Systems, Pearson (ES). Click on each for the transition policy for that group of assessments, or access the transition policy here.

Please note June 15, 2025, is the last date to take a GACE content assessment with ETS. Additional transition dates for groups of assessments are available at the tabs below.

Because scores from tests offered by different test suppliers are not comparable, examinees must pass all parts of an assessment with the same testing supplier for that assessment to count toward certification. Passing scores on tests within an assessment cannot be split between the two suppliers. For example, an examinee cannot pass the Elementary Education Test 1 with ETS and expect to take Elementary Education Test 2 with ES to get credit for completing the Elementary Education GACE assessment.

Certified educators and those who prepare educators are encouraged to apply to participate in GACE development activities at www.garecruit.nesinc.com/.

GACE Content Assessments for Teaching, Service, and Educational Leadership (Tier I) Fields

Literacy Assessment for Initial Teaching Fields

Ethics Assessments

Paraprofessional Assessment

Teacher Leadership Assessment

Educational Leadership Tier II Assessment

https://www.gapsc.com/EducatorPreparation/Assessment/Latest_on_GACE.aspx

Transition Reminders and Updates

TESTING WITH ETS

ETS Testing is complete except for:

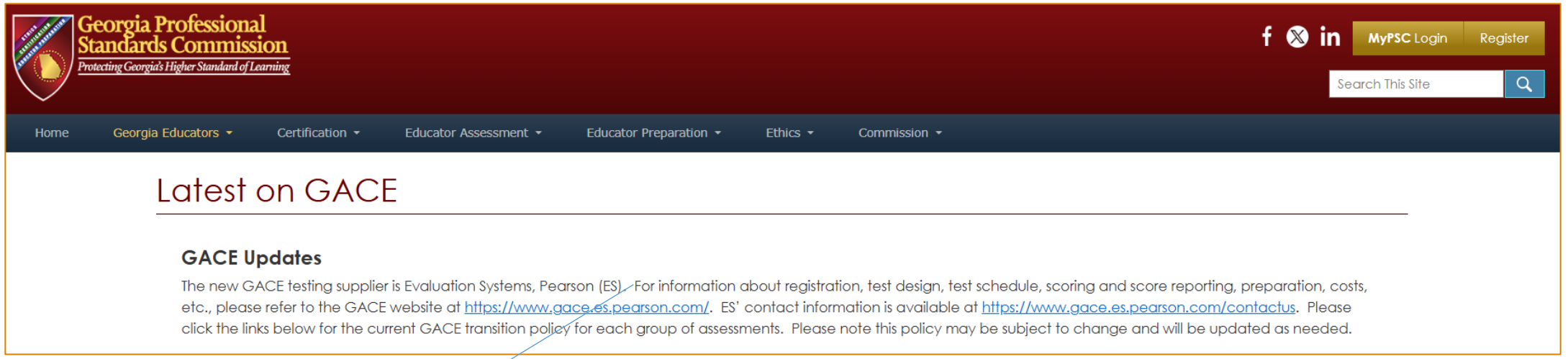
- Performance Assessment for School Leaders (PASL) – ends June 30, 2026

- Teacher Leadership Assessment – ends June 30, 2026
  - Summer 2025 Completers (Those who completed in Summer 2025 by 8-4-25, will receive a one-year non-renewable certificate that expires June 30, 2026.)

