

# The Thinking Symposium: *Assessment for/as Learning*

with Sandra Herbst

September 2017



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Professional renewal is an essential ingredient in good teaching that we neither buy nor have bestowed upon us; we renew ourselves by revising who we are and what we do, daily and consciously alone and together with students, colleagues, and friends.

*Lorri Neilsen*  
*A Stone in My Shoe*

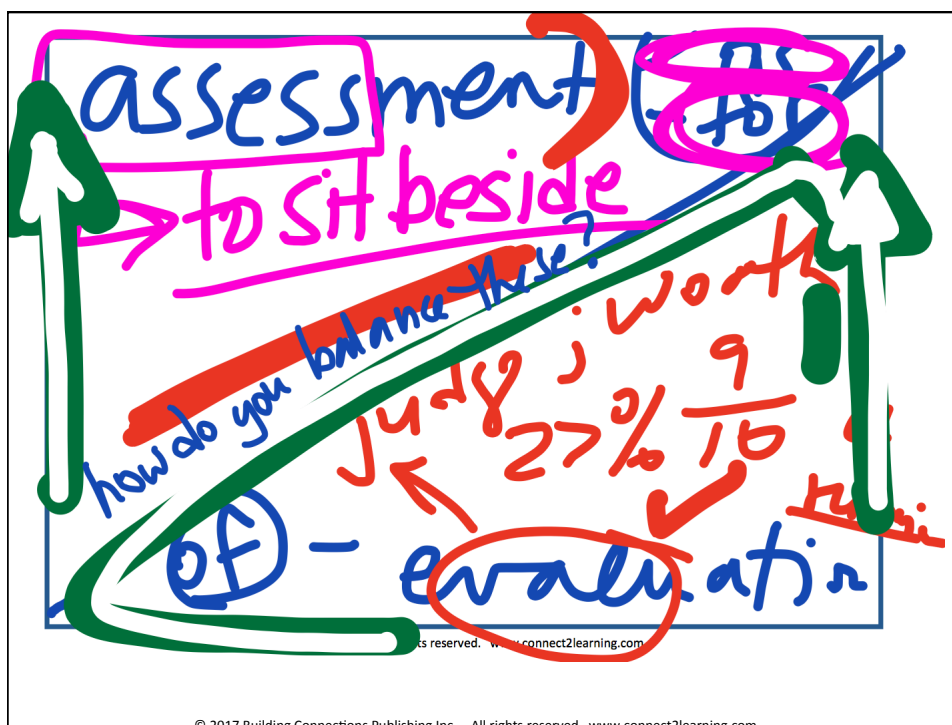


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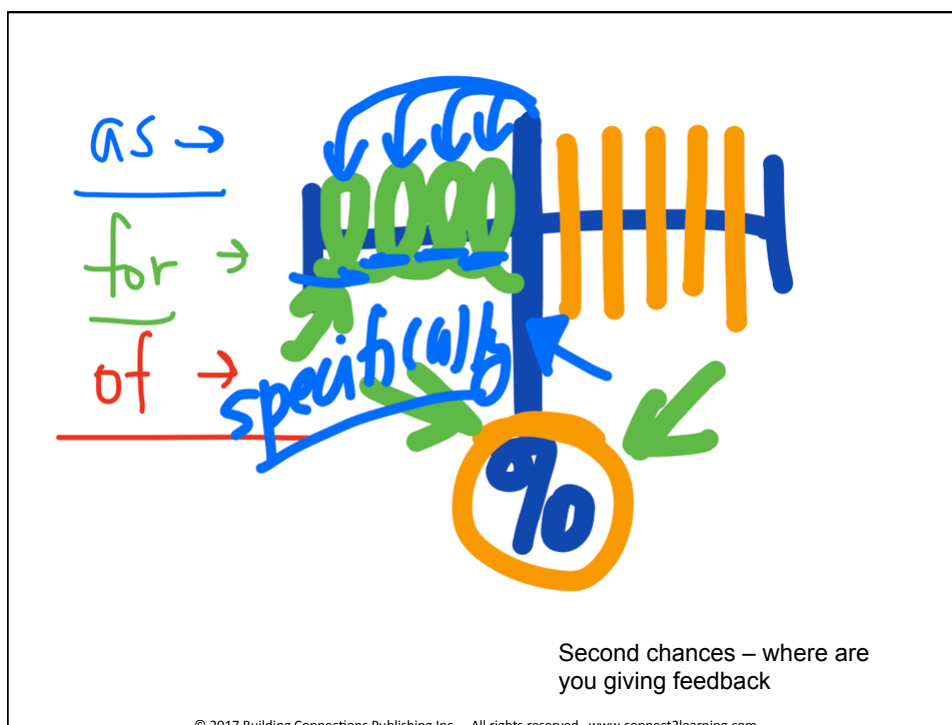
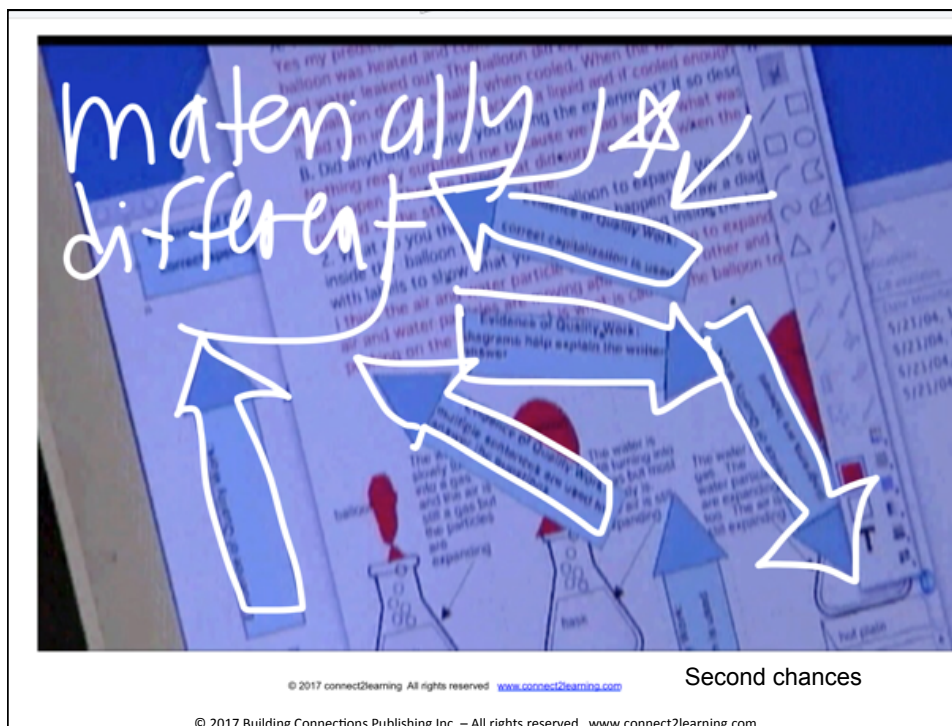
In what ways does Rob inform and support your understanding of assessment *for, as, and of* learning?

