

13th Annual

Thinking & Learning Conference

DR SUSAN BROOKHART

Sunday 22 May

**Formative Classroom Walkthroughs –
Part 2**

Session 3

MELBOURNE

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Susan has been a columnist for Phi Kappa Phi's *National Forum* journal and editor of *Educational Measurement: Issues and Practice*. She is author or coauthor of several books and over 50 articles on classroom assessment, teacher professional development and evaluation.

Susan holds a master's degree in religion from Lutheran Theological Seminary and a doctorate in educational research and evaluation from Ohio State University.



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Formative Classroom Walkthroughs

Sue Brookhart

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Session Summary

Instead of focusing on an evaluation of what teachers are doing, Formative Walkthroughs focus on observing what students are doing through the lens of a learning target theory of action. Focusing on student learning, teachers and principals set professional learning targets, identify professional performances of understanding that enable the collection of evidence of professional growth, agree on clear and understandable professional look-fors (success criteria), and engage in feedback conversations that result in learning for both the principal and the teacher.

Objectives and Outcomes:

- Distinguish between the Formative Classroom Walkthrough process and traditional walkthroughs
- Explain a learning target theory of action and identify what to look for to evaluate whether a learning target theory of action is in use in a classroom
- Set professional learning targets, identify professional performances of understanding and look-fors, and engage in meaningful professional feedback conversations

Session Outline

- What are Formative Walkthroughs, and how do they differ from traditional walkthroughs?
 - Purpose is formative for observer, teacher, and students
 - Focus on what the students are doing
- Collegial Feedback
 - Micro view – the message itself
 - Snapshot view – feedback as an episode of learning for both parties
 - Long view – opportunity to use feedback to improve
- Learning Target Theory of Action
 - Worthwhile lesson (p. 2)
 - Shared learning target (p. 3)
 - Performance of understanding (p. 4)
 - Student look-fors (p. 5)
 - Formative feedback (p. 6)
 - Student self-assessment (p. 7)
 - Effective questioning (p. 8)

For More Information:

Formative Classroom Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement, by Connie M. Moss & Susan M. Brookhart, 2015, ASCD

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Scenario – Looking for a Worthwhile Lesson

You walk through a fourth grade math class on a Monday and see students working on long division. The teacher is explaining the concept and helping the students solve basic long division problems. Long division is part of the district's curriculum map for fourth grade for this time of the school year. You see that the students are able to complete basic long division problems. You hear the teacher explain to the students that for the next four days they will be "doing problems like these" to get better at doing them correctly. Tuesday they will do long division problems about money; Wednesday's problems will be about time; Thursday they will do long division about cookies; and, on Friday the problems will be about baseball.

Use the abbreviated Collaborative Inquiry Guide on Slide 27

With a partner, role play the feedback conversation you would have with this teacher.

Scenario – Looking for a Shared Learning Target

As you enter the classroom you notice this statement printed on the board:

Learning Target – I can write algebraic expressions in different equivalent forms.

Students are doing math problem sets at their desks.

Use the abbreviated Collaborative Inquiry Guide on Slide 30

With a partner, role play the feedback conversation you would have with this teacher.

Scenario – Looking for a Performance of Understanding

A 4th grade math teacher is helping his students understand improper fractions and mixed numbers. They already know that when you add and subtract like fractions you only add and subtract the numerators. Today they are learning what to do when the numerator in their answer is larger than the denominator—they change the improper fraction to a mixed number.

The shared learning target statement: Today we are learning to identify when we have to change an improper fraction to a mixed number.

The steps the students are taught to follow:

- I can identify the improper fraction.
- I can take the whole away.
- I can show the fraction that is remaining.
- I can combine the whole I took away and the fraction that remains to write my mixed numbers.

The assignment: The students are assigned 20 problems to complete from their math books for homework and are told to use the steps as look-fors and check their work. Is this assignment a performance of understanding?

Use the abbreviated Collaborative Inquiry Guide on Slide 35

With a partner, role play the feedback conversation you would have with this teacher.

Scenario – Looking for Student Look-fors (Criteria for Success)

Context: A sixth grade science teacher is teaching an inquiry lesson about groundwater.

The learning target: I can draw conclusions about groundwater from using a model.

The performance of understanding: Students first construct a model of the ground (clay, gravel, sand, potting soil, laid down in that order) in a plastic box. Then they use a watering can and colored water to create rain, and observe what the water does. Then they spoon out a pond, tilt the box so the pond is downhill, and make rain at the top of the hill, again observing what the water does. Finally, they answer questions about how the water moved, which layers it moved through, and how the pond filled.

The look-fors are presented as a rubric:

	Advanced	Proficient	Not Proficient
Conclusions about groundwater	After considering all the facts, sound and important decisions about the movement of groundwater are clearly stated.	After considering all the facts, sound decisions about the movement of groundwater are stated.	Decisions about the movement of groundwater are not stated, or are not correct.
Evidence	Evidence from the model is accurately described, relevant, and complete. The evidence strongly supports the conclusions.	Evidence from the model is mostly clear, relevant, and complete. The evidence mostly supports the conclusions.	Evidence from the model is not clear and relevant, or is missing, and does not support the conclusions.

