



DOUGLAS FISHER

Douglas Fisher, PhD, splits his time between being Professor of Language and Literacy at San Diego State University, teaching literacy, ELL, reading instruction & intervention, doctorate research, and teaching at a local San Diego secondary school. Douglas has received an International Reading Association Celebrate Literacy Award for his work on literacy leadership.

Thinking & Learning Conference



Friday 23rd - Monday 26th May 2014

Friday 23 May 2014

Session 2

Close Reading and Text-Dependent Questions – Primary

Strand: Teaching Practice

Audience: Primary Teachers & Leaders

Attending to the information presented in the text, while recognising assumptions, background knowledge and biases held by the reader, helps the reader deeply understand what is being read. Close reading is an instructional approach that teaches students to engage in all of these behaviours. As part of close reading, students encounter a text and read that text several times, often for different purposes and based on different questions. In this session for **Primary School teachers**, we focus on questions that require repeated close readings in order to be answered.

Session 3

Close Reading and Text-Dependent Questions – Secondary

Strand: Teaching Practice

Audience: Secondary Teachers & Leaders

Attending to the information presented in the text, while recognising assumptions, background knowledge and biases held by the reader, helps the reader deeply understand what is being read. Close reading is an instructional approach that teaches students to engage in all of these behaviours. As part of close reading, students encounter a text and read that text several times, often for different purposes and based on different questions. In this session for **Secondary School teachers**, we focus on questions that require repeated close readings in order to be answered.

Saturday 24 May 2014

Session 1

The Purposeful Classroom – Secondary

Strand: Teaching Practice

Audience: Secondary Teachers & Leaders

Purpose-driven instruction ensures that students understand learning targets and that meaningful activities are aligned with expectations. This session will explore the components of a purposeful classroom, including a focus on learning goals rather than activities, the role of language expectations, relevance of the goal and how the goal can be assessed.

Session 2

Productive Group Work – Secondary

Strand: Teaching Practice

Audience: Secondary Teachers & Leaders

The power of peer-to-peer learning has been well documented in the research of effective instruction. The most influential theorist on the role of peer-assisted learning is Lev Vygotsky, who believed that all learning is mediated by interactions with others. Therefore, collaboration with peers becomes a necessary part of the learning process of a child. This session will have participants consider the ways in which productive group work compliments instruction in a gradual release of responsibility framework.

Session 3

Formative Assessments

Strand: Assessment

Audience: Teachers & Leaders

Schools and regions have more assessment data than ever before. There is more information about individual students at teachers' fingertips than could be imagined a decade ago. But what should school systems do? The solution is two-fold. First, we have to understand the components of a feedback system that impacts student understanding. Second, we have to align the multiple measures that are available to use and create a system of data collection, analysis and impact that result in higher levels of student achievement. This session will identify the components of a formative assessment system that includes feed-up, feedback and feed-forward.



Learn More about **The 11th Annual Thinking & Learning Conference**
www.hbe.com.au/conference-2014

Sunday 25 May 2014 - Douglas Fisher & Nancy Frey

Session 1

Response to Intervention

Strand: Teaching Practice

Audience: Teachers & Leaders

Pick up any education journal, scan any conference program, even eavesdrop on a conversation between educators and you're likely to see or hear RTI mentioned. But how can RTI help students and schools improve? In this session the presenters have focused on how students respond to instruction and intervention such that resources are aligned with student success. This requires that we examine quality core instruction (tier 1), supplemental interventions through the strategic use of questions, prompts and cues (tier 2) and intensive interventions that build student confidence and competence (tier 3).



Session 2

Better Learning through Structured Teaching

Strand: Teaching Practice

Audience: Teachers & Leaders

Building student competence requires precision teaching and not prescriptive methods for engaging students. This session focuses on the gradual release of responsibility and provides participants with information about implementation of an instructional framework that ensures student success, including establishing purpose, modelling thinking, guiding instruction, productive group work and independent learning tasks.

