ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Minutes of the Meeting of the Executive Council

Alexandria, Virginia
October 9, 10, and 11, 1980

ASCD Headquarters and
Old Town Holiday Inn
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ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

Minutes of the Executive Council Meeting

Alexandria, Virginia ASCD Headquarters and
October 9, 10, and 11, 1980 Old Town Holiday Inn

Presiding: Barbara Day, President

* * *

The Executive Council convened in the Alexandria Room of the ASCD Headquarters at 2:00 p.m. on October 9, 1980, with the following members present:

Barbara Day, President ASCD; Lucille Jordan, President-Elect; Benjamin Ebersole, Immediate Past President; Julianna Boudreaux; Gwen Brownlee; Larry Finkel; Ray Hendee; Alice Houston; Carolyn Hughes; Phil Robinson; Maizie Solem; and Bob Taylor. Ron Stodghill was absent.

Also attending were:

Gordon Cawelti, Executive Director ASCD; Ronald Brandt, Executive Editor; John Bralove, Business Manager; Ruth Long and Roosevelt Ratliff, Associate Directors; Kathy Schaub, Assistant Director; Sarah Arlington, Conference Program Coordinator; Virginia Bertho, Conference Facilities Coordinator; Shirley Mecklin, Consultant; and Anita Fitzpatrick, Recorder.

President's Remarks

Ms. Day reviewed briefly the events of recent months: the sale of the Reston property, program development, Research Information Service (RIS) activity, status of the National Curriculum Study Institutes (NCSI), Mr. Ratliff's involvement with the Committee on Regionalism, information on the new Committee of 75, dissertation awards, and the progress being made on the national St. Louis conference in March, 1981. Ms. Day also reported on her meeting with a group of St. Thomas (Virgina Islands) educators interested in possible affiliation with ASCD. She was a keynote speaker for the newly formed affiliated unit in San Juan, Puerto Rico, and said she was very impressed with the organization of and broad participation in this meeting. She suggested consideration of the possibility of holding an NCSI in Puerto Rico sometime in the future. She further stated that she was speaking weekly to state affiliated units at their annual conferences and
was pleased to report that the activity taking place in the various states was of extremely high quality.

Status Report on the Association

Mr. Cawelti reported briefly on the status of the association. The cash sale of the Reston property to Future Homemakers of America has been successfully negotiated and the closing date is December 1. This will help the cash flow problem but the association will continue to maintain a close budget. Mr. Cawelti recommended action to reestablish a reserve fund which is critical to the fiscal health of the association. He urged ASCD involvement in the bilingual education issue (Lau regulations) as well as other governmental issues of interest to the membership.

Approval of Previous Minutes

Mr. Finkel MOVED and Mr. Robinson SECONDED approval of the minutes of the previous meeting with the following correction:

The third sentence of paragraph three on page two of the minutes should read, "...the Executive Council does not have non-public school representation..." The minutes were approved with that correction.

Mr. Cawelti suggested that this issue be reintroduced to the Executive Council for discussion and remedial action.

Evaluation Committee Report

Mr. Ebersole reported that the Evaluation Committee had evaluated Mr. Cawelti's activities as Executive Director of ASCD and "continues to have confidence in his efforts and representation of ASCD as Executive Director."

Ms. Solem MOVED and Mr. Robinson SECONDED acceptance of the Evaluation Committee report. MOTION CARRIED.

Report on FY '80 Budget

Mr. Braloove presented the budget report (see attachment A) which had been submitted to and approved by the Board of Directors. Mr. Cawelti commended Mr. Braloove for a job well done, stating that to come within 1% of the actual budget is remarkable. He said we will be relying on the computer from now on for better feedback and fiscal information.
There was some discussion about membership retention, which has fallen slightly in proportion to reduced membership promotion. Membership now stands at 33,200 but a major promotion is now underway. Mr. Braley also cited the recession and difficulties with the economy in general as reasons for some reduction in membership. As the economy improves, membership response to the summer promotion campaign has increased.

Mr. Cawelti spoke briefly about the association's cash flow difficulties, which the cash sale of the Reston property will help alleviate but not eliminate. He said a loan is being negotiated in order to bring accounts payable, which are one to two months behind, up to date. He said this year's budget will remain tight as part of the effort to reestablish a contingency reserve fund to cover emergencies, and he will continue to reduce expenses whenever and wherever possible. He pointed out that the staff has been called upon to assume more responsibility with less help and that these measures have been taken because of the purchase of the headquarters building. He said the value of this purchase has already been shown, citing the dramatic increase in its property value. Mr. Cawelti then stated that ASCD members receive more for their membership dues than other associations of similar nature. Ms. Solem supported this, saying she had heard a lot of comments about the appreciation of members with regard to keeping dues down, and several references to the superior quality of services provided by ASCD.

Action on Reserve Fund Policy

Mr. Cawelti recommended approval of the cash reserve policy (see attachment B) and the inclusion of this policy in the policy statement of the association.

Mr. Hendee MOVED and Mr. Taylor SECONDED that the cash reserve policy outline be included in the policy statement of the association.
MOTION CARRIED.

Report on Affiliated Units

Mr. Ratliff distributed information about the ASCD Affiliated Unit Legislative Network Committee (see attachment C) which has been formed to coordinate efforts between affiliated units in dealing with state and federal legislation on issues of concern to the educational community. Mr. Robinson asked to what extent the suggested network would have legislative impact in view of the fact that the affiliated units meet a minimal number of times annually. Mr. Ratliff explained that the network ranges from monitoring legislation to one that would coordinate its efforts with NEA lobbyists.

An outline of the proposed handbook on "Conference Planning for Affiliates" was distributed and Mr. Ratliff explained that this
was an idea which evolved from the State Presidents' Conference in Omaha last May. This handbook would provide meeting guidelines to assist affiliated units in planning their meetings. Mr. Ratliff, Ms. Day, and Mr. Cavelti voiced their appreciation to the hard-working committee, which consists of W. Elzie Danley (TN), Larry Finkel (NY), Elaine Jarchow (IA), Harold Karbal (MI), Marcia Knoll (NY), Marian Leibowitz (NJ), and Judy Minnehan (KY).

Mr. Cavelti then emphasized the four important components of a successful meeting: 1) keynote speaker; 2) diversity of sessions; 3) a social event, reception or meal function; and 4) broad participation. He stated further that the Conference Planning Handbook might include a score card so that the conference can be evaluated by the participants.

Policy on Affiliated Unit Requests for Videotape Preview

Mr. Ratliff presented a draft (see attachment D) of the proposed policy on affiliated unit requests for videotape preview, and after discussion

Mr. Ebersole MOVED and Ms. Hughes SECONDED the approval of the staff recommendation regarding the proposed policy on affiliated unit requests for videotape preview at affiliated unit and regular meetings. MOTION CARRIED.

Affiliated Unit Liaison Report

Mr. Ratliff distributed his quarterly affiliated unit liaison report which provides information regarding his interaction with and the status of the various matters pending with the affiliated units. Ms. Day and Mr. Cavelti commended Mr. Ratliff for initiating this report which facilitates evaluation of ASCD's services to the units.

Committee on Regionalism and Affiliated Units

Ms. Hughes chaired the Committee on Regionalism and Affiliated Units (see attachment E), which was appointed to study the concept of regionalism. Regionalism is defined as "any group of affiliated units that voluntarily and cooperatively join together to plan and share resources and programs which further the purpose of ASCD by facilitating wholesome development of all persons involved in educational efforts."

Mr. Robinson MOVED and Ms. Boudreaux SECONDED acceptance of the report of the Committee on Regionalism and Affiliated Units and suggested that Item 6 on page 3 of the report, "Presidents'
Leadership Conference scheduling in various regional areas," be omitted from the report but brought up for discussion at the Affiliated Unit Presidents' Meeting at the 1981 ASCD Annual Conference in St. Louis. MOTION CARRIED.

The outcome of this discussion will be relayed to the Board of Directors meeting in St. Louis in March.

Discussion followed concerning how regionalism would affect the national flavor of ASCD, to what degree would national be asked to support these regional efforts financially and in terms of staff assistance, and to what kind of involvement would ASCD be committed in terms of direction to the regional meeting efforts. Mr. Cavelti reviewed the current practice of affiliated unit assumption of some of the expense of the State Presidents' Meeting and he stated that if the State Presidents' Meeting became regional, this practice would continue. Discussion was also held regarding the advisability of attempting to reduce costs of holding perhaps an Eastern and Wisconsin meeting of the new presidents instead of the one meeting held in Omaha each year.

Annual Conference

Ms. Arlington reviewed plans for the 1981 ASCD Annual Conference to be held March 7-10 in St. Louis. She reported that Ron Edmonds of Harvard University and Elizabeth G. Cohen of Stanford University have agreed to address the Second and Fourth General Sessions at the conference. Ms. Day will present the keynote address at the First General Session, and Mr. Cavelti will present his Annual Report to the membership at the Third General Session.

Ms. Arlington reported briefly on a new conference feature, the Master Lecture Series, which will consist of five two-hour sessions and two topics: 1) Women in Educational Leadership; and 2) Early Learning: Realities and Vision. Certificates of attendance will be presented to each participant who attends each session in a series, a total of ten hours.

Ms. Day expressed her appreciation to Sarah Arlington and to the Conference Planning Committee for their concentrated efforts in planning for the St. Louis conference. She noted that in addition to the two Master Lecture Series and the inauguration of the dissertation awards, there will be four additional new features: 1) launching of the new ASCD Foundation; 2) the first year of work of the three-year Committee of 75; 3) Meet the Experts Through Poster Sessions; and 4) Educational Activities for Children.
Dissertation Award Panel

ASCD will present awards at the Annual Conference to persons completing the two dissertations which have done the most to advance knowledge and understanding during the past year in the fields of curriculum and supervision or leader behavior (see attachment F). The winners will receive a free trip to the 1981 ASCD Annual Conference in St. Louis where they will present papers on their doctoral dissertations and a year's complimentary membership in ASCD.