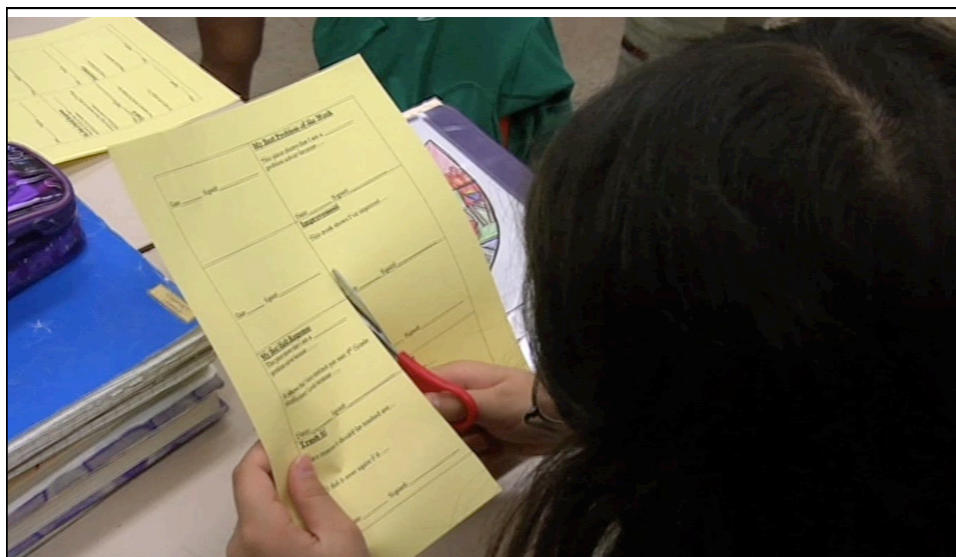


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Proof cards

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## ***Seven Actions of Assessment for and as Learning***

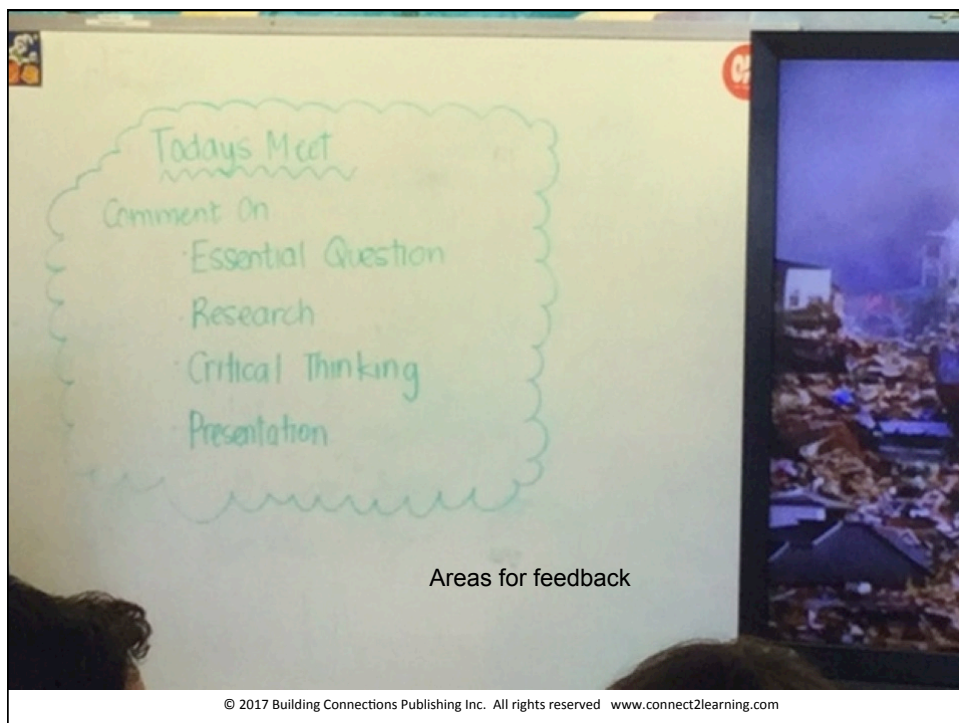
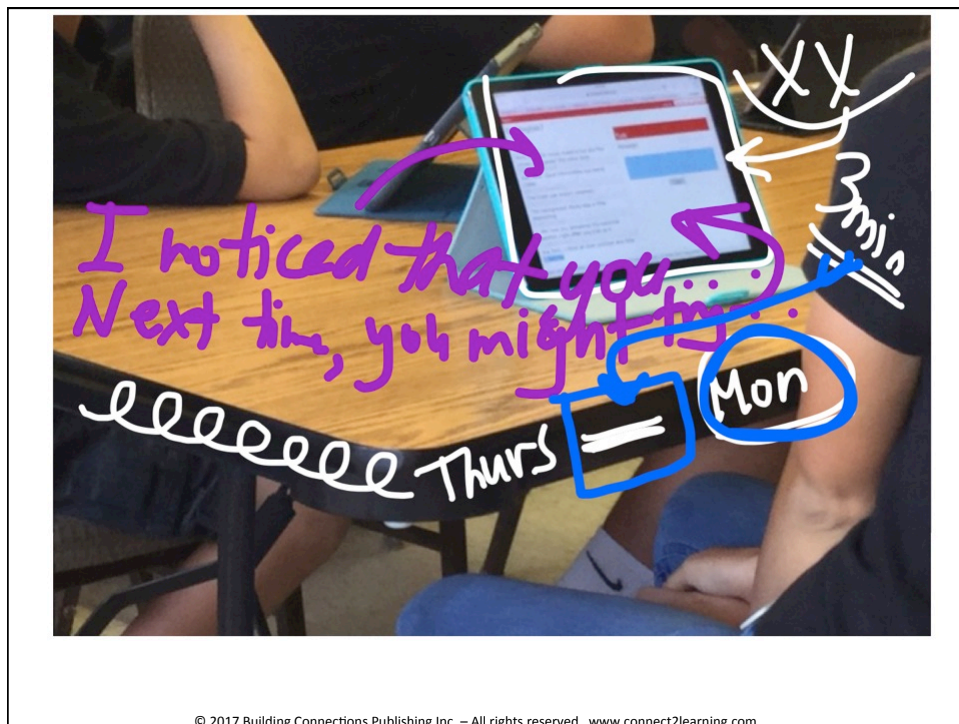
### ***Students...***

- Have a clear learning destination
- Use samples to understand quality and development
- Participate in the co-construction of criteria
- Are involved in feedback cycles to feed the learning forward, including self- and peer assessment
- Collect evidence to prove that they have learned
- Set goals for their next steps
- Communicate their learning to others, both formally and informally

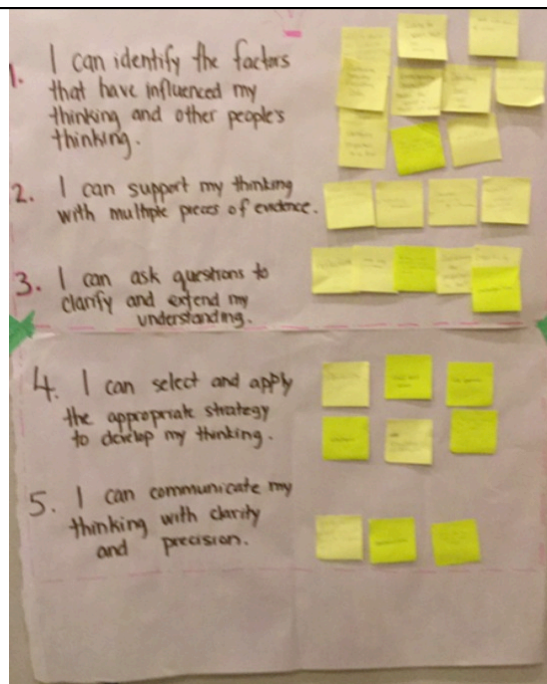


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## The Thinking Symposium: Assessment for/as learning



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### What counts, what matters, what's important during math talk?

It feels like...

positive and respectful.

Share ideas.

working together

It looks like...

Allow for 'think time'.

Make 'eye contact' with your partner.