Use the abbreviated Collaborative Inquiry Guide on Slide 38

With a partner, role play the feedback conversation you would have with this teacher.

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Scenario – Looking for Formative Feedback

Context: Fourth graders were learning about persuasive writing, specifically about making a persuasive argument using reasons and communicating it to readers. On this day, students were learning to write persuasively about their opinions.

The learning target: I can write a persuasive paragraph explaining why I think dogs or cats are better pets.

The performance of understanding: Take a position about the better pet (dogs or cats). Write a clear, organized paragraph explaining your reasons and persuading your reader that your position is reasonable.

The look-fors:

- ✓ I state my position at the beginning and repeat it at the end.
- ✓ I give good reasons to support my position.
- ✓ My paragraph is organized.

The feedback: As a student finishes a draft persuasive paragraph, the teacher looks over his or her work briefly. You notice the teacher giving a lot of feedback similar to this example:

~~This is why I like dogs~~
 better than cats. I think dogs
 are really playful. They can
 also be strong to pull you
 or something. They can come
 in different sizes like a Great
 Dane or a ^{Dachshund} ~~Werner~~ dog. They
 can also be in different colors.
 Some are just mutts. Others
 are pedigree. Best of all, dogs
 are cute and cuddly. That is
 why I like dogs a lot better
 than cats.

**Use the abbreviated Collaborative Inquiry Guide on Slide 42
 With a partner, role play the feedback conversation you would
 have with this teacher.**

Scenario – Looking for Student Self-Assessment

As students are working independently during today's lesson, Mr. Morgan walks around the room. The students are solving 20 problems that require them to multiply decimals. Several students call him over to their desks saying, "I don't understand what I am supposed to do." Mr. Morgan asks them what they don't understand and they say things like "It's hard" and "I don't know how to do this." Mr. Morgan stops the class and asks the students who are not having trouble to explain their steps to the class as they demonstrate the problems on the board. Several of the students who demonstrate their work at the board do not use the proper math terms and are unable to describe exactly what they did or the steps in the process that they used.

Use the abbreviated Collaborative Inquiry Guide on Slide 45

With a partner, role play the feedback conversation you would have with this teacher.

Scenario – Looking for Effective Questioning

A ninth grade algebra teacher was teaching about linear functions. Today's lesson was about graphing a linear function. Students were learning that two points would determine a line and that they could graph a linear function based on only two points. The teacher communicated this target clearly to the students.

The teacher taught today's lesson the way he taught most lessons. The class began with about 10 minutes of direct instruction, followed by about a half hour of students working problems at their desks. The last 10 minutes of class was spent going over the problems the students had just done.

During the direct instruction time, the teacher asked very few questions. All the questions he did ask used the I-R-E sequence (e.g., T: What is the value for x in $(2,3)$?; S: 2; T: Right.) Mostly, the teacher showed the students how to plot the two points and draw the resulting line. However, he often punctuated his demonstration with the question, "Make sense?" to which the students usually replied by nodding.

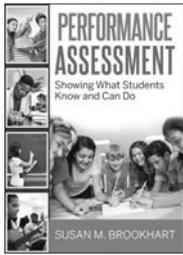
At the end of the class, the teacher sent students to the board. For each problem, he selected a student whose work was correct to put that work – in this case, a line graph – on the board. The rest of the students corrected their own work to match the work on the board. Then the teacher assigned the students to do 10 more problems of the same type for homework.

Use the abbreviated Collaborative Inquiry Guide on Slide 48

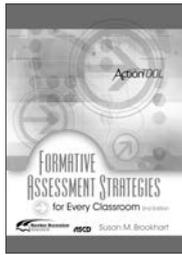
With a partner, role play the feedback conversation you would have with this teacher.

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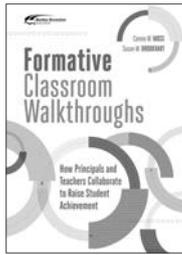
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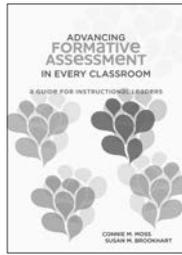
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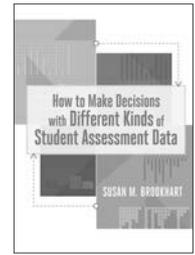
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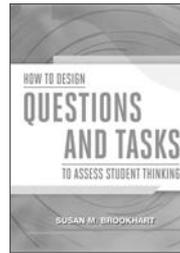


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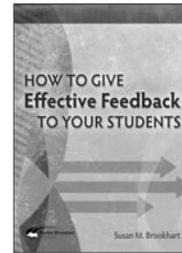


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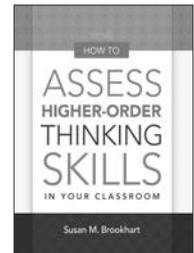
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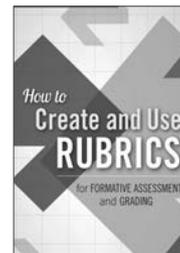
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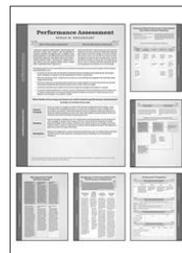
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