BOARD OF DIRECTORS
AGENDA
MARCH 24 AND 27, 2000
NEW ORLEANS MARRIOTT
NEW ORLEANS, LOUISIANA

Celebrating Education
Leading the Way in the New Millennium
PARLIAMENTARY PROCEDURES

NON-DEBATABLE

LAY ON THE TABLE  (MAJORITY)

CLOSE DEBATE  (2/3)
   If a person says, "I call for the question," the chair should consider it simply as an opinion, or ask if it is intended to be a motion to close debate. If so, it is not debatable and must receive a 2/3 vote to pass.

SUSPEND RULES  (2/3)

CALL FOR DIVISION (Counting votes)  (NO VOTE)
   If someone asks for this, the chair does it.

OPEN NOMINATIONS  (MAJORITY)

CLOSE NOMINATIONS  (2/3)

REQUEST PARLIAMENTARY INQUIRY  (NO VOTE)

TAKE FROM THE TABLE  (MAJORITY)

WITHDRAW OR MODIFY A MOTION
   Can be done by the mover regardless of whether seconded or not before the motion is stated by the chair. Once the motion is stated by the chair, a request by the mover to withdraw or modify may be approved by consensus; otherwise it goes to a vote.

LIMIT OR EXTEND TIME OF DEBATE  (2/3)

OBJECT TO CONSIDERATION OF A QUESTION  (2/3)
   Most other motions that are likely to arise are debatable.

BOARD OF DIRECTORS MEETING
New Orleans Marriott
New Orleans, Louisiana
March 24, 2000

AGENDA

Thursday, March 23
(La Galerie 6)
6:00 - 7:00 p.m.  Annual Conference registration for new Board members
7:00 - 9:00 p.m.  Orientation for new Board members (includes a dessert bar)

Friday, March 24
(Acadia Ballroom)
7:00 - 11:00 a.m.  Annual Conference registration for Board members
   Registration for Board of Directors Meeting
   (Board members should have received their Board of Directors material, badges, and ribbon. All members and alternates must check in with the Board registrars on-site for admission to the meeting.)
8:00 - 8:30 a.m.  Continental breakfast and "meet and greet" session
8:30 - 9:30 a.m.  Board of Directors meeting convenes

1.  President's remarks
    Joanna Choi Kalbus, President
    Stuart C. Rankin, Parliamentarian

2.  Announcement of election results
    Joanna Choi Kalbus, President

3.  Elect Member-at-Large to Board of Directors

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4. Adopt Consent Agenda

5. Report on Futures Trends in Organization Governance (oral)
   Joan Schweizer, Deloitte & Touche LLP

9:30 - 9:45 a.m.  Break

9:45 - 11:45 a.m.  6. Report from Governance Evaluation Commission (GEC) and vote on recommendations
                   Joanna Choi Kalbus, President
                   Chair, GEC

11:45 a.m. - 12:00 p.m.  7. Approve March 1999 Board of Directors Meeting minutes

12:00 - 1:30 p.m.  Lunch

1:30 - 2:00 p.m.  9. Report of Review Council and adopt recommendations
                   Arthur Stellar, Chair

2:00 - 3:30 p.m.  10. Report of Issues Committee and discuss issues on a preliminary basis
                      Mary Ann Riggie, Chair

3:30 - 3:45 p.m.  Break

3:45 - 5:00 p.m.  11. Report on Executive Council’s visit to Israel
                   12. Executive Director’s Annual Report
                   12.1 Adopt FY99 auditors’ report
12.2 Review projected financial data for FY00 compared to budget

12.3 Update on Strategic Plan

12.4 Adopt the preliminary estimate of FY01 budget

13. Report on relationships with Consortium of Institutions for Development and Research in Education in Europe (CIDREE) and other key organizations

Gene R. Carter, Executive Director

14. Announce results of Nominations Committee election

Joanna Choi Kalbus, President

15. Announce results of Member-at-Large to Board of Directors election

Joanna Choi Kalbus, President

16. Collection of process observation forms

17. Announcements

5:00 p.m. Adjourn

5:00 - 6:00 p.m. Reception for Board of Directors and retirement celebration for Frank Betts (La Galerie 3)

INFORMATION SECTION
Constituent Relations Report on affiliates and networks
ASCD Membership Count
Proportional Representatives Chart
Annual Report on Membership, Programs, Products, Services, and Marketing
1999 Annual Demographic Survey
1999 ASCD Election Results

President-Elect
Kay Awalt, TN

Review Council
Robert Watson, SD

Executive Council (General Election)
Mildred Huey, SC

Executive Council (Board of Directors Election)
Richard Hanzelka, IA
Douglas Harris, VT
Jill Dorler Wilson, FL

Member-at-Large (General Election)
James Brown, CA
Dana Callen, FL
Mary Laffey, MO
William Owings, VA
Paul Raschke, Tunisia

Member-at-Large (Board of Directors Election)
Joanne Erickson, MT
Archie Franchini, SC
Robert Wilhite, IL

There is a tie for the fourth member-at-large position elected by the Board between Setsuko Buckley (WA) and Kari Sime (Germany).
ITEM: 3. Elect a Member-at-Large to the Board of Directors

FROM: Joanna Choi Kalbus
President

Gene R. Carter
Executive Director

ACTION REQUESTED: Elect a member-at-large to the Board of Directors.

RELATIONSHIP TO STRATEGIC PLAN: Supports all goals.

BACKGROUND INFORMATION: The 1999 Board of Directors and General Election results were certified in accordance with ASCD election policies and protocols. The election tally was taken and there was a tie for the fourth member-at-large position elected by the Board of Directors between Setsuko Buckley and Kari Sime. Accordingly, the Board will vote on these two candidates to fill this slot on the Board of Directors.

SUPPLEMENTARY INFORMATION: The election will be held during the Board of Directors meeting on Friday, March 24, 2000.

RELATED DOCUMENTS: Biographical information on the two candidates (attached).

ACTION TAKEN:
Candidates for Member-at-Large of the
Board of Directors (3-Year Term)

Setsuko Buckley
Position/Employer: Instructor, Whatcom
Community College (WCC), Bellingham,
Washington.
Career Highlights: Teaching Japanese (10
years); advising doctoral students in their
applied dissertations (5 years); writing
grants regarding cultural diversity (6 years).
Education: B.A.s, University of
Washington; Ed.M., Boston University;
Ed.D., University of Washington.
Career History: WCC instructor (1993-
present); practicum advisor, Nova
Southeastern University (1994-present);
visiting lecturer, University of Washington
(1993-95); adjunct faculty (1992-93) and
visiting lecturer (1989-92), Western
Washington University, Bellingham,
Washington.
ASCD and Affiliate Participation: ASCD
member, 10 years; affiliate member, 2 years.
ASCD and Washington ASCD member,
attendee, and presenter at 1998 ASCD
annual conference; ASCD associate (1995-
present) and article writer (Washington
ASCD 1998).
Other Professional Activities &
Publications: Board member, PDK
International (1998-present) and
Washington Association for Bilingual
Education (1997-99); presented papers at
annual education and foreign language
conferences (1993-99); received grants from
the National Association for Foreign Student
Affairs, the Japan Foundation, the
Washington Association for the Education
of Speakers of Other Languages, the
University of Washington and WCC
regarding cultural diversity and Japanese
language; author, "Bringing People and
Culture Together Through the International
Festival" (Curriculum in Context) and "A
study of field-independent/field-dependent
cognitive styles of Japanese students and
correlations with their academic
achievement in two American high schools”

Kari Sime
Position/Employer: Elementary school
teacher, Bitburg Elementary School (U.S.
Department of Defense Dependents
Schools), Germany.
Career Highlights: ASCD Germany
Educational Leadership Award (1997); lead
teacher Literacy Place implementation;
teaching combination classes and looping
with classes; teaching overseas; Odyssey of
the Mind judge (local and regional
competitions, Germany).
Education: B.S. and M.S., University of
Kansas.
Career History: Elementary school teacher,
Leavenworth School District, Shawnee
School District, and U.S. DoDEA schools in
Cuba and Germany.
ASCD and Affiliate Participation: ASCD
member, 3 years; affiliate member, 3 years.
1999 affiliate leadership conference and
1999 ASCD Germany membership chair.
Other Professional Activities &
Publications: Member and chair, PDK
Germany (1996-98); member, National
Council of Teachers of Mathematics,
Germany.
ITEM: 4. *Adopt* the Consent Agenda

FROM: Joanna Choi Kalbus
President

ACTION REQUESTED: *Adopt* the Consent Agenda.

RELATIONSHIP TO STRATEGIC PLAN: This work supports all goals.

BACKGROUND INFORMATION: The officers prepare a proposed Consent Agenda. The President-Elect presents the Consent Agenda at the beginning of the Board of Directors Meeting for Board action. At that time, Board members will engage in round-robin table discussions to seek clarification on Consent Agenda items. Following discussion, a vote will be taken to establish the Consent Agenda.

SUPPLEMENTARY INFORMATION: The Consent Agenda is being used in response to feedback received from last year’s Board of Directors meeting. The intent is to provide the maximum time possible for agenda items identified by the Board as having a high priority.

RELATED DOCUMENTS: Consent Agenda and Consent Agenda Guidelines (attached).

ACTION TAKEN:
Board of Directors

CONSENT AGENDA GUIDELINES

1. No items requiring Board action by statute will be placed on the Consent Agenda.

2. No items with major fiscal implications will be placed on the Consent Agenda.

3. The officers and Executive Director may determine that an item needs to be on the Active Agenda.

4. All items that fall into category numbers 1-3 above will be marked (*) when the Consent Agenda is distributed to members of the Board.

5. All items for which no further actions are required will be placed on the Consent Agenda.

6. Board member(s) may remove any item from the Consent Agenda at the Board of Directors Meeting by request.
ITEM:  6. Report from Governance Evaluation Commission and vote on recommendations

FROM: Joanna Choi Kalbus
ASCD President
Chair, Governance Evaluation Commission

ACTION REQUESTED: Vote on recommendations.

RELATIONSHIP TO STRATEGIC PLAN: This work supports Goal 4, wise stewardship of resources.

BACKGROUND INFORMATION: At the Executive Council’s November 1996 meeting, the Council accepted the recommendation of the Constitutional Review Committee (CRC) to establish a working group, the Governance Evaluation Commission (GEC). The GEC was charged with studying the effects of the 1993 Report of the Governance and Member Participation Panel, making recommendations, and reporting those recommendations to the Executive Council. The GEC was further charged with involving the Board of Directors in its deliberations.

The GEC first met January 3-5, 1997. The GEC reviewed a variety of documents and created a set of new governance concepts that were shared with the Council and the CRC at a special meeting held at the 1997 Annual Conference. The GEC met a second time, October 31-November 1, 1997. That meeting resulted in a set of draft governance principles and five draft alternative governance structures. The draft principles and structures were shared with the Board on March 20, 1998. However, because of time limits, only the principles were reviewed by the Board. The GEC then revised the principles over the summer based on the Board’s feedback.

The GEC mailed the alternative structures document to the Board in August, requesting written feedback prior to the Commission’s fall meeting. The GEC also revised its calendar to provide the Board with more time for its deliberations. The revised calendar provides for a member vote on any proposed constitutional change recommended by the Board in 2000.

The GEC met again in November 1998 and reviewed the feedback received from the 14 Board members who responded to the August memo on alternative governance structures. This feedback, which did not indicate a clear preference for any one governance option, was used in considering what governance structure would best meet ASCD’s needs in the 21st century. The GEC also continued consideration of the strengths and weaknesses of ASCD’s current governance structure and reviewed comments shared at the fall Executive Council meeting in Singapore. Based on these factors, the GEC developed an alternative governance structure for the Board’s consideration. The alternative structure was developed as a concept paper and the Board
was asked to consider implications, raise questions, and provide feedback at the March 1999 Board of Directors meeting.

The GEC then met again in April 1999 to review the Board’s feedback, clarify its proposal, and prepare a communications plan, including presentations at the April 1999 Affiliate Leadership Conference. This meeting resulted in a series of new and modified documents, which were further refined based on affiliate feedback over the summer and fall of 1999.

SUPPLEMENTARY INFORMATION: The work summarized above resulted in the Governance Evaluation Commission’s recommendations (attached). These recommendations will be presented to the Board on March 24 in a session that will provide for an initial Q & A, a presentation by GEC members, a Board activity, and a final opportunity for clarification prior to the Board’s vote on the recommendations. If the Board’s vote is affirmative, the Board will be provided with a copy of related constitutional revisions for study. The Board would then vote on the revisions at its Monday, March 27, meeting.

RELATED DOCUMENTS: Attached “Report of the GEC’s Recommendations”
“Proposed Governance Model Graphic”
“Frequently Asked Questions”
“ASCD Constitutional Transition Charts”
“Summary of Key Events”*

*Note: The full GEC calendar has been distributed several times over the last three years and is available from ASCD on request.

ACTION TAKEN:
Report on the Governance Evaluation Commission's Recommendations

ASCD's governance system is accountable to the membership for the entire organization's conduct, achievement, values, and destiny. Consequently, the design of a new governance structure must ensure that any decision impacting the ownership of the organization be deliberated meaningfully and collaboratively. For these reasons, the Governance Evaluation Commission (GEC) has carefully crafted a structure in which no single unit of governance (Board of Directors, Leadership Council, or Review Council) can serve well independent of the other two.

It is the intent of the GEC to not only design a structure but also advocate for a culture of interactions within the Association that better enables us to achieve our common vision and exemplify practices of a self-renewing learning organization. Embedded in a culture of empowerment and involvement, though, are governance responsibilities that must be fulfilled across all levels of the organization to gain benefits from the proposed new system.

With unanimity and in accordance with the governance principles created by the GEC and affirmed by the Board of Directors, we propose the following recommendations:

1. The creation of three elected governance bodies—Board of Directors, Leadership Council, and Review Council.

2. That the responsibilities of each body be:

   **Board of Directors**
   The Board of Directors is responsible for implementing ASCD's policies, programs, and services, consistent with the Association's values and beliefs, and is empowered to:

   - approve the Association's Strategic Plan
   - approve the recommendations of the Review Council
   - formulate and approve policies
   - fulfill fiduciary responsibilities of the Association
   - allocate the Association's resources
   - take action in response to Leadership Council recommendations
   - align resources to the Strategic Plan and approve the budget to accomplish the Plan
   - employ and annually review the performance of the Executive Director
   - establish working groups to accomplish the work of the Board
   - fill vacancies of the Board members elected at large until the next election
   - review and take action on recommendations for the constitutional review process, applications for affiliate status, and Association
partnerships and alliances, and examine on a regular basis its own performance and invest in Board development.

Leadership Council
The Leadership Council is responsible for shaping ASCD’s policies, programs, and services, consistent with the Association’s values and beliefs, and is empowered to:

- develop and monitor the Association’s Strategic Plan
- establish the Association’s positions on issues
- develop and monitor an action plan to fulfill those recommendations of the Review Council that are approved by the Board of Directors
- identify policy concerns and provide primary feedback to the Board of Directors on policy recommendations
- elect members to the Board of Directors
- design and monitor programs of support for the viability and growth of affiliates and other constituent groups, and
- establish working groups to accomplish the work of the Council.

Review Council
The Review Council is responsible for analyzing the effectiveness of ASCD and is empowered to:

- seek out ideas, interests, and concerns from the membership and governing bodies
- collect data on the extent to which the policies, practices, and procedures of the Association are in accordance with its purpose and its Strategic Plan, and
- report its findings and make recommendations to the Board of Directors to improve the effectiveness of the Association.

3. That each body be composed as follows:

- The Board of Directors shall be composed of the President, President-Elect, and Immediate Past President; six members elected at large, who shall serve a term of three years; nine members elected by and from the Leadership Council, who shall serve a term of three years; and up to three members elected by the Board of Directors, who shall serve a term of three years to ensure diversity.

- The Leadership Council shall consist of two representatives from each affiliate, one of whom shall be the President; one additional representative for every 5,000 paid Association members living within each affiliate’s
geographic boundaries; and 18 members-at-large, who shall serve a three-year term of office and be elected by Association members. The Board of Directors shall serve ex-officio.

- The Review Council shall consist of five members of the Association, who shall be elected by the membership.

4. It is further recommended that the Board of Directors nominate members to serve on a Governance Transition Advisory Committee and that the Executive Council appoint the members.

5. If the recommendations are approved, the implementation schedule should be at least two years (2002) to allow a smooth and orderly transition to minimize the effect on current representatives.

6. That affiliates be provided with advisory support, guidance, and a time line to guide making necessary and appropriate changes at the affiliate level.
Governance Evaluation Commission

Thomas Budnik, IA
ASCD Immediate Past President

Gwyn Edwards, Hong Kong
Member

Kolene Granger, UT
Member-at-large

Cheryl Gray, IL
Member

Miki Jackson, VA
Member

Joanna Choi Kalbus, CA
ASCD President

LeRoy E. Hay, CT
President Elect

Sharon Lease, OK
Executive Council Member

Leon Levesque, ME
Executive Council Member

Ron Musoleno, PA
Member

Paul Raschke, Tunis
Member

Robert Watson, SD
Executive Council Member

Peyton Williams Jr., GA
Executive Council Member
Leadership Council
1 President from each Affiliate
1 member from each Affiliate
1 additional member for each 5000 ASCD members within an affiliate's boundaries
18 members elected by the membership
18 - 21 Board members, ex officio
Total 182 - 185 (estimated)

Board of Directors
3 officers elected by the membership
6 members elected by the membership
9 members elected from the Leadership Council
0 - 3 members elected by the Board for diversity
Total 18 - 21

Review Council
5 members elected by the membership
Total 5
ASCD’s New Governance Proposal
Frequently Asked Questions

1. Why do we need to change the current governance structure?
   • Many members want a more meaningful agenda for Board meetings.
   • Participation from Board members (e.g., voting on budget, nominations, survey responses) has been in decline.
   • The educational expertise of the Board members is not tapped beyond the issues process.
   • A large Board meeting once a year cannot effectively analyze budget, develop policy, or provide support for management activities.
   • The current structure provides limited leadership growth and training and few leadership opportunities for Board members.
   • The Association needs the ability to respond more quickly to changing educational issues and collaborative opportunities.

2. What are the major differences between the current structure and the proposed structure?
   In general, the proposed governance structure differs from the existing one as follows:
   • The Leadership Council would be about two-thirds the size of the current Board of Directors. So, if this proposal had been in place this year, we would have had a Leadership Council with 211 members instead of a Board of Directors with 297 members. The new Board of Directors would have 18-21 members versus the 15 members who currently serve on the Executive Council.
   • The Leadership Council would have a greater role than the current Board of Directors in developing and monitoring ASCD’s Strategic Plan.
   • The Review Council’s recommendations would be acted on unlike the past when they were presented but often received no action. The new Board of Directors would act on the recommendations, and the Leadership Council would develop and monitor a plan to fulfill the approved recommendations.
   • The Leadership Council would be responsible for developing and monitoring a program of support for affiliates.
   • The newly structured Board of Directors also would retain the fiduciary responsibility for the Association, including acting on the budget and hiring the Executive Director.

3. Does this proposed governance model take "power" away from the current Board of Directors?
   The proposed model transforms the current Board of Directors into a Leadership Council, and it is this Council that will shape ASCD’s preferred future. The Leadership Council will develop and monitor the Strategic Plan from which ASCD evolves. Thus we believe that this increases the influence of this group because it will establish direction for the Association. However, the new Board of Directors will become the sole body responsible for authorization of the Strategic Plan (and other implementation plans),
policies, the budget, and the hiring of the Executive Director.

This proposed governance model assumes a co-creating partnership. The Leadership Council invites wide involvement, planning, and analysis, while the new Board of Directors decides policy and monitors progress of actions taken. The Review Council continues its current role of evaluating the Association's success at meeting its constitutional purpose, but its recommendations become more meaningful because they will receive action.

To frame this governance model from a "power" perspective is to miss the heart of the proposed model: collaboration. This proposal has both the Leadership Council and the new Board of Directors collaborating in a governance model that involves all stakeholders. Although the Leadership Council will not set policy for the Association, it will set direction and establish priorities. It is this collaboration that will add value to the quality and power of all ASCD's initiatives.

4. **How does the proposed model reflect our commitment to our governance principles?**
The proposed governance model promotes a relationship based on shared authority and responsibility and, as such, embodies the principles of democracy, inclusiveness, representation, and collaboration (through perhaps not in their traditional forms). Although the new Board of Directors will set policy, the Leadership Council will highly influence that policy by setting direction through the development of the Association's Strategic Plan.

5. **What is the system of checks and balances in the proposed governance model?**
The system of checks and balances in the proposed governance model builds on and strengthens the present system. The Review Council's duties and responsibilities have not been altered. It would continue to function as the Association's guardian. The proposed Leadership Council would design, develop, and monitor the Association's Strategic Plan as well as action plans to fulfill recommendations made by the Review Council and other ASCD programs.

The proposed Board of Directors has the responsibility to act on the recommendations of both the Leadership Council and The Review Council.

6. **What is the role of the affiliate executive director and executive secretary in the proposed governance model?**
The GEC believes that the role of the affiliate executive director/secretary should be determined by the local affiliate. Each affiliate has its own distinct governance structure that may or may not permit the executive director/secretary to represent the affiliate at the ASCD Leadership Council.
7. Why are there no terms of office mandated for the affiliate representatives on the Leadership Council? 

The GEC also believes that the affiliates should control the lengths of the terms that their representatives serve on the Leadership Council. The leadership structure varies from affiliate to affiliate. Mandating the term lengths (e.g., 1-3 years) for all Leadership Council representatives could result in those terms not matching those that affiliate leaders serve within their affiliates.

The GEC believes that a three-year term helps ensure continuity on the Leadership Council, and as such, will recommend three-year terms to the affiliates. But the at-large members of the Council will served fixed three-year terms because they are not representing an affiliate.

8. Why is the new Board of Directors going to be electing up to three members to the Board? Won't this allow the Board to control its own makeup? 

The new Board of Directors will be allowed to elect up to three members to the Board when that is necessary to ensure diversity and balance. ASCD has placed a high value on having a diverse and balanced representation of our membership in governance (e.g., ethnicity, geography, job, and gender). Thus the Board itself will elect up to three additional members when the makeup of the Board lacks balance and diversity. Note that currently the Executive Council may appoint a non-U.S. member to the Council if no international candidate is elected, but the appointment is to a nonvoting position.

The Board will not really be able to control its own makeup because it will be permitted to elect only three members at the most. The other 18 members will be elected by the membership at large or by the Leadership Council.

9. How might the Leadership Council be structured? 

The GEC did not design a structure for the proposed Leadership Council. We did, however, recognize that the roles of the Council might well necessitate a somewhat different structure from that of the current Board of Directors. The structure could remain similar to the current Board, with ASCD's President serving as the presiding officer and with the Council meeting annually prior to the ASCD Annual Conference. What will need to be determined is whether structural changes might facilitate the Council in completing its work.

The GEC explored the idea that standing committees and ad hoc committees might need to be established within the Leadership Council to focus on specific tasks and to draft proposals for the Leadership Council to consider as a whole. The membership and leadership of these committees would most likely come from the Council.

The GEC also recognized that the Leadership Council might need to meet more than once a year, might utilize the Affiliate Leadership Conference as an additional meeting time, and would need additional opportunities to meet electronically throughout the year—especially if standing and ad hoc committees were formed. If the Council were to come
together more than once a year, financial considerations would need to be addressed.

10. **How are student chapters, networks, and associates included in the new governance structure?**
    They are not a part of the governance structure; they were created as membership services.
### ASCD Constitutional Transition
#### From Current Board of Directors To New Leadership Council

**Membership**

<table>
<thead>
<tr>
<th>Governance Function</th>
<th>Current Practice</th>
<th>Proposed Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Board of Directors</td>
<td>Leadership Council</td>
</tr>
<tr>
<td>Guaranteed Representation</td>
<td>Two representatives from each affiliate serving a three-year term of office and the President of each affiliate</td>
<td>Two representatives from each affiliate, one of whom shall be the President, unspecified term length</td>
</tr>
<tr>
<td>Proportional Representation</td>
<td>One proportional representative for every 2,700 paid Association members living within each affiliate’s geographic boundaries, who shall serve a three-year term of office</td>
<td>One additional representative for every 5,000 paid Association members living within each affiliate’s geographic boundaries, unspecified term length</td>
</tr>
<tr>
<td>Members-at Large</td>
<td>30 members-at-large, who shall serve a three-year term; 20 members elected by the Association members and 10 members elected by the Board of Directors</td>
<td>18 members-at-large, who shall serve a three-year term of office and be elected by Association members</td>
</tr>
<tr>
<td>------------------</td>
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<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Other Members</td>
<td>The Board of Directors also includes the 15 members of the Executive Council, who shall serve a three-year term</td>
<td>The Leadership Council also includes the 18-21 members of the Board of Directors and the Association Executive Director, serving Ex-Officio</td>
</tr>
</tbody>
</table>
## ASCD Constitutional Transition
### From Current Board of Directors to New Leadership Council

**Responsibilities**

<table>
<thead>
<tr>
<th>Governance Function</th>
<th>Current Practice</th>
<th>Proposed Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Responsibility</td>
<td>Establish processes to solicit ideas for policies from affiliates and individual members</td>
<td>Responsible for shaping the Association’s policies, programs and Services</td>
</tr>
<tr>
<td>Delegation of Responsibilities</td>
<td>Establish working groups to ensure fulfillment of the purpose of the Association</td>
<td>Establish working groups to accomplish the work of the Leadership Council in fulfillment of the purpose of the Association</td>
</tr>
<tr>
<td>Election to Governing Bodies</td>
<td>Elect those members of the Executive who are to be drawn from the Board of Directors’ own membership</td>
<td>Elect members of the Board of Directors who are to be drawn from the Leadership Council’s own membership</td>
</tr>
<tr>
<td>Strategic Planning</td>
<td>Receive the Association’s Strategic Plan and progress reports</td>
<td>Develop and monitor the Association’s Strategic Plan</td>
</tr>
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<td>-------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>Issues</td>
<td>Approve critical issues to be addressed by the Association</td>
<td>Approve critical issues to be addressed by the Association and establish positions on those issues</td>
</tr>
<tr>
<td>Review Council</td>
<td>Receive Review Council recommendations made to the Board of Directors</td>
<td>Develop and monitor an action plan to fulfill recommendations of the Review Council approved by the Board of Directors</td>
</tr>
<tr>
<td>Policy</td>
<td>Not setting policy for the Association</td>
<td>Identify policy concerns and provide primary feedback to the Board of Directors on policy recommendations</td>
</tr>
<tr>
<td>Governance Function</td>
<td>Proposed Practice</td>
<td>Current Practice</td>
</tr>
<tr>
<td>---------------------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Board of Directors</td>
</tr>
<tr>
<td>Constituent Relations</td>
<td>Receive reports on the status of affiliates and other constituent groups</td>
<td>Not conducting a self-evaluation</td>
</tr>
</tbody>
</table>

**ASCD Constitutional Transition**

**From Current Board of Directors to New Leadership Council**
<table>
<thead>
<tr>
<th>Flexibility</th>
<th>Rigid governance structure</th>
<th>Structuring the Leadership Council to better adapt to change in an increasingly complex and fast-paced environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Council</td>
<td>Receive the report of the Review Council</td>
<td>Develop and monitor action plan to fulfill Review Council recommendations approve by the Board of Directors</td>
</tr>
</tbody>
</table>
### ASCD Constitutional Transition

**From Current Executive Council to New Board of Directors**

**Membership**

<table>
<thead>
<tr>
<th>Governance Function</th>
<th>Current Practice</th>
<th>Proposed Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Officers</strong></td>
<td>The President, President-Elect, and Immediate Past President</td>
<td>The President, President-Elect, and Immediate Past President</td>
</tr>
<tr>
<td><strong>Members-at-Large</strong></td>
<td>Four members elected at large, who shall each serve a term of three years</td>
<td>Six members elected at large, who shall each serve a term of three years</td>
</tr>
<tr>
<td><strong>Members from another governing body</strong></td>
<td>Eight members elected by and from the Board of Directors, who shall serve a term of three years</td>
<td>Nine members elected by and from the Leadership Council, who shall each serve a term of three years</td>
</tr>
</tbody>
</table>
Up to three members elected by the Board of Directors, who shall each serve a term of three years to ensure diversity.

President may appoint one member who shall serve a term of one year to ensure diversity.

Members to ensure diversity.
### ASCD Constitutional Transition
**From Current Executive Council to New Board of Directors**

**Responsibilities**

<table>
<thead>
<tr>
<th>Governance Function</th>
<th>Current Practice</th>
<th>Proposed Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Council</td>
<td>Responsible for implementing policies for the Association</td>
<td>Responsible for implementing the Association’s policies, programs, and services consistent with the Association’s values and beliefs</td>
</tr>
<tr>
<td>Overall Responsibility</td>
<td></td>
<td>Approve the Association's Strategic Plan</td>
</tr>
</tbody>
</table>

26
<table>
<thead>
<tr>
<th>Duties Assumption</th>
<th>Assume any other duties of the Board of Directors in the intervals between meetings of that body</th>
<th>The elected officers together with the Executive Director, who shall be a nonvoting member, constitute an Executive Committee that assumes the duties of the Board of Directors in the intervals between meetings of the Board. Fill vacancies of the Board members elected at large until the next election</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Director</td>
<td>Nominate to the Board of Directors a candidate for the Executive Director</td>
<td>Employ and annually review the performance of the Executive Director</td>
</tr>
</tbody>
</table>
| Financial Responsibility | Recommend a budget to the Board of Directors and authorize transfer of unused balances within the budget | Fulfill fiduciary responsibilities of the Association  
Allocate the Association's resources  
Align resources to the Strategic Plan and approve the budget to accomplish the Plan |
### ASCD Constitutional Transition
**From Current Executive Council to New Board of Directors**

**Responsibilities**

<table>
<thead>
<tr>
<th>Governance Function</th>
<th>Current Practice</th>
<th>Proposed Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delegation of Responsibilities</strong></td>
<td>Establish working groups for program development and appoint members and chairpersons to oversee their operations, to give direction to the various projects of these groups, and to eliminate such groups at appropriate times</td>
<td>Establish working groups to accomplish the work of the Board</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Examine, on a regular basis, its own performance and invest in Board development</td>
</tr>
<tr>
<td><strong>Constituent Relations</strong></td>
<td>Review and recommend to the Board of Directors applications for affiliation</td>
<td>Review applications for affiliate status and Association partnerships and alliances</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Constitution</th>
<th>Establish a time frame and process for conducting constitutional reviews</th>
<th>Review and take action on recommendations for the constitutional review process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>Adopt and revise policies</td>
<td>Adopt, revise, and monitor the implementation of policies</td>
</tr>
<tr>
<td>Review Council</td>
<td>Receive the report of the Review Council</td>
<td>Approve the recommendations of the Review Council</td>
</tr>
</tbody>
</table>
### ASCD Constitutional Transition
### From Current Review Council to New Review Council

#### Membership

<table>
<thead>
<tr>
<th>Governance Function</th>
<th>Current Practice</th>
<th>Proposed Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Membership</td>
<td>Review Council</td>
<td>Review Council</td>
</tr>
<tr>
<td></td>
<td>Five members of the Association who shall be elected by the membership, with one member being elected each year</td>
<td>Five members of the Association, who shall be elected by the individual members, with one member being elected each year</td>
</tr>
<tr>
<td>Limitations</td>
<td>No member may serve simultaneously on the Board of Directors</td>
<td>No member may serve concurrently on the Leadership Council or Board of Directors</td>
</tr>
<tr>
<td>Terms of Office</td>
<td>Terms of office shall be for five years</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------------------------------</td>
<td></td>
</tr>
<tr>
<td>No person shall be elected to successive terms unless the initial appointment was for a period of less than five years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Terms of office shall be for five years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No person shall be elected to successive terms unless the initial appointment was for a period of less than five years</td>
<td></td>
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</tr>
</tbody>
</table>
**ASCD Constitutional Transition**  
*From Current Review Council to New Review Council*

**Responsibilities**

<table>
<thead>
<tr>
<th>Governance Function</th>
<th>Current Practice</th>
<th>Proposed Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review Council</td>
<td>Review Council</td>
</tr>
<tr>
<td>Overall Responsibilities</td>
<td>Analyze the extent to which the purpose of the Association is being carried out in the Association’s policies, practices, and procedures</td>
<td>Analyze the effectiveness of the Association by collecting data on the extent to which policies, practices, and procedures of the Association are in accordance with its purpose and its Strategic Plan</td>
</tr>
<tr>
<td>Data Collection</td>
<td>Seek out ideas, interests, and concerns from the membership for supporting and improving the Association’s effectiveness in achieving its purpose</td>
<td>Seek out ideas, interests, and issues from the individual members and governing bodies</td>
</tr>
<tr>
<td>Reporting</td>
<td></td>
<td></td>
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<tr>
<td>-----------</td>
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</tr>
<tr>
<td>Report its findings and make recommendations to the Board of Directors to improve the effectiveness of the Association.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report its findings at least once annually to the Executive Council, to the Board of Directors, and subsequently to the Association.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ASCD GOVERNANCE EVALUATION COMMISSION
SUMMARY OF KEY EVENTS
January 2000


February 1998 Governance study documents (including document summaries) distributed in special mailing.


