



**November 30, 2011**  
**Ambassador Conference Resort,**  
**Kingston, ON**

## Agenda

- 8:00-8 :45.....Registration
- 8:45.....Welcome & Introductions
- 9:00-12 :00.....*Minds On* with Damian Cooper and Facilitated Sessions
- 12:00-1:00.....Lunch
- 1:00-3:00.....Facilitated Sessions and Consolidation with Damian Cooper

## Registration

\$125.00 + 13% HST (\$141.25) – member  
**Registration Deadline: November 18, 2011**

Please register with your Board Contact  
 (For a list of Board contacts, please refer to reverse side of this Program))



**Damian Cooper** is an independent education consultant who specializes in helping schools and school districts improve their instructional and assessment skills. In Ontario, Damian has worked under contract to the Ministry of Education and the Assessment Training Consortium on a variety of projects. His latest book, "Redefining Fair: How to Plan, Assess and Grade for Excellence in Mixed Ability Classrooms" is published by Solution Tree.

## Job-embedded Learning: Extending the Learning

Participants will have implemented at least one strategy from either the A&E event in September or Le français à coeur event in October and will return to a combined session with concrete examples of student work to facilitated sessions. Participants will share effective practices, promote collegial sharing, collaborative inquiry, and extend the learning process to support student achievement.

Participants will share student work and their learning in the following groupings:

Kindergarten – Grade 3  
 Grades 7-12

Grades 4-6

### The Learning Goals Assessment for, as and of Learning

#### School Effectiveness Framework

- Students and teachers share a common understanding of the learning goals and related success criteria.
- During learning, students receive ongoing, descriptive feedback based on the success criteria from the teacher and from peers.

#### Curriculum, Teaching and Learning

- A culture of high expectations supports the belief that all students can learn, progress and achieve.
- Instruction and assessment are differentiated in response to student strengths, needs and prior learning.