ASCD BOARD OF DIRECTORS MEETING

Friday, March 11, 1988
Monday, March 14, 1988
Boston, MA

Westin Hotel
Essex Ballroom, South & Center
Rotunda Level, 3rd Floor

AGENDA

Friday, March 11

8:00 a.m. Coffee available for board members

8:15 Orientation of new board members by President-Elect Art Costa

9:00 Board of Directors meeting convenes—all directors will need to have preregistered by mail; nonregistered members will need to contact Credentials Committee on-site for admission to meeting

Marcia Knoll, Presiding

1. INTRODUCTION
   o President's remarks—procedures
   o Approval of previous minutes

2. ELECTION RESULTS
   o President Elect
   o Executive Council, Board of Directors, and Review Council members elected

3. ACTION ON EXECUTIVE COUNCIL RECOMMENDATION FOR EXECUTIVE DIRECTOR'S CONTRACT

4. CONDUCT BOARD ELECTION TO SELECT FIVE PEOPLE TO SERVE ON THE 1988 NOMINATING COMMITTEE

Referreded Attachment or Annual Report (AR)
Page Number

Attachment A

Ballot to be distributed
5. BUDGETARY AFFAIRS

- Review FY 87 auditor’s report
  - Annual Report, p. 4

- Action on preliminary estimate of FY 89 budget
  - Attachment R

- Action to retain Ribis and Associates as auditors for FY 89 budget
  - Attachment C

6. ANNUAL UPDATE OF ASCD LONG RANGE PLAN

- Brief oral reports by appropriate staff members on status of four focus areas of plan
  - Attachment F

- Roundtable discussion by board members on:
  (1) do these areas continue to be appropriate?
  (2) are there new or additional activities that should be considered?
  (3) action affirming or changing existing five areas of long range plan
  - Attachment F

- Action on recommendation of Proficiency Recognition Task Force
  - Attachment F-1

- Present Executive Council recommendation for adding a new area of focus on "at risk" youth; action to affirm, modify, or reject.
  - Attachment G

- Preliminary discussion on issues or focus areas that should be given further consideration in the future

7. RESOLUTIONS

- Followup on 1987 resolutions
  - Annual Report, p.32

- Initial report of the 1988 Resolution Committee (Art Steller, Chair)
  - Attachment E

8. RECEIVE REVIEW COUNCIL REPORT (DELORES SILVA, CHAIR)

9. FIELD SERVICES/AFFILIATE MATTERS

- Action on application of affiliate from St. Maartens
  - To be distributed

- Review count of 1989 proportional representatives
  - Annual Report, p.40
10. CONSENSUS ON THE MISSION AND ACTIVITIES OF THE PROPOSED CURRICULUM/TECHNOLOGY REVIEW CENTER - Roundtable Discussion

- Review status of addition to headquarters building to house C/TRC
  Annual Report, p.31

- Review Executive Council formulations on potential missions of the center
  Attachment K

- Set priorities on the kinds of activities in which the center would engage

11. BOARD DISCUSSION OF THE "KNOWLEDGE VS PROCESS" ISSUE RAISED BY THE BOOK, CULTURAL LITERACY, and THE FINN-RAVITCH (NAEP) STUDY

- All board members should have received copies of the NAEP report of the test scores achieved by some 8,000 high school juniors along with the Cawelti commentary on the results. Please bring this along with you.
  Attachment H

- In roundtable discussion: (1) Is this new emphasis on factual knowledge having any impact on the curriculum in your district, and (2) What responses or activities do you feel ASCD should undertake as a result? (3) What should curriculum leaders in the schools be doing in response to these findings?

It can be anticipated that more testing will be coming along in the areas of history, literature, geography, science and other subjects. NAEP data is expected to be released state-by-state for the first time in the near future.

Each table should provide a brief written summary of their responses to these questions; oral reports also as time permits.

4:00 Adjourn

Monday, March 14 - Immediately following business meeting

1. Executive Council report on 1989 Nominating Committee

2. Any actions needed on 1988 resolutions just passed.
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

ANNUAL CONFERENCE
BOARD OF DIRECTORS MEETING
MINUTES

Friday, March 11, 1988
Monday, March 14, 1988
Boston, Massachusetts
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ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
BOARD OF DIRECTORS MEETING

March 11, 1988
March 14, 1988
Westin Hotel
Hynes Convention Center
Boston, Massachusetts

MINUTES

President Marcia Knoll called the meeting to order at 9:00 a.m. on Friday, March 11, 1988 at the Westin Hotel. Jeffrey Kilgore, Esq., served as ASCD Parliamentarian. In addition to the Board of Directors and ASCD members, the following attended the meeting:

ASCD Staff: Diane Berreth, Director of Field Services; John Bralove, Director of Administrative Services; Ron Brandt, Director of Publications; Gordon Cawelti, Executive Director; Aurora Chase, Manager of Media/Production; Kathy Compton, Administrative Assistant; Helene Hodges, Director of Research & Information; and Cynthia Warger, Director of Professional Development.

1. INTRODUCTION

President Knoll extended a formal welcome to the 1988 Annual Conference participants and thanked the Board of Directors for their work in the past year.

2. APPROVAL OF PREVIOUS MINUTES

Bob Valiant (WA) moved and Thelma Spencer (NJ) seconded approval of the minutes of the 1987 Board of Directors' meeting. MOTION CARRIED.

After approval of the minutes, Ms. Knoll discussed the problems faced by ASCD at the Hynes Convention Center and asked the board members to be supportive, helpful, and, above all, positive when dealing with disgruntled conference participants.
3. ELECTION RESULTS ANNOUNCED

Ms. Knoll introduced everyone elected in the 1987 elections and announced that Everette Sams (TN) has been determined to be a new Executive Council member due to an error in the number of candidates elected last year. The results of the elections are:

National Election

President-Elect
Patricia Conran (OH)

Members-at-Large
Harriett Arnold (CA)
Linda O'Neal (TX)
Yolanda M. Rey (TX)
Belinda Williams (NJ)
Hilda Young (LA)

Review Council
Mitsuo Adachi (HI)

Executive Council Member
Barbara T. Jackson (DC)

Board of Directors Election

Executive Council Members
Lu Kiser (IA)
Charles Patterson (TX)
Everette Sams (TN)

4. ACTION ON EXECUTIVE COUNCIL RECOMMENDATION FOR EXECUTIVE DIRECTOR'S CONTRACT.

It was moved by Cameron Pulliam (MO) and seconded by Candace Ransing (Germany) to extend a three-year contract to Mr. Cawelti. The MOTION CARRIED by unanimous vote.

5. SELECTION OF 1989 NOMINATING COMMITTEE

The following were elected by a Board of Directors' ballot vote to serve on the 1989 Nominating Committee:

Ed Bourque (CT)  Tom Gallagher (OK)
Delores Hamilton (DC)  Margaret Montgomery (TX)
Jerry Spies (MN)

It was moved by Corrine Hill (UT) and seconded by Bets Manera (AZ) to approve the vote. MOTION CARRIED.

