

Solution Tree | Press

Leading Modern Learning: A Blueprint for Vision-Driven Schools

By Jay McTighe and Greg Curtis

Study Guide

This study guide is a companion to the book *Leading Modern Learning: A Blueprint for Vision-Driven Schools* by Jay McTighe and Greg Curtis. *Leading Modern Learning* outlines practical and evidenced strategies that can create enduring positive change in K–12 schools.

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 strong futures-oriented vision and mission.

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.

Copyright © 2016 by Solution Tree Press

Chapter 1

The Power of Visioning

1. How do educators define *vision*? How do the authors define the concept of vision? Why do they believe that visioning is a necessary first step in leading modern learning?
2. Why is a knowledge base the starting point for futures-oriented visioning, and what does it permit an education community to do?
3. How is scenario-based planning different from strategic planning processes?
4. List the steps in scenario building that the authors recommend be taken after school constituencies have taken part in building their knowledge base and have defined their areas of inquiry.
5. What are futures-oriented artifacts? Provide your own example of a futures-oriented artifact you or your students have used.
6. Why are artifacts helpful? What can artifacts help people interpret and gauge when they are moving through the change process?

Chapter 2

From Vision to Mission

1. How can you define a vision and a mission, and how are these concepts related?
2. Consider the two examples of poorly crafted mission statements featured on page 24.
What would you say is wrong with these statements?
3. Briefly define an impact. What are some of the distinctive characteristics of impacts?
What student learning outcomes can impacts identify?
4. What kind of impact is typically found in department missions, and what kind of impact is common in district- and school-level missions? Provide two examples of each of these two types of impacts.
5. What three criteria do the authors recommend that proposed impacts be evaluated with?
6. What can maintaining an Input-Output-Impact (IOI) framework do? How can an IOI framework impact a school's vision, mission, and resources in a way that produces complex effects across the school system?

Chapter 3

From Mission to Action

1. Why is a backward design process needed to help teacher teams work through transdisciplinary impacts?
2. List and answer the three essential questions educators must ask in carrying out backward curriculum design. What can you apply from these answers as you plan curriculum backward?
3. Briefly describe the three stages in the design process for planning curriculum backward.
4. What are the questions that assessors should ask in clarifying success indicators and gathering evidence related to inputs and outputs?
5. How does backward design for curriculum planning compare to backward design for educational initiatives?
6. What can you learn about each of the stages in the stage-by-stage example of the backward design process presented in this chapter?

Chapter 4

Curriculum for Modern Learning

1. How did the first generation of curriculum mapping use and develop a series of different kinds of maps in order to define and analyze units of study?
2. Why should curriculum be considered a living document? What two advantages does electronic mapping have that paper printouts do not?
3. What was the intention of second generation curriculum mapping? What problematic effect was seen in schools as a result of this second generation of curriculum mapping?
4. In their proposed third generation of curriculum mapping, how do the authors recommend modern curriculum mapping be done differently?
5. For what purposes are understandings identified? How are disciplinary understandings different from overarching understandings?
6. What are the characteristics of essential questions? What are essential questions meant to do and not meant to do?

Chapter 5

An Assessment System for Modern Learning

1. Briefly describe the five goal types for learning that Jay McTighe describes and how the goal types and their implications for assessment are different from one another.
2. What is the process of unpacking transdisciplinary impacts into performance indicators designed to do and not do?
3. What do most current assessments target? Why should the currently used assessment options expand?
4. Define cornerstone tasks. What are their general characteristics?
5. How can grafting inherently assimilate transdisciplinary impacts with the impacts of existing academic tasks?
6. What are the virtues of well-developed rubrics? What do common rubrics across grades or departments improve?

Chapter 6

Instruction for Modern Learning

1. Briefly describe the three parts of the best learning exercise. When learning is meaningful, what characteristics of deep learning are present?
2. What is acquisition, and what is its goal? In the acquisition process, what are the teacher's and learner's roles?
3. How is understanding qualitatively different from knowing? What does a teacher need to do to help students gain understanding?
4. Define transfer. Why are coaches in athletics and the arts good exemplars of how teachers should act in helping students develop their ability to transfer learning?
5. In what ways does personalized learning help develop transdisciplinary impacts?
6. Name the two types of cognitive tools that can support learning for disciplinary and transdisciplinary impacts. What are these tools' main contributions to student learning?

Chapter 7

A Reporting System for Modern Learning

1. How do traditional periodic report cards undervalue students' achievement? How does this practice not coordinate with the vision-driven schooling promoted in this book?
2. Answer the questions the authors provide on pages 127–128 before they offer ways to address weaknesses in current reporting systems. What do your answers tell you about how grading practices should be improved in your school or district?
3. What three factors should grading and reporting evaluate, according to grading reformers?
4. How does reporting progress separately from achievement affect reports and education overall?
5. From what three sources does performance evidence come? What does performance evidence provide through each of these sources?
6. Briefly describe the idea of a learning board. How would you say a learning board can be used to line up with desired impacts and amplify learning?