Discussion of panel members who will judge significance, impact and content ensued. The following panel members were suggested:

Supervision/Leader Behavior Panel

1. Council of Professors of Instructional Supervision

   Dr. Noreen Garman, University of Pittsburgh
   Dr. Carl Glickman, University of Georgia
   Dr. Thomas Sergiovanni, University of Illinois

2. Practitioners

   Dr. James House, Renaissance High School, Detroit
   Dr. Imogene Jones, Portage, Indiana, Township Schools
   Dr. Frank Raplex, Jefferson County Schools, Louisville

Curriculum Panel

1. Professors of Curriculum

   Dr. Louise Berman, University of Maryland
   Dr. Richard Kimpston, University of Minnesota
   Dr. David Turney, Indiana State University

2. Practitioners

   Dr. Edward Borque, Fairfield Public Schools, Connecticut
   Dr. Pat Conran, Community Consolidated School District, Tinley Park, Illinois
   Marybelle McCorkle, Tucson Unified School District

Mr. Robinson MOVED and Ms. Brownlee SECONDED that these panel members be approved. MOTION CARRIED.

Approval of Conference Planning Committee Appointments

It was suggested that the following be invited to serve on the Conference Planning Committee for a three-year term:
Dr. Dudley E. Flood  
Assistant State Superintendent  
State Department of Public Instruction  
Education Building  
Raleigh, NC 27611

Dr. Arthur Lewis  
Professor of Education  
University of Florida  
Gainesville, FL 32611

Ms. Jacquelyn Jurries  
Director of Elementary Education  
Glastonbury Schools  
Glastonbury, CT 06033

Mr. Taylor MOVED and Mr. Hendee SECONDED the motion to invite the three persons named to serve on the Conference Planning Committee. MOTION CARRIED.

1985 Conference Site Approved

Dallas, Denver and San Antonio have been under review for the 1985 Annual Conference site. Determining factors are costs to members and costs to ASCD, attractiveness of the city, population of the surrounding area, access to and from the city, availability of convenient hotels, results of staff research, and a poll of the Board of Directors. Based on the information collected, San Antonio was considered the most favorable location, and

Mr. Ebersole MOVED and Mr. Robinson SECONDED that the Executive Council accept the ASCD staff's recommendation to hold the 1985 ASCD Annual Conference in San Antonio, Texas. MOTION CARRIED.

Curriculum Committee of 75

The Curriculum Committee of 75 (see attachment G) is a network suggested by the Executive Council to consider the task of interpreting curriculum theory into practice as they identify specific curriculum needs which exist in their own local district settings. The committee will meet annually during the ASCD Annual Conference for the next three years and they will meet for the first time in St. Louis next March. Membership will be by application and an article will be included in the November Update which describes the committee and invites ASCD members to apply.

Ms. Day appointed Executive Council members Alice Houston, Ray Hendee, and Juliana Boudreaux to the Committee to Select the
Committee of 75. They will meet for one day early in January at the headquarters office to select the committee members from among the applications received.

Report from the Committee to Clarify Review Council Role

The Committee to Clarify the Review Council Role consisted of two Executive Council members, Barbara Day and Ben Ebersole, two Board members, Pat Christman (NM) and Blanche Martin* (IL), and two Review Council members, Glenys Unruh and Harold Shane. The committee met immediately prior to the October Executive Council meeting and as a result of that meeting, Pat Christman will prepare a chart to illustrate the governance structure of the Executive Council, the Board of Directors and the Review Council, how they relate to each other, and their specific respective roles. The report of the committee will be presented with the chart to the Board of Directors at the 1981 ASCD Annual Conference meeting of the Board of Directors. Among the findings of the committee were: 1) Overlapping areas of responsibility include responsibility for proposing program ideas for the association. Who establishes committees? 2) The role of the Executive Council and Board of Directors in dealing with publications. Review Council members expressed some concern about that and felt that perhaps the Board of Directors did not always have enough to say about publications. 3) The role of the Review Council, the Executive Council and the Board of Directors in seeing whether adopted policies and resolutions are carried out. According to the constitution, some of the responsibility belongs to the Review Council and some to the Executive Council. 4) Identify concerns by the Review Council and the Executive Council. Specifically, should the Review Council identify the concerns and deal with them, or should they originate from the Executive Council?

It was suggested that the open hearing provides a source of some of the concerns that are brought to bear by the membership. It was felt that better communication between the committees charged with specific tasks and the Review Council would eliminate duplicity in attempting to see that the tasks are being carried out. In response to item 3, Ms. Day suggested that a time period be specified for the Review Council to report to the chair of the committee, that the committee be given perhaps two weeks to consider this information, and then return to the Review Council any comment or observation within another two-week period.

Discussion continued and it was suggested that perhaps while the role of the Review Council is to determine whether the policies, practices and procedures of association involvement fit the goals and purposes of ASCD, it is the responsibility of the Executive Council to see that the charges are carried out.

*Was not able to attend meeting.
It was again mentioned that the open hearings provide the means by which the governing bodies could be called to task for lack of satisfactory performance or specific matters or issues brought to the attention of the Review Council by the membership. The Review Council would then in turn bring the concerns to the attention of the Board of Directors or the Executive Council. Mr. Hendee observed that if people of good will with common purpose are trying to accomplish the same goal, then the primary thing is to get the job done. The main task is to do what we can to strengthen the organization and serve the membership and the fact that there are different personalities and perspectives involved should not deter from this primary effort.

Ms. Jordan pointed out that there are several vehicles by which the membership can reach the Executive Council or the Review Council and she cited The People Place at the Annual Conference where the Executive Council is available to members. It was also mentioned that the Executive Council meetings are open to anyone who wants to attend and that also the open hearings provide a forum for further communication.

It was suggested that perhaps a new Review Council member orientation session should be implemented to outline procedures and specific responsibilities. It was also felt that the overlapping functions should be clarified, such as who has responsibility for establishing committees. It was also mentioned that nominating committees charged with the task of selecting candidates should reflect the ASCD policies and practices with regard to establishing a slate composed of good balance in terms of race, sex, and geographical location.

**Publications Program Report**

Mr. Brandt reported on the status of the publications program (see attachment H) reviewing completed, current, and proposed publications. He referred to figures on the sale of materials, mentioning the considerable increase in audio cassette sales in 1979-80.

He distributed a summary of the meeting of the Publications Committee held on October 4-5, 1980, and requested approval of two proposed 1981 *Educational Leadership* themes:

- October - Learning
- December - Taking Stock of Your School

Mr. Hendee MOVED and Mr. Finkel SECONDED approval of the October and December, 1981, *Educational Leadership* themes. MOTION CARRIED.
Mr. Brandt said the topic recommended by the Publications Committee for the 1984 yearbook is "Integrating the Science and Art of Education."

Ms. Houston MOVED and Ms. Boudreaux SECONDED approval of the theme "Integrating the Science and Art of Education" for the 1984 yearbook. MOTION CARRIED with two dissenting votes.

In discussion about whether ASCD should continue to publish a yearbook, most members of the group indicated support for its continuation.

Mr. Brandt said the Publications Committee had recommended a booklet on Jean Piaget's contributions to education.

Mr. Finkel MOVED and Mr. Taylor SECONDED "that a Piaget booklet not be pursued at this time." MOTION CARRIED.

Ms. Boudreaux MOVED and Ms. Solem SECONDED AMENDING THE MOTION to add that Piaget's contributions to education could be noted in Educational Leadership articles. MOTION CARRIED.

Mr. Brandt reported on a request by Daniel L. Stufflebeam, whose committee produced the Standards for Evaluation of Educational Programs, Projects, and Materials, that ASCD's profit on its sale be returned to the committee to enable them to continue their work.

Mr. Hendee MOVED and Mr. Ebersole SECONDED that the money accrued to ASCD from sale of the book be kept in escrow and a final decision reached at a later date after determining what other participating organizations are doing. MOTION CARRIED.

Mr. Brandt reviewed features in Update and he was complimented by the Executive Council for the attractive format and substantive content of the newsletter.

Later in the meeting, Mr. Brandt asked for suggestions as to whom should chair the 1984 yearbook committee.

Mr. Taylor MOVED and Mr. Robinson SECONDED the recommendation that Mr. Brandt contact Phil Hosford, President of the College of Education, New Mexico State University, Las Cruces, New Mexico, about acting as chair
of the 1984 yearbook committee. MOTION CARRIED.

Executive Session

The Executive Council went into Executive Session at 11:30 a.m. on Friday, October 10.

It was MOVED by Mr. Finkel, SECONDED by Mr. Hendee, "to extend one additional three-year contract for employment to Ruth Long and Kathy Schaub (effective September 1, 1981), and to Mr. Ratliff (effective January 1, 1981)." MOTION CARRIED.

It was MOVED by Ms. Boudreaux and SECONDED by Ms. Brownlee, "to establish 8% as the base salary increase level in planning for the FY 82 budget." MOTION CARRIED.

It was agreed that individual salaries should be available for Executive Council perusal at the March meeting.

The Executive Session adjourned and the Executive Council resumed in open session at 2:00 p.m.

NCSI Program Report

Ms. Long presented the 1979-80 National Curriculum Study Institute (NCSI) report (see attachment I) and reviewed attendance, ratings, and income.

Six one-day institutes have been scheduled for June 29-30, 1981, in the Norfolk/Virginia Beach area. Participants may select any two of the institutes for the standard two-day NCSI registration fee. Promotion for these institutes will include vacation and family oriented information regarding the area.

NCSI Consultant Award

Ms. Long recommended initiating a program to recognize ASCD National Curriculum Study Institute consultants for consistent excellence over a period of three institutes. (See attachment J.)

Ms. Brownlee MOVED and Mr. Taylor SECONDED acceptance of Ms. Long's recommendation to present an NCSI Outstanding Consultant Award. MOTION CARRIED.

Discussion followed and Ms. Day suggested that ASCD might make
some gesture of appreciation to all consultants, who contribute a great deal of time and effort for very little financial compensation.

Mr. Finkel MOVED and Ms. Jordan SECONDED the recommendation that a certificate of appreciation be awarded to all NCSI consultants. MOTION CARRIED.

NCSI Educational Leader Award

Ms. Long recommended presenting a National Curriculum Study Institute Educational Leader Award to those participants who attend three ASCD NCSI's over a period of two years, beginning October, 1980. The registration fee for any one additional NCSI would be waived, and an NCSI Educational Leader Award certificate presented to those participants who qualify.

Ms. Hughes MOVED and Mr. Robinson SECONDED Ms. Long's recommendation that an NCSI Educational Leader Award be initiated. MOTION CARRIED.