It was requested that ballot procedures be modified in the future to reflect the qualifications of the candidates to serve on the Nominating Committee.
6. BUDGETARY MATTERS

Mr. BraLove and Mr. Cawelti reviewed the FY87 report of Ribis and Associates and discussed the preliminary budget of FY89. Mr. Cawelti asked for approval by the board for ASCD to proceed as outlined in the FY89 budget estimate.

It was moved by Thelma Spencer (NJ) and seconded by Donna Moss (NY) to accept the FY89 budget estimate. MOTION CARRIED.

Mr. Cawelti also asked the board for a motion to retain Ribis and Associates as auditors for the FY89 budget.

It was moved by Cameron Pulliam (MO) and seconded by Thelma Spencer (NJ) to retain Ribis and Associates as auditors for FY89. MOTION CARRIED.

7. ANNUAL UPDATE OF ASCD LONG RANGE PLAN

After reports on the current focus areas of the long-range plan the board members began roundtable discussion on whether these focus areas remain appropriate and whether there are new or additional activities that should be considered by ASCD.

Work sheets were collected at the end of discussion and the results will be reviewed at the June Executive Council meeting.

8. PROFICIENCY RECOGNITION TASK FORCE

It was moved by Arlene Soifer (NY) and seconded by Margret Montgomery (TX) to approve the recommendation of the Proficiency Recognition Task Force to incorporate Phase I of the Proposal for the Proficiency Recognition Project in Supervision. MOTION CARRIED.

Phase I, Identification of Supervisory Proficiencies, is estimated to cost $25,000 and will precede the actual development of the project. It will take place in 1988-89. A research study will be conducted to identify the domain of supervision and to assess the supervisory proficiencies of selected professionals in a variety of positions who have a reputation of being highly effective supervisors. The results of this research on supervisory proficiencies will be reported in the form of knowledge and skills.
9. AT RISK AS A NEW FOCUS AREA

Ms. Knoll announced the Executive Council's recommendation that "At Risk" students be added to ASCD's area of focus. She asked for a motion from the floor.

Cameron Pulliam (MO) moved and Fred Young (NJ) seconded the motion to approve "At Risk" as a new area of focus for ASCD. MOTION CARRIED.

Kolene Granger (UT) made a motion to amend the original motion to approve At Risk as a new focus area for ASCD with a main component being Early Childhood Education. Charles Shepherd (GA) seconded the motion. MOTION CARRIED.

10. RESOLUTIONS

Art Steller, Chair of the 1987-88 Resolutions Committee briefly reported on the 19 resolutions for 1987 which were successfully implemented by ASCD staff. He discussed the new resolutions procedures which are designed to encourage debate and create interest among the members. Mr. Steller also discussed the proposed resolutions for 1988.

11. RECEIVE REVIEW COUNCIL REPORT

Dolores Silva, Review Council Chair, reported a summary of the observations and recommendations by the Review Council concerning the ASCD Strategic Plan, 1987-1992 and the implementation of future long range plans.

12. FIELD SERVICES REPORT

Ms. Berreth briefly discussed the general good health of the affiliates. She announced that St. Maarten, Netherland Antilles, had made an application for affiliate status. Reynold Groeneveldt, president of the proposed St. Maarten ASCD and the St. Maarten delegation were introduced to the board. Mr. Groeneveldt formally requested affiliation from the board.

Art Costa (CA) moved and Bob Valiant (WA) seconded a motion to approve the affiliate status of St. Maarten. MOTION CARRIED BY UNANIMOUS VOTE.

St. Maarten is ASCD's 58th affiliate.

Ms. Berreth reviewed the count of 1989 proportional representatives and announced that affiliate membership was approximately 25,000. She also discussed the soon-to-be released policy analysis, Moral Education in the Life of the School and reported on the progress and development of other Field Services projects and programs.
13. CONSENSUS ON THE MISSION AND ACTIVITIES OF THE PROPOSED CURRICULUM/TECHNOLOGY REVIEW CENTER

Mr. Cawelti reported on the progress of the proposed building addition at ASCD headquarters. He stated that building has been delayed due to legal proceedings and technicalities. Building will begin no earlier than August, 1988 and will be completed approximately nine months later.

Mr. Cawelti then reviewed the Executive Council's proposals for the mission of the CTRC. Previously, the board and the council had authorized approval to develop the CTRC with the general mission of providing more leadership in monitoring curriculum programs and related technology matters in order to better inform the membership. Mr. Cawelti requested that the board members engage in roundtable discussion in order to reach consensus on a specific mission and to put the potential activities into priority.

Written summations were collected and the results will be reported to the Executive Council in June.

14. BOARD OF DIRECTORS DISCUSSION OF THE "KNOWLEDGE VS PROCESS" ISSUE

The board members held roundtable discussions as to how ASCD should approach this issue and what activities ASCD should undertake as a result. Written responses were collected after the discussion. The executive council will discuss the issues in June.

Meeting adjourned at 4:00 p.m.

Monday, March 14, 1988

President Knoll called the meeting to order at 6:00 p.m.

1. RESOLUTIONS

Ms. Knoll asked for a motion to approve the resolutions as set in the business meeting held just prior to the board meeting.

Bob Valiant (WA) moved to accept the 1988 resolutions passed during the business meeting. Jim Barchek (WA) seconded the motion. MOTION CARRIED. A copy of the 1988 resolutions is attached for your review.
2. EXECUTIVE COUNCIL REPORT ON 1989 NOMINATING COMMITTEE MEMBERS

The Executive Council selected the following Nominating Committee members to serve with those elected by the Board of Directors:

   Joanna Kalbus (CA)
   Donna Connor (WY)
   Peggy Sorenson (UT)
   Mae Kendall (GA)
   Glenn Connor (IA)

The meeting was adjourned at 6:10 p.m.
1986 RESOLUTIONS
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

CRITICAL PRIORITY RESOLUTIONS
ENDORSED BY RESOLUTIONS COMMITTEE

1. Civics, Geography, and History
The future of America's children lies in the 21st century. As schools celebrate the bicentennial of the Constitution and the Bill of Rights, we must be aware that many Americans are growing up without understanding these documents or the principles of citizenship and democracy. The National Assessment of Educational Progress and other reports have revealed that some students know little about U.S. history, geographical locations or civic responsibilities. An ASCD 1986 resolution on the U.S. Constitution and the Bill of Rights called for "the development of curriculum and programs that emphasize the understanding of the rights and responsibilities granted by these documents."

ASCD urges educators to examine the social studies curriculum and instruction and modify as necessary to insure that the content of civics, geography, and history is taught thoroughly, accurately, and in a meaningful way. This special attention should enhance, rather than restrict, a balanced curriculum.

2. Productive Time Outside School
Children spend most of their waking hours outside of school and face many choices for productive use of time. ASCD urges its members to explore, develop, expand, intensify, and evaluate collaborative activities and
programs for parents and educators which encourage children, when away from school, to spend a major portion of their time in constructive pursuits.

3. Tobacco Ban

The use of tobacco in any form is a major health hazard to users. Passive smoke poses a major health hazard for persons who are exposed to it. Tobacco is a highly addictive substance and one of the "gateway" substances commonly abused by poly-substance abusers.

