

Thinking & Learning Conference

Dr Susan

Brookhart

Session Handouts



DAY ONE

Tuesday 24 May 2016

ADELAIDE

HILTON ADELAIDE HOTEL

Conference Schedule

DAY ONE – Saturday 24 May

CONFERENCE OPENING	8.15 a.m.
SESSION ONE	8.30 a.m. – 10.30 a.m.
MORNING TEA	10.30 a.m. – 11.00 a.m.
SESSION TWO	11.00 a.m. – 1.00 p.m.
LUNCH	1.00 p.m. – 2.00 p.m.
SESSION THREE	2.00 p.m. – 4.00 p.m.

DAY TWO – Sunday 25 May

SESSION ONE	8.30 a.m. – 10.30 a.m.
MORNING TEA	10.30 a.m. – 11.00 a.m.
SESSION TWO	11.00 a.m. – 1.00 p.m.
LUNCH	1.00 p.m. – 2.00 p.m.
SESSION THREE	2.00 p.m. – 4.00 p.m.

Presenters

Dr Susan Brookhart

Susan (PhD) is an independent educational consultant based in Helena, Mont., and senior research associate at the Center for Advancing the Study of Teaching and Learning in the School of Education at Duquesne University.



Gavin Grift

Gavin is executive director of Hawker Brownlow Professional Learning Solutions. With experience as a teacher, assistant principal and educational coach, Gavin's passion, commitment and style have made him an in-demand presenter of keynotes, seminars and in-school support days. As a speaker, Gavin connects with national and international audiences on topics ranging from Cognitive Coaching and quality teacher practice to professional learning communities and learning-centred leadership.



Jan Hoegh

Jan is associate vice president of Marzano Research in Colorado. During her 28 years in education, she has been a classroom teacher, building-level leader, professional development specialist, high school principal and curriculum coordinator. As a member of the Marzano Research team, Jan has published several books with Hawker Brownlow Education.



Jay McTighe

Jay is a noted consultant with a rich and varied career in education. His international reputation grew from Maryland, USA, where his work with 'thinking skills' developed instructional strategies, curriculum models and assessment procedures. Jay has co-authored 12 books, including the best-selling Understanding by Design® series with Grant Wiggins.



Colin Sloper

Colin is a director of the Centre for Professional Learning Communities. He has been a teacher, assistant principal and principal in government schools for 35 years, spending the last seven years as principal at Pakenham Springs Primary School in Victoria. Because of his leadership and collaborative work with the school community, Pakenham Springs became Australia's first recognised model of a professional learning community.



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Session 1

Learning Targets: Helping students aim for understanding

The first thing students need to learn is what it is that they are supposed to be learning. Sharing learning targets and criteria for success is the fundamental formative assessment method, upon which all the others depend. Learning targets are often characterised as simply instructional objectives in student-friendly language. This is not true! A learning target is only a target if students are aiming for it, and a learning target is tied to what students actually do in an individual lesson. Participants in this session will discover strategies for helping students answer the question, 'What am I supposed to be learning?'

Learning Targets: Helping Students Aim for Understanding

Sue Brookhart

Hawker Brownlow 13th Annual
Thinking and Learning Conferences
Melbourne – Adelaide – Perth
May, 2016

Session Summary

The first thing students need to learn is what it is that they are supposed to be learning. Sharing learning targets and criteria for success is the fundamental formative assessment method, upon which all the others depend. Learning targets are often characterized as simply instructional objectives in student-friendly language. This is not true! A learning target is only a target if students are aiming for it, and a learning target is tied to what students actually do in an individual lesson. Participants in this session will discover strategies for helping students answer the question “What am I supposed to be learning?”

Objectives and Outcomes:

- Viewing a learning target from the student’s point of view
- Making learning targets “live” in a lesson: the performance of understanding
- Developing assessment-capable students: student look-fors

Session Outline

- Why every lesson should have a learning target
- Learning targets form a learning trajectory
- Learning targets include four elements:
 - Learning target statement
 - Lesson-sized chunk of content
 - Performance of understanding
 - Success criteria or student “look-fors”
- Planning a lesson using a learning target theory of action (p.3)

For More Information:

Learning Targets: Helping Students Aim for Understanding in Today’s Lesson, by Connie M. Moss & Susan M. Brookhart, 2012, ASCD.

