

Building Thinking Classrooms: Designing and Adapting Tools for Feedback and Grading



PRESENTED BY

Landry Forand

SERIES SESSIONS

Date	Time
March 12, 2025	9:00 AM - 3:30 PM



LOCATION

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

FEE

\$50.00

QUESTIONS?

Contact Us:

crc.info@aplc.ca[403-291-0967](tel:403-291-0967)

REGISTER ONLINE

Visit our website to register:

crcpd.ab.ca

Learning Opportunity

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

This session is designed to explore and utilize assessment tools for learning, reporting (grading), and fostering a culture that aligns with the Thinking Classroom Pedagogy.

We will:

- *work on designing assessment tools tailored to your specific contexts and provide opportunities to practice their implementation.*
- *examine the various methods (products, conversations, observations) for collecting data using these tools and discuss how to provide ongoing feedback and grades.*
- *explore the relationship between assessment and school culture, focusing on how assessment can create an environment that promotes student learning and motivation.*

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 that a Thinking Classroom can not only improve our experience in the classroom but is an effective

practice in professional development with adult learning. 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
Opportunities to K-12 Education Staff**