School boards and administrators have a responsibility to provide healthful and safe environments for students and staff members. It is appropriate for schools to teach about the negative effects of tobacco use and to prohibit students, staff members, and the general public from using tobacco on school grounds or in school buildings.

ASCD recommends the prohibition of student, staff members, and the general public from using tobacco on school premises and will promote this recommendation.

4. Students At Risk

The responsibility for providing all children with the greatest chance for success in school rests with the total community: parents, citizens, educators, and students themselves.

Identification of students at risk should be made at all grade levels by educators and appropriate others using known valid and relevant indicators in areas such as child abuse, excessive absenteeism, truancy, tardiness, dropouts, pregnancy, substance abuse, antisocial behavior, poor self-esteem, and low achievement. Any social and school practices and/or conditions that
may cause students to be at risk should also be identified.

ASCD supports research on the social and educational conditions that contribute to our children being at risk. ASCD urges active participation of all community members in recognizing, examining, and solving the problem.

5. Learning Styles

People can learn and teach successfully in diverse ways. Therefore, ASCD encourages educators to (1) study learning and cognitive style concepts and research; and (2) use diverse approaches that accommodate individual learning and teaching styles.

ENDORSED BY RESOLUTIONS COMMITTEE

6. Extended Day Child Care

A need for child care beyond the school day exists in most schools because of large numbers of families in which the parent or parents work outside the home.

ASCD urges educators in schools to provide the extent and level of care necessary to promote the emotional, physical, and cognitive growth of children by (1) initiating public school child care programs, (2) initiating collaboration with business and industry, and (3) insisting that the knowledge base of child growth and development be used when planning and implementing programs.

ASCD resolves to pursue legislation for the financial support of programs providing the quality care necessary for children from these families.
7. Continuing Encouragement for Resolutions on Social Issues

ASCD has adopted resolutions on controversial issues in society and schools for over 40 years. ASCD has supported social movements that foster democratic educational values and has opposed social movements such as censorship, denial of human and civil rights, threats to world peace, various forms of discrimination, and other negative influences.

ASCD continues to encourage members to propose and adopt specific resolutions on social matters and to support educational programs to implement those resolutions.
ITEM: B of D #6

FROM: Gordon Cawelti, Executive Director

ACTION REQUESTED:

Roundtable discussions as indicated on agenda

Action on "at risk" recommendation

Action affirming or changing other elements of long range plan

SUPPLEMENTARY INFORMATION: The Board of Directors has the responsibility each year to review progress on the long range plan, discontinue those designated as parts of the plan after three year startup, and to add new areas of focus from time to time. The board must act on the total plan each year in order to affirm that continuing priority be given to the long range plan. However, it should be pointed out that the plan exists to give sustained focus to association activity, but other main line work in providing services to members constitutes the majority of staff expenditures of time. It is important to limit the number of areas designated as being focused upon, and to recognize that officially discontinuing a given area only means that future activities are integrated into main line activities or other program development expenditures in some cases.

RELATIONSHIP TO ASCD GOALS AND FIVE YEAR PLAN: This is the plan...board members need to assure that the focus areas reflect basic ASCD constitutional goals.

RELATED DOCUMENTS: None in these materials

ACTION TAKEN:
LEADERSHIP/SUPERVISORY BEHAVIOR

FY88 is second year  Responsibility of: Gordon Cawelti
FY88 budget: $25,000

Rationale: Supervisory skills have been a primary concern of ASCD since its inception, and in recent years a broader conception of leadership has been given attention in various aspects of the association's program. At a time when more and more concern is being expressed for accountability in schools, when teachers are being trained to assume leadership roles, and as more research emerges on how effective leaders behave, it is important that ASCD remain in a leadership role in these areas.

Purpose To engage in a re-examination of the association’s program and develop a more contemporary delineation of the skills and understandings required to be an effective supervisor or educational leader.

Progress to Date:

1. Proficiency Recognition Task Force has been at work this year and is making recommendation at this conference (see the following materials in this attachment). Seeks designation of effective supervisory skills followed by recognition program which we hope will influence universities and NCATE. To be followed by same kind of project in curriculum and instruction.

2. ASCD is participating in and contributing to the newly formed National Policy Board on Educational Administration. With a grant from the Danforth Foundation, several organizations will seek to develop a professional model of preparation for educational administration and leadership training. It is also hoped that several activities going on in other associations similar to ASCD's proficiency recognition program will be ultimately presented in a more unified fashion.

3. A National Training Center program was undertaken last summer with 80 registrants who engaged in more in-depth training activities than are possible in the typical NCSI setting. Followup activities will be carried out after one and two year intervals to assess utilization made of the skills acquired. Several NCSI’s of shorter duration were also provided.

4. The September issue of EL was developed around the theme of "Using the Research on Principal Leadership" and featured several excellent articles on training activities for improving leadership skills.
5. Negotiations are nearing completion on the acquisition of an instrument called the "Educational Administrator Effectiveness Profile" which the association will have as a new product for distribution. Eleven behaviors are assessed by leaders themselves followed by assessment on the same instrument by at least five colleagues. This feedback feature makes a significant advance in instrumentation, and was piloted very successfully with the 80 participants in the National Training Center last summer.

6. Current guidelines used by NCATE in areas of supervision are being updated this year (also in curriculum and instruction).
PROPOSED FOCUS AREA FOR ASCD LONG RANGE PLAN

Educating "At Risk" Youth

During the October meeting of the Executive Council, considerable time was spent discussing possible efforts the association could make in providing leadership in educating children with a pattern of low school attendance, low achievement, dropping out of school, and having severe problems at home and often involved in delinquent behaviors.

It was pointed out that many organizations have taken on this topic and have held conferences and issued publications on the issue. The importance of undertaking projects that could have an impact on the members was stressed.

It was recommended that the "at risk" youth issue be designated as one of the focus areas of the long range plan, with the following provisions as tending to characterize the directions such a decision would make. This is based on the observation that what is needed are comprehensive, school-based interventions sustained over a sufficient period of time to report fully to the public and to politicians the educational requirements if we are to be successful with this kind of youth.

Phase I - First Year (FY 89)

I. Establishing the Knowledge Base Much is known about who "at risk" students are, what the correlates and indicators of being at risk are, and what research says about the efficacy of various interventions. To launch this focus area, a panel would be assembled of persons with direct experience with such research and practice to present papers on what the educational requirements of such youth are. An author would be designated to prepare a highly readable synthesis of such information for all members sometime in FY 89.

II. Selecting Model Elementary and Secondary Schools in a variety of communities that would be interested in being helped to apply this knowledge base to their program over at least a five year period. The Curriculum/Technology Review Center would develop proposals for finding the required staff development, released time, and materials needs for such an undertaking including the costs of a small research team to document the results in the pilot schools. This phase would begin in FY 90.

III. Using Results to Influence Federal-State-Local Policy Makers As the research team begins to document the efficacy of these multiple interventions, deliberate strategies would be developed to inform key policymakers as to the implications for funding and programming school improvement efforts.

