

# Curriculum Design for Understanding and Thinking



- understanding by design
- students truly understand
- 'plan backward'
- developing essential questions
- engaging student inquiry
- assessing understanding
- six 'facets of understanding'
- 'enduring' knowledge
- what is 'understanding'?
- thought-provoking exercises
- development of curriculum, assessment and instruction



## Jay McTighe

### Understanding by Design (UbD)

Dr Jay McTighe brings a wealth of experience developed during a rich and varied career in education. Jay has experience as a classroom teacher, resource specialist and program coordinator, and has an extensive background in staff development. He is known worldwide for his work with UbD, and author of numerous journal articles and books all of which are published by Hawker Brownlow Education.

- 'big ideas'
- GRASPS format of assessing curriculum design
- how can 'backward design' help coherent curriculum
- evaluate student performance effective curriculum
- 'macro' curriculum development
- recurring cornerstone assessment design rubrics
- W.H.E.R.E.T.O. framework
- engaging and effective instruction

## Saturday, May 21, 2011

### Session 1: Understanding by Design: An Overview

In this introductory workshop, we'll explore a series of questions:

- What do we want students to understand and be able to do?
- How will we know that **students truly understand** and can apply their knowledge in a meaningful way?
- What does it mean to **'plan backward'**?

### Session 2: Understanding by Design: Developing Essential Questions

A good essential question serves as a doorway for **engaging student inquiry** in 'uncovering' the curriculum. In this session we will explore the characteristics of such questions and examine ideas for generating and using them.

### Session 3: Understanding by Design: Assessing Understanding

How might we determine if students truly **understand important ideas**? How will we know that students can apply their knowledge in meaningful ways? In this session, we'll examine **six 'facets of understanding'** and their use in assessing understanding.

## Sunday and Monday, May 22–23, 2011

### Sessions 1, 2 & 3: UbD: Introduction to Curriculum Design – Days 1 & 2

What do we want students to understand and be able to do? What **'enduring' knowledge** is worth understanding? **What is 'understanding'** and how does it differ from 'knowing'? This workshop will explore these questions through a series of **thought-provoking exercises** and design experiences. More specifically, participants will: review a 'backward design' model for the **development of curriculum, assessment and instruction**; use essential questions to frame curriculum and focus on **'big ideas'**; examine various assessment methods to use in assessing the degree of student understanding; **explore six 'facets' of understanding** and the **GRASPS format of assessing** understanding and apply selected design tools; preview internet-based resources to support UbD curriculum design.

**Note to Participants:** This workshop involves **curriculum design** so participants should bring their own content standards, resource materials, etc. They must have their own copy of Understanding by Design: Professional Development Workbook\* (Hawker Brownlow Education, 2006), and a laptop computer if possible. Power will be available on-site.

**Who Should Attend?** Educators at all levels.

## Tuesday, May 24, 2011

### Session 1, 2 & 3: UbD: Intermediate Curriculum Design

Designed for educators who are familiar with UbD this workshop will build on the Introductory Workshop: Curriculum Design and address the following questions: **How can 'backward design' help** build a more **coherent curriculum** at the course and program level? How do we **evaluate student performance** in consistent ways? What is **effective curriculum design**? More specifically, participants will: apply backward design to **'macro' curriculum development** at the course and program levels and school initiatives; examine **recurring cornerstone assessment** tasks to provide evidence of increasing understanding over time; **design rubrics** for evaluating performance of understanding; apply the **W.H.E.R.E.T.O. framework** to design **engaging and effective instruction**.

**Note to Participants:** Please bring your own copy of Understanding by Design: Professional Development Workbook\* and a laptop computer.

**Who should attend?** Educators at all levels who are familiar with UbD or have attended UbD workshops at previous HBE conferences.

