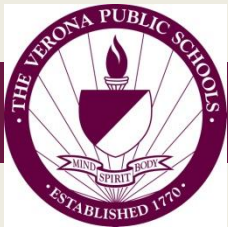


# Verona Public Schools New Teacher Orientation August 30, 2012

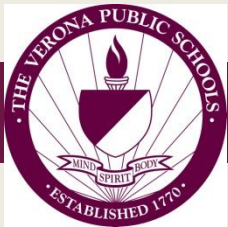


VERONA PUBLIC SCHOOLS

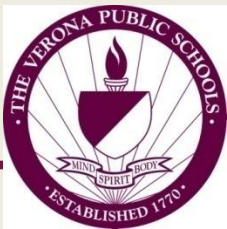
# Agenda

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- District Overview
- Qualities of an Effective Teacher
- Observation/Evaluation Protocols
- Professional Development
- Introduction to *Understanding by Design*
- Genesis/Schoolwires Overview

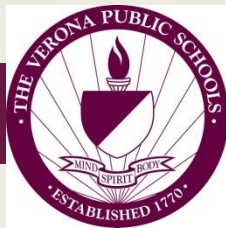


# Verona Public Schools Mission Statement



To prepare students to be scholars and productive citizens through outstanding teaching, challenging curricula\* and engaging co-curricular programs in safe and modern facilities.

*\*All students will achieve the New Jersey Core Curriculum Content Standards.*



VERONA PUBLIC SCHOOLS

## OUR MISSION:

To prepare students to be scholars and productive citizens through outstanding teaching, challenging curricula\* and engaging co-curricular programs in safe and modern facilities.

\*All students will achieve the New Jersey Core Curriculum Content Standards

### STRATEGY 1

We will align, modify, and develop an integrated K-12 curriculum with built-in assessments to support the achievement of our mission and strategic objectives.

- Result 1:** Train teachers to use a computer software program (Rubicon Atlas mapping software) that will allow them to document the taught curriculum within the classroom.
- Result 2:** Familiarize the content area faculty members with new district model for unit planning and curriculum writing, (Understanding by Design – UbD) as needed for curriculum development in the 5-year cycle.
- Result 3:** Conduct a curriculum audit of the Verona School District to determine the extent to which the district has developed and implemented a sound, valid, and operational system of curriculum management.

### STRATEGY 2

We will imbue in students, through curricular and co-curricular programs, traits of character, service, citizenship and social awareness.

- Result 1:** Clarify, emphasize, and enforce a uniform K-12 Code of Conduct.
- Result 2:** Institute service projects within each school that attract student participation.
- Result 3:** Formalize and expand character education programs that promote peer leadership and social awareness.
- Result 4:** Improve student conduct and peer relationships.
- Result 5:** Include citizenship grade on HS report card to reflect school standards.

## STRATEGIC GOALS:

1. All graduates will have mastered a challenging curriculum that prepares them for productive futures as problem solvers, independent thinkers and responsible citizens.
2. All students will demonstrate character, service, citizenship and social awareness through curricular and co-curricular programs.
3. All teachers will meet or exceed the highest level of professional teaching standards.
4. All district facilities will provide students and staff with state-of-the-art, safe learning and working environments.

### STRATEGY 3

We will partner with the community to expand curricular and co-curricular opportunities and parenting seminars/programs.

- Result 1:** Create a resource data bank for classroom teachers to augment lessons.
- Result 2:** Enhance the relationship between the school community and families in order to produce a sustained, collaborative effort of education.
- Result 3:** Embrace a philosophy of respectful and trusting relationships between staff and families.

### STRATEGY 4

We will provide staff members with the training and support necessary to achieve the mission and strategic objectives.

- Result 1:** Provide personnel support for professional development, curriculum development and grant writing.
- Result 2:** Create a formal program including policies and procedures for professional development.
- Result 3:** Establish a variety of professional development opportunities that support the strategic plan.

### STRATEGY 5

We will establish a framework for learning and standards for excellence in teaching.

- Result 1:** Increase the use of a variety of proven instructional strategies to advance the achievement of our diverse learners.
- Result 2:** Use an assortment of assessments.
- Result 3:** Build students' habits of minds.
- Result 4:** Increase collaboration with other education professionals to improve student learning.

### STRATEGY 6

We will provide students and staff with necessary technology to achieve excellence.

- Result 1:** Ensure working, reliable computers in each of our classrooms, labs, and offices.
- Result 2:** Improve the technology infrastructure.
- Result 3:** Continue a professional development program that will provide staff with the skills needed to use and integrate technology in every classroom.
- Result 4:** Purchase new equipment to provide for building computer labs and classrooms.
- Result 5:** Provide adequate technology staffing to ensure working reliable computers in each of our classrooms, labs and offices.

### STRATEGY 7

We will create safe and inviting learning environments.

- Result 1:** Refurbish the existing structures at all school facilities not addressed during the construction and renovation projects, per LAN Associates Needs Assessment of 2004.
- Result 2:** Create safe and secure school facilities following local, state, and federal recommendations.
- Result 3:** Establish a checklist for safety and quality of life standards to be maintained at each school facility.
- Result 4:** Maximize parental cooperation in the following safety areas: (a) vehicular traffic at school drop-off and pickups and (b) food and snacks brought to and sold in schools.
- Result 5:** Provide a positive, inviting atmosphere in each building through welcoming facilities and courteous personnel.

# DISTRICT GOAL: Execute Year 5 of Strategic Plan

## Strategy 1 - Curriculum

### Action Items

### Training & Curriculum Writing:

- **Summer 2012 - Scope & Sequence documents developed for specified courses**
- **Scope & Sequence documents are posted via online curriculum database**
- **Continue to implement revised department meeting structure and collaborative quarterly faculty meetings**
- **Writing Workshop fully implemented K-6, Reading Workshop to be implemented 3-4 during 2012-2013 school year**

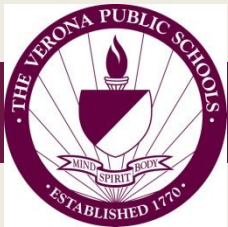


# DISTRICT GOAL: Execute Year 5 of Strategic Plan

## Strategy 2 - Co-curricular / Citizenship

### Action Items

- Representatives from district meet with VMAC on an ongoing basis to assess effectiveness of current program offerings
- HIB committee continues to plan appropriate programs for students, K-12
- VHS peer leadership program has been revised to incorporate more peer-to-peer interaction, specifically between peer leaders and 9<sup>th</sup> grade students during Freshman Seminar classes

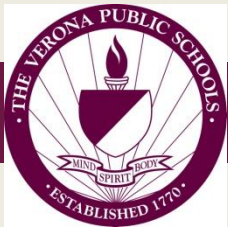


# DISTRICT GOAL: Execute Year 5 of Strategic Plan

## Strategy 3 - Community Partnerships

### Action Items

- Increase teacher utilization of data bank of community resources
- Full implementation of *Genesis* Parent Portal in grades 5-8 during the 2011-2012 school year
- Increase collaboration with Town Council regarding programming on VTV to promote district accomplishments
- Continue to expand utilization of web site as a primary mode of communication with parents and community-at-large
- June 2012 - joint meeting of VBOE and Town Council

