

FACTOR/ CONCEPT		CRITICAL PRINCIPAL BEHAVIORS
Preparation for Formative Assessment	1	Facilitate faculty conversations about the development and use of scoring guides for assessment.
	2	Facilitate team and faculty conversations about collecting exemplary samples of student work to provide at the beginning of teaching a concept to provide students examples of excellent work.
	3	Facilitate faculty conversations about writing learning objectives into “kid-friendly” language that students clearly understand what they are to learn.
Application of Formative Assessment	1	Provide faculty professional development on providing descriptive rather than evaluative feedback to students.
	2	Facilitate conversations about grading practices and discuss with teachers how grades are determined and what they truly mean. Doug Reeves has written extensively on this topic. Providing an article written by Reeves may be used as a catalyst for conversation.
	3	Provide faculty professional development on teaching students how to use peer and self assessment techniques.
	4	Allow time for teachers to visit other classrooms to observe teachers that have mastered providing descriptive feedback and have taught students to peer and self-assess.
Collaboration through Assessments	1	Provide opportunities for teams to meet using summative data, such as unit tests and end of the year tests to plan for instruction.
	2	Provide opportunities for teams to frequently meet using formative data from the classroom to plan instruction.
	3	Facilitate discussions with teams and individual teachers to use data to determine alternate instructional strategies to meet students’ needs.
Impact of Summative Assessments	1	Facilitate conversations with teams and individual teachers using formative and summative data to discuss instructional delivery methods.
	2	Facilitate conversations with whole faculty using formative and summative data to discuss possible changes in instructional delivery methods.
	3	Facilitate conversations with department chairs and curriculum directors using formative and summative data to discuss possible changes in curriculum.

“The Principal’s Impact on Middle School Success.” Jerry Valentine, Middle Level Leadership Center, University of Missouri; Matthew Goodman, Springfield Public Schools, Springfield, Missouri; Kristin Matthews, Gentry Middle School, Columbia, Missouri; Nyle Klinginsmith, Jefferson Junior High School, Columbia, Missouri; Gregory Mees, Middle Level Leadership Center, University of Missouri. NASSP San Antonio February, 2008.