April 1998 Four additional Governance Evaluation Commission members appointed, principles developed, shared, and revised.

May 1998 Affiliate Leadership Conference participants and Board of Directors review governance principles and alternative governance structures.

May 1998 Governance Evaluation Commission invites feedback from Board on revised principles.

August 1998 Governance Evaluation Commission invites feedback from affiliates on alternative structures through affiliate board activity.

Fall 1998 Regional meeting participants receive update and provide feedback on governance evaluation progress.

November 1998 Governance Evaluation Commission meets, reviews principles, structures feedback, and makes recommendations.

December 1998 Governance evaluation information packet sent to the Board of Directors.

March 1999 Governance evaluation recommendations sent to Board of Directors with copies to Review Council and Constituent Relations Committee and discussed with Board of Directors at Annual Conference.

April 1999 Governance Evaluation Commission meets to consider feedback, revise the recommendations, and refine time frame.

April-May 1999 Affiliate Leadership Conference attendees and Board of Directors receive briefings about governance recommendations.
June 1999  Board of Directors receives updated governance recommendations. Framework sent to affiliates for conducting discussions at Affiliate summer planning meetings. Review Council and Constituent Relations Committee informed.


June 1999  Special mailing sent from the Executive Council to Board of Directors indicating its position on the governance recommendations.

Fall 1999  Regional meeting participants attend briefings on the governance recommendations.

November 1999  Governance Evaluation Commission reviews feedback from Regional Meetings.

November 1999  Constitutional Review Committee meets to develop proposed revisions to the ASCD Constitution. ASCD's legal counsel then reviews proposed constitutional language.

January 2000  Proposed constitutional revisions (without Governance Evaluation Commission recommendations) sent to Board of Directors.

March 2000  Board of Directors votes on Governance Evaluation Commission recommendations.
ITEM: 7. Approve March 5 and 8, 1999, Board of Directors Meeting minutes

FROM: Joanna Choi Kalbus
President

ACTION REQUESTED: Adopt minutes.

RELATIONSHIP TO STRATEGIC PLAN: This work supports Goal 1, excellence and equity, and Goal 4, collaborative relationships.

BACKGROUND INFORMATION:

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: Attached Board of Directors Meeting minutes, March 5 and 8, 1999.

ACTION TAKEN:
ASCĐ BOARD OF DIRECTORS MEETING
Friday, March 5, 1999
San Francisco Hilton and Towers
San Francisco, California

MINUTES

CALL TO ORDER
President Thomas Budnik called the meeting to order at 8:30 a.m.

1. President's remarks and "Q&A" session.
President Budnik welcomed Board members to San Francisco. He referenced the Annual Conference theme and reviewed changes in the meeting format, including plans for a question and answer session and the use of a consent agenda. Budnik also introduced Parliamentarian Stuart Rankin. Executive Council members and ASCD staff facilitated discussions with Board members to assist them in determining which agenda items could be placed on the Consent Agenda.

No action required.

2. Adopt Consent Agenda.
President-elect Joanna Choi Kalbus moved, and Immediate Past President Edward Hall seconded, to place the following agenda items on the Consent Agenda: 4, 10, 11, and 12. MOTION CARRIED.

3. Announce and apply Policy 706 (Confidentiality).
Executive Director Gene Carter provided background information and explained the rationale for the application of Policy 706.

Board members signed a copy of Policy 706 (Confidentiality) and returned the signed forms to ASCD staff members. Deputy Executive Director Diane Berreth reminded Board members that any confidential information they receive will be identified in writing as confidential.

No action required.

4. Approve March 1998 Board of Directors Meeting minutes.
A Board member submitted a minor correction (change in affiliate designation) to the minutes, which were distributed May 4, 1998. Approval of the March 1998 Board of Directors Meeting minutes was placed on the Consent Agenda. MOTION CARRIED.
5. Elect candidates to the 2000 ASCD Nominations Committee.
President Thomas Budnik moved this item to the afternoon.

The Review Council chair, Corrine Hill, said that the interim report was confidential. She noted the absence of two Review Council members (Arthur Stellar and Quincy Harrigan) and introduced Nancy Oelklas and Sandra Wegner. Hill reviewed the Review Council's charge and the rationale and questions addressed in the report. Wegner and Oelklas shared information on the Council members' findings and the process used to obtain feedback.

Board members participated in an activity designed to solicit additional feedback to questions related to the value of affiliates to ASCD and ASCD to affiliates.

No action required.

7. Report of the Issues Committee and discuss issues on a preliminary basis.
President Thomas Budnik introduced the Issues Committee chair, Helen Randolph Stiff, who acknowledged the other Issues Committee members. Stiff then introduced members of the Issues Engagement Panel: Ellen Moir, Catherine Lewis, Pedro Noguera, and Kate Jamentz, each of whom addressed one of the issues. Board members also participated in a discussion.

No action required.

President Thomas Budnik announced that the Executive Council had amended the Governance Evaluation Commission timeline at its March 4 meeting and had revised the structure of the Board agenda item to extend the discussion. President-elect Joanna Choi Kalbus led Board members in an activity designed to solicit feedback about "what governance structure would best meet ASCD's needs in the 21st century." Board members also participated in a question and answer session about the proposed structure.

No action required.

5. Elect candidates to the 2000 ASCD Nominations Committee (deferred from the morning's deliberations).
Board members voted to select nine candidates to the 1999-2000 Nominations Committee from the prepared slate, which was developed based on nominations from the Board of Directors. President Thomas Budnik said that the election results would be announced by the end of the day.

No action required.
9. **Report on Name Study.**
President Thomas Budnik referenced the March 1998 resolution passed by the Board members, and he shared information on a recent "tag line" survey. He then cited the motion passed by the Executive Council at its March 4 meeting: "Based on the data collected concerning a name change, the Executive Council voted eight to six to recommend to the Board of Directors that there be no further action on a name change. This recommendation does not prohibit the Board from advancing the discussion of a name change if it so desires."

Patrick Geary (NE) moved, and Dave Nuss (OR) seconded, that the Association be named ASCD International as a stand-alone term with no acronym defined. LeRoy Hay (CT) called for a point of order, saying that the full membership would have to vote on any name change, according to ASCD’s constitution. Peyton Williams Jr. (GA) asked the Parliamentarian to rule on a point of order on whether the motion on the floor could be challenged and if it was out of order. Parliamentarian Rankin ruled the motion in order but noted that the Board does not have the authority to change the Association’s name. Rankin said that if the intent of the motion was to take it to the membership, the motion was in order. Nuss withdrew his second, and Geary withdrew his motion.

Gregg Dowty (ME) moved, and Cathy Hemker (WY) seconded, that the Board of Directors adopt the recommendation of the Executive Council to have no further discussion of the name change. Gordon Stone (TN) moved to close debate, and Anthony Mello (NY) seconded. President Budnik called for a show of hands as a vote on Dowty’s motion. MOTION CARRIED.

10. **Executive Director’s Annual Report.**
The Executive Director’s Annual Report was placed on the Consent Agenda. MOTION CARRIED.

10.1 **Adopt FY 98 auditors’ report.**
Deloitte & Touche LLP audit partner Joan Schweizer reviewed information on ASCD’s past financial year. Board members received a copy of a November 13 letter from Deloitte & Touche.

Doris Matthews (ID) moved, and Raymond McNulty (VT) seconded, to adopt the FY 98 auditors’ report. MOTION CARRIED.

10.2 **Review projected financial data for FY 99 compared to budget.**
Executive Director Gene Carter and Deputy Executive Director, Operations, Frank Betts provided updated information on the projected financial data.

No action required.
10.3 **Update on the Strategic Plan.**
Deputy Executive Director Diane Berreth announced that a rollout of a dashboard on ASCD’s Web site would appear in the fall. Board members participated in an activity to solicit feedback on the four goals.

No action required.

10.4 **Adopt the preliminary estimate of FY 2000 budget.**
Leon Levesque (ME) moved, and Raymond McNulty (VT) seconded, to adopt the preliminary estimate of the FY 2000 budget. MOTION CARRIED.

11. **Report on relationships with Consortium of Institutions for Development and Research in Education in Europe (CIDREE) and other key organizations.**
The report on CIDREE was placed on the Consent Agenda. MOTION CARRIED.

12. **Report on Executive Council’s visit to Singapore.**
The report on the Executive Council’s visit to Singapore was placed on the Consent Agenda. MOTION CARRIED.

13. **Announce results of the Nominations Committee election.**
President Thomas Budnik announced the nine new members of the 1999-2000 Nominations Committee: Nancy DeFord (UT), Deborah Hill (IL), Betsy Lim (Singapore), Carol Mackey (WA), Saundra McCray (District of Columbia), Anthony Mello (NY), Peter Prest (Alberta), David Rainey (AR), and Blaine Smith (OK). The alternates are Roxanne DeWeerd (MI), Sandy Gaspar (SD), and Mary Ravita (PA).

No action required.

14. **Announce election results.**
President Thomas Budnik announced the following results of ASCD’s 1998 elections:

<table>
<thead>
<tr>
<th>General Election</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>President-Elect (one-year term)</td>
<td>LeRoy Hay (CT)</td>
</tr>
<tr>
<td>Executive Council (three-year term)</td>
<td>Martha Bruckner (NE)</td>
</tr>
<tr>
<td>Review Council (five-year term)</td>
<td>Marge Chow (WA)</td>
</tr>
<tr>
<td>Members-at-large (three-year term)</td>
<td>Joanne Brunetti (UT)</td>
</tr>
<tr>
<td></td>
<td>Susan Copley (NH)</td>
</tr>
<tr>
<td></td>
<td>Francis Duffy (MD)</td>
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<tr>
<td></td>
<td>Linda Hoover (PA)</td>
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<tr>
<td></td>
<td>Donna Pagé (CT)</td>
</tr>
<tr>
<td></td>
<td>Yvonne Ryans (WA)</td>
</tr>
<tr>
<td></td>
<td>Lucia Sebastian (VA)</td>
</tr>
<tr>
<td></td>
<td>Deborah Hassel Stellar (NY)</td>
</tr>
</tbody>
</table>
Board of Directors Election:
Executive Council (three-year term)  Andrew Tolbert (AR)
                             Sandra Wegner (MO)
                             Carol Foster (NV)
                             Joanne Newcombe (MA)
                             Craig Welle (TX)

Members-at-large (three-year term)

He then acknowledged three new ASCD staff members: Barbara Gleason, Public
Information Director; Deborah Hall, Human Resources Director; and Janet Smalley,
Strategic Information Director.

No action required.

Executive Director Gene Carter acknowledged the presence of Michael Hough, President of the
Australian Council for Educational Administration (ACEA), who will represent ACEA at the
Annual Conference.

President Budnik reminded Board members to turn in their completed Board Meeting Evaluation
forms. He thanked the Credentials Committee for its work.

Julianna Boudreaux (LA) invited Board members to attend the 2000 Annual Conference in New
Orleans, Louisiana, and Doris Matthews (ID) invited attendees to the NW/SW Regional
Affiliates reception. President Budnik referenced the Board reception and the March 8 Annual
Business Meeting and follow-up Board meeting.

President Budnik adjourned the meeting at 5:00 p.m.
ASCD ANNUAL BUSINESS MEETING
Monday, March 8, 1999
San Francisco Hilton and Towers
San Francisco, California

MINUTES

President Thomas Budnik convened ASCD’s 54th Annual Business Meeting at 1:35 p.m.

Highlights of the Board of Directors Actions

- Name Study - President Budnik announced that the Board of Directors had voted to "cease and desist" any further discussion of a name change at its March 5 meeting.

- Governance Evaluation Commission - President Budnik reviewed the Board’s deliberation of a proposed new governance structure, and he announced that the Governance Evaluation Commission will meet again before the Affiliate Leadership Conference.

Overview of Key Association Issues
Executive Director Gene Carter shared information on ASCD’s efforts to resolve Y2K issues, implementation of new Association Management System software, new ASCD products and services, the dedication of ASCD’s new headquarters building, and the newly configured Project Design Center.

Member Comments and Expressions of Concern
Henry Traverso (CT) commented on the financial difficulty many affiliates encounter when they host a president-elect’s reception.

President Budnik referenced the chart on affiliate proportional representation, which takes effect on March 9.

He declared the Annual Business Meeting adjourned at 2:18 p.m.
ASCD BOARD OF DIRECTORS MEETING
Monday, March 8, 1999
San Francisco Hilton and Towers
San Francisco, California

MINUTES

CALL TO ORDER
President Thomas Budnik called the meeting to order at 2:30 p.m.

1. **Adopt ASCD positions.**
   President Budnik reviewed the position adoption process. After taking a count of Board members present, he said that attendance at the Board meeting did not constitute a quorum, and that the Executive Council would vote on the Board's recommendations at its meeting on Tuesday, March 9.

Issues Committee Chair Helen Randolph Stiff reviewed the five proposed positions. She announced that the language for the position on "Standards and Accountability" was revised based on feedback from members. That language now reads:

**Issue #5: Standards and Accountability**

**Position:** Public policy makers, families, schools, and communities bear the responsibility for creating the conditions and providing opportunities and resources necessary for the success of all learners. Student success in standards-based programs requires that all educational stakeholders contribute to setting standards and creating conditions for meeting them. School systems must be held publicly accountable for all students meeting standards. Educators must use multiple approaches to teaching and learning and varied methods to assess student achievement.

**Context:** Accountability systems are often disconnected from what educators and researchers know actually works to improve student achievement. Many educators agree that there is an urgent need to redesign these systems. The standards movement is a good example. High standards for all students is a worthy goal, but often assessments and evaluation based on the standards are not congruent with how students learn, even when aligned with what students are taught. Student assessment for the 21st century must use diverse approaches to measure and to value multiple approaches to teaching and learning, and have as an expectation that all students will improve. Further, the standards movement must not limit learning by narrowing curricula, nor inhibit creative teaching and learning that is grounded in effective practice and sound research and inquiry.

44
Improvement, not sorting: Accountability systems should be designed to provide useful and appropriate information for educators, policymakers, and the public. Further, standards for learning and performance and their accompanying assessments should serve as targets for inspiring and improving student learning, not as a means to sort and to rank students.

Chair Stiff asked Board members to think about how ASCD could expand its sphere of influence on the standards movement and about additional training for educators or publishing additional resources. She said that ASCD should pursue increased collaboration with other organizations and should focus energy and efforts where we can make a significant difference.

Board members voted (by majority vote) to move the following positions forward for further discussion: "Educator Quality and Responsibility" (117 for; 9 against), "Families and Schools" (61 for, 59 against), "Equal Access to Excellence" (101 for; 25 against), and "Standards and Accountability" (106 for; 16 against). The position on school facilities did not receive a majority vote (34 for; 90 against) and did not move forward for discussion.

President Budnik opened the floor for discussion of those four positions. Board members then voted (by a 2/3 majority vote) to adopt the positions on "Educator Quality and Responsibility" (112 for; 8 against), "Equal Access to Excellence" (93 for; 28 against), and "Standards and Accountability" (96 for; 25 against). The position on "Families and Schools" did not receive a 2/3 majority vote (63 for; 56 against) and was not adopted. Because three positions were adopted, President Budnik asked Board members to determine their first and second choices, and Board members voted (by majority vote) to have action plans developed for "Educator Quality and Responsibility" and "Standards and Accountability." President Budnik stated that the Executive Council would honor the Board’s vote as a recommendation when the Council meets on March 9.

President Budnik adjourned the meeting at 3:15 p.m.

GRC/bdr
ITEM: 8. Elect candidates to the 2000-2001 ASCD Nominations Committee

FROM: Diane G. Berreth  
Deputy Executive Director

ACTION REQUESTED: Elect candidates by paper ballot.

RELATIONSHIP TO STRATEGIC PLAN: The Nominations Committee’s work supports Goal 1, excellence and equity; Goal 2, leadership development; and Goal 4, wise stewardship.

BACKGROUND INFORMATION: ASCD’s Nominations Committee is elected by the Board of Directors according to the following policy:

307.2 The Nominations Committee consists of 12 members. Nine members are elected annually by the Board of Directors at its first Annual Conference Meeting. A ballot of qualified nominees, not to exceed 18, is presented to the Board of Directors by the Executive Council, who ensure that the slate is diverse in geography, race and ethnicity, gender and position. The Executive Council solicits nominees from the Board of Directors in advance.

The current President-Elect appoints three carryover members to the Committee. After consulting with the Nomination Committee chair and staff liaisons, the President-Elect designates the Committee Chair and vice-chair from among the appointees.

The current President-Elect also appoints three alternates to the Nominations Committee, based on the number of votes received in the Board of Directors Nominations Committee election.

In keeping with the policy, the Board of Directors was asked to nominate individuals for the Committee in advance of the Annual Conference. The Executive Council then reviewed the nominees and prepared a slate that met committee qualifications and was diverse in geography, race and ethnicity, gender, and position.

SUPPLEMENTARY INFORMATION:
RELATED DOCUMENTS: Nominations Committee Ballot (to be distributed at the Board of Directors meeting).

ACTION TAKEN:

FROM: Arthur Stellar
Chair, Review Council

ACTION REQUESTED: Adopt recommendations.

RELATIONSHIP TO STRATEGIC PLAN: The Review Council conducts analyses of the extent to which ASCD is meeting its constitutional purpose. Its work encompasses the entire Strategic Plan. In addition, the Review Council's 1998-2000 topic demonstrates stewardship of ASCD resources (Goal 4).

BACKGROUND INFORMATION: The Review Council's theme for 1998-2000 addressed whether the focus of the Association had shifted from services to marketing. Its analysis included the relationship among ASCD programs, products, services, and marketing, and addressed four questions:

- To what extent does the current Strategic Plan drive the planning and budgeting of the Association's activities?
- What are the costs and benefits (or value) to the Association of its marketing activities?
- What is the balance between services provided by ASCD to Affiliates and the benefits received by the partnership with Affiliates?
- To what extent do ASCD activities meet member and nonmember expectations?

The Council met September 18-9, 1998, and September 24-26, 1999, to review its four questions. After several rounds of Board of Directors’ feedback, the Council presented a progress report to the Board in March 1999. Following further analysis, a final report was prepared for action in 2000.

SUPPLEMENTARY INFORMATION: During the Review Council’s September 1999 meeting, it also selected the following study question for 2000-2001: How well do ASCD and affiliates strengthen public support by influencing education policy?
RELATED DOCUMENTS: Executive Summary of "An Analysis of the Relationship Among ASCD Programs, Products, Services, and Marketing," mailed under separate cover.

ACTION TAKEN:
ITEM: 10. Report of Issues Committee and discuss issues on a preliminary basis

FROM: Mary Ann Riggie
Chair, Issues Committee

ACTION REQUESTED: For information only.

RELATIONSHIP TO STRATEGIC PLAN: The adoption of positions allows ASCD to fulfill Goal 1, Strategy 2, by supporting the development of policies that promote excellence and equitable practice in education.

BACKGROUND INFORMATION: The issues identification process adopted by the Board of Directors in 1993 is now in its seventh year. In the fall, a member survey was used to help identify issues for further deliberation by the Issues Committee. The Issues Committee met in October in Alexandria to review the results of almost 5,000 member responses to the survey. Following its deliberation in the fall, the Committee proposed three positions for consideration.

SUPPLEMENTARY INFORMATION: In past years, ASCD recognized the need to focus its efforts by asking the Board to adopt no more than two positions for action planning and follow-up by staff.

As in previous years, the Board’s actions will be preceded by deliberations, in which all members are invited to participate, at Town Meetings and at the Annual Business Meeting.

RELATED DOCUMENTS: ASCD Adopted Positions—1999, Position Adoption Schedule, Process for Submitting Additional Positions, ASCD Issues 2000 (this year’s proposed items), and Position Adoption Process (attached).

ACTION TAKEN:
ASCD Positions for 1999

1. Educator Quality and Responsibility

Position:
ASCD supports policies and practices that hold educators responsible for providing a quality education to all students and for continuously improving the education profession and all public schools. These responsibilities require a systemic approach in which the entire education community works together to promote the highest quality classroom teaching and learning.

Context:
This position expands on the 1997 position advocating improvements in preservice and in the continuing education of teachers and other educators. A perception is growing in many places that educators are resigned to accept marginal teaching and even incompetence in the profession. In an age calling for increased accountability, the education profession teachers, school leaders, higher education faculty, and other education professionals must acknowledge and accept responsibility for developing and monitoring an ethic of excellence, providing a high quality education to students, and leading renewal efforts.

Supporting New Teachers:
Educators at all levels must take the lead in the induction and mentoring of new teachers. Sustained apprenticeships, professional networks, school-university partnerships, and other such measures should be developed. In cases where uncredentialed teachers are granted an emergency permit to teach, policymakers, schools, and educators must commit to ensuring appropriate and timely development for these new teachers.

Strengthening Experienced Teachers:
Teachers must take personal responsibility for continued growth and improvement. As the 1997 position states, teachers must be provided the time and other resources necessary to reflect on their experiences, investigate new approaches, learn new skills, and plan with their colleagues. In addition, schools should conduct appropriate review of veteran teachers by trained professionals to evaluate levels of effectiveness leading to decisions regarding continued employment.

2. Standards and Accountability

Position:
Public policymakers, families, schools, and communities bear the responsibility for creating the conditions and providing opportunities and resources necessary for the success of all learners. Student success in standards-based programs requires that all educational stakeholders contribute to setting standards and creating conditions for meeting them. School systems must be held publicly accountable for all students meeting standards. Educators must use multiple approaches to teaching and learning and varied methods to assess student achievement.
Context:
Accountability systems are often disconnected from what educators and researchers know actually works to improve student achievement. Many educators agree that there is an urgent need to redesign these systems. The standards movement is a good example. High standards for all students is a worthy goal, but often assessments and evaluation based on the standards are not congruent with how students learn, even when aligned with what students are taught. Student assessment for the 21st century must use diverse approaches to measure and to value multiple approaches to teaching and learning, and have as an expectation that all students will improve. Further, the standards movement must not limit learning by narrowing curricula, nor inhibit creative teaching and learning that is grounded in effective practice and sound research and inquiry.

Improvement, not sorting:
Accountability systems should be designed to provide useful and appropriate information for educators, policymakers, and the public. Further, standards for learning and performance and their accompanying assessments should serve as targets for inspiring and improving student learning, not as a means to sort and to rank students.

3. Equal Access to Excellence
Position:
ASCD supports policies that provide adequate funding for all learners and recognizes that the different abilities, backgrounds, and needs of students require diverse resources and multiple approaches to high quality teaching and learning.

Context:
In its previous statement on equity in education, ASCD had supported equal allocation of education funding. However, it is crucial that educators and policymakers realize that equal funding is not necessarily adequate funding for equal opportunity. To achieve equal access to knowledge and skill development for all students, regardless of background, race, or gender, resources must be adequate for the specific needs and circumstances of students and their families.

Equity and Standards:
Standards must serve as targets for student learning, not as obstacles to student success. The implementation of standards must be accompanied by policies that guarantee adequate resources for less well-funded communities to implement mandated standards.

Equity and Funding:
Due to different abilities, backgrounds and preparation, some students require additional educational resources to achieve comparable standards and to develop the skills necessary for success. Adequate funding for some schools may mean additional funding to meet some students’ learning needs. Further, spending must be linked to specific, measurable outcomes.
POSITION ADOPTION SCHEDULE

Friday's Board of Directors Meeting:

1. Review process for position adoption.
2. Seek clarification regarding proposed positions.
3. Listen for additional recommended positions.

The Schedule for the Town Meetings is as follows:

Saturday
March 25, 2000
12:30 p.m.–2:30 p.m.
Convention Center, Room 339

Sunday
March 26, 2000
3:00 p.m.–5:00 p.m.
Convention Center, Room 339
PROCESS FOR SUBMITTING ADDITIONAL POSITIONS BY BOARD OF DIRECTORS

The issues addressed by the Issues Committee, and the positions they developed, represent the concerns of Issues Committee members and the opinions of the nearly 5,000 ASCD members who responded to the issues survey last fall.

The Friday, March 24, Board of Directors meeting will allow more than an hour of deliberation for clarification on the proposed positions. There will be two two-hour Town Meetings over the ensuing weekend at which the Board will hear the opinion of any ASCD member who wishes to speak. Further debate on issues the Board chooses to consider for adoption will be a substantial part of the process at the Monday Board Meeting. The Issues Committee asks, therefore, that any additional positions brought forward by Board members represent substantively different positions from those the Issues Committee is proposing.

If you do choose to offer an additional position, the steps are as follows:

1. Present proposed position orally to the Board on Friday, March 24.

2. Submit 30 signatures of current Board members in support of the new position. These signatures are to be submitted to the Chair of the Issues Committee (Mary Ann Riggie) by the end of Friday’s Board Meeting.

3. Prepare proposed position in writing using ASCD position format.


5. Submit final copy to Issues Committee members at or immediately after the final Town Meeting on Sunday, March, 26, from 3:00 - 5:00 p.m. in the Convention Center, Room 339.

6. The additional position(s) will be considered and acted upon at the Monday, March 27, Board of Directors Meeting.
ASCD
MISSION STATEMENT

ASCD, a diverse, international community of educators forging covenants in teaching and learning for the success of all learners

ISSUES
2000
ASCD Vision
ASCD makes a difference for children by serving those who shape their learning. ASCD helps educators prepare children for their future roles as citizens in an interdependent, ever changing world. We are a powerful advocate and invaluable resource for excellence and equity in education. We build partnerships that advance teaching and learning worldwide. We live our beliefs through our activities, products, and services.

Belief Statements
- We believe that the individual has intrinsic worth.
- We believe that all people have the ability and the need to learn.
- We believe that all children have a right to safety, love, and learning.
- We believe that a high-quality, public system of education open to all is imperative for society to flourish.
- We believe that diversity strengthens society and should be honored and protected.
- We believe that broad, informed participation committed to a common good is critical to democracy.
- We believe that humanity prospers when people work together.
- We believe that healthy organizations purposefully provide for self-renewal.
- We believe that the culture of an organization is a major factor shaping individual attitudes and behaviors.
- We believe that shared values and common goals shape and change the culture of healthy organizations.

ASCD Goals
- ASCD will be the catalyst for change toward excellence and equity in education for the common good.
ASCD will develop the leadership of educators to enhance student potential and improve student achievement.

ASCD will engage in collaborative relationships that improve teaching and learning worldwide.

ASCD will exercise wise stewardship of its resources in accordance with ASCD's beliefs and values.

**Issues 2000**

The ASCD Issues Process is an important way for ASCD members to voice their opinions on critical education issues and join a deliberative process to articulate positions on the issues. The process is also an opportunity for members to learn from one another through dialogue, debate, Town Meetings, and the Board of Directors' deliberative processes. The Issues Process also advances ASCD's influence on matters of teaching, learning, and the connected issues embedded in professional development. The 2000 Issues process began in the fall of 1999 with almost 5,000 ASCD members responding to the annual Issues Survey. In October the ASCD Issues Committee met at ASCD Headquarters in Alexandria, Virginia, to identify issues and to develop proposed Association positions on the issues.

At the ASCD Annual Conference in New Orleans, the Board of Directors will deliberate to determine which positions to adopt, keeping in mind (1) the importance of the position to ASCD's vision, mission, and goals and (2) the Association's potential for effective action and influence on the position. After the Board makes its decision, ASCD staff will develop action plans and strategies for advancing the positions to the benefit of ASCD members. Before the Board decides which positions to adopt, ASCD members attending the Annual Conference have opportunities to share their views and discuss and reflect on the proposed positions at two Town Meetings. The outcome of the Town Meetings will then be
shared with the Board and will also influence the final version of the position statements. A statement of ASCD’s proposed position on each of the issues with background and some context follows in this booklet. Members might observe that the proposed positions have connections to previously adopted or proposed positions from last year. In its work last fall, the Issues Committee recognized that some positions require sustained effort and that within those positions are multiple issues needing attention. This year the Issues Committee looked carefully at last year’s adopted positions, determined them relevant and important and then articulated specific issues areas from which to propose three related positions for consideration. For reference and review the positions adopted last year are contained in the short appendix in this booklet. The Committee was also influenced by a desire to ensure that the proposed positions are appropriate for meaningful action on the part of ASCD. The Issues Committee strongly encourages members to participate in this process by carefully reviewing and reflecting on the material in this booklet and by attending and participating in the Town Meetings. The schedule for the Town Meetings is as follows:

**Saturday**
March 25, 2000
12:30 p.m.–2:30 p.m.
Convention Center, Room 339

**Sunday**
March 26, 2000
3:00 p.m.–5:00 p.m.
Convention Center, Room 339
POSITION
To enhance the professional and cultural status of educators, we need policies, practices, and resources to support the following:

- The creation of educational environments that bear witness to continuous growth and that empower educators to contribute their own knowledge and apply current research and inquiry to their work.

