



Designing an Understanding-Based Curriculum Jay McTighe and Elizabeth Imende-Cooney (Advanced Curriculum Institute)

American International School – Vienna; October 7-8, 2016

Description:

In the ASCD book, *Schooling by Design*, Wiggins and McTighe propose that a robust, understanding-based curriculum includes 10 key components. The following questions will be used as provocations to “uncover” the workshop’s content. *To what extent do we have a coherent curriculum from the learners’ perspective? How does “backward design” apply to macro curriculum development? Why should content standards and accountability test scores be considered a **means** to an end (not the end in themselves)? How might we support responsive teaching through our curriculum? How can we promote greater consistency in assessment and grading? How might we maintain high standards without standardization? What should anchor the curriculum? Why we need “trouble shooting” guides as part of our curriculum?*

Participants will learn practical strategies for:

- “unpacking” standards into understandings, essential questions, and authentic tasks;
- mapping a coherent curriculum across the grades;
- creating and using overarching essential questions for a “spiral curriculum” to engage meaningful learning;
- creating/selecting authentic “cornerstone” tasks to anchor the curriculum;
- teaching for understanding using the AMT construct;
- reviewing and refining curriculum units and maps; and
- using “backward design” for planning school/district initiatives.

This Institute is designed for curriculum leaders, including Assistant Superintendents, Curriculum Directors, department & grade level chairpersons, staff developers, and school-based administrators and lead teachers serving on curriculum committees. It is recommended that participants attend in school and district teams. Resources will include the latest books in the Understanding by Design® series and a large collection of excellent, supportive websites.

Expected Outcomes:

Participants will learn about the ten components of an understanding-based curriculum and strategies for designing it.

Intended Audience:

District-level curriculum directors and specialists; school-based administrators; teacher leaders (e.g., department chairs, grade-level leaders, members of curriculum committees), state/provincial education staff involved with Standards, Curriculum and Assessment; and higher ed. staff who teach curriculum and assessment courses.

Registration limited to 50 participants:

- CEESA Member Schools - Early Bird (till June 15) - 400€ per person
- Non-CEESA Member Schools - Early Bird (till June 15) - 500€ per person
- CEESA Member Schools - after June 15 - 450€ per person
- Non-CEESA Member Schools - after June 15 - 550€ per person

That cost includes:

- Two-day institute
- Coffee breaks and lunches
- Transportation to and from the designated hotel
- Two resource books (\$60 value)

Here is a link to the [Registration Form](#).

Registration deadline is September 8, 2016.

Participants are responsible for their own transportation to Vienna, their hotel and other meals.

Single rooms (€80,75 per night with breakfast) have been reserved at the hotel below. Please reserve your room as soon as possible and mention the booking code “AIS Vienna” when making a reservation.

Derag Livinghotel Kaiser Franz Joseph****

Sieveringerstraße 4, 1190 Wien

Phone: +43 (0) 1 – 3 29 00-911 / -910

Fax: +43 (0) 1 – 3 29 00-965

e-mail: reservierung.kfj@derag.de

www: www.deraghotels.de

If you have any questions, please contact Debra Lechner, d.lechner@ais.at

Brief Professional Biography of **Jay McTighe**

Educational Consultant
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Jay McTighe brings a wealth of experience developed during a rich and varied career in education. He served as Director of the Maryland Assessment Consortium, a state collaboration of school districts working together to develop and share formative performance assessments. Prior to this position, Jay was involved with school improvement projects at The Maryland State Department of Education where he directed the development of the Instructional Framework, a multi-media database on teaching. Jay is well known for his work with “thinking skills,” having coordinated statewide efforts to develop instructional strategies, curriculum models, and assessment procedures for improving the quality of student thinking. In addition to his work at the state level, Jay has experience at the district level in Prince George’s County, Maryland as a classroom teacher, resource specialist, and program coordinator. He also served as director of a state residential enrichment program for Gifted and Talented students.

Jay is an accomplished author, having co-authored ten books, including the best-selling *Understanding by Design* series with Grant Wiggins. He has written more than thirty articles and book chapters, published in a number of leading journals, including Educational Leadership (ASCD) and The Developer (National Staff Development Council).

Jay has an extensive background in professional development and is a regular speaker at national, state, and district conferences and workshops. He has made presentations in forty-five states in the U.S., six provinces in Canada, and fourteen countries outside of North America.

Jay received his undergraduate degree from The College of William and Mary, earned a Masters degree from The University of Maryland and has completed post-graduate studies at The Johns Hopkins University. He was selected to participate in The Educational Policy Fellowship Program through the Institute for Educational Leadership in Washington, DC. He served as a member of the National Assessment Forum, a coalition of education and civil rights organizations advocating reforms in national, state and local assessment policies and practices

Brief Professional Biography of **Elizabeth Imende-Cooney**



Elizabeth Imende-Cooney is founder and director of Advancing Educators, a design firm that guides and supports high-quality teaching in schools. She earned her B.A. in English from Wake Forest University and her Ed.M in Teaching & Learning and Adult Development from Harvard University.

Elizabeth was licensed as a staff developer by Research for Better Teaching in Acton, Massachusetts, the organization with the longest and most successful track record of any professional development provider in the United States for building in-house professional development capacity to ensure skillful teaching. Elizabeth is also a Jay Mctighe Associate for the Europe, Africa and Asia regions helping international schools that are adopting the Understanding by Design framework to train and support their faculty in its implementation.

With over a decade of experience in her field, Elizabeth has led over 2000 educators and administrators in school-based graduate courses and workshops. In her work, Elizabeth helps schools to institutionalize the study and application of research-based instructional practices to improve instruction and increase educators' confidence and skill in analyzing their practice. Elizabeth designs and presents professional development programs in a way that fosters the development of professional learning communities within schools. In addition to her work in American public and private schools, Elizabeth has consulted for schools and educational organizations in Latin America, Asia and East and Southern Africa and presented on a range of educational topics including curriculum planning, thinking skills, instructional strategies, developing coaches and teacher leaders, skillful data use and student motivation.