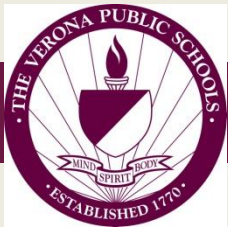


# DISTRICT GOAL: Execute Year 5 of Strategic Plan

## Strategy 4 - Professional Development

### Action Items

- Year 5 of UbD - focus on development of assessments (Stage 2)
- Ongoing training for Writer's Workshop and Reader's Workshop
- Continued expansion of NEPDC (C-WC and Glen Ridge)
- Opening day of district-wide PD includes training on PARCC, Common Core, New Teacher Evaluation System
- Teacher evaluation training to be turnkeyed to all staff during 2012-2013 school year



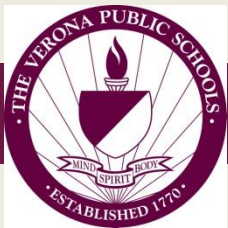


# DISTRICT GOAL: Execute Year 5 of Strategic Plan

## Strategy 5 - Frameworks for Learning

### Action Items

- Continuing to formally structure increased collaborative time for teachers (dept/grade level meetings, release time, etc.)
- Continue to focus on developing valid and relevant in-house assessments (benchmarks, performance assessments, common midterms/finals)

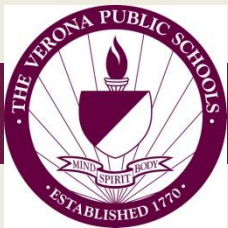


# DISTRICT GOAL: Execute Year 5 of Strategic Plan

## Strategy 6 - Technology

### Action Items

- Continue to expand implementation of new web site (Schoolwires) and *Genesis* (SIS)
- Broadcast Journalism room outfitted with updated technology
- Laptops procured for high school world language/social studies/English departments
- VFEE grant for iPads at HBW
- Increase use of Web 2.0 technology (summer reading blog, Skype, smartphones, screencasts)
- Reconfiguration of all district computers during Summer 2012

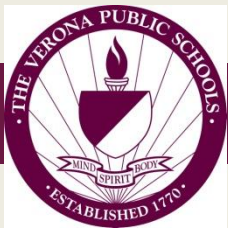


# DISTRICT GOAL: Execute Year 5 of Strategic Plan

## Strategy 7- Safe and Inviting Environment

### Action Items

- Introduction of “green” cleaning products at VHS during 2011-2012 school year - to be introduced district-wide during 2012-2013 school year
- Numerous facilities upgrades completed throughout district during summer 2012 (e.g. room renovations, floors refinished)



# DISTRICT GOAL: Expand use of data to drive instructional and curricular decisions, K-12

## ACTION ITEMS

- Follow-up on 2010 identification of students within 10 point of P or AP on state assessments – continue with 2011 identification
- Cluster score analysis to identify specific areas of curriculum focus
- Development of DRA/NJASK summary performance sheets for each student entering grade 5
- Development of common grading practices at middle and high school levels
- Development and administration of end of grade 4 math assessment
- Expansion of utilization of common assessments
- Implement revised K-4 report card which includes WW progress indicators and other indicators more relevant to revised K-4 curriculum
- Continue to utilize release time and department/grade level meetings as collaborative work sessions for development of assessments and analysis of assessment results

## BENEFITS

- Identification for all faculty/staff of student assessment needs
- Assure common planning and collaboration of faculty and staff
- Direct comparison of student achievement growth over time
- Create common expectations of all faculty/staff – assures consistent student academic experience



# DISTRICT GOAL:

## Improve curricular articulation, K-12

### ACTION ITEMS

- Utilization of release time and summer work sessions for development of course Scope & Sequence documents
- Development of online curriculum database accessible by all faculty and community
- Continue to implement revised department meeting structure and collaborative quarterly faculty meetings
- Writing Workshop implemented K-4 during 2010-2011 school year, to be implemented grades 5-6 during 2011-2012 school year

### BENEFITS

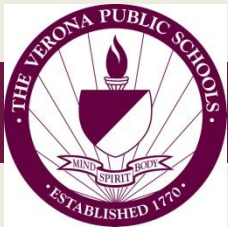
- Assure consistent implementation of professional development, instructional and curricular initiatives
- Assure both horizontal and vertical articulation of the curriculum
- Allows collaborative development and revision of curriculum
- Align *taught* curriculum to state standards, assure articulation across grade levels



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*“Only those who will  
risk going too far can  
possibly find out how  
far one can go.”*

*T.S. Eliot*

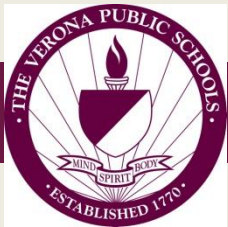


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The adults who work in schools are **the most important element** in ensuring success for students.

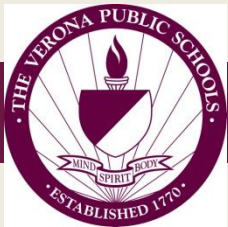
(Danielson & McGreal, *Teacher Evaluation to Enhance Professional Practice*, 2000)



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# What is a teacher?



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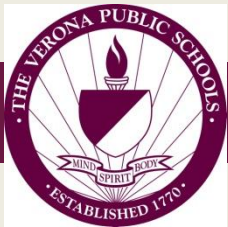


# Danielson's Descriptors of Effective Teaching

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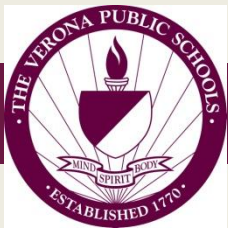
## The 4 Domains:

- Planning & Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities



# Planning & Preparation

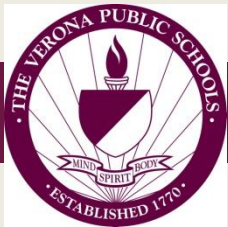
- The teacher demonstrates content knowledge.
- The teacher designs written plans that reflect goals and objectives of the curriculum.
- The teacher frequently evaluates outcomes of instruction for the achievement of stated goals.
- The teacher knows about, chooses from, and implements appropriate approaches to teaching.



# Classroom Environment

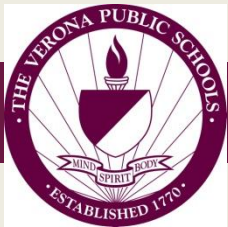
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- The teacher establishes a culture for learning.
- The teacher fosters a code of mutual respect and models respectful behavior.
- The teacher manages instructional time efficiently.
- The teacher manages student standards of conduct.