Session 3

Checking for Understanding

Strand: Teaching Practice

Audience: Teachers & Leaders

How do you know if students have got it? Simply asking them, "Did that make sense?" does not work. Instead, teachers can use oral language, questions, writing, projects and performances, and tests to determine when learning targets have been met. This session will focus on the various ways that teachers can check for understanding.

Monday 26 May 2014 - Douglas Fisher

Session 1

Guided Instruction

Strand: Teaching Practice

Audience: Teachers & Leaders

How teachers respond to an incorrect answer significantly influences students' eventual understanding. Resolving errors requires an interaction between students and teachers, with the goal of ensuring that students experience success. As part of a gradual release of responsibility framework, there are times when the students and teacher jointly construct meaning and includes: Questions to check for understanding; prompts for cognitive and metacognitive processes; cues to shift attention; and direct explanations and modelling.

Session 2

Text Complexity

Strand: Curriculum Planning, Teaching Practice

Audience: Teachers & Leaders

Texts are complex in a number of different ways. Understanding what makes a text complex is important in teaching students to understand that text. There are quantitative ways to examine a text that provide general guidelines for the appropriateness for students at a given year level. There are also qualitative ways to examine a text to determine what contributes to the complexity and which areas need instruction. In addition, there are task-related questions that teachers must ask themselves. This session will examine text complexity with the eye toward teaching students how to read increasingly complex texts.

Session 3

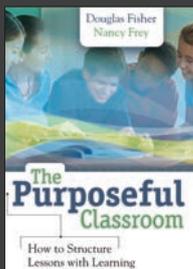
Reading and Text-Dependent Questions – Secondary (Repeat)

Strand: Teaching Practice

Audience: Secondary Teachers & Leaders

Repeated session from Friday 23 May.

RESOURCES



The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind

Nancy Frey, Douglas Fisher • 9781743302323

How can teachers guarantee that what they teach results in students learning what they really need to know? Douglas Fisher and Nancy Frey present a variety of strategies that teachers at all levels can use to ensure that students clearly understand the purpose behind every lesson. They provide step-by-step guidance to help teachers: understand the difference between standards, objectives and purpose statements, and craft the latter in terms that students can easily grasp; involve students in understanding and owning the purpose of every lesson; motivate students by conveying the relevance of content to students' lives and develop classroom activities and assessment.

112007 • \$28.95

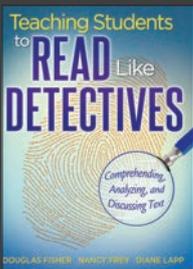


Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding

Nancy Frey, Douglas Fisher, Sandi Everlove • 9781742395814

Although there's nothing new about collaborative group work, it doesn't always come close to fulfilling its potential as a powerful learning strategy. Here's a book that explains how to create the right circumstances for group learning so that students build on one another's understanding and end up knowing more than they would have working alone. Discover how aligning research-based principles with practical classroom actions makes it much easier. Lots of classroom illustrations across year levels and disciplines ensure you know the best ways to form groups, accommodate mixed readiness levels, and make collaborative learning routines a sure-fire success every time.

109018 • \$15.95

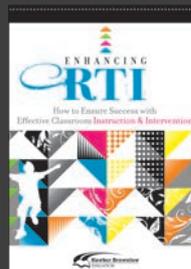


Teaching Students to Read Like Detectives: Comprehending, Analyzing and Discussing Text

Nancy Frey, Douglas Fisher, Diane Lapp • 9781742392318

Empower students to take ownership of their reading and learning with *Teaching Students to Read Like Detectives*. In this comprehensive guide, the authors explore the relationship between text, learner, and learning through discussion and rhetorical writing at the elementary, middle and high school levels. Prompt students to become the sophisticated readers, writers and thinkers they need to be to achieve higher learning. Clearly defined strategies will drive discussion-based learning and examine the hidden dangers of controlling classroom discourse.