Qty	Code	Title	Price
	193179	Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model	\$24.95
	609012	Connecting Differentiated Instruction, Understanding by Design and What Works in Schools: An Exploration of Research-Based Strategies (DVD)	\$130.00
	105004	Integrating Differentiated Instruction and Understanding by Design	\$39.95
	707039	Schooling by Design: An ASCD Action Tool + CD	\$130.00
	107018	Schooling by Design: Mission, Action and Achievement	\$39.95
	C04433	Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance	\$45.95
	103055	Understanding by Design, Second Edition	\$49.95
	<b>103056</b>	<b>*Understanding by Design: Professional Development Workbook</b>	<b>\$39.95</b>
<b>Total (plus freight) \$</b>			

# Registration Form

**Register online today!**  
Credit card or school account

Saturday 21 May		✓
<b>Session 1:</b> 8.30 am – 10.30 am	Understanding by Design: An Overview	
<b>Session 2:</b> 11.00 am – 1.00 pm	Understanding by Design: Developing Essential Questions	
<b>Session 3:</b> 2.00 pm – 4.00 pm	Understanding by Design: Assessing Understanding	
Sunday 22 May (full 2 days Sunday and Monday)		✓
<b>Session 1:</b> 8.30 am – 10.30 am	Understanding by Design Introduction. Day 1, Part I	
<b>Session 2:</b> 11.00 am – 1.00 pm	Understanding by Design Introduction. Day 1, Part II	
<b>Session 3:</b> 2.00 pm – 4.00 pm	Understanding by Design Introduction. Day 1, Part III	

Monday 23 May (full 2 days Sunday and Monday)		✓
<b>Session 1:</b> 8.30 am – 10.30 am	Understanding by Design Introduction. Day 2, Part I	
<b>Session 2:</b> 11.00 am – 1.00 pm	Understanding by Design Introduction. Day 2, Part II	
<b>Session 3:</b> 2.00 pm – 4.00 pm	Understanding by Design Introduction. Day 2, Part III	
Tuesday 24 May		✓
<b>Session 1:</b> 8.30 am – 10.30 am	Understanding by Design Intermediate. Part I	
<b>Session 2:</b> 11.00 am – 1.00 pm	Understanding by Design Intermediate. Part II	
<b>Session 3:</b> 2.00 pm – 4.00 pm	Understanding by Design Intermediate. Part III	

## Full day sessions

Date	No of Days	Presenter	Session	✓
Sun 22 – Mon 23 May	2	Jay McTighe	Understanding by Design – Introduction to Curriculum Design	
Tues 24 May	1	Jay McTighe	Understanding by Design – Intermediate Curriculum Design	

## Rate per Person

Registration Type	Register after 1 March		Register on or before 1 March	
	Full Rate	Full Rate Group Disc	Early Bird	Early Bird Group Disc
4 Day	\$1250.00	\$1190.00	\$1125.00	\$1070.00
3 Day	\$940.00	\$895.00	\$850.00	\$810.00
2 Day	\$630.00	\$600.00	\$570.00	\$545.00
1 Day	\$330.00	\$315.00	\$300.00	\$285.00
Student Teacher	\$175.00	Confirmation copy of Student I.D. must accompany registration for price to be approved.		

Please tick registration type: 4 Days  3 Days  2 Days  1 Day  Student Teacher  I.D. No.

Name (Individual): .....

(Shared Registration)

Name 1: ..... (21 May)

Name 2: ..... (22 May)

Name 3: ..... (23 May)

Name 4: ..... (24 May)

School/Institution: .....

Address: .....

State: ..... Postcode: .....

Phone (BH): ..... Fax: .....

Special Dietary Requirements: .....

Email (Essential information as registrations will be confirmed by email):  
.....

Yes, I would like to receive emails from Hawker Brownlow Education about future workshops, conferences and the latest publications.

**Registration includes:** Morning tea, lunch and conference materials.

Confirmation of registration will be emailed to each participant.

\* Group discounts are available for 5 or more registrations from the same school/institution.

**Contact:** conferences@hbe.com.au for further information.

**Cancellation Policy:** Cancellations on, or before, 31st March 2011 will receive a full refund, less \$100.00 administration fee. Cancellations after 31st March 2011 are not eligible for a refund. Cancellations must be in writing. However, registration may be transferred.

**Please note:** Places for this conference are strictly limited! Payment secures your registration. In the event that one or more of the advertised speakers is unable to attend Hawker Brownlow Education reserves the right to provide replacement speakers.

All prices are quoted in \$AUD and include GST. ABN: 70 495 007 372

## Online Method of Payment

- Visa
- Mastercard
- School Purchase Order

## Method of Payment

Visa  Mastercard  Amex (4% Surcharge)

Cheque - Please make payable to Hawker Brownlow Education

Please Invoice School/Institution [Official Purchase Order Number must be supplied] Purchase Order Number: .....

Card Number:

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Amount: \$ .....

Signature: ..... Expiry Date: ..... / .....



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