This interactive session will explore the following essential questions:

- What is the Mission of Schooling and how should a school’s mission guide its work?
- How should principles of learning influence educational practice?
- How might we construct a coherent curriculum and assessment system for honoring our Mission?
- What are observable indicators of a standards-based classroom?, school?, district?
- In what ways can “backward design” enhance school improvement planning?
- How can we make assessment a “photo album, not a snapshot?”
- How can we appropriately “depersonalize” educational practices?
- What performance data (beyond standardized test scores) can guide our school/district-improvement efforts?
- How might we “work smarter” in curriculum design and school reform?
- How should we “walk the talk” and apply standards to our own work in curriculum, assessment, and instruction?
- In what ways can all elements of the system align to sustain standards-based reforms?

In addition, we’ll examine a variety of practical and proven processes, tools and examples to assist administrators and teacher leaders in leading and sustaining standards-based education at the school or district level.

**Workshop Fees**

Members must ensure that their memberships are up-to-date.

<table>
<thead>
<tr>
<th>Membership Status</th>
<th>Fee Per Participant</th>
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</thead>
<tbody>
<tr>
<td>ASCD Singapore Life or Ordinary Members</td>
<td>S$80</td>
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<tr>
<td>ASCD Singapore Institute Members (Group of 5 Participants)</td>
<td>S$375</td>
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<tr>
<td>New-Members</td>
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<tr>
<td>(Membership Form must be received together with Seminar Registration Form) (Fee includes ASCD Ordinary Membership until 31 Dec 08)</td>
<td>S$120</td>
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<tr>
<td>Non-Members</td>
<td>S$140</td>
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</tbody>
</table>

*Limited to 280 participants*

Lunch and coffee breaks are included.

**Priority Registration for ASCD Members**

ASCD Members will be given priority registration until 15 March 2008 after which registration is open to all on a first-come-first-served basis.

**Closing Date for Registration**

Closing date for all registrations is 26 March 2008 or as soon as we have reached the auditorium’s maximum capacity.
Jay McTighe brings a wealth of experience developed during a rich and varied career in education. He served as Director of the Maryland Assessment Consortium, a state collaboration of school districts working together to develop and share formative performance assessments. Prior to this position, Jay was involved with school improvement projects at The Maryland State Department of Education. Jay is well known for his work with "thinking skills," having coordinated statewide efforts to develop instructional strategies, curriculum models, and assessment procedures for improving the quality of student thinking. He also directed the development of the Instructional Framework, a multi-media database on teaching. In addition to his work at the state level, Jay has experience at the district level in Prince George's County, Maryland as a classroom teacher, resource specialist, and program coordinator. He also served as director of the Maryland Summer Center for Gifted and Talented Students, a statewide residential enrichment program held at St. Mary's College.


He has published articles in a number of leading journals and books, including Educational Leadership (Association for Supervision and Curriculum Development [ASCD]), Developing Minds (ASCD), Thinking Skills: Concepts and Techniques (National Education Association), and The Developer (National Staff Development Council). Jay has an extensive background in staff development and is a regular speaker at national, state, and district conferences and workshops. He is also a featured presenter in four videotape programs, Performance Assessment in the Classroom (Video Journal of Education), Developing Performance Assessments, and Understanding (ASCD), Using Backward Design (ASCD).

Jay received his undergraduate degree from The College of William and Mary, earned a Masters degree from The University of Maryland and has completed post-graduate studies at The Johns Hopkins University. He was selected to participate in The Educational Policy Fellowship Program through the Institute for Educational Leadership in Washington, DC. He served as a member of the National Assessment Forum, a coalition of education and civil rights organizations advocating reforms in national, state and local assessment policies and practices. Jay also completed a three-year term on the ASCD Publications Committee, serving as Committee chair during 1994-95.