SOT2318 • \$27.95



Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention

Nancy Frey, Douglas Fisher • 9781742397955

Although Response to Intervention (RTI) is becoming a necessity for all schools, the truth is that supplemental instruction can never compensate for inadequate core instruction. That's why you need this book's improved approach to RTI. Authors Douglas Fisher and Nancy Frey introduce you to a strengthened model of RTI that emphasises formative assessment and refining core instruction rather than relying only on multiple layers of intervention. While guiding you through the steps of creating and implementing this improved approach, the authors address and increase your knowledge of the principles of high-quality RTI.

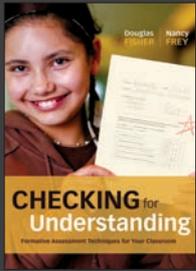
110037 • \$29.95



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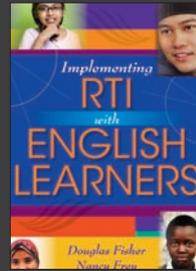


Checking for Understanding: Formative Assessment Techniques for Your Classroom

Nancy Frey, Douglas Fisher • 9781741705119

If you ever have students who are reluctant to tell you when they don't understand something – or worse, tell you they understand when they really don't – then here's a book that gives you lots of ways to check for understanding. Learn why typical methods to check for understanding are usually ineffective, and explore formative assessment techniques that work in any subject area and year level. Extensive classroom examples show you how to use these formative assessments to correct misconceptions, improve learning and model good study skills for individual students or across multiple classrooms.

107023 • \$29.95

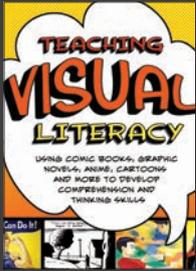


Checking for Understanding: Formative Assessment Techniques for Your Classroom

Nancy Frey, Douglas Fisher • 9781742398051

With the growing population of English learners (ELs) in classrooms, all teachers must be language teachers. This book presents an approach that every teacher can use to ensure that English learners access the core curriculum and achieve at high levels. Learn why response to intervention (RTI) is the ideal framework for supporting English learners. Find clear guidelines for distinguishing between lack of language proficiency and learning disability. Follow the application and effectiveness of RTI through numerous classroom examples and the stories of four representative students of varying ages, nationalities and language proficiency levels.

SOT8051 • \$32.95

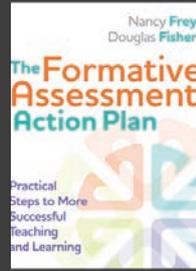


Teaching Visual Literacy: Using Comic Books, Graphic Novels, Anime, Cartoons, and More to Develop Comprehension and Thinking Skills

Nancy Frey, Douglas Fisher • 9781742395487

Today's students live in an increasingly visual world where they are engaged not only by words, but also by images. This collection of innovative articles shows teachers and literacy specialists how to use students' interest in picture books, comics, graphic novels, film, anime and other visual media to motivate and engage readers in years P-12. With background information and research as well as practical ideas and sample lessons to help educators, this much-needed guide will help teachers engage students as critical readers and prepare them for the demands of living in the twenty-first century.

CO5481 • \$39.95

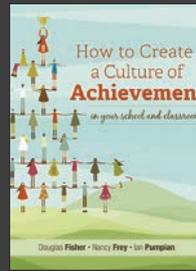


The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning

Nancy Frey, Douglas Fisher • 9781743302361

Students perform poorly on assessments primarily because they don't see the relevance of the content they are expected to master, they think they know the material but really don't, or teachers don't recognise that students aren't learning. Now there's a way you can overcome all of those challenges by using the improved formative assessment system in this breakthrough book. Nancy Frey and Douglas Fisher, reveal how to create a failsafe assessment system that covers all three essentials: Ensure students understand the purpose of the assignment, task, or lesson, including how they will be assessed.