- Inclusion of all teachers in a professional learning community that stands for equity and quality and that incorporates collaboration and mutual support.

- Professional development that includes opportunities to examine research and engage in inquiry that directly relates to creative problem solving around the constraints impeding improvement efforts. Such constraints include time, curriculum, family and community expectations, externally imposed standards and mandates, and the necessary resources needed to respond to such constraints.

- Greater attention to the moral and ethical grounding of the education profession. Moral and ethical imperatives, not simply economic utility, pervade the education profession. These imperatives arise out of the responsibility of enculturating young people into democratic societies, ensuring access to knowledge for all students, and improving teaching and learning, which is the key role of all educators.
**Context**

For the members of the education profession to be recognized as leaders in societies, we must pay attention to the perceived status of teachers and other educators in contemporary society. Everyone—from institutions of higher education, schools, and administrative districts to professional organizations, policymakers, and the general public—shares the responsibility for substantive change within the profession.

The rhetoric of accountability among the education policymaking community may be as intense as it ever has been. In the United States, recent policy proposals linking student performance to educator performance emerged from the 1999 National Education Summit sponsored by the National Governors Association and members of the corporate community. This policy trend is international. Prime Minister Tony Blair of Great Britain has proposed “performance-related pay” (PRP) for head teachers. Such efforts deserve much scrutiny by the education profession. They also serve as an important challenge to educators to aspire to high levels of understanding and knowledge about the substance of teaching and the connected issues of pedagogy. Implicated, as well, is the need for educators to communicate clearly to parents and families and to form collaborations with other important stakeholders in their respective communities.
STANDARDS AND ACCOUNTABILITY II

Position
Educational accountability systems based on student performance standards and assessments require that the standards and accompanying assessment measures be explicit. They must be public, comprehensive, and compelling in order to serve the needs of students, families, educators, and policymakers. Schools and school systems should publicly disclose the substance of all standards, the time lines for meeting the standards, and the consequences for failing to do so. Schools also should outline the resources needed to ensure equal access for all students; provide all students with opportunities outside of school for educational experiences such as service learning; and be prepared to incorporate the experiences that students bring with them to school.

Context
Educators should clearly define and articulate learning and performance standards with appropriate assessments so that students can expand their learning opportunities. Standards describe the concepts and skills integrated in a rigorous curriculum that prepares students for the future. Each jurisdiction should clearly identify and define its standards to emphasize higher-level understanding and powerful learning. Students should develop learning skills so they can navigate the standards with success and not limit their opportunities for genuine lifelong learning. Standards develop the core of knowledge and allow for the use of many resources. Students might demonstrate proficiency with the standards through their out-of-school activities as well as through their own prior
experiences, with guided assistance from school and home. Accountability is about more than test scores; it moves beyond accounting to use all available information on student learning as evidence of progress. The data should support the need for improvement and help to determine what adjustments need to be made. Accountability assumes appropriate and multiple learning opportunities for all students. Accountability implies that a variety of evidence is used to make improvements in classroom practices and curricular adjustments. Accountability also implies that assessment measures are fair, consistent, and public, while maintaining individual students' rights to privacy. As stated in the position adopted last year on Standards and Accountability, all stakeholders are accountable for "creating the conditions and providing opportunities and resources for the success of all learners." Therefore, all stakeholders, including students, are accountable for the results.
APPENDIX: 1999 ASCD ADOPTED POSITIONS

Educator Quality and Responsibility
ASCD supports policies and practices that hold educators responsible for providing a quality education to all students and for continuously improving the education profession and all public schools. These responsibilities require a systemic approach in which the entire education community works together to promote the highest quality classroom teaching and learning.

Standards and Accountability
Public policymakers, families, schools, and communities bear the responsibility for creating the conditions and providing opportunities and resources necessary for the success of all learners. Student success in a standards-based program requires that all educational stakeholders contribute to setting standards and creating conditions for meeting them. School systems must be held publicly accountable for all students meeting standards. Educators must use multiple approaches to teaching and learning and varied methods to assess student achievement.

Equal Access to Excellence
ASCD supports policies that provide adequate funding for all learners and recognizes that the different abilities, backgrounds, and needs of students require diverse resources and multiple approaches to high quality teaching and learning.
DIVERSITY
AND COMMUNITY

Position
Educators must inform their practice with knowledge and strategies that value and celebrate differences in students. Aspiring teachers and educators in practice need the skills and knowledge to take advantage of the strengths of diverse students and the richness of race, culture, language, and experience that students bring to school.

Context
Educators must be prepared for the demographic changes in the schools of the future, when students will manifest differences of all kinds. This reality creates special opportunities and challenges for educators. On one hand, diversity means an enriched classroom, neighborhood, community, and nation. On the other hand, it creates challenges for educators to construct teaching and learning strategies that ensure equal access to knowledge for all learners, regardless of students' special circumstances. Educators need the skills and resources to personalize learning for each student against the backdrop of modern diversity. Personalization honors the differences in all students and it can counter violence and alienation. As democracies move into the 21st century, educators can play key roles in helping societies move toward a more inclusive, multidimensional democratic culture.
1999–2000 ISSUES COMMITTEE

Chair: Mary Ann Riggie, Vermont
John J. Attinasi, California
Judith Dorsch Backes, Michigan
Terry Burik, New Jersey
Luis A. Burgos, Puerto Rico
Ronald Costello, Indiana
Sandra Dyck-Stoddard, Alberta, Canada
Willie Easter, Arkansas
Ermile Hargrove, Hawaii
Patricia Marshall, Kentucky
Michaelene Meyer, Ohio

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT
1703 N. Beauregard Street
Alexandria, VA 22311-1714
800-933-2723 or 703-578-9600
www.ascd.org

ISSUES
2000
POSITION ADOPTION PROCESS

1. **Preliminary Vote** on each position as to whether it should be moved forward for discussion.

   Required Vote: Simple majority of those present; voters may select none, all, or some of the positions.

   The purpose of this vote is to determine whether there is sufficient Board support to adopt each position.

2. **Discussion** of each position moved forward.

3. **Final Vote** (to determine adoption status). This vote will determine which of the positions is adopted.

   Required Vote: A two-thirds majority of those present; voters may select none, all, or some of the proposed positions.

4. **Additional vote** (to determine action status).

   If more than two positions have received support of a two-thirds majority of those present, an additional vote will be held; the two positions receiving the greatest support will be carried forward for action plan development.

   Required vote: A two-thirds majority of those present; voters may select up to two of the newly adopted positions.
ITEM: 11. Report on Executive Council’s Visit to Israel

FROM: Joanna Choi Kalbus
President

ACTION REQUESTED: For information only.

RELATIONSHIP TO STRATEGIC PLAN: This program supports the development of collaborative relationships to advance teaching and learning worldwide (Goal 3) and provides a professional development experience that will enhance capacity for organizational stewardship (Goal 4).

BACKGROUND INFORMATION: As part of ASCD's efforts to become increasingly global in its perspectives, the Association has held its Executive Council meeting in a location outside the United States for the past eight years (1992-Munich, Germany; 1993-San Juan, Puerto Rico; 1994-Calgary, Alberta; 1995-London, England; 1996-Curaçao, Netherlands Antilles; 1997-Toronto, Ontario; 1998- Singapore). The 1999 meeting took place in Jerusalem, Israel.

SUPPLEMENTARY INFORMATION: The program to Israel involved visits with educators in the Ministry of Education, Tel Aviv University, educational and professional development organizations, teacher colleges, and a range of elementary, middle, and high schools. Reflections on the visit are included in the attached article that appeared in the February edition of Educational Leadership.


ACTION TAKEN:
ITEM: 12.1
Adopt FY99 auditors’ report

FROM: Gene R. Carter
Executive Director

Frank M. Betts
Deputy Executive Director
Operations

Jay DeFranco
Controller

ACTION REQUIRED: Adopt FY99 auditors’ report.

RELATIONSHIP TO STRATEGIC PLAN: This activity supports Goal 4, wise stewardship.

BACKGROUND INFORMATION: A representative of the firm Deloitte & Touche LLP will report and answer questions.

SUPPLEMENTARY INFORMATION:


ACTION TAKEN:
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Financial Statements and Additional Information for the Years Ended August 31, 1999 and 1998, and Independent Auditors' Report
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<td>10</td>
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INDEPENDENT AUDITORS' REPORT

To the Board of Directors of
Association for Supervision and
Curriculum Development:

We have audited the accompanying statements of financial position of the Association for Supervision and Curriculum Development (the Association) as of August 31, 1999 and 1998, and the related statements of activities and changes in net assets and of cash flows for the years then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, such financial statements present fairly, in all material respects, the financial position of the Association as of August 31, 1999 and 1998, and the changes in its net assets and its cash flows for the years then ended in conformity with generally accepted accounting principles.

Our audits were conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The accompanying schedules of functional expenses are presented for the purpose of additional analysis and are not a required part of the basic financial statements. This additional information is the responsibility of the Association's management. Such information has been subjected to the auditing procedures applied in our audits of the basic financial statements and, in our opinion, is fairly stated in all material respects when considered in relation to the basic financial statements taken as a whole.

November 5, 1999
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

STATEMENTS OF FINANCIAL POSITION
AUGUST 31, 1999 AND 1998

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>1999</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash and cash equivalents</td>
<td>$3,148,221</td>
<td>$2,833,888</td>
</tr>
<tr>
<td>Cash held by trustee</td>
<td>323,736</td>
<td>868,478</td>
</tr>
<tr>
<td>Investments</td>
<td>4,129,664</td>
<td>3,763,814</td>
</tr>
<tr>
<td>Accounts receivable (less allowance for doubtful accounts of approximately $76,000 and $120,000, respectively)</td>
<td>2,564,082</td>
<td>2,797,863</td>
</tr>
<tr>
<td>Grant receivable</td>
<td>1,152,868</td>
<td>-</td>
</tr>
<tr>
<td>Inventory</td>
<td>2,545,224</td>
<td>2,629,910</td>
</tr>
<tr>
<td>Prepaid expenses and deferred charges</td>
<td>1,069,792</td>
<td>1,232,161</td>
</tr>
<tr>
<td>Property held for sale</td>
<td>-</td>
<td>4,000,000</td>
</tr>
<tr>
<td>Property and equipment, net</td>
<td>19,204,426</td>
<td>18,591,091</td>
</tr>
<tr>
<td>Other assets</td>
<td>52,298</td>
<td>294,363</td>
</tr>
<tr>
<td><strong>TOTAL ASSETS</strong></td>
<td><strong>$34,190,311</strong></td>
<td><strong>$37,011,568</strong></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>LIABILITIES AND NET ASSETS</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Accounts payable</td>
<td>$1,830,062</td>
<td>$1,865,939</td>
</tr>
<tr>
<td>Accrued salaries and related expenses</td>
<td>720,343</td>
<td>666,550</td>
</tr>
<tr>
<td>Other accrued expenses</td>
<td>339,347</td>
<td>300,894</td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>7,328,107</td>
<td>7,506,745</td>
</tr>
<tr>
<td>Notes payable</td>
<td>13,228,733</td>
<td>16,710,000</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td><strong>23,446,592</strong></td>
<td><strong>27,050,128</strong></td>
</tr>
</tbody>
</table>

| NET ASSETS:                                          |           |           |
| Unrestricted:                                        |           |           |
| Undesignated                                         | 9,508,168 | 9,879,929 |
| Designated                                           | 82,683    | 81,511    |
| **Total unrestricted net assets**                    | 9,590,851 | 9,961,440 |
| Temporarily restricted                               | 1,152,868 | -         |
| **Total net assets**                                 | 10,743,719 | 9,961,440 |

| TOTAL LIABILITIES AND NET ASSETS                     | $34,190,311 | $37,011,568 |

See notes to financial statements.
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS
YEARS ENDED AUGUST 31, 1999 AND 1998

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>OPERATING ACTIVITIES:</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>REVENUES:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membership dues and subscriptions</td>
<td>$11,539,868</td>
<td>-</td>
<td>$11,539,868</td>
<td>$11,539,868</td>
<td>-</td>
<td>$11,334,060</td>
<td>$11,334,060</td>
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<tr>
<td>Annual conference</td>
<td>2,704,847</td>
<td>-</td>
<td>2,704,847</td>
<td>2,704,847</td>
<td>-</td>
<td>2,365,826</td>
<td>2,365,826</td>
<td></td>
</tr>
<tr>
<td>Technology products</td>
<td>437,498</td>
<td>-</td>
<td>437,498</td>
<td>437,498</td>
<td>-</td>
<td>583,101</td>
<td>583,101</td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>617,214</td>
<td>-</td>
<td>617,214</td>
<td>617,214</td>
<td>-</td>
<td>684,158</td>
<td>684,158</td>
<td></td>
</tr>
<tr>
<td>Investments</td>
<td>538,664</td>
<td>1,172</td>
<td>539,836</td>
<td>1,224,999</td>
<td>-</td>
<td>409,440</td>
<td>409,440</td>
<td></td>
</tr>
<tr>
<td>Other revenue</td>
<td>591,467</td>
<td>-</td>
<td>591,467</td>
<td>487,304</td>
<td>1,414</td>
<td>488,718</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant revenue</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net assets released from restrictions</td>
<td>72,131</td>
<td>-</td>
<td>72,131</td>
<td>(72,131)</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total revenues</strong></td>
<td>32,842,841</td>
<td>1,172</td>
<td>32,844,013</td>
<td>1,152,868</td>
<td>33,996,881</td>
<td>29,952,005</td>
<td>1,414</td>
<td>29,953,419</td>
</tr>
</tbody>
</table>

|                      |                   |                  |               |                       |       |                   |                  |            |
| **EXPENSES:**        |                   |                  |               |                       |       |                   |                  |            |
| Program services:    |                   |                  |               |                       |       |                   |                  |            |
| Publications         | 5,669,365         | -                | 5,669,365     | 5,669,365             | -     | 4,602,539         | 4,602,539       |            |
| Professional development | 2,780,900       | -                | 2,780,900     | 2,780,900             | -     | 3,399,770         | 3,399,770       |            |
| Annual conference    | 945,852           | -                | 945,852       | 945,852               | -     | 858,459           | 858,459         |            |
| Program research and development | 1,524,812  | -                | 1,524,812     | 1,524,812             | -     | 729,886           | 729,886         |            |
| Design and production | 458,872           | -                | 458,872       | 458,872               | -     | 371,929           | 371,929         |            |
| Constituent relations | 917,895           | -                | 917,895       | 917,895               | -     | 918,352           | 918,352         |            |
| **Total program services** | 12,297,696 | -                | 12,297,696    | 12,297,696            | -     | 10,880,935        | 10,880,935      |            |
| Support services:    |                   |                  |               |                       |       |                   |                  |            |
| Management           | 8,538,339         | -                | 8,538,339     | 8,538,339             | -     | 8,160,412         | 8,160,412       |            |
| Administrative       | 11,949,400        | -                | 11,949,400    | 11,949,400            | -     | 9,964,673         | 9,964,673       |            |
| **Total support services** | 20,487,739 | -                | 20,487,739    | 20,487,739            | -     | 18,125,085        | 18,125,085      |            |
| **Total operating expenses** | 32,785,435 | -                | 32,785,435    | 32,785,435            | -     | 29,006,020        | 29,006,020      |            |

|                      |                   |                  |               |                       |       |                   |                  |            |
| **CHANGES IN NET ASSETS FROM OPERATING ACTIVITIES** | 57,406           | 1,172            | 58,578        | 1,152,868             | 1,211,446 | 945,985         | 1,414          | 947,399 |

|                      |                   |                  |               |                       |       |                   |                  |            |
| **NONOPERATING ACTIVITY:** |                 |                  |               |                       |       |                   |                  |            |
| LOSS ON SALE OF BUILDING | 429,167           | -                | 429,167       | 429,167               | -     | -                 | -               | -          |
| CHANGES IN NET ASSETS | (371,761)        | 1,172            | (370,189)     | 1,152,868             | 782,279 | 945,985         | 1,414          | 947,399 |
| NET ASSETS, BEGINNING OF YEAR | 9,879,929 | 81,511            | 9,961,440     | 9,961,440             | 8,933,944 | 80,027          | 9,014,041      |            |
| **NET ASSETS, END OF YEAR** | $9,508,168 | $22,683            | $9,530,851    | $1,152,868            | $10,743,719 | $9,879,929 | $81,511         | $9,961,440 |

See notes to financial statements.
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

STATEMENTS OF CASH FLOWS
YEARS ENDED AUGUST 31, 1999 AND 1998

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASH FLOWS FROM OPERATING ACTIVITIES:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changes in net assets</td>
<td>$782,279</td>
<td>$947,399</td>
</tr>
<tr>
<td>Adjustments to reconcile changes in net assets to net cash provided by operating activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain on sale of investments, net</td>
<td>(114,393)</td>
<td>(109,185)</td>
</tr>
<tr>
<td>Unrealized (gain) loss on investments, net</td>
<td>(89,165)</td>
<td>89,307</td>
</tr>
<tr>
<td>Loss on sale of property and equipment</td>
<td>17,332</td>
<td>67,330</td>
</tr>
<tr>
<td>Loss on sale of building</td>
<td>429,167</td>
<td></td>
</tr>
<tr>
<td>Depreciation and amortization</td>
<td>1,337,207</td>
<td>745,169</td>
</tr>
<tr>
<td>(Recovery) provision for doubtful accounts</td>
<td>(44,000)</td>
<td>140,126</td>
</tr>
<tr>
<td>Change in assets and liabilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decrease (increase) in accounts receivable</td>
<td>277,781</td>
<td>(695,479)</td>
</tr>
<tr>
<td>Increase in grant receivable</td>
<td>(1,152,868)</td>
<td></td>
</tr>
<tr>
<td>Decrease (increase) in inventory</td>
<td>84,686</td>
<td>(417,615)</td>
</tr>
<tr>
<td>Decrease (increase) in prepaid expenses and deferred charges</td>
<td>162,369</td>
<td>(530,707)</td>
</tr>
<tr>
<td>Decrease (increase) in other assets</td>
<td>242,065</td>
<td>(17,277)</td>
</tr>
<tr>
<td>Decrease in accounts payable</td>
<td>(35,877)</td>
<td>(247,649)</td>
</tr>
<tr>
<td>Increase in accrued salaries and related expenses</td>
<td>53,793</td>
<td>129,796</td>
</tr>
<tr>
<td>Increase in other accrued expenses</td>
<td>38,453</td>
<td>120,266</td>
</tr>
<tr>
<td>Decrease in deferred revenue</td>
<td>(178,638)</td>
<td>(101,793)</td>
</tr>
<tr>
<td>Net cash provided by operating activities</td>
<td>1,810,191</td>
<td>119,688</td>
</tr>
</tbody>
</table>

CASH FLOWS FROM INVESTING ACTIVITIES:
Proceeds from sales of investments  | 731,269 | 709,290 |
Purchases of investments            | (893,361) | (862,696) |
Proceeds from sale of building      | 3,570,835|          |
Proceeds from sale of property and equipment | 625       | 7,220    |
Purchases of property and equipment  | (1,968,499)| (12,772,731) |

Net cash provided by (used in) investing activities | 1,440,667 | (12,918,917) |

CASH FLOWS FROM FINANCING ACTIVITIES:
Payment on notes payable             | (3,981,267) | (55,000) |
Proceeds from notes payable          | 500,000    | 1,000,000 |
Decrease in cash held by trustee      | 544,742    | 10,660,628 |

Net cash (used in) provided by financing activities | (2,936,523) | 11,605,628 |

NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS | 314,333 | (1,193,601) |
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR | 2,833,888 | 4,027,489 |
CASH AND CASH EQUIVALENTS, END OF YEAR | $3,148,221 | $2,833,888 |
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION:
Interest paid                       | $873,166  | $688,458 |

See notes to financial statements.
1. ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization - The Association for Supervision and Curriculum Development (the Association) was founded in 1943. The Association was organized for the purpose of improving education through the promotion of programs and practices that will facilitate the wholesome development of all persons involved in educational efforts. The Association was incorporated in 1984 under the laws of the Commonwealth of Virginia.

Basis of Accounting - The accompanying financial statements of the Association are presented on the accrual basis of accounting.

Net Assets - The Board of Directors established, by designation, the combined funds of the Cecilia Unzicker-Randall bequest and the ASCD Leadership Foundation Fund. The interest earned from this combined fund is used to support its strategic plan to support children in poverty.

Temporarily Restricted Net Assets - The Association reports all contributions with donor-imposed restrictions as temporarily restricted. When a donor-imposed restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Use of Estimates - The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Cash and Cash Equivalents - For purposes of the statement of cash flows, the Association considers all short-term investments with initial maturities of three months or less to be cash equivalents.

Investments - The Association reports its investments at fair value with any related gain or loss recognized in the statement of activities and changes in net assets.

Inventory - Inventory consists principally of publications, handbooks, audiotapes, and videotapes held for resale, and is carried at the lower of cost (first-in, first-out method) or market value.

Property and Equipment - Property and equipment are stated at cost. Depreciation is calculated on a straight-line basis over the estimated useful lives of the assets.

Publication Rights - The cost of acquired intangible publication rights is amortized on a straight-line basis over the estimated useful lives of the rights. Publication rights are included in other assets on the statement of financial position.
Deferred Revenue - Dues, subscriptions, and other services are recognized as revenue over the period to which they apply. Deferred revenue represents the portion of payment the Association has received that is applicable to future service periods.

Income Taxes - The Association is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code as a publicly supported organization. The Association is, however, subject to tax on net profits generated by activities defined as “unrelated business activities” under applicable tax law.

New Accounting Pronouncement - The Association has not completed the process of evaluating the impact that will result from adopting Statement of Financial Accounting Standards No. 133, “Accounting for Derivative Instruments and Hedging Activities.” The Association is therefore unable to disclose the impact that adopting Statement of Financial Accounting Standards No. 133 will have on its financial position and changes in net assets when such statement is adopted.

2. INVESTMENTS

A summary of investments at August 31, 1999 and 1998, is as follows:

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Government and Agency securities</td>
<td>$1,387,989</td>
<td>$1,103,625</td>
</tr>
<tr>
<td>Equity securities</td>
<td>1,387,251</td>
<td>1,713,271</td>
</tr>
<tr>
<td>Money market</td>
<td>1,157,747</td>
<td>946,918</td>
</tr>
<tr>
<td>Corporate bonds</td>
<td>196,677</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$4,129,664</strong></td>
<td><strong>$3,763,814</strong></td>
</tr>
</tbody>
</table>

3. PROPERTY HELD FOR SALE

At August 31, 1998, the Association had real estate property held for sale, located at 1250 North Pitt Street in Alexandria, Virginia. The property was carried at the lower cost or market for a value $4,000,000, which was based on an independent appraisal obtained during 1997. The property was sold during 1999 at a loss of $429,167.

4. PROPERTY AND EQUIPMENT

Property and equipment as of August 31, 1999 and 1998, consists of the following:

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land</td>
<td>$1,173,000</td>
<td>$1,173,000</td>
</tr>
<tr>
<td>Building</td>
<td>14,512,160</td>
<td>13,960,993</td>
</tr>
<tr>
<td>Furniture and equipment</td>
<td>8,577,770</td>
<td>7,277,322</td>
</tr>
<tr>
<td>Leasehold improvements</td>
<td>-</td>
<td>62,447</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24,262,930</strong></td>
<td><strong>22,473,761</strong></td>
</tr>
<tr>
<td>Less: Accumulated depreciation</td>
<td>(5,038,504)</td>
<td>(3,882,670)</td>
</tr>
<tr>
<td><strong>Net property and equipment</strong></td>
<td><strong>$19,224,426</strong></td>
<td><strong>$18,591,091</strong></td>
</tr>
</tbody>
</table>

79
5. **DEFERRED REVENUE**

Deferred revenue consists of the following as of August 31, 1999 and 1998:

<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>1998</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dues</td>
<td>$6,063,008</td>
<td>$5,827,637</td>
</tr>
<tr>
<td>Subscriptions</td>
<td>1,033,401</td>
<td>970,246</td>
</tr>
<tr>
<td>Professional Development Institutes</td>
<td>159,962</td>
<td>397,867</td>
</tr>
<tr>
<td>Human Resource Development Program</td>
<td>26,899</td>
<td>158,693</td>
</tr>
<tr>
<td>Annual Conference</td>
<td>959</td>
<td>148,296</td>
</tr>
<tr>
<td>Other</td>
<td>43,878</td>
<td>4,006</td>
</tr>
<tr>
<td></td>
<td>$7,328,107</td>
<td>$7,506,745</td>
</tr>
</tbody>
</table>

6. **NOTES PAYABLE**

In 1989, the Association obtained variable rate demand revenue bond financing from Wachovia Bank, N.A. (formerly Central Fidelity Bank, N.A.), in the amount of $3,840,000, maturing on March 1, 2019. The bonds were secured by a letter of credit issued by Wachovia Bank, N.A., in the amount of $3,549,560, maturing on March 10, 1999. The letter of credit was secured by a deed of trust on all real estate and improvements located at 1250 North Pitt Street, Alexandria, Virginia. Interest was paid monthly at a variable rate set by the bond trustees sufficient for the then-outstanding bonds to sell at par. Principal payments were provided based on a mandatory sinking fund requirements schedule. The principal amount outstanding at August 31, 1998, was $3,460,000. The property underlying the debt was sold in August 1999 and the debt was paid in full from the proceeds. The total interest charged to expense during the years ended August 31, 1999 and 1998, was $106,291 and $138,730, respectively. The Association was required to maintain a compensating balance with Wachovia of $225,767 at August 31, 1998.

On July 11, 1997, the Association obtained variable rate demand revenue bond financing from First Union National Bank in the amount of $12,250,000, maturing on July 1, 2023. Bond proceeds, in the amount of $323,736 and $86,847 at August 31, 1999 and 1998, respectively, are held by the trustee, First Union National Bank. The bonds are secured by a letter of credit issued by First Union National Bank in the amount of $12,854,109, expiring on July 31, 2002. The letter of credit is secured by a deed of trust on all real estate and improvements located at 1703 N. Beauregard St., Alexandria, Virginia. On May 19, 1998, the Association entered into an interest rate swap transaction with First Union National Bank that will terminate on July 1, 2013. Fixed amounts and floating amounts for each payment date are calculated in accordance with definitions published by the International Swaps and Derivatives Association, Inc. Interest at a fixed rate of 5.30% is payable by the Association quarterly, commencing on July 1, 1998. Floating amounts are payable quarterly by First Union National Bank at the Weekly Remarketing Rate (3.24% at August 31, 1999). Principal payments are due quarterly commencing on October 1, 1998. The principal amount outstanding at August 31, 1999 and 1998, was $11,960,000 and $12,250,000. The total interest expense capitalized during the year ended August 31, 1998, was $384,789. No interest was capitalized for 1999 since construction on the building was completed in the prior year. Interest expense for the year ended August 31, 1999, was $708,406. The total interest income earned on the bond proceeds and netted against capitalized interest expense was $305,303 for the year ended August 31, 1998.

On May 19, 1998, the Association obtained financing from First Union National Bank in the amount of $1,500,000 to purchase furniture and equipment, that will mature on September 15, 2003. The
Association entered into an interest rate swap transaction with First Union National Bank terminating on September 15, 2003. Fixed amounts and floating amounts for each payment date are calculated by First Union National Bank in accordance with definitions published by the International Swaps and Derivatives Association, Inc. Principal and interest at a fixed rate of 8.66% are payable by the Association monthly commencing October 15, 1998. Floating amounts are payable monthly by First Union National Bank at the rate of LIBOR plus 2% (7.45% at August 31, 1999). Interest expense for the years ended August 31, 1999 and 1998, was $110,105 and $105,784, respectively. The principal amounts outstanding at August 31, 1999 and 1998, were $1,268,735 and $1,000,000, respectively.

The following is a schedule of principal payments due as of August 31:

<table>
<thead>
<tr>
<th>Year Ending August 31</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>$572,891</td>
</tr>
<tr>
<td>2001</td>
<td>616,023</td>
</tr>
<tr>
<td>2002</td>
<td>651,127</td>
</tr>
<tr>
<td>2003</td>
<td>688,360</td>
</tr>
<tr>
<td>2004</td>
<td>390,332</td>
</tr>
<tr>
<td>Thereafter</td>
<td>10,310,000</td>
</tr>
<tr>
<td></td>
<td>$13,228,733</td>
</tr>
</tbody>
</table>

7. PENSION PLAN

The Association maintains two defined contribution retirement plans that cover substantially all full-time employees. One plan is operated by the Teachers Insurance and Annuity Association of America College Retirement Equities Fund. All full-time employees are eligible to participate after completing one year of service. Employees who elected to participate in the plan before February 1, 1996, must make voluntary contributions of 5% or more of their gross salary, through salary deductions. Employees who elect to participate in the plan after February 1, 1996, must make voluntary contributions of 1% or more of their annual salary. In turn, the Association pays on behalf of the employee an amount equal to 3, 6, or 12% of the employee's gross annual salary based on a predetermined schedule in relationship to the employee's election. For employees participating in the plan before February 1, 1996, vesting in the employer's share on behalf of the employee is full and immediate. For employees participating in the plan after February 1, 1996, vesting in the employer's share on behalf of the employee is full after five years of service.

The other plan is operated by the Variable Annuity Life Insurance Company. All employees are eligible to participate on the first day of the month following their employment. Employees who elect to participate in the plan must make voluntary contributions of 1% or more of their annual salary. In turn, after one year of service the Association pays on behalf of the employee an amount equal to 5, 6, or 12% of the employee's gross annual salary based on a predetermined schedule in relationship to the employee's election. Vesting in the employer's share on behalf of the employee is full after five years of service.

Pension expense for the years ended August 31, 1999 and 1998, was $699,789 and $618,375, respectively.
8. TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets are available for the project entitled “Partners for Life - A Health and Education Network.”

Net assets of $72,131 were released as of August 31, 1999, from donor restrictions by incurring expenses for the Partners for Life - A Health and Education Network project.

