

REPEAT: Building Thinking Classrooms: Assessment Follow Up (Evening Session)



PRESENTED BY

Landry Forand

SERIES SESSIONS

Date	Time
March 21, 2024	5:00 PM - 6:30 PM



LOCATION

**FFCA - Learning Centre - 110 - 7000
Railway St. SE**

FEE

\$25.00

QUESTIONS?

Contact Us:

crc-register@arpcd.ab.ca
[403-291-0967](tel:403-291-0967)

REGISTER ONLINE

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crcpd.ab.ca

Learning Opportunity

Peter Liljedahl always says, "I don't like to talk about assessment on the first date". So, welcome to the second date!

The implementation of assessment is one of the most transformative of the 14 practices for student learning. This workshop for assessment in the Thinking Classroom will be a lecture style (ironically) and showcase how to implement formative and summative assessment practices in the classroom. Additionally, the design and utility of learning maps for curricular tasks and assessment will be shared. There will be some time for sharing and collaborating with one another as well.

Topics covered.

- Outcome based assessment
- Learning maps for outcomes
- Curricular tasks with assessment
- Formative assessment
- Summative assessment

Presenters

Landry Forand

Landry Forand, a Learning Specialist with the Rocky View School District, has extensive experience implementing Thinking Classroom practices in his own classrooms. Having embraced these practices over the past few years, Landry is now enthusiastic about sharing his learning journey with others. In his classroom, Landry fostered an open-door policy and welcomed numerous visitors from his district who were eager to witness the transformative impact of a Thinking Classroom on student learning.

Currently pursuing a master's program in leadership and assessment at StFX, Landry is dedicated to further developing his expertise in these areas. He is a graduate from the University of Lethbridge and has accumulated seven years of professional experience. Throughout his career, Landry has been deeply engaged in advancing his knowledge and skills in curriculum development, assessment, and pedagogy, with a particular focus on mathematics.

With his diverse background and commitment to educational growth, Landry brings a wealth of expertise to his role as a Learning Specialist. His experiences in implementing Thinking Classroom practices, combined with his ongoing studies and professional development, position him well to support educators in their own journeys towards effective curriculum, assessment, and pedagogy.



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