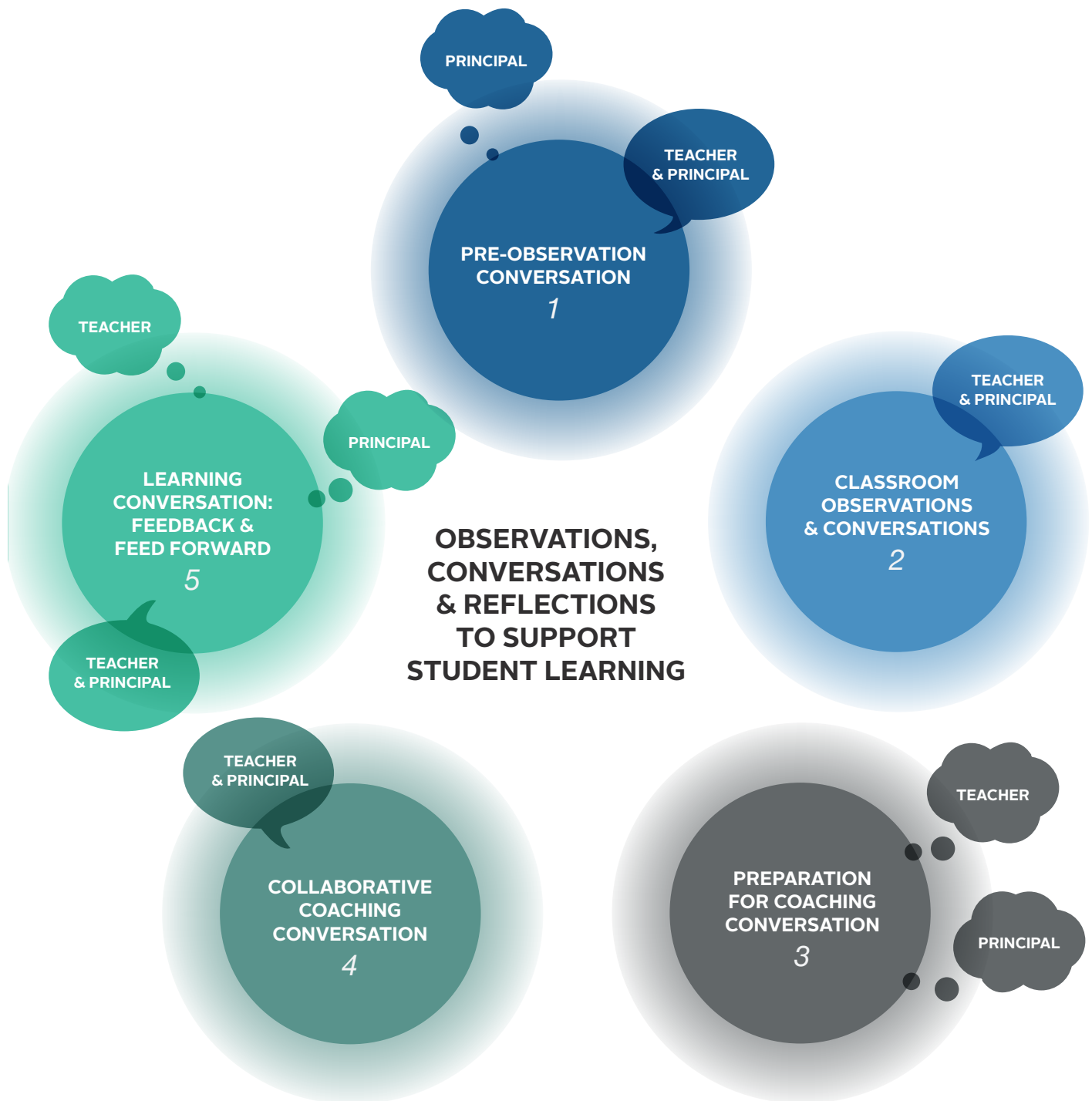


Instructional Leadership in Assessment for Learning

Coaching to Enhance Classroom Assessment Capacity



Coaching to Enhance Classroom Assessment Capacity

Supporting sound classroom assessment practice is an important aspect of instructional leadership. The collaborative coaching framework in this booklet outlines a process for supporting instructional leaders with this important work.

Dylan Wiliam's five key formative assessment strategies* form the foundation of the assessment *content*. These same strategies also become the *process* that supports learning for everyone – students, teachers and instructional leaders.

