

Building Thinking Classrooms: Exploring Tools and Practices for Feedback and Grading

**PRESENTED BY****Landry Forand****SERIES SESSIONS**

Date	Time
January 16, 2025	9:00 AM - 3:30 PM

**LOCATION****FFCA - Learning Centre - 110 - 7000
Railway St. SE****FEE****\$50.00****QUESTIONS?****Contact Us:****crc-register@aplc.ca
[403-291-0967](tel:403-291-0967)****REGISTER ONLINE****Visit our website to register:
crupd.ab.ca**

Learning Opportunity

Target audience: K-12 instructional leaders, pre-service teachers and teachers are encouraged to attend.

Join us for an engaging session that delves into the essential connections between feedback, grading, and the Building Thinking Classroom framework.

This session will:

- *explore theories, practices, and tools in assessment that accompany the Thinking Classroom pedagogy.*
- *crack open assessment fallacies and re-evaluate our own practices and experiences within our day-to-day context, both inside and outside of school.*
- *investigate improved practices that not only increase the frequency of feedback for learning and data collection, but also reduce teacher workload.*
- *showcase and begin the design of assessment tools that suit your context to make it all happen.*

You will leave the session with knowledge, resources and tools that can be implemented the very next day.

This session will fully utilize the 14-practices of a Thinking Classroom, with tasks tailored to covering content in assessment. You will experience firsthand that a Thinking Classroom can not only enhance our experience in the classroom but is also effective in professional development with adult learners. Bring comfortable shoes!

Presenters

Landry Forand

Landry Forand (he/him) serves as a Learning Specialist within the Rocky View School Division, where he collaborates with educators, classrooms, and schools spanning from kindergarten to grade 12. With a keen focus on numeracy, assessment practices, and Thinking Classroom pedagogy, Landry brings enthusiasm and dedication to his work. From facilitating district-wide professional learning initiatives to providing personalized support for teachers and students, he plays a multifaceted role in advancing educational excellence.

Currently pursuing his master's in administration and policy at StFX University, Landry's research centers on assessment strategies and teacher workload. Through a thesis-based approach, he aims to contribute insights that can inform effective educational leadership and policy development.



**Providing Quality Professional Learning
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