What am I learning? What will I be able to do when I finish today's lesson? <small>(The target statement: Describe the learning in age and developmentally appropriate language that students would understand.)</small>	What idea, topic, or subject is important for me to learn and understand so I can use this information to do it? <small>(Content knowledge, skills, reasoning)</small>	How will I be asked to show that I can do this? <small>(Performance of Understanding)</small>	How will I know I can do this? How well do I have to do it? <small>(Student Look-Fors)</small>
<p><i>Today we are learning...</i></p>	<p><i>To be able to do this we must learn and understand that...</i></p>	<p><i>You will show you can do this by...</i></p>	<p><i>You will know you have hit the learning target when you are able to say...</i></p>
<p>How will this learning target be shared with students?</p>			

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Session 2

Feedback that Feeds Forward

Feedback is only effective if it is a catalyst for change in student learning. Effective feedback is timely, descriptive and specific to both the work and the student's needs. In effective feedback episodes, both the teacher and student learn something. Effective feedback is coupled with immediate opportunities for students to use it. Participants in this session will analyse examples of feedback and learn feedback strategies that help students answer the question, 'Where am I now and what do I do next?'

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Objectives and Outcomes:

- Looking at feedback through three lenses
- Providing effective feedback messages to students
- Creating opportunities for students to use feedback and improve

Session Outline

- Feedback must be based on success criteria that are about learning, not directions
- Feedback should say what the student did well and suggest a next step
- Three views of feedback
 - Micro view – characteristics of the feedback message
 - Snapshot view – feedback as an episode of learning for both teacher and student
 - Long view – feedback should be used and lead to learning
- Practice analyzing feedback (pp.7-9)
- Practice improving feedback (pp.10-11)

For More Information:

How to Give Effective Feedback to Your Students, Susan M. Brookhart, 2008, ASCD.

Analysis of Feedback Video Clip

What the teacher learned	What the student learned
High school	example
Elementary	example

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Analyze 5th Grade Math Oral Feedback Example

Evaluate this feedback example.

Micro view



- Is it descriptive?
- Is it timely?
- Does it contain the right amount of information?
- Does it compare the work to criteria?
- Does it focus on the work?
- Does it focus on the process?
- Is it positive?
- Is it clear (to the student)?
- Is it specific (but not too specific)?
- Does its tone imply the student is an active learner?

What evidence for further learning does this feedback example provide?

Snapshot view



What did the student learn from it?

What did the teacher learn from it?

What next step(s) should the teacher and student take to use this feedback for learning?

Long view



Analyze 8th Grade Algebra Feedback Example

Evaluate this feedback example.

Micro view



- Is it descriptive?
- Is it timely?
- Does it contain the right amount of information?
- Does it compare the work to criteria?
- Does it focus on the work?
- Does it focus on the process?
- Is it positive?
- Is it clear (to the student)?
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What evidence for further learning does this feedback example provide?

Snapshot view



What did the student learn from it?

What did the teacher learn from it?

What next step(s) should the teacher and student take to use this feedback for learning?

Long view



Elementary Example – Can you improve this feedback?

