

In a School Grounded In Formative Assessment ...

Site leaders show responsibility to *themselves* by committing to their own ongoing professional learning. They prioritize learning the skills of modeling, continuous inquiry, analysis of evidence, and collaboration with teachers. They embrace the role of learner, exploring their current practices against grounding rubrics and frameworks to evaluate their alignment with key formative assessment practices and a culture of learning. They invite feedback from others, including colleagues, teachers, students, families, and district leaders. With this lens of continuous improvement, they set learning goals for themselves that they reflect on through self- and peer-assessment processes.

Site leaders show responsibility to *students* by building and maintaining relationships with individual students and the larger school community. They are visible and accessible on their school campuses and available for informal conversations with students about their learning. They provide ongoing feedback when students prompt them to do so. They also create the environment and systems that allow students to consistently engage in formative assessment practices and develop learner agency.

Site leaders show responsibility to *teachers and other colleagues* by putting forth and promoting a clear student-centered vision of formative assessment. They model leading and learning with and from one another, operating in a culture where they do what they ask teachers and students to do (peer support, risk-taking, and authenticity). They create a safe space for teachers and other colleagues to learn and grow together, normalizing emergent learning. They provide effective feedback using tools that emphasize formative assessment practices. They provide professional learning experiences that support teachers to advance in their formative assessment expertise through cycles of inquiry and reflection, which teachers then model for their students. These inquiry cycles often include peer observation routines, review of model lessons, and video study sessions. Site leaders create master schedules that allow teachers to collaborate and plan. They demonstrate transparency about their own learning to support teachers to create new instructional norms and investigate their own personal beliefs about teaching, learning, and what is possible for students.

Site leaders show responsibility to *families and caregivers* by including them as part of their student's academic team. They communicate with families and caregivers about the basics of formative assessment, including what it looks like in the classroom and its impact on student learning. They engage in conversations with families and caregivers to address how this formative assessment learning model may be different from their own previous experiences in school, focusing on the way it promotes individual agency and collaborative experiences rooted in evidence. Site leaders support family and caregiver meetings steeped in formative assessment practices to illustrate the learning style and culture of the school. They also provide the structure and support to enable these meetings to be student-led, during which students articulate what and how they are learning. This is especially evident in Individual Learning Plan (ILP) meetings.

Site leaders show responsibility to *other site leaders* by helping communicate a clear vision of formative assessment to promote district or charter system growth. They share their

struggles, successes, and questions and depend on their colleagues to serve as resources. They also offer themselves as resources for other site leaders, including opening their schools so that others can observe their current formative assessment practices and get feedback on areas of growth. They use a common language and norms when it comes to formative assessment practices to support all sites being on the same page. This ensures a greater level of consistency for all students across all sites and avoids comparisons of schools within the same district.

Site leaders show responsibility to *district and charter leadership* by having a deep understanding of formative assessment and a connection to the work in the classroom. They communicate clearly to district and charter leadership about the formative assessment work at their schools. Site leaders provide a bridge between students and the district or charter system, advocating for their students at the system level. They take on leader and learner roles in both school site and district or charter settings, while keeping a growth mindset in each role. They model a culture of learning wherever they serve as a leader. They hold their staff, themselves, and supervisors accountable for formative assessment practices, navigating district or charter and state requirements with these practices and principles in mind.