- Speech and Language Pathology – will remain with ETS as a Praxis

Transition: Reminders and Updates

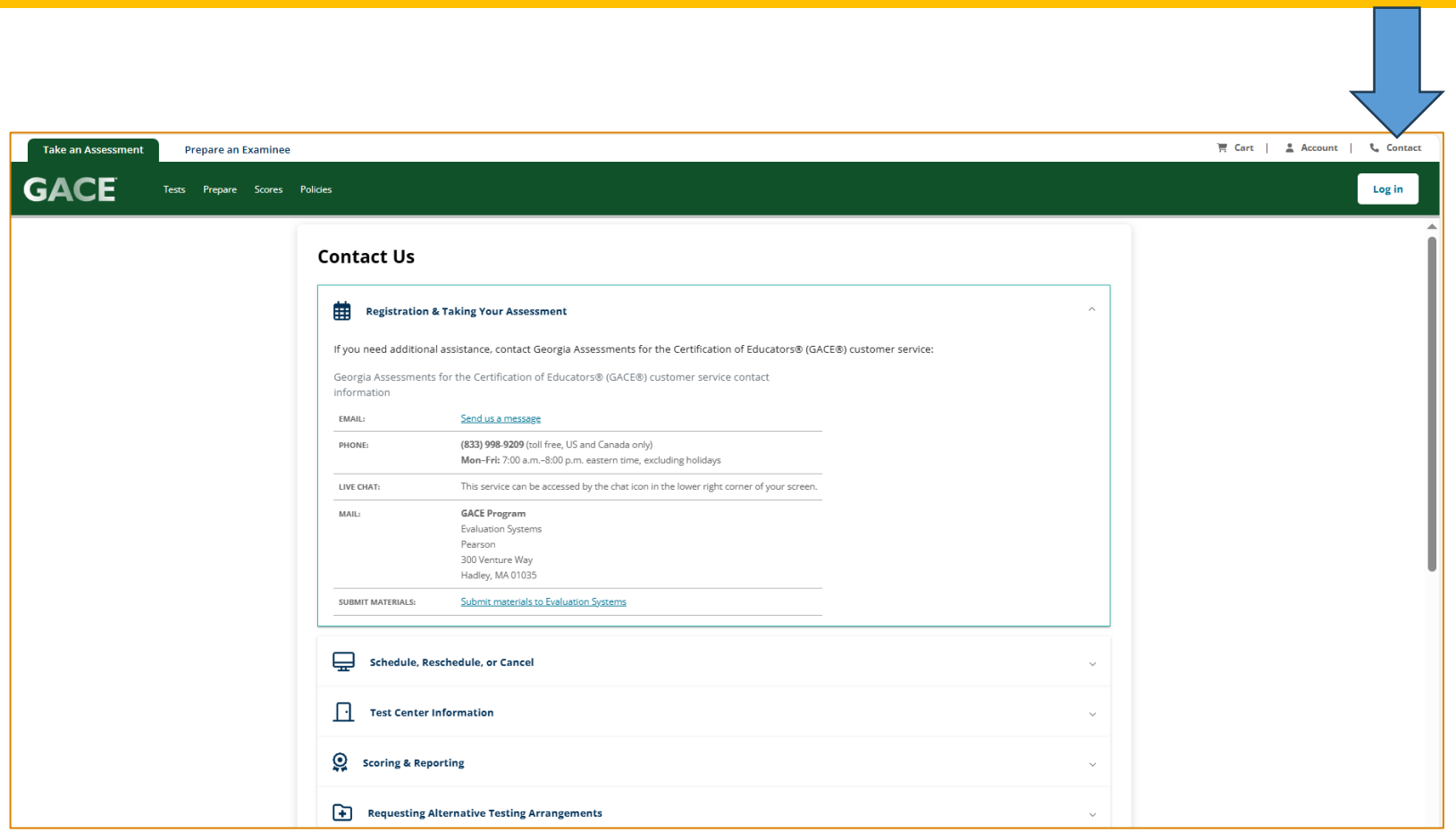
ES' Role



For information about registration, test design, test schedule, scoring and score reporting, preparation, costs, etc., please refer to the GACE website at https://www.gace.es.pearson.com/. ES' contact information is available at https://www.gace.es.pearson.com/contactus.