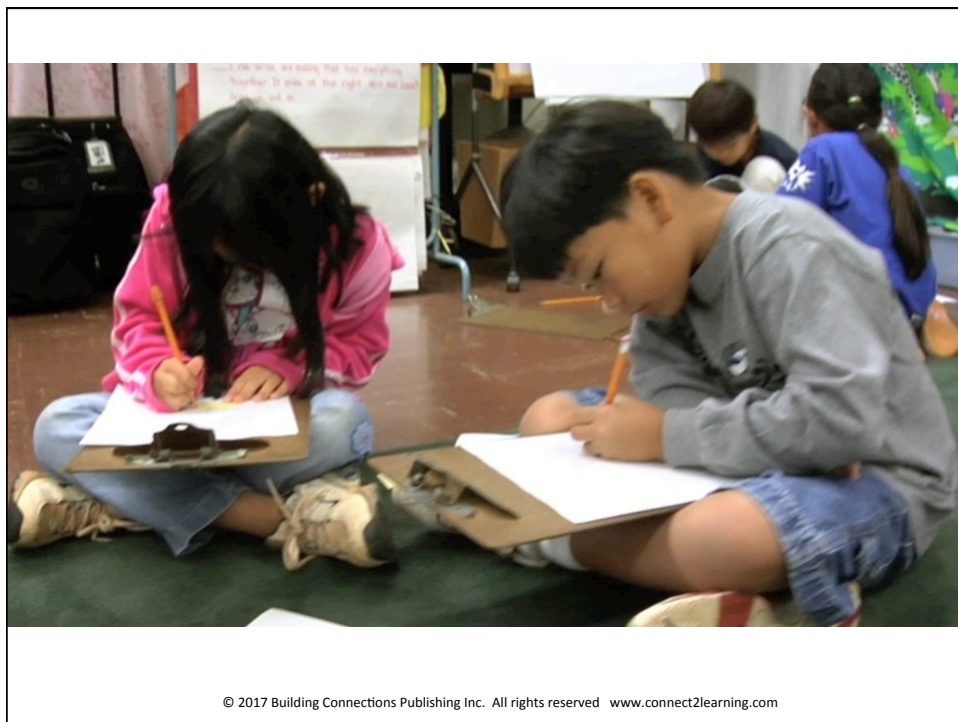
Listen to your partner.

It sounds like...

- I (dis)agree with you because...
- Can you explain how...
- I wonder...
- What do you think...
- My strategy was...
- I hear you saying...

Thanks to Sudbury Catholic

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How - do you use )

CRITERIA (Instructionally significant)	
Teacher	Students
✓ to teach list	✓ to learn list
✓ (3)4 → rubric	✓ lang ↳ goals ↳ self/peer
✓ lang - narr. comments	✓ to prove list

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## The Thinking Symposium: Assessment for/as learning



Building criteria from a chunked demonstration related to quality in a class discussion

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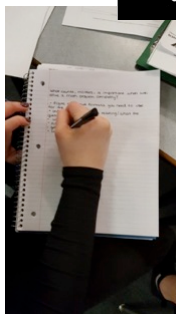
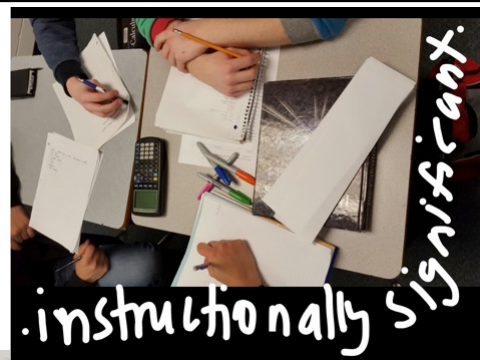
Criteria	Details
We respectfully exchange ideas	<ul style="list-style-type: none"> <li>• Use respectful language</li> <li>• No put downs</li> <li>• Don't interrupt</li> <li>• Encourage others</li> <li>• Ask when don't understand</li> <li>• Clarify what the speaker means</li> <li>• Give time to answer</li> <li>• Listen carefully</li> <li>• Restate what someone has said before we talk</li> </ul>
We talk in ways that all of us will learn more about the topic	<ul style="list-style-type: none"> <li>• Support opinions with evidence</li> <li>• Piggyback off of others' ideas</li> <li>• Build on another's ideas "What you make me think about"</li> <li>• Stay on the topic</li> <li>• We support our ideas and positions with evidence</li> <li>• Use appropriate ideas</li> <li>• Use vocabulary that connects to the topic</li> <li>• Make personal or world connections to the topic</li> <li>• Share both points and counterpoints</li> </ul>
We pay attention to our bodies and our voice	<ul style="list-style-type: none"> <li>• Speak loudly</li> <li>• Speak clearly</li> <li>• No sidebar conversations</li> <li>• Face the speaker</li> <li>• Use gestures to explain our ideas</li> </ul>

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## Co-constructing criteria...collecting evidence...providing feedback

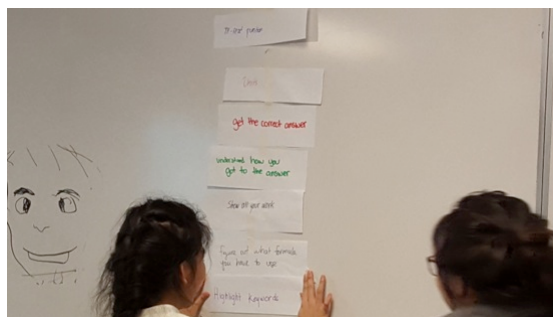
Students brainstorm what they already know about solving problems completely.



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## Co-constructing criteria...collecting evidence...providing feedback

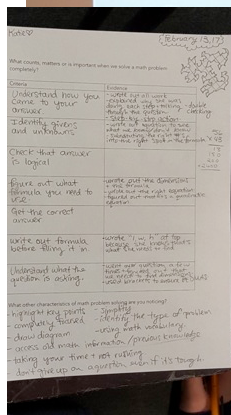
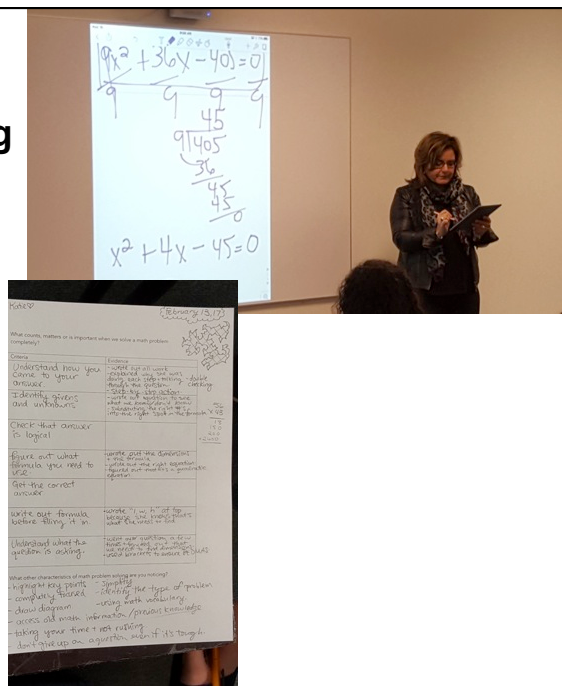
Gather and post the initial ideas



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## Co-constructing criteria...collecting evidence...providing feedback