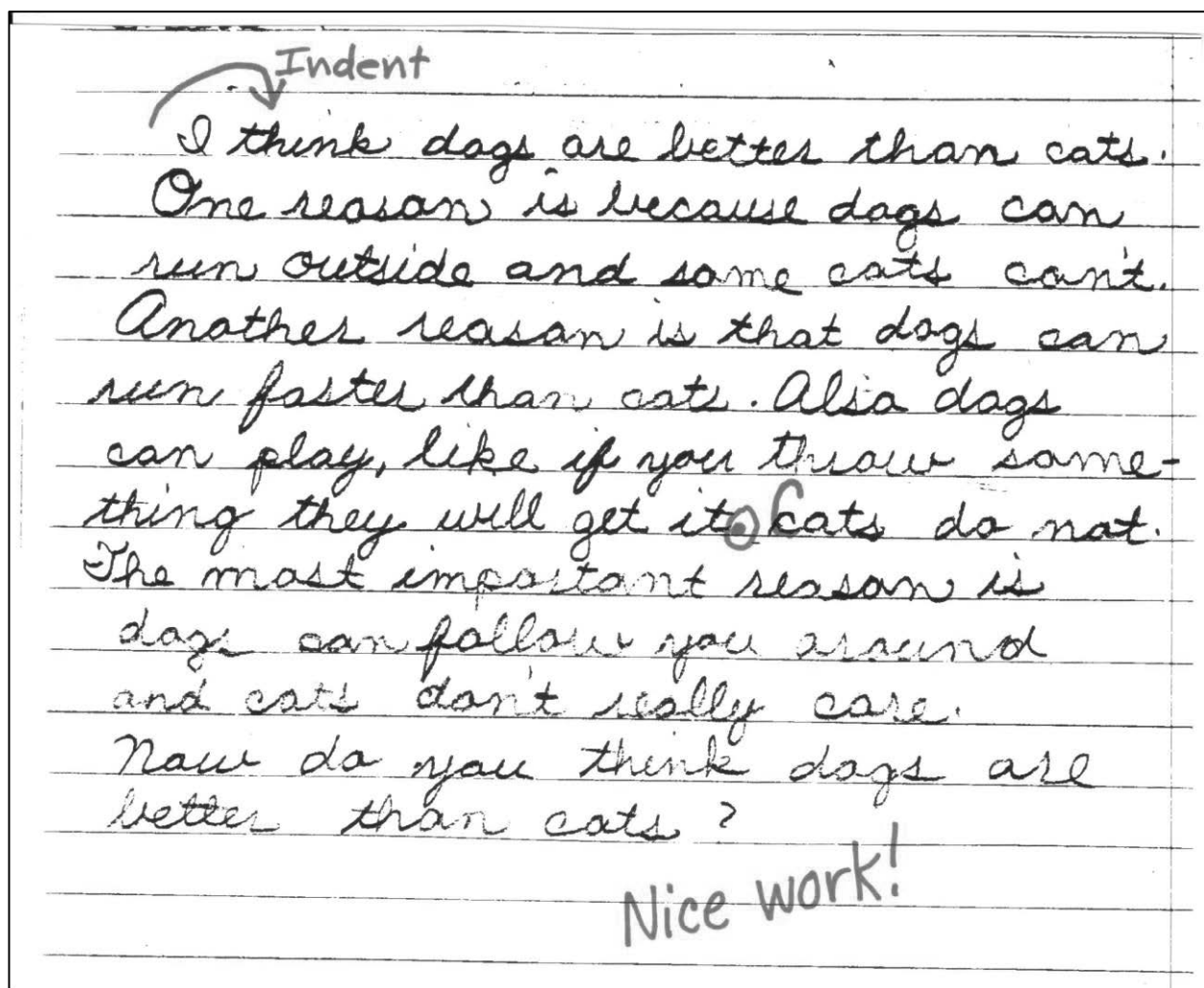
Context: Fourth graders were learning about persuasive writing, specifically about making a persuasive argument using reasons and communicating it to readers. On this day, students were learning to write persuasively about their opinions.

The learning target: I can write a persuasive paragraph explaining why I think dogs or cats are better pets.

The performance of understanding: Take a position about the better pet (dogs or cats). Write a clear, organized paragraph explaining your reasons and persuading your reader that your position is reasonable.

The look-fors:

- ✓ I state my position at the beginning and repeat it at the end.
- ✓ I give good reasons to support my position.
- ✓ My paragraph is organized.



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Secondary Example – Can you improve this feedback?

Context: Eleventh graders were learning about literary analysis, specifically to analyze short stories based on how the author uses symbolism.

The learning target: Day 1, Identify literary devices in William Faulkner's "A Rose for Emily"; Day 2: Explain the literary devices; Day 3: Explain the title and how it relates to the story.