* * * * *
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

SCHEDULE OF FUNCTIONAL EXPENSES
YEAR ENDED AUGUST 31, 1998

<table>
<thead>
<tr>
<th>Program Services</th>
<th>Management</th>
<th>Administrative</th>
<th>Subtotal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publications</td>
<td>$4,148,722</td>
<td>$1,140,361</td>
<td>$5,289,083</td>
<td>$11,105,621</td>
</tr>
<tr>
<td>Professional Development</td>
<td>228,686</td>
<td>7,819</td>
<td>236,505</td>
<td>1,215,134</td>
</tr>
<tr>
<td>Annual Conference</td>
<td>1,650,268</td>
<td>1,200,967</td>
<td>2,851,235</td>
<td>4,048,254</td>
</tr>
<tr>
<td>Program Research and Development</td>
<td>328,119</td>
<td>3,460</td>
<td>331,579</td>
<td>331,579</td>
</tr>
<tr>
<td>Design and Production</td>
<td>19,333</td>
<td>173,327</td>
<td>192,660</td>
<td>193,445</td>
</tr>
<tr>
<td>Constituent Relations</td>
<td>9,021</td>
<td>549,961</td>
<td>558,982</td>
<td>611,683</td>
</tr>
<tr>
<td>Subtotal</td>
<td>383,101</td>
<td>658,906</td>
<td>1,043,007</td>
<td>1,997,232</td>
</tr>
<tr>
<td>Support Services</td>
<td>$1,190,400</td>
<td>$20,487,719</td>
<td>$21,678,119</td>
<td>$32,785,435</td>
</tr>
</tbody>
</table>

SCHEDULE OF FUNCTIONAL EXPENSES
YEAR ENDED AUGUST 31, 1998

<table>
<thead>
<tr>
<th>Program Services</th>
<th>Management</th>
<th>Administrative</th>
<th>Subtotal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing and production</td>
<td>$2,961,841</td>
<td>$1,681,775</td>
<td>$4,643,616</td>
<td>$9,386,496</td>
</tr>
<tr>
<td>Conference and meetings</td>
<td>864</td>
<td>347,197</td>
<td>434,394</td>
<td>967,491</td>
</tr>
<tr>
<td>Postage and shipping</td>
<td>884,096</td>
<td>37,288</td>
<td>921,384</td>
<td>1,842,678</td>
</tr>
<tr>
<td>Advertising</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Professional and consulting fees</td>
<td>605</td>
<td>-</td>
<td>605</td>
<td>605</td>
</tr>
<tr>
<td>Equipment and computer</td>
<td>1,275</td>
<td>4,862</td>
<td>6,137</td>
<td>12,274</td>
</tr>
<tr>
<td>Depreciation and amortization</td>
<td>60,646</td>
<td>-</td>
<td>60,646</td>
<td>60,646</td>
</tr>
<tr>
<td>Occupancy related expense</td>
<td>-</td>
<td>179</td>
<td>179</td>
<td>179</td>
</tr>
<tr>
<td>Personnel cost</td>
<td>636,701</td>
<td>999,274</td>
<td>1,635,975</td>
<td>3,271,950</td>
</tr>
<tr>
<td>Other</td>
<td>46,527</td>
<td>399,195</td>
<td>445,722</td>
<td>891,444</td>
</tr>
<tr>
<td>Total</td>
<td>$4,602,539</td>
<td>$3,399,770</td>
<td>$8,002,309</td>
<td>$16,492,889</td>
</tr>
</tbody>
</table>

- 10 -
ITEM: 12.2
Review projected financial data for FY00 compared to budget

FROM: Gene R. Carter
Executive Director

Frank M. Betts
Deputy Executive Director
Operations

Jay DeFranco
Controller

ACTION REQUIRED: For information only.

RELATIONSHIP TO STRATEGIC PLAN: This activity supports Goal 4, wise stewardship.

BACKGROUND INFORMATION: The attached projection of financial performance in FY00 is based on the budget for FY00. There is not enough financial information available at this time to make a better prediction than budget.

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: Fiscal Year 2000 Approved Budget and Fiscal Year 2000 Projection (attached).

ACTION TAKEN:
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

FISCAL YEAR 2000 BUDGET AND FISCAL YEAR 2000 PROJECTED ACTUALS*

<table>
<thead>
<tr>
<th></th>
<th>FY 00 BUDGET (APPROVED)</th>
<th>FY 00 ACTUAL (PROJECTED*)</th>
<th>VARIANCE BETTER/WORSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membership, Dues, and Subscriptions</td>
<td>13,730,000</td>
<td>13,730,000</td>
<td>0</td>
</tr>
<tr>
<td>Publications</td>
<td>8,600,000</td>
<td>8,600,000</td>
<td>0</td>
</tr>
<tr>
<td>Annual Conference</td>
<td>2,700,000</td>
<td>2,700,000</td>
<td>0</td>
</tr>
<tr>
<td>Professional Development</td>
<td>2,820,000</td>
<td>2,820,000</td>
<td>0</td>
</tr>
<tr>
<td>Electronic Media Sales</td>
<td>5,679,000</td>
<td>5,679,000</td>
<td>0</td>
</tr>
<tr>
<td>Investment</td>
<td>361,000</td>
<td>361,000</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td>2,838,645</td>
<td>2,838,645</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Revenue</strong></td>
<td>36,728,645</td>
<td>36,728,645</td>
<td>0</td>
</tr>
</tbody>
</table>

**EXPENSES:**

<table>
<thead>
<tr>
<th></th>
<th>FY 00 BUDGET (APPROVED)</th>
<th>FY 00 ACTUAL (PROJECTED*)</th>
<th>VARIANCE BETTER/WORSE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Services:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Publications</td>
<td>5,346,974</td>
<td>5,346,974</td>
<td>0</td>
</tr>
<tr>
<td>Professional Development</td>
<td>1,573,369</td>
<td>1,573,369</td>
<td>0</td>
</tr>
<tr>
<td>Annual Conference</td>
<td>642,651</td>
<td>642,651</td>
<td>0</td>
</tr>
<tr>
<td>Program Research &amp; Development</td>
<td>3,909,184</td>
<td>3,909,184</td>
<td>0</td>
</tr>
<tr>
<td>Design &amp; Production</td>
<td>502,662</td>
<td>502,662</td>
<td>0</td>
</tr>
<tr>
<td>Constituent Relations</td>
<td>962,433</td>
<td>962,433</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Program Services</strong></td>
<td>12,937,273</td>
<td>12,937,273</td>
<td>0</td>
</tr>
<tr>
<td><strong>Support Services:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>7,409,837</td>
<td>7,409,837</td>
<td>0</td>
</tr>
<tr>
<td>Management</td>
<td>2,459,075</td>
<td>2,459,075</td>
<td>0</td>
</tr>
<tr>
<td>Administrative</td>
<td>12,469,276</td>
<td>12,469,276</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Support Services</strong></td>
<td>22,338,188</td>
<td>22,338,188</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>35,275,461</td>
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<td><strong>TOTAL SURPLUS (LOSS)</strong></td>
<td>1,453,184</td>
<td>1,453,184</td>
<td>0</td>
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</table>

* - Projected year end actuals are currently based entirely on the FY 00 Approved Budget. Due to the implementation of new accounting and order entry systems, further data is not available at this time.

01/24/2000
ITEM: 12.3
Update on Strategic Plan

FROM: Diane G. Berreth
Deputy Executive Director

ACTION REQUESTED: For information only.

RELATIONSHIP TO STRATEGIC PLAN: This initiative broadly supports all four goals: excellence and equity, leadership development, collaborative relationships, and wise stewardship.

BACKGROUND INFORMATION: The Executive Council initially adopted the beliefs, mission, goals, and vision for our Strategic Plan in 1993-1994. These elements of the Plan had been developed over six days in 1992-1993 by a 35-member Commission representing members, the Board of Directors, affiliates, the Executive Council, staff, and "critical friends." The Plan served us well, but in keeping with external and internal environmental changes, and the best strategic planning practice, the Plan needed updating. By the late 1990s, the update, announced at the June 1997 Executive Council meeting, focused on the Association’s vision, goals, and strategies. The beliefs and mission remained as they were.

The Plan update was conducted by the staff Strategic Priorities Group (SPG), a pre-existing cross-work group team that was expanded to include Executive Council participation from former President Edward L. Hall, Immediate Past President Thomas J. Budnik, and Council member John Cooper. The Strategic Priorities Group met for more than 80 hours to conduct the update. Consultation was provided by Group Decision Support Systems (GDSS), which frequently conducts strategic planning for corporate, military, and nonprofit entities.

The Board of Directors and staff had input into the proposed update through two rounds of electronic conferencing and a progress report. In addition, open meetings of staff were held. This Board and staff feedback resulted in modification to the vision, goals, and strategies. The Executive Council adopted the updated vision and goals at its June 1998 meeting. Staff then developed draft action plans for each strategy.

ASCD’s action plans for the strategies associated with each goal continue to be modified as external conditions change. Most recently, staff conducted a matrix analysis of ASCD’s constituents and services to assure that all Association activities were integrated into the plan.

The Association is now in the process of developing a “plan-to-plan” for ASCD’s next Strategic Plan. After an analysis of current and emerging strategic planning trends, the “plan-to-plan” will be developed and presented to the Executive Council in June 2000 for approval.
SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: Current ASCD Strategic Plan (in pocket notebook) and ASCD Initiatives and Strategic Plan (attached).

ACTION TAKEN:
ASCD INITIATIVES AND THE STRATEGIC PLAN

Note: Services are divided into two categories: services to members and services to the profession. All services to the profession are also available to members but are not listed in both categories.

Goal One: ASCD will be the catalyst for change toward excellence and equity in education for the common good.

Strategies:

1. Identify and promote exemplary programs and practices.

   Services to members:
   * Only The Best
   * Co-development and co-marketing of exemplary programs
   * Charter member of the Learning First Alliance
   * Educational Leadership
   * Education Update
   * Curriculum Update
   * Professional Development Institutes
   * Member books

   Services to the profession:
   * Education Bulletin
   * Only The Best
   * Mars Millennium Project
   * Beginning School Mathematics Program Initiative
   * Professional Inquiry Kits
   * Professional Development videotape program
   * Public Information activities
   * Classroom Leadership Conference
   * Conference on Teaching and Learning
   * Curriculum Handbook
   * PD Online

2. Support development of policies that promote excellence and equitable practice.

   Services to members:
   * Technical assistance to affiliates on policy and legislative issues
   * Liaison to Department of Education and other policy groups
   * Policy-Maker Partnership (partner with National Association of State Directors of Special Education)
Services to the profession—
* Infobrief—a quarterly publication on education policy issues
* Policy forums
* Partnership with Family Education Network to provide resources to parents
* Learning First Alliance
* Learning In Deed (Kellogg Foundation service learning project)
* Every Student a Citizen (Education Commission of the States)
* National Policy Board for Educational Administration

3. Develop capacity building and leadership development for preservice education.

Services to members—
* Liaison to professors of curriculum
* Council of Professors of Instructional Supervision

Services to the profession—
* National Council for the Accreditation of Teacher Education, Specialty Area
  Folio Review Management
* Interstate New Teacher Assessment Support Consortium
* Professional Inquiry Kits
* Classroom Leadership Conference
* Institute for Educational Leadership Project

Goal Two: ASCD will develop the leadership of educators to enhance student potential and improve student achievement.

Strategies:

1. Create and deliver comprehensive programs for educators aspiring to increase their expertise.

Services to members—
* Affiliate Leadership Conference
* Student Chapters
* PD Online
* Classroom Leadership newsletter
* CD ROMS

Services to the profession—
* Professional Development Institutes
* Annual Conference
* Educational Leaders Constituent Council
* Interstate School Leaders Licensure Consortium
* Conference on Teaching and Learning
2. Create and deliver a comprehensive program that supports the school’s capacity to succeed.

Services to members-
* Understanding By Design
* Curriculum Handbook
* Tailored technical assistance to school sites

Services to the profession-
* Beginning School Mathematics Project
* Urban Professional Development Initiative
* Signature Schools Program
* Scoreboards for Schools pilot program

Goal Three: ASCD will engage in collaborative relationships that improve teaching and learning worldwide.

Strategies:

1. Develop and advance ASCD programs, products, and services through joint projects and partnerships.

Services to members-
* LFA, EchoStar partnership for satellite transmission of ASCD’s “Community and Schools” videotape as part of the Safe Schools program
* White House Office of National Drug Control Policy/Cable in the Classroom
* Development of Challenge 2000 multimedia suite

Services to the profession-
* Compass Quest Consortium to develop problem-solving methods for students
* Partnership with the FamilyEducation Network to provide resources to parents
* Public information activities relating to partnerships
* Beginning School Mathematics Program
* Partnership with AOL
* Development of innovative distributor agreements with Amazon.com and Barnes and Noble.com to expand product reach
* Formation of consortium to pilot use of 360-degree assessment data

2. Create flexible structures and innovative programs that enrich and expand partnerships with constituent groups.

Services to members-
* Providing free Web sites (and other electronic tools) to constituent groups
3. Develop international collaborations for the reciprocal benefit of ASCD and communities of educators.

Services to members—
* Distributor agreement with Singapore ASCD and Hong Kong ASCD
* Development of a comprehensive plan for internationalization
* Development of relationships with Israel education organizations

Services to the profession—
* Partnership with the Australian Council of Education Administrators
* Membership in the Consortium of Institutions for Development and Research in Education in Europe
* Relationship with European and international schools

4. Engage in strategic alliances that promote quality education to decision makers worldwide.

Services to members—
* Robert Wood Johnson Foundation-funded Health Initiative in Education

Services to the profession—
* Charter member of the Learning First Alliance
* Public information activities relating to partnerships
* National Policy Board for Educational Administration
* Development of parent component of a drug awareness program with DARE

5. Develop the ASCD’s community’s core competencies to nurture and manage effective relationships with other organizations.
Services to members~
* Provision of training on alliance formation at constituent meetings
* Development of process and criteria to help assess partner selection for Internet-based companies
* Develop policy, criteria, and development goals on sponsorship

Services to the profession~
* Review of historical partnership activities to distill institutional learnings and recommend improvements

Goal Four: **ASCD will exercise wise stewardship of its resources in accordance with ASCD’s beliefs and values.**

1. *Invest in the development of the professional knowledge and skills of the ASCD community.*

   Services to members~
   * Affiliate Leadership Conference
   * Increased emphasis on staff training to better meet member needs
     360-degree feedback training
     3500 total hours of in-house training in iMIS for the Service Center staff
     job-related professional development for staff through tuition reimbursement

   Services to the profession~
   * Professional Development Institutes
   * Annual Conference
   * Summer and Fall conferences
   * Internet-based professional development
     PD Online
     Tutorials

2. *Use ASCD’s resources responsibly to maximize value to members and the profession.*

   Services to members~
   * Project Design Center leadership in developing a matrix to help prioritize ASCD products, programs, and services
   * Annual review of individual products, programs, and services through the Project Design Center
   * Enhancements and improvements to ASCD Web site
   * Expansion of ASCD member benefits through expanded electronic/Web-based communications (e.g., member-based listservs, full text of *EL*, etc.)
   * Expanded use of ASCD building--e.g., use building facilities and in-house
technology for meetings of allied educational groups, expanded use of building for ASCD-related meetings (as opposed to hotels)
* Consolidated mailings to save postage costs without decreasing member communications (e.g., including member-wide election ballots in Education Update instead of in separate mailings)

Services to the profession~
* Customer satisfaction measures
* Development of new measures of value-added ASCD activities
* Initiation of Project Design Center
* Expanded electronic/Web-based communications (e.g., listservs, full-text of EL, etc.)
* Increased use of focus groups and market research to increase ASCD’s ability to deliver products, programs, and services desired by educators

3. Continuously improve key processes to achieve best practices.

   Services to members~
   * GEC review of ASCD governance structure
   * Refinements to program development process to meet member needs
   * Improvements in membership and product fulfillment process
   * Improvements to the fulfillment process for member benefits
   * Realignment of the internal staff to increase the effectiveness of our member and customer support
   * Revision of the budget process to integrate it more fully with strategic planning, product development, and priority setting activities
   * Changes to the chart of accounts, implementation of a new accounting system, and a change from cash to accrual accounting on a continuous basis for improved fiscal management
   * Implementation of the iMIS association management package with Web enhancements to improve customer service, improve communication, and reduce the time required to fill an order

   Services to the profession~
   * Improvements in product fulfillment process for member benefits
   * Refinements in program development process to meet customer needs
   * Realignment of the internal staff to increase the effectiveness of customer support
   * Implementation of the iMIS association management package with Web enhancements to improve customer service, improve communication, and reduce the time required to fulfill an order

4. Safeguard and enhance ASCD’s reputation and goodwill.

   Services to members~

94
* Completion of an annual financial audit, with no exceptions
* Development and multi-year implementation of ASCD’s comprehensive communication plan
* Implementation of an audit of Board communications
* Expansion of the content of the ASCD Annual Report
* Completion of an HR audit to ensure improved compliance with employment law
* Establish a protocol and procedures for developing and maintaining consistency of voice in ASCD products, programs, and services
* Development of listservs to enhance Board, affiliate regions, and committee communications
* Increased use of technologies such as VoicePoll to obtain member feedback

Services to the profession—
* Development and multi-year implementation of ASCD’s comprehensive communication plan
* Expansion of the copyright control and licensing procedures
* Implementation of copyright control and licensing procedures
* Set and maintain high standards of quality for ASCD products, programs, and services
ITEM: 12.4
Adopt the preliminary estimate of FY01 budget

FROM: Gene R. Carter
Executive Director

Frank M. Betts
Deputy Executive Director
Operations

Jay DeFranco
Controller

ACTION REQUIRED: Adopt the preliminary estimate of FY01 budget.

RELATIONSHIP TO STRATEGIC PLAN: This activity supports Goal 4, wise stewardship.

BACKGROUND INFORMATION: The March meeting of the Board of Directors is the only opportunity for the Board to ask questions and discuss the FY01 budget as a group. After this initial discussion, a second draft of the budget will be presented to the Executive Council in June, after which the final budget will be presented to the Board of Directors in August for its final approval. This year, the proposed budget will follow the format of the auditors’ financial statements, as required by Generally Accepted Accounting Practices (GAAP), and as approved previously by Executive Council at its October 1997 meeting.

SUPPLEMENTARY INFORMATION:


ACTION TAKEN:
**ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT**

**FISCAL YEAR 2000 APPROVED BUDGET AND FISCAL YEAR 2001 PROPOSED BUDGET**

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<th>FY 00 BUDGET (APPROVED)</th>
<th>FY 01 BUDGET (PROPOSED)</th>
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<td><strong>REVENUE:</strong></td>
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<td>Membership, Dues, and Subscriptions</td>
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<td>Publications</td>
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<td><strong>EXPENSES:</strong></td>
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<td>Support Services:</td>
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<td>1,453,184</td>
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ITEM: 13.
Report on relationships with Consortium of Institutions for Development and Research in Education in Europe (CIDREE) and other organizations

FROM: Gene R. Carter
Executive Director

ACTION REQUESTED: For information only. No action required.

RELATIONSHIP TO STRATEGIC PLAN: Supports Goal 3, collaborative relationships.

BACKGROUND INFORMATION: CIDREE is a network of European, American (ASCD), and Hong Kong (CDC) institutions that share similar goals, constraints, and opportunities. Its mission is to enrich the processes of educational development and research in Europe through collaboration and the exchange of ideas.

SUPPLEMENTARY INFORMATION: The Executive Director represented ASCD at a meeting of CIDREE contact persons hosted by DVO at the Department of Educational Development in Brussels, Belgium. This meeting (including its proceedings) was seen as the basis for planning for the 1999 Athens General Assembly meeting. The Executive Director’s suggestions became the basis for a two-page outline of the organization’s Annual Plan to be presented to the General Assembly participants. Subsequently, the Executive Director participated in the CIDREE General Assembly meeting and accepted an invitation to participate in a symposium conducted by the Greek Pedagogical Institute in Athens, Greece.

In October 1999, the Executive Director delivered a keynote and the Deputy Executive Director conducted a workshop (both invited) at a professional development program for educators in Jerusalem, Israel. These presentations increased the recognition of Israel ASCD and ASCD among educators in Israel.

The Executive Director was appointed to the National Commission on Asia in the Schools by the Asia Society, which is headquartered in New York City. The Commission is a nonpartisan panel involving 30 leaders from the fields of policymaking, business, and education. The leaders represent different geographic regions, and bring a broad spectrum of ideas. The role of each Commission member is to provide counsel to the project, review prepared materials, raise issues, and amplify the work to reach a larger audience. The Commission is led by co-chairs James B. Hunt Jr., governor of North Carolina; Dr. Chang-lin Tien, former chancellor of the University of California at Berkeley; and Ms. Charlotte Mason, teacher in Newton, Massachusetts. James A. Kelly, former President of the National Board for Professional Teaching Standards, serves as vice chair.
"Asia in the Schools" is a long-term process involving extensive research, analysis, and dialogue directed at accomplishing systemic change. It is envisioned that the recommended strategies of the Commission will engineer projects to improve standards for Asia-related education; raise the standards for teacher education, both pre- and in-service; establish an extensive, collaborative network for creating and sharing high quality resources; improve Asia- and Asian American-related content in textbooks and other material resources; and stimulate greater public awareness of our students’ need to know more about Asia and Asian American issues.

RELATED DOCUMENTS: National Commission on Asia in the Schools roster.

ACTION TAKEN:
National Commission on Asia in the Schools

Co-chairs
James B. Hunt, Jr.
Governor of North Carolina

Charlotte Mason
Teacher
Newton North High School
Newtonville, MA

Chung Lin Tien
University Professor &
NFRC Distinguished Professor
University of California, Berkeley

Vice Chair
James Kelly
Founding President
National Board for Professional Teaching Standards
Great Pointe Farms, MI

Executive Director
Namiji Kim Steinemann
Vice President, Education Division
Asia Society
New York, NY

Members
Susan Adler
President-Elect
National Council for the Social Studies
University of Missouri
Kansas City, MO

Gordon M. Ambach
Executive Director
Council of Chief State School Officers
Washington, DC

Gerald L. Baliles
Former Governor of Virginia

Deanne Balzer
Japanese Magnet Immersion Program Coordinator &
Japanese Resource Teacher
Richmond Elementary School
Portland, OR

Gene R. Carter
Executive Director
Association for Supervision &
Curriculum Development
Alexandria, VA
Martha Choe  
Director  
Washington Department of Community, Trade & Economic Development  
Seattle, WA

Burnell Clark  
President  
KC189  
Seattle, WA

Nancy S. Cole  
President  
Educational Testing Services  
Princeton, NJ

Carol Edwards  
Director of Programs  
National Foundation for the Improvement of Education  
Washington D.C.

Virginia Edwards  
Editor & Publisher  
Education Week  
Bethesda, MD

John Haggerty (invited)  
Governor of Michigan

David Prohmuyer  
President  
University of Oregon  
Eugene, OR

Nancy Girvin  
Principal  
Emerald Middle School  
El Cajon, CA

Carol Gluck  
George Sansom Professor of History  
Columbia University  
New York, NY

Gilbert M. Grosvenor  
Chairman of the Board  
National Geographic Society  
Washington, D.C.

Donald Johnson  
Professor of Asian Studies & Director of International Education  
New York University  
New York, NY

Robert Jones (invited)  
President  
The National Alliance of Business  
Washington, D.C.
Colleen Kelly
Teacher
Fairfield High School
Fairfield, CT

Karen Kodama
Principal
John Stanford International School
Seattle, WA

Diana Lam
Superintendent
Providence Public Schools
Providence, RI

George R. Packard
President
United States-Japan Foundation
New York, NY

Thomas W. Payzant
Superintendent
Boston Public Schools
Boston, MA

Nicholas Platt
President
Asia Society
New York, NY

John Theodore Sanders
President
Education Commission of the States
Denver, CO

Richard P. Unsworth
Headmaster Emeritus
Northfield Mount Hermon School
Charlottesville, VA

Charles Untermyer
Director of Government Affairs
Compaq Computer Corporation
Houston, TX

Arthur F. Wise
President
National Council on Accreditation for Teacher Education
Washington, D.C.

Jerry Yang (invited)
Chief Yahoo!
Yahoo!
Santa Clara, CA
ITEM: 14. 
Announce results of Nominations Committee election

FROM: Diane G. Berreth
Deputy Executive Director

ACTION REQUESTED: Announce results of the 2001 Nominations Committee election.

RELATIONSHIP TO STRATEGIC PLAN:

BACKGROUND INFORMATION:

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: See Agenda item 8, "Elect candidates to the 2000-2001 ASCD Nominations Committee"

ACTION TAKEN:
ITEM: 15. Announce results of Member-at-Large to Board of Directors election

FROM: Joanna Choi Kalbus
       President

ACTION REQUESTED: Announce results of election of Member-at-Large.

RELATIONSHIP TO STRATEGIC PLAN:

BACKGROUND INFORMATION:

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: See agenda item 3, “Elect Member-at-large to Board of Directors.”

ACTION TAKEN:
AFFILIATES

1.0 Affiliate Demographic Information (Tables I-IV; Appendix)

1.1 As of December 31, 1999, the affiliate membership count was 46,289. This represents an increase of 534 members since last year. Individual 1999 affiliate membership totals ranged from 6 (United Kingdom) to 2,815 (Pennsylvania) with the typical affiliate having 735 members.

1.2 Of ASCD's 68 affiliates, 50 have Executive Secretaries or Executive Directors, a decrease of one over last year.

1.3 For the 26 affiliates reporting the percentage of affiliate members who are also ASCD members, the range was from 93 percent (Minnesota) to 13 percent (Curacao), with an average percentage of 60 percent.

1.4 Affiliate dues ranged from $10.00 (North Dakota) to $80.00 (Texas), with an average of $28.05, an increase of $0.36 over last year.

1.5 Affiliate annual operating budgets range from $615 (Trinidad & Tobago) to $666,745 (Texas). The typical affiliate had a budget of $36,700.

1.6 Affiliate boards met 0 (North Dakota) to 40 (Curacao) times per year, with an average of 6 meetings per year.

1.7 For the affiliates reporting data on affiliate chapters, 19 have regional ASCD groups within their affiliates, ranging from 1 (Utah) to 17 (Georgia) groups per affiliate.

1.8 Affiliates were offered the option of not responding to all of the five “traditional” diversity characteristics listed in the annual status report (age, ethnicity, gender, geographic location, and job role) if they listed the reason why this data was not included. Many responded to all five; those who did not cited "data not currently collected from members" and "not relevant to our situation" as the major reasons for not responding.

1.9 Forty-three (43) affiliates reported membership and governance by job role. However, large numbers of partial reports did not yield enough data to make a statistically valid analysis.
1.10 Information regarding gender, ethnicity, age, and geography varied due to availability of these statistics. The most frequently cited reason for not including data on ethnicity were "data not currently collected" and "irrelevant to our situation." Based on the significant lack of data in these areas, no conclusion can be drawn regarding affiliate diversity.

2.0 **Affiliate Membership Promotion**

ASCD promotes membership in affiliates through provision of:

2.1 an extensive joint dues solicitation program including an "affiliate" check-off on renewal forms;

2.2 ASCD staff responses to telephone calls requesting information on affiliate membership;

2.3 three free sets of ASCD membership mailing labels for the affiliate area to each affiliate annually;

2.4 mailing labels of new ASCD members to affiliate presidents or executive secretaries monthly;

2.5 free advertising of the affiliate Program at the ASCD Annual Conference booth and in the Annual Conference program;

2.6 advertisements in *Educational Leadership*;

2.7 training on effective membership, program, communication, governance, and influence practices at regional meetings and at the affiliate Leadership Conference;

2.8 affiliate publications: *Influencing the Education Agenda, Meeting Membership Challenges, Building Effective affiliate Boards, Laying the Foundation: Affiliate Nominations & Elections*, and *Planning Effective Conferences*;

2.9 affiliate grants to encourage involvement of non-affiliate, ASCD members;

2.10 affiliate descriptions and contact information on ASCD’s Web site; and

2.11 affiliate contact information is included in the welcome letter to all new ASCD members.
3.0 Constituent Relations Advisory Committee

The charge of the Constituent Relations Committee (CRC) is to advise ASCD staff in Alexandria, Virginia, on the identification and development of constituent programs, including member relations, strategic alliances, affiliates, networks, and student chapters.

In November, the Constituent Relations Committee met at ASCD in Alexandria, Virginia. At that meeting, the committee considered from a systemic perspective how to connect the Board approval of positions to constituent group (e.g. student chapter, affiliate and networks) activity and Association-wide activities. Areas where the committee made recommendations were: 1) developing a more formal process for constituent groups to have input into the issues process; 2) formalizing a three-year plan for action, with new themes each year that are integrated into constituent group programming and action plans; 3) creating the expectation that all constituent groups undertake activity in response to the positions and provide feedback on actions as part of required reporting; 4) providing support in terms of programming/action ideas for constituent action and grants; and 5) keeping adopted positions “alive” by explicitly and continuously referencing in ASCD publications, conferences, and communications.

Other areas that the CRC advised on included the new constituent virtual community, internationalization, student chapter program, network program, and mandatory unified dues. Recommendations were developed in each area.

4.0 Affiliate Meetings

4.1 One hundred sixty (160) affiliate leaders met in Chantilly, VA in April 1999 to prepare for the 1999-2000 year. Affiliate leaders received new affiliate handbooks and attended sessions on affiliate leadership topics such as cultivating affiliate leadership, effective marketing strategies, implementing influence activities, building capacity for successful change, effective nominations and elections processes for affiliates, great communications strategies, and implementing strategic plans. The Affiliate Leadership Conference was very highly ranked by the participants.

4.2 Each region conducted a two-day meeting sponsored by ASCD and led by the regional director. These meetings: (1) provide affiliate leaders an opportunity to share common concerns and successful strategies on communications, governance, program, influence, and membership; (2) foster closer collaboration between the affiliates and ASCD, leading to a more unified effort in implementation of ASCD’s Strategic Plan; and (3) provide ASCD with information on current issues in the field.

For the first time, two regions (Northwest and Southwest) came together for a combined regional meeting. The idea to come together as one group came from
the regions themselves. Both regions have expressed an desire to come together as one again in 2000. This format will be reevaluated after the 2000 meeting.

5.0 Affiliate Services

In addition to the membership development services listed previously, the following services were also provided to affiliates in 1999:

5.1 invitational visits to affiliates by the Assistant Executive Director of Constituent Relations and the Regional Directors for Board consultation, strategic planning, workshops, and speeches;

5.2 a monthly newsletter, *Affiliate Action*, distributed to affiliate leaders ten times a year;

5.3 ASCD promotional materials;

5.4 ASCD videotape preview program;

5.5 discounts on ASCD books;

5.6 technical assistance by phone and written responses

5.7 annual awards for outstanding affiliate publications;

5.8 annual Affiliate Excellence and Affiliate Recognition Awards;

5.9 annual Affiliate Recognition Luncheon;

5.10 tax-exempt status under ASCD’s group exemption umbrella;

5.11 affiliate support fund;

5.12 one free speaker annually (selected from ASCD’s Resource Directory);

5.13 facilitation of information sharing and training opportunities aimed at building affiliate capacity to influence education planning;

5.14 review of affiliate constitutions, strategic plans, and multi-year diversity plans;

5.15 comarketing affiliate products and conferences in *Educational Leadership*;

5.16 complimentary ASCD membership for affiliate libraries; and

5.17 ASCD traveling exhibit program.
6.0 Accomplishments in 1999

In addition to the items mentioned previously, the Constituent Relations Department accomplished the following tasks in 1999:

Improve Communications:

6.1 Building an Affiliate Community Web site: major concerns expressed by affiliate leaders in the 1999 ASRs concerned the quantity of information provided to affiliates, the difficulty of staying organized amid numerous deadlines, and the lack of ongoing sharing among affiliate leaders. To address these concerns while at the same time recognizing affiliate leaders' time constraints, Constituent Relations has undertaken a multi-year project to create an electronic community that will facilitate multidirectional communication. The key element is a Web site that will be the "doorway" for affiliate leaders to participate and connect easily with the information needed to fulfill their multiple roles within the ASCD community. Additionally, an electronic bulletin, distributed via e-mail, will be developed with short highlights on constituent, governance, organizational, product, and content information. The bulletin will have embedded links to more extensive information on the "Affiliate Community" and ASCD Web sites as well as links to facilitate responses via mechanisms like surveys, online forms, bulletin boards, and e-mail. Development of the Web site is in the advanced stages and will be introduced at the 2000 ALC.

