


**Figure 4.3. Leadership Roles With the Monitor Guiding Principle**

| Roles                   | Imperatives   |  |  |
|-------------------------|---|--|--|
|                         | <i>Ensure the design and use of high-quality, aligned assessments and equitable assessment processes that guide meaningful reflection and action.</i> | <i>Ensure that the evidence of learning collected from every assessment is used to inform the design of curriculum, instruction, and the assessments themselves.</i> | <i>Ensure every student is provided access to grade-level content and intensification based on evidence of student learning.</i>   |
| Teacher Leader          | Does my team understand the characteristics of high-quality assessments? Do we use common scoring, rubric and processes for providing feedback?       | How does my team use evidence of student learning to inform our instruction?   | How does my grade level or course level team provide additional time and support for learning?   |
| Coach                   | What do the teachers and leaders I support know about high-quality assessments? How do I create opportunities for reflection and support action?      | What evidence of learning do we collect and study in collaborative teams?  | How do I monitor and make sure that teachers and teams are providing all students with access to grade-level content?  |
| Site Leader             | How do I support teacher teams on my site to develop and use common assessments?  | What structures do I intentionally create for teachers to collect, analyze, and act on data from common assessments?   | What data do we use to identify students for appropriate intensification plans? How do we ensure that students continue to receive access to grade-level content during intensification? |
| District Leader         | What types of common assessments do we use at the district level?   | How do I work with teachers and leaders in my district to collect, analyze, and act on data and evidence of student learning?  | How do we use data to determine appropriate intensification plans?   |
| State/Provincial Leader | Do we provide information about our state or provincial assessments that districts may use in order to guide meaningful reflection and action?        | What student performance data do we provide districts to analyze and act upon?   | Do our provincial or state policies encourage the development of equitable student intensification plans?  |

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