



Assessment Leadership Facilitator Guide

*Leadership Module 3:
Leveraging Tools for Assessment Leadership*

Assessment Leadership Facilitator Guide

Module 3: Leveraging Tools for Assessment Leadership

Throughout this module, participants will be guided through a structured process to review and reflect on tools in the *Kentucky Assessment Leadership Module Toolkit*. This module will provide context about each specific tool and how all the tools work together to support the larger goals of making your local system of assessment more comprehensive and balanced and how to support effective implementation of the formative assessment process across your school or district. Because the Toolkit is design to provide leaders with maximum flexibility for use, this module will prompt reflection on the local relevance of the tools and on possible modifications that may make these tools more useful to your school or district.

Module Materials and Resources

- Module 3 PowerPoint presentation
- This Facilitator Guide
- Kentucky Assessment Leadership Module Toolkit
- Module 3 Note-Taking Guide (available at the end of this guide)

Possible materials and resources for in-person facilitation:

- Chart Paper
- Markers
- Post-its

Possible materials for remote facilitation:

- Online meeting platform with chat box and breakout room capability
- Collaborative document (e.g., Padlet, Jamboard, Google doc) or a tool for sharing reactions to tools, ideas, and next steps

Other resources referenced in this module include the following:

- *Kentucky Model Curriculum Framework*: <https://kystandards.org/standards-resources/model-curriculum-framework/>
- Assessment Leadership Modules 1 and 2: <https://kystandards.org/standards-resources/pl-mods/cdig/>

Module Learning Goals

Participants will understand:

1. A process for building a comprehensive, balanced assessment system and for supporting formative assessment, and
2. The purpose of the specific tools in the *Assessment Leadership Module Toolkit* and how the tools work together.

Module Success Criteria

Participants will be able to:

1. Identify relevant tools and adapt them for local use, and
2. Develop and implement a site-appropriate action plan to lead a comprehensive, balanced assessment system and support formative assessment.

Role of the Facilitator

The facilitator's role in this module is to facilitate the professional learning module in a way that is responsive to the needs of the community of learners. All resources are intended to be relevant for local use and are not intended to be prescriptive.

- All materials have been prepared for facilitators and further details are available in this document.
- Facilitators should review all materials and make adjustments based on timing, group size, local priorities, local norms, presentation format (face-to-face or digital learning environments) and the facilitator's personal presentation style.
- Facilitator notes (available here and as slide notes for each slide) provide flexible options for content delivery and activities and are designed to support facilitator decisions.
- The facilitator for this module does not have to be an expert on assessment or leadership. While this facilitation guide is intended to provide the background knowledge and scaffolding necessary for facilitators to lead the sessions in this module, the priority for facilitators should be supporting participant sense-making. Therefore, facilitators should not feel pressure to be seen as "experts" on assessment leadership.

Module 3 Facilitator Guidance

- Facilitators should be familiar with each of the tools in the *Assessment Leadership Module Toolkit* in order to effectively introduce the tools and guide participants in taking a critical view of the relevance and utility of these tools to their schools and districts. It is important for facilitators to prepare by reading the *Assessment Leadership Module Toolkit*.
- Facilitators should prepare for the session by determining how participants will access the relevant tools referred to throughout the session (see Modules and Resources section of this guide for details). If the facilitator decided that participants will access these digitally, participants should be informed in advance that they will need access to a device throughout the training. If they will access hard copies, the facilitator should plan to make copies in advance.
- After some preliminary context setting, the overall flow of this module is cyclical. For each set of tools, participants are
 1. introduced to a specific tool and how it supports broader assessment leadership goals,
 2. prompted to review the tool and take notes about their reactions, and
 3. guided through a discussion of the tool in the context of their local school or district's context, needs, and goals.

Facilitators should take the opportunity to encourage participants to make connections back to the larger purpose of the Toolkit to avoid a myopic focus on each tool in isolation.

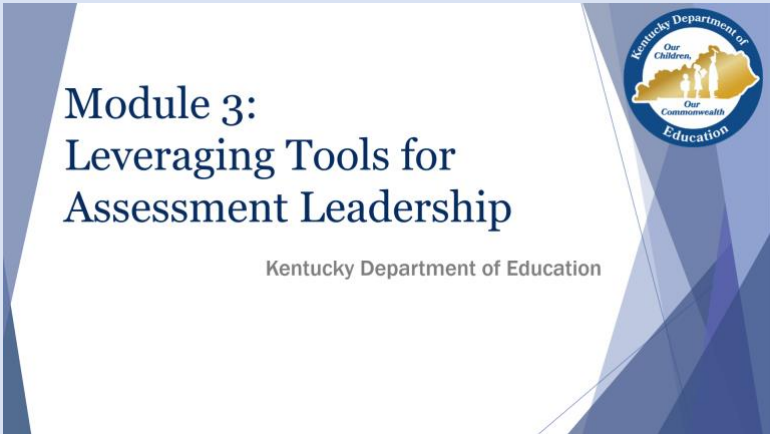
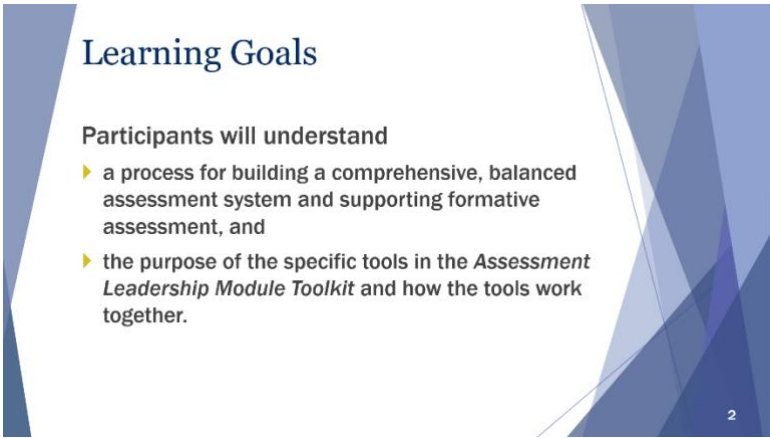
- Facilitators will need to plan ahead about how to group participants for each tool analysis and discussion cycle. When making decisions about group composition, facilitators should consider whether to keep the group membership static to support rapport-building and facilitate cumulative collaboration or to mix up the groups for different discussions to make the cycle feel less repetitive.
- The estimated time for this module is two hours (120 minutes).
 - However, this is just an estimate, and the actual timing will depend on facilitation strategies and approach.
 - Facilitators can consider breaking this module into two different sessions either because 120 concurrent minutes are not available or because they are leading a group that is primarily focused on one strand of the assessment leadership work.
 - For example, a group that has prioritized building a comprehensive, balanced assessment system may want to engage only with Sections 1–4; while a group that is focused on implementing formative assessment may want to participate in Sections 1–3 and Section 5.
- This schedule assumes that participants have engaged in Modules 1 and 2 of the Kentucky Assessment Leadership Professional Learning Modules and are familiar with the *Kentucky Model Curriculum Framework*. If this is not the case, facilitators may need to slow down the pace and bring in these additional resources. The slide notes below provide additional suggestions.

Agenda

Section	Time	Slide Numbers
Section 1: Introduction	5 minutes	1–3
Section 2: Key Considerations for Using the Assessment Leadership Toolkit	5 minutes	4–8
Section 3: Tools for Leading a Comprehensive Assessment System That Prioritizes Formative Assessment	5 minutes	9–10
Section 4: Tools to Support Leadership of a Comprehensive, Balanced System of Assessment	50 minutes	11–24
Section 5: Tools to Support Leading for Formative Assessment	45 minutes	25–39
Section 6: Module Reflection	10 minutes	40–41

Section 1: Introduction

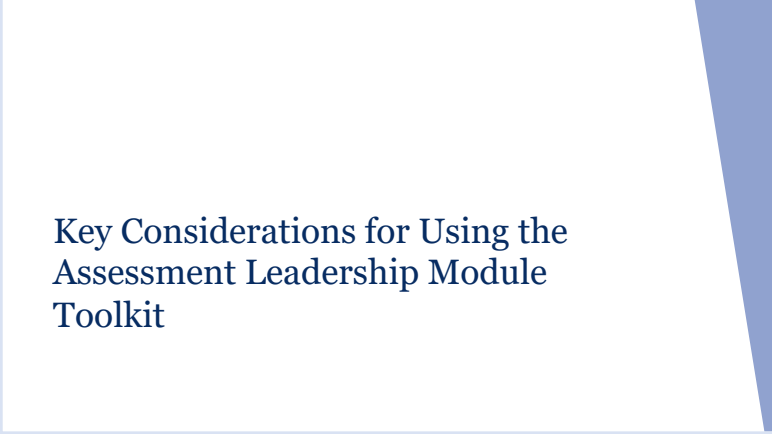
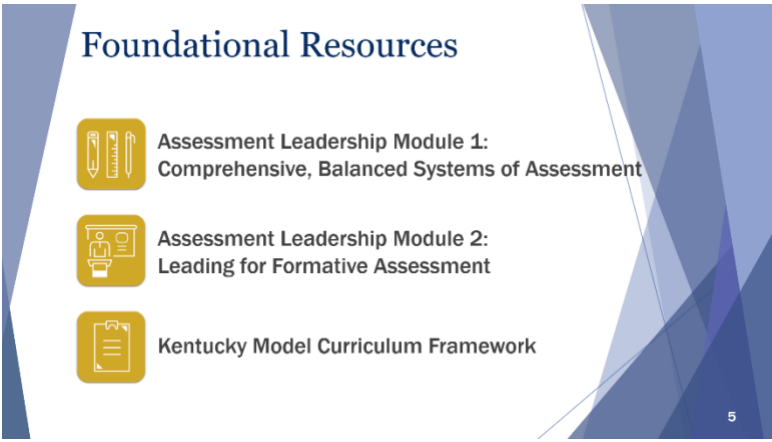
Slides: 1–3

Slide #	Guidance	Slide Image
1	Title slide for Module 3: Leveraging Tools for Assessment Leadership	
2	<p>Introduce the content on the slide by providing the following information.</p> <p>Just as with students in K–12 classrooms, being clear about where we are headed in our learning and how we will know if we are successful is essential.</p> <p>These are our Learning Goals for today.</p> <p>Share the Learning Goals on the slide.</p>	

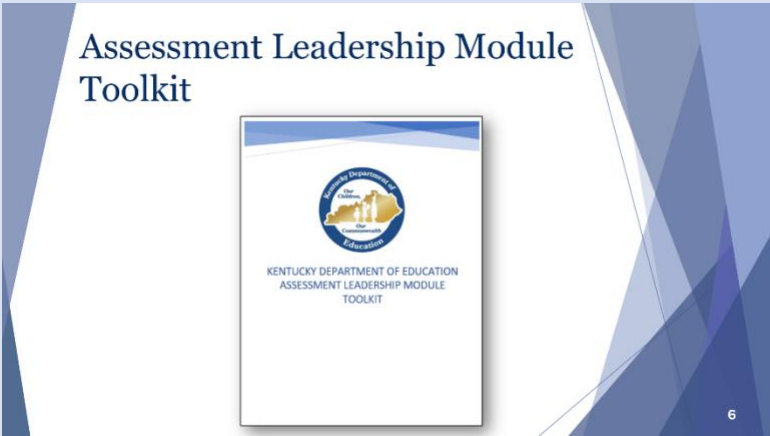
Slide #	Guidance	Slide Image
3	<p>Introduce the content on the slide by providing the following information.</p> <p>At the end of this learning sequence, you should be able to</p> <ul style="list-style-type: none"> • identify relevant tools and adapt them for local use, and • develop and implement a site-appropriate action plan to lead a comprehensive, balanced assessment system and support formative assessment. <p>Facilitators may want to note that participants will not develop a full action plan during this session, but they will be successful if they feel prepared to engage in this process locally in partnership with stakeholders.</p>	<p>The slide image shows a presentation slide titled "Success Criteria". Below the title, it states "Participants will be able to" followed by two bullet points: "identify relevant tools and adapt them for local use, and" and "develop and implement a site-appropriate action plan to lead a comprehensive, balanced assessment system and support formative assessment." The slide has a blue geometric background with a small number "3" in the bottom right corner.</p>

