



OCT 05 2009

DepED MEMORANDUM

No. **431**, s. 2009

NATIONAL EDUCATION CONFERENCE ON UNDERSTANDING BY DESIGN

To: Bureau Directors
Regional Directors
Schools Division/City Superintendents
Heads, Public and Private Secondary Schools

1. The Fund for Assistance to Private Education (FAPE) and the Department of Education (DepED) in partnership with the Forum on Curriculum and Supervision (FOCUS) will hold the National Education Conference on Understanding by Design on November 5-7, 2009 at the Manila Hotel Tent City, One Rizal Park, Roxas Blvd., Manila with the theme "Understanding by Design: Getting to the Core of the 2010 Secondary Education Curriculum".
2. The conference aims to orient school heads and teachers on Understanding by Design (UBD), a worldwide "teaching for understanding" model that links curriculum, instruction and assessment to improve learning outcomes.
3. The participants are school heads and teachers from public and private secondary schools (one school head and one teacher per school) nationwide. Attendance of public school participants is **on official time only**.
4. The conference will be conducted by Everett Kline and Jeanne H. Purcell, two internationally-renowned speakers from the Association for Supervision and Curriculum Development (ASCD) based in the United States. The schedule of activities is in Enclosure No. 1.
5. A registration fee of Eight Thousand Five Hundred Pesos (PhP8,500.00) will be charged each participant inclusive of two snacks and lunch per day, a conference kit, three (3) ASCD books which will be used during the conference. Enclosure No. 2 is the overview of the ASCD books.
6. Participation is on a "first-come, first-accepted" basis since the conference is non-residential and the venue can only accommodate two thousand five hundred (2,500) participants. The participants should pre-register and pay the conference fee at any Bank of the Philippine Islands (BPI) branch **on or before October 24, 2009**. They must also fill out the enclosed registration form (Enclosure No. 3) and fax together with the BPI deposit confirmation slip to FAPE Office at fax no.: (02) 810-8564.

7. For more information, please contact Ms. Carol C. Porio, Executive Director, FAPE, 7th Floor Concorde Condominium, Cor. Salcedo and Benavides Sts., Legaspi Village, Makati City at tel. nos.: (02) 818-7923; (02) 384-8071 or at e-mail address: info@peac-fape.org.ph.

8. Immediate dissemination of this Memorandum is desired.


RAMON C. BACANI
Undersecretary

Encls.:

As stated

Reference:

None

Allotment: 1- -(D.O. 50-97)

To be indicated in the Perpetual Index
under the following subjects:

CONFERENCES
SCHOOLS
TEACHERS

D-Maricar/DM- National Conference on Understanding by Design
09-23-09

Enclosure No. 1 to DepED Memorandum No. 431, s. 2009

Understanding by Design (UbD): Getting into the Core of the 2010 Secondary Education Curriculum

Manila Hotel Tent City
November 5 - 7, 2009

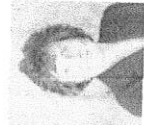
November 5		November 6		November 7	
Morning	Track 1	Morning	Track 2	Morning	Track 2
8:00-9:00	Opening Ceremonies (Plenary)	8:30-10:00	Overview of Understanding by Design (UbD)	8:30-10:00	Overview of Understanding by Design (UbD)
9:00-10:00	Track 1 Overview of Understanding by Design (UbD)	10:00-10:30	Track 2 Eight Principles of Differentiated Instruction	10:00-10:30	Track 2 Eight Principles of Differentiated Instruction
10:00-10:30	Break	10:30-12:00	Strategies for Doing DI	10:30-12:00	Strategies for Doing DI
10:30-12:00	UbD Stage 1: Desired Results	Afternoon 12:00-1:30	UbD Stage 2: Assessment	Afternoon 12:00-1:30	UbD Stage 2: Assessment
Afternoon 12:00-1:00	Lunch	1:30-3:00	Strategies for Doing DI	1:30-3:00	Strategies for Doing DI
1:00-3:00	UbD Stage 2: Assessment	3:00-3:30	UbD Stage 3: Learning Plan	3:00-3:30	UbD Stage 3: Learning Plan
3:00-3:30	Break	3:30-5:00	Taking Differentiated Instruction to a Higher Level	3:30-5:00	Taking Differentiated Instruction to a Higher Level
3:30-5:00	UbD Stage 3: Learning Plan				



Everett Kline is an educational consultant specializing in Understanding by Design, standards-based assessment reform, curriculum that focuses on promoting understanding, implementing authentic assessments, and applying scoring rubrics based on rigorous performance standards. His most recent work has been as a facilitator to schools and districts as they have begun the multistep process of integrating these changes into their culture. He has been a classroom teacher, building program leader, and assistant superintendent for instruction and learning for the South Orange-Maplewood (N.J.) School District.

