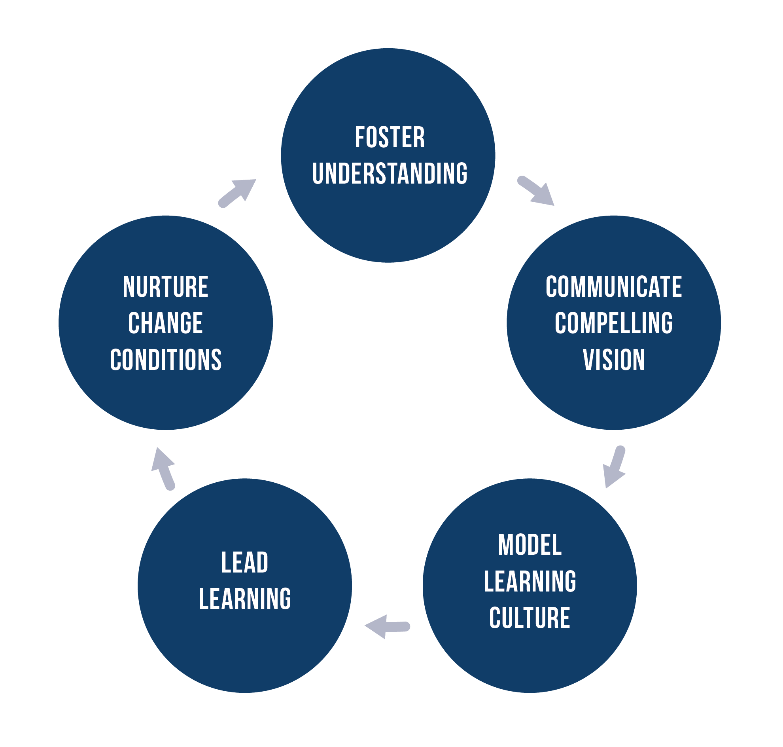
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| **Guiding Questions for Leading Formative Assessment** |

This template offers guiding questions for leaders involved in supporting formative assessment implementation. The questions are aligned with the five principles in the *Formative Assessment Leadership Framework*.



**Foster Understanding**

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| How will I approach my own learning to develop expertise in formative assessment and to better understand how teachers and student learn to use formative assessment? |
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| How can I best leverage others (the district, my peers, my teachers or my students) to support my own learning? |
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| What are 2 or 3 strategies I can use to begin to foster shared understanding about formative assessment among my faculty, and within my community? |
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**Communicate a Compelling Vision of Formative Assessment**

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| The next time someone asks me why we are engaged in formative assessment, what will I say to communicate my vision? |
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| Who is in my sphere of influence? Who needs to know my vision of formative assessment? |
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| What do I need to communicate about formative assessment to those in my sphere of influence? How will I address typical barriers to implementation, such as people believing they already do this, or that this is “just good teaching”? |
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**Model a Learning Culture**

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| If I consider the continuum between having an “accountability” oriented culture to having a “learning” culture, where would I place my school along that continuum? What evidence lead me to consider this placement? |
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| What structures will I put in place, as school begins, in order to routinely notice and respond to emerging knowledge and understanding of formative assessment? |
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| What are ways I can contribute to developing trust among those in my sphere of influence in order to lessen the inherent risk in sharing emerging understanding? |
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**Lead the Learning**

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| How will I ensure teachers have adequate time and opportunity to learn formative assessment? Who else needs to be involved in identifying scheduled time for learning? Who will lead professional learning? |
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| How do I best communicate to teachers the need for daily learning and application in formative assessment? What metaphors or stories could I tell to encourage and support daily practice? |
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| What are my plans to create and engage in learning opportunities, such as peer observations, model lessons, or video study, that encourage dialogue about the student role in learning? |
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**Nurture the Conditions for Change and Sustainability**

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| As I begin this year, what will I do to leverage early adopters and those who are passionate about this work to support change? How will I create opportunities for my teachers to learn from those who have been in the pilot? |
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| Who can be an ambassador for this work? How can I support their ambassadorship? |
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