Transition: Reminders and Updates

ES' Role

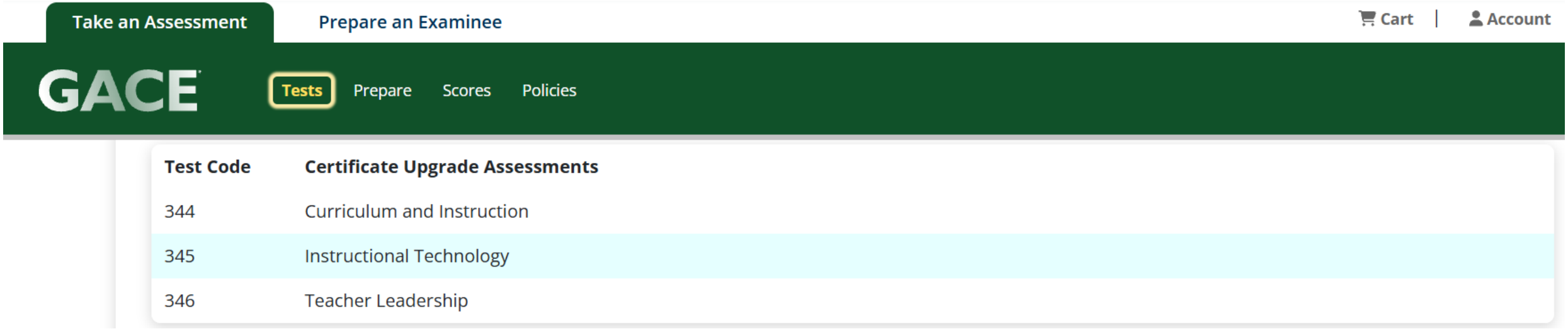


Changes

- Examinees must set up a GACE account to purchase test materials. Like before, examinees cannot register to test in their GACE account until they Request to Register in MyPSC account.

- Free interactive, full-length practice tests are not on the GACE website, but are provided once an examinee registers for an assessment. There are sample questions and other preparation resources on the website.

https://www.gace.es.pearson.com/tests



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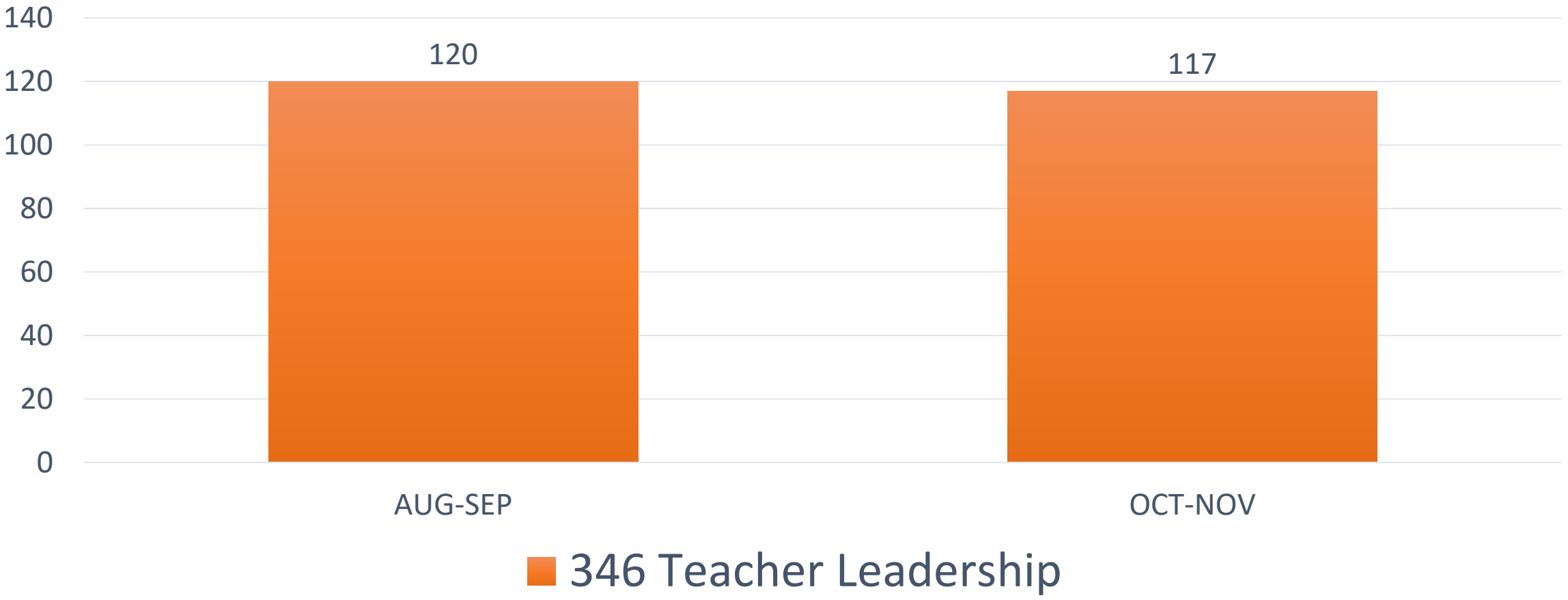
GACE Teacher Leadership Testing

Total test takers since launch (through Nov 2025): **237**



Data as of 12/01/25 – based on reporting

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GACE
Georgia Assessments for the Certification of Educators®

Comprehensive Assessment Report

Learn more about how to read and interpret this score report at:
gace.ets.pearson.com/scores

Name:
GaPSC ID:
SSN:
Test Date: August 27, 2025

346 Teacher Leadership

Status: Passed

Your Total Score: 251 Points

250 points are required to pass this assessment.