Kline has served as a consultant and presenter for ASCD, the Council of Chief State School Officers, the College Board, the National Assessment of Educational Progress, the National Endowment for the Humanities, Teachers College at Columbia University, and the Stevens Institute of Technology.

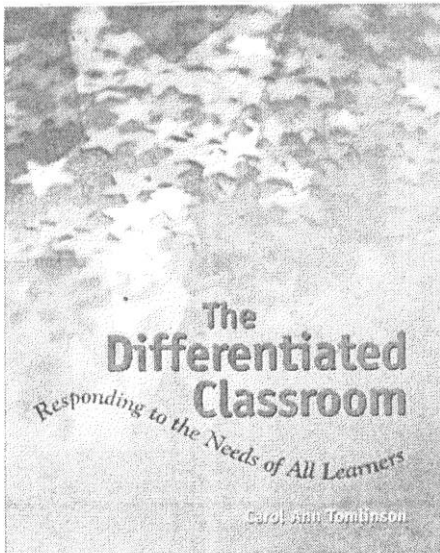
He is a coauthor of *Transforming Schools: Creating a Culture of Continuous Improvement*, chosen by ASCD as a member book for Spring 2004. He also coauthored an article on curriculum change in *Primary Voices*.



Jeanne H. Purcell is an educational consultant specializing in differentiated instruction. She is the former Coordinator for Advanced Placement and Gifted and Talented Education at the Connecticut State Department of Education. Prior to her work at the State Department of Education, Dr. Purcell was an administrator for Rocky Hill Public School, where she was a K-3 curriculum coordinator and conducted a three-year staff development initiative on differentiated instruction. She has been a community service coordinator and teacher for grade 7-12 for 18 years in Connecticut school districts. Purcell presents regularly at ASCD conferences on differentiating instruction and has worked worldwide with districts and schools in implementing differentiated instruction. Purcell has published four books and many articles in several journals and magazines, including *Educational Leadership*, *Gifted Child Quarterly*, *Educational and Psychological Measurement*, *National Association of Secondary School Principals' Bulletin*, *Our Children: The National PTA Magazine*, and *Parenting for Potential*. Dr. Purcell is active in her local community and in many educational organizations.

- Areas of Expertise**
- Understanding by Design
 - Assessment

Enclosure No. 2 to DepED Memorandum No. 431, s. 2009



The Differentiated Classroom: Responding to the Needs of All Learners

Carol Ann Tomlinson

(ASCD Premium, Select, and Regular Member book, 1999) 8" x 10", 132 pages

OVERVIEW

Matching your instructional approach to the needs and interests of every student is an overwhelming challenge unless you follow the comprehensive approach offered in this book.

The leading authority on differentiation explains common sense, classroom-proven approaches that work for teachers in any grade level:

- 8 principles that guide a differentiated classroom
- 15 instructional strategies that make it much easier for you to provide multiple learning paths for students
- Practical ways to give students options about how they learn required curriculum
- Steps to help you get started with differentiation or take it to a higher level

Vivid classroom examples of real teachers ensure you always know what to differentiate, how to differentiate it, and why.

Understanding by Design, Expanded 2nd Edition

Grant Wiggins, Jay McTighe

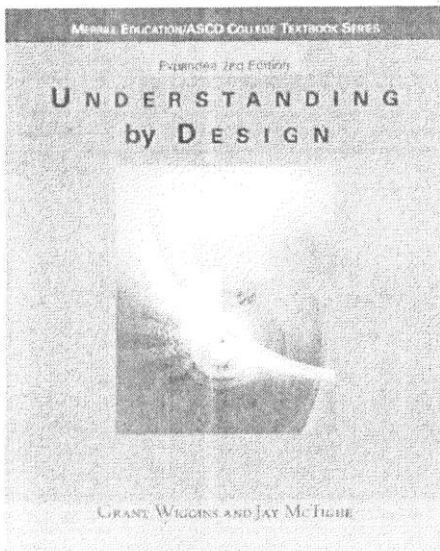
(ASCD book, 2005) 8 1/2" x 11", 370 pages

OVERVIEW

How do you know when students understand something? Can you design learning experiences that make it much more likely that students understand content and apply it in meaningful ways?