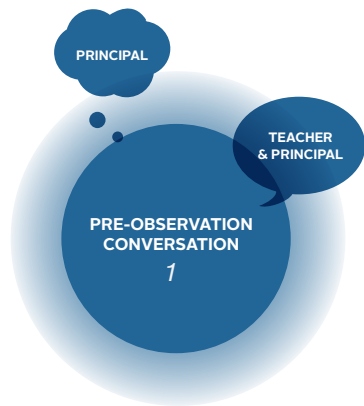
This approach involves a series of embedded collaborative coaching conversations between teachers and their instructional leaders. These conversations are non-evaluative, and while instructional leadership always entails supervisory responsibilities, the coaching conversations in this model are designed to be collegial and formative.

This process has the potential to foster positive professional relationships, support teacher professional learning in classroom assessment practice, and enhance instructional leadership skills. The success of this model is directly linked to the commitment of the instructional leader to maintain a collegial tone.

A companion booklet, *Working with a Coach to Enhance Instructional Leadership Capacity*, is designed to guide collaborative conversations between instructional leaders and teachers, while working through the process with a coach. Further support materials are available on the AAC website. Search for Instructional Leadership in Assessment within the Projects and Grants tab.

* The term 'formative assessment' is often used interchangeably with 'assessment for learning' or AFL.

Coaching to Enhance Classroom Assessment Capacity



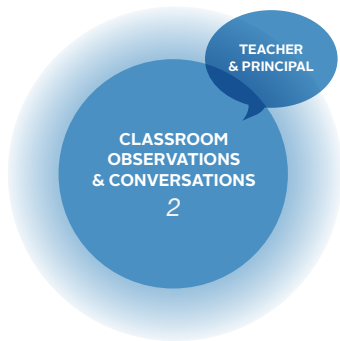
Principal

The principal identifies his/her instructional leadership goals to support teacher growth and student learning. These goals are based on Dylan Wiliam's five key formative assessment strategies.

Teacher and Principal

The principal begins by asking the teacher to identify specific AFL strategies on which they would like feedback. The teacher formulates questions that will help the principal gather evidence of students' learning and understanding.

The principal shares his/her instructional leadership goals for the coaching process, and invites feedback from the teacher (to be provided in the final collaborative conversation).

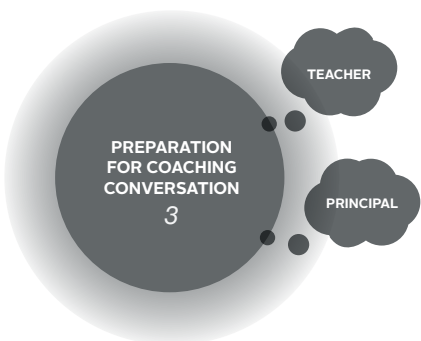


Teacher and Principal

The principal observes the lesson, focusing attention on the areas previously identified by the teacher. In conversations with students, the principal asks the questions formulated by the teacher to capture student voice and learning.

Teacher

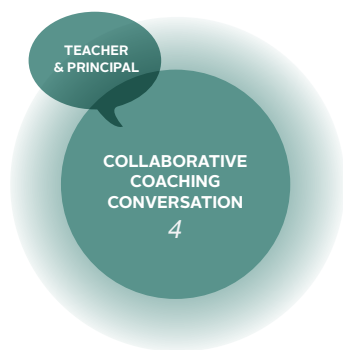
The teacher reflects on the areas he/she identified for feedback, citing examples of the AFL strategies used in the lesson and the evidence of learning collected.



Principal

The principal prepares an open, positive approach for the upcoming collaborative conversation — for example, "What assessment strategy would you like to begin our conversation with, thinking about the evidence of learning we observed in the class? This avoids a sense of implied evaluation in a question such as, "How do you think it went?"

The principal identifies other AFL strategies observed during the lesson, so he/she can explore, with the teacher, strategies to further support student learning. The principal's goal is to support and affirm the AFL strategies they observed, while also deepening and expanding the teacher's assessment practice.