6.2 ASCD WebBoard: ASCD provided space for each affiliate and network to have a Web site on ASCD's server. This site enhanced affiliate and network visibility and communication practices. Using WebBoard software, affiliates and networks post and maintain information for their own constituents. A key advantage of the software is that affiliate and network personnel are able to post updates by simply typing the text; there is no coding necessary. This is a major benefit to those with minimal technology resources and to those with no Web sites. If an affiliate or network has its own Web page, then it is linked to the ASCD site.

6.3 Expanding listservs: ASCD maintains listservs for all affiliate regions, executive directors/secretaries, networks and student chapters. Constituent Relations staff subscribe new affiliate, network, and constituent leaders to the appropriate listserv to increase the depth and breadth of the listservs. The regional listservs are used extensively for sharing important information including meetings, grant opportunities, new Web sites, electronic journals, and news releases. One of the most valuable contributions to participants of the listservs is getting advice from partners on everything from nuts and bolts to policy issues. A new listserv has been created for Canadian affiliates to have pan-Canadian communications.

6.4 Annual Status Report Online: For the first time, Constituent Relations made the Annual Status Report available online. This proved to be a well-received
enhancement, and several affiliates reported that the online version made it easier to have multiple parties within their affiliates complete their respective sections of the report. This innovation significantly increased the timeliness in submission of the report.

6.5 Networking Directory: to encourage the networking begun at ALC, a new directory was distributed after the conference that had individual pictures of participants, identification information, lists of individual professional interests, and areas of individual affiliate expertise. In addition to acting as a networking vehicle, the directory also serves to identify information resources.

6.6 Sharing Annual Report Information: affiliate-specific information from the Annual Status Report was collated and distributed to affiliates for the first time to encourage information sharing. Items like speakers used by each affiliate, conference programs, collaborations, and the strengths and challenges of each affiliate were shared to promote resource linking.

6.7 Prominently Featuring Affiliate Success Stories at ALC: The 1999 ALC design was to encourage highlighting best affiliate practices and share learning and networking. The opening session spotlighted innovative affiliates who worked in nontraditional ways, combining resources with another constituent group to produce synergistic results. More than 20 affiliate leaders led sessions at the conference, including all of the affiliate Excellence Award recipients. The content of these individual sessions focused on sharing successes. In addition, a publications table was set up to promote sharing affiliate newsletter content.

6.8 Updating Affiliate Access: As we enter our fourth year of ASCD’s Affiliate Access program, 19 affiliates are currently participating in the program. Affiliate Access is a dial-in system through which participating affiliates can gain remote computer access to select ASCD membership information. In early 2000, ASCD is redeveloping the program to utilize the new iMIS Platinum platform. When the program is reestablished, affiliates will enjoy the added benefit of accessing information through an Internet connection. This additional method will empower more affiliates to access data stored at ASCD in Alexandria, and it will provide increased reliability.

6.9 CR meeting agendas encouraged affiliates to share successes and things they have learned. Affiliates shared their success and lessons via articles in Affiliate Action, the regional listservs, the regional meetings, the ALC, and by sharing their newsletters, journals, and other publications with each other.

6.10 Constituent events were frequently publicized in Network News and on the student chapter listserv to raise cross-constituent awareness of activities sponsored by networks, student chapters, and affiliates.
6.11 Reviewed Affiliate Excellence and Affiliate Recognition Award submissions and recognized four affiliates with awards.

**Affiliate Development:**

6.12 Continue to implement development plans with Idaho ASCD and Wyoming ASCD. Constituent Relations provided electronic support, communication, and suggestions for their ongoing activities. A board development activity for Wyoming is on the calendar for April 2000. Contacts have been made with representatives in Colorado ASCD to begin the reestablishment of the affiliate. There are still funds in the affiliate’s bank account that will provide a beginning financial basis.

6.13 West Virginia ASCD continues to organize efforts to rebuild the affiliate. As a result of continued work, the affiliate sent representatives to the 1999 Affiliate Leadership Conference and the Southeast regional meeting. This was the first time in five years that the affiliate sent representatives to these meetings.

6.14 Under new leadership and with the guidance of the Regional Director, Ontario ASCD created a new mission statement and strategic plan. The affiliate expanded its reach to the Toronto area by working with an established group of educators in that geographic area. As a result of this new direction, the affiliate is planning its first provincial-wide conference for April 2001.

6.15 The District of Columbia ASCD continues to grow in numbers and programs. The affiliate gave a presentation at the Northeast regional meeting, which was well received by other affiliate leaders who attended the meeting.

6.16 Overseas, three “endangered” affiliates have made significant progress. Trinidad and Tobago, inactive for the past three years, has a new president and had a highly successful professional development conference attended by more than 100 people in August, 1999. A larger conference, utilizing an ASCD resource speaker, took place in October, and the affiliate continues to grow its membership.

6.17 Israel ASCD has increased membership by 40 percent from an active corps of two leaders to the appointment of a newsletter editor, membership chair, and program chair. In addition, key contacts have been made with senior officials in the Ministry and a key Ministry employee has been granted permission to work with the affiliate for 15 hours per month to help expand the affiliate’s base. A planning meeting will be held in the beginning of 2000.

6.18 The United Kingdom ASCD, programmatically inactive for the past three years, has elected a new president who attended the 1999 ALC. The affiliate is also planning a professional development event in 2000. The new president will move the base of the affiliate’s operations to London, and she is working hard to increase membership with the native population.
Expand Collaborations:

6.19 Continued to grow the partnership with the Family Education Network.

6.20 Examples of cooperative projects within and between constituent groups and ASCD:

- A strong working relationship has been established between ASCD and California ASCD (CASCD). CASCD provided strong support for the ASCD Understanding by Design Executive Briefing in San Diego and for the 1999 ASCD Annual Conference.
- Utah ASCD was instrumental in establishing a student chapter at Brigham Young University. The student chapter held its first meeting at the Utah ASCD conference. ASCD provided support by having ASCD President Joanna Kalbus and Regional Director Margaret Murphy meet with and address the chapter.
- Network facilitator Charles Webber identified technology consultants who attended the Northwest Territories affiliate as a part of the ASCD Resource Speaker Program. Webber’s initiative helped ASCD save money by not having to send a staff member to the conference.
- California ASCD, Georgia ASCD, and Ohio ASCD assisted ASCD in promoting and hosting the ASCD Understanding by Design Executive Briefings held in Atlanta, Cleveland, and San Diego.
- Florida ASCD was instrumental in providing hosts for ASCD’s first Classroom Leadership Conference held in Orlando, Fla., and Saint Leo College ASCD provided volunteer assistance by sponsoring eight students to travel to Orlando to assist ASCD staff in administrative duties.
- Tennessee ASCD, Illinois ASCD, California ASCD, Michigan ASCD, Oklahoma ASCD, and Utah ASCD extended invitations in 1999 for student chapter representatives from their states to sit on their ASCD boards. Pennsylvania ASCD and New Mexico ASCD will follow suit in 2000.
- Tennessee ASCD, Oklahoma ASCD, Michigan ASCD, and California ASCD provided complimentary registrations for state student chapter members attending their state conferences in 1999.
- The TQM Education Network Conference on Violence in Schools extended invitations to all affiliate leaders encouraging attendance.
- Illinois ASCD played an active role in assisting Elmhurst College ASCD design its 1999 mini-conference.
- The Northeast Affiliate Conference brought together nine affiliates in Boston, Mass. This was the third consecutive ASCD Northeast Affiliate Conference with attendance at approximately 800 educators from all nine Northeast states.
- Iowa ASCD and ASCD are engaging in a pilot project in an effort to enable affiliates to bring needed services to their constituencies and, at the same time, foster understanding in the field of good uses for ASCD’s more complex products (e.g., Professional Inquiry Kits). The expected result will be increased sales of complex ASCD products.
6.21 Study on Unified Dues: At the April 1999 Executive Directors/Secretaries Meeting, the majority of attendees felt that the question of mandating ASCD/affiliate unified dues structure should be examined. To help further frame the concept, a discussion took place at the regional meetings. Results from these discussions were shared with the Executive Council, who recommended further study of the issue. Currently, a small task force is framing critical questions for affiliate input.

6.22 The 1999 Affiliate Leadership Conference was a significant event for increasing the degree of trust and sense of collaboration between the Association leadership (both volunteer and staff) and affiliate leaders. Ratings showed the highest overall ratings in the history of the conference.

7.0 Affiliate Assessment of ASCD Relationship With Affiliates

The Affiliate Annual Status Report (ASR) contained a page of "relationship assessment" questions (questions that allowed the affiliates to assess the relationship from their perspective). Approximately 53 affiliates completed this part of the annual report. Summarized below are the results:

*How would you rate the quality of services (e.g. resource speakers, Regional meetings, Affiliate Leadership Conference, regional director visits) your affiliate receives?*

1999: Excellent 38% Very Good 52% Good 7% Fair 1%
2000: Excellent 57% Very Good 21% Good 11% Fair 7% Poor 4%

*Please indicate your degree of satisfaction with the communication between ASCD and affiliate leaders.*

1999: Highly Satisfied 43% Satisfied 50% Neutral 5% Poor 2%
2000: Highly Satisfied 43% Satisfied 45% Neutral 8% Fair 2% Poor 2%

*Please indicate your degree of satisfaction with the amount and quality of collaboration between ASCD and your affiliate.*

1999: Highly Satisfied 35% Satisfied 50% Neutral 10% Poor 5%
2000: Highly Satisfied 36% Satisfied 41% Neutral 15% Poor 7%

*Please rate your satisfaction with the amount of collaboration you have with other affiliates.*

1999: Not Asked
2000: Highly Satisfied 21% Satisfied 38% Neutral 35% Poor 6%
Please rate the overall satisfaction with your affiliate's relationship to ASCD.

1999: Highly Satisfied 35%  Satisfied 65%  Neutral 0%  Poor 0%
2000: Highly Satisfied 49%  Satisfied 42%  Neutral 5%  Poor 4%

Positive comments reflected the level of service to affiliates, the quality of conferences and meetings, increased use of forms of electronic communication, and the many accomplishments over the past year. On the negative side, affiliates reported getting too much repetitive paperwork and would like ASCD to be more “specific” in its mailings. Several commented on the restricted access to resource speakers as a frustration. In addition, several comments reflected a desire for a more collaborative approach to project leadership, a more customized relationship with each affiliate and a desire for collective action in support of ASCD positions.

8.0 Plans for 2000

In 2000, Constituent Relations plans to accomplish the following tasks:

8.1 Expand relationships and connections with educators outside the U.S.

8.2 Continue to review affiliate constitutions, strategic plans, and multi-year diversity plans.

8.3 Conduct meetings at the 1999 Annual Conference including, but not limited to: Constituent Relations Committee meeting, Affiliate Recognition Luncheon, network facilitators meeting, student chapter faculty advisors meeting, student chapter members meeting, and non-U.S. affiliates meeting.

8.4 Conduct the 2000 Affiliate Leadership Conference.

8.5 Award a seventh round of grants for affiliate projects related to encouraging participation by non-affiliate ASCD members.

8.6 Continue to provide support and training to affiliates that are interested in working with student Chapters and networks, and to promote cross-constituent collaboration.

8.7 Develop a virtual community among affiliates that encourages multi-directional communication and collaboration. Key elements will include a dedicated Web site, electronic bulletin, and a variety of interactive tools.

8.8 Foster the development of an increased Web presence for affiliate organizations.

8.9 Support the development of stronger regional groups of affiliates and encourage more affiliate-to-affiliate sharing.
8.10 Reevaluate, with stakeholders, the first two years, experience of the student chapter program and the networks program, and make appropriate enhancements.

8.11 Examine ways of customizing partnerships with affiliates to address the needs and strengths of affiliates.

8.12 Initiate a process to review affiliate benefits and conditions to maintain affiliation.

8.13 Develop and implement a plan that will assist those affiliates in greatest need.

8.14 Lead a process to investigate the feasibility and desirability of a mandatory unified ASCD/affiliate dues process.

8.15 Strengthen the connection between Board-approved positions and coordinated affiliate/ASCD action.
Networks

1.0 Network Demographic Information

1.1 ASCD sponsors fifty-three (53) networks for 1999-00. The four (4) new networks are The Basic School Network, The Block and Alternative Scheduling Network, The Online Learning Network and The Teaching with Dignity: Community in the Classroom Network. Two (2) networks sponsored by ASCD during the 1998-99 year did not continue in 1999-00.

1.2 Of the forty-three (43) networks filing annual status reports, forty-three (43) reported membership data. The total network membership for these 43 was 10,658.

1.3 Networks range in size from 17 members (Language Varieties) to 1,221 members (Technology in the Middle School). The average network size is 192 members.

1.4 Network facilitators (those who manage the networks) reside in 28 states and 3 Canadian provinces.

2.0 Network Proposal Process

2.1 The deadline for network proposals is July 1 each year. A Network Proposal Review Committee comprised of ASCD staff met in July 1999 to select networks for funding and/or sponsorship.

2.2 Networks are selected for sponsorship based on the following criteria: adherence to ASCD policies, educational relevance, the commitment of participants, and willingness to provide ASCD with ideas, expertise, and products.

2.3 The number of proposals received as well as the total number of networks ultimately sponsored has remained stable since 1994.

2.4 For 1999-00, ASCD provided financial support ranging from $250 to $1,500 to twenty-six (26) networks. Twenty (20) networks received ASCD sponsorship only.

3.0 Network Meetings

3.1 Networks are expected to conduct a network forum at ASCD's Annual Conference. At the 1999 Annual Conference in San Francisco, data is available for (35) of the forums conducted. More than 800 people attended these 35 forums.
3.2 Network facilitators meet at Annual Conference.
3.3 Some networks hold additional meetings during the year as their members desire.
3.4 Several networks have made presentations or conduct Action Labs at Annual Conference.

4.0 Network Membership Promotions

4.1 *Educational Leadership* and *Education Update* feature networks related to topics/articles published.

4.2 The January 2000 *Education Update* included a directory of all networks and facilitators, with an accompanying small article about ASCD's Networks Program.

4.3 A networks contact listing is included in ASCD materials distributed at all Professional Development Institutes. This listing is also forwarded with other information in response to each inquiry about the networks program.

4.4 Each month, a promotional summary of two networks is mailed to more than 460 affiliate leaders for inclusion in affiliate newsletters.

4.5 Appropriate networks are referenced in books published by ASCD.

4.6 Descriptions of networks (purpose, activities, and contact person) are available on ASCD's Web site.

5.0 Network Services

In addition to the services listed previously, the following services were also provided to networks in 1999:

5.1 PDI registration - Each network facilitator receives one complimentary registration for an institute related to the network's topic.

5.2 Newsletter - ASCD *Network News* (quarterly) for network facilitators.

5.3 Handbook - Each network facilitator receives a comprehensive Network Facilitator's Handbook.

5.4 Meeting space and publicity - ASCD provides network meeting space at Annual Conference and publicizes network forums in the Annual Conference Program.

5.5 Networks Special Project Grant funding - ASCD provides networks with small grants for special projects. For the 1998-1999 year no grants were awarded.
6.0 Accomplishments in 1999

In addition to providing the services mentioned above, Constituent Relations staff accomplished the following in 1999:

6.1 Revised Network Facilitator's Handbook.
6.2 Planned for network facilitators meeting scheduled in conjunction with ASCD's Annual Conference.
6.3 Maintained a networks program subdirectory on ASCD's Web site.
6.4 Revised methods for evaluating network forums at Annual Conference.
6.5 Continued the Network Publications Awards program.
6.6 Continued electronic interactive network forums on ASCD's Web site.
6.7 Revised methods for evaluating network annual reports.
6.8 Created electronic Web Boards to enhance network communication.

7.0 Plans for 2000

7.1 Develop an improvement plan for network program.
7.2 Continue to obtain feedback on network service.
7.3 Solicit selected network facilitators as possible resource speakers for affiliates.
7.5 Update Network Facilitator's Handbook, as needed.
7.6 Maintain network information on ASCD's Web site.
7.7 Continue Network Publications Awards program.
7.8 Plan for increased growth of program.
7.9 Encourage the creation of new networks addressing a more broad spectrum of education topics.
Student Chapters

ASCD student chapters are campus-based organizations that support the professional development of undergraduate and graduate students in education. The program encourages preservice and inservice educators to initiate leadership, workshop, and networking opportunities for students at formative stages in their careers. Each student chapter faculty advisor is a member of ASCD and acts as a recognized liaison between ASCD and the chapter. This year, we will continue to focus our efforts on providing member services, recruiting chapters, and broadening our base of support for the program among ASCD constituencies.

ASCD currently has 37 student chapters. Four chapters were added since the 1999 Annual Conference. They are:

- Albany State University ASCD (Albany, GA)
- Brigham Young University ASCD (Provo, UT)
- University of Wyoming ASCD (Laramie, WY)
- Washington State University ASCD (Vancouver, WA)

The continuing chapters are:

- Albright College ASCD (Reading, PA)
- Athens State University ASCD (Athens, AL)
- Aquinas College ASCD (Grand Rapids, MI)
- Brooklyn College ASCD (Brooklyn, NY)
- Calvin College ASCD (Grand Rapids, MI)
- East Tennessee State University ASCD (Johnson City, TN)
- Eastern New Mexico University ASCD (Portales, NM)
- Elmhurst College ASCD (Elmhurst, IL)
- Fairleigh Dickinson University ASCD (Madison, NJ)
- Furman University ASCD (Greenville, SC)
- Hope College ASCD (Holland, MI)
- Indiana University Northwest ASCD (Gary, IN)
- Kean College ASCD (Union, NJ)
- Le Moyne College ASCD (Syracuse, NY)
- Manhattan College ASCD (Riverdale, NY)
- Middle Tennessee State University ASCD (Murfreesboro, TN)
- Missouri Baptist College ASCD (Moscow Mills, MO)
- Molloy College ASCD (Rockville Centre, NY)
- Ohio Wesleyan University ASCD (Delaware, OH)
- Pace University ASCD (New York, NY)
- Pacific Union College ASCD (Angwin, CA)
- Russell Sage College ASCD (Troy, NY)
- Saint Leo College ASCD (Saint Leo, FL)
- Saint Mary College ASCD (Leavenworth, KS)
• Trevecca Nazarene University ASCD (Nashville, TN)
• University of Bridgeport ASCD (Bridgeport, CT)
• University of Central Oklahoma ASCD (Edmond, OK)
• University of the Pacific ASCD (Stockton, CA)
• University of Scranton ASCD (Scranton, PA)
• University of the West Indies – Cave Hill ASCD (Bridgetown, Barbados)
• University of the West Indies – Mona ASCD (Kingston, Jamaica)
• Winona State University ASCD (Rochester, MN)
• Wright State University ASCD (Dayton, OH)

The ASCD student Chapter Program has grown markedly since its beginning five years ago. The program has now reached a point in its maturation which warrants a thorough evaluation of its benefits and services, as well as an analysis of the general relationship ASCD maintains with student chapters. The evaluation process, which began with a discussion at the Constituent Relations Committee meeting in December 1999, is not only focused on an improvement of the program structure and a plan for increased cross-constituent relations, but also on the development of methods to track student chapter members throughout their years as students and into their careers in education. The final crucial area of this evaluation entails the creation of a model showing how a student member will potentially transition from student membership to full ASCD membership. This process will also better define the long-term vision of the program so that ASCD may best plan for program growth and expansion.

What is accomplished by the team prior to the 2000 Annual Conference in New Orleans will be discussed and assessed with the student chapter faculty advisors at their annual meeting during the Conference. Their feedback will then be brought back to ASCD and discussed by the team as improvement plans are developed.
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<th>Annual Operating Budget</th>
<th>Board Meetings</th>
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Totals              | 164,782         | 46,289               | 60%                                                  |
Average             | 2,658           | 747                  |                                                      |

*As of 12/31/98
**As of 12/31/97
***As of 12/31/96
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C=Caucasian, B=Black, H=Hispanic, A=Asian
NA=Native American, PI=Pacific Islander,
O=Other/Unknown
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<th>AFFILIATES</th>
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<th>Challenges and Solutions</th>
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<tr>
<td>Alabama</td>
<td>Annual Conference</td>
<td>To increase membership in higher education</td>
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<td>Alaska</td>
<td>1. Recognition at the Quality Schools Institute this summer. Over 300 Alaskan educators present. Featured presenter was Mike Hibbard, Region 15 Assistant Superintendent for Connecticut (ASCD Consultant/Presenter) 2. Exhibit and Sectional - More exposure of the organization at the Fall Annual Principal’s Conference October 1999 in Anchorage.</td>
<td>1. Maintaining communication - All BOD meetings take place via teleconferencing. Due to the cost of travel, meetings (face to face) are scheduled at the beginning, during, or end of conferences that most BOD members may attend. 2. Working without sufficient funds to publish letterhead, newsletters, etc.</td>
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<tr>
<td>Alberta</td>
<td>The Celebrating Success and Innovative Practices awards that were held in Edmonton and Calgary. Teachers were acknowledged and honored.</td>
<td>In the next five years, 60% of Alberta’s teaching force will have less than five years experience. How do we encourage them to become members?</td>
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<tr>
<td>Arizona</td>
<td>Recruiting a diverse group of members to serve on the BOD. The new board is full of good ideas and enthusiasm.</td>
<td>Developing a complete membership database which includes demographic information.</td>
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<tr>
<td>British Columbia</td>
<td>Regional Conference</td>
<td>Meeting the needs of a wide spread (province-wide) membership.</td>
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<td>Curaçao</td>
<td>1. Our Annual Conference. 2. Our Educational Cafes. 3. Our performance at the Affiliate Leadership Conference.</td>
<td>1. To continue the partnership with Illinois ASCD and to enhance this relationship.</td>
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<tr>
<td>Florida</td>
<td>1. Inclusion of strong non-white educators in governance. 2. Highly successful and well attended conferences.</td>
<td>1. Maintaining a volunteer core to carry out the work of NCASCD. 2. Replacing the current executive director when she leaves.</td>
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<tr>
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<td>Achievements</td>
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| Georgia | 1. Extremely successful Spring 1999 conference.  
2. First ever Fall conference (very successful).  
3. Acquiring a grant from ASCD to increase membership.  
4. One of the strongest financial years in recent history. | Our affiliate held its first ever fall conference in September of this year. While numerous affiliates have hosted such events for years, this was our first effort and it was very successful. The conference generated a surplus of $15,086 as well as drawing over 200 educators from across the state. |
| Germany | For the second year in a row, we have participated in a combined Technology Meeting with Phi Delta Kappa, Media Technology Association, and our affiliate. The highlight of the conference was a discussion group joined by a Superintendent form the United Kingdom District, and the new Area Director for all of Europe. We had over 100 participants for a two day conference. We were lucky to start off the year with a successful board training in Heidelberg. This gave us a chance to make priorities and brainstorm ways to "sell" our affiliate and all we have to offer educators. | The greatest challenge is to build depth and diversity of our membership and board. We have lost a lot of our upcoming leaders to new job opportunities. We need to get new blood in our governance. |
| Hawaii  | 1. Robin Fogarty Conference  
2. Mark Gerzon Conference                                                                                                 | 1. As always, recruiting and maintaining memberships.  
2. Servicing member needs.                                                                                                     |
| Idaho   | 1. Survival!  
2. We have a new board and we are in the process of restructuring our affiliate.  
3. We have a project for the 1999-2000 cycle and have a proposed budget for this year.                                   | 1. Name recognition  
2 Increase participation of membership.                                                                                      |
| Illinois| 1. Innovation  
2. Influence  
2. Keeping volunteers committed and learning together.                                                                            |
| Indiana | 1. Organizational development: executive board members took a more active role in committees and for conference planning.  
2. Revision of by-laws.                                                                                                           | 1. Finding time for executive secretary to meet affiliate responsibilities.  
2. Increasing attendance at spring and fall conferences.  
3. Increasing diversity of membership.                                                                                           |
<p>| Iowa    | 1. Established an electronic communications committee to work on upgrading our Web site and our executive committee listserv. |                                                                 |</p>
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<tr>
<th>Region</th>
<th>Description</th>
<th>Challenge Description</th>
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<td>Japan</td>
<td>In order to better serve the staff development needs of teachers in Japan, our board decided last spring to plan for six one-day workshops during the school year, using the talented teachers we have here in Japan. Our first one in October was well received, with people asking for more. As of this date, we plan to have two more in the Tokyo area, and two in the Osaka area scheduled for the year 2000.</td>
<td>1. Our ongoing challenge is attracting local Japanese teachers to our workshops. An interest in Western education on the part of the Japanese Ministry of Education is there (they have plans to institute their version of an &quot;integrated curriculum&quot; in the year 2002). They have begun in-servicing teachers. We feel we could help them, but language is a major problem. We are making inquiries into the possibility of having the Ministry of Education provide simultaneous translators at our conferences.</td>
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<td>Kansas</td>
<td>Getting our membership list into a manageable database and instituting an effective system of communication/recognition of with new and renewing affiliate members. Our system includes making use of the ASCD labels to contact residents who do not join the affiliate.</td>
<td>Working to achieve some resolution to the evolution/scientific creationism debate that accompanies the state board’s decision to de-emphasize evolution. We have begun by establishing a position and recommended approach for local curriculum leaders which was featured in our current (Nov 99) newsletter.</td>
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<tr>
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<td>Publication of first journal</td>
<td>1. Identifying the topic for the summer and fall PDI. 2. Developing a Web site.</td>
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<tr>
<td>Louisiana</td>
<td>We held a successful book sale and completed a newsletter.</td>
<td>Increasing membership.</td>
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<tr>
<td>Maine</td>
<td>1. Leadership in the Northeast Affiliates Conference - &quot;Making Meaning of Assessment&quot; 2. Provided cutting-edge professional development programs including: Leadership Academy, Chuck Schwahn; Civil Education Conference Planning Committee; and Pro-Bono Initiative Collaborative with MSAD #70 and the Maine DoE 3. Award-winning publications including: The Award for Excellence in Affiliate Program 4. Provided needed leadership around educational issues 5. Increased membership</td>
<td>1. Transition to new leadership. 2. Financial stability. 3. Restructuring of organization while continuing to provide services. 4. Continuing to implement strategic goals regardless of restructuring and leadership challenges.</td>
</tr>
<tr>
<td>Manitoba</td>
<td>The quality professional development that we have been providing and the high regard in which our organization is being regarded by other stakeholders in the province – specifically the government, the Department of Education, the Principals Association, the Teacher’s Association, the Parent Association, and the Superintendent’s Association.</td>
<td>Being able to provide committee work for the large numbers of members who want to be more active.</td>
</tr>
<tr>
<td>Maryland</td>
<td>Our Conferences and our monograph</td>
<td>1. Attracting new membership to the executive board. 2. Diversifying membership. 3. We are attracting younger membership to the board, but we need more youth.</td>
</tr>
<tr>
<td>State</td>
<td>Actions</td>
<td>Notes</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Massachusetts | 1. Enhanced professional development programs including a summer institute with a mentoring component.  
2. A first draft of a policy brief on teacher quality.  
3. A listserv for curriculum administrators.  
4. A new book on the teaching profession. | 1. Increasing membership, diversity, influence, and maintaining a rich and up-to-date Web presence. |
| Michigan   | Increased membership and financial stability.                         | Having governance policies/procedures keep up with increased activities and size of the organization. |
| Minnesota | 1. Helping to bring Grant Wiggins to the area.  
2. Preparing to establish ongoing professional leadership to the program. | Instituting the executive leadership position we create.                                     |
| Mississippi | Professional development meetings                                      | More enrollment of members in governance, and to increase membership.                       |
| Missouri   | 1. Getting our membership records updated and on a database.  
2. Creating a process for monitoring our membership that includes sending out a reminder letter, membership cards and other mailing to our members.  
3. Expanding our board to include a person who is working with special education and a classroom teacher.  
4. Conducting three successful drive-in conferences that focus on the use of the state standards and the state testing program.  
5. Collaboration with three other state affiliates to host the Midwest Regional ASCD Conference.  
6. A new strategic plan and vision statement were written during our summer retreat. | 1. Getting more people to serve in leadership positions.  
2. Becoming more inclusive.  
3. Providing programs to our membership that will serve their needs. |
| Montana    | The Exhibitor Fair                                                     | 1. Continuing to build memberships  
2. Creating opportunities for MASCD Members to become active within MASCD.               |
| Nebraska   |                                                                       |                                                                                             |
2. The Forum (newsletter)  
4. NHASCD Web site | 1. Maintaining/increasing momentum of this year.  
| New Jersey | 1. Co-sponsorship of "Preparing Your Students for the ESPA/GEPA"(state's 4th & 8th grades assessments.) - This is a series of workshops offered in Winter/Spring/Fall 1999 in science, math, language arts, social studies, visual/performing arts, world languages. We had excellent attendance/feedback.  
2. Excellent journal, Focus on Education.  
3. Excellent issues of Focus newsletter. | 1. Collaborating with other state educational organizations to affect improvement in NJ statewide assessment program & curriculum assessment.  
2. Planning to address new state mandate for Professional Development. |
<table>
<thead>
<tr>
<th>State</th>
<th>Achievements</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Mexico</td>
<td>1. Two well-planned conferences. 2. Analyzing our affiliate's strengths and weaknesses, and began revision of five-year goals/plans.</td>
<td>Overcoming teachers' reluctance to join an &quot;Administrator's&quot; organization.</td>
</tr>
<tr>
<td>North Carolina</td>
<td>1. Completing survey of ASCD members in state and former NCASCD members. 2. Establishing PDIs.</td>
<td>1. Maintaining and improving membership. 2. Developing a new journal. 3. Organizing and conducting at least 4 PDIs.</td>
</tr>
<tr>
<td>North Dakota</td>
<td>We brought many workshops (Brain Research, Multiple Intelligences, Restitution, and Technology) for anyone to take. We also sent a team to Reno, Nevada, to look at assessment.</td>
<td>1. Getting stronger on a statewide basis. 2. We need stronger leaders on our regional levels. 3. We need money to present statewide programs.</td>
</tr>
<tr>
<td>Northwest Territories</td>
<td>Our NWTASCD Fall Institute was a great success. Mike Jones and Wayne Tyson from Calgary led a workshop titled &quot;Technology for Teachers.&quot;</td>
<td>1. Increasing membership. 2. Developing partnerships with other organizations.</td>
</tr>
<tr>
<td>Ohio</td>
<td>1. Outstanding conferences. 2. Increasing membership by 65 members.</td>
<td>1. Making the membership more diverse. 2. Reaching people in the southeast part of the state.</td>
</tr>
<tr>
<td>Oklahoma</td>
<td>1. The quality of our conferences and speakers. 2. Active participation of the governing board through improved communication via e-mail. 3. Implementation and involvement of the past presidents' council.</td>
<td>1. Membership maintenance and growth 2. Increased communication and involvement of the total membership. 3. The continuing challenge of increased diversification of membership and governing body.</td>
</tr>
<tr>
<td>Ontario</td>
<td>An active, diverse board working on strategic planning.</td>
<td>Keeping the momentum underway until it is self-sustaining.</td>
</tr>
<tr>
<td>Oregon</td>
<td>Maintaining membership</td>
<td></td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>1. Three-day Conference and two days of pre-conference workshops with total of 600 in attendance. 2. Added part-time paid position of &quot;Legislative &amp; Governmental Relations.&quot;</td>
<td>To do a better job of incorporating technology into our business and communications.</td>
</tr>
<tr>
<td>Puerto Rico</td>
<td>1. Annual conference; new office and facilities in P.U.C.P.R. 2. Participation (in the conference) of State Department of Education personnel (Directors, Superintendents, Supervisors, Teachers and others).</td>
<td>Membership</td>
</tr>
<tr>
<td>Location</td>
<td>Pertinent Programs</td>
<td>Membership/Activities</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>than 120 educators.</td>
<td>2. Partnerships with RI Development of Education, University of RI &amp; Center for School Leadership.</td>
</tr>
<tr>
<td></td>
<td>2. Partnerships with RI Development of Education, University of RI &amp; Center for</td>
<td>3. Involving members more in affiliate activities and responsibilities.</td>
</tr>
<tr>
<td></td>
<td>School Leadership.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Strong programs focusing on high interest topics such as Standards, Assessment,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diversity &amp; Instruction.</td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
<td>Pertinent programs</td>
<td>Maintaining memberships</td>
</tr>
<tr>
<td>South Dakota</td>
<td>Our Fall Conference with Jay McTighe and Lynn Erickson with good attendance,</td>
<td>Increase membership and produce informative, attractive newsletters.</td>
</tr>
<tr>
<td></td>
<td>including 12 students from Augustana College.</td>
<td></td>
</tr>
<tr>
<td>United Kingdom</td>
<td>To survive</td>
<td></td>
</tr>
<tr>
<td>Utah</td>
<td>1. Establishing a student chapter</td>
<td>1. Increasing teacher membership.</td>
</tr>
<tr>
<td></td>
<td>2. We had successful spring and fall conferences.</td>
<td>2. Attendance and participation of teachers in conferences.</td>
</tr>
<tr>
<td>Texas</td>
<td>1. Stabilizing finances and moving the organization into a pattern of slow,</td>
<td>1. Mobilizing partner school districts to act on the new design for curriculum development for our ABCD Project.</td>
</tr>
<tr>
<td></td>
<td>incremental growth.</td>
<td>2. Finding an effective way to bring about systemic change in professional development practice.</td>
</tr>
<tr>
<td></td>
<td>2. Securing a grant for personalized leadership development for principals.</td>
<td></td>
</tr>
<tr>
<td>St. Maarten</td>
<td>The greatest successes over the past year was the issue on Character Education panel discussion. It attracted educators, parents and other persons who were interested.</td>
<td>1. Recruit new members</td>
</tr>
<tr>
<td>Vermont</td>
<td>Co-sponsoring conferences</td>
<td>Stable newsletter production</td>
</tr>
<tr>
<td>Virginia</td>
<td>Providing professional development opportunities for educators.</td>
<td>Increasing influence in policy decisions made by the state.</td>
</tr>
<tr>
<td>Washington</td>
<td></td>
<td>1. Maintaining and growing our membership.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Coordinating annual conference with the Superintendent of Public Instruction.</td>
</tr>
<tr>
<td>Wisconsin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wyoming</td>
<td>Survival</td>
<td>Growth (primarily in participation, but also in numbers).</td>
</tr>
<tr>
<td></td>
<td>BASIC</td>
<td>COMP</td>
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<td>Non U.S.</td>
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<td>TOTALS</td>
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COUNT OF 2000-2001 PROPORTIONAL REPRESENTATIVES
(Proportional representatives take office on July 1.)