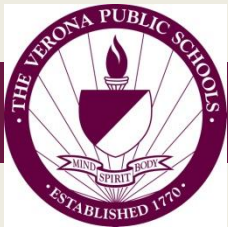
# Instruction

- The teacher communicates to students clearly and accurately.
- The teacher uses a variety of questioning and discussion techniques.
- The teacher engages students in learning.
- The teacher provides meaningful feedback to students.



# Professional Responsibilities

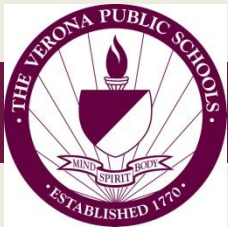
- The teacher articulates principle goals of instructional practice which promote student learning.
- The teacher adheres to school and district procedures and deadlines.
- The teacher communicates with families about the instructional program and individual students.
- The teacher actively demonstrates concern for the school-wide community.
- The teacher demonstrates a commitment to the continuing development of teaching skills and lifelong learning.



# Qualities of an Effective Teacher

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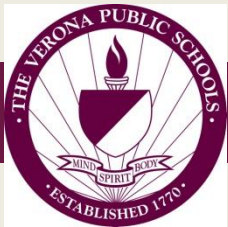
- ❖ Educational training
- ❖ Knowledge of content material
- ❖ Connects with students
- ❖ Creates a climate for learning
- ❖ Professional Attitude
- ❖ Willing to work collaboratively with colleagues
- ❖ Continually reflects on his/her own teaching practice
- ❖ Uses appropriate classroom management skills
- ❖ Organized



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An administrator/supervisor can observe a teacher in any subject, even if that subject is different from their background or teaching experience, and determine if the teacher is effective. How is that possible?

So what do you believe effective teaching looks like?



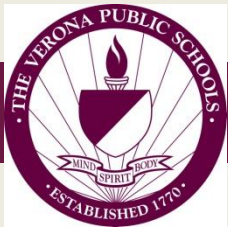
# Observations & Evaluations

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- All non-tenured teachers: 3 formal observations and an end-of-year evaluation

Oct. 15, Jan. 14, March 15, April 15

- Formal observations may be conducted by:
  - Principal, Assistant Principal, Supervisor, Director of Athletics, Director of Special Services, DOIS

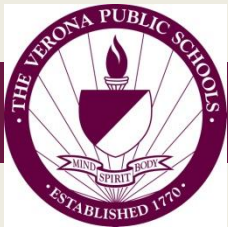




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Think of Effective Supervision as being on  
Ramsey's Kitchen Nightmares  
– not Master Chef or He\*\*'s Kitchen

*So what's the correlation between the two?*



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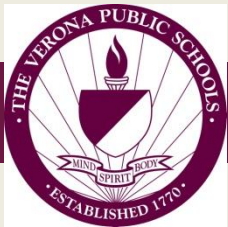
# What is a teacher?

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❖ A Professional

❖ A Practitioner of a complex craft

❖ A Learner

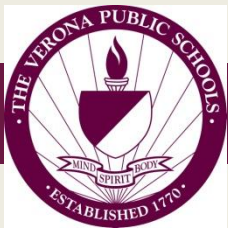


# Rich's Closing Thoughts

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- Become a reflective teacher
- Keep a journal
- Become aware of your strengths as well as your areas for growth
- Ask questions - no one expects you to have all the answers, not even your students and especially not your principals
- Enjoy what you do & bring your own passion to it!

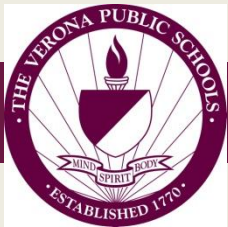
*Have a great year!*



# Clinical Observation Model

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- Pre-observation conference
- Observation
- Post-observation conference



# Pre-Observation Form



## Verona Public Schools Pre-Observation Form

### MEMORANDUM

To:  
From: Elizabeth Jewett, Director of Instructional Studies  
Date:  
Subject: Formal Observation

I will be conducting a formal observation of one of your lessons as specified below. Please be prepared to discuss the following questions regarding the lesson to be observed at the pre-conference. Kindly email me to confirm the observation and the pre-conference. I look forward to visiting your class. Thank you!

Date: \_\_\_\_\_ Period: \_\_\_\_\_ Course: \_\_\_\_\_ Room #: \_\_\_\_\_  
Date & Time of Pre-Conference: \_\_\_\_\_

What are the intended objective(s)/goal(s) of the lesson (please indicate associated NJCCCS)?

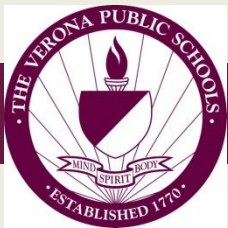
What essential questions and/or enduring understandings permeate the lesson?

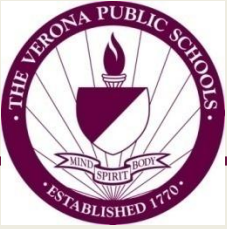
Where can this lesson be placed regarding the context of the present unit you are teaching?

What activities are planned to support the stated objective(s)?

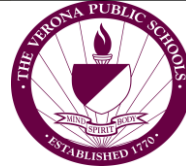
How are the needs of diverse learners to be addressed within the lesson? What specific strategies will be employed to ensure student understanding throughout the lesson?

How will you determine if the objective of the lesson has been met? What form(s) of assessment do you plan to incorporate to gauge student learning?





# Teacher Observation



## Verona Public Schools Classroom Observation Report

*The mission of the Verona Public Schools is to prepare students to be scholars and productive citizens through outstanding teaching, challenging curricula\* and engaging co-curricular programs in safe and modern facilities. \* All students will achieve the New Jersey Core Curriculum Content Standards.*

Staff Member:

School:

Observed Class:

Evaluator:

Date of Observation:

Date of Post-Conference:

**LESSON OBJECTIVES/ESSENTIAL QUESTIONS:**

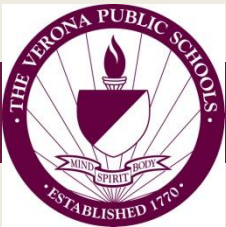
**LESSON DESCRIPTION (Summary of lesson):**

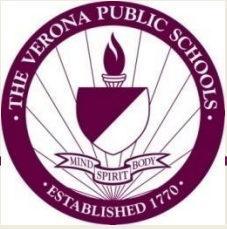
**EVIDENCE OF STUDENT LEARNING:**

**ANALYSIS OF LESSON (Strengths and areas of refinement with suggestions):**

**Staff Member's Signature:** \_\_\_\_\_

(The staff member's signature indicates that this report has been discussed and reviewed.)