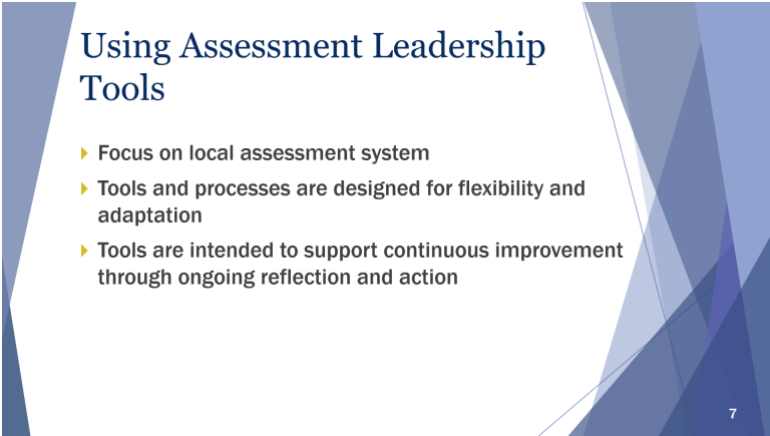
Section 2: Key Considerations for Using the Assessment Leadership Toolkit


Slides: 4–8

Slide #	Guidance	Slide Image
4	<p>Introduce the content on the slide by providing the following information.</p> <p>In this section, we will orient you to the <i>Kentucky Department of Education Assessment Leadership Module Toolkit</i> and how you can make use of the tools provided to support effective assessment in your school or district.</p>	 A presentation slide with a white background and a blue geometric design on the right side. The title "Key Considerations for Using the Assessment Leadership Module Toolkit" is centered in a dark blue font.
5	<p>Introduce the content on the slide by providing the following information.</p> <p>The content in this module is closely connected to several key resources provided by the Kentucky Department of Education. This module is designed to build on and extend the ideas covered in Assessment Leadership Modules 1 and 2 by focusing on implementation. Additionally, this module will refer to resources and information provided in the <i>Kentucky Model Curriculum Framework</i> to support planning for implementation of assessment leadership strategies.</p>	 A presentation slide with a white background and blue geometric designs on the left and right sides. The title "Foundational Resources" is at the top. Below it are three yellow icons with text: a double-headed arrow for "Assessment Leadership Module 1: Comprehensive, Balanced Systems of Assessment", a lightbulb for "Assessment Leadership Module 2: Leading for Formative Assessment", and a document for "Kentucky Model Curriculum Framework". A small number "5" is in the bottom right corner.

Slide #	Guidance	Slide Image
	<p>Next, orient participants to what each of these resources is and how they can access them for reference during the session.</p> <p>Facilitation Note:</p> <p>This professional learning module presumes that participants have engaged with Assessment Leadership Modules 1 and 2 prior to participating in this module. If participants have not engaged with Assessment Leadership Modules 1 and 2 prior to this professional learning experience, it may be worthwhile to facilitate that content before focusing on using the tools.</p> <p>This module also assumes that participants have some level of familiarity with the <i>Kentucky Model Curriculum Framework</i>. If this is not the case, facilitators may want to invest additional time in familiarizing participants to this resource.</p> <p>Links to each resource are provided below:</p> <ul style="list-style-type: none"> • Assessment Leadership Module 1 and Assessment Leadership Module 2: https://kystandards.org/standards-resources/pl-mods/cdig/ • <i>Model Curriculum Framework</i>: https://kystandards.org/standards-resources/model-curriculum-framework/ 	

Slide #	Guidance	Slide Image
6	<p>Introduce the content on the slide by providing the following information.</p> <p>This module is designed as a guide to help you understand how the tools and resources in the <i>Kentucky Assessment Leadership Module Toolkit</i> can support you in implementing a comprehensive, balanced local system of assessment and to support effective implementation of formative assessment as part of that system of assessment.</p> <p>We will use our time in this session to orient you to the tools in the Toolkit, help you understand their purpose and how they can work together to support assessment leadership, and give you opportunities to reflect on their relevance to your school or district.</p> <p>Next, take a moment to orient participants to the <i>Assessment Leadership Module Toolkit</i> document and how they can access it during the training. It may be helpful to give participants some direction about how the Toolkit is organized.</p> <p>Facilitator Note:</p> <p>All participants will need access to the <i>Assessment Leadership Module Toolkit</i> and the hyperlinked tools (digital or print) during this training.</p>	

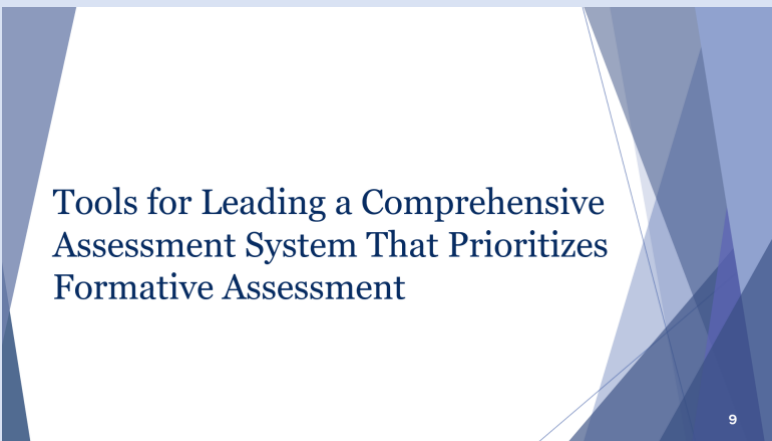
Slide #	Guidance	Slide Image
7	<p>Introduce the content on the slide by providing the following information.</p> <p>The <i>Assessment Leadership Module Toolkit</i> was designed to focus on the local assessment system; this means that participants should focus on the assessment tools and practices that are in their local control.</p> <p>Additionally, please keep in mind that all of the tools and processes provided in the Toolkit are intended to serve as a starting point. Schools and districts are strongly encouraged to consider each tool and how they work together but also reflect on their relevance in the local context. Schools and districts can use some or all of these tools and resources, and they can use the tools as is or modify them to meet local needs. These tools are designed with maximum flexibility in mind.</p> <p>Finally, these tools are not designed as a single-use checklist. Instead, they are intended to support a continuous improvement approach to the local assessment system. This means that the processes offered through these tools should be part of ongoing reflection and action cycles.</p>	 <p>The slide image shows a presentation slide with a blue geometric background. The title is 'Using Assessment Leadership Tools'. There are three bullet points, each preceded by a yellow arrowhead. The slide number '7' is in the bottom right corner.</p> <ul style="list-style-type: none"> ▶ Focus on local assessment system ▶ Tools and processes are designed for flexibility and adaptation ▶ Tools are intended to support continuous improvement through ongoing reflection and action


Slide #	Guidance	Slide Image
8	<p>Introduce the content on the slide by providing the following information.</p> <p>As we walk through tools and processes that can support assessment leadership at your school or in your district, there are several key considerations that serve as throughlines across every tool. At every stage in the process, developing and implementing a plan to support the considerations on this slide should be top of mind when making decisions.</p> <ul style="list-style-type: none"> • Authentic stakeholder engagement is essential to effective assessment leadership. This is not a process that can be done in isolation by a determined leader. Instead, successful efforts to implement a comprehensive, balanced system of assessment and to support effective formative assessment at scale across a school or district rely on authentic engagement of the stakeholders who need to make it happen. This means considering who should be included and reflecting on important voices who aren't always authentically engaged in important school- and district-level decision-making, including students and families. • Gathering and making sense of evidence that can inform decision-making is also important at all stages of the process, because no one person in any school or district has a complete picture of teaching, learning, assessment, school culture, and professional learning. Implementing and 	 <p>The slide image shows a presentation slide titled "Key Considerations". It features three yellow rounded rectangular boxes, each preceded by a yellow icon: a group of three people for "Authentic Engagement of Stakeholders", a magnifying glass for "Gathering and Making Sense of Evidence", and a checkmark for "Communication and Capacity Building". The slide has a blue geometric background on the right side and a small number "8" in the bottom right corner.</p>

Slide #	Guidance	Slide Image
	<p>sustaining comprehensive, balanced systems of assessment and effective formative assessment requires accurate information at all stages of the process. Relevant data is essential to inform planning, guide implementation, and support continuous improvement.</p> <ul style="list-style-type: none"> • Communication and capacity building for plans and activities must also be considered and planned for at all stages of the process. All stakeholders need to understand plans and see their relevance to their own goals and priorities in order for efforts to be successful. <p>Ask participants to keep these ideas in mind as they reflect on each of the tools and consider a process that would be appropriate in their schools or districts.</p>	

Section 3: Tools for Leading a Comprehensive Assessment System That Prioritizes Formative Assessment

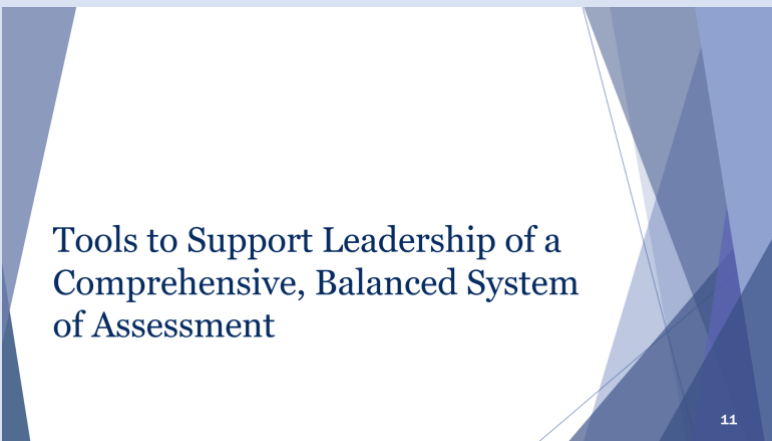
Slides: 9–10

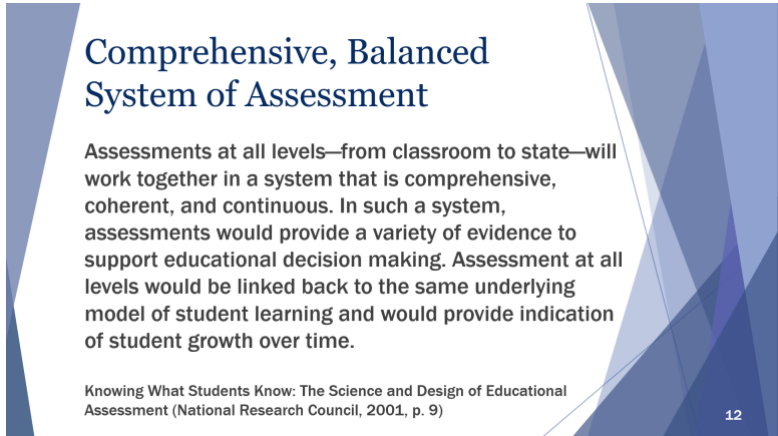
Slide #	Guidance	Slide Image
9	<p>Introduce the content on the slide by providing the following information.</p> <p>For most of our time together, we will get familiar with the tools in the Toolkit and reflect on their relevance.</p>	 The slide features a white background with a blue geometric pattern on the right side. The title "Tools for Leading a Comprehensive Assessment System That Prioritizes Formative Assessment" is centered in a blue serif font. A small number "9" is in the bottom right corner.


