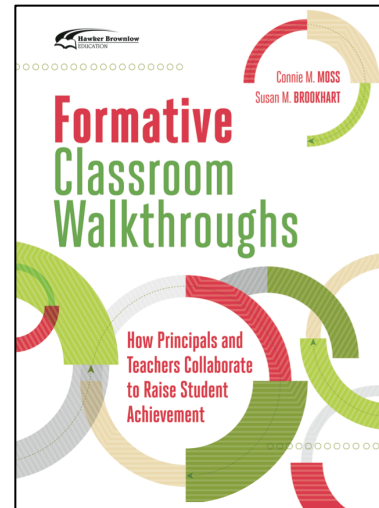


Formative Classroom Walkthroughs: How Principals and Teachers Collaborate to Raise Student Achievement

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Key Learning Area: Cross-Curricular



Summary

Revolutionise the walkthrough to focus on the endgame of teaching: student learning. Authors Connie M. Moss and Susan M. Brookhart present the proven practice of *formative walkthroughs* that ask and answer questions that are specific to what the student is learning and doing.

Learn the value of having the observer examine the lesson from the student's point of view and seek evidence of seven key learning components:

- a worthwhile lesson
- a learning target
- a performance of understanding
- look-fors, or success criteria
- formative feedback
- student self-assessment
- effective questioning.

Drawing upon their research and extensive work with F–12 teachers and administrators, Moss and Brookhart delve into the learning target theory of action and show you how to develop a schoolwide collaborative culture that enhances the learning of teachers, administrators, coaches and students. They present detailed examples of how formative walkthroughs work across year levels and subject areas, and provide useful templates that administrators and coaches can use to get started – now.

Grounded in the belief that schools improve when educators improve and that the best evidence of improvement comes from what we see students doing to learn in every lesson, every day, *Formative Classroom Walkthroughs* offers a path to improvement that makes sense – and makes a difference.

Supporting Resources

- *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders* (109031)
- *Formative Assessment Strategies for Every Classroom: An ASCD Action Tool, 2nd Edition* (111005)
- *How to Design Questions and Tasks to Assess Student Thinking* (114014)
- *Engaging Teachers in Classroom Walkthroughs* (113024)