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<thead>
<tr>
<th>AFFILIATE</th>
<th>PAID MEMBERSHIP (As of 12/30/99)</th>
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<td>NEW HAMPSHIRE</td>
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<td>NEW JERSEY</td>
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<td>NEW MEXICO</td>
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<td>WYOMING</td>
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<td>TOTAL</td>
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ANNUAL REPORT ON MEMBERSHIP, PROGRAMS, PRODUCTS, SERVICES, AND MARKETING

January - December 1999

Program Development

ASCD's Program Development Work Group is responsible for the research, development, design, and production of a wide range of products and programs for members, educational institutions, and the profession in general. Program Development is also responsible for membership, marketing, and providing editorial, design, and production services to other work groups.

While everything ASCD does is a service to members, the Association relies on revenue from an array of programs, products, and services to underwrite many of its activities. In 1999, two-thirds of ASCD's revenue was generated by the sale of programs, products, and services to individuals and institutions.

This report is intended to update the Board of Directors on the status of ongoing and new initiatives in the areas of membership, programs, products, services, and marketing. The Appendix contains specific information on programs and products released in 1999 and scheduled for release in 2000.

MEMBERSHIP

ASCD's Membership
ASCD's individual membership has experienced notable growth in 1999, increasing to more than 160,000 members by January 2000. Every category of membership has increased, with the exception of Regular membership. Although membership retention was slightly lower throughout the year, by the end of 1999 it reached a high of 71 percent.

The individual member demographic profile changed slightly from the previous year. The average length of membership in ASCD has increased by a full year to an average of 6.7 years (compared to 5.6 years in 1998). The percentage of principals and associate principals continues to increase (up 7 percent since 1996 to 35 percent in 1999). Twenty-two percent of our members are classroom teachers, 13 percent are directors and supervisors, and 9 percent are superintendents and associate superintendents. The average age of ASCD members also continues to increase.

Individual Member Benefits
All ASCD members receive Educational Leadership, Education Update, Curriculum Update, access to Member Benefits Online, HireEd.net, and discounts on ASCD programs, products, and services. In addition, Premium members receive a $100 Professional Development voucher, Curriculum Technology Quarterly and Infobrief newsletters, one PD Online course (which replaced The Professional Development Newsletter), and nine member books; Comprehensive
members receive five member books; and Regular members receive two member books. ASCD offers discounted membership to students, same-household members, and retired educators.

New Initiatives in Membership
In March of 1999, our members received access to online archives of full-text articles from Educational Leadership and the Update newsletters. Premium members now receive one PD Online course to enroll in each year as a substitute for the Professional Development Newsletter. Membership materials have gone through a much needed update in 1999, which will support the recruitment and retention efforts in the coming years.

The increase in membership enrollment is a result of a variety of strategies. Our ‘member-get-a-member’ campaigns and campaigns to reinstate former members continue to generate memberships. Adjustments to our direct mail pieces, including a buckslip that tells recipients of upcoming EL themes, have resulted in increased response rates. A new advertising campaign has also generated above-average response and interest.

New membership awareness efforts include tabletop displays within schools, a campaign that targets new administrators, and campaigns that allow members significant discounts for renewing for multiple years.

PROGRAMS, PRODUCTS, AND SERVICES

Overview of Ongoing Activity
In 1999, the Program Development Work Group published 21 books in English; eight issues of Educational Leadership magazine, eight issues of EL on Tape, and eight issues of Educational Leadership Online; nine issues of Classroom Leadership newsletter and eight issues of Classroom Leadership Online; eight issues of Education Update newsletter; four issues of Curriculum Update newsletter; four issues of the Curriculum/Technology Quarterly newsletter; two issues of the student chapter newsletter, Catalyst; four Curriculum Handbook chapters; four issues of the Professional Development Newsletter; four issues of the Journal of Curriculum and Supervision; and 26 issues of ASCD Education Bulletin, ASCD's online newsletter. We also revised and updated the 15 Topic Packs. Program Development continued to publish annual editions of the Only the Best, introduced new editions of three CD-ROM products, and acquired distribution rights for four other new CD-ROM titles.

The work group produced seven videotape programs (24 tapes) and more than 150 audiotapes. The brain continues to be a topic of interest for educators. We plan to add to our videotape series additional programs on brain research and its implications for classrooms. Several new products using ASCD video expertise are also planned.

More than 13,000 educators and interested participants attended ASCD 1999 Annual Conference and Exhibit Show. Another 3,300 attended an institute, pre-conference session, or academy.

Business Confidential
ASCD’s fourth Teaching & Learning Conference was once again attended by more than 1,800 educators. A new conference was inaugurated in 1999 to meet the needs of our growing teacher membership. The Classroom Leadership Conference attracted more than 1,000 teachers who were drawn by the prospect of hearing master, award-winning teachers share their successful techniques. Evaluations for this conference were outstanding, and we are working to ensure that even more teachers attend in 2000.

ASCD’s Professional Inquiry Kits continue to be popular, but it is becoming increasingly difficult to identify topics that lend themselves to this format. Three new kits were released in 1999: Service Learning, The Human Brain, and Promoting Learning Through Student Data.

ASCD launched Educational Leadership: 1992-98 on CD-ROM and expanded its CD-ROM offerings to a total of 16 professional development products, plus demo versions of Only the Best. In 1999 5,000 copies of the Only the Best CD-ROM demo version were distributed by Allyn & Bacon with a textbook about instructional technology for pre-service and in-service educators.

Internationalization Activities
The Program Development Work Group continues to enhance services to present and future non-U.S. members and to give U.S. members more information about education in other countries. In 1999 ASCD made basic membership benefits available online, alleviating mailing delays by providing international members with electronic access to their benefits.

Professional development institutes and Annual Conference attracted participants from more than 45 countries and 10 Canadian provinces. The number of ASCD books in translation and circulation around the globe increased by 60 percent in 1999. This growth was due in part to ASCD’s presence at the Frankfurt Book Fair and a more vigorous approach to bringing ASCD’s books to the attention of the world’s education publishers.

Program Development staff represented ASCD in a number of non-U.S. sites: Australia, Canada, England, Germany, Singapore, and Turkey. ASCD reached agreement with New Zealand’s Learning Media, Ltd., on an exclusive licensing contract for “Beginning School Mathematics Program.”

Marketing activities internationally have focused on increasing awareness of the Association, membership, and the sale of products and services. Efforts have included direct mail; advertising in education publications in Canada, Australia, and New Zealand; exhibits at conferences; the development of product distribution and resale agreements; and the development of partnerships with non-US organizations.

Measuring Satisfaction with ASCD’s Programs, Products, and Services
One measure of customer satisfaction is the continued growth in revenue from programs and products to members, nonmembers, and institutions. Total sales for Program Development exceeded $14 million in 1999.

Business Confidential
ASCD uses a variety of market research approaches to acquire information on member and customer satisfaction, new program and product development opportunities, and the identification of opportunities for improving existing programs, products, and services. Following is a list of major market research initiatives begun during the past year:

Fall, Annual, and Classroom Leadership Post-Conference Evaluation Surveys
Fall and Annual Conference Post-Conference Exhibitor Surveys
Curriculum Handbook Focus Groups
Classroom Leadership Newsletter Focus Groups
ASCD Web Site Evaluation Focus Groups
Annual Demographic Survey
Teacher Segmentation Survey
CD-ROM Survey

Awards

ASCD’s programs and products consistently receive awards from external organizations. In 1999, the Association of Educational Publishers (EdPress) honored Educational Leadership with the 1999 Best in Category for Learned Article (Adult) for “The Basics in Japan: The Three Cs” by Catherine Lewis and Ineko Tsuchida (March 1998). Educational Leadership was named an EdPress finalist in several categories: “For All the Children Who Were Thrown Away” by Daniel Brown (April 1998) for Feature Article; “The Discipline of Hope: A Conversation with Herb Kohl” by Marge Scherer (September 1998) for Interview; and “How the Brain Learns” (November 1998) for One-Theme Issue. The Fall 1998 issue of ASCD’s Curriculum/Technology Quarterly newsletter, “The Internet Zone,” was also a finalist in the 1999 EdPress Distinguished Achievement Awards, sponsored by the Association of Educational Publishers.


Three ASCD videos garnered awards in 1999: Understanding by Design: What Is Understanding? received the 1999 EdPress Distinguished Achievement Award for Instructional Materials; The Brain and Learning and Assessment in Elementary Science received Apple Awards from the National Educational Film Video Association.

CHOICE magazine named Design as a Catalyst for Learning a 1999 Outstanding Academic Book, and Understanding by Design received a 1999 Edpress Award.
Working Differently: Repurposing and Partnerships

ASCD continues to extend the use of existing resources, using existing video and audio clips in PD Online courses and putting video clips in the online store. In 2000, ASCD will introduce multimedia, online tutorials, designed to provide basic educators with basic information on concepts such as standards, multiple intelligences, and service learning.

ASCD expanded its offerings of materials produced by other publishers and education agencies, including co-development and copublishing to round out existing product lines and test new markets. ASCD copublished two books in 1999, both with Teachers College Press: Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence. A Guide for Educators edited by Jonathan Cohen and Teachers—Transforming Their World and Their Work by Ann Lieberman and Lynne Miller.

One new CD-ROM product developed outside ASCD was introduced in 1999: The Standards Toolkit.

ASCD continued to support affiliate events by providing staff speakers and referrals to other ASCD experts.

Enhancements to Existing Programs, Products, and Services

During 1999, ASCD continued its transformation of the Curriculum Handbook to make it more focused and user-friendly. The four Curriculum Handbook chapters published in 1999 were bound chapters (like books) and the loose-leaf supplements were phased out. The newest enhancement was the creation of a password-protected Curriculum Handbook Web site, in a fully searchable format.

The shorter, less costly “How-To” video series, first introduced in 1998, has proven very successful. In 1999 we released How to Conduct Successful Socratic Seminars, How to Improve Your Questioning Techniques, and How to Use Graphic Organizers to Promote Student Thinking.


After four years of focusing on aspects of assessment, the Teaching and Learning Conference in 2000 will shift to standards. The conference will provide a variety of viewpoints and explore the complex issues surrounding the standards movement.

Online Resources
In March 1999 ASCD members received electronic access to selected member benefits.
Readers can now look up and download articles from *Educational Leadership*, for example. An online job and resume posting service, HireEd.net, was introduced as a member service in 1999. Candidates can post their resume for free. Employers can post job descriptions and search resumes for potential candidates.

ASCD’s free online newsletter, *ASCD Education Bulletin*, was posted to ASCD’s Web site and issued biweekly throughout the year to nearly 10,000 subscribers. Articles were routinely archived for future repurposing and for placement on ASCD’s Internet Web site.

ASCD’s online visitors browsed full-chapter excerpts from more than 100 ASCD books while shopping in the online store. Posting sample chapters of new books to the public site became part of the routine post-production process.

Online enhancements were made to *Quick Response: A Guide to Crisis Management for Principals, Counselors, and Teachers*. Sample forms and letters were made available on ASCD’s Web site as part of our Safe Schools initiative.

ASCD continued to promote online forums for participants of face-to-face meetings. In 1999, participants in ASCD’s Teaching and Learning Conference and Classroom Leadership Conference extended their experiences through online forums. Fiscal restraints and the lack of demonstrated interest from participants delayed plans to expand this to all face-to-face offerings.

ASCD expanded its Professional Development Online offerings, adding courses on Effective Leadership and The Brain in 1999. At least four more courses will be added in 2000. ASCD is exploring software that may allow us to write material for the online courses more quickly, accelerating the number of courses to be added each year.

In 2000 ASCD will introduce online tutorials, short multimedia lessons on topics of interest to all levels of educators. Each lesson includes a definition, short articles on the topic, video and audio files of experts and practitioners, and a listing of resources. The tutorials will be previewed at Annual Conference. The first tutorial topics are standards, differentiated instruction, performance assessment, classroom management, the brain and learning, and curriculum integration.

As 1999 drew to a close, staff continued to focus on ASCD’s expanded role as a Web publisher. Staff teams formed during the year to discuss improvements to ASCD’s Web site and to experiment with new forms of e-publishing.

**New Initiatives in Programs, Products, and Services**

In 1999, ASCD added to the Understanding by Design resources by publishing the *Understanding by Design Handbook* by Jay McTighe and Grant Wiggins. This book of tools, templates, and self assessments is designed to help educators learn the process of unit design. In spring 2000, a CD-ROM tutorial will join the growing list of Understanding by Design resources.
In March 1999, ASCD launched Signature Schools, a new program to support schools in their continuous improvement work. As of December, 18 schools representing 13 states and the District of Columbia had partnered with ASCD to use a comprehensive professional development framework to support teaching and learning.

The popularity of shorter, more narrowly focused videos such as the successful How-To series led to the development of a similar set of offerings. These videos, entitled The Lesson Collection, provide real examples of specific instructional techniques. The first set of eight tapes concentrates on reading strategies. In 2000, a second set will highlight math and science teaching strategies.

ASCD adopted Beginning School Mathematics (BSM) as a new program initiative in 1999. BSM is a developmentally appropriate approach to early mathematics (K-2) learning with a strong professional development component and a proven record of results.

ASCD began developing a new product line, Books in Action, to provide video site visits to schools where the content of books can be seen in classrooms. The first of these, Becoming a Multiple Intelligences School, will be available in the spring of 2000. The 15-minute videos may be purchased individually or with a bundled set of 10 copies of the book.

ASCD worked with Cable in the Classroom and the Office of National Drug Control Policy’s National Youth Anti-Drug Media Campaign to develop a videotape program for teachers. The video and a 32-page facilitator’s guide will be previewed at Annual Conference and available to ASCD members in the spring of 2000.

**MARKETING**

Since 1997 the marketing planning process has been closely linked with ASCD’s Strategic Plan. ASCD’s 1999 Marketing Plan included both Strategic Plan-related objectives and financial objectives. The strategic objectives were developed by members of the Executive Director’s Leadership Team, product managers, and the Marketing Unit staff and were designed to align marketing’s objectives with the Association’s strategic plan. The financial objectives were the revenue targets established by the Association’s budget.

**Marketing Expenses**

In 1999, ASCD’s marketing expenses continued to decline as a percentage of ASCD’s budget. Marketing reflected 18 percent of ASCD’s budget in 1999, down from 26 percent in 1994.

**ASCD exhibits**

Business Confidential
To further expand awareness of the Association and promote ASCD products, services, and membership options, ASCD increased its presence at other associations’ events. These included:

- Association of American Colleges for Teacher Education  February 1999
- ASCD Annual Conference               March 1999
- National Science Teachers Association March 1999
- American Educational Research Association April 1999
- European Council of International Schools April 1999
- International Reading Association       May 1999
- Classroom Leadership Conference         July 1999
- ASCD Teaching & Learning Conference    October 1999
- National Middle School Association      October 1999
- European Council of International Schools November 1999
- Northeast Affiliates Regional Conference December 1999
- National Staff Development Council      December 1999

Marketing’s Support for Affiliates
In 1999 the Marketing Unit provided the following professional development support to affiliates:

- Assistance in business and marketing plan development.
- Consultation on marketing strategy.
- Marketing presentations at Affiliate Leadership Conference.
- Survey and market research development assistance.
- Partnering to provide Affiliate participation in Signature Schools and Understanding by Design Marketing Briefings.

New marketing initiatives
ASCD Marketing tested several new product bundles in the summer of 1999, including “inservice packages” for problem-based learning, teaching reading, and Understanding By Design. Product bundling remains a key strategy for increasing average order and will be augmented by a new bundled product line, Books in Action (a video and book combination package), in 2000.

Diversifying from the core mix of direct mail and advertising, fax broadcasts proved to be an excellent way to support ASCD conferences and workshops, allowing for immediate reminders of upcoming registration deadlines and reducing marketing costs by reducing the need for targeted mailings.

Business Confidential
Executive Briefings continued to be a popular method for introducing new product lines. Three Understanding by Design briefings in Atlanta, Cleveland, and San Diego (led by Grant Wiggins and Jay McTighe) were almost completely sold out. A modified version of the briefing format was used to introduce Signature Schools. In 2000, the modified format will be used to introduce the Beginning School Mathematics Program to educators who have been pre-qualified through direct mail promotions.

In March of 1999, ASCD introduced a monthly e-mail newsletter, ASCD e-specials, designed to communicate with our best online customers and to build awareness of the advantages of shopping online. The newsletter mixes repurposed content from educational publications, as well as product news and special offers for free gifts and discounts. Its subscriber base continues to grow, and more efforts will be directed toward signing up new subscribers in the coming year.

The ASCD Online Store continued to be upgraded, with focused efforts to make the store more interactive and informative. Planned enhancements for 2000 include topic-search capabilities and database-driven options that will make the store comparable to some of the better retail sites on the Web.

In 1999 ASCD’s database marketing efforts expanded significantly with the effective use of the product buyer database. This effort was enhanced by the addition of prospecting files designed to reach likely new buyers of specific product lines. These databases are updated as often as feasible and continue to support efficient targeting of promotions, corresponding increases in sales and memberships, and continued reductions in marketing mailing expenses.

ASCD increased its ability to more effectively promote the sale of advertising in Educational Leadership and the capacity of the Marketing unit to expand the sale of exhibit space at ASCD conferences when it outsourced advertising sales, billing, and collections to Atwood Inc. The agreement with Atwood permitted ASCD to focus on the management of the advertising process while providing access to Atwood’s sales network and billing and collections capabilities.

In 2000, ASCD negotiated an agreement with Barnes and Noble Bookstores, a retail division representing 544 stores. This agreement has the potential to extend awareness of ASCD to new markets, including parents.

APPENDIX

ASCD EDUCATION BULLETIN

ASCD’s free, electronic newsletter is sent to almost 10,000 subscribers and is posted on ASCD’s Web site every two weeks. Each issue covers news and issues in education and highlights Internet sites on a variety of professional topics.

Business Confidential
AUDIO PROGRAMS

Produced in 1999:
Educational Leadership on Tape (eight tapes per year with storage album)

1999 Annual Conference Tapes (115 audiotapes of various conference sessions)

1999 Conference on Teaching & Learning (36 audiotapes of various conference sessions)

Planned for 2000:
Annual Conference (140 tapes)

Assessment Conference (35 tapes)

BOOKS

The following lists indicate which books have been or will be mailed to members—Premium (P), Comprehensive (C), and Regular (R)—and which are available for sale (S) only. Titles, status, and publication dates of books in production are tentative until the book is actually off press.

Books Published in 1999 as Member Benefits

1. January 1999 PC
Preparing Our Schools for the 21st Century (1999 ASCD Yearbook)
David Marsh, editor
6" x 9" • Product no. 199000 • Prices: $16.95 member/$20.95 nonmember

2. February 1999 P
Arthur W. Combs, Ann B. Miser, Kathryn S. Whitaker
On Becoming a School Leader: A Person-Centered Challenge
6" x 9" • Product no. 199024 • $18.95 member/$22.95 nonmember

3. April 1999 PCR
The Differentiated Classroom: Responding to the Needs of All Learners
Carol Ann Tomlinson
8" x 10" • Product no. 199040 • $17.95 member/$21.95 nonmember

4. May 1999 P
A Passion for Teaching
conceived and edited by Sarah L. Levine
7" x 9" • Product no. 199224 • $19.95 member/$23.95 nonmember

5. July 1999 PC

Business Confidential
The Hero's Journey: How Educators Can Transform Schools and Improve Learning
John L. Brown and Cerylle A. Moffett
6" x 9" • Product no. 199002 • $16.95 member/$20.95 nonmember

6. August P
Communicating with the Public: A Guide for School Leaders
Anne Meek
8" x 10" • Product no. 199052 • $18.95 member/$22.95 nonmember

7. September 1999 PCR
Learning and Memory: The Brain in Action
Marilee Sprenger
8" x 10" • product no. 199213 • $17.95 member/$21.95 nonmember

8. November 1999 PC
Multiple Intelligences and Student Achievement: Success Stories from Six Schools
Linda Campbell and Bruce Campbell
6" x 9" • product no. 199274 • $12.95 member/$15.95 nonmember

9. December 1999 P
ADD/ADHD Alternatives in the Classroom
Thomas Armstrong
6" x 9" • product no. 199273 • $9.95 member/$11.95 nonmember

Other Books Published in 1999

1. March 1999 S
Educating Minds and Hearts: Social Emotional Learning and the Passage Into Adolescence. A Guide for Educators (copublication of Teachers College Press and ASCD)
edited by Jonathan Cohen
6" x 9" • Product no. 199001 • $18.95 member/ $21.95 nonmember

2. March 1999 S
Teachers—Transforming Their World and Their Work (copublication of Teachers College Press and ASCD)
Ann Lieberman & Lynne Miller
6" x 9" • Product no. 199217 • $13.95/$16.95

3. March 1999 S
Teaching Beginning Reading and Writing with the Picture Word Inductive Model
Emily Calhoun
6" x 9" • Product no. 199025 • $13.95 member /$16.95 nonmember

Business Confidential
4. March 1999 S
Perceiving, Behaving, Becoming: Lessons Learned
edited by H. Jerome Freiberg
6" x 9" • Product no. 199031 • $16.95 member/$20.95 nonmember

5. June 1999 S
How to Create an Independent Research Program
Melanie Jacobs Krieger
6" x 9" • Product no. 199214 • $8.95 member/$10.95 nonmember

6. July 1999 S
The Understanding by Design Handbook
Jay McTighe and Grant Wiggins
8 1/2" x 11" spiral binding • product no. 199030 • $26.95 member/$31.95 nonmember

7. July 1999 S
In Search of Understanding: The Case for Constructivist Classrooms with a new introduction by the authors
Jacqueline and Martin Brooks
6" x 9" • product no. 199234 • $13.95 member/$16.95 nonmember

8. August 1999 S
Results: The Key to Continuous School Improvement, 2nd edition
Mike Schmoker
6" x 9" • Product no. 199233 • $16.95 member/$20.95 nonmember

9. September 1999 S
Discipline with Dignity with a new introduction by the authors
Richard Curwin and Allen Mendler
6" x 9" • product no. 199235 • $12.95 member/$15.95 nonmember

10. October 1999 S
Capturing the Wisdom of Practice: Professional Portfolios for Educators
Giselle Martin-Kniep
8" x 10" • product no. 199254 • $16.95 member/$20.95 nonmember

11. November 1999 S
Uncommon Sense: Core Knowledge in the Classroom
Timm Mackley
6" x 9" • product no. 199239 • $9.95 member/$11.95 nonmember

12. November 1999 S
A Better Beginning: Supporting and Mentoring New Teachers
Edited by Marge Scherer

Business Confidential
Books Scheduled for Publication in 2000

1. January 2000 P
   *Education in a New Era* (2000 ASCD Yearbook)
   Edited by Ronald S. Brandt

2. February 2000 S
   *Educators as Learners: Building a Professional Learning Community in Your School*
   Penelope Wald and Michael Castleberry

3. February 2000 S
   *Becoming a Multiple Intelligences School*
   Thomas Hoerr

4. February 2000 P
   *Discovering and Exploring Habits of Mind*
   (book 1 of 4-book set Habits of Mind: A Developmental Series)
   Arthur L. Costa and Bena Kallick

5. April 2000 PCR
   *The Soul of Education: Helping Students Find Connection, Compassion, and Character at School*
   Rachael Kessler

6. May 2000 S
   *Multiple Intelligences in the Classroom, 2nd edition*
   Thomas Armstrong

7. May 2000 S
   *A Field Guide to Visual Tools*
   David Hyerle

8. May 2000 P
   *Action Research: A Powerful and Professional Approach*
   Richard Sagor

9. June 2000 S
   *The Portfolio Organizer: A Guide for Decision Making*
   Carol Rolheiser and others

10. June/July 2000 S
    Business Confidential
Activating and Engaging Habits of Mind
(book 2 of 4-book set Habits of Mind: A Developmental Series)
Arthur L. Costa and Bena Kallick

11. summer 2000 S
Assessing and Reporting on Habits of Mind
(book 3 of 4-book set Habits of Mind: A Developmental Series)
Arthur L. Costa and Bena Kallick

12. summer 2000 S
Integrating and Sustaining Habits of Mind
(book 4 of 4-book set Habits of Mind: A Developmental Series)
Arthur L. Costa and Bena Kallick

13. summer 2000 S
How to Help Beginning Teachers Succeed (revised ed.)
Steve Gordon and Susan Maxey

Teacher Evaluation in a Standards Era
Charlotte Danielson and Tom McGreal

15. August 2000 P
Classroom Management
Carol Cummings

16. September 2000 PCR
Transforming Classroom Grading
Robert J. Marzano

17. September 2000 S
Content Knowledge (3rd edition)
John Kendall and Robert J. Marzano

18. Fall 2000 S
Educating Everybody’s Children: More Teaching Strategies for Diverse Learners
Edited by Bob Cole

19. Fall 2000 S
Developing Inclusive Schools
McLeskey & Waldron

20. Fall 2000
Character and Conduct
Stein et al.

21. Fall 2000
Integrating Learning Styles and Multiple Intelligences
Strong, Silver, Perini

22. Fall/Winter 2000
The Art of Curriculum: Four Endangered Standards
Strong, Silver, Perini

23. Fall/Winter 2000
Standards Linking: A Systems Approach
Harris & Carr

CATALYST: THE ASCD STUDENT CHAPTER NEWSLETTER

Produced in 1999:
Winter
Creating an Atmosphere for Learning
Q&A: Classroom Management
Chapter News
Annual Conference Preview

Fall
Mission Possible: Becoming a Reflective Teacher
Surviving and Thriving During Your First Year—and Beyond
About NBPTS
Chapter News

CD-ROMS

CLASSROOM LEADERSHIP NEWSLETTER

Classroom Leadership is linked thematically to Educational Leadership, so theme issues published in 1999—and those to be published in 1999-2000—mirror those of EL. A special summer issue of CL was published in August 1999. Topics included: Questions Every Teacher Should Answer, Bringing the World to the Classroom, Helping Students with Homework, and

Business Confidential
Summer Homework: Plan Icebreakers for the Fall.