# Summative Evaluation

*The Public Schools of Verona, New Jersey*

## ANNUAL TEACHER PERFORMANCE REPORT

NAME \_\_\_\_\_ EVALUATOR \_\_\_\_\_  
 SCHOOL \_\_\_\_\_ DATES OF OBSERVATIONS \_\_\_\_\_  
 YEAR OF EVALUATION \_\_\_\_\_ SUBJECT/GRADE LEVEL \_\_\_\_\_

### Levels of Performance

1. **M = Meets Standard:** The teacher clearly understands and effectively implements the specified performance indicator.
2. **A = Approaching Standard:** The teacher attempts to implement the specified performance indicator.
3. **B = Below Standard:** Evidence of implementation of the specified performance indicator is lacking and/or not apparent.
4. **N/A = Not Applicable**

*The Public Schools of Verona, New Jersey*

## ANNUAL TEACHER PERFORMANCE REPORT

### I. INSTRUCTION

- A. The teacher uses UbD when planning and implementing instruction.
- B. The teacher plans instruction and assignments to achieve desired student understandings.
- C. The teacher recognizes individual learning differences and differentiates instruction to meet student needs.
- D. The teacher uses materials, technology, and resources compatible with students' needs and abilities that support the current district curricula.
- E. The teacher links present content/skills with past and future learning experiences, other subject areas, and real world experiences/applications.
- F. The teacher provides closure for activities and lessons.
- G. The teacher writes clear, measurable learning objectives in lesson plans.

M	A	B	NA

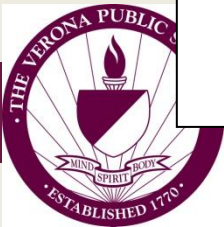
COMMENTS/RECOMMENDATIONS:

### II. ASSESSMENT

- A. The teacher provides a variety of ongoing assessments (including performance tasks and authentic assessments) to measure student outcomes.
- B. The teacher provides ongoing and timely feedback to encourage student progress.
- C. The teacher uses assessment (e.g. formative, benchmark, observation) results to make both daily and long-range instructional decisions.

M	A	B	NA

COMMENTS/RECOMMENDATIONS:





# Summative Evaluation

## ANNUAL TEACHER PERFORMANCE REPORT

### III. LEARNING ENVIRONMENT

- A. The teacher communicates and maintains clear expectations about behavior, classroom procedures, and academic achievement.
- B. The teacher maximizes the use of instructional time and resources.
- C. The teacher demonstrates and models respect toward students and others.
- D. The teacher organizes the classroom to ensure a safe and stimulating learning environment.
- E. The teacher provides opportunities for every student to be engaged in constructive learning experiences.

M	A	B	NA

COMMENTS/RECOMMENDATIONS:

### IV. PROFESSIONALISM

- A. The teacher communicates clearly, accurately, and effectively to members of the school community.
- B. The teacher demonstrates ethical and professional behavior.
- C. The teacher responds to all reasonable requests from administrators, parents, and students in a timely manner.
- D. The teacher contacts parents regularly regarding academic and social progress of students.
- E. The teacher exhibits collegiality within professional relationships.

M	A	B	NA

COMMENTS/RECOMMENDATIONS:

## ANNUAL TEACHER PERFORMANCE REPORT

### V. PROFESSIONAL GROWTH

- A. The teacher seeks methods to improve performance.
- B. The teacher is familiar with new techniques and materials.
- C. The teacher applies strategies learned from professional development.

M	A	B	NA

\_\_\_\_ hours have been completed toward the 100 Hour Professional Development Requirement for the 2009-2010 school year (attached list provided by staff member).

The staff member's 2009-2010 Professional Growth Plan (has/ has not) been completed.

COMMENTS/RECOMMENDATIONS:

During the \_\_\_\_\_ school year, (Name) has been absent:

\_\_\_\_ Personal Illness      \_\_\_\_ Family Illness      \_\_\_\_ Personal Business  
 \_\_\_\_ Death in the Family      \_\_\_\_ Days for other Reasons

As of \_\_\_\_\_ (Name) attendance rate was \_\_\_\_%  
 (Date)

(Name) was absent for Professional Activities \_\_\_\_ days.

FINAL REMARKS (AS NECESSARY):

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

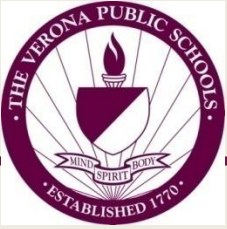
Signature of Staff Member \_\_\_\_\_ Date \_\_\_\_\_

Staff Member Comment(s): (Optional)





# Teacher Reflection



## Verona Public Schools

### MEMORANDUM

#### Reflection for Annual Performance Report

To:

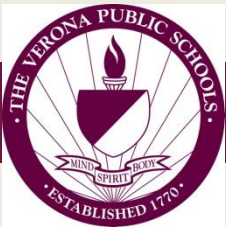
From:

Date:

Subject: **Annual Teacher Performance Report**

To help me prepare your final evaluation, please reflect on your year and complete the following reflection sheet. It should be returned to me by email on or before: \_\_\_\_\_

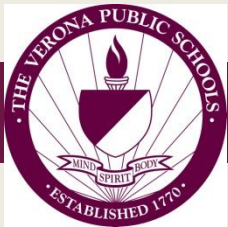
1. Highlight any UbD units you completed, taught or implemented in your lessons.
2. Highlight any special projects or activities you completed with your class.
3. Give examples of how you use a variety of assessments to measure student outcomes and discuss how you use assessments such as benchmarks and daily checks to determine long and short term goals for your students.
4. Provide a list of all workshops attended, courses taken and degrees earned. List any activities or special curriculum/school events you participated in from June 2009 to the present date. If you expect to complete a degree prior to September 1, 2010, please so indicate.
5. Review your current Personal Development Plan (PDP) and provide specific information about what you have done to meet each goal on your plan. Do not develop a new PDP at this time; we will meet at the beginning of the school year to work on it.
6. What do you feel are your strengths as a teacher?
7. What are your areas in need of refinement?



VERONA PUBLIC SCHOOLS

# Professional Development

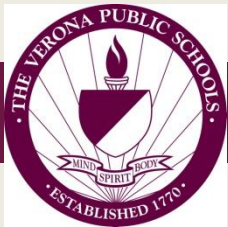
- All district workshops count toward NJDOE 100 hour requirement (2<sup>nd</sup> cycle began September 2010), but does not count toward movement on the salary guide
- Approved professional development outside of district and outside of school hours:  
*15 hours = 1 credit*
- North Essex Professional Development Consortium



# Professional Development

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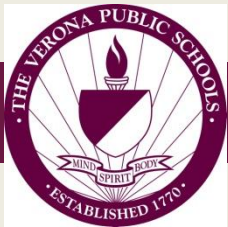
- Tuition reimbursement for approved graduate courses (1<sup>st</sup> year teachers with no prior teaching experience are not eligible)



# Something to Think About



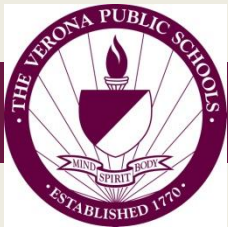
<http://www.youtube.com/watch?v=kO8x8eoU3L4>



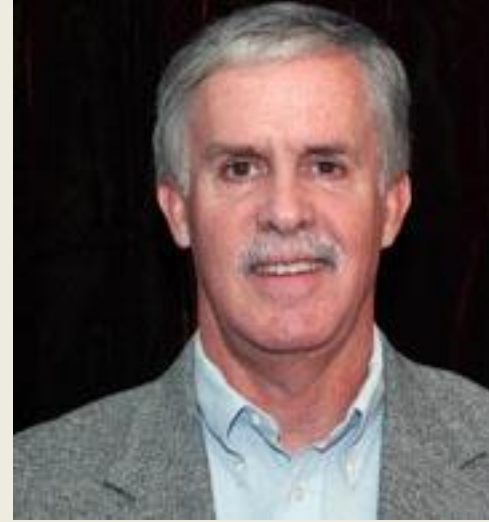
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# UbD...huh???