111013 • \$23.95

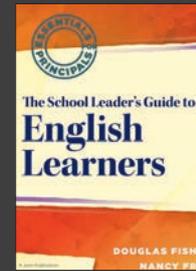


How To Create A Culture Of Achievement In Your School And Classroom

Nancy Frey, Douglas Fisher, Ian Pumpian • 9781743306550

Most school improvement efforts focus on academic goals, instructional models, curriculum and assessments. But sometimes what can make or break your learning community are the intangibles, the relationships, identity and connections that make up its culture. What can you do to uncover these unseen factors, shape them to your advantage, and ensure they positively influence the daily lives of students and staff? This book explains how to build and maintain a culture of achievement in any kind of school environment. Discover why culture that is deliberately developed and managed can optimise its impact on mission, vision and purpose.

111014 • \$32.95

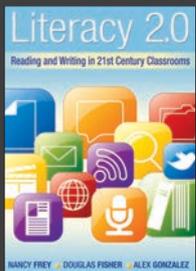


Essentials for Principals: The School Leader's Guide to English Learners

Nancy Frey, Douglas Fisher • 9781743303306

English learners are enormously challenged, for they must learn English while learning in English, and must do so while meeting ever-increasing expectations for achievement. How can principals rally their schools to address these issues? *The School Leader's Guide to English Learners* explores this problem through five big ideas: (1) understanding proficiency levels, (2) using instruction that emphasises talk, (3) creating assessments that highlight strengths rather than simply catalogue defects, (4) offering intense interventions, and (5) shaping programs that have the buy-in of all stakeholders, educators, families and students.

SOT3306 • \$21.95

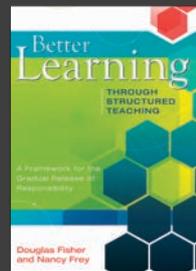


Literacy 2.0: Reading and Writing in 21st Century Classrooms

Nancy Frey, Douglas Fisher • 9781742397184

Literacy 2.0 is where traditional literacy and technological literacy meet. Students in the 21st century still need to develop the reading and writing skills that were the aim of literacy 1.0 instruction, but they must go beyond those skills and learn how to use technology for communicating and collaborating in new ways. The book begins with a general instructional model and then delivers the specific teaching skills related to acquiring, producing and sharing information. These skills include using search engines efficiently, evaluating information found on websites, working collaboratively and creating multimedia products. The authors detail how to use the many tools and technologies they discuss and give numerous practical suggestions for classroom applications.

SOT7184 • \$32.95

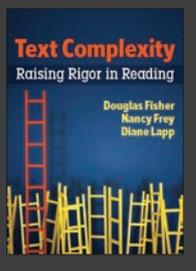


Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility

Nancy Frey, Douglas Fisher • 9781741706802

This book describes how teachers can help students develop stronger learning skills by ensuring that instruction moves from modelling and guided practice to collaborative learning and finally, to independent tasks. You'll find out how to use the four components of this approach to help meet critical challenges, including differentiating instruction and making effective use of class time. Two experienced teachers describe a purposeful classroom structure that relies on four phases: focus lessons; guided instruction with small groups; collaborative learning; and independent work that draws on students' prior knowledge.

108010 • \$25.95

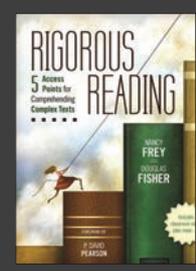


Text Complexity: Raising Rigor in Reading

Nancy Frey, Douglas Fisher, Diane Lapp • 9780872074781

To ensure that students learn to read increasingly complex texts, teachers have to understand what makes a text hard. The introduction of the Common Core State Standards has also placed a spotlight on text complexity. This book focuses on the quantitative and qualitative factors of text complexity as well as the ways in which readers can be matched with texts and tasks. It also examines how close readings of complex texts scaffold students understanding and allow them to develop the skills necessary to read like a detective.