CO-MARKETED PRODUCTS

Introduced in 1999
*What Every Principal Should Know About Teaching Reading* by Marie Carbo, NRSI (February 1999)

*Research You Can Use to Improve Results* by Kathleen Cotton, NWREL (May 1999)

*Putting Sense into Consensus: Solving the Puzzle of Making Team Decisions* by Connie Hoffman and Judy Olson Ness (July 1999)

*Standards Toolkit* (CD-ROM) by TeachMaster Technologies (July 1999)

*Snapshot Assessment System for Migrant, Language Different, and Mobile Students, Grades 7-8,* by Bill Bansberg and Richard Rangel, McREL (September 1999)

CURRICULUM HANDBOOK CHAPTERS

Produced in 1999
Spring  
*Science*
By Dennis Cheek

Summer  
*Foreign Languages*
By Mimi Met and June Phillips

Fall  
*Visual and Performing Arts*
By Richard Colwell

Winter  
*Mathematics*
By John Dossey and Sharon Soucy McCrone

CURRICULUM / TECHNOLOGY QUARTERLY

Produced in 1999:

Spring  
*High-Tech Mathematics*
*Perspectives on Electronic Math from Preschool Through High School*
“Evaluating Mathematics Software for Young Children”
by Sarah E. Irvine and Andrea J. Prejean
“Technology and Math Scores” by Larry Mann

Business Confidential
“Math 9 with a Techno-Twist” by Bob Boyko
“Mathematics Projects on the Internet” by Larry Mann

**Focus on Social Studies (insert)**
“Courting Controversy, Seeking Middle Ground” by Karen Rasmussen
“Viewpoint - Interview with Walter Parker” by Karen Rasmussen

**Summer**

**Technology Funding: Unexpected Sources**
“Why the Courts Might Want to Invest in Computers for Your Classroom” by Marge Christensen
“Preventing Crime Through Literacy” by Ronald P. Ouellette
“How Does a School District Become a Leader in Technology?” by Jan Borelli

**Focus on Interdisciplinary Curriculum (insert)**
“Crossing Discipline Lines” by Scott Willis
“Viewpoint - Interview with T. Roger Taylor” by Scott Willis

**Fall**

**Electronic Presentations**
“Teaching and Learning with Presentation Software” by Susan LaFond
“HyperStack Presentations—Preparing for Life Beyond High School” by Diana Porter and Melissa Sherman

**Focus on Family and Consumer Sciences (insert)**
“Solving Practical Problems” by Mary Kaye Rhude-Faust
“Viewpoint - Interview with Ann Collins Chadwick” by Larry Mann

**Winter**

**Online Journalism – How Every School Can Have an Excellent and Free Student Newspaper**
“ASP: Bridging the Digital Divide” by Laurie Becklund
“Discovering Associated Student Press” by Rob Melton
“Why Journalism?” by Tom Campbell
“ASP: Using Technology to Connect and Empower Student Journalists” by Bill Jawitz
“Winning with Highwired.Net” by Adam Carter

**Focus on Language Arts (insert)**
“Mandates, Testing Issues Worry English Teachers” by John O’Neil
“Viewpoint - Interview with Carol Santa” by John O’Neil

**CURRICULUM UPDATE**

**Produced in 1999:**

**Winter**

**Social Studies: A Laboratory for Democracy**

Business Confidential
Spring  The Stories of Their Lives [teaching literature]
Summer  Math in the Early Grades: Laying a Foundation for Later Learning
Fall    The Social Side of Schooling: Nurturing Human Relationships

EDUCATIONAL LEADERSHIP

Theme Issues Published in 1999

February  Integrating Technology into the Curriculum
March     Using Standards and Assessments
April     Understanding Race, Class, and Culture
May       Supporting New Teachers
September Personalized Learning
October   Redefining Literacy
November  The Constructivist Classroom
Dec./Jan.  Understanding Youth Culture

Theme Issues Scheduled for Publication in 2000

February  What Do We Mean by Results?
March     Healthy Bodies, Minds, and Buildings
April     Sustaining Change
May       How to Keep Teaching Fresh
September How to Differentiate Instruction
October   Teaching the Information Generation
November  The Science of Learning
Dec./Jan.  The Changing Context of Education

Business Confidential
EDUCATION UPDATE

Produced in 1999:

January  Preparing Two Million: How Districts and States Attract and Retain Teachers Learning from the Masters: How Teachers Help Teachers Improve Instruction Chart of ASCD Networks

March  New Goals for Teacher Evaluation Columns by Gene Carter and Tom Budnik Proposed ASCD positions

May  Annual Conference report

June  Partners in Education: How Schools and Homeschoolers Work Together Speaking and Listening: The First Basic Skills Profile of Joanna Choi Kalbus, ASCD's new president

August  Make It Great: Tips for a Successful, Fulfilling School Year Dance Education: The Ultimate Sport ASCD's Web offerings

September  ASCD Election issue

November  The Accountability Question The Aha! of Media Literacy Columns by Gene Carter and Joanna Choi Kalbus

December  Fall Conference report

JOURNAL OF CURRICULUM AND SUPERVISION

ASCD's refereed, scholarly journal continues to be published under the editorial guidance of O.L. Davis, Jr., and associate editors Marcella Kysilka and Gerald Ponder. In 1999, four issues were produced: Winter, Spring, Summer, and Fall.

PROFESSIONAL DEVELOPMENT NEWSLETTER

Produced in 1999:

Spring 99  Preparing Teachers for Curriculum Mapping No More First-Year Jitters Video-Based Programs: Curriculum Mapping

Business Confidential
Summer 99  Promoting Teacher Quality: An ASCD Focus Area
Tools for Professional Growth: Dialogue Journals for Mentors
The Thinker's Life: A Little Reading for a Lot of Growth
Video-Based Programs: Mentoring to Improve Schools

Fall 99  Living with Paradox: A Top 10 List for Principals
ASCD's Signature Schools: Emphasizing Job-Embedded, Sustained Professional Development
Video-Based Programs: The Principal Series

Winter (mails in 2000)
A special report on the 4th (and final) Annual Urban Professional Development Institute Retreat
Showing New Teachers the Instructional Ropes
Video-Based Programs: The Lesson Collection and How-To Videos

PROFESSIONAL INQUIRY KITS

Produced in 1999:
Service Learning, developed by Barbara Gomez and Carol Kinsley
The Human Brain, developed by Bonnie Benesh
Promoting Learning Through Student Data, developed by Marian Leibowitz

Scheduled for 2000:
Implementing Standards-based Education, developed by Carolee Hayes and Jan Ellison
Understanding by Design, developed by Grant Wiggins and Jay McTighe

TOPIC PACKS

During 1999, ASCD offered 15 Topic Packs for purchase. Topic Packs are a compilation product. Each Topic Pack includes full-text articles from ASCD publications on a specific topic, a list of ASCD resources on that topic, a bibliography of journal articles on the topic, and lists of resources from ERIC and the Internet. Topic Packs are produced in-house and sold at an inexpensive price.

The 15 topics are classroom management/positive school climate, looping/multi-age education, multiple intelligences, early childhood education, mathematics, performance assessment, brain-based learning, integrated curriculum, reading, arts education, student portfolios, standards/national standards, bilingual education/ESL, school-to-work/apprenticeships, and teacher evaluation/teacher portfolios.

VIDEO PROGRAMS

Business Confidential
Produced in 1999:
*Mentoring to Improve Schools* (two videotapes and facilitator’s guides)

*How-To Video Series* (three videotapes and no guide)
- *How to Conduct Successful Socratic Seminars*
- *How to Improve Your Questioning Techniques*
- *How to Use Graphic Organizers to Promote Student Thinking*

*The Brain and Reading* (three videotapes and facilitator’s guide)

*The Principal Series - Tapes 4-7* (four videotapes and facilitator’s guide)

*Curriculum Mapping: Charting the Course for Content* (two videotapes and facilitator’s guide)

*Schools as Communities* (two videotapes and facilitator’s guide)

*The Lesson Collection: Reading Strategies* (eight videotapes and no guide)

Scheduled for 2000:
*How-To Series #3* (3 tapes, no guide)
- *How To Organize Student Learning Groups*
- *How To Teach Study Skills*
- *How To Engage Students in Critical Thinking*

*The Brain and Early Childhood* (2 tapes and 1 guide)

*Educating Everybody’s Children* (3 tapes and 1 guide)

*Understanding by Design* (1 tape)

*Standards* (2 tapes and 1 guide)

*Educating Everybody’s Children* (3 tapes and 1 guide)
## PROFESSIONAL DEVELOPMENT INSTITUTES
### 1999

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<td>PreConference (2-day Institutes)</td>
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<td>San Francisco, CA</td>
<td>Assessment and Beyond: Promoting Self-Directed Learning</td>
<td>Bena Kallick</td>
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<td>Marian Leibowitz</td>
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<td>Art Costa</td>
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<td>Dimensions of Learning</td>
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<td>Lynn Erickson</td>
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<td>Heidi Hayes</td>
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<td>Maurice Elias</td>
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<td>The Brain: Keeping Up with Current Research</td>
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<td>Connie Muther</td>
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<td>Marvin Purvis</td>
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<td>Creating Professional Learning Communities</td>
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<td>Boston, MA</td>
<td>Supervision with Dimensions of Learning</td>
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<td>John Brown</td>
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<td>Helping School Teams Lead Successful Schoolwide Change</td>
<td>Judson Hixson</td>
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<td>Instructional Strategies for the Heterogeneous Classroom</td>
<td>Kevin Feldman</td>
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<td>Reporting Student Learning</td>
<td>Tom Guskey</td>
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<td>Academies</td>
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<td>Indianapolis IN</td>
<td>Educational Leadership Academy</td>
<td>Frank Betts, Vicki Hancock</td>
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<td>Undergraduate By Design Academy</td>
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<td>Supporting Teachers of Diverse Learners</td>
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<td>Successful Strategies for a Differentiated Classroom</td>
<td>Carol O’Connor</td>
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<td>Multiple Intelligences: Many Ways to Learn</td>
<td>Gayle Gregory</td>
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<td>Principal as Staff Developer</td>
<td>Pam Robbins</td>
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PURPOSE

The findings cited in this report are based on an annual survey sponsored by the Association for Supervision and Curriculum Development (ASCD) conducted since 1994.

Through the use of a mail survey representing ASCD's entire membership, the purpose of this research project was to provide ASCD with a demographic profile of members. It was also intended to provide a trend analysis of the changes in ASCD membership over the past six years.

Specific areas of inquiry included:

- the length of their ASCD memberships
- the nature of their jobs
- access to the Internet and use of the ASCD Web site
- purchasing behavior
- personal demographic information
METHOD

The survey sample of 1,000 was selected in systematic fashion by ASCD from its entire membership.

Data was collected via mail survey from September 17 to November 8, 1999. The survey was closed for tabulation with 665 usable responses—a 67% response rate. Since a high response rate minimizes the impact of non-response bias, results may be considered representative of the population from which the sample was drawn, within the limits of statistical precision. The margin of error for percentages based on 665 usable responses is ±3.8% at the 95% confidence level.

(Please refer to the Appendix in the complete report for details of the mailing series.)
ABOUT READEX

This survey was conducted and this report was prepared by Readex, Inc., in accordance with accepted research standards and practices. A complete report containing all survey results was provided to ASCD.

Readex is a nationally recognized independent research company located in Stillwater, Minnesota. Its roots are found in survey research for the magazine publishing industry, but its specialization in conducting high-quality mail survey research has brought it clients from many other markets, including associations, corporate marketers and communicators, and government agencies.

Readex is a full-service mail survey research supplier offering professional services and in-house data processing to ensure complete control over project quality and schedule. Analytical capabilities include a range of multivariate statistics and modeling techniques in addition to the more traditional stub-and-banner tabulations.

Since its founding in 1947, Readex has completed thousands of mail surveys for hundreds of different clients.
**Length of Membership in ASCD**

Since 1994, the average length of membership in ASCD has increased, averaging 5.1 years then and 6.7 years now.

In 1999, 9% of respondents indicated they have been members of the association for less than one year, while 25% have been members for 10 years or more. 2% indicated they are not currently members of ASCD. One-quarter are currently members of an ASCD Affiliate.

- On average, males have been members of ASCD for a slightly longer period of time than females—7.7 years versus 6.3 years, respectively.

- *Superintendents/assistant or associate superintendents* average 9.0 years as ASCD members, a significantly longer time period than *principals/assistant or associate principals* (7.3) and *classroom teachers* (4.3).

---

**Length of Membership in ASCD**

*by Survey Year*

<table>
<thead>
<tr>
<th>Year</th>
<th>Mean # of Years</th>
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<tr>
<td>1994</td>
<td>5.1</td>
</tr>
<tr>
<td>1995</td>
<td>5.5</td>
</tr>
<tr>
<td>1996</td>
<td>5.4</td>
</tr>
<tr>
<td>1997</td>
<td>6.6</td>
</tr>
<tr>
<td>1998</td>
<td>5.8</td>
</tr>
<tr>
<td>1999</td>
<td>6.7</td>
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</tbody>
</table>

*base: respondents*
Personal Demographics

Gender and Ethnic Background

As shown in the graph below, no significant changes have occurred among ASCD members with respect to gender or ethnic background. The majority of the membership continues to be white and female.

- Gender representation varies by occupation. The majority (71%) of members who are superintendents or assistant or associate superintendents are male, while the majority of members who are principals or assistant or associate principals (61%) or classroom teachers (preschool through grade 12) (83%) are female.

Gender and Ethnic Background
by Survey Year

[Graph showing gender distribution by survey year]

base: ASCD members
Personal Demographics (continued)

Age

As with membership tenure, the average age of ASCD members appears to have slowly, but steadily, increased since 1994—averaging 46.7 then and 49.1 in 1999.

- On average, male members (50.8 years) tend to be slightly older than female members (48.3).

- Average age and level of authority are positively correlated among ASCD members. On average, classroom teachers (44.4 years) are younger than principals, assistant or associate principals (49.1), who are younger than superintendents, assistant or associate superintendents (51.1).

Average Age
by Survey Year

![Average Age Chart]

base: ASCD members

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Professional Profile

Occupation

No significant changes have occurred in the distribution of occupations among ASCD members since 1994.

The occupation with the largest proportion of ASCD members is principals and assistant or associate principals (35%). About one in five (22%) members are classroom teachers, followed by 13% who are directors/supervisors/other central office administrators. Superintendents and assistant or associate superintendents comprise 9% of the membership, and 6% are professors or instructors (post-secondary level). No other individual category was mentioned by more than 4%.

Occupation by Survey Year

base: ASCD members
Professional Profile (continued)

Type of Community Worked In

Employed ASCD members continue to work in a variety of communities, from central cities to suburbs to small towns/rural areas.

• Among employed ASCD members in 1999, non-Whites were more likely than Whites to work in central cities of metropolitan areas, 46% versus 12%.

Type of Community Worked In
by Survey Year

![Graph showing percentage of ASCD members working in different types of communities over different years.]

base: employed ASCD members
Professional Profile (continued)

Number of Years in Education Profession

Employed ASCD members have been in the education profession for over two decades, on average.

- Among employed ASCD members, level of authority and mean number of years in the education profession appear to be related. Superintendents/assistant or associate superintendents (26.5 years) have been in the education profession longer than principals/assistant or associate principals (23.6 years) who have been in the profession longer than classroom teachers (18.2 years).

Number of Years in Education Profession
by Survey Year

![Bar chart showing mean number of years in education profession by survey year.](chart.png)

- 1994: 21.0 years, n=584
- 1995: 21.6 years, n=575
- 1996: 21.2 years, n=595
- 1997: 21.4 years, n=687
- 1998: 21.3 years, n=666
- 1999: 22.7 years, n=645

Base: employed ASCD members
Professional Profile (continued)

Grade Levels Worked With

The highest proportion of ASCD members in the education profession continue to work with elementary grade levels. Roughly two in five reported they work with Senior or Junior High grade levels.

- Among ASCD members in the education profession, a higher proportion of males (56%) than females (34%) work with the secondary/senior high grade level. Conversely, more females than males (50% versus 62%) work with the elementary grade level.

Grade Levels Worked With
by Survey Year

base: ASCD members in education profession
Professional Profile (continued)

Type of School Associated With

The majority of ASCD members in the education profession are most closely associated with public schools—a consistent finding since 1994.

Type of School Associated With
by Survey Year

base: ASCD members in education profession
Computer Technology

In 1999, nearly all ASCD members (98%) reported having access to the Internet, with roughly the same proportions reporting home access (81%) and school/office access (85%).

22% of members indicated they have used ASCD's Web site in the past month.

Internet Access/
Use of ASCD Web Site

<table>
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<tr>
<th>Internet Access*</th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
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<tr>
<td>at home</td>
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<td>81%</td>
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<tr>
<td>school/office</td>
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<td>85%</td>
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# of Times Used ASCD Site**

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<th>40%</th>
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<th>80%</th>
<th>100%</th>
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<td>2%</td>
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*multiple answers
**in past month
base: 655 ASCD members
Purchasing Behavior

28% of members have purchased educational products or services online (hereafter referred to as "online buyers"). In terms of the demographic and professional attributes measured in this survey, the profile of those who have made online purchases and those who haven’t are quite similar. The differentiating factors seem to be convenient access to the Internet and experience with using it. More online buyers (92%) than non-buyers (79%) have access to the Internet at home. Furthermore, more online buyers (34%) than non-buyers (20%) have used ASCD's Web site in the past month.

Internet Access/
Use of ASCD Web Site
by Online Buying Status

*in the past month
base: ASCD members
Purchasing Behavior (continued)

75% of those who have made online purchases of educational products or services made online purchases from a home computer; 53% made online purchases from a school/office computer. When compared to superintendents/assistant or associate superintendents and principals/assistant or associate principals, classroom teachers are more likely to make online purchases from home and less likely to make them from school/office.

Online buyers have purchased educational products and services from a variety of sources, with the most common source being ASCD (22%). Each of the other eight sources listed on the survey was indicated by between 1% and 4%. 45% of online buyers indicated a source other than the 9 listed on the survey—the most mentioned being Amazon.com at 18%. (A complete listing of the other sources mentioned can be found in the appendix of the complete report).

Location of Online Purchases Made*

![Graph showing percentage of online purchases at home and school/office]

<table>
<thead>
<tr>
<th>Location</th>
<th>Purchasers</th>
<th>Superintendents</th>
<th>Principals</th>
<th>Teachers</th>
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<tr>
<td>at home</td>
<td>75%</td>
<td>65%</td>
<td>61%</td>
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</tr>
<tr>
<td>school/office</td>
<td>88%</td>
<td>53%</td>
<td>61%</td>
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</table>

*Base: ASCD members who have made online purchases (multiple answers)
Purchasing Behavior (continued)

Most ASCD members (86%) have purchased educational products or services from brochures or catalogs. Nearly seven in 10 of these purchasers have purchased educational products or services from ASCD's catalogs/brochures. Other sources used by more than one in 10 purchasers are: NASSP (18%), NAESP (15%), Jossey-Bass Publishers (13%), and Corwin Press (13%).

Sources Used for Brochure/Catalog Purchases

- ASCD
- NASSP
- NAESP
- Jossey-Bass Publishers
- Corwin Press
- AASA
- Video Journal of Education
- NSDC
- NSBA
- other
- don't recall

Base: 565 ASCD members who have made brochure/catalog purchases (multiple answers)
Purchasing Behavior (continued)

If members were to order products or services from ASCD, half (52%) would prefer to order via mail or fax, a fourth (25%) would prefer to use the telephone, while 18% would prefer online ordering. Not surprisingly, online buyers have a much stronger preference for online ordering than non-online buyers (40% and 9%, respectively).

When it comes to the mailing address at which members prefer to receive information from ASCD, preference is split: 50% prefer to receive ASCD information at their school/office address; 48% at their home address. Preferences differ by gender and occupation. Males have a definite preference for receiving ASCD information at their school/office address (70%). Classroom teachers have a preference for receiving ASCD information at home address (80%), while superintendents/assistant or associate superintendents (87%) and principals/assistant or associate principals (68%) prefer to receive information at their school/office address.

Base: 655 ASCD members
ANNUAL BUSINESS MEETING
Convention Center, Rooms 343-345
New Orleans, Louisiana
Monday, March 27, 2000

AGENDA

1:30 p.m. Highlights of the Board of Directors Actions
          Joanna Choi Kalbus,
          President
          Constitutional Review Committee
          recommendations
          Overview of Key Association Issues
          Gene R. Carter,
          Executive Director
          Member Comments and Questions
          All

2:30 p.m. Adjourn
BOARD OF DIRECTORS MEETING
Convention Center, Rooms 343-345
New Orleans, Louisiana
Monday, March 27, 2000

AGENDA

1:30 - 2:30 p.m.  Annual Business Meeting (all Board members are invited and
couraged to attend)

• Association highlights

2:30 - 4:30 p.m.  Board of Directors Meeting

1. Report of Constitutional Review Committee and
   vote on proposed recommendations

2. Adopt ASCD positions

4:30 p.m.  Adjourn
ITEM: 1. Report of the Constitutional Review Committee and vote on proposed recommendations

FROM: Joanna Choi Kalbus
President
Chair, Constitutional Review Committee

ACTION REQUESTED: Vote on proposed recommendations.

RELATIONSHIP TO STRATEGIC PLAN: This work supports Goal 4, wise stewardship of resources.

BACKGROUND INFORMATION: Among the Executive Council's responsibilities is "to establish a time frame and process for conducting constitutional reviews" (Article VI, Section 1(8)). Policy (206) states that the review occurs every three years by a group appointed by the President. The most recent review was delayed by the Executive Council for one year to allow the Governance Evaluation Commission more time to gain input on its work.

The Constitution also states that the Board of Directors shall "have the sole authority to determine what is sent to Association members for consideration of Constitutional change (Article V, Section 1(10)). If the Board votes affirmatively on the proposed Constitutional changes, then the "Constitution may be amended by a mail vote of two-thirds of the active members who reply, provided that notice of the proposed amendment has been circulated to the membership in one of the published journals of the Association at least three months prior to the voting" (Article VIII).

SUPPLEMENTARY INFORMATION: The Constitutional Review Committee was appointed by President Kalbus in June 1999 and met November 20-21, 1999. They reviewed ASCD documents, a staff memo, legal guidebooks, and the recommendations of the Governance Evaluation Commission. After discussion and reflection, the committee proposed a variety of changes focused on congruence with Virginia corporate law (where ASCD is incorporated), clarity in language, congruency throughout the document, updating to current practice, and increased flexibility recognizing the potential of technology. Other minor changes were also recommended.

The committee also prepared two versions of a revised Constitution. One reflects the changes just described. The second version, to be presented contingent on the Board of Directors' vote on the Governance Evaluation Commission (GEC) recommendations, includes all of the changes.
above plus the GEC’s recommendations. Both versions provide rationales for the proposed changes.

**RELATED DOCUMENTS:** Proposed constitutional revisions and rationales (attached); Constitutional Review Committee roster (attached).

**ACTION TAKEN:**
INTRODUCTION

The Constitutional Review Committee (CRC) was charged to review relevant information pertaining to ASCD’s Constitution and recommend any modifications in constitutional language to the Executive Council and the Board of Directors. This year’s CRC was also charged to review the recommendations of the Governance Evaluation Commission and prepare constitutional language regarding them for the Executive Council and Board’s consideration.

Recommendations of the Constitutional Review Committee will be presented to the Board of Directors in March 2000. Recommendations accepted by the Board of Directors are then transmitted to the membership in the form of a ballot, to which two-thirds of the members who reply must vote affirmatively for the changes to be implemented.

Governance is the process by which an organization makes decisions. The Constitution and By-Laws provide a framework for the governance of the Association. The recommendations of the Committee reflect the need to facilitate the implementation of a process that encourages effective participation and accommodates the demands of change in an expedient fashion.
VERSION A: Constitutional Review Committee Recommendations

Key: Strikeout indicates recommended for deletion
     Italics indicates proposed new language
Constitutional language with proposed edits:

Constitution and By-Laws CONSTITUTION AND BYLAWS
of the Association for Supervision and Curriculum Development
1703 N. Beauregard Street
Alexandria, Virginia 22311-1714

CONSTITUTION

PREAMBLE
We believe society's need for broad, informed civic participation
demands a high-quality, self-renewing system of education for all.
In order to sustain a productive and diverse international community
of educators to meet that need, the Association for Supervision and
Curriculum Development has organized and adopted this
Constitution.

ARTICLE I - NAME
The name of this organization shall be the Association for
Supervision and Curriculum Development, (ASCD) hereafter
referred to as the Association.

ARTICLE II - STATEMENT OF PURPOSE AND OBJECTIVES
The purpose of the Association shall be the continued improvement
of teaching and learning for the success of all learners. Objectives
and activities of the organization shall be dedicated to improving

Rationale for edits:

The Constitution and By-Laws have been merged into a
single document on the advice of legal counsel. Virginia
corporate law does not recognize a "Constitution," so in
reality the Constitution and the current By-Laws constitute
one By-Law document as far as state law is concerned.

The word "objectives" has been added to the Article name
in keeping with language in Virginia corporate law and to
better describe the paragraph that follows. Also, since the
Articles of Incorporation contain "purposes", the wording
curriculum, instruction, and supervision in educational settings. This is a statement of both purpose and powers and objectives and is in addition to, and not in lieu of, the purposes and objectives stated in the Articles of Incorporation. It neither restricts nor limits the general powers of this Association.

All activities shall be conducted in a manner consistent with the requirements of the Internal Revenue Code and regulations relating to organizations described in Section 501(c)(3) of the Code, as now or hereafter amended.

**ARTICLE III - MEMBERSHIP**

**Section 1.**
There shall be two categories of membership: active individual and institutional.*

*Note: This will not eliminate student and life memberships, or the possibility of additional types of active individual memberships in the future.

**Section 2.**
Any person who wishes to support the purpose of the Association and to share in its work shall be eligible for membership and may become an active individual member by meeting the qualifications and paying the required annual dues as provided in the By-Laws fees. An active individual member shall be entitled to vote, to hold offices for which eligible, to participate in affairs of the Association, and to receive publications benefits as provided for the fees paid.

**Section 3.**

is intended to make clear that no conflict is intended.

Addition for clarity.

This language more clearly describes the two categories of membership. The change has been made throughout the document.

"Notes" are not generally included in constitutional or by-law language. This edit does not preclude designating a variety of types of membership.

The only qualifications for membership are supporting the Association's purposes and paying the fees. Addition and deletion for clarity.

"Fees" is a more inclusive term than "dues." This change has been made throughout the document.

"Benefits" is a more inclusive term than "publications." This change has been made throughout the document.
An organization may become an institutional member (*without right to vote*) on payment of the *required* annual dues as provided by the By-Laws fees. Such institutional members shall be entitled to receive the *publications benefits* as provided for the fees paid.

**Section 3.**
The subtypes of membership (*within the categories described in Section 1 above*) in the Association and the annual fees shall be determined by the Executive Council. Benefits of the Association will be distributed in accordance with the policy on memberships as determined by the Executive Council.

**Section 4.**
The period of membership shall be twelve calendar months from the date the membership is processed.

**ARTICLE IV - OFFICERS**

**Section 1.**
The officers of the Association shall be a President (who shall be the retiring President-Elect), an Immediate Past President (who shall be the retiring President), a President-Elect, and an Executive Director.

**Section 2.**
The President, Immediate Past President, and President-Elect shall serve for a single term of one year in each position.

**Section 3.**
The President shall chair the Board of Directors and the Executive Council.

Addition for clarity and to match current practice.

Moved up from current By-Laws, Article 1, Section 1, for clarity and congruency. Eliminates a step, allowing the Association to respond more quickly. The Executive Council is better positioned to carry out those tasks due to the greater frequency of its meetings. This would allow more flexibility in membership types and fees, and greater responsiveness to the increased rate of external change.

Moved up from current By-Laws, Article 1, Section 2 for clarity and congruency. Accurately reflects current practice.
Section 4.
The Executive Director shall be appointed by the Board of Directors upon nomination of a candidate by the Executive Council, and shall hold office at the pleasure of the Board of Directors. The Executive Director shall be the executive officer and serve as Treasurer of the Association. As executive officer, the Executive Director shall (1) prepare the annual financial report and the annual budget under the supervision of the Executive Council; (2) prepare and maintain an up-to-date current policy statement handbook; and (3) make contracts. The Executive Director shall serve without voting power as the Secretary of the Association as well as Secretary of the Board of Directors and of the Executive Council, and shall perform such other duties as may be designated by the Board of Directors and the Executive Council.

Section 5
The officers shall assume duties of the Executive Council in the intervals between meetings of that body. The President may appoint and remove an assistant treasurer or assistant secretary as may be deemed necessary and appropriate by the President.

Section 6.
The elected officers, all of whom are members of the Board of Directors, shall constitute a Management Committee. The Management Committee shall assume the duties of the Board of Directors and the Executive Council in the intervals between meetings of such bodies.

The document already exists.

Addition in keeping with standard practice.

Addition for clarity. This language allows for the appointment of an assistant treasurer or assistant secretary where appropriate to execute formal documents.

The addition of this language matches current practice and allows the Executive Council to respond more quickly to fast-breaking issues through the meetings of a Management Committee. It also adds clarity in naming this group the "Management Committee."
## Article V - Board of Directors

### Section 2.1.
The Board of Directors shall consist of (1) two representatives from each affiliate, who shall serve a three-year term of office; (2) one proportional representative for every 2,700 Association members living within each affiliate's geographic boundaries, who shall serve a three-year term of office; (3) 30 members-at-large, who shall serve a three-year term—20 members elected by individual Association members and 10 members elected by the Board of Directors; (4) 15 members of the Executive Council, who shall serve a three-year term; and (5) the President of each affiliate. In determining membership for the purpose of ascertaining proportional representation, only Association members with fees paid as of January 1 preceding meetings of the Board of Directors shall be counted. Representatives to the Board of Directors shall bear such credentials as the By-Laws of the Association may determine.

### Section 4.2.
The Board of Directors shall (1) establish processes to solicit ideas for policies from affiliates and individual members; (2) formulate and approve policies of the Association; (3) adopt the annual budget; (4) have power to fill vacancies in office until the next election; (5) employ an Executive Director upon nomination by the Executive.
Council; (6) establish working groups to ensure fulfillment of the
purpose of the Association; (7) elect those members of the Executive
Council who are to be drawn from the Board of Directors' own
membership; (8) act on applications for affiliation; (9) be custodian
of property of the Association; (10) have the sole authority to
determine what is sent to Association members for consideration of
Constitutional and By-Law Bylaw changes; and (11) solicit
information from various membership groups and then establish
positions on critical issues.

ARTICLE VI - EXECUTIVE COUNCIL
Section 2: 1.
The Executive Council shall be composed of the President,
President-Elect, and Immediate Past President; four members elected
at large, who shall each serve a term of three years; and eight
members elected by and from the Board of Directors, who shall each
serve a term of three years.

Section 4: 2.
The Executive Council shall implement adopt, revise, and monitor
the implementation of policies for the Association and shall assume
the any other duties of the Board of Directors in the intervals
between meetings of that body. Other specific responsibilities of the
Council include: (1) to nominate to the Board of Directors a
candidate for the Executive Director; (2) to recommend a budget to
the Board of Directors and authorize transfer of unused balances
within the budget; (3) to be responsible for annual meetings and
conferences; (4) to establish working groups for program
development and appoint members and chairpersons to oversee their
operations, to give direction to the development of the various

"Implement" did not reflect the intended responsibilities of
the Executive Council, therefore, "adopt, revise, and
monitor the implementation of policies" was added.
Clarification.
projects of these groups, and to eliminate such groups at appropriate times; (5) to review and recommend to the Board of Directors applications for affiliation; (6) to interpret and communicate the position of the Association on issues related to the purpose of the Association; (7) to implement actions on issues, in accordance with stands taken and priorities determined by the Board of Directors; and (8) to establish a time frame and process for conducting constitutional reviews; and (9) to adopt and revise policies.