Slide #	Guidance	Slide Image
10	<p>Introduce the content on the slide by providing the following information.</p> <p>Leaders need to attend to four key areas that can serve as guides to effective assessment leadership. The four areas listed on this slide reflect core competencies for leading a focus on comprehensive, balanced systems of assessment and effective formative assessment. Whether focusing on comprehensive, balanced systems of assessment and formative assessment in parallel or targeting one process at a time, leaders have four key areas to focus on to ensure success. The Toolkit provides resources that can offer support in each area.</p> <p>Walk through the content on the slide.</p> <p>Facilitator Note:</p> <p>If participants have engaged in Modules 1 and 2 in this series, they will have already seen the activities listed in each of the four areas on this slide. This particular slide groups the activities in Modules 1 and 2 to demonstrate the common process and approach.</p>	 <p>The slide is titled "Assessment Leadership Competencies" and features a blue geometric background. It lists four key areas, each with an icon and a bulleted list of actions:</p> <ul style="list-style-type: none"> Develop a Road Map (Icon: Book with a magnifying glass) <ul style="list-style-type: none"> Articulate a vision for assessment Establish a case for formative assessment Make Structural Changes (Icon: School building) <ul style="list-style-type: none"> Establish a comprehensive, balanced local assessment system Align policies and practices Build Supportive Culture (Icon: Group of people) <ul style="list-style-type: none"> Support a culture of assessment literacy Build a culture of learning to support formative assessment Invest in Ongoing Professional Learning and Continuous Improvement (Icon: Person at a computer) <ul style="list-style-type: none"> Assessment and data literacy; formative assessment practice Professional Learning Communities <p>The number 10 is visible in the bottom right corner of the slide image.</p>

Section 4: Tools to Support Leadership of a Comprehensive, Balanced System of Assessment


Slides: 11–24

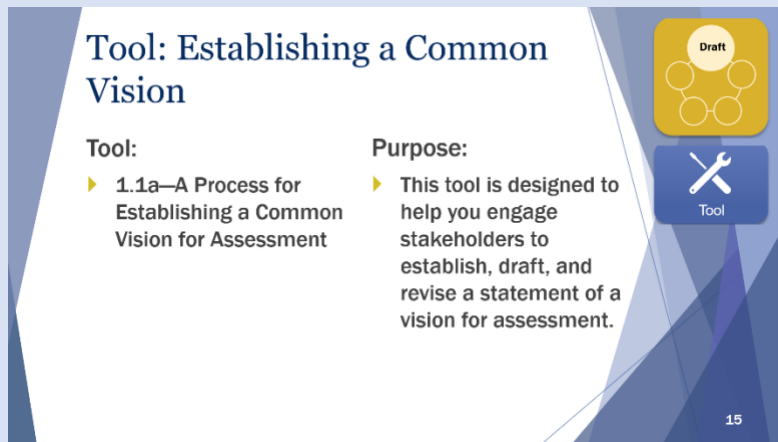
Slide #	Guidance	Slide Image
11	<p>Introduce the content on the slide by providing the following information.</p> <p>The tools in the Toolkit are organized into two sections:</p> <ul style="list-style-type: none">• Section 1 offers tools and processes designed to support building and sustaining a comprehensive, balanced system of assessment.• Section 2 focuses on effective implementation of formative assessment. <p>In this next section, we will focus on tools related to a comprehensive, balanced system of assessment.</p>	 The slide features a white background with a blue geometric design on the right side. The title "Tools to Support Leadership of a Comprehensive, Balanced System of Assessment" is centered in a blue serif font. The number "11" is in the bottom right corner.

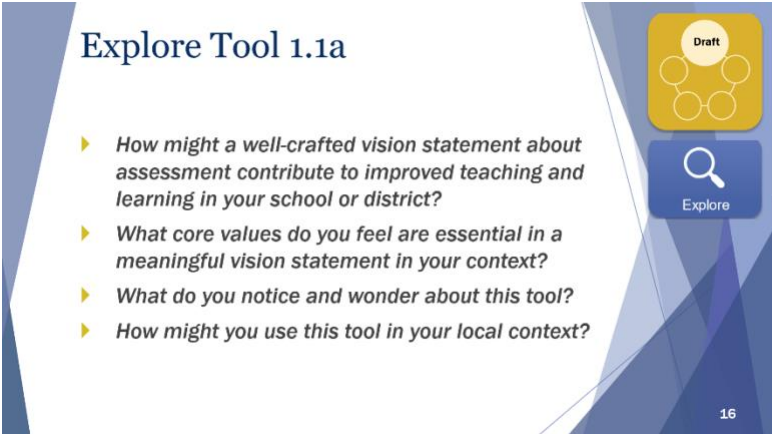
Slide #	Guidance	Slide Image
12	<p>Introduce the content on the slide by providing the following information.</p> <p>A comprehensive and balanced system of assessment is one that is designed to provide evidence that meets the needs of a variety of stakeholders and the different decisions they need to make about student learning and program improvement. Stakeholders include students and families, teachers, and local educational leaders.</p> <p>Either read or ask participants to read to themselves this definition for a comprehensive, balanced system of assessment.</p> <p>Ask participants to react to the definition by identifying key words that jump out. Facilitators may want to have some key words and thoughts ready to prompt discussion. For example, “I like the combination of the terms ‘comprehensive,’ ‘coherent,’ and ‘continuous’ because they really illustrate what it looks like for assessment tools and strategies to work together as part of a system.”</p>	 <p>Comprehensive, Balanced System of Assessment</p> <p>Assessments at all levels—from classroom to state—will work together in a system that is comprehensive, coherent, and continuous. In such a system, assessments would provide a variety of evidence to support educational decision making. Assessment at all levels would be linked back to the same underlying model of student learning and would provide indication of student growth over time.</p> <p><small>Knowing What Students Know: The Science and Design of Educational Assessment (National Research Council, 2001, p. 9)</small></p>

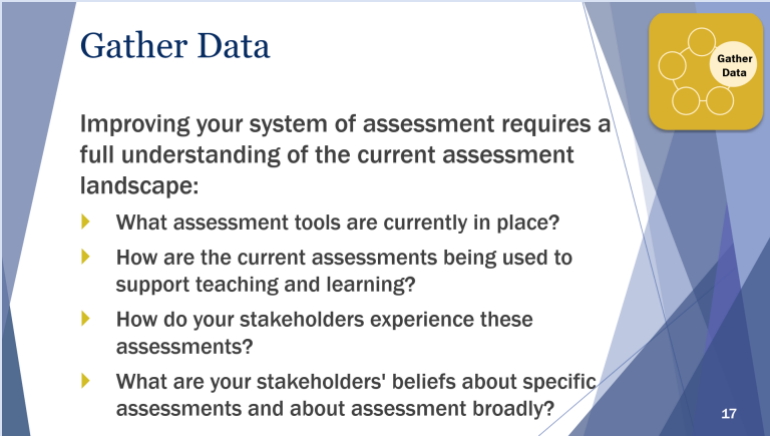
Slide #	Guidance	Slide Image
13	<p>Introduce the content on the slide by providing the following information.</p> <p>The Toolkit articulates a suggested process for partnering with stakeholders to plan, implement, and monitor a comprehensive, balanced system of assessment. This process is simply a suggestion, and leaders are encouraged to adapt it to meet local needs. Additionally, this process is iterative and may move forward and backward along the cycle presented in this figure as communities move toward a comprehensive, balanced system of assessment. As noted previously, authentic stakeholder engagement is essential at each stage of the process.</p> <ul style="list-style-type: none"> • 1.1 Draft: Establish a Common Vision for Assessment. • 1.2 Gather Data: Collect information that can provide contextual information to inform decision-making. This may include conducting an assessment inventory to understand the current status of assessment and an educator beliefs survey to learn about educators' current beliefs, values, and experiences related to assessment of student learning. • 1.3 Analyze and Interpret: Engage with stakeholders to make sense of data, particularly looking for patterns, and use that information to inform recommendations about policies and practices. 	 <p>The diagram illustrates a five-step iterative process for establishing a comprehensive, balanced system of assessment. The steps are arranged in a circle, connected by arrows indicating a clockwise flow. Each step includes specific tasks:</p> <ul style="list-style-type: none"> 1.1 Draft: Establish a Common Vision for Assessment 1.2 Gather Data: Assessment Inventory, Educator Assessment Beliefs Survey 1.3 Analyze and Interpret: Identify patterns in data, Make assessment plan recommendations 1.4 Refine: Ensure alignment among Common Vision for Assessment, Assessment Plan, and Implementation Plan 1.5 Implement and Monitor: Build and sustain assessment literacy and develop supports to achieve Vision <p>The number 13 is visible in the bottom right corner of the slide image.</p>

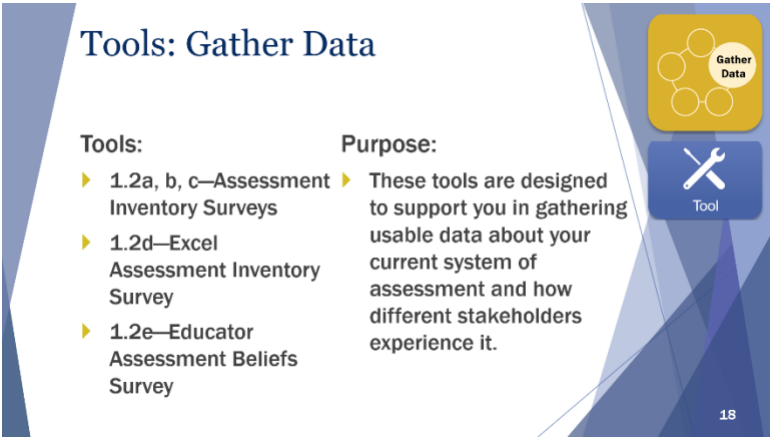
Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> • 1.4 Refine: This step involves revisiting the Vision and plans to ensure that they reflect current shared commitments that can be used to guide implementation. Note that these updated plans should not remain static documents. They should be revisited as part of continuous improvement efforts carried out in the Implement and Monitor phase. • 1.5 Implement and Monitor: This step involves ongoing efforts to implement plans that will make assessment systems more comprehensive and balanced. This also includes developing and improving supports that will help achieve the articulated Vision. Finally, this process should include specific attention to professional learning supports that build a common understanding of assessment literacy, including assessment and data use practices. 	

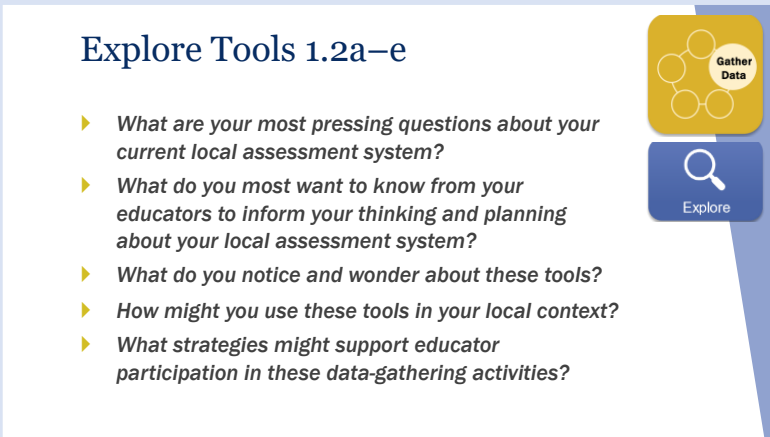
Slide #	Guidance	Slide Image
14	<p>Introduce the content on the slide by providing the following information.</p> <p>A vision statement is a brief, compelling, and inspirational description of the ideal state that an organization strives to achieve in the near future. It balances dreams and aspirations with what is feasible and attainable.</p> <p>To borrow from the language of formative assessment, a vision establishes the answer to the question, “Where are we going?”</p> <p>Anchored in shared vision for teaching and learning: Assessment is valuable only to the extent it supports decision-making that improves learning and other priority outcomes. Because assessment is the measurement of student learning, any vision for assessment that is developed should be directly aligned with stated goals and a shared model of student learning.</p> <p>Most schools and districts have articulated mission statements, value and belief statements, and/or publicly communicated goals that can serve as a foundation for a vision for assessment.</p> <p>Serve as a “north star”: This is a common vision for assessment, informed and supported by the stakeholders who will be implementing it; it should guide both the process of developing and sustaining a comprehensive, balanced system of assessment and the process of supporting effective formative assessment.</p>	<p>Establish a Common Vision for Assessment</p> <p>A common understanding of the role of assessment should</p> <ul style="list-style-type: none"> ▶ be anchored in a shared vision for teaching and learning, ▶ serve as a “north star,” and ▶ be a “living document.” 