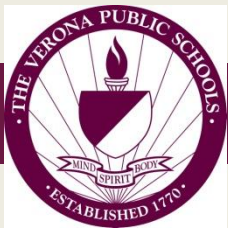
- UbD stands for Understanding by Design.
- It is a recommendation for effective unit design in education.
- It was developed by Grant Wiggins and Jay McTighe.



# OVERVIEW OF THE UNDERSTANDING BY DESIGN FRAMEWORK



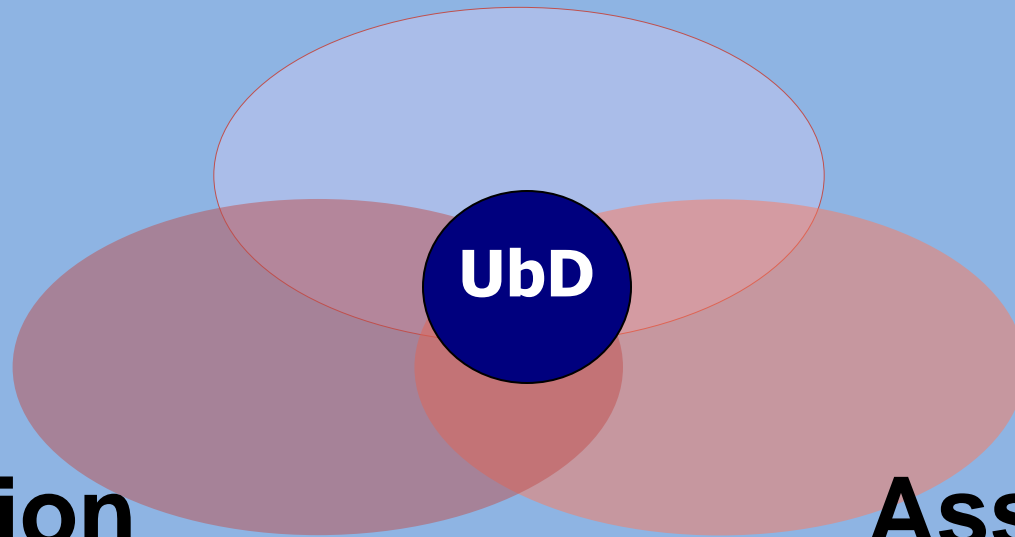
<http://www.youtube.com/watch?v=6Cagh0H7PPA&feature=related>



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# What is UbD?

Curriculum



Instruction

Assessment



**Everything is Integrated**

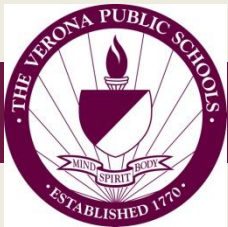


**Not just activity driven**

By *design*, UbD addresses these key instructional/curricular deficiencies:

---

- Teachers who teach the textbook
- Courses with no transparent priorities or goals
- Courses that have no clear relation to state standards, program goals, and/or school mission





# The BIG ideas of UbD

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## UbD Big Idea

Backward  
Design

Transfer

## Why important?

Plans need to be  
well aligned to be  
effective

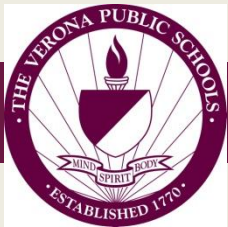
The essence of  
understanding & the  
point of schooling

## If not...

Aimless activity or  
coverage

Students fail to  
apply  
Poor test results

Wiggins Summer Institute, 2008

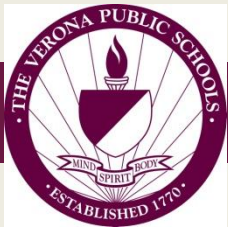


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# “Brutal” Facts about Curriculum

(Wiggins Summer Institute 2008)

- \* Many teachers have no explicit course goals/priorities.
- \* Teachers mistakenly treat the textbook as the syllabus
- \* In almost no school is anyone required to publish a defensible course syllabus in which they show how Mission and program goals will be achieved.
- \* There is little or no collaboration when writing curriculum.
- \* When we “write” curriculum, we mistakenly write it as content & activities instead of backward from desired accomplishments.



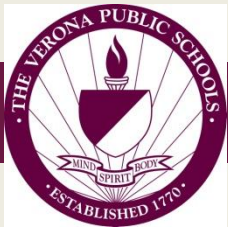
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# Research on Curriculum

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A guaranteed and viable curriculum is the #1 school-level factor impacting student achievement.

(Marzano, *What Works in Schools*)

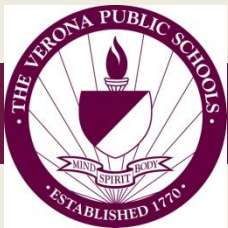


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# Two Key *Understandings* of UbD

- You must design “backward” from understanding if you want to achieve understanding “by design”
- Without transparent and important priorities - stated as performance, not content - neither teacher nor student can be effective; nor can they make wise decisions when inevitable adjustments have to be made.

Wiggins Summer Institute, 2008

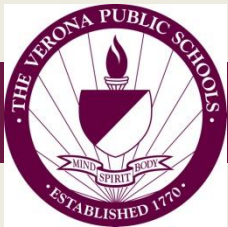


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# Example: Teacher 1

In late April, a history teacher begins to panic because he cannot finish the textbook unless he averages 40 pages per day. He decides to eliminate a unit on Latin America and a few time-consuming activities such as a mock UN debate and discussions of how current international events impact the world history topics they have been studying. His priority becomes moving to a fast-forward lecture mode to be sure his students are prepared for the departmental final exam.

COMMENT?

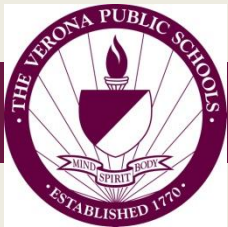


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# Example: Teacher 2

A third grade unit on apples features a reading about Johnny Appleseed, the writing of a creative story about an apple and the illustration of an apple using tempura paints. Students collect leaves from apple trees and make an apple leaf collage. The music teacher teaches songs about apples. In math, the teacher shows students how to scale up an applesauce recipe to make enough for the entire third grade. The students take a trip to an apple orchard where they go on a hayride and watch cider being made. During the culminating “Apple Fest” students do a number of activities including bob for apples, make applesauce, do apple word searches and read their apple stories to the whole group.

