

In Formative Assessment Classrooms ...

Teachers show responsibility to *themselves* by learning to be okay with not having every answer, taking risks, and making mistakes. They release control and share responsibility for learning with their students. Teachers are reflective in their practice and aware of their own identity. They take responsibility for being an advocate for their own voice as a professional.

Teachers show responsibility to *students* by getting clear on student strengths and celebrating their successes and thinking. They create targeted learning opportunities and cultivate student metacognition, using their own deep understanding of the standards and the progression of learning. Teachers plan for learning, getting clear on learning goals and success criteria. They give students tools to engage with these expectations and align their feedback with them. With high expectations for all students, teachers empower students to be self-directed learners. They engage with student reasoning with the mindset that there is often more than one right answer.

Teachers show responsibility to *colleagues* by collaborating and reflecting jointly on their teaching practices, much in the way they would like their students to collaborate and learn from each other. They ensure that all voices, especially the special education teacher voice, are at the table. They leverage their peers as accountability partners as they learn, clearly communicating their progress. They build collective efficacy by sharing their creative ideas and creating a common learning space.

Teachers show responsibility to *site leaders* by providing a clear message to leadership about the perspective shift they are facilitating in their classroom and cultivating with their students. They work with leaders to set expectations for fair and appropriate support, observation, and formative evaluation practices. Teachers provide feedback to leaders to help them grow. They advocate for the time they need to be collaborative and reflective with peers. They are willing to take risks as learners and share mistakes as a learning opportunity.

Teachers show responsibility to *families and caregivers* by clearly communicating about learning processes, helping families understand what formative assessment is and how it supports teaching and learning in the classroom and at home. They model questioning strategies and goal-setting conversations for families and caregivers focused on student strengths. Teachers engage with families and caregivers to better understand what they know and can share about their students' learning and the particular assets they bring to school with them. They change what parent events look like, with students often leading. Teachers also elevate families as learning communities.