



Leadership for Teacher Learning: Creating a Culture Where All Teachers Improve So That All Students Succeed

By Dylan Wiliam

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Leading education authority Dylan Wiliam explains how formative assessment, when applied properly, helps to increase student achievement. He also presents compelling research about changes in classroom practice that are likely to increase learning, differentiated instruction, response to intervention, group leadership's role in ensuring productive collaboration, and integrating formative assessment into teacher evaluation.

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Review

"Few academics can digest a complex array of research findings, draw coherent conclusions from that research, then describe these conclusions in a manner comprehensible to mere mortals. For school leaders and educational policymakers, this is mandatory reading." -- W. James Popham "professor emeritus at UCLA Graduate School of Education and Information Studies, author of Classroom Assessment"

"Dylan's exhaustive and impeccable scholarship presents the most compelling and advanced argument for embracing the practice of classroom formative assessment." -- Rick Stiggins "assessment consultant, author of Revolutionize Assessment"

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