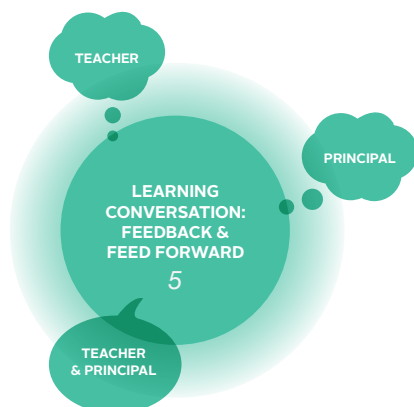
Teacher and Principal

The conversation begins by focusing on the identified areas for feedback. To make the feedback meaningful, the principal should keep his/her observations positive, targeted, and specific.

Two approaches are helpful in guiding this conversation.

Name and Claim: Together, teacher and principal identify AFL strategies used in the lesson, and discuss ways they could be employed even more deeply.

Support and Stretch: In discussion with the principal, the teacher selects one or more other AFL strategies to focus on in future lessons and identify resources to support ongoing professional learning. Together, they schedule times for future lesson observations and collaborative coaching conversations.



Teacher and Principal

The teacher provides the principal with feedback on the earlier coaching conversations, targeting the goals shared by the principal. This helps foster a collaborative professional relationship, in which constructive feedback is a two-way street.

Teacher

The teacher reflects on the coaching conversations and integrates feedback into planning and instruction.

Principal

The principal reflects on the coaching conversations and identifies next steps in his/her work to enhance instructional leadership with individual teachers and in supporting the use of AFL strategies throughout the school's professional learning community.

Collaborative Coaching Conversations carry assessment for learning strategies beyond the classroom and into the school community as a whole—informing practice, building leadership, and enhancing student learning.

Pre-Observation Conversations

PRINCIPAL

What are my goals as an instructional leader?

How will I know I am making progress?

What areas of assessment practice would you like to be the focus for feedback?

Our focus is always on student learning. What questions would you like me to ask your students?

TEACHER
& PRINCIPAL

5 KEY FORMATIVE ASSESSMENT STRATEGIES *Dylan William*

- 1** Clarifying, sharing, and understanding learning intentions and criteria for success
- 2** Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning
- 3** Providing feedback that moves learning forward
- 4** Activating learners as instructional resources for one another
- 5** Activating learners as owners of their own learning

IN EVERY STEP OF THIS PROCESS, KEEP IN MIND DYLAN WILLIAM'S FIVE KEY FORMATIVE ASSESSMENT STRATEGIES.

Classroom Observations & Conversations



TEACHER
& PRINCIPAL

5 KEY FORMATIVE ASSESSMENT STRATEGIES *Dylan William*

- 1** Clarifying, sharing, and understanding learning intentions and criteria for success
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Preparation for Coaching Conversation

A dark grey thought bubble with the word "TEACHER" inside. It has two smaller circles leading to it from the bottom right.

TEACHER

A dark grey thought bubble with the word "PRINCIPAL" inside. It has two smaller circles leading to it from the bottom left.

PRINCIPAL

Teacher and principal reflect on the focus area(s) selected for feedback.

What connections were observed between assessment practices and the evidence of student learning?

5 KEY FORMATIVE ASSESSMENT STRATEGIES *Dylan William*

- 1 Clarifying, sharing, and understanding learning intentions and criteria for success
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Collaborative Coaching Conversation



TEACHER
& PRINCIPAL

Teacher and principal reflect on the assessment for learning strategies the teacher used.

Remember: this is a collaboration, not an evaluation. Consider how “Name and Claim” and “Support and Stretch” can guide the conversation (see page 3).

Discuss how the students responded to the strategies.

What did the students say and do that showed that they were learning?

What other assessment strategies were observed?

5 KEY FORMATIVE ASSESSMENT STRATEGIES *Dylan William*

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Collaborative Coaching Conversation



TEACHER
& PRINCIPAL

Continued...

Learning Conversations: Feedback & Feed Forward

TEACHER
& PRINCIPAL

Reflect on the coaching and feedback process.

What did we each learn from our collaborative coaching conversations?

Moving forward:

What other assessment strategies might we focus on in our next coaching conversations?

What resources can provide ongoing support?

TEACHER

How will I integrate the AFL feedback into my planning and instruction?

PRINCIPAL

How will I integrate AFL strategies in my instructional leadership with individual teachers?

How will I support the use of AFL strategies throughout the school's professional learning community?

5 KEY FORMATIVE ASSESSMENT STRATEGIES *Dylan Wiliam*

- 1 Clarifying, sharing, and understanding learning intentions and criteria for success
- 2 Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning
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