ARTICLE VII - REVIEW COUNCIL

Section 2.1.
The Review Council shall consist of five members of the Association, who shall be elected by the membership. No member may serve concurrently on the Board of Directors.

Terms of office shall be for five years. No person shall be elected to successive terms unless the initial appointment was for a period of less than five years. One member shall be elected each year.

Section 2.2.
The Review Council shall (1) analyze the extent to which the purpose of the Association as stated in Article II is being carried out in the Association's policies, practices, and procedures; (2) seek out ideas, interests, and issues from the membership for supporting and improving the Association's effectiveness in achieving its purpose; (3) report its findings at least once annually to the Executive Council, to the Board of Directors, and subsequently to the Association.

ARTICLE VIII- AMENDMENTS TO THE CONSTITUTION AND BYLAWS

VERSION A: CRC recommendations
This Constitution may be amended by a mail and Bylaws may be amended by using a ballot transmitted by mail or by such other means as may be authorized by the Board of Directors, and any such amendment shall require the affirmative vote of two-thirds of the active individual members who reply, provided that notice of the proposed amendment has been circulated to the membership in one of the published journals of the Association at least three months prior to the voting. Amendments may be proposed by the Board of Directors.

While Virginia corporate law references mail ballots, this language also allows more effective use of technology to improve communication.

Increased flexibility.
Amendments may be proposed by any member, therefore, this sentence is unnecessary and appears restrictive.

ARTICLE IX - ASSETS ON LIQUIDATION
No part of the net income, revenue, and grants of the Association shall inure to any member, officer, or any private individual (except that reasonable compensation may be paid for services rendered in connection with one or more of the Association's purposes) and no member, officer, or any private individual shall be entitled to share in the distribution of any part of the assets of the Association, on its dissolution or liquidation. In the event of such dissolution or liquidation, the assets of the Association, after payment of debts and obligations, shall be transferred to an organization with federal tax exemptions for charitable and educational uses and purposes similar to those of this Association, which exempt organization shall be designated by the final Executive Council of the Association.

The Constitution and By-Laws have been merged into a single document on the advice of legal counsel. Virginia corporate law does not recognize a "Constitution" so in reality the Constitution and the current By-Laws constitute one By-Law document as far as state law is concerned.

VERSION A: CRC recommendations
ARTICLE I - MEMBERSHIP

Section 1:
The types of membership in the Association and the annual fees shall be determined by the Board of Directors upon recommendation of the Executive Council. Publications Benefits of the Association will be distributed in accordance with the policy on memberships as determined by the Executive Council.

Section 2:
The period of membership of each person who joins the Association and pays the annual dues shall be twelve calendar months from the date the counting from the first day of the month in which the person's membership is processed.

ARTICLE XI - FISCAL YEAR
The fiscal year shall begin on September 1 of any given year, and continue through August 31 of the succeeding year.

ARTICLE XII - MEETINGS
The Association shall schedule an annual conference and other meetings essential to the Association. At each annual conference there shall be a business meeting. At this meeting there will be reports, opportunity to hear from expressions of concerns by individuals or groups, and the transaction of any other business that the Board of Directors or the Executive Council wishes to refer to the membership in attendance.

ARTICLE XIV - ELECTIONS
Section 1.
All persons elected or appointed to the Board of Directors shall have

Moved up to Constitution, Article III, Section 3, for clarity and congruence.

Redundant.

Unnecessary language, does not contribute to the document.

Anyone can be heard whether or not they present a concern.

More accurate.

VERSION A: CRC recommendations
Section 2.

The Association shall conduct separate elections with using a ballot transmitted by mail or by such other means as may be authorized by the Board of Directors to (1) all individual members who elect the President-Elect, Executive Council, Review Council, and Members-at-Large, and (2) members of the Board of Directors who elect additional Executive Council and Members-at-Large. The elections shall be conducted as follows: The President-Elect, and members-at-large of the Board of Directors, Executive Council, and Review Council shall be elected by the active members as follows: (1) a nominating committee of at least nine members appointed jointly by the Executive Council and the Board of Directors shall submit a ballot containing nominees for each office to be filled, with such nominees to be selected from the current membership of ASCD the Association; (2) ballots shall be mailed transmitted to the active members of the Association by September 1 with instructions to return them not later than November 15; (3) ballots shall be counted by representatives of an outside audit firm or a Board of Tellers; and (4) nominees receiving the highest number of votes shall be declared elected.

Section 3.

The terms of elected officers and of members of the Executive Council, the Review Council, and the Board of Directors elected by the active individual membership shall begin immediately following the annual conference of the Association. In the event that no conference is held, such elected officers, members-at-large or on

Additions for clarity. The actual practice was clarified to respond to confusion about ASCD's two elections.

Changed for clarity.

While Virginia corporate law references mail ballots, this language also allows more effective use of technology to improve communication. Changed for consistency.

Changed to formalize the preferred and actual practice of using an outside audit firm in lieu of a Board of Tellers to certify election results.
April 1 of each year, whichever shall be the earlier date.

ARTICLE XIII - QUORUM
One hundred individual members of the Association shall constitute a quorum for the official business meeting. One third of the number of members of the Board of Directors; prescribed shall constitute a quorum of that body. A majority of the members of the Executive Council and of the Management Committee shall constitute quorums for those bodies; and members of the Review Council shall take office by on April 1:

ARTICLE V - QUORUM
One hundred members of the Association shall constitute a quorum for the official business meeting. One-half Fifty percent of the members of the Board of Directors shall constitute a quorum of that body. Two-thirds of the members of the Executive Council shall constitute a quorum of that body.

Article VI - Credentials
The credentials of unit members of the Board of Directors shall be verified by the affiliate that they represent and by ASCD. A list of duly elected and appointed members of the Board of Directors shall be prepared and distributed at the Board of Directors meeting immediately prior to the annual conference.

Addition for clarity.

Changed for consistency.

The number of attendees required to have a quorum for meetings of the Board of Directors and Executive Council have been slightly reduced to facilitate management.

This section is more appropriately placed and addressed in a policy statement.
<table>
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<tr>
<th>318</th>
<th>ARTICLE VII- AFFILIATES</th>
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<tbody>
<tr>
<td>319</td>
<td>Section 1.</td>
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<tr>
<td>320</td>
<td>Article VII - Affiliation with the Association is available to a state or province, a group of states or provinces, a country or group of countries for the purposes of promoting the Association as defined in Article II - Statement of Purpose and Objectives. The Board of Directors shall act on all applications for affiliation, upon recommendation by the Executive Council. Applicants for affiliation must have purposes, membership requirements, and an ongoing program consistent with that of the Association. The Board of Directors shall determine the criteria by which a group is deemed to meet the definition of affiliation, and the minimum criteria to continue affiliation. Affiliates are expected to carry out their activities in a manner consistent with the policies and objectives of the Association and the provisions of the Constitution. An affiliate failing to do so may be disaffiliated by a two-thirds vote of those present at a meeting of the Board of Directors.</td>
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<tr>
<td>335</td>
<td>Affiliation with the Association is available to a state or province, a group of states or provinces, or a country approved by the Board of Directors. The Board of Directors shall determine the criteria by which a group is deemed to meet the definition of an affiliate. A group requesting affiliation must have purposes, membership requirements, and an ongoing program consistent with that of the Association. The Board of Directors shall act on applications for affiliation from all groups, upon recommendation by the Executive Council. Affiliates are required to meet the following minimum criteria for continued affiliation: (1) one meeting a year of the affiliate membership; (2) a current constitution consistent with that of the Association; (3) one revision each year of the affiliate</td>
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VERSION A: CRC recommendations
membership list; (4) a list of all active individual officers and
ecommittees; (5) regular representation at a presidents' leadership
meeting; (6) a current strategic plan, compatible with ASCD's
strategic plan; (7) a multi-year plan for achieving desired levels of
diversity; and (8) an annual report verifying compliance with
requirements of affiliation. Affiliates are expected to carry out their
activities in a manner consistent with the policies and objectives of
the Association and the provisions of the Constitution. An affiliate
failing to do so may be disaffiliated by a two-thirds vote of the Board
of Directors:

Section 2.
No group that is a geographical part of an affiliate may become an
affiliate of the Association.

Section 3.
The Association shall establish and maintain liaison with non-
affiliated educational organizations whose purposes are consistent
with those of the Association.

ARTICLE VII-XV - WORKING GROUPS
Working groups of the Association shall be appointed and
specifically charged in writing with their responsibilities. The
charge shall be consistent with the purpose of the Association. The
Executive Council shall provide direction and assistance for their
activities.

ARTICLE VIII-XVI - EXPENDITURES
The funds of the Association shall be disbursed in accordance with

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VERSION A: CRC recommendations
annual budgets as approved by the Board of Directors. The transfer
of funds within the budget shall be at the discretion of the Executive
Council and reported in writing to the Board of Directors no later
than the following annual conference. The Executive Director shall
receive and disburse the funds of the Association and make an
annual accounting to the Board of Directors under the direction of
the Executive Council, which shall be responsible for proper auditing
of accounts.

ARTICLE XXI - PARLIAMENTARY PROCEDURES
Robert’s Rules of Order, Revised shall be the authority governing all
matters of procedure not otherwise specified in the this Constitution
or and these By-Laws Bylaws.

ARTICLE XXI - AMENDMENTS TO THE BY-LAWS
ARTICLE XVIII - LIMITATION ON LIABILITY
By-Laws may be amended (1) at the annual business meeting by a
majority vote of the members present, or (2) by a mail vote of two-
thirds of the active individual members who reply, provided, in
either case, that notice has been given three months in advance of the
voting. To the maximum extent permitted by Virginia Code Section
13.1-870.1, in any proceeding brought by or in the right of the
Association or brought by or on behalf of the members of the
Association, no damages shall be assessed against an officer or
director arising out of the actions or inactions taken by such officer
or director in the name of or on behalf of the Association.

Parallel structure.

Addition of limitation of liability to encourage members to
serve on boards and as officers of non-profit organizations
without fear of liability for innocent mistakes of judgment.
This is permissible for non-profit corporations under
Virginia law and essentially acts like a bar on class action
or member lawsuits brought against the Association’s
officers and directors. The officers and directors are not
liable for damages if any such actions are brought, unless
they engaged in willful misconduct or a knowing violation
of criminal law.
VERSION B: Constitutional Review Committee Recommendations, including the Governance Evaluation Commission’s Recommendations

Key:

Strikeout indicates recommended for deletion

Italics indicates proposed new language
CONSTITUTION

PREAMBLE

We believe society's need for broad, informed civic participation demands a high-quality, self-renewing system of education for all. In order to sustain a productive and diverse international community of educators to meet that need, the Association for Supervision and Curriculum Development has organized and adopted this Constitution.

ARTICLE I - NAME

The name of this organization shall be the Association for Supervision and Curriculum Development, (ASCD) hereafter referred to as the Association.

ARTICLE II - STATEMENT OF PURPOSE AND OBJECTIVES
The purpose of the Association shall be the continued improvement of teaching and learning for the success of all learners. Objectives and activities of the organization shall be dedicated to improving curriculum, instruction, and supervision in educational settings. This is a statement of both purpose and powers and objectives and is in addition to, and not in lieu of, the purposes and objectives stated in the Articles of Incorporation. It neither restricts nor limits the general powers of this Association. All activities shall be conducted in a manner consistent with the requirements of the Internal Revenue Code and regulations relating to organizations described in Section 501(c)(3) of the Code, as now or hereafter amended.

ARTICLE III - MEMBERSHIP

Section 1.
There shall be two categories of membership: active individual and institutional.*

*Note: This will not eliminate student and life memberships, or the possibility of additional types of active individual memberships in the future.

Section 2.
Any person who wishes to support the purpose of the Association and to share in its work shall be eligible for membership and may become an active individual member by meeting the qualifications and paying the required annual dues as provided in the By-Laws. An active individual member shall be entitled to vote, to hold offices for which eligible, to participate in affairs of the Association, and to receive publications benefits as provided for the fees paid.

The only qualifications for membership are supporting the Association's purposes and paying the fees. Addition and deletion for clarity.

“Fees” is a more inclusive term than “dues.” The change

Addition for clarity.
An organization may become an institutional member on payment of the annual fees as provided by the By-Laws. Such institutional members shall be entitled to receive the publications benefits as provided for the fees paid.

**Section 3.**

The subtypes of membership (within the categories described in Section 1 above) in the Association and the annual fees shall be determined by the Board of Directors. Benefits of the Association will be distributed in accordance with the policy on memberships as determined by the Board of Directors.

**Section 5.**

The period of membership shall be twelve calendar months from the date the membership is processed.

**ARTICLE IV - OFFICERS**

Section 1.
The officers of the Association shall be a President (who shall be the retiring President-Elect), an Immediate Past President (who shall be the retiring President), a President-Elect, and an Executive Director.

Section 2.
The President, Immediate Past President, and President-Elect shall serve for a single term of one year in each position.

has been made throughout the document.

"Benefits" is a more inclusive term than "publications."
The change has been made throughout the document.

Moved up from current By-Laws, Article 1, Section 1, for clarity and congruency. This would allow more flexibility in membership types and fees, and greater responsiveness to the increased rate of external change.

Moved up from current By-Laws, Article 1, Section 2 for clarity and congruency.
Section 3.
The President shall chair the Board of Directors and the Executive Leadership Council.

Section 4.
The Executive Director shall be appointed by the Board of Directors, upon nomination of a candidate by the Executive Council, and shall hold office at the pleasure of the Board of Directors. The Executive Director shall be the executive officer and serve shall act as Treasurer of the Association. As executive administrative officer, the Executive Director shall (1) prepare the annual financial report and the annual budget under the supervision of the Executive Council Board of Directors; (2) prepare and maintain an up-to-date current policy statement handbook; and (3) make contracts. The Executive Director shall serve without voting power as the Secretary of the Association as well as the Secretary of the Board of Directors and of the Executive Leadership Council, and shall perform such other duties as may be designated by the Board of Directors and the Executive Leadership Council.

Section 5
The officers shall assume duties of the Executive Council Board of Directors in the intervals between meetings of that body. President may appoint and remove an assistant treasurer or assistant secretary as may be deemed necessary and appropriate by the President.

ARTICLE VI - EXECUTIVE COUNCIL BOARD OF DIRECTORS

Section 2: I.
The Executive Council Board of Directors shall be composed of the President, President-Elect, and Immediate Past President; four six

No longer relevant.
The document already exists.
Addition in keeping with standard practice.
Replacement for clarity. This language allows for the appointment of an assistant secretary or assistant treasurer where appropriate to execute formal documents.

Defines composition of new Board of Directors.
members elected at large, who shall each serve a term of three years; and
eight nine members elected by and from the Board of Directors
Leadership Council, who shall each serve a term of three years; and
up to three members elected by the Board of Directors, who shall
each serve a term of three years to ensure diversity.

Section 2.
The Board of Directors is responsible for implementing the
Association's policies, programs, and services, consistent with the
Association's values and beliefs, and is empowered to (1) approve
the Association's strategic plan; (2) approve the recommendations of
the Review Council; (3) adopt, revise, and monitor the
implementation of policies; (4) fulfill fiduciary responsibilities of the
Association; (5) allocate the Association's resources; (6) take action
in response to Leadership Council recommendations; (7) align
resources to strategic plan and approve budget to accomplish the
plan; (8) employ and annually review the performance of the
Executive Director; (9) establish working groups to accomplish the
work of the Board; (10) fill vacancies of the Board members elected
at large until the next election; (11) review and take action on
recommendations for the constitutional review process; (12) review
applications for affiliate status and Association partnerships and
alliances; and (13) examine, on a regular basis, its own performance
and invest in Board development.

The Executive Council shall implement, adopt, revise, and monitor the
implementation of policies for the Association and shall assume
any other duties of the Board of Directors in the intervals between
meetings of that body. Other specific responsibilities of the Council
include: (1) to nominate to the Board of Directors a candidate for the
Executive Director; (2) to recommend a budget to the Board of

Provides for representation by under-represented groups (currently in policy).

Defines responsibilities of new Board of Directors.
Directors and authorize transfer of unused balances within the
budget; (3) to be responsible for annual meetings and conferences;
(4) to establish working groups for program development and
appoint members and chairpersons to oversee their operations; to
give direction to the development of the various projects of these
groups, and to eliminate such groups at appropriate times; (5) to
review and recommend to the Board of Directors applications for
affiliation; (6) to interpret and communicate the position of the
Association on issues related to the purpose of the Association; (7) to
implement actions on issues, in accordance with stands taken and
priorities determined by the Board of Directors; (8) to establish a
time-frame and process for conducting constitutional reviews; and
(9) to adopt and revise policies.

Section 3.

The elected officers, all of whom are members of the Board of
Directors, together with the Executive Director who shall be a non-
voting member, shall constitute an Executive Committee. The
Executive Committee shall assume the duties of the Board of
Directors in the intervals between meetings of the Board.

ARTICLE VI - BOARD OF DIRECTORS LEADERSHIP
COUNCIL

Section 2.1.
The Board of Directors Leadership Council shall consist be
composed of (1) two representatives from each affiliate, who shall
serve a three-year term of office; (2) one proportional representative
for every 2,700 Association members living within each affiliate’s

The addition of this language matches current practice and
allows the Executive Council to respond more quickly to
fast-breaking issues through the meetings of an Executive
Committee. It also adds clarity in naming this group the
“Executive Committee.”

Defines composition of Leadership Council.
geographic boundaries, who shall serve a three-year term of office;
(3) 30 members-at-large, who shall serve a three-year term—20
members elected by individual Association members and 10
members elected by the Board of Directors; (4) 15 members of the
Executive Council, who shall serve a three-year term; and (5) the
President of each affiliate: (1) two representatives from each
affiliate, one of whom shall be the President; (2) one additional
representative for every 5000 Association members living within
each affiliate's geographic boundaries; (3) 18 members-at-large,
who shall each serve a three-year term of office and be elected by
Association members; (4) the Board of Directors and the Executive
Director shall serve ex-officio. In determining membership for the
purpose of ascertaining proportional additional representation, only
Association members with fees paid as of January 1 preceding
meetings of the Board of Directors Leadership Council shall be
counted. Representatives to the Board of Directors shall bear such
credentials as the By-Laws of the Association may determine.

Section 4.2.
The Leadership Council is responsible for shaping the Association's
policies, programs, and services, consistent with the Association's
values and beliefs and is empowered to (1) develop and monitor the
Association's strategic plan; (2) establish the Association's positions
on issues; (3) develop and monitor an action plan to fulfill those
recommendations of the Review Council that are approved by the
Board of Directors; (4) identify policy concerns and provide primary
feedback to the Board of Directors on policy recommendations; (5)
elect members to the Board of Directors; (6) design and monitor
program of support for the viability and growth of affiliates and
other constituent groups; (7) establish working groups to accomplish
the work of the Council.

Defines responsibilities of new Leadership Council.
The Board of Directors shall (1) establish processes to solicit ideas for policies from affiliates and individual members; (2) formulate and approve policies of the Association; (3) adopt the annual budget; (4) have power to fill vacancies in office until the next election; (5) employ an Executive Director upon nomination by the Executive Council; (6) establish working groups to ensure fulfillment of the purpose of the Association; (7) elect those members of the Executive Council who are to be drawn from the Board of Directors' own membership; (8) act on applications for affiliation; (9) be custodian of property of the Association; (10) have the sole authority to determine what is sent to Association members for consideration of Constitutional and By-Law changes; and (11) solicit information from various membership groups and then establish positions on critical issues.

**ARTICLE VII - REVIEW COUNCIL**

**Section 2: 1.**
The Review Council shall consist of five members of the Association, who shall be elected by the individual membership. No member may serve concurrently simultaneously on the Board of Directors or Leadership Council. Terms of office shall be for five years. No person shall be elected to successive terms unless the initial appointment was for a period of less than five years. One member shall be elected each year.

**Section 4: 2.**
*The Review Council is responsible for analyzing the effectiveness of the Association and is empowered to (1) seek out ideas, interests, and concerns issues from the individual members and governing bodies; (2) collect data on the extent to which the policies, practices, and procedures of the Association are in accordance with its purpose.*

**Clarification.**
Parallel structure.

**Broader term to encompass both positive and negative comments.**

**VERSION B: CRC/GEC recommendations**
and its strategic plan; and (3) report its findings and make
recommendations to the Board of Directors to improve the
effectiveness of the Association.

The Review Council shall (1) analyze the extent to which the
purpose of the Association as stated in Article II is being carried out
in the Association's policies, practices, and procedures; (2) seek out
ideas, interests, and issues concerns from the membership for
supporting and improving the Association's effectiveness in
achieving its purpose; (3) report its findings at least once annually to
the Executive Council, to the Board of Directors, and subsequently
to the Association.

ARTICLE VIII- AMENDMENTS TO THE CONSTITUTION

This Constitution may be amended by a mail and Bylaws may be
amended by using a ballot transmitted by mail or by such other
means as may be authorized by the Board of Directors, and any such
amendment shall require the affirmative vote of two-thirds of the
active individual members who reply, provided that notice of the
proposed amendment has been circulated to the membership in one
of the published journals of the Association at least three months
prior to the voting. Amendments may be proposed by the Board of
Directors.

ARTICLE IX - ASSETS ON LIQUIDATION

No part of the net income, revenue, and grants of the Association
shall inure to any member, officer, or any private individual (except

While Virginia corporate law references mail ballots, this
language also allows more effective use of technology to
improve communication.

Increased flexibility.

Amendments may be proposed by any member, therefore,
this sentence is unnecessary and appears restrictive.
that reasonable compensation may be paid for services rendered in
connection with one or more of the Association's purposes) and no
member, officer, or any private individual shall be entitled to share in
the distribution of any part of the assets of the Association, on its
dissolution or liquidation. In the event of such dissolution or
liquidation, the assets of the Association, after payment of debts and
obligations, shall be transferred to an organization with federal tax
exemptions for charitable and educational uses and purposes similar
to those of this Association, which exempt organization shall be
designated by the final Executive Council Board of Directors of the
Association.

BY-LAWS

ARTICLE I-MEMBERSHIP

Section 1:
The types of membership in the Association and the annual fees shall
be determined by the Board of Directors upon recommendation of
the Executive Council Board of Directors. Publications Benefits of
the Association will be distributed in accordance with the policy on
memberships as determined by the Executive Council Board of
Directors.

Section 2:
The period of membership of each person who joins the Association
and pays the annual dues shall be twelve calendar months from the
date the counting from the first day of the month in which the
person's membership is processed.

The Constitution and By-Laws have been merged into a
single document on the advice of legal counsel. Virginia
corporate law does not recognize a "Constitution" so in
reality the Constitution and the current By-Laws constitute
one By-Law document as far as state law is concerned.

Moved to Article III, Section 3, for clarity and congruence.

Moved to Article III, Section 3, for clarity and congruence.
ARTICLE II X - FISCAL YEAR

The fiscal year shall begin on September 1 of any given year, and continue through August 31 of the succeeding year.

ARTICLE III XI - MEETINGS

The Association shall schedule an annual conference and other meetings essential to the Association. At each annual conference there shall be a business meeting. At this meeting there will be reports, opportunity to hear from expressions of concerns by individuals or groups, and the transaction of any other business that the Board of Directors or the Executive Leadership Council wishes to refer to the membership in attendance.

ARTICLE IV XII - ELECTIONS

Section 1.

All persons elected or appointed to the Board of Directors or Leadership Council shall have held membership in the Association at least one year prior to their election or appointment.

Section 2.

The Association conducts two shall conduct separate elections with using a ballot transmitted by mail or by such other means as may be authorized by the Board of Directors to (1) all individual members who elect the President-Elect, Board of Directors Members-at-Large, Leadership Council Members-at-Large, and the Review Council; and (2) members of the Leadership Council who elect additional Board of Directors Members. The elections shall be

Redundant.

Anyone can be heard whether or not they present a concern.

Establishes requirement for membership to Board of Directors and Leadership Council. In keeping with current practice.

Additions for clarity. The actual practice was clarified to respond to confusion about ASCD’s two elections.
conducted as follows: The President-Elect, and members at large of the Board of Directors, Executive Council, and Review Council shall be elected by the active members as follows: (1) a nominating committee of at least nine members appointed jointly by the Executive Council Board of Directors and the Board of Directors Leadership Council shall submit a ballot containing nominees for each office to be filled, with such nominees to be selected from the current membership of ASCD the Association; (2) ballots shall be mailed transmitted to the active members of the Association by September 1 with instructions to return them not later than November 15; (3) ballots shall be counted by representatives of an outside audit firm a Board of Tellers; and (4) nominees receiving the highest number of votes shall be declared elected.

Section 3.
The terms of elected officers and of members of the Executive Council Board of Directors, the Leadership Council, and the Review Council and the Board of Directors elected by the active individual membership shall begin the earlier of (i) immediately following the annual conference of the Association. In the event that no conference is held, such elected officers, members at large of the Board of Directors, members at large of the Executive Council Leadership Council, and members of the Review Council shall take office by on April 1, or (ii) on April 1 of each year.

While Virginia corporate law references mail ballots, this language also allows more effective use of technology to improve communication. Changed for consistency. Changed to formalize the preferred and actual practice of using an outside audit firm in lieu of a Board of Tellers to certify election results.

Addition for clarity.
One hundred *individual* members of the Association shall constitute a quorum for the official business meeting. *Two-thirds of the members of the Board of Directors shall constitute a quorum of that body. A majority Fifty percent of the members of the Board of Directors Leadership Council and the Executive Committee shall constitute a quorum of that body quorum for those bodies.*

**Article VI - Credentials**

The credentials of unit members of the Board of Directors shall be verified by the affiliate that they represent and by ASCD. A list of duly elected and appointed members of the Board of Directors shall be prepared and distributed at the Board of Directors meeting immediately prior to the annual conference.

**ARTICLE 44 XIV - AFFILIATES**

Section 1.

*Article VII - Affiliation with the Association is available to a state or province, a group of states or provinces, a country or group of countries for the purposes of promoting the Association as defined in Article II - Statement of Purpose and Objectives. The Board of Directors shall act on applications for affiliation from all groups. upon recommendation by the Executive Council. A group requesting affiliation must have purposes, membership requirements, and an ongoing program consistent with that of the Association. The Board of Directors shall determine the criteria by which a group is deemed to meet the definition of affiliation, and the minimum criteria to continue affiliation. Affiliates are expected to carry out their activities in a manner consistent with the policies and objectives of the Association and the provisions of the Constitution. An affiliate*
failing to do so may be disaffiliated by a two-thirds vote of those present at a meeting of the Board of Directors.

Affiliation with the Association is available to a state or province, a group of states or provinces, or a country approved by the Board of Directors. The Board of Directors shall determine the criteria by which a group is deemed to meet the definition of an affiliate. A group requesting affiliation must have purposes, membership requirements, and an ongoing program consistent with that of the Association. The Board of Directors shall act on applications for affiliation from all groups, upon recommendation by the Executive Council. Affiliates are required to meet the following minimum criteria for continued affiliation: (1) one meeting a year of the affiliate membership; (2) a current constitution consistent with that of the Association; (3) one revision each year of the affiliate membership list; (4) a list of all active individual officers and committees; (5) regular representation at a presidents' leadership meeting; (6) a current strategic plan, compatible with ASCD's strategic plan; (7) a multi-year plan for achieving desired levels of diversity; and (8) an annual report verifying compliance with requirements of affiliation. Affiliates are expected to carry out their activities in a manner consistent with the policies and objectives of the Association and the provisions of the Constitution. An affiliate failing to do so may be disaffiliated by a two-thirds vote of the Board of Directors:

Section 2.
No group that is a geographical part of an affiliate may become an affiliate of the Association.

Section 3.
The Association shall establish and maintain liaison with non-
affiliated educational groups whose purposes are consistent with those of the Association.

**ARTICLE V-XV- WORKING GROUPS**

Working groups of the Association shall be appointed and specifically charged in writing with their responsibilities. The charge shall be consistent with the purpose of the Association. The Executive Council Board of Directors and Leadership Council shall provide direction and assistance for their activities of working groups they establish.

**ARTICLE V-XVI- EXPENDITURES**

The funds of the Association shall be disbursed in accordance with annual budgets as approved by the Board of Directors. The transfer of funds within the budget shall be at the discretion of the Executive Council Board of Directors and reported in writing to the Board of Directors no later than the following annual conference: The Executive Director shall receive and disburse the funds of the Association and make an annual accounting to the Board of Directors under the direction of the Executive Council, which shall be responsible for proper auditing of accounts.

**ARTICLE V-XVII- PARLIAMENTARY PROCEDURES**

*Robert's Rules of Order, Revised* shall be the authority governing all matters of procedure not otherwise specified in this Constitution.

**Allows the Association to develop business and other relationships.**

**VERSION B: CRC/GEC recommendations**
or these By-Laws and Bylaws.

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<th>ARTICLE XI - AMENDMENTS TO THE BY-LAWS</th>
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<tr>
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<td>ARTICLE XVIII - LIMITATION ON LIABILITY</td>
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<td>By-Laws may be amended (1) at the annual business meeting by a</td>
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<td>majority vote of the members present, or (2) by a mail vote of two-</td>
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<td>thirds of the active individual members who reply, provided, in</td>
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<td>either case, that notice has been given three months in advance of the</td>
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<td>voting. To the maximum extent permitted by Virginia Code Section</td>
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<td>13.1-870.1, in any proceeding brought by or in the right of the</td>
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<td>Association or brought by or on behalf of the members of the</td>
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<td>Association, no damages shall be assessed against an officer or</td>
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<td>director arising out of the actions or inactions taken by such officer</td>
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<td>or director in the name of or on behalf of the Association.</td>
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Addition of limitation of liability to encourage members to serve on boards and as officers of non-profit organizations without fear of liability for innocent mistakes of judgment. This is permissible for non-profit corporations under Virginia law and essentially acts like a bar on class action or member lawsuits brought against the Association’s officers and directors. The officers and directors are not liable for damages if any such actions are brought, unless they engaged in willful misconduct or a knowing violation of criminal law.
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Revised 11/13/99 pdk
ITEM:  2. Adopt ASCD positions

FROM: Mary Ann Riggie
Chair, Issues Committee

ACTION REQUESTED: Adopt ASCD positions.

RELATIONSHIP TO STRATEGIC PLAN: The adoption of positions allows ASCD to fulfill Goal 1, Strategy 2, by supporting the development of policies that promote excellence and equitable practice in education.

BACKGROUND INFORMATION: Having conducted a preliminary review of the positions proposed by the Issues Committee at the Friday Board Meeting, and having attended the Town Meetings for additional member input, the Board now votes to adopt positions. The electronic voting process will be reviewed orally by the President and staff before voting begins.


ACTION TAKEN: