**Directions:** For each of the seven actions below, indicate the degree to which you feel the action is present in your own practice. Provide evidence on the line below each statement that determined your selection.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Leadership Action** | **Strongly Agree** | **Agree** | **Neutral** | **Disagree** | **Strongly Disagree** |
| 1. I seek out opportunities to deepen my understanding of balanced assessment systems and practice and my role and function in providing the conditions to achieve quality and balance.
 | **5** | **4** | **3** | **2** | **1** |
| **Evidence:**  |
| 1. I can ensure that the written curriculum drives lesson planning, classroom instruction and classroom assessment through tight alignment between classroom learning targets and use of appropriate assessment(s) and assessment practice.
 | **5** | **4** | **3** | **2** | **1** |
| **Evidence:**  |
| 1. I support and promote the standards of quality for student assessment, ensuring that educators receive the professional learning needed to increase their assessment literacy.
 | **5** | **4** | **3** | **2** | **1** |
| **Evidence:**  |
| 1. I understand and promote formative assessment practice (Assessment for Learning) within classrooms that bring students into the assessment process as integral participants in the learning process.
 | **5** | **4** | **3** | **2** | **1** |
| **Evidence:**  |
| 1. I promote the appropriate use and reporting of student achievement information ensuring user needs are met.
 | **5** | **4** | **3** | **2** | **1** |
| **Evidence:**  |
| 1. I observe classroom practices to ensure that quality assessment and instructional practices are being implemented, arrange for professional learning as indicated, and provide opportunities for teachers to engage in peer observation and collaborative learning.
 | **5** | **4** | **3** | **2** | **1** |
| **Evidence:**  |
| 1. I contribute to revising or writing policies that will support the establishment of a balanced and quality assessment system.
 | **5** | **4** | **3** | **2** | **1** |
| **Evidence:**  |
| 1. Reflecting on your responses above, what insight have you gained about your role as a leader in supporting balanced assessment systems?
 |
| 1. What specific actions might you take as part of a professional learning plan to improve your practices in these areas?
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