Research Information Service (RIS)

Ms. Schaub reported on the status of RIS, reviewed new products, and distributed a sample response to inquiries to illustrate exactly how RIS works (see attachment K). An evaluation process has been incorporated into the response system and evaluations have so far averaged 4.6 on a scale of 5.0.

Program Development

Four projects (see attachment L) were recommended for funding in 1980-81 and implementation after January, 1981: 1) Curriculum Theory Development Committee; 2) Secondary School Network on Redefining General Education; 3) Project on Women's Equity; and 4) A Comparison of the Effectiveness of Supervision Practices in Selected Schools.

There was some discussion surrounding the fourth proposed project, which is research intended to be a companion study of another ASCD project, Organizing Schools for Supervision/Instructional Improvement, directed by Dr. Charles Reavis of Texas Tech University. Dr. Reavis' study deals with staff perceptions of supervisory services in terms of curriculum development, supervision, staff development, and teacher evaluation. It was recommended that funding in the amount of $1,000 be provided for this companion project.

Mr. Taylor MOVED and Ms. Houston SECONDED acceptance of the project proposal,
Curriculum Theory Development Committee.
MOTION CARRIED.

Ms. Boudreaux MOVED and Ms. Brownlee
SECONDED acceptance of the project pro-
posal, Secondary School Network on Re-
defining General Education. MOTION
CARRIED.

Ms. Solem MOVED and Mr. Taylor SECONDED
acceptance of the project proposal, Pro-
ject on Women's Equity. MOTION CARRIED.

Ms. Houston MOVED and Ms. Solem SECONDED
acceptance of the project proposal, A
Comparison of the Effectiveness of Super-
vision Practices in Selected Schools.
MOTION CARRIED with three dissenting votes.

After further discussion,

Ms. Hughes MOVED and Mr. Taylor SECONDED
that the results of the funding of the
proposal, A Comparison of the Effective-
ness of Supervision Practices in Selected
Schools, be considered in October 1981
for the purpose of determining whether
areas of needed research should be identi-
fied annually and publicized through pub-
lications of ASCD, inviting proposals
for possible funding to assist research.
MOTION CARRIED.

Ms. Long continued her program development report, saying she
will recommend to the Executive Council in June that a smaller
multicultural committee be funded from the 1981-82 budget for
another year. This would be to work on proposal development of
larger scale projects which have considerable impact in the area
of multicultural education.

The program development policy adopted in 1976 pertaining to the
request for proposals (RFP) process was reviewed and outlined in
detail. (See attachment M.) Ms. Day said she supports the notion
of the RFP process because it invites participation by the member-
ship.

Resolutions Committee Appointments

The Resolutions Committee recommended that the following appoint-
ments to the committee be made:
Mattie R. Crossley (TN)  
James L. Leary (MI)  
Joann Martin-Reynolds (OH)  
Lillian Ramos (PR)  

3-year term  
to be invited

Other committee members are: Francis P. Hunkins (WA), Chair; James Montgomery (IL); and Dale D. Rathe (NE).

Resolutions Synthesis Report

Ms. Hughes distributed the Synthesis of ASCD Resolutions for 1980 and suggested that the ASCD Update carry a notice of its availability to the membership.

Ms. Hughes MOVED and Ms. Boudreaux SECONDED that copies of the Synthesis of ASCD Resolutions for 1980 be reproduced and sent to the Board of Directors, that copies be made available to officers of affiliated units, and that copies be made available at the Annual Conference. MOTION CARRIED with one dissenting vote.

Ms. Day thanked Ms. Hughes and the Resolutions Committee for an excellent job.

Mr. Brandt requested clarification of the resolutions process and the call for resolutions. Discussion followed regarding to what kind of action, if any, is ASCD committed upon acceptance by the membership of a resolution. Ms. Hughes said people write resolutions so that action will come out of them. She said a resolution is a statement of rationale, a statement of position, a statement of action. There was a lengthy discussion about what happens to a resolution after it is accepted. Board or Executive Council action is required in order to translate a resolution into action. Currently resolutions are monitored and action taken is reported back to the Executive Council and Board of Directors.

It was agreed that at the Annual Conference communication between the Executive Council, Board of Directors, the Resolutions Committee and the chair of the committee is important in determining what happens to a resolution once it is passed at the Annual Business Meeting.

Ms. Hughes MOVED and Ms. Brownlee SECONDED that any time a resolution alludes to research, that it be documented and sent to the Resolutions Committee and RIS. MOTION CARRIED.
Ms. Hughes MOVED and _Ms. Brownlee SECONDED that directions for proposed resolutions should indicate that recommended actions not be a required part of the resolutions, but optional. MOTION CARRIED.

**Review of Nominating Committee Procedures**

A request for a comprehensive document containing all information pertaining to nominations and procedures was made in the form of a motion at the June, 1980, Executive Council meeting. This was the result of concern expressed about assuring that the Nominating Committee select a slate balanced in terms of sex, ethnicity, geographical location, and non-public school representation.

Mr. Cawelti suggested that the immediate past president conduct a procedures briefing before the Nominating Committee meets at the Annual Conference to emphasize the importance of these factors in preparing a slate, and to generally inform the committee about the selection process.

Mr. Taylor MOVED and Ms. Boudreaux SECONDED that this procedure be put into operation as a standard procedure for the Nominating Committee. MOTION CARRIED.

Discussion continued about the nominations process and it was agreed that certain guidelines should be established to enable selection of the most capable persons. It was suggested that perhaps interviews with the potential nominees should be held, that they be available at the Annual Conference, and that the affiliate unit to which he/she belongs be contacted for background information.

Ms. Hughes pointed out that the ASCD Policies Handbook spells out on pages 31 through 34 certain rights and responsibilities of affiliated units in order to provide for their involvement in the affairs of ASCD. Specifically, the Policies Handbook states that affiliated unit involvement in the governance process is guaranteed by having national ASCD "consult with affiliate units on nominations and appointments;" and that affiliate units "recommend persons for nomination to ASCD offices and committees;" and "provides nominating committee with means for contacting the affiliate leadership during the national conference."

Ms. Hughes MOVED and Ms. Boudreaux SECONDED that these statements be written in and made a part of the ASCD Nominations and Elections Code. MOTION CARRIED.

Mr. Robinson expressed his concern for the continuing failure on
the part of affiliated units to encourage minority membership, the lack of opportunities open to minorities to serve in a leadership capacity on the affiliated unit level, and the lack of non-public school representation in affiliated units, as well as national ASCD.

After discussion, it was felt that page 34 (see attachment N) of the ASCD Policies Handbook, Rights and Responsibilities of Affiliate Units, item f, affiliates "demonstrate a commitment to a pluralistically composed leadership and membership in their unit," and item g, affiliates "utilize democratic process of nominations and election of leaders, e.g. multiple candidates for each office, elections rather than appointments of leaders," should be highlighted to the affiliate units so that they can examine their own procedures.

Mr. Ebersole MOVED and Mr. Hendee SECONDED that the Executive Council bring to the attention of affiliate units the existing statement regarding the rights and responsibilities of affiliate units and that this be discussed at the Board of Directors meeting in March and at the state leadership meeting. MOTION CARRIED.

ASCD Leadership Foundation

Mr. Cawelti introduced Shirley Mecklin, who has assisted several major colleges and universities with their fundraising efforts. He said that the purposes and structure of a foundation must be examined and that the Board of Directors had been asked to respond to the report and recommendations that came out of the Foundation Committee meeting last June (see attachment O). Mr. Cawelti mentioned the thoughtful observations of Art Lewis (FL) that the purposes of the foundation are the same as the purposes of ASCD, and Bill Van Til (IN), who questioned the approach of specialized funds being earmarked for specific projects.

Discussion continued regarding whether the foundation should remain autonomous or tied closely to the Board of Directors, what fund raising methods should be used, and how it should be administered. Mr. Cawelti stressed the importance of deciding the governance structure of the foundation and presenting it as a whole package to the Board of Directors.

Ms. Mecklin recommended careful consideration of the kind of commitment ASCD wants to make to the establishment of a foundation and mentioned the importance of determining tax and legal aspects before proceeding. Ms. Day suggested that Phi Delta Kappa and other foundations be approached to see how they administer their foundation and determine specifically to what project
or purpose funds should go. She emphasized that this process was necessary prior to presenting the plan to the Board of Directors in March. It was suggested that the affiliate units be given an opportunity to give their input and

Mr. Taylor MOVED and Ms. Boudreaux SECONDED that Mr. Cavelti be requested to contact the affiliate unit presidents for their review and response to a number of specific questions about the establishment of a foundation and return their responses to the Executive Council before the Board of Directors meeting at the 1981 Annual Conference in St. Louis. MOTION CARRIED.

After further discussion,

Mr. Ebersole MOVED and Ms. Solem SECONDED adoption of the recommendations of the Leadership Foundation Committee. MOTION CARRIED.

Ms. Day expressed her appreciation on behalf of the Executive Council to Ms. Mecklin for attending and sharing her thoughts with the group.

Board of Directors Composition

Mr. Cavelti said that the long-range plan of the association is a matter of lingering concern and he felt this should be addressed in the not-too-distant future. As a companion issue, he expressed his concern that the composition of the Board of Directors reflect the best possible choices for the position. He stressed the importance of having an active Board that involves itself in important educational issues, exerts influence and provides leadership where it's needed. He said the composition of the association is different than it was when the Board was originally structured, and that it is important to keep step with the changes in education and responsive to changing requirements of the membership.

Mr. Finkel MOVED and Mr. Hendee SECONDED the motion to add this subject as the first agenda item to be discussed in March at the Annual Conference in St. Louis. MOTION CARRIED.

Action on Co-Sponsoring Learning Styles Network

The Executive Council discussed a request by Rita Dunn to co-sponsor a Learning Styles Network which is now co-sponsored by St. John's University and the National Association of Secondary
School Principals (NASSP). Co-sponsorship would entail appointment of members to the network board and input into the newsletter. In the past ASCD has supported the network through institutes presented nationally and through affiliated units, annual conference sessions, a videotape, and a column in Educational Leadership. Although Ms. Dunn's efforts in learning styles have been very much appreciated and ASCD will continue to support her work, it was concluded that the association should continue its practice to offer sponsorship only to those projects initiated by ASCD.

