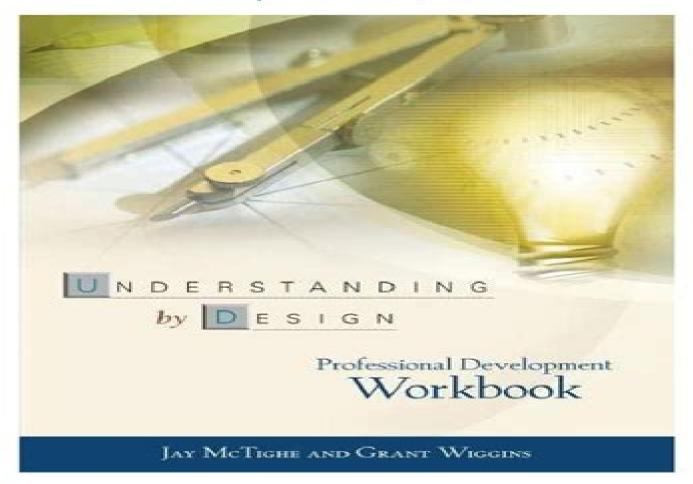
## Understanding by Design: Professional Development Workbook



# **Understanding By Design Professional Development Workbook**

Robyn Conrad Hansen, Frank D. Davidson

#### **Understanding By Design Professional Development Workbook:**

Understanding by Design Jay McTighe, Grant P. Wiggins, Grant Wiggins, 2004 Understanding by Design Professional Development Workbook extends the ideas presented in Understanding by Design UbD by focusing on professional development and the practical matters of curriculum design The Workbook is a guide for Understanding by Design workshops and undergraduate and graduate level courses as well as further independent exploration It provides a valuable resource to educators in developing curricula and assessments with a focus on developing and deepening students understanding of important ideas The Workbook contains the following materials to support your professional development and application of the ideas within Understanding by Design Design Templates planning organizers based on the three stages of backward design for use in developing a unit or course One two and six page versions of the UbD templates are provided Design Standards criteria for reviewing curricular designs as a means of continuous improvement The UbD standards guide self assessment and peer reviews whereby colleagues provide feedback and guidance on each other's designs Exercises and Process Tools thought provoking workshop activities for developing and deepening participants understanding of the key ideas of UbD A set of review and reflection tools is included Design Tools a variety of graphic organizers and worksheets are included to assist designers in each stage of backward design Samples multiple examples from diverse subject areas and levels illustrate the various elements of understanding based designs Glossary definitions of key terms Preservice and inservice teachers college professors school based administrators curriculum directors subject matter specialists staff developers and personnel involved in assessment and evaluation can benefit from these practical and proven ideas and Understanding by Design Grant P. Wiggins, Jay McTighe, 2005 What is understanding and how does it differ resources from knowledge How can we determine the big ideas worth understanding Why is understanding an important teaching goal and how do we know when students have attained it How can we create a rigorous and engaging curriculum that focuses on understanding and leads to improved student performance in today s high stakes standards based environment Authors Grant Wiggins and Jay McTighe answer these and many other questions in this second edition of Understanding by Design Drawing on feedback from thousands of educators around the world who have used the UbD framework since its introduction in 1998 the authors have greatly revised and expanded their original work to guide educators across the K 16 spectrum in the design of curriculum assessment and instruction With an improved UbD Template at its core the book explains the rationale of backward design and explores in greater depth the meaning of such key ideas as essential questions and transfer tasks Readers will learn why the familiar coverage and activity based approaches to curriculum design fall short and how a focus on the six facets of understanding can enrich student learning With an expanded array of practical strategies tools and examples from all subject areas the book demonstrates how the research based principles of Understanding by Design apply to district frameworks as well as to individual units of curriculum Combining provocative ideas thoughtful analysis and tested

approaches this new edition of Understanding by Design offers teacher designers a clear path to the creation of curriculum that ensures better learning and a more stimulating experience for students and teachers alike The Understanding by **Design Guide to Creating High-quality Units** Grant P. Wiggins, Grant Wiggins, Jay McTighe, 2011 This book introduces version 2 0 of the UbD Template and allows you to download fillable electronic forms to help you more easily incorporate standards advance your understanding of backward design and improve student learning **Integrating Differentiated** Instruction & Understanding by Design Carol A. Tomlinson, Jay McTighe, 2006 Discover how the integration of two of education's most powerful frameworks will help teachers impart essential knowledge and skills to the full spectrum of The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units Grant P. learners Wiggins, Jay McTighe, 2012 This volume features a set of hands on modules containing worksheets models and self assessments that are essential for building more polished and powerful units **Key Concepts for Understanding Curriculum** Colin J. Marsh, 2009 Key Concepts for Understanding Curriculum is an invaluable guide for all involved in curriculum matters Now fully updated this revised and enlarged fourth edition provides not only a solid grounding in the subject but also covers the latest trends and issues affecting the field Written in Marsh's clear and accessible style the book details the strengths weaknesses and controversies around major concepts in curriculum including curriculum planning and development curriculum management teaching perspectives collaborative involvement in curriculum curriculum ideology Now updated with new chapters on curriculum models school based curriculum development learning studies ICT developments in assessment the new edition includes extra detail on standards and essential learning factors that have recently been introduced in a number of countries including the UK USA and Australia This up to date edition of a definitive text will be essential reading for anyone involved in curriculum planning or development It will be especially useful to students training to be teachers and practising teachers following professional development programmes