ESA4781 • \$47.00

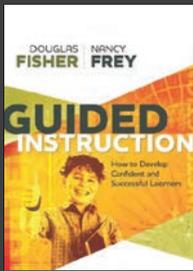


Rigorous Reading: 5 Access Points for Comprehending Complex Texts

Nancy Frey, Douglas Fisher • 9781742392318

In *Rigorous Reading*, Nancy and Doug articulate an instructional plan so clearly, and so squarely built on research, that teachers, schools, and districts need look no further. Included are illustrative classroom video clips available via QR codes along with an online Facilitator's Guide with PowerPoints--making *Rigorous Reading* the only resource a teacher, school, or district needs to seriously stretch students' capacity to read and comprehend text.

CO2052 • \$34.95

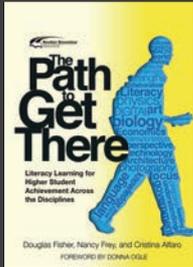


Guided Instruction: How to Develop Confident and Successful Learners

Nancy Frey, Douglas Fisher • 9781742399652

This book gives you advice and steps to get your students to do the cognitive work of learning. Douglas Fisher and Nancy Frey explain why telling students things over and over and perhaps more slowly and more loudly does not result in understanding. Instead, discover how to use a combination of questions, prompts, cues, direct explanations and modelling to guide students' learning and build their understanding. Explore an approach to instruction that ensures you make the four strategic moves that help students become more capable and independent learners.

111017 • \$25.95



The Path to Get There: Literacy Learning for Higher Student Achievement Across the Disciplines

Nancy Frey, Douglas Fisher • 9781760010638

This book will assist content-area teachers in understanding and teaching the literacy skills that apply to their various subjects. The role of literacy learning in humanities and social studies, science and technical subjects is explained in detail, including examples of lessons designed to ensure student mastery. Although the focus of the book is on unpacking the Common Core, there is significant correspondence with the Australian Curriculum, and Australian teachers will find much of value for enhancing their own literacy instruction and classroom practice.

TCP0638 • \$32.95

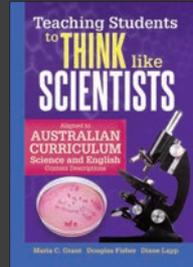


ASCD Arias Publication: Teaching With Tablets

Maria C. Grant, Douglas Fisher, Alex Gonzalez • 9781760011185

Teaching with Tablets: How Do I Integrate Tablets with Effective Instruction? offers practical advice on how to effectively use tablets as part of the gradual release of responsibility from teacher to student. You'll learn how to ensure that tablets are integrated into high-quality instruction, including strategies for using tablets for modelling, guided instruction, collaborative learning, independent learning and formative assessment. Filled with examples of teachers successfully using tablets in their classrooms. Teaching with Tablets is part of the ASCD Arias series of publications providing concise answers to challenging questions in a convenient format that you can read in one sitting and immediately put into practice.

SF113074 • \$15.00

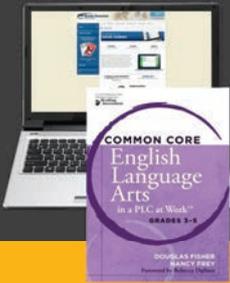


Teaching Students to Think Like Scientists

Maria C. Grant, Douglas Fisher, Diane Lapp • 9781600011239

With Teaching Student to Think Like Scientists teachers will be fully prepared to enhance their science and literacy instruction, as well as address the new Australian Curriculum: Science and English content descriptions. Teaching Students to Think Like Scientists prepares students to examine decisions and ideas through scientific investigation and argumentation. Using the research-supported strategies of this book, teachers of science – or any other subject – will give students a rich and lasting understanding of the essential role of science in their daily lives and in the global community..

SOT1239 • \$32.95



Online Course: English Language Arts in a PLC at Work, Years 3-8

Nancy Frey, Douglas Fisher • Study time: 20 - 25 hrs

Tackle the demands of the English language arts, and differentiate instruction while aligning assessment practices. Work with Dr. Fisher and Dr. Frey to select appropriate texts for students, develop lesson plans focused on close reading and text-based discussion, master the art of checking for understanding through a variety of tasks, and link assessments with instruction.

SOL1014 • \$225.00

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