Mr. Robinson MOVED and Mr. Taylor SECONDED to decline co-sponsorship of the Learning Styles Network. MOTION CARRIED.

Liaison Reports

- Master Curriculum Guide on Parenting - March of Dimes. The March of Dimes is funding a curriculum guide to be produced by ASCD which will outline concepts for genetics, nutrition, and human growth and development. The guide will be implemented into K-12 instructional programs.

- Urban Curriculum Leaders Conference (UCL). The Urban Curriculum Leaders Conference will be held in Chicago on December 5-6, with school visitations scheduled on December 4 for those who want to see the area schools and programs. An NCSI, "Improving High Schools," will be held immediately preceding the Urban Curriculum Leaders Conference December 3 and 4. Featured presenters at the conference are: Dr. Barbara Day, ASCD President; Dr. Angeline P. Caruso, Interim General Superintendent of Schools for the City of Chicago; Dr. Peter Mortimore, Director of Research for the Inner London Education Authority; and Dr. Gene Hall of the Research on Improvement of Practice Division, University of Texas at Austin.

- Educational Leaders Consortium (ELC). ELC will hold a two-day meeting December 15-16 in the form of a retreat in the District of Columbia area to assess the role of the federal government, how it is functioning, and how to articulate better direction as a leadership group. There may be some action on information on public confidence to be distributed to the membership. Mr. Cawelti said he is still encouraging the group to take a strong leadership position wherever possible.

- Global Education. Ms. Long reported that there had been no further activity with this group but that she should have more information at the next Executive Council meeting.

- National Council for the Accreditation of Teacher Education. ASCD has been suggested as an associate member of this group and Ms. Long said she would be contacted within a week or so whether
or not this has been approved. An associate member would receive information about the activities of NCATE but would not have voting rights.

- Liaison with Canada. Ms. Day and Mr. Ratliff reported that there has been some interest expressed in establishing a Canadian ASCD affiliate unit. A meeting is being planned that will be attended by a representative from ASCD and a report will be made at the Executive Council meeting at the Annual Conference in March.

- Liaison with Virgin Islands. Mr. Ratliff and Ms. Day are encouraging the formation of a Virgin Islands affiliate unit consisting of the three islands, St. John, St. Thomas, and St. Croix. An initial meeting with interested Virgin Islands educators has been held and correspondence and planning are continuing with this group.

- Essentials of Education. The second printing of the Essentials of Education statement was distributed and Ms. Day said she received a letter from the chair of that group urging ASCD's continued support.

- China Study Tour. Ms. Long distributed the information provided by Arch Phillips, the initiator of the China Study Tour and encouraged participation by the Executive Council members.

- National Arts Award. Ms. Schaub said the National Arts Award Program is governed by the Educational Testing Service and identifies students who achieve excellence in five areas. The program will provide scholarships, awards, and other means of recognition, and Ms. Schaub said she would send information and application forms to the Executive Council members so they can be distributed to students.

Report on the Reavis Study (Organizing Schools for Supervision/Instructional Improvement)

Mr. Cawelti reviewed Dr. Reavis' study, which deals with staff perceptions of supervisory services in terms of curriculum development, supervision, staff development, and teacher evaluation. He spoke of the impact of factors that were variables, saying not enough cities were decentralized, but that discussion of the data has been healthy. Educational Leadership will carry an article on this study and Mr. Cawelti said now the task is to push beyond to the effectiveness question. Ms. Day stated that by means of the Reavis study ASCD had given major attention to a particular issue, and that concentrated efforts over a period of time may be the way for ASCD to have real impact on a particular educational issue.

Review Council Report

The Executive Council received the 1980 Review Council Report
which summarized recent activities and observations of the Review Council. In answer to specific requests for action, policies have been reviewed and a committee representative of the Executive Council, the Board of Directors, and the Review Council, has met to carefully examine the respective roles and concerns of each body.

Certificates of Appreciation to Former Executive Council Members

Ms. Day suggested that the Executive Council might like to recognize the past Executive Council members who had not received certificates of appreciation, and

Ms. Hughes MOVED and Mr. Hendee SECONDED that ASCD present certificates to Executive Council members going back a period of ten years from the year they were first awarded. MOTION CARRIED.

Disposition of Committee on Regionalism and Affiliated Units Report

The report of the Committee on Regionalism and Affiliated Units (see attachment E) was discussed and it was suggested that the word "should" be changed to "shall" throughout the report. Mr. Cawelti said the report concerns a policy issue and must be brought before the Board of Directors at the ASCD Annual Conference.

Bilingual Education Issue (Lau Regulations)

Ms. Schaub reported on the status of the bilingual education regulations (Lau regulations) proposed by the Department of Education. These are federal regulations which are based on a landmark 1974 U.S. Supreme Court decision in Lau vs. Nichols that said children could not be denied an equal opportunity for education because of a language barrier (see attachment P). The rules propose that all students who have a "primary language" other than English and score below the 40th percentile in a test of English ability are entitled to intensive English instruction and bilingual education in basic subjects if a school has more than 25 students within two grades who meet this criterion.

Ms. Schaub emphasized the critical nature of this issue, which involves 3.5 million students who speak a language other than English, 70% of them Hispanic. She outlined the four major components of the regulations (see attachment P), saying that the nature of the remedy is very flexible and guidelines on how to administer bilingual education programs are proposed in terms of the resources available to the individual districts. Ms. Schaub
went on to say that the Lau regulations have become a volatile issue among major educational associations who see this as federal encroachment. The most negative evaluation was done by the American Institutes for Research (AIR) report which generally said bilingual education failed in its mission to transition students from one language to another. There have been strong challenges to and criticism of the AIR report by major educators and researchers because it fails to distinguish between the effects of good programs and weak programs, and it treats bilingual education as an undifferentiated uniform whole.

Ms. Schaub surveyed a sample of ASCD members (see attachment Q) and the responses were generally supportive of the proposed regulations which have been proposed in order to provide meaningful access to content allowed to other children. She said she would support the Lau regulations because they are instructionally sound and most school districts are already in compliance. She also said bilingual education programs are still innovative in spite of the fact that they are years old and that they need more support.

Discussion followed about what position should be taken by ASCD on the Lau regulations and Mr. Cawelti attempted to put the issue into perspective by comparing them to other federally legislated educational issues: integration, handicapped, affirmative action, and bilingual education. He stated that he didn't feel the courts were unreasonable in their dealing with desegregation, and he urged Council members to use their judgment based on what has taken place with these past issues.

Ms. Day said the Council needs to proceed with some action in the form of establishing a committee for a position paper on the subject, a resolution, support of Mr. Cawelti's statement (see attachment R), or some indication of a stand. Ms. Schaub said she would like to see a good faith effort in accepting the Lau regulations, saying that as the program is addressed with guidelines as standards to achieve, it would have direct results for limited English-speaking and non-English speaking students. She re-emphasized the fact that transition bilingual education programs can vary from one school to another, and be administered according to the resources available to each one.

Mr. Cawelti discussed the need at this point to establish standards and expectations in this area. Mr. Taylor indicated his support for a transitional program and after further discussion,

Ms. Hughes MOVED and Ms. Solem SECONDED endorsement by the Executive Council of the last sentence of Mr. Cawelti's statement on the Lau Regulations (see attachment R), "...children would be
best served by setting some standards to
be attained, giving schools latitude in
developing instructional approaches, and
then enforcing the intent of the law on
a school-by-school basis." MOTION CARRIED.

President's Fund Use Authorization

Ms. Jordan requested authorization to use the President's Fund
for the following purposes:

Professional support: 1) attendance at meetings that will assist
Ms. Jordan in her role as ASCD president; 2) transportation for
self and occasionally for family members who accompany her; and
3) purchase of professional materials for review.

Institutional support: 1) secretarial and administrative assis-
tance; and 2) postage and telephone expense.

Mr. Finkel MOVED to approve Ms. Jordan's
use of the President's Fund for the pur-
poses specified. Mr. Taylor SECONDED the
motion. MOTION CARRIED.

Future Executive Council Meeting Dates

June 14, 15, and 16 were the suggested dates for the June, 1981,
Executive Council meetings. These will be considered for confir-
mation at the March meetings in St. Louis.

Suggested dates for the fall, 1981, meetings are October 8, 9,
and 10, and these will be confirmed at a later date.

The Executive Council will meet in St. Louis at Stouffer's River-
front Towers, the Annual Conference headquarters hotel, as follows:

March 5, 1981  -  9:00 a.m. to 5:00 p.m.
March 10, 1981  -  3:00 p.m. to 4:00 p.m.

Closing Remarks by President Day

Ms. Day expressed her appreciation for the contributions and
deliberations of the Executive Council, and to the ASCD staff for
their assistance and customary good work.