COMMENT?



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Wiggins Summer Institute, 2008

# Twin Sins of Unit Design: “Coverage-focused” teaching “Activity-focused” teaching

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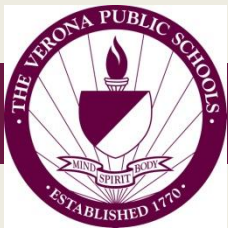
Teacher 1 is focused on “getting through” the material;

Teacher 2 is focused on keeping students active and engaged.

Neither method reveals any clear intellectual goals. Any understanding that happens is essentially a piece of good luck.

Understanding **is not** a part of the design.

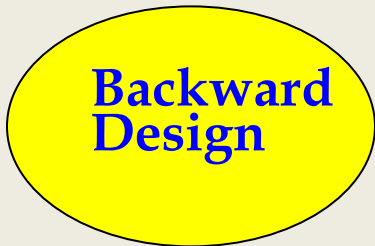
Wiggins Summer Institute, 2008



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# The BIG ideas of UbD

## UbD Big Idea



Transfer

## Why important?

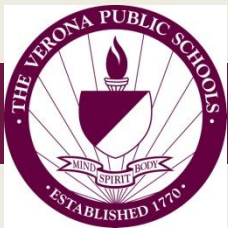
Plans need to be well aligned to be effective

The essence of understanding & the point of schooling

## If not...

Aimless activity or coverage

Students fail to apply  
Poor test results



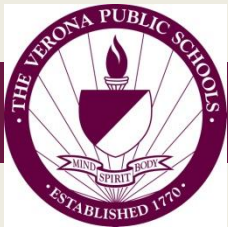
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# Exercise #1: What is Understanding?

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*Please refer to the sheet  
for Exercise #1 in your binder.*



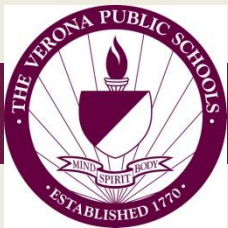
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# The course is not the content

Don't confuse **inputs** with **outputs**:

- **Thousands of car parts** with **the ability to drive**
- **Drills & skills** with **playing the game well**
- **List of ingredients and kitchen skills** with **the ability to prepare and cook meals**
- **The 700 page computer book** with **the ability to use the software to write letters and reports**

- Wiggins Summer Institute, 2008



Is this an effective way to teach Driver's Ed?

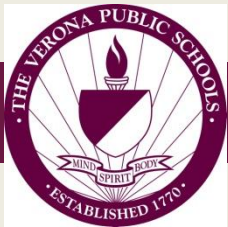


# Teaching vs. Learning

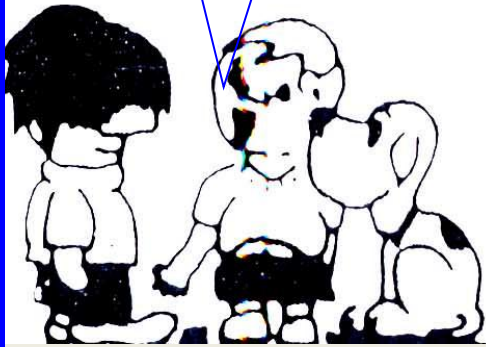
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Teaching **does not** cause learning.

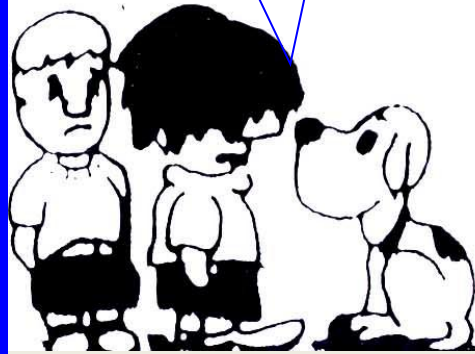
Successful attempts by the learner to learn and use what they have learned to achieve **causes** learning.



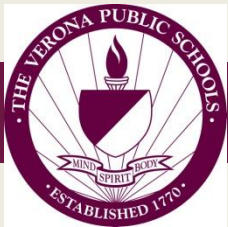
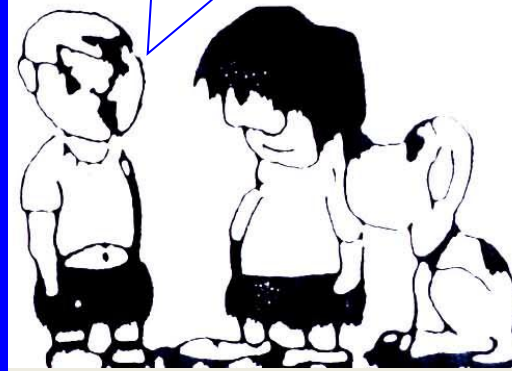
I taught spot to whistle.



I can't hear him whistling.



I said I taught him. I didn't say he learned it!



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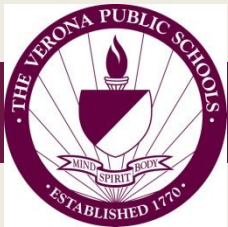
# Backward Design from “Content Coverage”

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I want students to understand -

- The Constitution
- The three branches of government

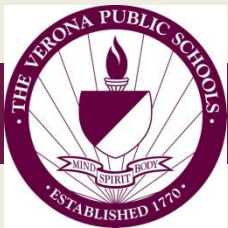
This **is not** a learning goal - this just states what the content is.



# Backward Design from the Understanding Sought

I want students to leave my course having understood that:

- the Constitution was a solution based on compromise to real and pressing problems and disagreements in governance; not an idea out of thin air
- the Constitution was a brilliant balance and limit of powers but was grounded in a long and sometimes bitter history, with many fights that are and always will be with us.

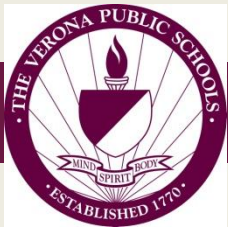


# Backward Design from the Understanding Sought (continued)

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I then want students to transfer that understanding to a modern relevant situation:

- The problem of designing a government for Iraq
- A system of governance for our school





# Backward Design from *Understanding*

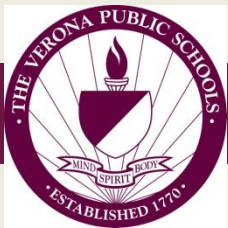
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Content mastery is the means, and thus, a short term goal of instruction.

Ask yourself: If content mastery is the means, what is the desired end? In other words, **WHY** do we teach this?

Teacher to class:

“I want you to learn  $a,b,c$ , so that, in the long run, you will be able to do  $x,y,z$ , , on your own.”