Since 1998, thousands of educators have used Understanding by Design to answer these questions and create more rigorous and engaging curriculums. Now, this expanded second edition gives you even more tools and strategies for results-oriented teaching:

- An improved template for creating curriculum units based on the breakthrough "backward design" method
- More specific guidelines on how to frame the "big ideas" you want students to understand
- Better ways to develop the "essential questions" that form the foundation of high-quality curriculum and assessment
- An expanded toolbox of instructional approaches for obtaining the desired results of a lesson
- More examples, across all grade levels and subjects, of how schools and districts have used the UbD framework to maximize student understanding
- Educators from K through college can get everything they need – guidelines, stages, templates, and tips -- to start designing lessons, units, and courses that lead to improved student performance.



Checking for Understanding: Formative Assessment Techniques for Your Classroom

DOUGLAS FISHER, NANCY FREY

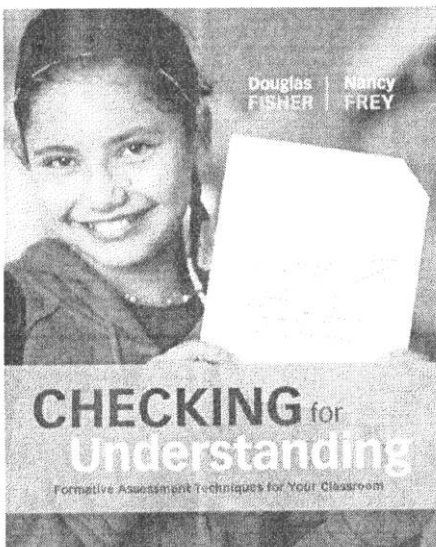
(ASCD Premium and Select Member book, September 2007) 8" X 10", 164 pages

Overview

If you ever have students who are reluctant to tell you when they don't understand something—or worse, tell you they understand when they really don't—then here's a book that gives you lots of ways to check for understanding. Learn why typical methods to check for understanding are usually ineffective. And explore formative assessment techniques that work in any subject area and grade level:

- Seven types of oral language (speaking and listening) strategies that close the gap between what students need to know and what they already know
- Four ways to use writing to check for understanding in any subject
- Student response techniques that increase participation and engagement
- Projects and performances that are easily integrated into daily classroom practice
- Test items that help plan
- further instruction

Extensive classroom examples show you how to use these formative assessments to correct misconceptions, improve learning, and model good study skills for individual students or across multiple classrooms.



**FAX THIS FORM WITH THE BPI DEPOSIT/PAYMENT SLIP TO
(02) 810-8564**

NATIONAL EDUCATION CONFERENCE ON
Understanding by Design: Getting to the Core of the 2010 Secondary Education
Manila Hotel Tent City, Roxas Boulevard, Manila
November 5-7, 2009

PRE-REGISTRATION FORM

Please type or print in block letters the following information:

Name: _____
Mr./Ms./Mrs./Dr./etc. (please specify) (First Name) (M.I.) (Family Name)

Academic Title: _____ Grade/Year Levels handled: _____

School Name: _____
Is the School an ESC and/or EVS participating school? Yes ___ No ___

School Address: _____

Tel.:() _____ Fax:() _____ Email: _____

PAYMENT INSTRUCTIONS:

Participants shall pay a conference fee of **P8,500** per participant.

Payment shall be made exclusively through cash or manager's Check deposited to any branch of the Bank of the Philippine Islands (BPI) under the account name: **PEAC Externally Funded Projects with Current Account No. 009661-0021-04.** Kindly indicate clearly in the deposit slip the complete name of the conference participant for which payment is being made. **There shall be one deposit slip per participant.**

Participants to the conference are confirmed only upon payment of the conference fee. Official receipt for payment shall be provided each participant along with their conference kit on the day of the conference. Cancellation of payment for paid participants will be refunded 50% of payment made if a letter of advice is received by FAPE not later than October 16, 2009.

**PASTE BPI
DEPOSIT/PAYMENT
SLIP HERE**

Deadline for Payment and Registration is on October 24, 2009.
For further inquiries please call FAPE at (02) 818-7923 or (02) 3848071