Adjournment

The Executive Council adjourned on Saturday, October 11, 1980,
at 12:00 p.m.
## Proposed Budget

### FY 1981

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<tr>
<td>Publications</td>
<td>2,500</td>
<td>2,431</td>
<td>2,500</td>
</tr>
<tr>
<td>Resolutions</td>
<td>2,800</td>
<td>3,361</td>
<td>3,000</td>
</tr>
<tr>
<td>Review Council</td>
<td>1,800</td>
<td>2,859</td>
<td>3,000</td>
</tr>
<tr>
<td>Unit Presidents meeting</td>
<td>5,600</td>
<td>5,747</td>
<td>6,000</td>
</tr>
<tr>
<td>Yearbook</td>
<td>2,800</td>
<td>3,287</td>
<td>3,000</td>
</tr>
<tr>
<td>Urban Curriculum Leaders</td>
<td>3,000</td>
<td>4,476</td>
<td>4,000</td>
</tr>
<tr>
<td><strong>Total Comm. &amp; Conf.</strong></td>
<td><strong>$ 64,800</strong></td>
<td><strong>$ 56,385</strong></td>
<td><strong>$ 66,500</strong></td>
</tr>
<tr>
<td>Field Services:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Officers travel</td>
<td>$ 7,000</td>
<td>$ 4,097</td>
<td>$ 7,000</td>
</tr>
<tr>
<td>Staff travel</td>
<td>4,000</td>
<td>8,272</td>
<td>7,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>1,000</td>
<td>0</td>
<td>---</td>
</tr>
<tr>
<td><strong>Total Field Services</strong></td>
<td><strong>$ 12,000</strong></td>
<td><strong>$ 12,369</strong></td>
<td><strong>$ 14,000</strong></td>
</tr>
<tr>
<td>Salaries &amp; Related Expenses:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospitalization</td>
<td>$ 30,000</td>
<td>$ 27,193</td>
<td>$ 30,000</td>
</tr>
<tr>
<td>Hourly employment</td>
<td>3,000</td>
<td>895</td>
<td>2,000</td>
</tr>
<tr>
<td>Life insurance</td>
<td>2,000</td>
<td>1,676</td>
<td>2,500</td>
</tr>
<tr>
<td>Retirement</td>
<td>48,000</td>
<td>53,639</td>
<td>56,000</td>
</tr>
<tr>
<td>Salaries</td>
<td>555,000</td>
<td>516,894</td>
<td>577,000</td>
</tr>
<tr>
<td>Social Security</td>
<td>38,000</td>
<td>28,296</td>
<td>33,000</td>
</tr>
<tr>
<td>Unemployment &amp; Workmen's Comp.</td>
<td>7,000</td>
<td>8,835</td>
<td>8,000</td>
</tr>
<tr>
<td><strong>Total Salaries, etc.</strong></td>
<td><strong>$ 683,000</strong></td>
<td><strong>$ 637,328</strong></td>
<td><strong>$ 708,500</strong></td>
</tr>
<tr>
<td>Operating Expenses:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>$ 10,000</td>
<td>$ 12,714</td>
<td>$ 10,000</td>
</tr>
<tr>
<td>Maintenance (equipment)</td>
<td>6,000</td>
<td>11,920</td>
<td>11,000</td>
</tr>
<tr>
<td>Accounting and payroll</td>
<td>1,000</td>
<td>5,704</td>
<td>1,000</td>
</tr>
<tr>
<td>Membership &amp; subscription dist:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms</td>
<td>15,000</td>
<td>21,754</td>
<td>20,000</td>
</tr>
<tr>
<td>Postage</td>
<td>80,000</td>
<td>74,792</td>
<td>75,000</td>
</tr>
<tr>
<td>Mailing fees</td>
<td>25,000</td>
<td>45,643</td>
<td>35,000</td>
</tr>
<tr>
<td>Programming</td>
<td>5,000</td>
<td>3,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Data processing</td>
<td>30,000</td>
<td>29,483</td>
<td>29,500</td>
</tr>
<tr>
<td>Computer maintenance</td>
<td>9,600</td>
<td>9,795</td>
<td>12,000</td>
</tr>
<tr>
<td>Office supplies</td>
<td>18,000</td>
<td>23,452</td>
<td>20,000</td>
</tr>
<tr>
<td>Postage</td>
<td>32,000</td>
<td>24,890</td>
<td>29,000</td>
</tr>
<tr>
<td>Expenses (continued)</td>
<td>FY 1980 Budget</td>
<td>FY 1980 Estimated Actual</td>
<td>FY 1981 Proposed Budget</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>----------------</td>
<td>--------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Operating Expenses (cont.):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal and interest - bldg.</td>
<td>$ 61,300</td>
<td>$ 63,849</td>
<td>$ 64,000</td>
</tr>
<tr>
<td>Heat, light, power</td>
<td>10,000</td>
<td>7,885</td>
<td>8,000</td>
</tr>
<tr>
<td>Telephone</td>
<td>15,000</td>
<td>17,467</td>
<td>17,000</td>
</tr>
<tr>
<td>Insurance</td>
<td>4,000</td>
<td>7,740</td>
<td>6,500</td>
</tr>
<tr>
<td>Real estate &amp; other taxes</td>
<td>3,700</td>
<td>7,323</td>
<td>1,000</td>
</tr>
<tr>
<td>Legal and audit</td>
<td>6,000</td>
<td>3,500</td>
<td>5,000</td>
</tr>
<tr>
<td>Cleaning and maintenance</td>
<td>3,500</td>
<td>5,834</td>
<td>7,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>1,000</td>
<td>6,882</td>
<td>5,000</td>
</tr>
<tr>
<td>Total Operating Exp.</td>
<td>$ 336,100</td>
<td>$ 383,627</td>
<td>$ 359,000</td>
</tr>
<tr>
<td>Other Expenses:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dues</td>
<td>$ 7,500</td>
<td>$ 1,078</td>
<td>$ 1,500</td>
</tr>
<tr>
<td>Reston maintenance</td>
<td>1,000</td>
<td>788</td>
<td></td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>4,000</td>
<td>19,434</td>
<td>6,000</td>
</tr>
<tr>
<td>Total Other Expenses</td>
<td>$ 6,500</td>
<td>$ 21,300</td>
<td>$ 7,500</td>
</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>$2,164,500</td>
<td>$2,244,026</td>
<td>$2,274,500</td>
</tr>
<tr>
<td>Total Income</td>
<td>$2,164,500</td>
<td>$2,191,253</td>
<td>$2,386,200</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>2,164,500</td>
<td>2,244,026</td>
<td>2,274,500</td>
</tr>
<tr>
<td>Income over Expenses</td>
<td>$ -0-</td>
<td>$(52,773)</td>
<td>$111,700</td>
</tr>
</tbody>
</table>

Note:
In September 1979, ASCD borrowed $150,000 to relieve a cash flow problem. At the end of the fiscal year (August 31, 1980), one payment will remain (approximately $13,000). At this moment, there has been no appreciable reduction of the cash flow problem that has resulted from two years of accumulated deficits. As a result, a large surplus has been budgeted for in FY 1981 in order to relieve the cash flow problem and restore a positive fund balance.

In addition, the sale of the Reston property, on or about December 1, 1980, will further relieve cash flow difficulties.
NOTES

1. FY 1980 Estimated Actual includes most of the adjustments the auditor's report will include except for depreciation and interest expenses. These latter adjustments are not expected to have any impact on FY 1980 Actual.

2. 18,500 comp. members @ $44 = $ 814,000
   8,000 comp. members @ $39 = $ 312,000
   ____________________________
   $1,126,000

3. 5,000 reg. members @ $34 = $ 170,000
   2,500 reg. members @ $29 = 72,500
   ____________________________
   $ 242,500

4. 3,500 @ $16.20 = $56,700

5. 3,500 @ $18.00 = $63,000

6. 200 booths @ $550 = $110,000

7. 3,500 members @ $45 = $157,500
   500 non-members @ $55 = 27,500
   100 students @ $30 = 3,000
   500 spouses @ $15 = 7,500
   ____________________________
   $195,500


9. 8 issues, 45,000 copies each. All issues 96 pages; covers are 4-color.

10. 4 comprehensive booklets, 3 not sent to members. Includes cost of calendar.

11. 200 pages, 43,000 copies, soft cover.

12. 8 newsletters, 8 pages each.

13. Assumes 3 new projects.

14. Estimated actual costs represent 11.0% of total estimated expenses for FY 1980. 1981 budgeted costs represent 11.1% of total budgeted expenses. (In FY 1980, membership promotion budget represented 12.0% of total budgeted expenses.)

15. Distribution of Program Development expenditures to be determined in October Executive Council meeting if Reston Property is sold or association's financial position is otherwise improved.

16. Assumes 1 meeting of the entire committee and 1 meeting of a sub-group.

17. Assumes 1 meeting.
Notes to Proposed Budget (cont'd.)

18. Includes one additional staff member and a 10% cost of living increase as authorized by the Executive Council at the March meeting. Salaries, by department, are:

<table>
<thead>
<tr>
<th>Department</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Development (includes NCSI and RIS)</td>
<td>$75,144</td>
</tr>
<tr>
<td>Affiliated Units</td>
<td>$37,932</td>
</tr>
<tr>
<td>Publications Production (editorial)</td>
<td>$142,774</td>
</tr>
<tr>
<td>Publications Fulfillment</td>
<td>$34,928</td>
</tr>
<tr>
<td>Annual Conference (includes Exhibits and Advertising)</td>
<td>$76,428</td>
</tr>
<tr>
<td>Membership</td>
<td>$51,372</td>
</tr>
<tr>
<td>Administration (includes Accounting and Reception)</td>
<td>$157,979</td>
</tr>
</tbody>
</table>

**Total: $576,557**
September 22, 1980

To: Dr. Cawelti
From: John Bralove

Re: Recommendation on policy on level of cash reserves

After some research and analysis, I am recommending that we build our cash reserves so that by the end of fiscal year 1983 (which ends August 31, 1983), we will have cash reserves equivalent to 12-15% of the total budget. This translates into an amount of between $276,000 and $345,000 in cash reserves or the equivalent.

To implement this goal by FY 1983, I recommend that we budget cash surpluses according to the following schedule:

<table>
<thead>
<tr>
<th>FY</th>
<th>Budgeted Surplus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1981</td>
<td>$111,700</td>
</tr>
<tr>
<td>1982</td>
<td>100,000</td>
</tr>
<tr>
<td>1983</td>
<td>100,000</td>
</tr>
<tr>
<td></td>
<td>$311,700</td>
</tr>
</tbody>
</table>

(already approved)

At the end of FY 1983 we would examine our situation in light of whether our actual cash reserves are adequate and adjust them accordingly. These cash reserves in the amount of $300,000 represent at this time approximately two months worth of expenses and I believe is adequate. However, in light of continuing inflation and our rate of growth, by 1983 $300,000 may not be enough.

Naturally, whatever cash reserves we accumulate would be invested to earn the maximum interest possible, but because of the need to keep them relatively liquid, I would expect that these funds would be invested in short-term Treasury Notes or savings accounts.
ASCD Affiliated Unit Legislative Network Committee

The national ASCD Legislative Network Committee is designed to promote coordination and to stimulate action among affiliated unit membership concerning state and federal legislative issues affecting education in the states. The primary purpose of this network is to benefit the affiliated units. The role of ASCD represented by staff-liaison is limited to the facilitation of unit growth and development.

Listed below are examples of tasks or project activities that may be undertaken by the network.

1. A description by state of pending and ratified legislation in identified areas of concern to state units.

2. The development of legislatively orientated resolutions for national ASCD consideration.

3. General information sharing on affiliated unit legislative committee activities.

4. The monitoring of state and federal legislation of particular interest to state units.

5. The development of a working session at the ASCD Annual Conference on topics such as "Effective Strategies in Shaping Legislation."