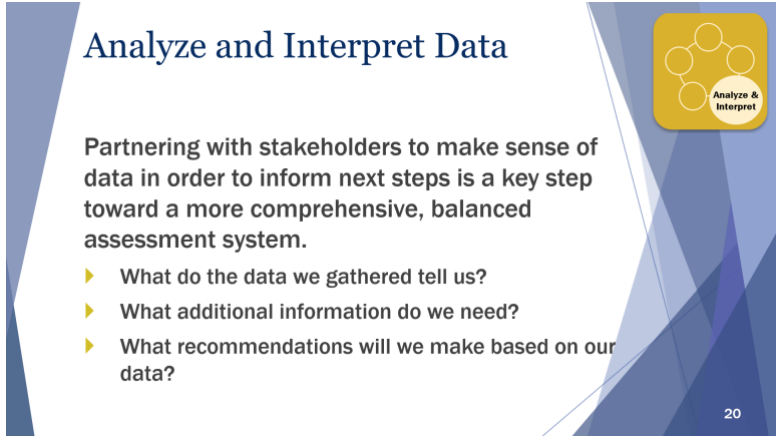
Slide #	Guidance	Slide Image
	<p>Be a “living document”: To be meaningful, like most guiding documents, the Vision for assessment must be regularly revisited and revised to reflect changes in priorities, new learning, and context. This should be an iterative process in which continuous improvement informs updates to the Vision to ensure its relevance.</p> <p>For schools and districts that have not established the shared vision for teaching and learning that should guide all decision-making, including the compelling vision for formative assessment, the <i>Kentucky Model Curriculum Framework</i> document provides guidance on establishing a philosophy of teaching and learning (“Step 3: Articulate a K–12 Program Philosophy”): https://kystandards.org/standards-resources/model-curriculum-framework/</p>	
15	<p>Introduce the content on the slide by providing the following information.</p> <p>This tool is intended to walk you through a structured process for engaging key stakeholders to develop a vision for assessment that reflects the most important shared values about teaching and learning.</p> <p>This process guides a group to consider guiding documents that provide clarity about common values for teaching and learning, build consensus about how assessment supports those values, and articulate a compelling vision statement that can guide ongoing work to establish a comprehensive, balanced system of assessment. This tool is intended to be revisited</p>	 <p>The slide features a title 'Tool: Establishing a Common Vision' in a large, dark blue font. Below the title, there are two columns of text. The left column is headed 'Tool:' and contains a bullet point: '1.1a—A Process for Establishing a Common Vision for Assessment'. The right column is headed 'Purpose:' and contains a bullet point: 'This tool is designed to help you engage stakeholders to establish, draft, and revise a statement of a vision for assessment.' To the right of the text, there is a graphic with a yellow circle containing the word 'Draft' and a blue square containing a white wrench icon and the word 'Tool'. The slide number '15' is in the bottom right corner.</p>

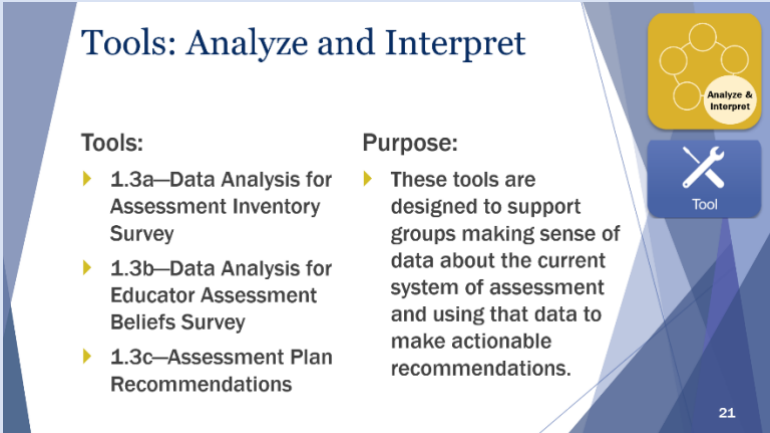
Slide #	Guidance	Slide Image
	frequently as part of the implementation and monitoring of both a comprehensive, balanced system of assessment and effective formative assessment.	
16	<p>Introduce the content on the slide by providing the following information.</p> <p>Remind participants that this tool is intended to support them, it can be used as is or could serve as a jumping off point for schools and districts that want to develop their own tools and processes. As they review the tool, participants should think about whether and how this tool might support establishing a common vision for assessment at their school or in their district.</p> <p>Ask participants to navigate to this tool and prompt them to independently read it over, making notes in their note-taking guides about their reactions, questions, and connections.</p> <p>Next, ask participants to discuss the tool in pairs or small groups, with a particular focus on their thoughts about the relevance and application of this tool in their local contexts. Then engage in a whole group discussion where participants share their reactions to and ideas about this tool with the whole group.</p> <p>Ask participants to make any final notes about this tool in their note-taking guides.</p>	 <p>The slide is titled "Explore Tool 1.1a" in a blue serif font. It features a list of four guiding questions, each preceded by a yellow chevron icon. The questions are: "How might a well-crafted vision statement about assessment contribute to improved teaching and learning in your school or district?", "What core values do you feel are essential in a meaningful vision statement in your context?", "What do you notice and wonder about this tool?", and "How might you use this tool in your local context?". In the top right corner, there is a yellow button labeled "Draft" with a circular icon containing five dots. Below it is a blue button with a magnifying glass icon and the word "Explore". The slide has a blue geometric background on the right side and a small number "16" in the bottom right corner.</p>

Slide #	Guidance	Slide Image
17	<p>Introduce the content on the slide by providing the following information.</p> <p>While a vision for assessment establishes a shared goal that can serve as a north star in this process, the activities in the Gather Data step answer the question, “Where are we now?” They are designed to provide clarity about the current assessment landscape, capturing both what’s happening “on paper” and the reality of the lived experiences of those who engage with the assessment system, including teachers, students, and families who receive data about their students’ learning.</p> <p>The questions on the slide reflect some of the key information needed to try to understand the current status and determine what steps should be taken to move the system toward what is described in the vision for assessment.</p>	 <p>The slide is titled "Gather Data" in a large, dark blue font. Below the title, it states: "Improving your system of assessment requires a full understanding of the current assessment landscape:". This is followed by a bulleted list of four questions, each preceded by a yellow arrowhead. In the top right corner, there is a yellow square icon with a network of circles and the text "Gather Data". The slide number "17" is in the bottom right corner.</p> <p>Gather Data</p> <p>Improving your system of assessment requires a full understanding of the current assessment landscape:</p> <ul style="list-style-type: none"> ▶ What assessment tools are currently in place? ▶ How are the current assessments being used to support teaching and learning? ▶ How do your stakeholders experience these assessments? ▶ What are your stakeholders' beliefs about specific assessments and about assessment broadly? <p>17</p>

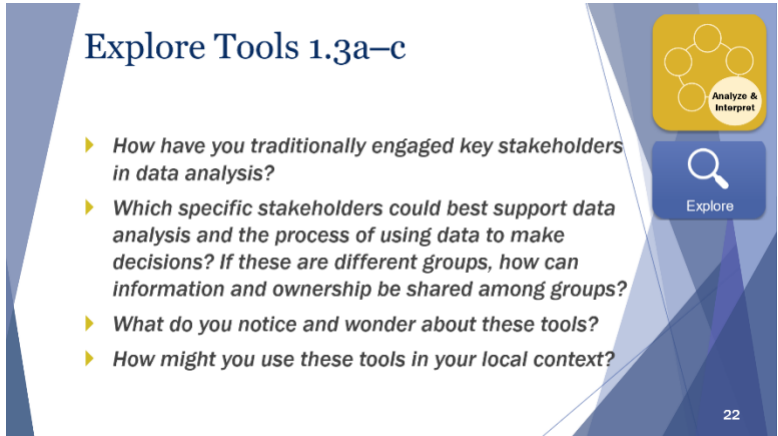
Slide #	Guidance	Slide Image
18	<p>Introduce the content on the slide by providing the following information.</p> <p>The suite of tools listed on this slide is intended to support schools and districts to gather and organize data that can inform decision-making about a comprehensive, balanced system of assessment by offering information about the current status of local assessment.</p> <p>Assessment Inventory Surveys: The three assessment inventories are designed to capture information about the assessments that are currently in place and how they are implemented. There are separate tools (1.2a–c) for Tiers 1, 2, and 3 assessments. Schools and districts may want to start with, or focus their efforts wholly on, Tier 1, or they may want to look more broadly at assessments that students receiving intervention services might experience. Schools and districts using these tools should consider conducting the assessment inventory as a first step. Note that Tool 1.2d combines the three assessment inventory tools into a single Excel file for those that prefer to use Excel to gather and analyze data.</p> <p>Educator Assessment Beliefs Survey: This survey offers questions that can be used to gather information from teachers about how they are experiencing the assessments currently in place. These questions elicit information about how they use assessments and the data they yield and their beliefs about specific assessments and about assessment generally. This</p>	 <p>The slide image shows a presentation slide titled "Tools: Gather Data". It features a blue background with a geometric design on the right side. The slide is divided into two main sections: "Tools:" and "Purpose:". Under "Tools:", there is a bulleted list: <ul style="list-style-type: none"> ▶ 1.2a, b, c—Assessment Inventory Surveys ▶ 1.2d—Excel Assessment Inventory Survey ▶ 1.2e—Educator Assessment Beliefs Survey Under "Purpose:", there is a paragraph: <p>▶ These tools are designed to support you in gathering usable data about your current system of assessment and how different stakeholders experience it.</p> On the right side of the slide, there are two icons: a yellow circle with the text "Gather Data" and a blue square with a white wrench icon and the text "Tool". The number "18" is visible in the bottom right corner of the slide image.</p>

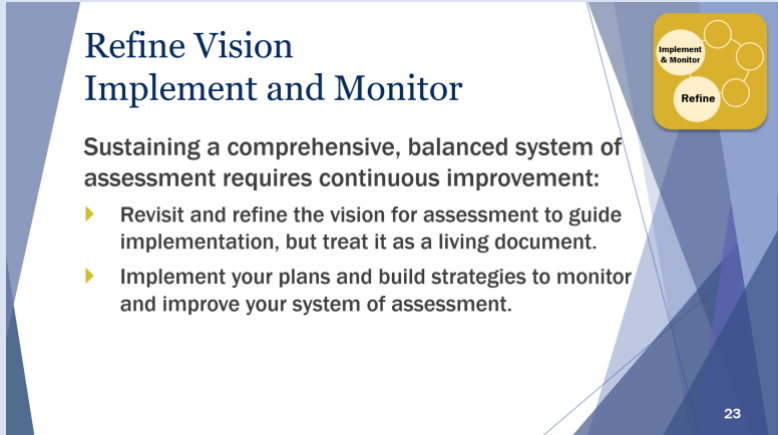
Slide #	Guidance	Slide Image
	information can help provide a more complete picture of the current assessment landscape and provide information about the current culture regarding assessments and how well they align to the vision statements to inform communication, professional learning, and support efforts.	
19	<p>Introduce the content on the slide by providing the following information.</p> <p>Remind participants that these tools are intended to support them; they can be used as is or can serve as a jumping-off point for schools and districts that want to develop their own tools and processes. As they review each tool, participants should think about whether and how the tool might support data gathering at their school or in their district.</p> <p>Ask participants to navigate to these tools and prompt them to independently read them over, making notes in their note-taking guides about their reactions, questions, and connections.</p> <p>Next, ask participants to discuss the tools with a partner or in small groups, with a particular focus on their thoughts about the relevance and application of these tools in their local contexts. Then, engage in a whole group discussion where participants share their reactions to and ideas about these tools.</p> <p>Ask participants to make any final notes about this tool in their note-taking guides.</p>	 <p>Explore Tools 1.2a–e</p> <ul style="list-style-type: none"> ▶ <i>What are your most pressing questions about your current local assessment system?</i> ▶ <i>What do you most want to know from your educators to inform your thinking and planning about your local assessment system?</i> ▶ <i>What do you notice and wonder about these tools?</i> ▶ <i>How might you use these tools in your local context?</i> ▶ <i>What strategies might support educator participation in these data-gathering activities?</i> <p>Gather Data</p> <p>Explore</p>

