



The Three-Minute Classroom Walk-Through: Changing School Supervisory Practice One Teacher at a Time

By William K. Poston

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Change the entire school culture with this collaborative method of supervision!

For years, the classic supervision model has frustrated both principals and teachers by fostering superior-subordinate relationships, focusing on teacher conformity rather than growth, or producing checklist data that are irrelevant to the curriculum. *The Three-Minute Classroom Walk-Through* offers a practical, time-saving alternative that impacts student achievement by cultivating self-reliant teachers who are continuously improving their practice.

This method answers principals' key questions:

- Is the work of my teachers aligned with district curriculum?
- Are my teachers using research-based "best practices"?
- Are they choosing the instructional strategies that will promote student achievement?

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Editorial Review

Review

"The book is easy to read and easy to understand. The information is practical and provides an excellent resource for administrators who are truly interested in improving instruction." (Edward Chevallier, Executive Director, Curriculum & Staff Development 2007-06-19)

From the Back Cover

For years, the classic supervision model has frustrated both principals and teachers by fostering superior-subordinate relationships, focusing on teacher conformity rather than growth, or producing checklist data that is irrelevant to the curriculum. *The Three-Minute Classroom Walk-Through* offers a practical, time saving alternative that impacts student achievement by cultivating self-reliant teachers who are continuously improving their practice.

About the Author

Carolyn J. Downey is professor emeritus of educational leadership in the College of Education at San Diego State University. She formerly was the superintendent for the Kyrene School District, Phoenix-Tempe, Arizona. Downey has written several books and numerous articles. She is the author of the training program "The Three-Minute Walk-Through and Reflective Feedback for Higher Student Achievement." Her most recent book with Betty E. Steffy, William K. Poston Jr., and Fenwick W. English is *50 Ways to Close the Achievement Gap*. She was the major architect of the CMSI Individual School Audit using the 50 Characteristics for Higher Student Achievement. She is the author of several of the Principal-Teacher Series for Higher Student Achievement training materials. She received her MS from the University of Southern California and her PhD from Arizona State University.

Betty E. Steffy is a retired professor of educational leadership and policy studies at Iowa State University. She formerly was a dean of a School of Education at a regional campus of Purdue University and served as deputy superintendent of instruction in the Kentucky Department of Education. She served as a superintendent of schools in New Jersey and as a director of curriculum for a regional educational agency in Pennsylvania. She created the professional development model entitled *Life Cycle of the Career Teacher*. She is the author/coauthor of ten books in education and numerous articles and symposium papers at UCEA and AERA. She earned her BA, MAT, and EdD from the University of Pittsburgh.

Fenwick W. English (Ph.D.) is the R. Wendell Eaves Senior Distinguished Professor of Educational Leadership in the School of Education at the University of North Carolina at Chapel Hill, a position he has held since 2001. As a scholar/practitioner he has held positions as a school principal and superintendent of schools in California and New York and as a department chair, dean, and vice-chancellor of academic affairs at universities in Ohio and Indiana. He is the former President of the University Council of Educational Administration (UCEA) and of the National Council of Professors of Educational Administration (NCPEA). His research has been reported in national and international academic forums. He edited the 2006 *SAGE Encyclopedia of Educational Leadership and Administration*, the 2009 *SAGE Library of Educational Thought and Practice: Educational Leadership and Administration*; and the 2011 *SAGE Handbook of Educational Leadership* (2nd Ed.). In 2013, he received the Living Legend Award from NCPEA for his lifetime contribution to the field of educational leadership.

Larry E. Frase was professor and department chair of educational leadership in the College of Education at San Diego State University. He was a former superintendent of schools of the Catalina Foothills District in Tucson, Arizona, and is the author, coauthor, or editor of 23 books and 80 professional journal articles. His books include *Top Ten Myths in Education*; *School Management by Wandering Around*; and *Teacher Compensation and Motivation*. He is also coauthor of *Walk-Throughs and Reflective Feedback for Higher Student Achievement*. He has presented papers at AERA and UCEA. He is a senior lead auditor, having led curriculum audits of 32 school systems, including Oakland, California, and Baltimore, Maryland. Frase earned his EdD at Arizona State University.

Learn more about William Poston's PD offerings

William K. Poston Jr. is an Emeritus Professor of educational leadership and policy studies at Iowa State University in Ames, Iowa, where he served for 17 years. A former math and physics teacher, he accumulated 25 years of experience in educational administration including 15 years as a superintendent in Tucson and Phoenix, Arizona, and in Billings, Montana. His experience includes serving as executive director of the Iowa School Business Management Academy?the licensure program for school business managers in Iowa?for 15 years. He is the originator of curriculum-driven budgeting, and he has led over 75 curriculum audits. Poston has written 13 books and over 40 journal articles and continues to provide extensive service to schools in the areas of evaluation, curriculum management auditing, performance-based budgeting, and organizational quality improvement.

Users Review

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