It is recommended that $10,000 be authorized for the Phase I element of this proposal. In order to accomplish a significant number of such efforts, this project will be reliant on securing external funding during Phase II.
FOCUS AREA #2  EARLY CHILDHOOD EDUCATION

FY 88 is second year  Responsibility of : Cynthia Warger
FY 88 budget:  $15,000

Rationale  Research has demonstrated that the home and school powerfully influence young children's intellectual development. Given the push for establishing public school early childhood programs, educators' search for appropriate curriculum and teaching practices for young children has gained momentum; yet, presently experts continue to hold varying views as to the nature of the most appropriate education for them. Strong leadership is needed to resolve the many issues surrounding the nature of learning experiences most appropriate for these young children.

Purpose  To intensify association attention to the issues related to providing quality instruction for children aged three to seven by helping assist school administrators, supervisors, teachers and other policy makers to better meet the needs of young children.

Progress to Date:

- Planning panel met in Alexandria 1986
- Mini-Conference, December 9-11, 1987
- Policy Panel report should be completed May 1988.
- Planning meeting held to encourage the formation of an Early Childhood Network. 100 people attended.
- Book on early childhood programming due to be published May 1988
- Contacts made with other organizations involved in early childhood
- Consortium to be executed in FY89 planned.
- Planned and began executing a videotape depicting sound program elements.
- Opportunities for members to gain knowledge and skills in early childhood area through participation in designated sessions at the Annual Conference planned.
- Began planning a second Mini-Conference in early childhood education, focused on program implementation issues.
TO: ASCD Board of Directors

FROM: Task Force on Proficiency Recognition in Supervision

SUBJECT: Action Plan for Program and Procedures

Executive Summary

The purposes of the Proficiency Recognition Project are:

a. to provide a mechanism for voluntary recognition of highly competent supervisory personnel from lead teachers through superintendents;

b. to meet our profession's responsibility for defining, at the national level, the discipline of supervision; and

c. to design and implement a training program to improve the knowledge and skills of those engaged in supervision.

The Proficiency Recognition Project consists of the following four phases in order:

Phase I. 1988-89 Identify the core supervisory proficiencies from reviews of literature and assessment of selected practitioners. ($25,000)

Phase II. 1989-90 Construct and validate tests of knowledge and skills consisting of written and performance sections. ($10,000)

Phase III. 1990-91 Develop testing procedures, including establishment of review panel, and design training modules. ($50,000).

Phase IV. 1991-on Implement and disseminate the Proficiency Recognition Project. (Income exceeds expenditures)

It should be emphasized that during the fourth year the PRP will begin to recoup the start-up costs invested over the previous three years.

The Task Force recommends the approval of Phase I during 1988-89 with publication of an appropriate request for proposal in spring 1988.
PROPOSAL FOR PROFICIENCY RECOGNITION PROJECT IN SUPERVISION

Rationale for Professional Recognition

The Association for Supervision and Curriculum Development is the national leadership organization for our profession. ASCD supports efforts to develop highly competent personnel in supervision and curriculum. This proposal is designed to provide qualified individuals with an opportunity to be recognized by our organization. In addition, the proposal offers a significant opportunity for ASCD to define the area of supervision so that the Association becomes the leader in establishing a national standard. Proficiency recognition might also provide supervision professionals with other opportunities to sharpen supervisory skills by suggesting future training. Specifically, this is a proposal that our national organization offer, on a voluntary basis, a program of proficiency recognition in supervision for those individuals who:

1) demonstrate a high degree of knowledge and skills in supervision
2) possess a Master's degree
3) submit appropriate documentation containing evidence of successful supervisory experience, including professional recommendations and related materials.
4) demonstrate highly successful supervisory leadership, and
5) agree to continue improving their skill and knowledge levels.
Proficiency recognition, as suggested here, would be similar to that conferred on an accountant who applies for and is successful in completing the certified public accountant (CPA) examination. Proficiency recognition by ASCD would not be in lieu of, or related to, university degree programs or state certification.

Proficiency recognition would have numerous benefits. The highly motivated individual member who petitions and meets requirements will be entitled to use the ASCD initials after his or her name. This recognition may serve as an incentive for others -- a distinction toward which to strive. For example, professionals who do not intend to complete the recognition procedures would benefit from the research findings and training materials.

The Association itself would benefit because of its leadership in establishing new standards. In addition, opportunities to prepare for proficiency recognition would be made available through National Curriculum Study Institutes, National Training Center, or annual conferences. Other opportunities for preparation will be provided through annual meetings of ASCD affiliates.

The content area or academic discipline of supervision would benefit from a focus upon its major elements: current knowledge, theory, and research. ASCD, the national leader for supervision, would offer a consistent and defined body of knowledge in its
area of expertise and the defined content would serve as a national reference.

Proficiency recognition encourages the highly talented individual to strive for excellence. Proficiency recognition is consistent with the mission and role of ASCD. Moreover, it would augment and strengthen relations with affiliates.

The Task Force on Proficiency Recognition in Supervision unanimously recommends that ASCD sponsor and support a project to develop appropriate standards and procedures for determining qualified individuals.

Proficiency Recognition Project in Supervision

The purposes of the Proficiency Recognition Project in Supervision are:

a. to provide a mechanism for voluntary recognition of highly competent supervisory personnel from lead teachers through superintendents;

b. to meet our profession's responsibility for defining the discipline of supervision at the national level; and

c. to design and implement a training program to improve the knowledge and skills of those engaged in supervision.

As presently conceived, the project would be conducted in four phases described as follows:
Phase I  Identification of Supervisory Proficiencies

(1988-89) estimated cost: $25,000

Phase I will precede the actual development of the Proficiency Recognition Project and is an essential prerequisite. A research study will be conducted to identify the domain of supervision. This research will synthesize the knowledge-base on supervision and provide a foundation upon which to build the Proficiency Recognition Project. Core supervisory proficiencies will be identified and manifest as knowledge and skills.

Additionally this research will assess the supervisory proficiencies of selected professionals in a variety of positions who have a reputation of being highly effective supervisors. This group will include superintendents, assistant superintendents, directors of instruction, curriculum directors/ coordinators, instructional supervisors, principals, department heads, team leaders, and mentor/lead teachers.

The results of this research on supervisory proficiencies will be reported in the form of knowledge and skills. Some examples of such proficiencies in terms of knowledge and/or skills appear in Appendix A. The research itself should prove to be very valuable to ASCD as an organization and to the field of supervision.
Phase II  Construction and Validation of Tests  
(1989-90)  Estimated cost: $10,000

A proficiency examination will be developed which will include two sections: written and performance. The written section is expected to include application of knowledge to problem situations as well as understanding principles of supervision. The performance section is expected to involve review of a professional portfolio by a panel. The portfolio will consist of evidence of a high degree of knowledge and skills in supervision, a Master's degree, successful supervisory experience, leadership activities, and commitment to continued improvement.

A self-assessment pre-test will be developed to assist individuals in determining their existing level of supervisory proficiencies.

Phase III Development of Training Materials  
(1990-91)  Estimated cost: $50,000

Phase III will consist of the presentation of options for obtaining appropriate preparation for proficiency recognition and for opportunities to take the examinations.

An analysis will be made of the results of the study of supervisory proficiencies in order to generate appropriate training modules. Once the training modules are available,
designers will be assigned to develop the teaching materials for each module. Trainers will then be identified who can present materials in interesting and effective ways.