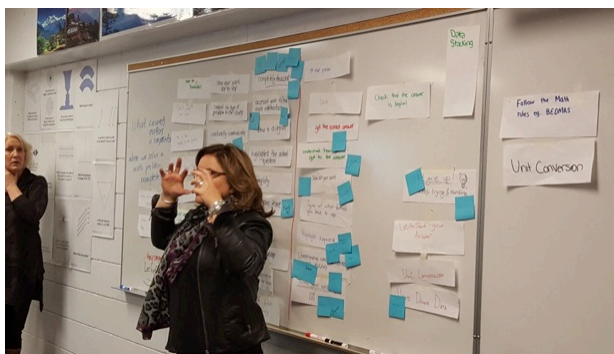
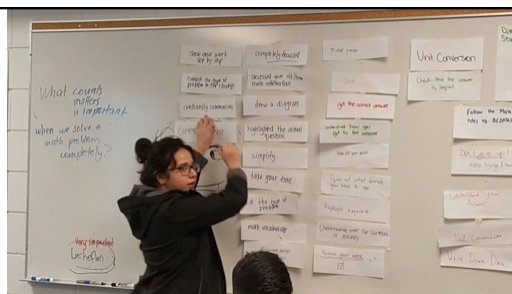
Students select seven details to put into their feedback form. Teacher solves a math problem in multiple chunks. Students write down the evidence that they see in the model related to each detail. They also add anything else that they notice that would make the criteria more complete.



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## Co-constructing criteria...collecting evidence...providing feedback

Gather and post the additional ideas that were noted through the modelling sequence. Sticky notes = goal area.



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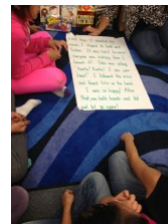
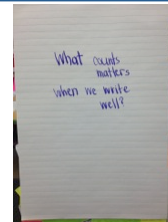


A hand-drawn diagram within a blue border. On the left, 'O-K' is written in blue with a bracket underneath. In the center, 'K-O' is written in orange, then pink, then blue in a vertical stack. On the right, '1min' is written in orange, '45sec' in pink, and '20sec' in blue in a vertical stack.

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### Summing up the process:

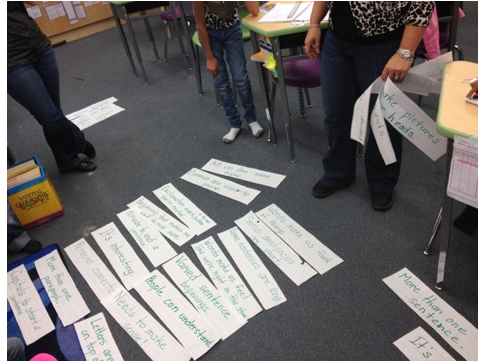
- Ask the question, “What counts in a \_\_\_\_\_?”
- Examine part of a sample and brainstorm ideas.
- Record the ideas on strips so they can be viewed by all.



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### Summing up the process:

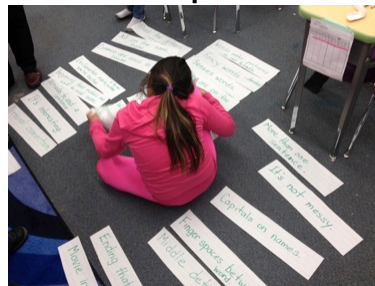
- Examine another chunk of the sample.
- Continue until all ideas have been surfaced.



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### Summing up the process:

After students have finished their brainstorming teacher(s) notes anything else that might be needed showing an example in the sample.

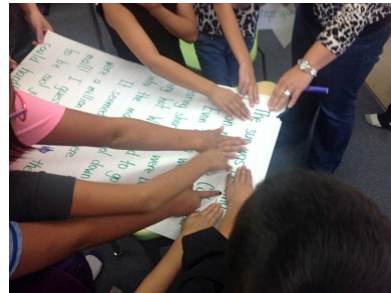


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## Using it:

Then students practice by finding proof in...

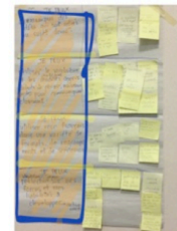
- another sample.
- in their own work.
- in someone else's work.



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~~Co-constructing criteria with~~  
students: Instructional Decisions

Processes



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## The Thinking Symposium: Assessment for/as learning

What counts, matters, and is important when I justify my math thinking to someone else?

Criteria	Details
I can help others "see" my thinking, step-by-step	<ul style="list-style-type: none"> <li>• Tell what you did first</li> <li>• Talk about your work step-by-step</li> <li>• Tell what you did at the end</li> <li>• Describe your thinking in order</li> <li>• Tell how you organized your work</li> <li>• Describe your thinking in detail</li> </ul>
I can talk about the math decisions that I made	<ul style="list-style-type: none"> <li>• Show how your thinking changed</li> <li>• Tell how you corrected any errors</li> <li>• Explain why you did what you did..."I did this because..."</li> <li>• Talk about how you used what you already knew to do well</li> <li>• Talk about your decision to solve the problem in this way</li> <li>• Tell why your answer is reasonable</li> <li>• Talk about the connections your were making to other math problems as you explain your thinking</li> </ul>
I act like a mathematician	<ul style="list-style-type: none"> <li>• Prove that you think before your talk/explain</li> <li>• Keep trying to explain when it feels that it doesn't make sense</li> <li>• Explain something in a different way</li> </ul>

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What counts, matters, and is important when I reflect on my learning and experiences?

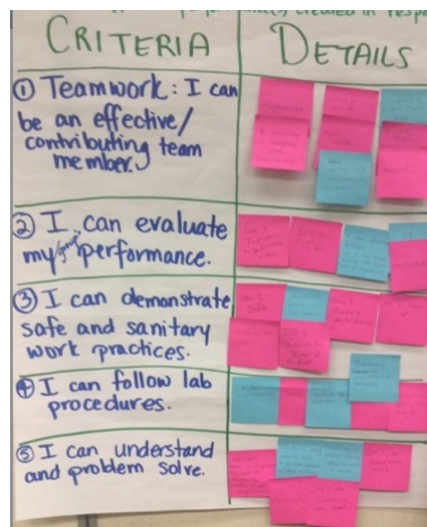
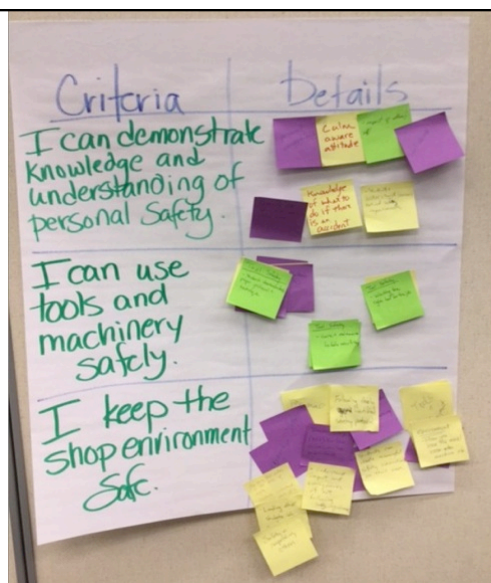
Criteria	Details
I can think about what happened so that I can understand it better	<ul style="list-style-type: none"> <li>• Give proof for your thinking</li> <li>• Acknowledge what was easy</li> <li>• Acknowledge what was more difficult</li> <li>• Make connections to similar experiences or learning</li> <li>• Make connections to experiences outside the classroom</li> <li>• Describe what happened to cause you to think in this way</li> <li>• Describe how the learning occurred</li> <li>• Replay your thoughts</li> <li>• Be detailed in your thinking</li> <li>• Analyze what happened</li> <li>• Summarize the learning or the experience</li> </ul>
I create new understandings or learning	<ul style="list-style-type: none"> <li>• Discuss the implications of this learning or experience on future learning and experiences</li> <li>• Discuss the application of this learning or experience on future learning and experiences</li> <li>• Give proof for my new learning</li> <li>• Identify new learning</li> <li>• Ask yourself questions</li> </ul>
Others can understand my thinking	<ul style="list-style-type: none"> <li>• Uses language like...As I think about...I am making connections...As I reflect...I wonder...etc.</li> <li>• Use clear language</li> <li>• Reader or listener can create a clear picture of what happened</li> </ul>

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### What counts in a good employee for a job placement?