The performance of understanding (Day 3): Respond to a writing prompt: Why is this story called "A Rose for Emily" when there was no rose showcased in the story?

The look-fors:

- ✓ Explain the symbolism of a rose.
- ✓ Use specific examples from the text to relate the symbolism of a rose to the story.

Why is it called A Rose For Emily?

The story is titled A Rose For Emily because roses represent eternal love and Emily wants someone to love forever. Emily has been alone for most of her life, she wants ~~to love forever~~ somebody to love and for that person to always love her back when she finally gets a husband, she does everything possible to make sure he will always be with her. By poisoning him, Emily has sealed the deal with him never leaving her. She finally has someone who will always love her, and just like a rose.

When someone dies, roses are usually the flower people put in their coffin. A Rose for Emily could be named for that reason. Since Emily died, her neighbors gave her roses. A rose is a blooming flower. This is an example of a new life. Emily has died and went to heaven. She has a whole new life to live. This could be a reason the story is titled A Rose For Emily.

Good job, ~~everything~~
 everything is
 where it needs to
 be and I have no
 questions like why?
 or how?

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Session 3

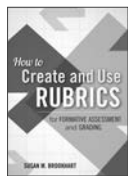
Student Self-assessment and Goal Setting

A goal is something a student intends to learn – not a general wish for the future or a resolution to study harder. Effective teachers help their students set ‘just right’ goals, at the appropriate level of difficulty and specificity for each student. Participants in this session will discover strategies for helping students answer the question, ‘Where do I want my learning to go?’ and analyse examples.

DR SUSAN BROOKHART RESOURCES



Dr Susan M Brookhart is a consultant, author and speaker. Her interests include the role of formative and summative classroom assessment in student achievement and the connection between classroom and large-scale assessment. A former primary and middle school teacher, Susan was a faculty member at Duquesne University from 1989 to 2003. She continues to serve as senior research associate at the Center for Advancing the Study of Teaching and Learning at Duquesne. Susan has been a columnist for Phi Kappa Phi's National Forum journal and editor of Educational Measurement: Issues and Practice.



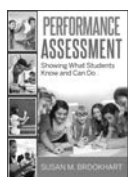
How to Create and Use Rubrics for Formative Assessment and Grading

Susan Brookhart • 9781743307731

In this comprehensive guide, the author identifies two essential components of effective rubrics: (1) criteria that relate to the learning (not the "tasks") students are being asked to demonstrate and (2) clear descriptions of performance across a continuum of quality. She also

outlines the difference between various kinds of rubrics.

112001 • \$29.95



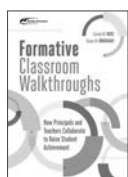
Performance Assessment

Susan Brookhart • 9781760016081

In Performance Assessment: Showing What Students Know and Can Do, Susan M. Brookhart, PhD, shares her expertise on the topic of classroom performance assessment, bringing together practical, research-based information to deepen educators' understanding of what

performance assessment is and what purpose it serves.

LSM6081 • \$35.95



Formative Classroom Walkthroughs

Connie Moss, Susan Brookhart • 9781760015527

Revolutionise the walkthrough to focus on the endgame of teaching: student learning. Connie M. Moss and Susan M. Brookhart present the proven practice of formative walkthroughs that ask and answer questions that are specific to what the student is learning and doing.

115003 • \$35.95

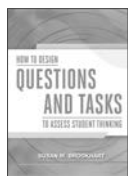


Learning Targets: Helping Students Aim for Understanding in Today's Lesson

Connie Moss, Susan Brookhart • 9781760018856

In Learn Targets, Connie M. Moss and Susan M. Brookhart contend that improving student learning and achievement happens in the immediacy of 'today's lesson' - or it doesn't happen at all. The key to making today's lesson meaningful? Learning targets.

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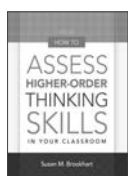
How To Design Questions And Tasks To Assess Student Thinking

Susan Brookhart • 9781760014056

With new standards emphasising higher-order thinking skills, students will have to demonstrate their ability to do far more than simply remember facts and procedures. But what's the best way for teachers to ensure that students have such skills? In this highly accessible guide,

author Susan M. Brookhart shows how to do just that.