Among the internal alternatives by which ASCD could provide such opportunities are National Curriculum Study Institutes, the National Training Center at Alexandria and its proposed satellites at key centers throughout the nation, and sessions conducted in conjunction with the annual conference. ASCD also could work through affiliates to provide training sessions.

However, it is hoped that the supervisory proficiencies would impact the profession to such an extent that they would influence the content and direction of supervision programs external to ASCD. These options would take the form of approved programs under the ASCD-endorsed criteria utilized by the National Council for Accreditation of Teacher Education to approve graduate study. Other options are available through leadership academies sponsored by state education departments. By extension, it is possible that supervisory training programs mounted as part of the staff development programs of large school districts might also utilize these proficiencies.

Another possibility is that ASCD would provide the supervision component (and, perhaps, subsequently the curriculum and instruction components as well) as part of similar programs now under development by other national professional leadership organizations in education, specifically NASSP, AASA, and NAESP.
It is also possible that ASCD programs would be endorsed by organizations such as the Chief State School Officers and Educational Commission of the States to provide supervisory preparation.

Phase IV Implementation and Dissemination
(1991 and after) Estimate is that income will exceed cost in the fourth year and in the following years funds invested during the three years 1988-91 as start-up cost will be recouped with PRP thereafter operating on a revenue producing basis.

The fourth phase of the project would consist of provisions for professional growth and re-evaluation as well as linkage to other organizations and agencies.

Professional Growth Component

Individuals may elect to enter the training component of the project even though they are not seeking Proficiency Recognition. Pre-test information may be used to assist individuals in planning their own professional growth program in the area of supervision. School districts also may utilize such pre-test information to plan a program for employees working in or aspiring to positions requiring supervisory skills.

The training program will be directly related to knowledge and skill tested. If individuals seeking Proficiency Recognition are unable to meet the pre-determined testing
criteria, a program will be planned for that individual to assist in meeting proficiency standards.

Individuals who have acquired Proficiency Recognition will be re-evaluated at a five year interval. Re-evaluation will promote continual growth in the field of supervision.

Linkage with Other Agencies

In addition to being the prime provider of training for proficiencies in the area of supervision to its membership, ASCD could also link with other organizations in order to provide this service membership of those groups. Organizations or groups such as state departments of education, national or state principals' academies, NASSP, NAESP, NCATE, colleges and universities, or any other organization involved in the area of supervision could acquire the services of ASCD. These services would include the training as well as the testing necessary to attain proficiency recognition in the area of supervision.

The Task Force on Proficiency Recognition in Supervision recommends approval of this project in accordance with the schedule provided.

Gerald R. Firth, Chair
Evelyn Chatmon
Frank Duffy
Bob Hanes
Evelyn Holman
Dan Howe
Charles Pagels
Barbara Wilson
Appendix A

Proficiency Statements

Knowledge
1. Describe structure of different teaching models.
2. Define major models of supervision.

Skills
1. Demonstrate the ability to work with professional staff in achieving mutual goals.
3. Demonstrate effective conferencing skills.
4. Demonstrate high expectations for self and others.

Knowledge and Skills
1. Demonstrate and communicates research in cognitive development and its impact on student learning and teaching techniques.
2. Recognize and demonstrate interpersonal skills important to supervision.
ITEM: B of D #10

FROM: Gordon Cawelti, Executive Director

ACTION REQUESTED: Help Executive Council set priorities on the kinds of activities the Curriculum/Technology Review Center would carry out; seek consensus on what the basic mission of the center should be.

SUPPLEMENTARY INFORMATION: Both the Board of Directors and Executive Council have previously authorized approval to develop the CT/RC idea with the general mission of providing more leadership in monitoring curriculum programs and related technology matters so as to keep the membership better informed. Following council deliberation on mission and activities last October, the board is now asked to make a final contribution to establishing the center by seeking consensus on a specific mission and to put the potential activities into some kind of priorities. The council will use these written reports to complete this work in June.

Establishment of the center is contingent upon construction of an addition to 125 N. West Street; adjacent property has been acquired, and we are now going through a prolonged period of review by the Zoning Board of Alexandria to obtain the variances (from code) that are required to build a two story structure over the north parking lot. It is not anticipated that the final approval will come until July, after which construction will begin. By this time schedule, we hope to look for use of these expanded facilities in the Spring of 1989.

RELATIONSHIP TO ASCD GOALS AND FIVE YEAR PLAN: Leadership in the area of curriculum development is clearly a constitutional purpose; much more needs to be done in the area of technology and it has been determined this should be integrated into all phases of association activities rather than a separate focus area.

RELATED DOCUMENTS: Attached material is summary of thinking done to date.

ACTION TAKEN:
Mission

The three groups individually produced the following kinds of possible missions for the center:

- To develop local leadership in curriculum decision-making
- To shape the national and/or state policy agenda
- To influence major efforts to redefine curriculum in the content areas and promote such issues as interdisciplinary teaching or thinking skills
- To identify issues, trends and needs and act as a catalyst to facilitate solutions
- To analyze, create and envision programs and processes for quality decision-making (in curriculum matters)

Activities

Among the suggestions made were: training in "doing curriculum"; responding to local curriculum cries; assembling task forces on critical curriculum issues; taking leadership in forecasting future trends; disseminating promising programs, research, practice; assisting districts in planning curriculum design; "consumer reports" model; data banks-searches-networks.

Concluding discussion centered around the major or generic roles which should characterize activities of the center. Among these are:

1. Attempting to positively influence curriculum policy
2. Evaluating programs, instructional materials, or curriculum processes (e.g., audits, outcome-based programs)
3. Identifying trends, issues, and setting the curriculum agenda
4. Assembling scholars and teachers to provide leadership on content issues
5. Providing training to increase leadership skills in curriculum development
6. Establishing a clearinghouse for curriculum documents of use to members
7. Stimulating and/or reporting research in curriculum field
8. Integrating use of technology into all phases of the center's work in curriculum

It was agreed that much of the center's work would need to be done in collaboration with other organizations or agencies, and that outside funding would be needed for many of the activities the center would sponsor.
PROGRAM DEVELOPMENT REPORTS

In addition to the focus areas of the long range plan, the following program development activities are currently underway at ASCD:

I. MIDDLE SCHOOL FUTURES PLANNING CONSORTIUM

This is a group of 25 middle school teams from around the country that were selected from a large number of applicants to spend two years together planning for the future. Starting in October, 1986, the consortium will have its final meeting in San Francisco in July having met twice a year during the project. The mission of this activity is to enhance the strategic planning capability of 25 middle school teams (a parent or board member, superintendent or assistant, principal, and teacher) to engage their communities back home in assessing major changes in society, technology and learners as they develop plans for the future in the areas of (1) school organization, (2) curriculum, (3) improved teaching, and (4) technology. The end product will be a five year plan for each school in these four areas. The schools are in communication between meetings via CONFER. A final report will be made to the membership at the completion of the project. Project facilitators are Paul George and Gordon Cawelti.