Criteria	Details
I am respectful at the workplace	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Be kind to others at the workplace</li> <li>• Keep the stuff you learn there about the business, employees, and customers confidential</li> </ul>
I have a positive attitude at the workplace	<ul style="list-style-type: none"> <li>• Show that you are happy to be there</li> <li>• Be enthusiastic</li> <li>• Be friendly</li> <li>• Support your co-workers; help them out</li> <li>• Engage with your co-workers and your supervisor</li> </ul>
I take initiative at the workplace	<ul style="list-style-type: none"> <li>• Ask questions</li> <li>• Be willing to help in any situation</li> <li>• Take the lead when asked</li> </ul>
I am responsible at the workplace	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Pay attention to the people you are working with</li> <li>• Stay off of the phone</li> <li>• Follow through on what you say you will do</li> </ul>

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## Co-constructing criteria with students: Instructional Decisions

product



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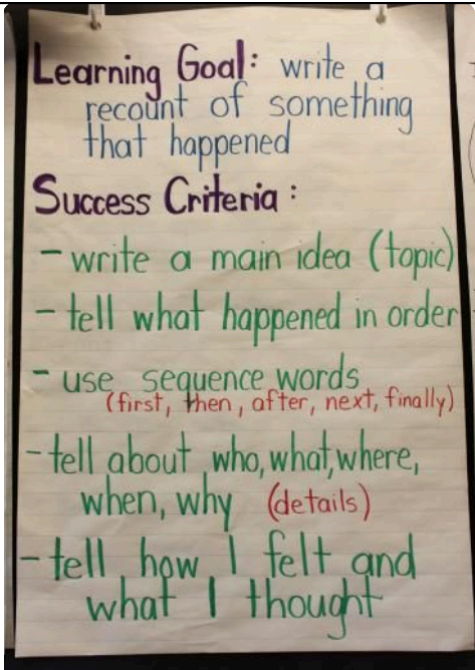
### What counts in a science lab report?

Criteria	Details
My introduction clearly introduces the lab	<ul style="list-style-type: none"><li>• Background information is researched</li><li>• Background information is cited</li><li>• Hypothesis is stated</li><li>• If...then...format is used and explained</li></ul>
Materials and methods are identified	<ul style="list-style-type: none"><li>• Materials are identified</li><li>• Amounts are specified</li><li>• Steps are easy to follow</li><li>• Written in paragraph form</li></ul>
Data is collected	<ul style="list-style-type: none"><li>• Data is complete</li><li>• Data is relevant</li><li>• Tables are easy to read</li><li>• Units are provided</li><li>• Graphs are labeled</li><li>• Graphs show trends</li></ul>
Conclusion is identified	<ul style="list-style-type: none"><li>• Conclusion summarizes the experiment</li><li>• Data is cited</li><li>• Hypothesis is addressed</li><li>• Sources of error are cited</li></ul>
Report is of high quality	<ul style="list-style-type: none"><li>• Report is organized</li><li>• Report is cohesive</li><li>• Contains no mechanical errors</li></ul>

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## The Thinking Symposium: Assessment for/as learning



**Learning Goal:** write a recount of something that happened

**Success Criteria:**

- write a main idea (topic)
- tell what happened in order
- use sequence words (first, then, after, next, finally)
- tell about who, what, where, when, why (details)
- tell how I felt and what I thought

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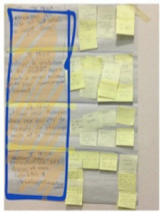
What is important about a dialectic research paper?		
The purpose of co-constructing criteria in the beginning is to help learners understand what is needed to show learning and be successful. As the learning takes place there may be additions to the criteria or to the details that help learners understand how to work towards the success criteria.		
Success Criteria	Details/Specifics	
<b>Snappy Title</b>		
<b>Make sure it is organized and in the proper format</b> (circle)	Format MLA Works cited Multiple sources Neatness Organization Name Date	Order/structure Cite sources Mechanics Expert – involved first hand Expert – legitimate Expert – published Introduction to pro side and end with blunt clear statement
<b>It must have relevant content</b> (Square box)	Multiple sources Different kinds of sources Using expert opinion Pictures – visuals Statistics	Opinion Convince Evidence examples Multiple forms of research – interviews, books, news....
<b>Stay on topic and express both perspectives</b> (straight line)	Balance both perspectives Long enough Get point across Not useless information Quotes or summary of expert opinion Factual information Need to make the argument	Two points of view Research paper Both sides Understand point of view Understand motivations
<b>Clearly prove your point (clear thesis and conclusion)</b> (wavy line)	Voice the argument Arrive at your own conclusion Clear thesis statement Firm conclusions Establish points clearly	

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## Co-constructing criteria with students: Instructional Decisions

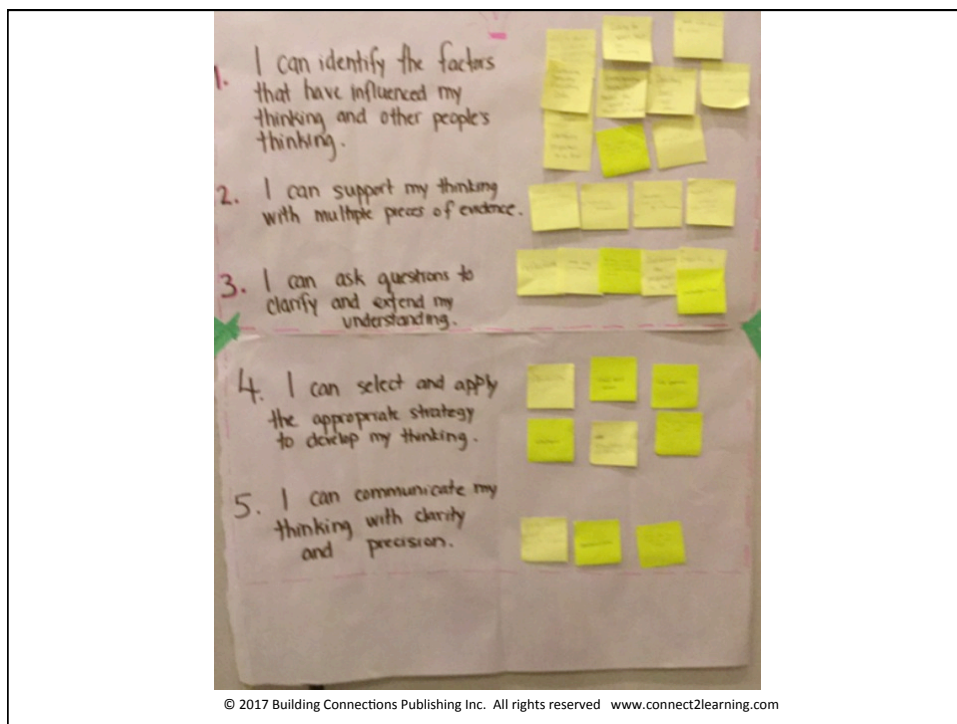
# Difficult



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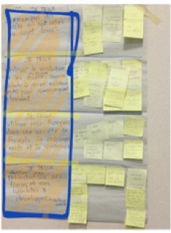
Qu'est-ce qui est important dans une discussion?	
Les critères	Les détails
Nous échangeons des idées respectueusement	<ul style="list-style-type: none"><li>• Utiliser la langage respectueux</li><li>• Encourager les autres</li><li>• Donner du temps pour répondre</li><li>• Écoute attentivement</li><li>• Ne pas interrompre</li><li>• Demandons quand tu ne comprends pas</li></ul>
Nous parlons pour que nous pouvons apprendre	<ul style="list-style-type: none"><li>• Poser de bonnes questions</li><li>• Utiliser des bonnes mots</li><li>• Utiliser le vocabulaire français</li><li>• Faire des liens personnels avec le sujet</li><li>• Rester sur le sujet</li></ul>
Faites attention à votre voix et votre corps	<ul style="list-style-type: none"><li>• Parler assez fort</li><li>• Parler clairement</li><li>• Faire face à la personne qui parle</li><li>• Utiliser des gestes pour communiquer vos idées</li></ul>