6. The development and implementation of effective lobbying techniques.

It is proposed that the chair of the network rotate among units with active legislative committees every two years. Mrs. Jane Cashell, chairperson of the Ohio ASCD Legislative Committee, has been asked to chair the national network, effective January 1, 1981. Currently, ASCD has received responses from eight state units, representing a sampling of activities by unit legislative committees. We anticipate additional responses over the next couple of months.
Proposed Policy on Affiliated Unit Requests for Videotape Preview

Over the past two years, ASCD has received increasing requests for the preview of videotapes, especially for annual and other conference programs. At the May 1980 Presidents' Leadership Conference in Omaha (Boys Town), Nebraska, the decision was made by the staff to examine the pros and cons of this potential service to affiliated units and to report the results to affiliated unit presidents. The following represents a draft of the proposed policy and procedures on unit requests for videotape preview.

Policy

ASCD will provide a maximum of two videotapes to affiliated units for three-days preview as an official part of a conference program upon written request by the unit president or executive secretary or director.

Procedures for Request of Videotape for Preview

1. Request must be made by the current unit president or executive secretary, using the attached form, six weeks in advance.

2. Videotapes requested for preview are limited to a three-day viewing period after which they must be returned via United Parcel Service or First Class Mail Insured to: Ms. Carolyn Shell
   ASCD
   225 North Washington Street
   Alexandria, VA 22314
   phone (703) 549-9110

Dr. Roosevelt Ratliff,
Associate Director for
Affiliated Units
AFFILIATED UNIT VIDEOTAPE REQUEST FORM

Name of President or Executive Secretary

Address ___________________________ City ___________________________ State _______ Zip ______

Phone ___________________________

Title of Videotape requested for Preview ____________________________________________

* Check one: ______ 3/4 inch videocassette

_______ 1/2 inch reel-to-reel (black and white)

_______ 1/2 inch video cassette _______ Betamax

_______ VHS

Dates requested: (3 consecutive days) _____________________________________________

Conference location ____________________________________________________________

Signature ___________________________ Date __________________________

Return To: Ms Carolyn Shell - ASCD - 225 North Washington St., Alex., VA 22314

phone (703) 549-9110

*Tapes may not be reproduced without prior written consent of Association for Supervision and Curriculum Development (ASCD).
TO : ASCD Executive Council

FROM : Gwyn Brownlee, Robert V. Flynn, Donald Kachur, Elizabeth Lane, and Carolyn Hughes, Chairperson

RE : Report of Committee on Regionalism and Affiliated Units

DATE : October 8, 1980

The Committee on Regionalism and Affiliated Units supports the concept of "regionalism" which has been proposed as a topic for study by ASCD. Regionalism is defined as "any group of affiliated units that voluntarily and cooperatively join together to plan and share resources and programs which further the purpose of ASCD by facilitating wholesome development of all persons involved in educational efforts."

Regionalism is seen as a vehicle for encouraging affiliated units to enhance services provided to their membership and to strengthen themselves through collaboration and interchange of ideas on governance, program development, membership promotion, and other vital services.

Regionalism strengthens the grass roots involvement of ASCD members by providing expanded leadership opportunities and by improving curriculum development and supervision in the schools through sharing ideas and information on promising practices, issues, and concerns.

Regionalism should not lead to the creation of governance structures between the affiliate units and ASCD. Regional groups should not have officers, treasury, constitution, or representation to the national Board of Directors, nor should they have separate dues or separate membership in addition to state or national membership. Regionalism focuses cooperative efforts on joint activities, not on separate organizations.
Regional activities of ASCD affiliated units are to be under the direction of the executive boards of the affiliate units involved. The decision to participate or not to participate in any regional activity is made by the board of an affiliated unit. It is recommended that planning for regional activities be conducted by an ad hoc group composed of representatives from each affiliate unit. These representatives are responsible to their own affiliate units. Responsibility for leading this ad hoc group should be rotated annually among the units involved. Participation in regional activities is open to affiliate units who wish to participate in the efforts. Announcements of proposed activities and planning meetings should be appropriately publicized to affiliate leadership.

In planning regional activities, consideration needs to be given to the constraints of human and fiscal resources so that regional work strengthens rather than weakens ASCD and affiliated units. Such considerations will involve, among others, scheduling activities, time of leadership personnel, and potential for members to choose to attend regional activities instead of state or national ones.

Affiliated units engaging in regional activities should share the financial responsibilities and obligations of their cooperative efforts by (1) contributing equally to the operational budget; (2) dividing equally profits derived from the activities unless mutually agreed to hold monies for following year (When this is agreed upon, monies should be deposited in a separate fund in the treasury of the affiliate unit that will be responsible for spearheading the activities for the following year.); (3) assuming equally expenses over and above revenues.

ASCD can express support for the concept of "regionalism" by

1. Provision of membership labels for national members residing within the region;

2. National dissemination of information on planning activities, regional conferences, events, publications, and other cooperative endeavors;
3. Provision of staff personnel for speaking engagements or consultation on matters such as publications, legislation, resolutions, membership efforts, and conference planning;

4. Cooperative planning of National Curriculum Study Institute programs;

5. Provision of meeting times and locations for representatives of various regional groups at ASCD conference;

6. Presidents' Leadership Conference scheduling in various regional areas (When this is done, the presidents' meeting at the annual conference should be expanded.);

7. Provision of membership services, sample publications, and audio-visual materials of ASCD.

Regional activities may vary from region to region and from year to year, depending on the perceived needs of the affiliate units. Regional activities which units may wish to consider include (1) joint planning meetings at the national conference, at regional leadership training workshops and at state conferences within the region; (2) national and regional legislative activity; (3) discussion of potential resolutions; (4) regional conferences; (5) development of position papers on critical concerns; (6) cooperation on newsletters or other publications; (7) social or meal functions at the ASCD conference; (8) sharing executive secretary time; (9) networks concerning membership, publications, financial management, governance, or leadership development; (10) job-alike meetings; (11) special projects such as scholarships or awards.

(over)
Summary Statements

Recommendations of this committee should be presented to the ASCD Executive Board of Directors for discussion, clarification, and action. They shall then be presented to representatives of affiliated units where the decision regarding participation in regional activities is made. A formal communication plan should be established by ASCD to facilitate the sharing of ideas, involvement, and feedback about regional activities.
Dissertation Awards

1. An announcement (attached) detailing the ASCD's first annual dissertation awards has been mailed to members of the Professors of Curriculum and the Council of Professors of Instructional Supervision. They were asked to post the announcement and to share the information with their colleagues.

2. An article was published in the September Update (attached) inviting members to submit dissertations.

3. Referee panels will be appointed by the Council. The curriculum award panel will be comprised of three members of the Professors of Curriculum and three curriculum practitioners who are members of ASCD. The supervision/leader behavior award panel will consist of three members of the Council of Professors of Instructional Supervision and three supervisors or other instructional leaders who are members of ASCD. Recommended panel members follow.

ASCD Offers Awards for Best Dissertations

ASCD has announced a plan to award free trips to the Annual Conference to authors of two outstanding dissertations completed the previous year. One award will recognize the best dissertation in curriculum and the other will be in the area of supervision or leader behavior. Besides the opportunity to present their papers, winners will receive a one-year complimentary membership in ASCD. Their papers will also be considered for publication in Educational Leadership.

To be eligible, dissertations must have been completed and approved during the 12-month period ending September 1 prior to the March conference. Entrants need not be members of ASCD; competition is open to any graduate student from an accredited institution.

To apply, send a 300-word abstract plus an article of about 2,000 words to Dr. Gordon Cawelti, Executive Director, ASCD, 225 No. Washington St., Alexandria, VA 22314.
ASCD'S FIRST ANNUAL DISSERTATION AWARDS

The Association for Supervision and Curriculum Development will award the two dissertations which have done the most to advance knowledge and understanding of instructional improvement during the past year in the fields of 1) curriculum and 2) supervision or leader behavior. The winners will receive a free trip to ASCD's 1981 Annual Conference in St. Louis, where they will present papers on their doctoral dissertations and a year's complimentary membership in ASCD.

WHO MAY ENTER?

Any graduate student enrolled in an institution of higher education, accredited by a regional accrediting agency, may enter. Dissertations submitted must have been completed and approved during 1979-80 prior to September 1, 1980.

WHEN AND IN WHAT FORM MUST THE DISSERTATION BE SUBMITTED?

Between September 1-December 1, 1980, those applying must submit a 300-word dissertation abstract plus a 2,000-2,500 word article in manuscript form to: Dr. Gordon Cavelti, Executive Director, ASCD, 225 North Washington Street, Alexandria, Virginia 22314. The winning dissertations will be considered for publication in Educational Leadership following Annual Conference.

HOW WILL THE ASCD DISSERTATION AWARD WINNERS BE SELECTED?

The dissertation abstracts will be submitted to a six-member referee panel. The curriculum award panel will be comprised of three members of the Professors of Curriculum and three curriculum practitioners who are members of ASCD. The supervision/leader behavior award panel will consist of three members of the Council of Professors of Instructional Supervision and three supervisors or other instructional leaders who are members of ASCD.

WHAT CRITERIA WILL BE USED FOR JUDGING THE AWARDS?

Dissertations submitted for the awards should be characterized by the following:

a. Study of a problem or issue of significance in the fields of curriculum, supervision or leader behavior relating to instructional improvement.

b. Historical, survey, or experimental research approaches are acceptable; interdisciplinary approaches are encouraged.

c. Gathering data which are treated to show acceptance or rejection of hypotheses growing out of a theoretical formulation.

d. Studies which can be generalized to larger populations (student groups, teachers, schools, etc.).

e. The quality of written composition in jargon-free language will be an important determinant.
ASCD Curriculum Committee of 75

1. An article will be included in the November Update which describes the committee and invites members to submit an application.

2. An announcement (attached) has been mailed to:
   a. Each state affiliated president
   b. Each state department superintendent of education (including the District of Columbia and Puerto Rico)
   c. Each college and university dean which offers a graduate degree in curriculum

3. An Executive Council sub-committee - who will select the 75 members of the curriculum committee - will be nominated by President Day.

