

13th Annual

Thinking & Learning Conference

TOM HIERCK

Saturday 21 May

**Failing Forward: Creating a safe
learning environment**

Session 3

MELBOURNE

TOM HIERCK

Tom Hierck has been an educator since 1983, in a career that has spanned all year levels and included many roles in public education. His experiences as a teacher, school leader, department of education project leader and executive director have provided a unique context for his education philosophy. Tom is a compelling presenter, infusing his message of hope with strategies culled from the real world. He understands that educators face unprecedented challenges and knows which strategies will best serve learning communities. Tom has presented to schools across North America and internationally, imparting a message of celebration for educators seeking to make a difference in the lives of students.



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Assessments to Enhance Instruction

Crucial First Questions

Why do teachers assess?

What are effective schools doing to achieve significant results in student learning?

My School Ranking (1 is high, 5 is low)

Guaranteed and viable curriculum _____

Challenging goals and effective feedback _____

Parent and community involvement _____

Safe and orderly environment _____

Collegiality and professionalism _____

Hattie's Effect Size

Rank from 1 to 7 (highest to lowest) the effect size of the following practices:

- Class size _____
- Homework _____
- Feedback _____
- Retention _____
- Parent involvement _____
- Student expectations _____
- Formative evaluations _____

Did you identify any as having a negative effect?

All of the assessments we administer:

Now go back and **rank** each assessment as a 1, 2, or 3 in terms of having an **actual** impact on instruction and student learning, with a 1 having the greatest impact.

What characteristics do your number-1 ranked assessments share?

Five Roadblocks to Effective Item Writing

(Popham, *Test Better, Teach Better*, 2003)

- Unclear directions
- Ambiguous statements
- Unintentional clues
- Complex phrasing
- Difficult vocabulary

Selected Response or Constructed Response

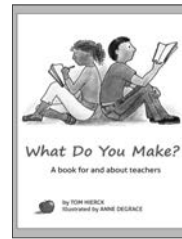
Reasons for or against selected response:

Reasons for or against constructed response:

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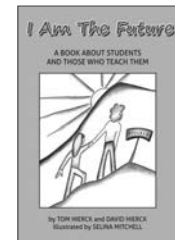
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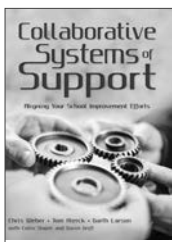
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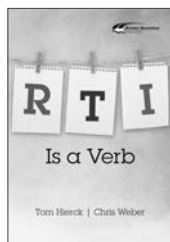
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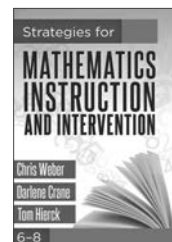
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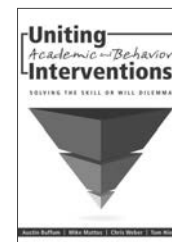
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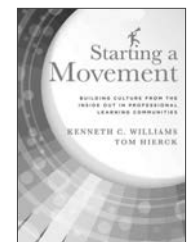
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