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## Co-constructing criteria with students: Instructional Decisions

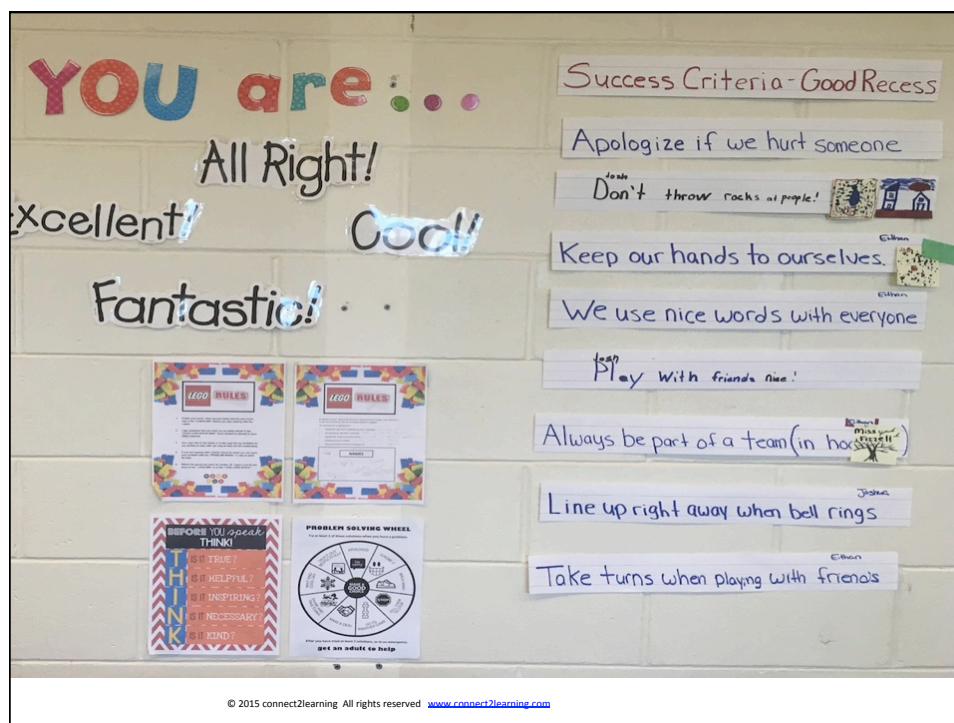
# Behaviour



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## The Thinking Symposium: Assessment for/as learning

What Counts in Collaboration?	
Criteria	Details
Communicates in a positive way	<ul style="list-style-type: none"> <li>Uses respectful language</li> <li>Minimizes negative expressions</li> <li>Listens to the ideas of others</li> <li>Listens to the concerns of others</li> <li>Responds positively to others</li> <li>Does not "put down" others</li> </ul>
Understands and stays focussed on the task	<ul style="list-style-type: none"> <li>Understand the task</li> <li>Attends</li> <li>Is punctual</li> <li>Is prepared</li> <li>Fulfills the assigned role within the group</li> <li>Does share of the work</li> <li>Works towards the goal</li> <li>Stays on task</li> <li>Shares information</li> </ul>
Engages with others cooperatively	<ul style="list-style-type: none"> <li>Participates in discussion</li> <li>Cooperates</li> <li>Compromises as necessary</li> <li>Reflects on the work</li> <li>Builds relationships with others</li> <li>Works to resolve conflict</li> </ul>



## Co-constructing criteria with students: Instructional Decisions

# Rigour



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## Co-constructing criteria with students: Instructional Decisions

What counts, what matters, what is important when making observations during a science experiment?

- make an appropriate table/organizer
- observations should be in order the experiment was performed
- observations should be taken before, during, and after the experiment
- qualitative and quantitative observations should be included (if appropriate)
- all measurements require appropriate units
- measurements should be done as accurate as the equipment allows
- qualitative observations should include colour, odour, state, clarity, lustre, viscosity, texture, where appropriate
- appropriate terminology should be used
- don't add your thoughts about what you see
- be specific
- don't add in anything that you don't experience or see

What matters, what counts, what is important when we make inferences while we read?

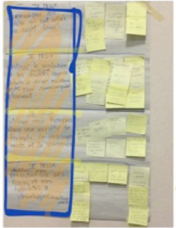
An inference is understanding that which is not explicitly stated...

- Ask "why" questions
- Draw conclusions
- Make assumptions
- Look for clues and evidence in the text to support what you think – It says this...so I think that...
- Connect clues in the text to what you already read or already know from your background
- Connect clues in the text to what you already know from other texts
- Connect clues in the text to what you already know from the world outside of the classroom
- Confirm your predictions
- Change your predictions, your ideas
- Activate prior knowledge
- Answer the question, How do you know...
- Predict what will happen next
- Ask questions for who, what, where, when
- Look for things that fit together
- Look for things that don't fit together
- Fill in the gaps between the text and your understanding
- Put yourself into the character's shoes

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**Co-constructing criteria with students: Instructional Decisions**

