Learning Network
Educational Services

IQT24-125 Building Thinking Classrooms: Assessment in the Thinking Classroom

PRESENTED BY

Kyle Webb

SERIES SESSIONS

Date	Time
April 16, 2024	9:00 AM - 3:30 PM

LOCATION

St. Paul Regional High School Room 220 - 4701 - 44 Street

FEE

$150.00

QUESTIONS?

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Program

Problem solving is an effective way for students to learn to think mathematically and to acquire deep knowledge and understanding of the mathematics they are learning.

In this day of professional learning, we look at a series of such tools, emerging from research, that can help to build an environment conducive to problem-based learning. We will unpack the research behind Thinking Classrooms which demonstrates that a problem-based learning environment and culture can quickly be established, even in classrooms where students resist change.

The assessment workshop is designed for teachers who have been implementing Thinking Classrooms practices and are ready to delve into assessment. In addition to the assessment practices laid out in Building Thinking Classrooms, participants will revisit and explore advanced teacher moves relevant to the other practices explored in the Introduction (and Intermediate) workshop(s).

These topics will be covered in the workshop:

- Evaluate what you value
- Formative assessment

- Summative assessment

It is recommended that teachers have attended an Introduction (and Intermediate) workshop prior to the assessment workshop.

Presenters

Kyle Webb

Kyle Webb works as a Numeracy Learning Consultant in Regina, SK, Canada. Prior to working as a learning consultant, he taught grades 6 through 12 math, science, STEM, and worked as an educational technology teacher coach. Kyle is passionate about mathematics education, especially shaking up the status quo seen in traditional mathematics classrooms. He is a strong advocate for Thinking Classrooms and has worked closely with Peter Liljedahl in recent years diving deeper into the practices while directly supporting hundreds of classrooms and their teachers in implementing the 14 practices. Kyle spends most of his time in classrooms working with teachers and students and believes that rich, contextually based tasks and utilizing concrete and pictorial representations can propel student learning at all levels of mathematics.
