

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

By Connie M. Moss, Susan M. Brookhart

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Revolutionize 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 K-12 teachers and administrators, Moss and Brookhart delve into the learning target theory of action that debuted in *Learning Targets: Helping Students Aim for Understanding in Today's Lesson* 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 grade levels and subject areas, and provide useful templates that administrators and coaches can use to get started now.

Grounded in the beliefs 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.

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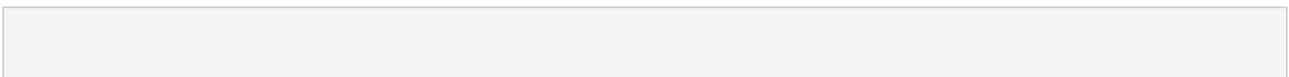
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Editorial Review

From the Inside Flap

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About the Author

Susan M. Brookhart, Ph.D., is an independent educational consultant and author based in Helena, Montana. Dr. Brookhart's interests include the role of both formative and summative classroom assessment in student motivation and achievement, the connection between classroom assessment and large-scale assessment, and grading. She was the 2007-2009 editor of *Educational Measurement: Issues and Practice*, a journal of the National Council on Measurement in Education. She is author or co-author of 16 books and more than 60 articles and book chapters on classroom assessment, teacher professional development, and evaluation. She serves on the editorial boards of several journals.

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