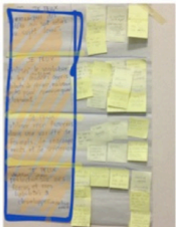

✓ sample —  
✓ demo —



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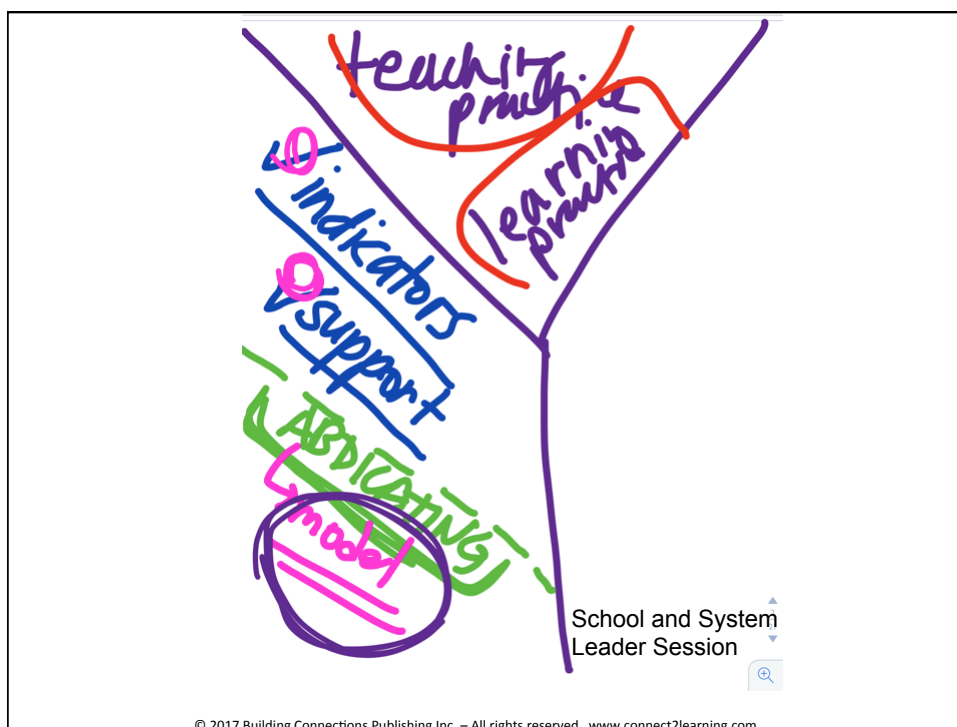
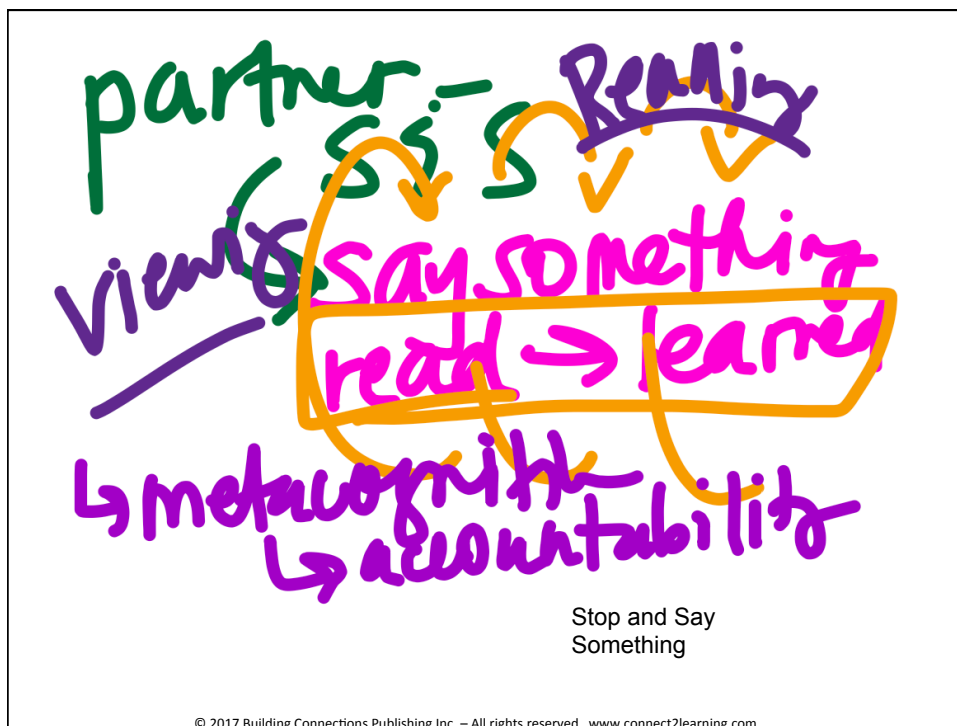
**Co-constructing criteria with students: Instructional Decisions**

#chunks?



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## The Thinking Symposium: Assessment for/as learning

What counts in an effective professional learning community?

CRITERIA	DETAILS
we have a good time while we learn	
A clear purpose gives a passion for learning	
Time for reflective critical thinking resulting in practical and meaningful outcomes	
All members' ideas/opinions are respected and a high level of trust	

School and System Leader Session

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WHAT COUNTS IN AN EFFECTIVE ADULT LEARNING EXPERIENCE?

CRITERIA	Details/Specifics
Opportunities for participants to provide feedback	
Engaging and Practical	<ul style="list-style-type: none"> <li>Hands-on experience</li> <li>Provides opportunities to shift your thinking</li> </ul>
Choice	<ul style="list-style-type: none"> <li>Meets the individual needs of the learner</li> <li>Recognizes different learning styles</li> <li>Many formats</li> <li>Variety</li> </ul>
Effective facilitator	<ul style="list-style-type: none"> <li>Passionate</li> <li>Realistic</li> <li>Knowledgeable</li> <li>Expert</li> <li>Talks less and listens more</li> <li>Enthusiastic</li> <li>Modeling</li> </ul>
Relevance	<ul style="list-style-type: none"> <li>Applicable skills and knowledge that you can use</li> <li>Able to see progress/results/pay off</li> <li>It's something you need to learn about</li> <li>Useful</li> </ul>
Side-by-side learning	<ul style="list-style-type: none"> <li>Small groups</li> <li>Learners supporting each other</li> <li>Others to work with</li> <li>One-on-one interaction</li> <li>Embedded learning opportunity</li> </ul>
Clear plan	<ul style="list-style-type: none"> <li>Action plan</li> <li>Clarity</li> <li>Vision</li> </ul>
Next steps	
Environment	<ul style="list-style-type: none"> <li>Welcoming informal atmosphere</li> <li>Chances to ask questions</li> <li>A safe environment to make mistakes</li> </ul>
Time	<ul style="list-style-type: none"> <li>Time to practice and experiment</li> <li>Ongoing</li> </ul>
Resources	<ul style="list-style-type: none"> <li>Multiple resources</li> <li>Key resources</li> </ul>

School and System Leader Session

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***What is important in a summative performance assessment report?***

Criteria	Details	School and System Leader Session
Summative in nature	<ul style="list-style-type: none"> <li>•Statements are based on evidence over time</li> <li>•Statements based on agreed upon areas of focus</li> <li>•Not a listing of what was viewed in classroom observations</li> </ul>	
Focus is on student learning	<ul style="list-style-type: none"> <li>•Evidence that the students are engaged</li> <li>•Strengths of the instructional practice</li> <li>•Gaps in the instructional practice</li> <li>•Assessment to make sure that learning is occurring</li> </ul>	
Evidence is triangulated	<ul style="list-style-type: none"> <li>•Evidence gathered from observation, conversations and products</li> <li>•Evidence is both formal and informal in nature</li> <li>•Evidence is referenced within the summative statements</li> </ul>	
Identifies areas for growth	<ul style="list-style-type: none"> <li>•Specific recommendations</li> <li>•Drawn from the body of the report</li> </ul>	
Clear language	<ul style="list-style-type: none"> <li>•Honest comments</li> <li>•Says what it is meant to say</li> <li>•The reader is not left to read "between the lines"</li> </ul>	

River East Transcona School Division – Winnipeg, MB

For Learning  $\frac{1}{3}$

For Discussion  $\frac{1}{3}$

For Information  $\frac{1}{3}$

School and System Leader Session

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## The Thinking Symposium: Assessment for/as learning

The collage features several posts from Mandy Weyland. One post from November 23, 2015, discusses a kindergarten math game. Another from December 13, 2015, mentions 'Letter School and Sorting Machine' apps. A third from November 3, 2015, shows a handwritten list of names under 'Gr 1 Reading Levels - Instructional'. A fourth from November 3, 2015, shows a drawing of a stick figure. A large blue stamp with the text 'Risk our own significance' is overlaid on the collage.