Assessment-Centered Teaching Kathryn DiRanna,2008-03-07 Valuable for practitioners who wish to improve their teaching and their students learning and for researchers concerned with putting ideas of formative assessment into teaching practice Richard J Shavelson Margaret Jack Professor of EducationStanford University Drawing from conceptual principles and empirical findings that establish the crucial role of ongoing formative assessment the authors describe a professional development framework and program that prepares teachers to adjust their teaching to student thinking in the moment and to refine assessments to better reveal students understandings throughout instruction Joan I Heller DirectorHeller Research Associates A reflective process for integrating assessment and instruction Because assessment and instruction are two sides of the same coin it is critical for teachers to not only assess what students understand but also use that information to adjust their teaching Assessment Centered Teaching ACT is a unique practice that allows teachers to gather information during instruction to uncover learning gaps and guide students toward deeper understandings of complex ideas Suitable for all

grade levels this resource describes how reflective practitioners can use the ACT portfolio to reflect on modify and improve their curriculum and instruction The forms included on the CD ROM guide teachers through the process This book encourages educators to Reflect on their own practice Systematically examine student progress toward identified learning goals over time Monitor instruction and assessment for continuous improvement Assessment Centered Teaching helps teachers professional developers and school teams establish quality instructional goals and implement ongoing formative Using Understanding by Design in the Culturally and Linguistically assessment to promote student success **Diverse Classroom** Amy J. Heineke, Jay McTighe, 2018-07-11 How can today s teachers whose classrooms are more culturally and linguistically diverse than ever before ensure that their students achieve at high levels How can they design units and lessons that support English learners in language development and content learning simultaneously Authors Amy Heineke and Jay McTighe provide the answers by adding a lens on language to the widely used Understanding by Design framework UbD framework for curriculum design which emphasizes teaching for understanding not rote memorization Readers will learn the components of the UbD framework the fundamentals of language and language development how to use diversity as a valuable resource for instruction by gathering information about students background knowledge from home community and school how to design units and lessons that integrate language development with content learning in the form of essential knowledge and skills and how to assess in ways that enable language learners to reveal their academic knowledge Student profiles real life classroom scenarios and sample units and lessons provide compelling examples of how teachers in all grade levels and content areas use the UbD framework in their culturally and linguistically diverse classrooms Combining these practical examples with findings from an extensive research base the authors deliver a useful and authoritative guide for reaching the overarching goal ensuring that all students have equitable access to high quality curriculum and instruction What Counts as a Good Job in Teaching? Colleen Gilrane, Kristin Rearden, 2015-06-18 Teacher evaluation in the U S is in flux as states increase and intensify their attention to it to qualify for Race to the Top Funds and as accountability for teacher quality becomes more focused This book describes a successful approach to preservice teacher education that is designed to help prospective teachers develop the habits of mind for teaching for deeper understanding even as their lived experiences as novice teachers conspire to encourage them to study for the test of the next day s evaluation rubric The Principal's Desk Reference to Professional Standards Robyn Conrad Hansen, Frank D. Davidson, 2022-03-14 With the ever changing complex role of the principalship school leaders are thirsty for a useful desk reference that aligns with professional standards This actionable book brings the PSEL standards to life providing leaders with support mentorship and practical advice This book provides solutions to challenges and answers the hard questions associated with educational leadership alongside a host of tools strategies organizers templates and rubrics Including voices from experienced leaders across rural urban suburban tribal and international settings this book helps principals at all levels

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changes to better prepare students to enter adulthood and impact the world Readers will gain insights into How current brain research about how the brain learns can be put into practice in classrooms How Christian schools can be much more mission focused than they currently are An excellent framework to shift Christian schools instructional programs from skills and knowledge textbook based curriculum to focusing on understanding and transfer with improved curriculum instruction and assessment A perfect platform for developing better integration of biblical concepts in all subject areas How the six Facets of Understanding from Understanding by Design provide a vehicle to intentionally include the development of personal characteristics that are Bible based and often related to the school's mission A wonderful guideline for helping Christian schools think systemically about changes needed and for developing a three to five year strategic plan for improving the instructional program This is your opportunity to consider concrete and practical ideas for school improvement