Slide #	Guidance	Slide Image
20	<p>Introduce the content on the slide by providing the following information.</p> <p>Gathering data about the current landscape of assessment is only relevant if that information is used to understand the current context and inform next steps.</p> <p>This step in the process requires collaborative sense-making about data collected and identifying areas where additional data are needed. The process of analyzing and interpreting data requires using the understandings about data to make recommendations to improve your current system of assessments. This may mean discontinuing use of a particular assessment or retaining another assessment but providing more support to ensure that it is providing useful data.</p> <p>Following the formative assessment language introduced previously, analyzing and interpreting the data identified in the previous step allows you to answer the very important question, “Where to next?”</p>	 <p>Analyze and Interpret Data</p> <p>Partnering with stakeholders to make sense of data in order to inform next steps is a key step toward a more comprehensive, balanced assessment system.</p> <ul style="list-style-type: none"> ▶ What do the data we gathered tell us? ▶ What additional information do we need? ▶ What recommendations will we make based on our data? <p>20</p>

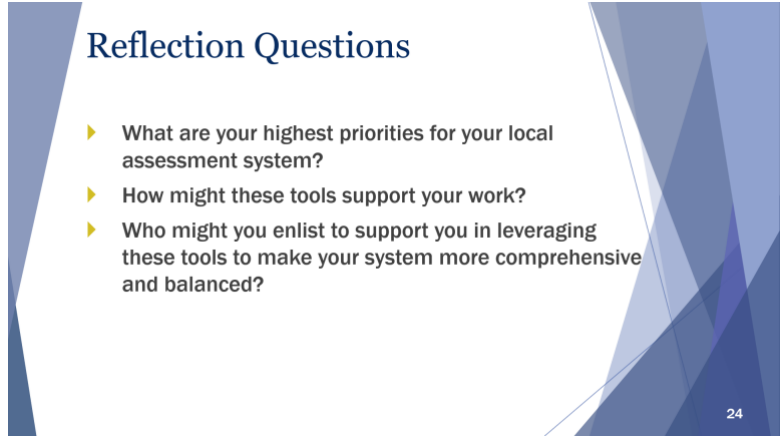
Slide #	Guidance	Slide Image
21	<p>Introduce the content on the slide by providing the following information.</p> <p>The tools listed on this slide are all intended to support groups in the process of converting data about the current assessment system into actionable next steps to begin shifting your system to one that is more balanced and comprehensive.</p> <p>The vision for assessment should serve as a guide for this analysis and interpretation process, and, at the same time, new ideas and learning that emerge through this process can inform necessary revisions to the assessment vision statement. As with other stages in this process, authentic engagement of stakeholders, particularly teachers, is essential in the process of making sense of and responding to these data.</p> <p>Assessment Inventory Data Analysis: This tool provides a structure to support groups in identifying trends that emerge in the assessment inventory data. This tool includes some guiding questions to support thoughtful review of the current assessment tools in place in the district and guide reflection on the relative value and drawbacks of each assessment, as well as their place in the system of assessment as a whole.</p> <p>Educator Beliefs Data Analysis: This tool provides a similar structure to support groups in making sense of the data yielded by the educator beliefs survey. By offering guiding questions and places to capture thinking, this tool can support the identification of</p>	 <p>The slide image shows a presentation slide titled "Tools: Analyze and Interpret". It features a list of tools under the heading "Tools:" and a description of their purpose under the heading "Purpose:". The tools listed are: 1.3a—Data Analysis for Assessment Inventory Survey, 1.3b—Data Analysis for Educator Assessment Beliefs Survey, and 1.3c—Assessment Plan Recommendations. The purpose is stated as: "These tools are designed to support groups making sense of data about the current system of assessment and using that data to make actionable recommendations." The slide also includes a yellow icon with the text "Analyze & Interpret" and a blue icon with a wrench and the text "Tool". The number 21 is visible in the bottom right corner of the slide.</p>

Slide #	Guidance	Slide Image
	<p>trends in the educator beliefs data that speak to both the actual use of assessment tools and contextual information about staff ideas, values, and understandings in relation to specific assessments and to the practice of assessment generally. These data can highlight the extent to which current beliefs and values are in line with the stated vision for assessment, in order to inform decisions about professional learning, communication, and support.</p> <p>Assessment Plan Recommendations: This tool provides a structure to support groups to make decisions about the current assessment system, grounded in learning provided through the assessment inventory and educator beliefs surveys, that move the system toward being more comprehensive and balanced. This tool helps groups make decisions about specific assessment tools—for example, to stop using tools that aren’t adding sufficient value or that may be redundant, to identify new tools to address gaps or offer improvements, or to modify the use of existing tools. The plans made using this tool are the drivers of implementation of a comprehensive, balanced system of assessment.</p>	

Slide #	Guidance	Slide Image
22	<p>Introduce the content on the slide by providing the following information.</p> <p>Remind participants to view these tools through the perspective of their school or district, reflecting on the tools' utility and possible modifications that may make them more relevant and useful.</p> <p>Ask participants to navigate to these tools and prompt them to independently read the tools over, making notes in their note-taking guides about their reactions, questions, and connections.</p> <p>Next, ask participants to discuss the tools in pairs or small groups, with a particular focus on their thoughts about the relevance and application of these tools in their local contexts. Then, engage in a whole group discussion where participants share their reactions to and ideas about these tools.</p> <p>Ask participants to make any final notes about these tools in their note-taking guides.</p>	 <p>The slide is titled "Explore Tools 1.3a–c". It features a list of four guiding questions, each preceded by a yellow arrow icon. The questions are: "How have you traditionally engaged key stakeholders in data analysis?", "Which specific stakeholders could best support data analysis and the process of using data to make decisions? If these are different groups, how can information and ownership be shared among groups?", "What do you notice and wonder about these tools?", and "How might you use these tools in your local context?". On the right side of the slide, there is a vertical sidebar with two icons: a yellow circle icon labeled "Analyze & Interpret" and a blue square icon with a magnifying glass labeled "Explore". The slide number "22" is in the bottom right corner.</p>

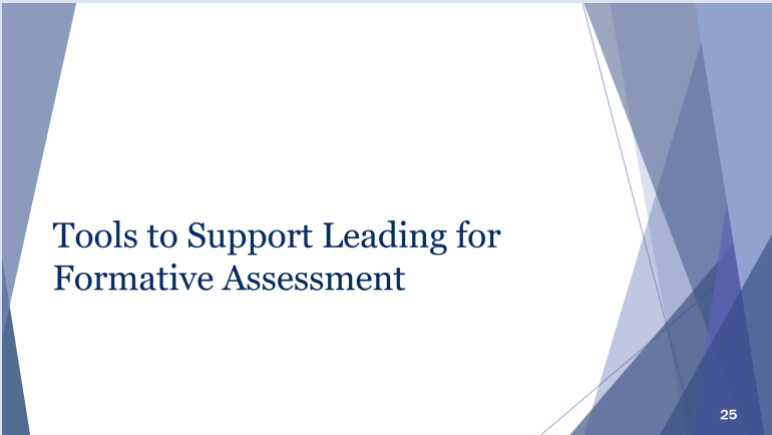
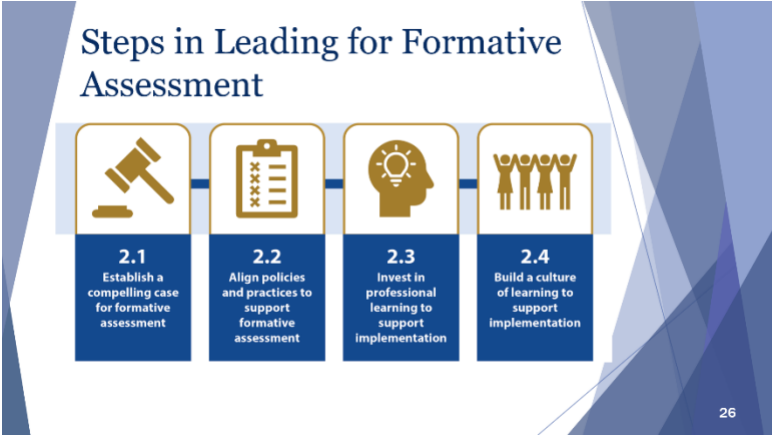
Slide #	Guidance	Slide Image
23	<p>Introduce the content on the slide by providing the following information.</p> <p>These last two steps, Refining the Vision and Implementing and Monitoring, are key to taking a continuous improvement approach to your system of assessment.</p> <p>A comprehensive, balanced system of assessment must be not only designed but also sustained and improved over time.</p> <p>Based on the efforts already undertaken toward a more comprehensive and balanced system of assessment (developing a Vision, gathering data, analyzing data, and making recommended changes), groups engaged in this process should do the following:</p> <ul style="list-style-type: none"> • Refine the vision for assessment to ensure that the draft reflects any new ideas, learning, and consensus that emerged throughout the process. This Vision will not be “final,” in the sense that it should be a living document, reflecting relevant changes in your school or district community, but it will serve as an ongoing guide to implementation, monitoring, and improvement of your system of assessment. • Implement recommendations and monitor their impact with regular opportunities for a group of stakeholders to meet and reflect on what is going well and where things can be improved. Engaging educators in this process will surface places 	 <p>Refine Vision Implement and Monitor</p> <p>Sustaining a comprehensive, balanced system of assessment requires continuous improvement:</p> <ul style="list-style-type: none"> ▶ Revisit and refine the vision for assessment to guide implementation, but treat it as a living document. ▶ Implement your plans and build strategies to monitor and improve your system of assessment. <p>23</p>

Slide #	Guidance	Slide Image
	<p>where the plan and the lived reality in classrooms do not line up as intended and will present pathways to improve assessment tools, support to teachers to use them effectively, and communication about student learning.</p> <p>Facilitator Note:</p> <p>The Toolkit does not offer specific tools to support these stages. To support finalizing a Vision about assessment, participants should revisit Tool 1.1a, which supports iterative review and revision of the vision. Implementing and monitoring any effort is essential to its success. The <i>Kentucky Model Curriculum Framework</i> provides support to leaders on implementation, monitoring, and continuous improvement; the section “Phase 4: Implementing and Monitoring the Curriculum” provides relevant guidance. https://kystandards.org/standards-resources/model-curriculum-framework/</p>	

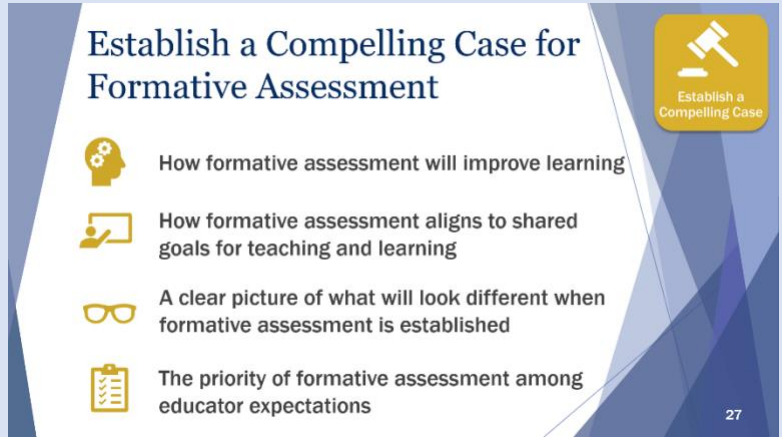
Slide #	Guidance	Slide Image
24	<p>Introduce the content on the slide by providing the following information.</p> <p>After reviewing a number of tools, let's take a moment to step back and reflect on what is most relevant to you as a leader and to your school or district.</p> <p>Next, facilitate a discussion that allows participants to reflect on their own priorities for their local assessment system and how they might go about using these tools, including adapted versions of the tools, to support them.</p> <p>Facilitator Note:</p> <p>Determine the best structure for this discussion, based on the needs of the group. If participants have sampled tools in the same small groups, it may be useful to mix things up, perhaps by organizing participants into different groups or engaging in a whole group discussion or other structure.</p>	 <p>Reflection Questions</p> <ul style="list-style-type: none"> ▶ What are your highest priorities for your local assessment system? ▶ How might these tools support your work? ▶ Who might you enlist to support you in leveraging these tools to make your system more comprehensive and balanced? <p>24</p>