**Risk our own significance**

November 3, 2015  
Added by: Mandy Weyland  
41 VIEWS

Gr 1 Reading Levels - Instructional

- C - Tatum
- Jaydess
- Karsyn
- Boh
- Nathan

D - Zoe

- Justin

November 3, 2015  
Added by: Mandy Weyland  
42 VIEWS

School and System  
Leader Session

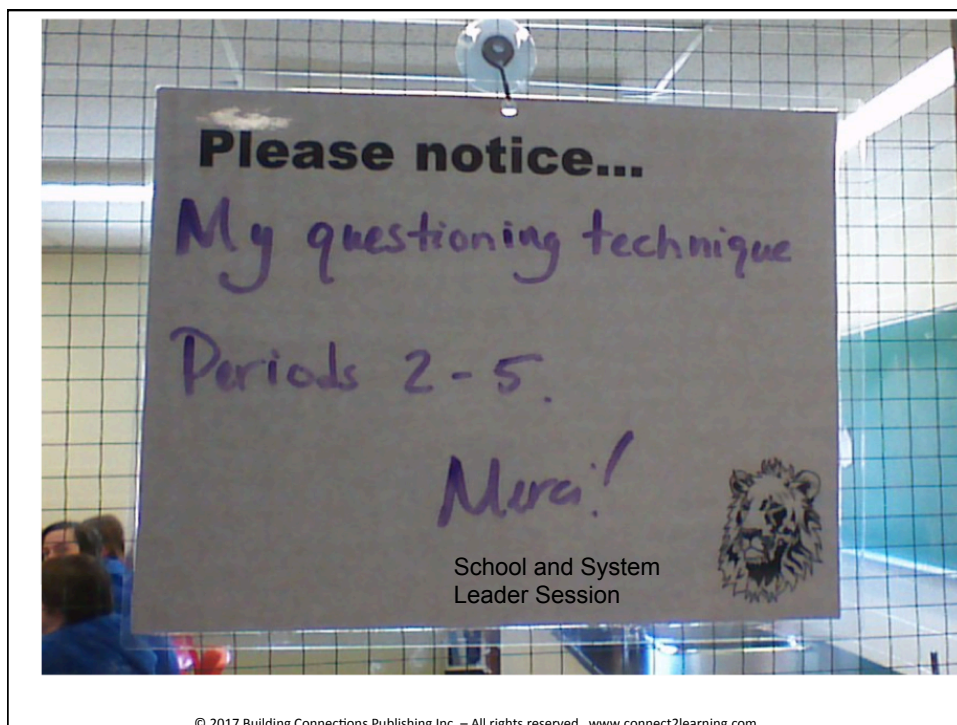
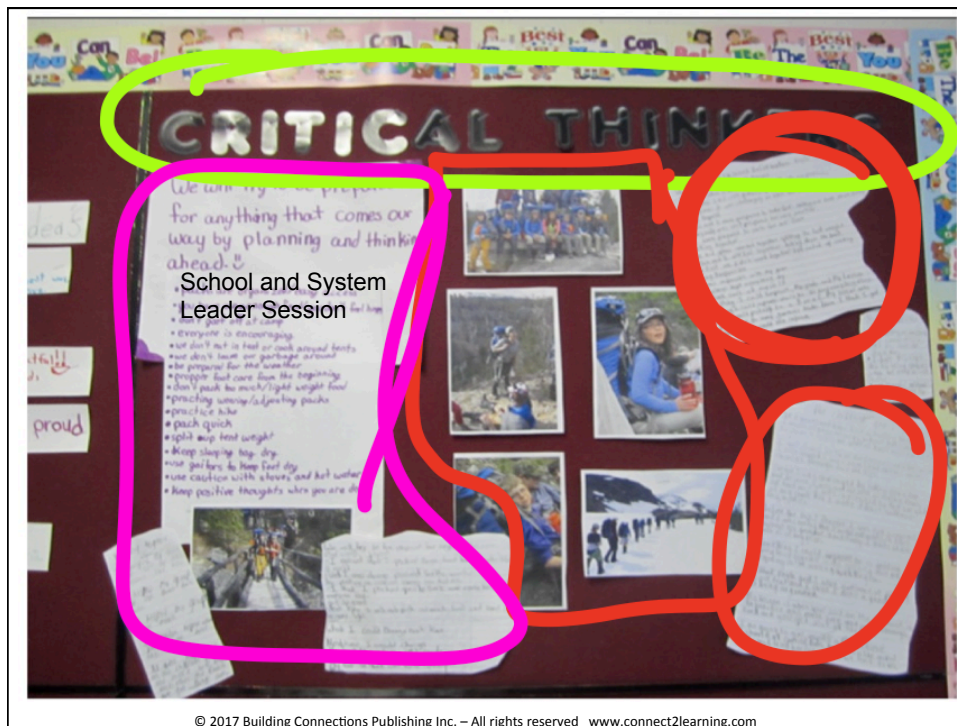
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The diagram is a handwritten flowchart. At the top is 'Communication'. Below it is a box labeled 'MINUTES OF DESKAL TEAM' with sub-points: 'COLLAR', 'CURRENT QUESTIONS', 'ONE-ONE-ONE', and 'LEARNING CONVERSATIONS'. A green arrow points from this box to a box labeled 'Product'. The 'Product' box contains: 'REPORT CARDS', 'DEMONSTRATION OF CONCEPTS', 'JPP'S', 'NIP1 - P.S.', 'PLATE/PAT', 'GROWTH PLANS', 'WASH SLIDES', and 'C.P.S.'. Another green arrow points from the 'Product' box to a box labeled 'Observations'. The 'Observations' box contains: 'FORMAL OBSERVATIONS', 'TO TOPICS, TRACKS', 'TID', 'SUCCESSION SHARDS', 'GROWTH PLANS', and 'HPL CHECKLIST'. A green arrow points from the 'Observations' box back to the 'Product' box.

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The Thinking Symposium: Assessment for/as learning





*"Mediative questions cause deep thinking!"*

**What is a mediative question?**

**Mediative questions:**

- Are open-ended (allow for multiple responses and avoid yes/no answers)
- Elicit a slow response
- Move thinking from reaction to reflection
- Empower the person being asked to access their internal resources

**Mediative questions get us thinking deeply about practice. See reverse for some examples that have been developed.**

—Lessons learned from Sandra Herbst on February 6, 2

School and System Leader Session

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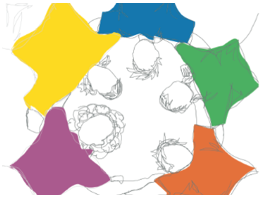
**School and System Leader Session**

—Developed by J. Percy Page Leaders

- I noticed how you presented your mapping skills on the boards. How do you make sure all these different tools support the students understanding?
- I notice you have Signposts in your classroom for both Fiction and Nonfiction. In what ways have you found this to be beneficial for your students when reading different forms of text? How does this support reading across all curricular content?
- I noticed that you have student work criteria posted. In what ways have you found this to impact the quality of student work?
- I wonder how the physical layout of a classroom seating affects your use and presentation of material located on the various subject anchor charts/boards in the room.
- What are your reasons for \_\_\_\_\_? In what ways does the strategy of \_\_\_\_\_ make you a more effective classroom teacher? What is your thinking about \_\_\_\_\_?
- I notice many visual tools on the walls. What processes do you use to cue students to use them to support their own learning?
- In what ways has your rubric enhanced learning?
- In what ways do you know you met the goals of the lesson, for both the students and yourself?
- I noticed the daily visual and written Guided Reading activities schedule posted on your wall. I am wondering about the challenges of working with your guided reading group while the rest of your students are working independently on the assigned activities.
- As I observed your math lesson today, the student were involved in solving addition and subtraction questions. I am wondering how you can use math vocabulary in other subject areas?
- I noticed you are posting the learner objectives/outcomes for students to view. In what ways might this deepen their understanding of the concepts taught?
- As I watched your students interact in their centres with high levels of engagement, in what ways are you assessing your high, medium and low learners? (formatively and summatively?)

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## Thank you!

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