II. HIGH SCHOOL FUTURES PLANNING CONSORTIUM

This consortium consists of 27 high school teams selected from several applicants and having the same mission as the middle school consortium...enhancing their strategic planning capability at the school site. The teams had their second meeting in San Diego in January, 1988, and will complete their work in July, 1989, at which time they are expected to have a five year plan in the same four areas as the middle schools. The consortium assumes more and more responsibility for their own agenda and sites as the consortium matures, and also will use CONFER to exchange information between meetings. Both of these consortia are testing the idea of whether or not this collegial process is effective in promoting genuine school improvement, but they also will demonstrate by their work changes that all high schools need to consider in terms of the future lives and educational needs of their students. Project facilitator is Gordon Cawelti.

III. CURRICULUM TRENDS SURVEY

This is a part of a series of studies which began with publication of an elementary school trends survey published three years ago which was followed by release of a high school trends survey in August, 1986. It is intended that these studies will be replicated at five year intervals in order to document significant changes at the elementary, middle and secondary levels. A middle school survey is currently about to be undertaken having spent the last several months in the design stage. The purpose of this study is to ascertain the extent to which children attending schools for the middle years including grades five through nine (regardless of whether they call
themselves an elementary, middle or junior high school) are provided with what one might call the tenets of early adolescent education...those characteristics advocated for students in the middle years. Results will be published in the summer or fall of 1988. Project facilitator is Helene Hodges.

IV. INTERNATIONAL EDUCATION ADVISORY GROUP
GLOBAL EDUCATION TASK FORCE

$6000
$4000

These two groups were established by the Executive Council to help provide direction for a variety of ASCD's current international education activities. Specifically the International Education Advisory Group was to help "internationalize" ASCD in terms of governance matters, affiliates, NCSI's, publications, and other program matters. The Global Education Task Force is preparing suggestions on curriculum requirements necessary for students to obtain a more global perspective on world affairs. Recommendations from both groups are contained elsewhere in the agenda materials for consideration by the Board of Directors. Project Facilitator is Gordon Cawelti.
KATHY: DR. CAWELTI ASKED ME TO GIVE THIS TO YOU TO INCORPORATE IN A SUMMARY OF PROGRAM ACTIVITIES HE HAS PREPARED FOR THE ANNUAL REPORT.  RON BRANDT

ELEMENTARY CONSORTIUM ON TEACHING THINKING

This group of 24 schools is exchanging information about how elementary schools can and should teach their students to think. The group has held two meetings and will meet twice more, March 10-11 in Boston in conjunction with this Annual Conference, and October 1988 in Vail. The schools are not expected to agree upon a particular model for teaching thinking, but each is to have a plan for implementing its own model. John Bareil, Montclair State College, New Jersey, a member of the steering committee, collects the plans and provides feedback at each meeting. When the project ends, he hopes to prepare a publication for use by others.

The schools differ widely in backgrounds and needs, so it has been difficult to plan presentations that all find equally satisfying. Nevertheless, the meetings have been very positive. Representatives especially appreciate the opportunity to discuss mutual concerns in job-alike sessions and in paired school groupings.

Staff facilitator: Ron Brandt
EXECUTIVE DIRECTOR'S REPORT

February, 1988

The report provides details on progress made by ASCD during the fiscal year which ended in August, 1987 and presents information on activities currently underway.

Highlights of the Past Year

- Our new facility has proven to serve us remarkably well in much the manner it was designed. However, continued growth has compelled us to undertake expansion plans for which adjacent property has been acquired.

- We enjoyed excellent growth as more and more educators are recognizing that curriculum and supervision issues and skills are essential to good schools; we are reporting almost 94,000 members and when subscribers are added, the total people receiving Educational Leadership each month is over 102,000.

- ASCD is in a strong financial position with an FY 87 budget of close to $10 million dollars which showed as cash residual of $625,000 (which shows somewhat less when the auditors report this on an accrual basis rather than cash reserve).

- Conference attendance is beginning to better reflect the membership increases with 7,000 people becoming more and more predictable; every indication is that we will be well in excess of this number in Boston and set an all-time high record.

- The ASCD staff now numbers 85 having expanded in recent years to keep up with the work load and new programs. They are indeed a group of people of whom we can all be proud who consistently do excellent work and go beyond the call of duty to meet deadlines and respond to member concerns.

Thus from an operations standpoint the association is capable of maintaining a high quality of services and stands ready to respond, and technological and educational change continues at a rapid pace. As with any other successful organization, responsiveness is and must remain a key characteristic of ASCD.
LEADERSHIP/SUPERVISORY BEHAVIOR

FY88 is second year
FY88 budget: $25,000

Responsibility of: Gordon Cawelti

Rationale: Supervisory skills have been a primary concern of ASCD since its inception, and in recent years a broader conception of leadership has been given attention in various aspects of the association's program. At a time when more and more concern is being expressed for accountability in schools, when teachers are being trained to assume leadership roles, and as more research emerges on how effective leaders behave, it is important that ASCD remain in a leadership role in these areas.

Purpose To engage in a re-examination of the association's program and develop a more contemporary delineation of the skills and understandings required to be an effective supervisor or educational leader.

Progress to Date:

1. Proficiency Recognition Task Force has been at work this year and is making recommendation at this conference (see the following materials in this attachment). Seeks designation of effective supervisory skills followed by recognition program which we hope will influence universities and NCATE. To be followed by same kind of project in curriculum and instruction.

2. ASCD is participating in and contributing to the newly formed National Policy Board on Educational Administration. With a grant from the Danforth Foundation, several organizations will seek to develop a professional model of preparation for educational administration and leadership training. It is also hoped that several activities going on in other associations similar to ASCD's proficiency recognition program will be ultimately presented in a more unified fashion.

3. A National Training Center program was undertaken last summer with 80 registrants who engaged in more in-depth training activities than are possible in the typical NCSI setting. Followup activities will be carried out after one and two year intervals to assess utilization made of the skills acquired. Several NCSI's of shorter duration were also provided.

4. The September issue of EL was developed around the theme of "Using the Research on Principal Leadership" and featured several excellent articles on training activities for improving leadership skills.
5. Negotiations are nearing completion on the acquisition of an instrument called the "Educational Administrator Effectiveness Profile" which the association will have as a new product for distribution. Eleven behaviors are assessed by leaders themselves followed by assessment on the same instrument by at least five colleagues. This feedback feature makes a significant advance in instrumentation, and was piloted very successfully with the 80 participants in the National Training Center last summer.

6. Current guidelines used by NCATE in areas of supervision are being updated this year (also in curriculum and instruction).
PROPOSED FOCUS AREA FOR ASCD LONG RANGE PLAN

Educating "At Risk" Youth

During the October meeting of the Executive Council, considerable time was spent discussing possible efforts the association could make in providing leadership in educating children with a pattern of low school attendance, low achievement, dropping out of school, and having severe problems at home and often involved in delinquent behaviors.

It was pointed out that many organizations have taken on this topic and have held conferences and issued publications on the issue. The importance of undertaking projects that could have an impact on the members was stressed.

It was recommended that the "at risk" youth issue be designated as one of the focus areas of the long range plan, with the following provisions as tending to characterize the directions such a decision would make. This is based on the observation that what is needed are comprehensive, school-based interventions sustained over a sufficient period of time to report fully to the public and to politicians the educational requirements if we are to be successful with this kind of youth.