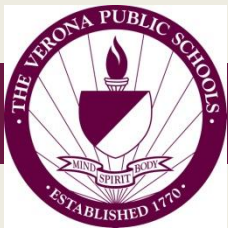


# Backward Design from *Understanding*

---

Implications to the teacher:

You have to design your courses backward from the kinds of problems, tasks, situations, and conditions you want students to be able to eventually handle on their own (student autonomy).



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# Content mastery = the means

## Physical Education Example

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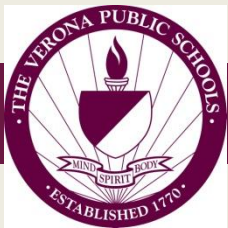
If content mastery is the means, what is the end?

I want you to learn the game of basketball so that, in the long run, you are able, on your own, to understand that implementing an effective offense, defense and cooperative strategies is important for success in all game situations.

**SO**

You (teacher) have to design your course **BACKWARD** from the kinds of cooperative strategies and offense/defense strategies that are necessary for success in this and other activities.

*This is only one transfer example in a basketball unit. Other examples?*



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# Content mastery = the means

## World Language Example

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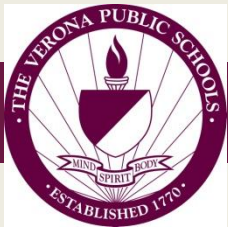
If content mastery is the means, what is the end?

I want you to learn the culture of the Spanish people so that, in the long run, you are able, on your own, to gain a cultural perspective of the Spanish people by experiencing their products and practices.

**SO**

You (teacher) have to design your course **BACKWARD** from the products and practices of the Spanish culture that will elicit an understanding of the culture.

*This is only one transfer example in  
a World Language unit. Other examples?*



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# Content mastery = the means

## English Example

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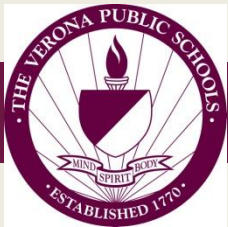
If content mastery is the means, what is the end?

I want you to learn grammar so that, in the long run, you are able, on your own, to speak and write in any situation with precision, clarity, and maximum impact.

**SO**

You (teacher) have to design your course **BACKWARD** from the kinds of communication challenges that depend upon precise grammar.

*This is only one transfer example in an English unit. Other examples?*



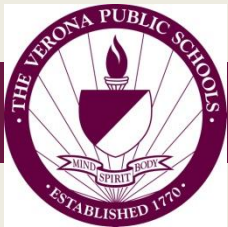
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# What are the implications for teachers?

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Usually, teachers lose sight of long term goals for understanding as they focus on short term planning, teaching, and assessing.

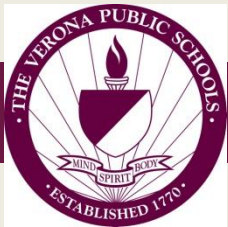
We say we value critical thinking and genuine problem solving but focus almost exclusively on short term content mastery that runs counter to this belief.



# Exercise #2: Content

---

*Please refer to the sheet  
for Exercise #2 in your binder.*



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# The BIG ideas of UbD

## UbD big idea

Backward  
Design

Transfer

## Why important?

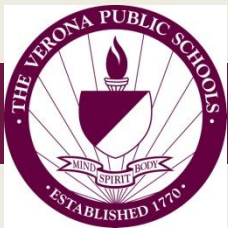
Plans need to be  
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## If not...

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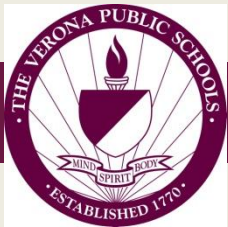


# Transfer: Defined & Justified

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What is transfer of learning?

Transfer of learning is the use of knowledge and skills, acquired in an earlier context, in a new context. It occurs when a person's learning in one situation influences that person's learning and performance in other situations. Wiggins Summer Institute, 2008

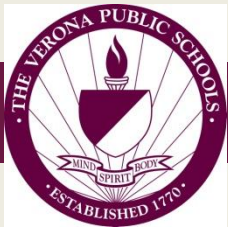


# Transfer - the real “game” of using content on your own

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Applying prior learning to

- \* a novel and increasingly new and unfamiliar looking task
- \* an increasingly challenging context and situation in terms of purpose, audience, dilemmas, etc.



# Student autonomy as a gradual release of responsibility:

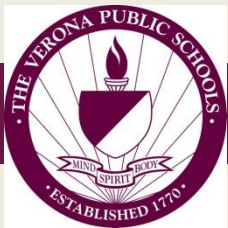
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I do, you watch.

I do, you help.

You do, I help.

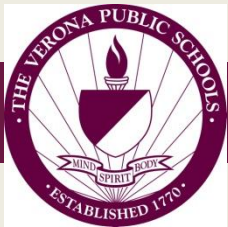
You do, I watch. (Teacher as facilitator)

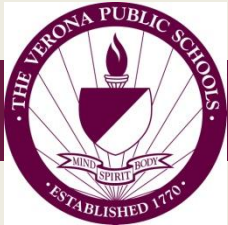


# Textbooks & Transfer

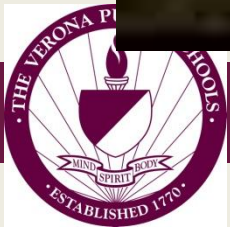
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The textbook almost never focuses on transfer; rather it provides mostly logically organized content and drills only.