Your Performance Details

SUBAREA / OBJECTIVE	YOUR SCORE	MAXIMUM POSSIBLE POINTS
I. Supporting School Culture and Community Through Teacher Leadership		24
Objective 0001: Focused-response assignment - Designing and facilitating professional learning based on student, teacher, and instructional support staff needs. (10%)	8	8
Objective 0002: Focused-response assignment - Promoting a school culture that encourages excellence and focuses on collaboration. (10%)	5	8
Objective 0003: Focused-response assignment - Collaborative approaches to advocate for differentiated needs to improve student learning experiences. (10%)	6	8
II. Supporting Instruction Through Teacher Leadership		24
Objective 0004: Focused-response assignment - Instructional leadership for the alignment of curriculum, instruction, and assessment to learning standards. (10%)	5	8
Objective 0005: Focused-response assignment - Effective pedagogy and instructional practices for mentoring and coaching educators. (10%)	5	8
Objective 0006: Focused-response assignment - Assessment of teaching and learning, data analysis, and promotion of data-informed decision-making. (10%)	5	8
III. Application of Teacher Leadership to Professional Development		8
Objective 0007: Extended-response assignment - Developing an improvement strategy based on a school's needs, goals, and instructional program. (20%)	6	8
IV. Application of Teacher Leadership to Effective Mentoring and Coaching		8
Objective 0008: Extended-response assignment - Analyzing and interpreting information about instruction and student progress to support a teacher within a coaching cycle. (20%)	6	8

Performance Details: Focused-response assignment — Designing and facilitating professional learning based on student, teacher, and instructional support staff needs. (10%)

Assignment calls for evaluation of a scenario for implementing professional learning to describe recommended design for professional learning resources, activities and strategies.

The response reflects a thorough understanding of the relevant content knowledge and skills.

- The response fully addresses all parts of the assignment.
- The response demonstrates an accurate, highly effective application of the relevant content knowledge and skills.
- The response provides strong, relevant evidence, specific examples, and well-reasoned explanations.

Performance Details: Focused-response assignment — Promoting a school culture that encourages excellence and focuses on collaboration. (10%)

Assignment calls for analysis of a school scenario to identify recommended strategies to support teachers in building a collaborative school environment.

The response reflects a moderate understanding of the relevant content knowledge and skills.

- The response addresses most parts of the assignment.
- The response demonstrates inconsistently accurate and effective application of the relevant content knowledge and skills.
- The response provides incomplete evidence, and examples or explanations may be only somewhat appropriate.

Performance Details: Focused-response assignment — Collaborative approaches to advocate for differentiated needs to improve student learning experiences. (10%)

Assignment calls for evaluation of a school scenario for areas of need, to identify resources and strategies to address needs, and collaborative approaches to advocate for them.

The response reflects a general understanding of the relevant content knowledge and skills.

- The response addresses most or all parts of the assignment.
- The response demonstrates a generally accurate, effective application of the relevant content knowledge and skills.
- The response provides sufficient evidence, some examples, and generally sound explanations.

Performance Details: Focused-response assignment — Instructional leadership for the alignment of curriculum, instruction, and assessment to learning standards. (10%)

Assignment calls for evaluation of a school scenario involving to identify strategies to lead colleagues in work to support alignment of curriculum, instruction and assessment.

The response reflects a moderate understanding of the relevant content knowledge and skills.

- The response addresses most parts of the assignment.
- The response demonstrates inconsistently accurate and effective application of the relevant content knowledge and skills.
- The response provides incomplete evidence, and examples or explanations may be only somewhat appropriate.

Performance Details: Focused-response assignment — Effective pedagogy and instructional practices for mentoring and coaching educators. (10%)

Assignment calls for evaluation of a coaching and mentoring scenario to identify goals and strategies to support teachers' improvement in specific areas of their instructional practice.

The response reflects a moderate understanding of the relevant content knowledge and skills.

- The response addresses most parts of the assignment.
- The response demonstrates inconsistently accurate and effective application of the relevant content knowledge and skills.
- The response provides incomplete evidence, and examples or explanations may be only somewhat appropriate.