Educational Reform and International Baccalaureate in the Asia-Pacific Coulson, David Gregory, Datta, Shammi, Davies, Michael James, 2021-02-19 The need to reform secondary level education to prepare young people for new economic realities has emerged In an age of constant career changing cognitive flexibility is a top priority skill to develop in today s students. This shift requires methodological innovation that enhances children s natural abilities as well as updated focused teacher education in order to prepare them adequately Educational Reform and International Baccalaureate in the Asia Pacific is a collection of innovative research that examines the development and implementation of IB curricula Highlighting a wide range of topics including critical thinking student evaluation and teacher training this book is ideally designed for educators curriculum developers instructional designers administrative officials policymakers researchers academicians and students

Museums and Schools Giuseppe "Pino" Monaco, Megan Wood, 2023-01-13 This is Volume 34 Number 1 of the Spring 2009 edition of the Journal of Museum Education with the topic of Museums and Schools It includes articles on provoking innovations developing a partnership between teachers and museum educators collaboration between science centre and the science industry online museums Ohio program National History Day Project and an appraisal of didactic material used by high school teachers

Schooling by Design Allison Zmuda, Grant P. Wiggins, 2007 Based on Schooling by design Grant Wiggins and Jay McTighe

Solving 25 Problems in Unit Design Jay McTighe, Grant Wiggins, 2015-04-14 Curriculum design experts Jay McTighe and Grant Wiggins have reviewed thousands of curriculum documents and unit plans across a range of subjects and grades In this book they identify and describe the 25 most common problems in unit design and recommend how to fix them and avoid them when planning new units McTighe and Wiggins creators of the Understanding by Design framework help you use the process of backward design to troubleshoot your units and achieve tighter alignment and focus on learning priorities Whether you re working with local or national standards or with other learning goals you can rely on their practical and proven solutions to promote deeper and better learning for your students

Taboo ,2005

Idea-Based Learning Edmund J. Hansen, 2023-07-03 Synthesizing the best current thinking about learning course

design and promoting student achievement this is a guide to developing college instruction that has clear purpose is well integrated into the curriculum and improves student learning in predictable and measurable ways The process involves developing a transparent course blueprint focused on a limited number of key concepts and ideas related tasks and corresponding performance criteria as well as on frequent practice opportunities and early identification of potential learning barriers Idea based Learning takes as its point of departure the big conceptual ideas of a discipline that give structure and unity to a course and even to the curriculum as opposed to a focus on content that can lead to teaching sequences of loosely related topics and aligns with notions of student centered and outcomes based learning environments Adopting a backwards design model it begins with three parallel processes first identifying the material that is crucial for conceptual understanding second articulating a clear rationale for how to choose learning outcomes based on student needs and intellectual readiness and finally aligning the learning outcomes with the instructional requirements of the authentic performance tasks The resulting syllabi ensure cohesion between sections of the same course as well as between courses within a whole curriculum assuring the progressive development of students skills and knowledge Key elements of IBL include Helping students see the big picture Building courses around one or more authentic performance tasks that illuminate the core concepts of the discipline Clearly identifying performance criteria for all tasks Incorporating practice in the competencies that are deemed important for students success By placing the onus of learning on the student liberating faculty to take on the role of learning coaches Designing tasks that help students unlearn simplistic ideas and replace them with improved understandingsEdmund Hansen expertly guides the reader through the steps of the process providing examples along the way and concluding with a sample course design document and syllabus that illustrate the principles he propounds **Understanding by Design** Guide to Advanced Concepts in Creating and Reviewing Units Grant Wiggins, Jay McTighe, 2012-03-16 The Understanding by Design Guide to Advanced Concepts in Creating and Reviewing Units offers instructional modules on how to refine units created using Understanding by Design UbD and how to effectively review the units using self assessment and peer review along with observation and supervision The Guide builds upon its companion and predecessor The Understanding by Design Guide to Creating High Quality Units and like the earlier volume it presents the following components for each module Narrative discussion of key ideas in the module Exercises worksheets and design tips Examples of unit designs Review criteria for self and peer assessment References for further information UbD is based on a backward design approach and is used by thousands of educators to create curriculum units and assessments that focus on developing students understanding of essential ideas and helping students attain important skills The Guide is intended for use by individuals or groups in K 16 education teachers school and district administrators curriculum directors graduate and undergraduate students in curriculum and others who want to further develop their skill in UbD Users can work through the modules in order or pick and choose depending on their interests and needs Additional resources including worksheets

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