Section 5: Tools to Support Leading for Formative Assessment

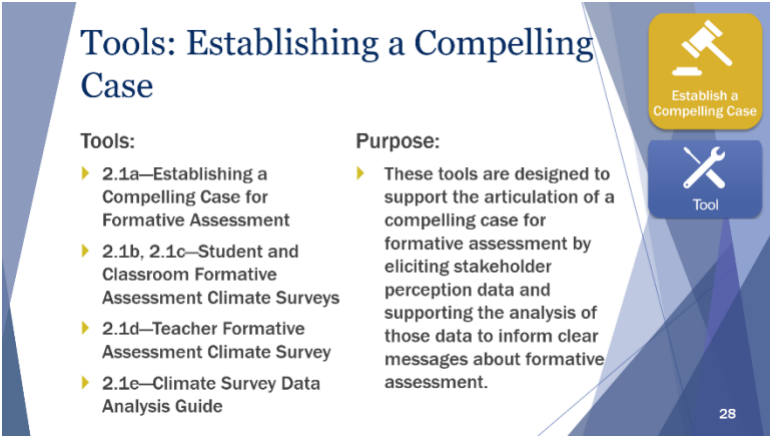
Slides: 25–39

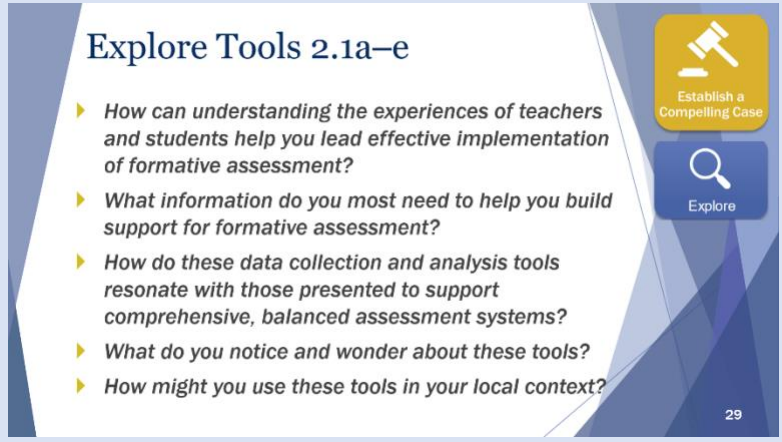
Slide #	Guidance	Slide Image
25	<p>Introduce the content on the slide by providing the following information.</p> <p>In this next section, we will focus on tools related to leading for formative assessment. Keep in mind that effective formative assessment is an important part of a comprehensive and balanced system of assessment, so the processes supported by the tools presented in the previous section can serve as a foundation and guide for these targeted efforts to support effective formative assessment.</p>	 The slide features a white background with blue geometric shapes on the left and right sides. The title "Tools to Support Leading for Formative Assessment" is centered in a blue serif font. The slide number "25" is in the bottom right corner.
26	<p>Introduce the content on the slide by providing the following information.</p> <p>Not only is formative assessment a key element of a comprehensive and balanced system of assessment, but it is also the type of assessment most proximal to students and has the most immediate impact on student learning.</p> <p>While formative assessment happens in the classroom and in the interactions between teachers and students, leaders play a key role in inspiring and supporting educators to reflect on and improve their formative assessment practice in ways that impact student</p>	 The slide features a white background with blue geometric shapes on the left and right sides. The title "Steps in Leading for Formative Assessment" is centered in a blue serif font. Below the title is a horizontal sequence of four blue boxes, each containing an icon and a numbered step: 2.1 (gavel icon) "Establish a compelling case for formative assessment", 2.2 (clipboard icon) "Align policies and practices to support formative assessment", 2.3 (lightbulb icon) "Invest in professional learning to support implementation", and 2.4 (group of people icon) "Build a culture of learning to support implementation". The slide number "26" is in the bottom right corner.

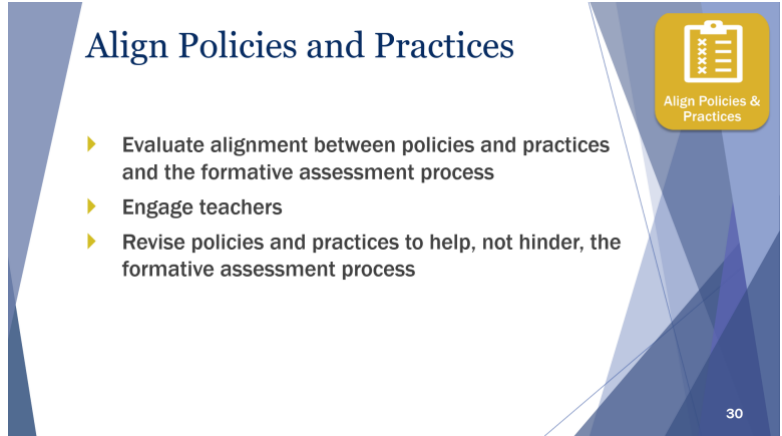
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	<p>learning and empower students to become self-directed learners. Leaders are essential for implementing and scaling formative assessment across schools and districts. Note that your school or district may engage in the process of implementing effective formative assessment in parallel with efforts to build a more comprehensive and balanced system of assessment, or may address these two strands separately.</p> <p>Leading for effective formative assessment involves four key steps:</p> <ul style="list-style-type: none"> • establishing a compelling case for formative assessment, • reviewing and aligning policies and practices to ensure that they are supportive of the vision for formative assessment, • ensuring that educators have a common understanding of the key elements of formative assessment, and • building a culture of learning that supports educators to take risks, reflect on their learning, and share their experiences. <p>While these steps are depicted separately on this slide, they influence one another and may benefit from being addressed in a coordinated way. The process of supporting formative assessment is not completely linear; these activities may be addressed one at a time, but this will require circling back to previous activities to</p>	

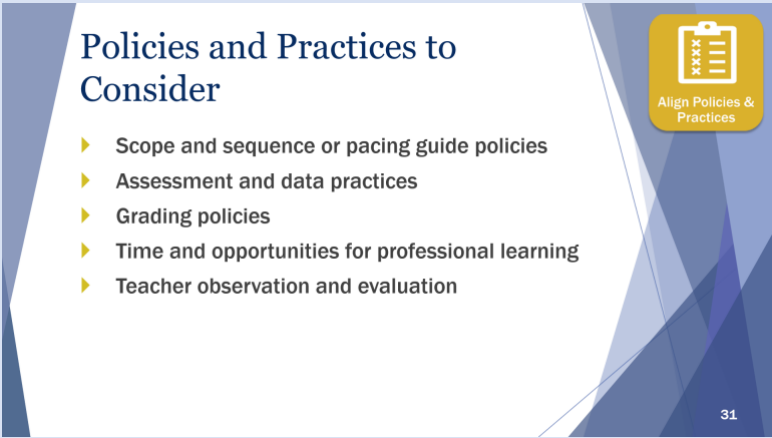
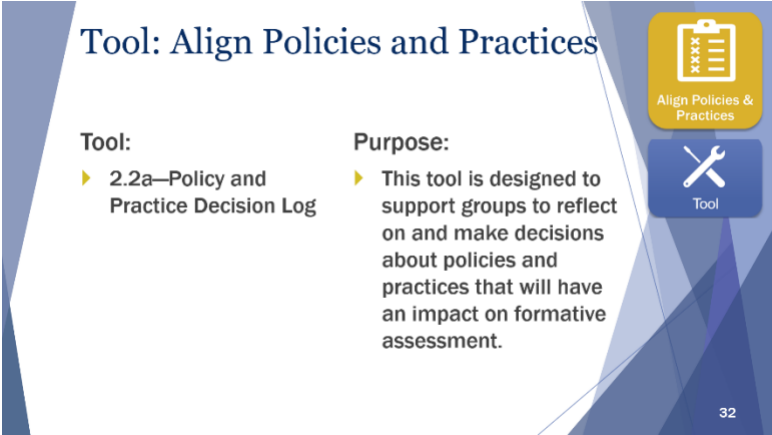
Slide #	Guidance	Slide Image
	<p>ensure that decisions made are reflected throughout to produce a coherent formative assessment action plan.</p>	
27	<p>Introduce the content on the slide by providing the following information.</p> <p>A compelling case for formative assessment should be closely linked to the articulated vision statement for assessment. For formative assessment to be successful, the entire community, particularly teachers, needs to understand what formative assessment is and why it matters. A compelling vision for formative assessment should motivate educators about both the “why” and the “how” of formative assessment.</p> <p>Leaders should craft and consistently communicate a vision that persuades educators to make the significant effort to improve their formative assessment practice. A compelling case should tell educators the following:</p> <ul style="list-style-type: none"> • How formative assessment will improve learning: In other words, why formative assessment matters, in language that reflects what is most important for teachers. • How formative assessment aligns to shared goals for teaching and learning: This includes both the goals articulated in local mission and vision documents and those implicit in school values and culture, and this should reflect a shared model of student learning. • A clear picture of what will look different when formative assessment is established: This 	 <p>The slide image shows a presentation slide titled "Establish a Compelling Case for Formative Assessment". It features a blue and white geometric background. In the top right corner, there is a yellow square icon with a gavel and the text "Establish a Compelling Case". The slide lists four key points, each preceded by a yellow icon: a head with gears for "How formative assessment will improve learning", a person at a desk for "How formative assessment aligns to shared goals for teaching and learning", a pair of glasses for "A clear picture of what will look different when formative assessment is established", and a clipboard for "The priority of formative assessment among educator expectations". The number "27" is visible in the bottom right corner of the slide.</p>

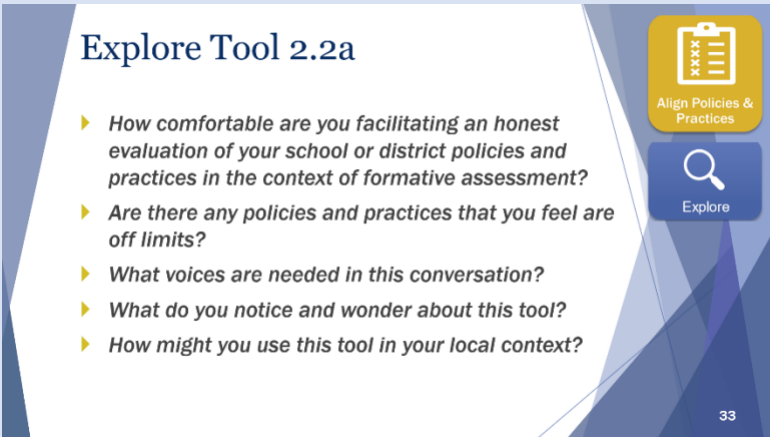
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	<p>includes articulating not only what learning will look like in a classroom that is engaged in effective formative assessment, but also explicit information about the shifts in teacher and student roles in the classroom.</p> <ul style="list-style-type: none"> • The priority of formative assessment among educator expectations: Teachers need to know that, among the wide variety of initiatives and expectations they are bringing to their work in the classroom, formative assessment is a priority. This means consistently signaling the importance of formative assessment, articulating the alignment between formative assessment and other expectations, and eliminating expectations that might run counter to effective formative assessment practice. <p>For schools and districts that have not established the shared vision for teaching and learning that should guide all decision-making, including the compelling vision for formative assessment, the <i>Kentucky Model Curriculum Framework</i> document provides guidance on establishing a philosophy of teaching and learning (“Step 3: Articulate a K–12 Program Philosophy”): https://kystandards.org/standards-resources/model-curriculum-framework/</p>	