Phase I - First Year (FY 89)

I. Establishing the Knowledge Base Much is known about who "at risk" students are, what the correlates and indicators of being at risk are, and what research says about the efficacy of various interventions. To launch this focus area, a panel would be assembled of persons with direct experience with such research and practice to present papers on what the educational requirements of such youth are. An author would be designated to prepare a highly readable synthesis of such information for all members sometime in FY 89.

II. Selecting Model Elementary and Secondary Schools in a variety of communities that would be interested in being helped to apply this knowledge base to their program over at least a five year period. The Curriculum/Technology Review Center would develop proposals for finding the required staff development, released time, and materials needs for such an undertaking including the costs of a small research team to document the results in the pilot schools. This phase would begin in FY 90.

III. Using Results to Influence Federal-State-Local Policy Makers As the research team begins to document the efficacy of these multiple interventions, deliberate strategies would be developed to inform key policymakers as to the implications for funding and programming school improvement efforts.

It is recommended that $15,000 be authorized for the Phase I element of this proposal. In order to accomplish a significant number of such efforts, this project will be reliant on securing external funding during Phase II.
ITEM: 10

FROM: Gordon Cawelti, Executive Director

ACTION REQUESTED: Help Executive Council set priorities on the kinds of activities the Curriculum/Technology Review Center would carry out; seek consensus on what the basic mission of the center should be.

SUPPLEMENTARY INFORMATION: Both the Board of Directors and Executive Council have previously authorized approval to develop the CT/RC idea with the general mission of providing more leadership in monitoring curriculum programs and related technology matters so as to keep the membership better informed. Following council deliberation on mission and activities last October, the board is now asked to make a final contribution to establishing the center by seeking consensus on a specific mission and to put the potential activities into some kind of priorities. The council will use these written reports to complete this work in June.

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RELATIONSHIP TO ASCD GOALS AND FIVE YEAR PLAN: Leadership in the area of curriculum development is clearly a constitutitional purpose; much more needs to be done in the area of technology and it has been determined this should be integrated into all phases of association activities rather than a separate focus area.

RELATED DOCUMENTS: Attached material is summary of thinking done to date.

ACTION TAKEN:
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8. Integrating use of technology into all phases of the center's work in curriculum

It was agreed that much of the center's work would need to be done in collaboration with other organizations or agencies, and that outside funding would be needed for many of the activities the center would sponsor.
ITEM: EC # 2

FROM: Gordon Cawelti, Executive Director

ACTION REQUESTED: Approval of recommendation for a 4% increase in the employee salary plan for FY 89

SUPPLEMENTAL INFORMATION: The council approved a major change and increase in the salary plan for FY 88 which was recommended to assure ASCD remained in a more competitive position than we had been. This resulted in significant increases in pay levels for many employees and has accomplished the purposes we set out to reach. This year, as has been our practice, I consulted with the Cresap representative to ascertain the average increase in salaries for similar non-profit associations in the metropolitan Washington area; the figure I was given in January was 4% which is projected to cover the next fiscal year. The most recently reported annual cost of living number from the federal government was 4.4%.

RELATED DOCUMENTS: None

ACTION TAKEN:
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

1988 Staff Salary Structure
(Effective September 1, 1988 - August 31, 1989)

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ITEM: BOF-D-46

FROM: Gordon Cawelti, Executive Director

ACTION REQUESTED:

Roundtable discussions as indicated on agenda

Action on "at risk" recommendation

Action affirming or changing other elements of long range plan

SUPPLEMENTARY INFORMATION: The Board of Directors has the responsibility each year to review progress on the long range plan, discontinue those designated as parts of the plan after three year startup, and to add new areas of focus from time to time. The board must act on the total plan each year in order to affirm that continuing priority be given to the long range plan. However, it should be pointed out that the plan exists to give sustained focus to association activity, but other main line work in providing services to members constitutes the majority of staff expenditures of time. It is important to limit the number of areas designated as being focused upon, and to recognize that officially discontinuing a given area only means that future activities are integrated into main line activities or other program development expenditures in some cases.

RELATIONSHIP TO ASCD GOALS AND FIVE YEAR PLAN: This is the plan...board members need to assure that the focus areas reflect basic ASCD constitutional goals.

RELATED DOCUMENTS: None in these materials

ACTION TAKEN:
ITEM: E C # 9

FROM: Gordon Cawelti, Executive Director

ACTION REQUESTED: To receive reports from the Global Education Task Force and International Education Advisory Groups, and engage in preliminary discussions of the recommendations. Specific recommendations will be made at the June meeting of the council.

SUPPLEMENTAL INFORMATION: After a year's study in FY 88, the council appointed these two groups to make specific recommendations for helping ASCD become more international in both its outlook and organization. The groups have responded by suggesting a wide variety of activities and changes that can help ASCD chart a course for the future in the area of international and global education.

RELATIONSHIP TO ASCD GOALS AND FIVE YEAR PLAN: At the time the long range plan was adopted, encouragement was given to further expansion of affiliate unit activity in the future. We have sought to set a purpose behind such expansion, and if global education is a central purpose underlying such activity, these recommendations need to be taken seriously.

RELATED DOCUMENTS: None in this packet of materials

ACTION TAKEN:
To: Executive Council  
From: Marcia Knoll, President  
Date: March 10, 1988  
Re: Modification of Policy Handbook  
Nominations Section

409 No person shall be nominated:  
* for the same post in two successive years.

Proposed Addition  
  * a second time for a post to which he/she has previously  
    been elected and served.
ITEM: 14

FROM: Gordon Cawelti

ACTION REQUESTED: Approval to include as program development expenditures for FY 89

SUPPLEMENTAL INFORMATION: This item simply consolidates funds required for both the long range plan and other program development expenditures. The changes from current year include: (1) adding the "at risk" focus area and dropping thinking skills from LRP designation, (2) dropping curriculum trends funds since next trend study is due in two years (elementary), and (3) consolidating the International Education Advisory Group and Global Education Task Force to continue their work.

RELATIONSHIP TO ASCD GOALS AND LONG RANGE PLAN: Includes focus areas of LRP and additional expenditures similar to current program activity.

ACTION TAKEN:
1. Long Range Plan Components

   Restructuring the Teaching Profession  $15,000
   Early Childhood Education            15,000
   At Risk Youth                        10,000
   Supervision/Leader Behavior          25,000

2. Elementary School Thinking Skills Consortium  8,000

3. High Schools Futures Planning Consortium  15,000

4. Member - Initiated Networks           12,000

5. Policy Analysis                      15,000

6. International/Global Education Advisory Group  8,000

   Total                                 $123,000
Each year, an evaluation of the Executive Director is conducted with the Executive Council. The comprehensive evaluation, required on a three year cycle prior to contract renewal, was conducted this year with both the Executive Council and the Board of Directors. All responses submitted were counted and included in the summary report.