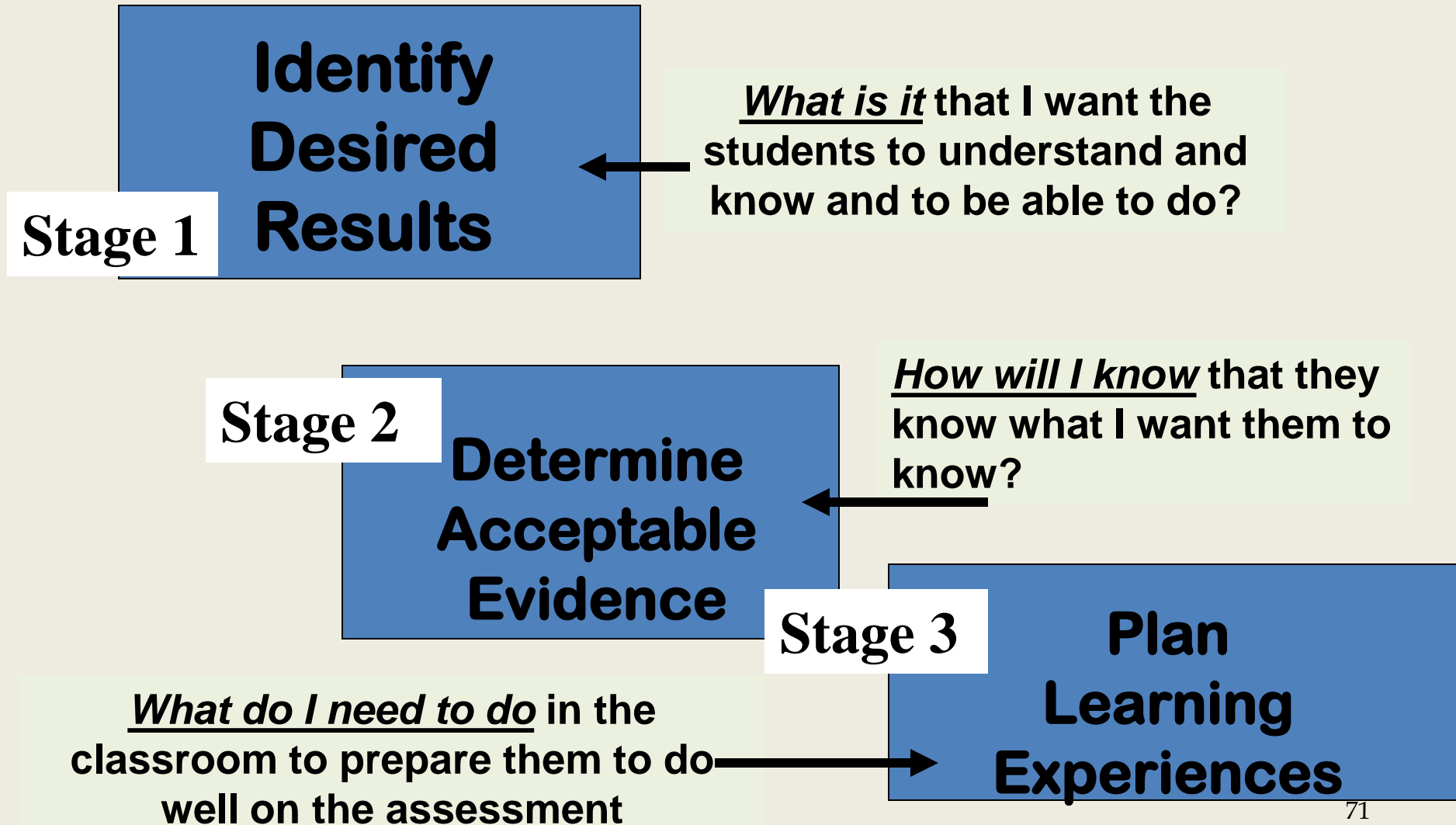


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# Stages in the Backward Design Process

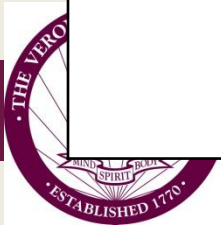


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## UNIT PLAN TEMPLATE

STAGE 1: DESIRED RESULTS					
Established Goals	Transfer				
NJCCCS	Students will be able to independently use their learning to...				
	Meaning				
	<table border="1"> <thead> <tr> <th>Enduring Understandings <i>Students will understand that:</i></th> <th>Essential Questions</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	Enduring Understandings <i>Students will understand that:</i>	Essential Questions		
	Enduring Understandings <i>Students will understand that:</i>	Essential Questions			
Acquisition of Knowledge & Skill					
Students will know:	Students will be able to:				
Key Terms					

STAGE 2: ACCEPTABLE EVIDENCE
Transfer Task
Other Evidence
STAGE 3: ACTIVITIES FOR LEARNING





# Verona Online Curriculum Database

eip


Spotlight Education N... Charles\_Sampson's blog ... Chalkdust101 ▾

District Home Select a School... Translate this page... Sign In

Home About Our Schools **Academics** Anti-Bullying Board Meetings Central Administration Community

Friday Folder

- Teaching & Learning
- Curriculum Documents
- Humanities
- Math and Science
- Schoolwide Enrichment
- Verona Preschool Program

 **VERONA PUBLIC SCHOOLS**  
Dedicated to Developing the Mind, Spirit, Body, and Heart

Calendar Staff Directory A+ Grades Athletics

## Curriculum Documents

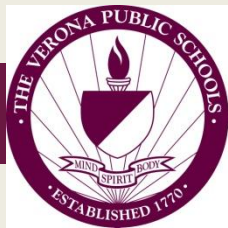
- Overview
- Verona Preschool Program
- English / Language Arts
- Mathematics
- PE & Health
- Science
- Social Studies
- Library/Media
- Fine & Performing Arts
- World Language

[Home](#) ▶ [Academics](#) ▶ [Curriculum Documents](#)

In an effort to provide timely and relevant information about our instructional program at all levels, we have made a commitment to publishing our curriculum when it has reached the implementation stage. Over the course of the next few months, we will be uploading finished curriculum documents for public view. These documents will be in the form of maps that detail the major course goals and understandings. These documents have been created using the [Understanding by Design](#) model for curriculum development.

Links to completed curricular documents may be accessed via the links on the menu on the left hand side of the page. Please keep in mind that the creation of these documents will occur over the course of the next few years. If you do not see a particular subject listed as a finished document, it does not imply that there is no curriculum for that subject, only that it has not undergone recent revision and redesign through the [Understanding by Design](#) process. For more information regarding our current curricular initiatives and our time line for curriculum development, please visit the [Teaching and Learning](#) section of our web site.

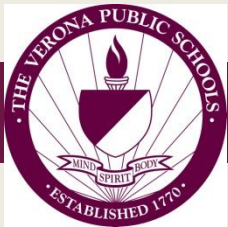
<http://www.veronaschools.org/domain/18>



# UbD in a Nutshell

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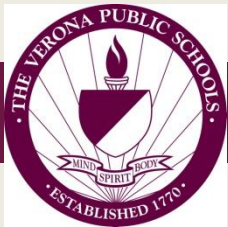
- You must develop a unit around TRANSFER keeping in mind, students who understand can transfer.
- Transfer tasks must be aligned with the transfer goal.
- Transfer tasks require autonomy!
- You can design either the Transfer Goal or Transfer Task first! (Backwards Design)
- Stage 3 (The Learning Plan) is where you have individual, creative flexibility.



# Next Steps

---

- New Teacher Meetings
- Dept/Grade Level Meetings
- Development of unit plans for courses taught
- Review scope and sequence documents/unit plans
- Continued collaboration with colleagues (teachers, supervisors, principals, DOIS, etc.)

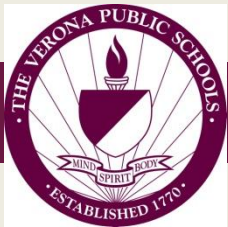


# New Teacher Meeting Schedule 2012-2013

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- Thursday, October 25
- Thursday, December 13
- Thursday, January 10
- Thursday, March 7
- Thursday, April 4
- Thursday, May 9

All meetings will be held in the BOE conference room, 3:15-4:30



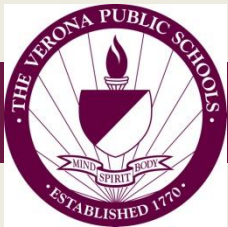
# LUNCH TIME!!!!

(But before you go...)

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Complete an EXIT card:

What burning questions do you have about the *Understanding by Design* curriculum framework?



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