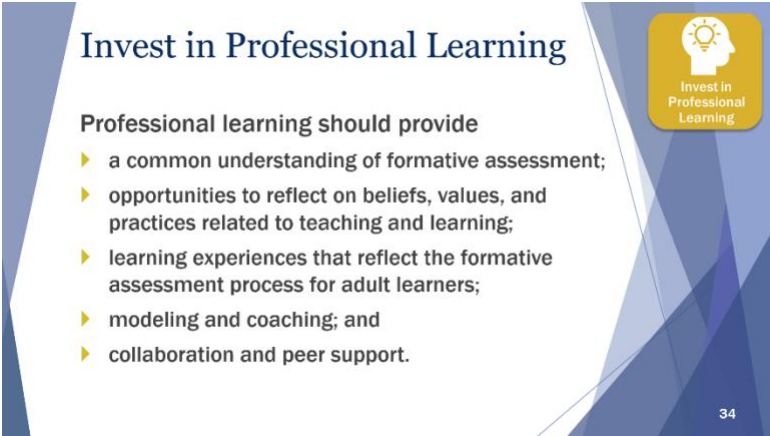
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28	<p>Introduce the content on the slide by providing the following information.</p> <p>The tools listed on this slide are designed to support the establishment of a compelling case for formative assessment. The tools not only support the development of a case, but they also support schools and districts to elicit information about the current school climate. These school climate tools provide information about key stakeholders, which should be taken into account in the development of a compelling case, and which will also inform the additional steps in the process. The data and other information garnered from educators and students can ensure that activities in this process reflect the experiences of teachers and learners.</p> <p>Note that data can be gathered and analyzed alongside the assessment inventories and educator beliefs surveys discussed in the previous section. Additionally, Tools 2.1b and 2.1c were designed to provide flexible ways to gather data from students. If using these tools, select one to use with students, but do not administer both to the same students.</p> <p>Establishing a Compelling Case: This tool helps leaders engage with key stakeholders in a process to establish a compelling case for formative assessment that will resonate with the school or district community. This tool uses guiding questions to generate ideas that ultimately inform an articulated case for formative assessment.</p>	 <p>The slide is titled "Tools: Establishing a Compelling Case". It features a blue and white color scheme with geometric shapes. On the right side, there is a yellow icon of a gavel and a blue icon of a wrench and screwdriver, both labeled "Establish a Compelling Case" and "Tool" respectively. The slide content is organized into two main sections: "Tools:" and "Purpose:". The "Tools:" section lists five items: 2.1a—Establishing a Compelling Case for Formative Assessment, 2.1b, 2.1c—Student and Classroom Formative Assessment Climate Surveys, 2.1d—Teacher Formative Assessment Climate Survey, and 2.1e—Climate Survey Data Analysis Guide. The "Purpose:" section states that these tools are designed to support the articulation of a compelling case for formative assessment by eliciting stakeholder perception data and supporting the analysis of those data to inform clear messages about formative assessment. The slide number "28" is visible in the bottom right corner.</p>

Slide #	Guidance	Slide Image
	<p>Formative Assessment Climate Surveys (2.1b–d): These tools are designed to gather information that can be used to inform your formative assessment action plan, including policy and practice decisions, investing in professional learning, and building a culture of learning. This set includes two different options for student survey collection: an individual student survey (2.1b) for students in 5th grade or older and a classroom or small group student survey (2.1.c).</p> <p>Climate Survey Data Analysis Guide: This guide is designed to help facilitate discussions about data from the <i>Student, Classroom, and Teacher Formative Assessment Climate Surveys</i>. This tool supports analysis, interpretation, and use of these data to support implementation of effective formative assessment in a school or district.</p>	
29	<p>Introduce the content on the slide by providing the following information.</p> <p>Remind participants that these tools are intended to support them; they can be used as is or can serve as a jumping-off point for schools and districts that want to develop their own tools and processes. As they review the tools, participants should think about whether and how these tools might support establishing a compelling case for formative assessment at their school or in their district.</p> <p>Ask participants to navigate to these tools and prompt them to independently read them over, making notes in</p>	 <p>The slide is titled "Explore Tools 2.1a–e" and features a list of five questions in italics, each preceded by a yellow arrow icon. To the right of the text are two stacked buttons: a yellow one with a gavel icon labeled "Establish a Compelling Case" and a blue one with a magnifying glass icon labeled "Explore". The slide has a blue and white geometric background.</p> <ul style="list-style-type: none"> ▶ <i>How can understanding the experiences of teachers and students help you lead effective implementation of formative assessment?</i> ▶ <i>What information do you most need to help you build support for formative assessment?</i> ▶ <i>How do these data collection and analysis tools resonate with those presented to support comprehensive, balanced assessment systems?</i> ▶ <i>What do you notice and wonder about these tools?</i> ▶ <i>How might you use these tools in your local context?</i> <p>29</p>

Slide #	Guidance	Slide Image
	<p>their note-taking guides about their reactions, questions, and connections.</p> <p>Next, ask participants to discuss the tools in pairs or in small groups, with a particular focus on their thoughts about the relevance and application of these tools in their local contexts. Then engage in a whole group discussion where participants share their reactions to and ideas about these tools with the whole group.</p> <p>Ask participants to make any final notes about these tools in their note-taking guides.</p>	
30	<p>Introduce the content on the slide by providing the following information.</p> <p>A compelling case for formative assessment means nothing if the conditions in which teachers work do not support formative assessment. Misalignment between stated goals for formative assessment and actual policies and practices not only sends a clear signal about the irrelevance of messages about formative assessment, but it also serves as a roadblock to the actual work of engaging in and improving formative assessment practices.</p> <p>Leaders must review their policy and practice landscapes to identify and revise policies and practices that conflict with effective formative assessment practices. An essential element of this process is engaging teachers, to ensure that the leader’s evaluation is consistent with the lived experience of teachers, so that policies and</p>	 <p>Align Policies and Practices</p> <ul style="list-style-type: none"> ▶ Evaluate alignment between policies and practices and the formative assessment process ▶ Engage teachers ▶ Revise policies and practices to help, not hinder, the formative assessment process <p>30</p>

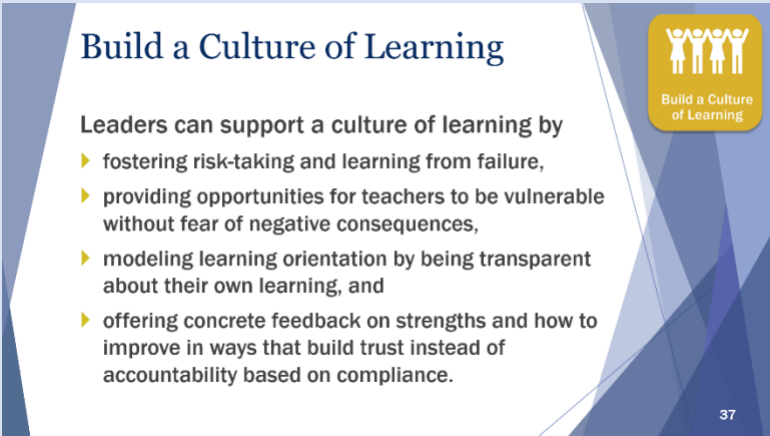
Slide #	Guidance	Slide Image
	practices support, and do not hinder, educators in developing their formative assessment practice.	
31	<p>Introduce the content on the slide by providing the following information.</p> <p>This slide presents some areas of policy and practice to consider when evaluating how your school or district supports or obstructs effective formative assessment. Note that these are just a few examples of areas to consider—formative assessment, which requires fundamental shifts in teaching and learning, can be impacted by policies and practices in many areas.</p>	
32	<p>Introduce the content on the slide by providing the following information.</p> <p>The tool presented here offers a structure that can support collective review and decision-making about current policies and practices in the context of formative assessment. For this tool to yield meaningful decisions, the discussions should be grounded in the context of honest information from stakeholders, particularly teachers and students, about how they experience current policies and practices.</p> <p>When organizing a stakeholder group to engage with this tool, leaders should be thoughtful about including teachers and, where feasible, students; they should be provided with a safe space to share their experience and</p>	

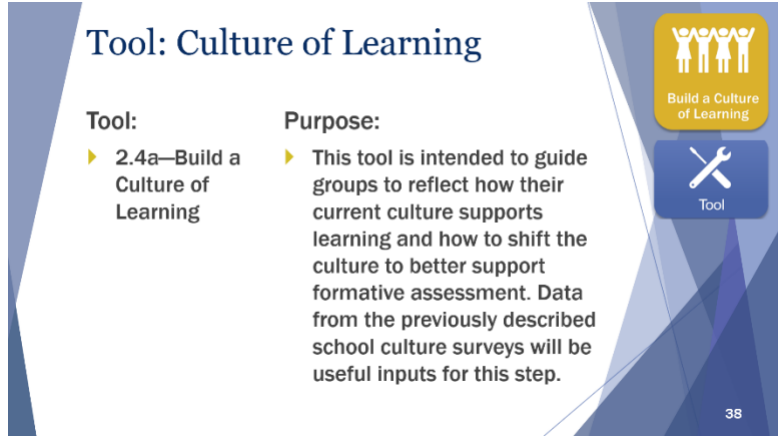
Slide #	Guidance	Slide Image
	<p>ideas, even when they may be critical of current policies and practices. Information provided by the stakeholder surveys introduced earlier in this module may be useful in this part of the process, along with other information gathered from stakeholders.</p>	
33	<p>Introduce the content on the slide by providing the following information.</p> <p>Remind participants that this tool is intended to support them; it can be used as is or can serve as a jumping-off point for schools and districts that want to develop their own tools and processes. As they review the tool, participants should think about whether and how this tool might support aligning policies and practices at their school or in their district.</p> <p>Ask participants to navigate to this tool and prompt them to independently read it over, making notes in their note-taking guides about their reactions, questions, and connections.</p> <p>Next, ask participants to discuss the tool in pairs or small groups, with a particular focus on their thoughts about the relevance and application of this tool in their local contexts. Then engage in a whole group discussion where participants share their reactions to and ideas about this tool with the whole group.</p> <p>Ask participants to make any final notes about this tool in their note-taking guides.</p>	 <p>The slide is titled "Explore Tool 2.2a" and features a list of five questions for exploration. On the right side, there are two icons: a clipboard icon labeled "Align Policies & Practices" and a magnifying glass icon labeled "Explore". The slide number "33" is visible in the bottom right corner.</p> <ul style="list-style-type: none"> ▶ <i>How comfortable are you facilitating an honest evaluation of your school or district policies and practices in the context of formative assessment?</i> ▶ <i>Are there any policies and practices that you feel are off limits?</i> ▶ <i>What voices are needed in this conversation?</i> ▶ <i>What do you notice and wonder about this tool?</i> ▶ <i>How might you use this tool in your local context?</i>

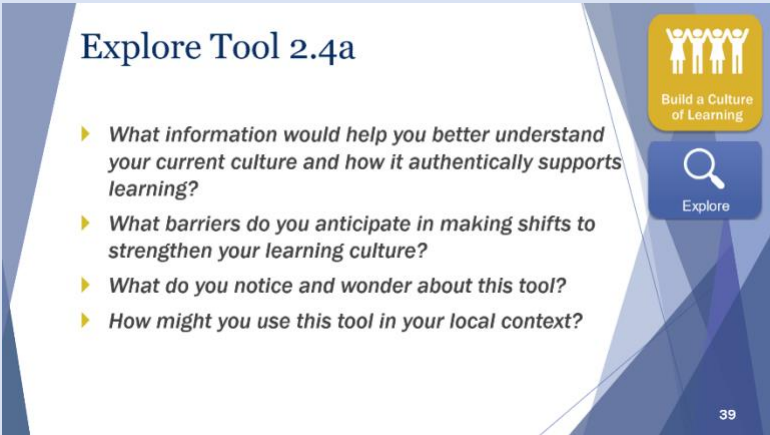
Slide #	Guidance	Slide Image
34	<p>Introduce the content on the slide by providing the following information.</p> <p>While formative assessment does require specific technical expertise, successful implementation of formative assessment requires a lot more than just technical know-how. It is, at its heart, an adaptive change that requires a significant shift in teaching and learning.</p> <p>This means that teachers need an accurate, shared understanding of the technical aspects of formative assessment—what it is and what it isn’t—as well as opportunities to internalize and practice the shifts needed for authentic formative assessment practice. Data collection and analysis processes discussed on the previous slides should be used to help identify and prioritize professional learning needs.</p> <p>Professional learning that can support teacher communities to implement formative assessment should do the following:</p> <ul style="list-style-type: none"> • Build a common understanding of the key aspects of formative assessment, including things like the key elements of the formative assessment cycle, the role of the student and teacher, and how classroom culture can foster the formative assessment process. • Provide reflection opportunities: As teachers build their understanding of formative assessment, they need safe opportunities to 	 <p>The slide image shows a presentation slide with a blue and white geometric background. The title 'Invest in Professional Learning' is at the top in a dark blue serif font. Below the title, a yellow square logo with a lightbulb icon and the text 'Invest in Professional Learning' is positioned in the upper right. The main content is a list of five bullet points under the heading 'Professional learning should provide'. The slide number '34' is in the bottom right corner.</p> <p>Invest in Professional Learning</p> <p>Professional learning should provide</p> <ul style="list-style-type: none"> ▶ a common understanding of formative assessment; ▶ opportunities to reflect on beliefs, values, and practices related to teaching and learning; ▶ learning experiences that reflect the formative assessment process for adult learners; ▶ modeling and coaching; and ▶ collaboration and peer support. <p>34</p>