4. The deadline for applications is December 1. Committee members will be announced in January.

5. A leadership team will be selected to plan the 7½ hour program which will be held during Conference in St. Louis.
MEMORANDUM

ASCD CURRICULUM COMMITTEE OF 75

The Curriculum Committee of 75 is a network of participants who will meet annually during the ASCD Conference during the next three years and pursue common areas of interest and concern. In St. Louis, during three conference sessions, members of the group selected will consider the task of interpreting curriculum theory into practice as they identify specific curriculum needs which exist in their own back-home settings.

If you would like to apply for membership in this group, please send the following information to ASCD, Curriculum Committee of 75, 225 North Washington Street, Alexandria, Virginia 22314, before December 1, 1980:

1) Your name, title, business and home addresses and telephone numbers,

2) a brief description of your current responsibilities as they relate to curriculum development,

3) a brief statement regarding why you are interested in making a three-year commitment to the committee,

4) the special resources or talents you could contribute to this committee, and,

5) the specific needs you have in fulfilling your employment responsibilities which this committee could assist you with.

Please attach a letter of recommendation from your department or institution head indicating an endorsement of you and supporting your three-year commitment. Notification of committee members will be made in January.
<table>
<thead>
<tr>
<th>Yearbook</th>
<th>Date of Publication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considered Action for Curriculum Improvement, edited by Arthur W. Foshay (comp)</td>
<td>May</td>
</tr>
</tbody>
</table>

**Booklets**

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Supervision: A State of the Art Review, by Cheryl Granade Sullivan (comp)</td>
<td>February</td>
</tr>
<tr>
<td>Handbook of Basic Citizenship Competencies, by Richard Remy (comp)</td>
<td>April</td>
</tr>
<tr>
<td>Approaches to Individualized Education, by Jan Jeter (comp)</td>
<td>August</td>
</tr>
</tbody>
</table>

**Media**

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Restoring Confidence in Our Schools (film, videotape)</td>
<td>February</td>
</tr>
<tr>
<td>Effective Classroom Management in the Elementary School (videotape)</td>
<td>July</td>
</tr>
<tr>
<td>Improving School Climate (kit of 3 sound filmstrips) by Eugene Howard</td>
<td>September</td>
</tr>
</tbody>
</table>

**Other**

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>March of Dimes Special Report on Education for Responsible Childbearing</td>
<td>February</td>
</tr>
<tr>
<td>Readings on Curriculum Implementation</td>
<td>April</td>
</tr>
<tr>
<td>Preparing Your Curriculum Guide, by Marilyn Winters (script and transparency masters)</td>
<td>June</td>
</tr>
<tr>
<td>&quot;Curriculum Update: Global Education,&quot; by David King</td>
<td>September</td>
</tr>
</tbody>
</table>

(comp) = Included in comprehensive membership.
STATUS OF ASCD PUBLICATIONS (continued)

IN PREPARATION

Yearbook

- **Staff Development/Organization Development,** edited by Betty Dillon-Peterson (comp)  
  (Jan. 81)

Booklets

- **Measuring and Attaining the Goals of Education,** edited by Wilbur Brookover (comp)  
  (Oct. 80)
- **Urban Education: The City As Living Curriculum,** edited by Claude Mayberry  
  (Sept. 80)
- **Teaching English-Speaking Hispanics,** edited by Leonard Valverde  
  (Oct. 80)
- **Effective Instruction,** by Tamar Levin with Ruth Long (comp)  
  (March 81)

Media

- **Teacher Evaluation (2 videotapes),** by Richard Manatt  
  (Aug. 81)

PROJECTED OR PROPOSED

Yearbooks

- "Supervision," 1982, chaired by Thomas Sergiovanni


(comp) = Included in comprehensive membership
STATUS OF ASCD PUBLICATIONS  
(continued)

Booklets

- "Research in Mathematics Education," edited by Elizabeth Fennema
- "Developmental Supervision," by Carl Glickman
- "Concepts in Parent Education," by Dorothy Zeyen
- "Classroom Management," by Daniel Duke
- "Social Studies Priorities and Needs," in cooperation with Social Science Consortium
- "Program Evaluation"
- "Teacher Evaluation," by Thomas McCreel (no proposal)
- "Instructional Design," by Gary McKenzie (no proposal)

Media

- "Effective Classroom Management in the Secondary School," by Carolyn Evertson and the Austin, Texas Public Schools (no proposal)
- "School Effectiveness"
- "Models of Teaching"

Other

- "The Danish Folk High School Adapts to the New World," by Samuel Corl (professional paper)
- "Curriculum Mapping," (script and transparency masters) by Fenwick English

Ronald S. Brandt  
Executive Editor  
October 1980
SALE OF PRINTED MATERIALS

A. Current Best Sellers (September 1, 1979 - August 31, 1980)

<table>
<thead>
<tr>
<th>Title</th>
<th>Copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Characteristics of Children and Youth (1975)</td>
<td>1802</td>
</tr>
<tr>
<td>Selecting Learning Experiences (1978)</td>
<td>1705</td>
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<td>Perceiving, Behaving, Becoming (1962)</td>
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<tr>
<td>Lifelong Learning: A Human Agenda (1979 yearbook)</td>
<td>1107</td>
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<td>Middle School We Need (1975)</td>
<td>1047</td>
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<td>October 1979 Educational Leadership (School Effectiveness)</td>
<td>1031</td>
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<td>November 1979 Educational Leadership (Mastery Learning)</td>
<td>1015</td>
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<tr>
<td>Curriculum Theory (1977)</td>
<td>1001</td>
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<tr>
<td>Professional Supervision (1975)</td>
<td>994</td>
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<tr>
<td>Multicultural Education (1977)</td>
<td>855</td>
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</table>

B. Total Sales of Recent Publications (through August 31, 1980)

1. Booklets

<table>
<thead>
<tr>
<th>Year</th>
<th>Title</th>
<th>Copies</th>
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</thead>
<tbody>
<tr>
<td>1980</td>
<td>Preparing Your Curriculum Guide (sales from 8/1-9/12)</td>
<td>269</td>
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<tr>
<td></td>
<td>Approaches to Individualized Education (sales 8/1-9/12)</td>
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<td></td>
<td>Handbook of Basic Citizenship Competencies</td>
<td>279</td>
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<td></td>
<td>Clinical Supervision</td>
<td>847</td>
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<td>1979</td>
<td>Partners: Parents and Schools</td>
<td>801</td>
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<tr>
<td></td>
<td>Moving Toward Self-Directed Learning</td>
<td>1040</td>
</tr>
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<td></td>
<td>Bilingual Education for Latinos</td>
<td>997</td>
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<tr>
<td>1978</td>
<td>Classroom-Relevant Research in the Language Arts</td>
<td>1584</td>
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<tr>
<td></td>
<td>Selecting Learning Experiences</td>
<td>3664</td>
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<tr>
<td></td>
<td>Humanistic Education: Objectives and Assessment</td>
<td>2005</td>
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<td></td>
<td>About Learning Materials</td>
<td>1444</td>
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<tr>
<td>1977</td>
<td>The School's Role as Moral Authority</td>
<td>980</td>
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<td></td>
<td>Curriculum Theory</td>
<td>3883</td>
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<td></td>
<td>Multicultural Education</td>
<td>3775</td>
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<tr>
<td></td>
<td>Staff Development: Staff Liberation</td>
<td>1111</td>
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<td>1976</td>
<td>Curriculum Leaders: Improving Their Influence</td>
<td>945</td>
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<td>Degrading the Grading Myths</td>
<td>5051</td>
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<td></td>
<td>Adventuring, Mastering, Associating</td>
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<td>1975</td>
<td>Middle School We Need</td>
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<td>Developmental Chart of Children and Youth (revised)</td>
<td>9103</td>
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<td>Professional Supervision</td>
<td>7486</td>
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<td>Needs Assessment</td>
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<td></td>
<td>Elementary School Mathematics (revised)</td>
<td>4237</td>
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</table>
2. Yearbooks

1979 - Lifelong Learning: A Human Agenda
1978 - Improving the Human Condition
1977 - Feeling, Valuing, and the Art of Growing
1976 - Perspectives on Curriculum Development
1975 - Schools in Search of Meaning
1962 - Perceiving, Behaving, Becoming

SALE OF AUDIO CASSETTES

Current Best Sellers (September 1, 1979 - August 31, 1980)

Madeline C. Hunter--"Improving the Quality of Instruction Through Professional Development"
Thomas Landers--"What is Effective Management of Instruction--Some New Research"
Gordon Lippitt--"The Key Elements of Effective Management Leadership"
Kevin Ryan and others--"The Stages of Teaching: New Perspectives on Staff Development for Teachers' Needs"
Lee Canter--"Assertive Discipline: A Competency-Based Approach to Discipline That Works"
Elliot W. Eisner--"Educational Connoisseurship and Educational Criticism: A New Evaluation Approach"
Benjamin S. Bloom--"New Views of the Learner--Implications and Consequences for Curriculum and Instruction"
Don Holste and Richard J. Bodine--"Stimulating Professional Growth Through Systematic Personnel Appraisal"
James Hugie--"The Role of the Building Principal as a Staff Development Leader"
A. Harry Passow, Sanford Reichart, and Vincent Presno--"Education of the Gifted and Talented: Implications for Curriculum Development"

Total Sales

September 1, 1978 - August 31, 1979
September 1, 1979 - August 31, 1980

1107
2246
2365
3263
1461
17,977
589
443
383
333
313
255
244
241
239
221
3225
7605
SALES AND RENTALS OF ASCD MEDIA

Through August 31, 1980

<table>
<thead>
<tr>
<th>Title</th>
<th>Date of Production</th>
<th>Videotape Sales</th>
<th>Videotape Rentals</th>
<th>Film Sales</th>
<th>Film Rentals</th>
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<tbody>
<tr>
<td>Designing a Middle School For Early Adolescents (withdrawn Nov. 79)</td>
<td>March 77</td>
<td>219</td>
<td>122</td>
<td>--</td>
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</tr>
<tr>
<td>Implementing Humanistic Education in the Schools</td>
<td>Aug. 77</td>
<td>199</td>
<td>200</td>
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<tr>
<td>Selecting Appropriate Leadership Styles for Instructional Improvement</td>
<td>Jan. 78</td>
<td>265</td>
<td>291</td>
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<tr>
<td>The Supervisory Process: Helping Teachers to Improve Instruction</td>
<td>Aug. 78</td>
<td>381</td>
<td>575</td>
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<td>--</td>
</tr>
<tr>
<td>Transactional Analysis For Educators</td>
<td>Oct. 78</td>
<td>119</td>
<td>166</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Multicultural Education</td>
<td>May 79</td>
<td>107</td>
<td>97</td>
<td>--</td>
<td>--</td>
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<tr>
<td>Learning: A Matter of Style</td>
<td>Sept. 79</td>
<td>222</td>
<td>208</td>
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<tr>
<td>Profile of a Middle School</td>
<td>Oct. 79</td>
<td>50</td>
<td>89</td>
<td>45</td>
<td>36</td>
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<tr>
<td>Restoring Confidence In Our Schools</td>
<td>Feb. 80</td>
<td>14</td>
<td>21</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Effective Classroom Management</td>
<td>Aug. 80</td>
<td>15</td>
<td>25</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

Ron Brandt
Executive Editor
September 1980
October 1980 NCSI Report

Programs for the fall/winter 1980-81 series are described in the attached brochure. We hope (very much) that you will be able to attend an institute with the registration fee waived - we value your perceptions.