The Summary Score Page presents data in the following categories:
1. ten individual areas of responsibility
2. mean score for each area
3. score range and frequency for each area
4. total number of responses for each area

An overall review of this data reveals that of the 828 responses to all of the questions on the survey, 48% were ratings of 5 on a scale of 1 to 5. 93% or 773 ratings were between 4 and 5, while 7% or 55 ratings were between 2 and 3.5. In addition, when using Area 10: Overall Effectiveness as a summary category, 98% or 83 respondents rated this area between 4 and 5 while 2% or 2 respondents rated it 3.5.

To avoid duplication, a summary of the supportive comments follow.

Command of relevant issues is outstanding.
The quality of the staff I encountered is excellent.
Contacts with staff indicate high satisfaction and morale.
Budget is a strong point in a vigorous organization with amorphous clientele and expanding programs.
He is a visionary leader, insightful and forward looking.
Long-range, strategic planning has become a hallmark of ASCD.
Excellent spokesperson for education in general and ASCD in particular.
His professional contribution has been outstanding.
Indefatigable, productive and respected, he has the professional respect of colleagues in the field.
Executive Director has placed ASCD ahead of all other professional organizations in education, respected in the schools, on the campus and "on the hill."
Complex, comprehensive role, well-executed over years with firmness, fairness and creativity.
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Recommendations

With consideration for the power of the positive direction of the evaluation data, both the mission and standard of ASCD require a discussion of suggestions for improvement. Since all of the ratings were high, attention was directed to the written comments. Recommendations were then categorized into six general topics.

TOPIC 1:
Leadership and service to all official bodies of the association both elected and appointed
Recommendation: Increase both communication and involvement with the Executive Council, Board of Directors and Affiliates prior to reaching decisions.

TOPIC 2:
Public visibility and influence of the association
Recommendation: Increase the visibility and influence of the association at both the state and national levels.

TOPIC 3:
Assessment and response to members’ needs and interests
Recommendation: Design effective and timely means to both identify and respond to members’ needs and interests.

TOPIC 4:
Effective use of the budget to promote educationally sound principles.
Recommendation: Continuously strive to develop only those products and projects that promote sound educational policies and practices.

TOPIC 5:
Personnel and office management
Recommendation: Maintain ongoing efforts to promote high morale and open communication between the staff and the membership with increased attention to response time.

TOPIC 6:
Contract renewal
Recommendation: The evaluation committee commends Dr. Cawelti for his outstanding performance and requests the Executive Council to favorably endorse and recommend that the Board of Directors authorize that a new three year contract be offered to Dr. Cawelti.
EXECUTIVE DIRECTOR'S REPORT
February, 1988

The report provides details on progress made by ASCD during the fiscal year which ended in August, 1987 and presents information on activities currently underway.

Highlights of the Past Year

- Our new facility has proven to serve us remarkably well in much the manner it was designed. However, continued growth has compelled us to undertake expansion plans for which adjacent property has been acquired.

- We enjoyed excellent growth as more and more educators are recognizing that curriculum and supervision issues and skills are essential to good schools; we are reporting almost 94,000 members and when subscribers are added, the total people receiving Educational Leadership each month is over 102,000.

- ASCD is in a strong financial position with an FY 87 budget of close to $10 million dollars which showed as cash residual of $625,000 (which shows somewhat less when the auditors report this on an accrual basis rather than cash reserve).

- Conference attendance is beginning to better reflect the membership increases with 7,000 people becoming more and more predictable; every indication is that we will be well in excess of this number in Boston and set an all-time high record.

- The ASCD staff now numbers 85 having expanded in recent years to keep up with the work load and new programs. They are indeed a group of people of whom we can all be proud who consistently do excellent work and go beyond the call of duty to meet deadlines and respond to member concerns.

Thus from an operations standpoint the association is capable of maintaining a high quality of services and stands ready to respond, and technological and educational change continues at a rapid pace. As with any other successful organization, responsiveness is and must remain a key characteristic of ASCD.
Program Matters

These materials reflect our continued commitment to a plan which focuses our energies on a limited number of areas such as thinking skills, restructuring the teaching profession, leadership/supervision activities, and early childhood education. Each of these focus areas represent additional or new activities in addition to our mainline program activities. We are also proposing that concern for the "at risk" child be added to our long range plan.

We expect that by concentrating on these few critical areas, the results will be visible and useful services to our members which then become integrated into mainline activities of the association. As an example, ASCD is clearly a part of the current literacy debate as a result of its leadership in helping teachers with techniques for strengthening the intellectual development of students. We hope our work will be equally apparent eventually with the other focus areas more recently undertaken.

The national debate over issues in education continues unabated and the association's influence in policy matters is also being felt. Our work the past year in analyzing the role (absence) of significant religious concepts in schools and textbooks was widely reported, and is being followed up with publishers and through other avenues as the findings of our policy analysis group are discussed. A next project will be to examine the consequences, positive and negative, of state-mandated curriculum in a society where traditionally much of the detailed decision-making has resided in the school. But all societies use their schools to transmit a culture and past experience shows local control can produce both a curriculum that is powerful and mediocre.

ASCD is facilitating a serious look at the future of schools by facilitating networks of middle schools (25) and high schools (27) who are hard at work seeking to design learning experiences appropriate to life in the 21st century. We anticipate that if these schools can be helped with the strategic planning process back home with local faculties and parents, the results will be more useful to our members than yet another report advocating what schools should be doing. Further, the Executive Council has authorized a study of what the association should be to become more international in its perspective and activities...these recommendations are being made at this Boston conference.

In the final analysis, large numbers of people around the world are now much influenced and helped by ASCD on matters of curriculum, instruction and supervision. Each year several thousand people read, hear, discuss, train, view videos, or otherwise find ways to strengthen themselves as a professional by virtue of participation in ASCD activities at both the state and national level. Accordingly, we must assume a strong responsibility for transmitting the best that is known from research and practice while being vigilant to avoid dissemination of myths, bad practice, or faulty research. Our respectability has been earned and must be maintained.
The National Scene - 1987

For the record, as previously reported but in abbreviated form, here are the top six curriculum events for the past year:

1. Increased national attention to the concept of "cultural literacy" by virtue of a best seller book and a national test...raising a time-honored debate on the virtues of knowledge (content selections) vs. process (pedagogy).

2. U.S. courts were kept busy again with two rulings which held that schools were not promoting the "religion" of secular humanism by omitting attention to fundamentalist tenets held by certain parents, and that a school district was not violating the constitutional rights of fundamentalist school children by requiring them to use a basal reading series offensive to their religious beliefs.

3. Cumulative research began to emerge on the kind of schools and programs that are effective in combatting the dropout problem...factors appear to include smaller school units, commitment to rules and standards, active roles for learners, and vocational relevancy for many students.

4. Performance-based pay and career ladder plans appear to be meeting with mixed success in establishing new roles for teachers and greater incentives to prospective teachers for entering the profession.

5. Celebration of the Bicentennial of the U.S. Constitution encouraged numerous school activities and materials designed to help students better comprehend and appreciate our national heritage. Such issues were also strongly advocated by Secretary William Bennett and other "cultural conservatives."

6. In response to the AIDS epidemic, public fears of sex education receded while many state departments of education and local school districts began mandating instruction on the causes of AIDS and how to prevent its spread.

Gordon Cawelti  
Executive Director