Performance Details: Focused-response assignment — Assessment of teaching and learning, data analysis, and promotion of data-informed decision-making. (10%)

Assignment calls for analysis of data about student or teacher performance to identify areas for improvement and strategies for collecting data and monitoring improvement.

The response reflects a moderate understanding of the relevant content knowledge and skills.

- The response addresses most parts of the assignment.
- The response demonstrates inconsistently accurate and effective application of the relevant content knowledge and skills.
- The response provides incomplete evidence, and examples or explanations may be only somewhat appropriate.

Performance Details: Extended-response assignment — Developing an improvement strategy based on a school's needs, goals, and instructional program. (20%)

Assignment calls for analysis of a teacher leadership scenario and provided resources to identify an improvement strategy and professional learning to support it.

The response reflects a general understanding of the relevant content knowledge and skills.

- The response addresses most or all parts of the assignment.
- The response demonstrates a generally accurate, effective application of the relevant content knowledge and skills.
- The response provides sufficient evidence, some examples, and generally sound explanations.

Performance Details: Extended-response assignment — Analyzing and interpreting information about instruction and student progress to support a teacher within a coaching cycle. (20%)

Assignment calls for analysis and synthesis of provided data sources to identify areas of strength and need in a teacher's instruction, and to describe plans for coaching and monitoring for improvement in an area of need.

The response reflects a general understanding of the relevant content knowledge and skills.

- The response addresses most or all parts of the assignment.
- The response demonstrates a generally accurate, effective application of the relevant content knowledge and skills.
- The response provides sufficient evidence, some examples, and generally sound explanations.

Your Scores Were Reported To

Your scores from this test date were reported to your educator preparation provider (if applicable), the Georgia Professional Standards Commission, and the following institutions, per your selection when your registered for the test:

- University

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Discussion

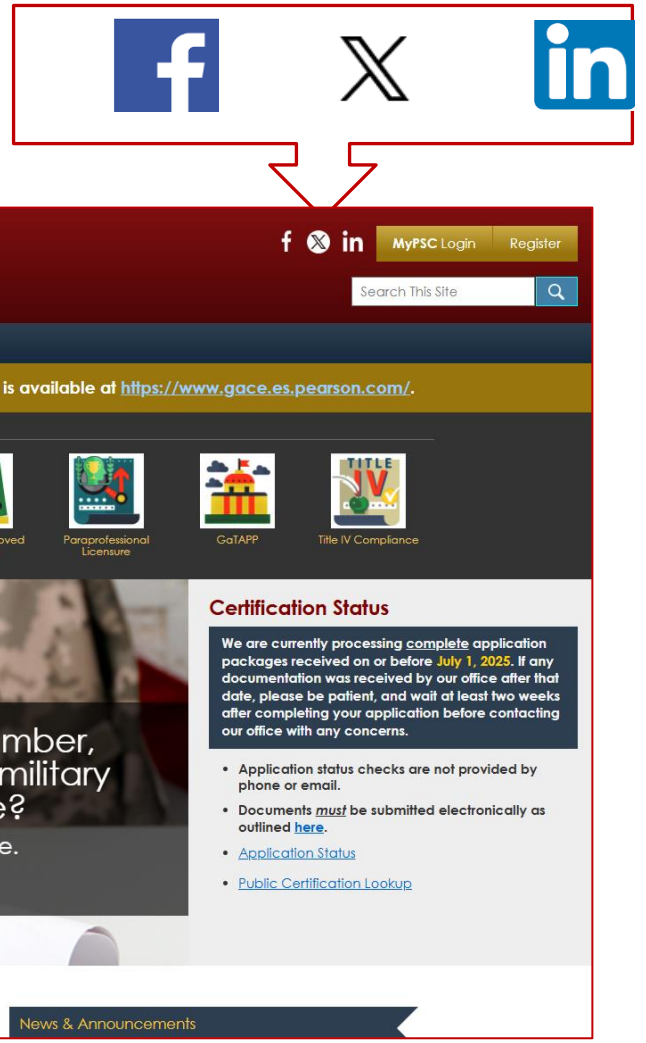
A Look at Teacher Leadership GACE Data

Discussion

How may we assist you?

Please complete the session survey

https://www.surveymonkey.com/r/CertCon25

Stay Connected

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