

In a Formative Assessment System ...

State education leaders show responsibility to *themselves* by being learners within the system and permitting themselves to learn, make mistakes, and grow along with the entire system. They build their own understanding of formative assessment as part of their broader assessment literacy. They clarify how formative assessment practices connect to all of the agency's work—shifting ownership from siloed departments to the entire organization.

State education leaders show responsibility to *colleagues* by sharing materials and resources on formative assessment and incorporating them into shared learning experiences. They help colleagues connect other state initiatives to formative assessment, including change efforts in the School Improvement Unit, technical assistance from the Arizona Charter Schools Program, Arizona Professional Learning Series in Exceptional Student Services, and training from Academic Standards.

State education leaders show responsibility to *districts and charter schools* by listening to the field and following their lead on what they need to implement these formative assessment practices. They address misconceptions in the field about what formative assessment is and ensure that state policies and practices are supportive of formative assessment implementation. State education leaders establish the expectations, culture, and climate for this work and set a tone that allows for risk-taking, making mistakes, and growing—processes that are vital to impacting student achievement. They also provide targeted professional development and resources to districts and charter school systems to support them where they are in their learning.

State education leaders show responsibility to *school leaders* by offering them training and clear expectations, supporting school leaders to increase their depth of understanding, and facilitating a shift in ownership. They help school leaders learn about formative assessment practices, how to recognize and foster them in their system, and see their value. State education leaders also create a central location where school leaders can get needed resources, locate tools to evaluate their progress, and communicate with other leaders.

State education leaders show responsibility to *teachers* by being lead learners and learning alongside teachers. They support teachers to understand what evidence looks like in the classroom and empower them to make instructional decisions based on that evidence of learning. They help infuse this work in all that teachers do, showing them how to be flexible and reflective in their teaching and learning practices. State education leaders facilitate opportunities for teachers to engage in professional learning about formative assessment and build their capacity to lead it in the classroom.

State education leaders show responsibility to *families and caregivers* by providing them with the same common messaging, language, and framework. They provide ongoing communication about where we are now, where we are headed, and how we will get there. State education leaders support families, caregivers, and school staff to build community and collaboration. They support them to carve out the space, time, and learning opportunities to engage with evidence of learning, e.g., through student-led conferences and greater access to classrooms.