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Leading Modern Learning: A Blueprint for Vision-Driven Schools (Second Edition)

By Jay McTighe and Greg Curtis

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Study Guide

This study guide is a companion to the book *Leading Modern Learning: A Blueprint for Vision-Driven Schools (Second Edition)* by Jay McTighe and Greg Curtis. *Leading Modern Learning* offers the reader a fully rethought version of their blueprint for major education reform that highlights key observations from their work with schools and includes guidance on how to avoid potential missteps, misunderstandings, and time wasters that inhibit progress when implementing reform.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

Chapter 1

Creating a Futures-Oriented Vision and Mission

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1. How do educators define *vision*? How do the authors? What is the central difference in these definitions?

2. What is a knowledge base and how does it function as the foundation of a future-oriented vision? What benefits does a strong knowledge base give educators?

3. Describe some ways in which a team of educators can build their knowledge base? What resources and strategies might they use to do so?

4. Describe *polarities* and *magic squares*. How are they used and in what ways do they encourage groups to consider change?

5. What is a consolidation workshop? How would you carry one out? How does a successful consolidation workshop help solidify a unified view of the future?

6. How do you define a mission? Also, describe the relationship between vision and mission.

Chapter 2

From Mission to Action

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1. What is the I-O-I Framework? Explain this framework's structure and how it might be implemented in a school.

2. What benefits come from maintaining the I-O-I framework? In general, what effects does implementation of the I-O-I framework have on a school? How does this framework encourage movement from vision to mission?

3. Please explain the backward design process. What are the three stages of backward design and how would they be utilized in the school?

4. What are some reasons that educators might choose to develop their curriculum using backward design? Given these benefits, could backward design be utilized for more than curriculum development? How would this be done?

5. Compare and contrast the process of backward design for curriculum development and for education initiatives. What are the differences between these processes? Why do these differences exist?

6. What are *self-directed learners*? How can backward design be used to develop self-directed learners and what does this process tell us about the framework itself?

Chapter 3

Curriculum for Modern Learning

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1. What is the primary goal of a modern curriculum? In what ways does this

   conceptualization of curriculum differ from historical conceptualizations?

2. What are the seven principles of a modern curriculum? Please explain each and describe

   how these principles enable successful curriculum design.

3. What are some of the ways in which curriculum mapping has evolved over the years?

   What are the primary differences in curriculum mapping now as opposed to historically?

   Please explain the successes and failures of this evolution.

4. What does it mean for a curriculum to be *guaranteed* and *viable*? Why should a

   curriculum possess these qualities?

5. What are the four fundamental purposes of the authors' curriculum blueprint? How do

   these fundamental purposes prevent certain outcomes from falling through the cracks?

6. How can a curriculum be created utilizing backward design? How does backward design

   during curriculum planning compare to backward design for educational initiatives?

7. What are transfer goals? Please explain their primary characteristics and their use during the process during curriculum development.

Chapter 4

An Assessment System for Modern Learning

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1. What are the five principles of effective assessment? Describe each. Why do these principles ensure effective assessment?

2. How would you examine the effectiveness of your current assessments? Is this a collaborative process? Provide an example of how you would navigate this process.

3. What are the five goals for learning? How are these goals different, and how do they determine assessment?

4. Explain the process of unpacking transdisciplinary impacts. Why should educators do this? What role do *performance dimensions* play in this process?

5. Define *cornerstone tasks* and provide some examples of what they are. What are they, and how should they be designed?

6. What are the characteristics of well-developed rubrics? What are some complications of using rubrics for transdisciplinary outcomes?

Chapter 5

Instruction for Modern Learning

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1. What is the importance of identifying clear learning principles? What are the qualities of well-developed learning principles? Also, please provide one or two examples of learning principles.

2. Please explain the *best design* exercise. What is its purpose, and what are its primary parts? What characteristics might be derived from this exercise?

3. Describe the A-M-T framework and its relationship to backward design. What is it, and what are its primary goals? How would you implement this framework in your school?

4. What are *productive dispositions*, and what role do they play in the learning process? Please describe the seven-step process that can be used to introduce and develop productive dispositions.

5. In what two ways is technology most dramatically affecting education? How might the influence of technology be capitalized on in the classroom? What are some new, technological resources that educators can make use of?

6. What are two useful types of cognitive tools? When should you choose one over the other and how should they be implemented?

Chapter 6

A Reporting System for Modern Learning

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1. Do most schools' or districts' reporting systems align with their stated mission? Why or why not? What are the dangers of a poorly designed reporting system?

2. What are the six principles the authors laid out that are meant to guide the reporting of modern learning? How do these principles ensure a successful reporting system?

3. What three factors should schools and districts evaluate and report on? Why these three?

4. How should effective reporting cover both disciplinary and transdisciplinary achievement? How do these reports achieve clarity, while reporting on soft and transdisciplinary skills?

5. Describe a modern approach to reporting. What tools do the authors recommend? Why should educators update their reporting systems?

6. What are the benefits of advanced, modern reporting? What unique utility does a platfrom like LearningBoard provide its users?

Chapter 7

Leadership for Modern Learning

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1. What are the two main points of failure for any strategy or change process? Provide an example of each and describe how they undermine the change process.

2. Define change leadership. What are the two understandings of change leadership that have influenced important shifts in education transformation?

3. What is the theory of action for change? Please describe each step of the process and how it should be implemented in schools.

4. What is an innovation configuration map? How should they be used, and what is the five-step process for developing them?

5. What are the guiding principals of change leadership? Which of these principals do you believe you could improve in? Why?

6. What are some strategies that educators can use to implement the eight guiding principals of change leadership?