



Tara Kintz, Ph.D., Senior Research Associate, MAC; Outreach Specialist, Office of K12 Outreach, Michigan State University (MSU)

**Education:** Ph.D. in Educational Policy with an Emphasis in K-12 Leadership from Michigan State University.

**Biography:**

Tara has worked as a research associate, supporting teachers in learning about the formative assessment process for the past 12 years. In peer-reviewed journals, she has published articles on formative assessment, teaching, student engagement, educational leadership, and professional learning. She has also developed policy briefs and practitioner-focused resources for educators on assessment literacy and formative assessment. She has developed coursework for the MAC and served as faculty for the Assessment Learning Institute. Recent projects for MSU have included international education initiatives for teacher preparation in Afghanistan, district turnaround in Flint Community Schools, leadership coaching for principals, and district-wide strategic planning. She has more than 20 years of experience working in education as a teacher, instructional coach, administrator, and professional development facilitator. Tara has taught classes at MSU on student-centered learning approaches and data analysis for school improvement to administrators. Her current focus includes research and professional development to support educators' use of culturally responsive sustaining pedagogies to promote student engagement.

**A Bit of Assessment Advice:** *“Everyone is at a different place in their learning. Students excel when they have a sense of being competent, when they have autonomy, and when they experience a sense of belonging. Those fundamental needs are essential for students to engage in meaningful ways in their learning. Students bring a wealth of knowledge and experience from their homes and communities. It is essential to find ways to leverage the rich understanding they bring to the classroom and to meet them where they are. When students are able to take ownership in the learning and assessment process, they become self-directed in reaching their learning goals. When students are involved in co-creating learning targets and success criteria, when they reflect on their progress and make decisions about where to go next in their learning, they experience a sense of agency in moving themselves forward. When learning is seen along this continuum, students and teachers can become partners. This is reflected in one of the latin terms that make up education: “educare” which means to bring out what is within. And the Latin term assess means to sit beside or to observe, talk with and learn from one another. In the origins of these terms, the teacher works alongside the student to bring out and learn from them. That is at the heart of our work in instruction and assessment.”*