Slide #	Guidance	Slide Image
	<p>reflect the changes that authentic implementation of formative assessment entails. They need supportive environments that encourage them to examine their currently held beliefs and values, as well as their strategies and approaches in the classroom, in the context of formative assessment.</p> <ul style="list-style-type: none"> • Reflect formative assessment: Professional learning about formative assessment can be particularly powerful when it models for adult learners the experiences of learner agency, self-assessment, and attention to each learner's progression of learning, which are at the core of the formative assessment process. • Provide modeling and coaching: Teachers need opportunities to see what formative assessment looks like and feedback on their emergent formative assessment practice to help them identify specific ways to improve their formative assessment and better support student learning. • Provide collaboration and peer support: Finally, as teachers engage in the formative assessment process, they need opportunities, such as PLCs, where they can collaborate, share their learning, and provide feedback. <p>More information on high-quality professional learning can be found by accessing this link:</p>	

Slide #	Guidance	Slide Image
	https://education.ky.gov/curriculum/standards/kyacads/tand/Documents/Characteristics_of_HQPL.pdf	
35	<p>Introduce the content on the slide by providing the following information.</p> <p>These tools provide a structure to support groups to engage in discussion and decision-making about their current system of professional learning and how it can be improved to better support formative assessment. This process should engage teachers and ensure that teachers' voices are centered in the decision-making process. This means including teachers in the group engaging with these tools and gathering data (through the climate surveys and/or other mechanisms) about teachers' experiences with and ideas about their own professional learning.</p>	<p>Tools: Invest in Professional Learning</p> <p>Tool:</p> <ul style="list-style-type: none"> ▶ 2.3a—Investing in Professional Learning ▶ 2.3b—Kentucky Formative Assessment Observation & Self-Reflection Rubrics <p>Purpose:</p> <p>▶ These tools are designed to support groups as they reflect on their current system of professional learning and to identify opportunities and improvements that can support effective implementation of formative assessment.</p>
36	<p>Introduce the content on the slide by providing the following information.</p> <p>As participants review these tools, ask them to consider how they might use, adapt, expand, or connect these tools to serve the needs of their school or district.</p> <p>Ask participants to navigate to these tools and prompt them to independently read or scan them over, making notes in their note-taking guides about their reactions, questions, and connections.</p> <p>Next, ask participants to discuss the tools in pairs or small groups, with a particular focus on their thoughts about the relevance and application of these tools in</p>	<p>Explore Tools 2.3a–b</p> <ul style="list-style-type: none"> ▶ What professional development infrastructure do you already have in place at your school or in your district, and how effective might it be in supporting effective formative assessment? ▶ How can PLCs be engaged to support formative assessment? ▶ How can you support the professional learning of leaders in your school or district? ▶ What do you notice and wonder about these tools? ▶ How might you use these tools in your local context?

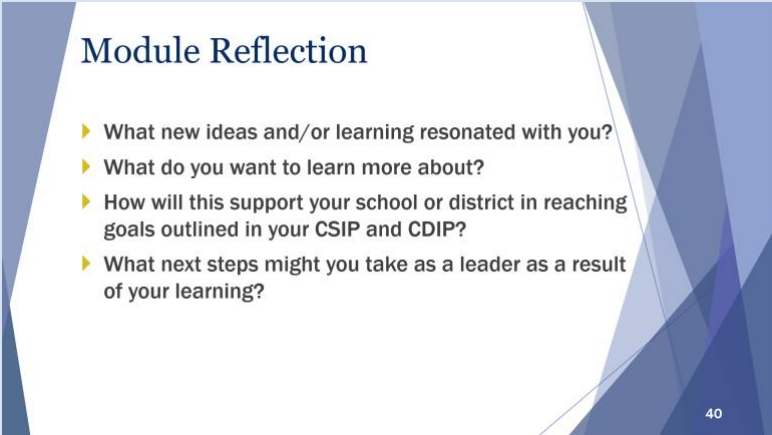
Slide #	Guidance	Slide Image
	<p>their local contexts. Then engage in a whole group discussion where participants share their reactions to and ideas about these tools with the whole group.</p> <p>Ask participants to make any final notes about these tools in their note-taking guides.</p>	
37	<p>Introduce the content on the slide by providing the following information.</p> <p>In the classroom, teachers need to create a culture in which students can safely start making the shifts that allow them to begin managing their own learning. In the same way, teachers, for whom authentic implementation of formative assessment practice represents a significant shift from their traditional roles and responsibilities in the classroom, need a school culture that supports their own learning.</p> <p>A culture of learning is one that embraces a growth mindset, creates opportunities to try new things, and provides opportunities to learn when things don't go as planned. Leaders need to build a culture that centers teacher and student learning. This list is not exhaustive but reflects some key qualities of a professional culture of learning.</p> <p>Leaders should</p> <ul style="list-style-type: none"> • foster risk-taking and learning from failure, • provide opportunities for teachers to be vulnerable without fear of negative consequences, and 	 <p>The slide features a blue and white geometric background. On the right, there is a yellow circular icon with three stylized figures and the text 'Build a Culture of Learning'. The main content is a list of four bullet points under the heading 'Leaders can support a culture of learning by'.</p> <p>Build a Culture of Learning</p> <p>Leaders can support a culture of learning by</p> <ul style="list-style-type: none"> ▶ fostering risk-taking and learning from failure, ▶ providing opportunities for teachers to be vulnerable without fear of negative consequences, ▶ modeling learning orientation by being transparent about their own learning, and ▶ offering concrete feedback on strengths and how to improve in ways that build trust instead of accountability based on compliance. <p>37</p>


Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> offer concrete feedback on strengths and how to improve, instead of accountability based on compliance (such as through instructional coaching or modeling). 	
38	<p>Introduce the content on the slide by providing the following information.</p> <p>The tool listed on this slide is intended to support groups reflecting on their culture and the extent to which it is supportive of or detrimental to effective formative assessment practice. The reflection questions in this tool are designed to guide shared evaluation and decision-making about school culture.</p> <p>Changes to school culture are not easy and take sustained and authentic effort, but an honest discussion that authentically involves teachers, in a space in which they feel confident sharing their candid perceptions, is a fundamental first step.</p>	 <p>Tool: Culture of Learning</p> <p>Tool:</p> <ul style="list-style-type: none"> 2.4a—Build a Culture of Learning <p>Purpose:</p> <ul style="list-style-type: none"> This tool is intended to guide groups to reflect how their current culture supports learning and how to shift the culture to better support formative assessment. Data from the previously described school culture surveys will be useful inputs for this step.

Slide #	Guidance	Slide Image
39	<p>Introduce the content on the slide by providing the following information.</p> <p>Remind participants that this tool is intended to support them; it can be used as is or can serve as a jumping-off point for schools and districts that want to develop their own tools and processes. As they review the tool, participants should think about whether and how this tool might support establishing a culture of learning.</p> <p>Ask participants to navigate to this tool and prompt them to independently read it over, making notes in their note-taking guides about their reactions, questions, and connections.</p> <p>Next, ask participants to discuss the tool in pairs or small groups, with a particular focus on their thoughts about the relevance and application of this tool in their local contexts. Then engage in a whole group discussion where participants share their reactions to and ideas about this tool with the whole group.</p> <p>Ask participants to make any final notes about this tool in their note-taking guides.</p>	 <p>The slide image shows a presentation slide titled "Explore Tool 2.4a". It contains four bullet points with yellow arrowheads: "What information would help you better understand your current culture and how it authentically supports learning?", "What barriers do you anticipate in making shifts to strengthen your learning culture?", "What do you notice and wonder about this tool?", and "How might you use this tool in your local context?". In the top right corner, there is a logo with four stylized figures holding hands, labeled "Build a Culture of Learning". Below the logo is a blue button with a magnifying glass icon and the word "Explore". The slide number "39" is in the bottom right corner.</p>

Section 6: Module Reflection

Slides: 40–41

Slide #	Guidance	Slide Image
40	<p>Facilitate a discussion that helps participants reflect on their learning and make connections to their own practice.</p> <p>Ask participants to reflect and share ideas in response to the questions on the slide.</p> <p>Facilitators may wish to pose different reflection questions. Additionally, as participants are considering their next steps, facilitators should help them determine whether they intend to start by focusing on comprehensive, balanced systems of assessment; formative assessment; or both in tandem.</p>	

Slide #	Guidance	Slide Image
41	<p>End slide</p> <p>Please have participants fill out the module survey to provide feedback. EILA credit is available upon completion of the survey.</p> <p>https://docs.google.com/forms/d/e/1FAIpQLSeIVo_OqA5bgbgWMdqnJbf3u-uluheTEW1HiIKQrMv5KXCOoQ/viewform</p>	

Module 3: Note-Taking Guide

Use this resource to make notes about your reflections on each of the tools in the *Assessment Leadership Toolkit* and their relevance in your efforts to make your local system of assessment more comprehensive and balanced and to implement effective formative assessment.

Tools for Building and Sustaining a Comprehensive, Balanced System of Assessment

Slide 15: Tool: Establishing a Common Vision for Assessment

- ▶ **Tool 1.1a**—A Process for Establishing a Common Vision

Reflections on tool for local use:

Slide 18: Tools: Gather Data

- ▶ **Tools 1.2a, b, c**—Assessment Inventory Surveys (Tiers 1–3)
- ▶ **Tool 1.2d**—Excel Assessment Inventory Survey
- ▶ **Tool 1.2e**—Educator Assessment Beliefs Survey

Reflections on tools for local use:

Slide 21: Tools: Analyze and Interpret

- ▶ **Tool 1.3a**—Assessment Inventory Data Analysis
- ▶ **Tool 1.3b**—Educator Beliefs Data Analysis
- ▶ **Tool 1.3c**—Assessment Plan Recommendations

Reflections on tools for local use:

Slide 23: Refine

Reflections on process to refine plans:

Slide 23: Implement and Monitor

Reflections on process to implement and monitor plans:

Slide 24: Overall Reflection and Considerations about Leading a Comprehensive, Balanced System of Assessment:

Tools to Support Leading for Formative Assessment

Slide 28: Tools: Establish a Compelling Case for Formative Assessment

- ▶ **Tool 2.1a**—Establishing a Compelling Case for Formative Assessment
- ▶ **Tools 2.1b, 2.1c**—Student and Classroom Formative Assessment Climate Surveys
- ▶ **Tool 2.1d**—Teacher Formative Assessment Climate Survey
- ▶ **Tool 2.1e**—Climate Survey Data Analysis Guide

Reflections on tools for local use:

Slide 32: Tool: Align Policies and Practices

- ▶ **Tool 2.2a**—Policy and Practice Decision Log

Reflections on tools for local use:

Slide 35: Tools: Invest in Professional Learning

- ▶ **Tool 2.3a**—Investing in Professional Learning
- ▶ **Tool 2.3b**—Kentucky Formative Assessment Observation & Self-Reflection Rubrics

Reflections on tools for local use:

Slide 38: Tool: Culture of Learning

- ▶ **Tool 2.4a**—Build a Culture of Learning

Reflections on tools for local use:

Slide 40: Overall Module Reflection and Considerations about Leading for Effective Implementation of Formative Assessment