114014 • \$27.95



How to Assess Higher-Order Thinking Skills in Your Classroom

Susan Brookhart • 9781742399331

In this book, assessment expert Susan M. Brookhart brings you up to speed on how to develop and use test questions and other assessments that reveal how well your students can analyse, reason, solve problems and think creatively. Whether you want to create formative

or summative assessments, this book has what you need.

109111 • \$25.95



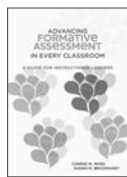
Formative Assessment Strategies for Every Classroom: An ASCD Action Tool

Susan Brookhart • 9781742397948

This second edition of the best-selling Action Tool gives you more than 60 tools - with tips and implementation steps - for creating and using formative assessments in every year level and subject. Teacher Tools make it easier for teachers. Plus, a series of Student Tools help teach formative assessment strategies that students can use after receiving an assignment, during

instruction, while completing work, and before or after a summative assessment.

111005 • \$69.00



Advancing Formative Assessment in Every Classroom

Connie Moss, Susan Brookhart • 9781742396439

Making formative assessment the norm in every classroom throughout your school is much easier when you have this book's clear guidelines and simple steps. Using examples from their extensive work with teachers, the authors give you the strategic talking points, conversation starters, and ready-made tools.

109031 • \$32.95

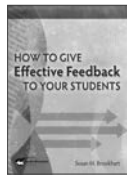


Exploring Formative Assessment (The Professional Learning Community Series)

Susan Brookhart • 9781742392851

Use this handy guide to get your Professional Learning Community (PLC) engaged, energised and ready to implement differentiated instruction. Everything you need to organise and run your PLC - including agendas, schedules, handouts, and background readings - is included. With enough materials for seven sessions in total, you can focus your PLC on all of the critical issues related to differentiated instruction.

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How to Give Effective Feedback to Your Students

Susan Brookhart • 9781741708325

A teacher's feedback on student schoolwork can be a powerful force for learning, and here at last is a guide that helps you give the right feedback for all kinds of assignments, in every year level and subject area. This book covers every possible aspect of feedback, from what work best, when and how often to give it, and how to use oral, written and visual feedback. It describes important elements of feedback

content (focus, comparison, function, valence, clarity, specificity and tone) and strategy.

108019 • \$21.95



ASCD Arias Publication: Grading and Group Work

Susan Brookhart • 9781760011192

In this book, assessment expert Susan M. Brookhart offers practical advice, strategies and examples to help teachers understand the following: what the differences are between group projects and cooperative learning; how to assess and report on (but not grade) learning skills and group interaction skills; how to assess and grade individual achievement of learning goals after group projects; and why

having students work together is a good thing, but group grades are not.

SF113073 • \$15.00



Performance Assessment Quick Reference Guide

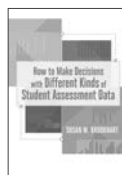
Susan Brookhart • 9781742397375

Teachers need to know not only what students know, but also what they can do. They need to be able to quickly gauge how well students can use their knowledge. This six-page quick reference guide gives teachers at-a-glance information on learning outcomes that are well suited to performance assessment and incorporating performance assessment into instructional planning. It also provides practical tips for designing and selecting rubric templates and performance assessment tasks and shows teachers how to use performance assessment for formative and summative purposes.

LSM7375 • \$15.00

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	116003	How to Make Decisions with Different Kinds of Student Assessment Data	\$35.95
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How to Make Decisions with Different Kinds of Student Assessment Data

Susan Brookhart • 9781760019549

Susan M. Brookhart helps teachers and administrators understand the critical elements and nuances of assessment data and how that information can best be used to inform improvement efforts in the school or district. Readers will learn what different kinds of data can - and cannot - tell us about student learning; what different analyses reveal about changes in student achievement; how to interpret, use and share relevant data; and how to create a model to go from problem to solution in a data-based decision-making process. This book offers a path to better understanding, more accurate interpretation of assessment results and more effective use of data to improve teaching and learning.

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