Twelve institutes, held this summer since we met in June, were well attended and received good ratings. The average attendance this summer was 65; the number of participants ranged from 94 - 34. In response to the question, "To what extent was the institute superior?" participants responded with a mean evaluation score of 4.4 (5: high and 1: low).

<table>
<thead>
<tr>
<th>INSTITUTE</th>
<th>CITY</th>
<th>DATE</th>
<th>ATTENDANCE</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improving Instruction</td>
<td>Denver</td>
<td>Oct 15-16</td>
<td>102</td>
<td>4.3</td>
</tr>
<tr>
<td>2. Clinical Supervision</td>
<td>Atlanta</td>
<td>Oct 21-23</td>
<td>47</td>
<td>4.4</td>
</tr>
<tr>
<td>3. Leadership Styles</td>
<td>Chicago</td>
<td>Nov 2</td>
<td>92</td>
<td>4.3</td>
</tr>
<tr>
<td>4. Teacher Evaluation</td>
<td>New York</td>
<td>Nov 12-13</td>
<td>55</td>
<td>4.1</td>
</tr>
<tr>
<td>5. Leadership Styles</td>
<td>Las Vegas</td>
<td>Nov 30-Dec 1</td>
<td>63</td>
<td>4.3</td>
</tr>
<tr>
<td>6. Leadership Styles</td>
<td>Dallas</td>
<td>Dec 5</td>
<td>38</td>
<td>4.5</td>
</tr>
<tr>
<td>7. Learning/Teaching Styles</td>
<td>Phoenix</td>
<td>Jan 16</td>
<td>57</td>
<td>4.4</td>
</tr>
<tr>
<td>8. Learning/Teaching Styles</td>
<td>Miami Beach</td>
<td>Jan 21</td>
<td>34</td>
<td>N/A</td>
</tr>
<tr>
<td>9. Time Management</td>
<td>Orlando</td>
<td>Jan 28-29</td>
<td>52</td>
<td>4.6</td>
</tr>
<tr>
<td>10. Mastery Learning</td>
<td>New Orleans</td>
<td>Feb 4-5</td>
<td>96</td>
<td>3.9</td>
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<tr>
<td>11. Staff Development</td>
<td>Anaheim</td>
<td>Feb 11-12</td>
<td>59</td>
<td>4.3</td>
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<tr>
<td>12. Middle Schools</td>
<td>Atlanta</td>
<td>March 27-28</td>
<td>92</td>
<td>4.3</td>
</tr>
<tr>
<td>13. Teaching Strategies</td>
<td>Atlanta</td>
<td>March 27-28</td>
<td>90</td>
<td>4.3</td>
</tr>
<tr>
<td>14. Teacher Evaluation</td>
<td>Denver</td>
<td>April 11</td>
<td>59</td>
<td>4.7</td>
</tr>
<tr>
<td>Event</td>
<td>Location</td>
<td>Date</td>
<td>Attendance</td>
<td>Rating</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------</td>
<td>--------------------</td>
<td>------------</td>
<td>--------</td>
</tr>
<tr>
<td>Moral Education</td>
<td>Chicago</td>
<td>April 21-22</td>
<td>27</td>
<td>4.8</td>
</tr>
<tr>
<td>Learning/Teaching Styles</td>
<td>New Orleans</td>
<td>April 24</td>
<td>54</td>
<td>N/A</td>
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<tr>
<td>Learning/Teaching Styles</td>
<td>Houston</td>
<td>April 25</td>
<td>60</td>
<td>4.7</td>
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<tr>
<td>Curriculum Improvement (NSF)</td>
<td>San Francisco</td>
<td>April 30-May 1</td>
<td>1105</td>
<td>3.8</td>
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<tr>
<td>Public Confidence in Education</td>
<td>Alexandria</td>
<td>May 5-6</td>
<td>27</td>
<td>4.5</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Chicago</td>
<td>May 12-13</td>
<td>56</td>
<td>3.9</td>
</tr>
<tr>
<td>Teacher Evaluation</td>
<td>New Orleans</td>
<td>May 16</td>
<td>50</td>
<td>4.7</td>
</tr>
<tr>
<td>Gifted/Talented</td>
<td>New York</td>
<td>May 19-20</td>
<td>71</td>
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<td>New York</td>
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<td>Teacher Evaluation</td>
<td>Philadelphia</td>
<td>June 20</td>
<td>54</td>
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<td>Boston</td>
<td>June 21</td>
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<td>Leadership Styles</td>
<td>Atlantic City</td>
<td>June 23-24</td>
<td>58</td>
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<td>Improving Reading</td>
<td>Chicago</td>
<td>June 26-27</td>
<td>34</td>
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<td>Curriculum Improvement (NSF)</td>
<td>Denver</td>
<td>June 29-July 1</td>
<td>68</td>
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<tr>
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<td>New York</td>
<td>July 9-11</td>
<td>94</td>
<td>4.0</td>
</tr>
<tr>
<td>Leader behavior/Supervision</td>
<td>Vail</td>
<td>July 14-17</td>
<td>42</td>
<td>4.4</td>
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<tr>
<td>Curriculum Development</td>
<td>Williamsburg</td>
<td>July 21-25</td>
<td>94</td>
<td>4.1</td>
</tr>
<tr>
<td>Curriculum Evaluation</td>
<td>San Francisco</td>
<td>July 28-29</td>
<td>87</td>
<td>4.4</td>
</tr>
<tr>
<td>School Climate</td>
<td>Minneapolis</td>
<td>July 31-Aug 1</td>
<td>42</td>
<td>4.3</td>
</tr>
<tr>
<td>Management of Curriculum</td>
<td>Hilton Head</td>
<td>Aug 4-5</td>
<td>62</td>
<td>4.2</td>
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<tr>
<td>Curriculum Improvement (NSF)</td>
<td>Chicago</td>
<td>Aug 6-8</td>
<td>92</td>
<td>4.1</td>
</tr>
</tbody>
</table>

average attendance = 62
average rating = 4.4
NCSI OUTSTANDING CONSULTANT AWARD

Purpose: To recognize ASCD National Curriculum Institute consultants for consistent excellence over a period of three institutes.

Eligibility: To consultants who receive a rating of 4.7 or higher (on a five-point scale of the NCSI evaluation form from participants) for quality. Quality: The consultant's presentation was of superior quality—smooth delivery style, stimulating techniques, good handouts and visual aids, and effective instruction. Compilation of scores begins October 1979.

Award: NCSI Outstanding Consultant Award plaque to be awarded at ASCD Annual Conference general session and a check for $100.

To date, NCSI consultants for 1979-80 who received a rating of 4.7 or higher for three institutes are Gordon Cawelti and Richard Manatt. We will close competition for the 1981 award on February 2, 1981.
RIS REPORT TO EXECUTIVE COUNCIL
October 1980

In seven months 250 people have used RIS. We continue to improve our capacity to respond to inquiries.

1. An evaluation form is now mailed with each inquiry response. The limited return reveals well satisfied users.

2. The published products planned for the current year include:

   **Learning From Research** (column in **UPDATE**)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>time on task</td>
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<td>summer, 1980</td>
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<tr>
<td>motivating teachers</td>
<td></td>
<td>Sept.</td>
</tr>
<tr>
<td>school climate/achievement</td>
<td>Larry Lezotte</td>
<td>November</td>
</tr>
<tr>
<td>To be determined</td>
<td></td>
<td>Dec., Feb., and March</td>
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</tbody>
</table>

   **Curriculum Update** (insert in **UPDATE**)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Global Education</td>
<td>David King</td>
<td>September</td>
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<tr>
<td>Mainstreaming</td>
<td>Harriet Glick</td>
<td>fall/winter</td>
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<tr>
<td>Science</td>
<td></td>
<td>spring</td>
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<tr>
<td>Vocational Education</td>
<td></td>
<td>spring</td>
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</tbody>
</table>

   **Research Synthesis** (in Educational Leadership)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Author</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Self-concept</td>
<td>Jim Beane</td>
<td>October</td>
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<tr>
<td>Gifted</td>
<td>Bethene LeMahieu</td>
<td>November</td>
</tr>
<tr>
<td>Classroom Management</td>
<td>Ed Emmer</td>
<td>December</td>
</tr>
<tr>
<td>Teacher Expectations</td>
<td>Tom Good</td>
<td>January</td>
</tr>
<tr>
<td>Bilingual Education</td>
<td>Rudolph Troike</td>
<td>February</td>
</tr>
<tr>
<td>Curriculum Implementation</td>
<td></td>
<td>March</td>
</tr>
<tr>
<td>Problem Solving</td>
<td></td>
<td>April</td>
</tr>
</tbody>
</table>
Dear Colleague:

Your recent request for information has been provided with a response. We would appreciate knowing if the enclosed references are of value to you.

The major purpose of RIS is to provide educators with assistance in identifying existing information centers and resources. We do not have the capabilities to provide computer and library searches.

In an effort to help us improve our services, please fill out this form and return it in the enclosed self-addressed envelope. Thank you for your cooperation.

*****************************************************************************

Position (please check)

1. superintendent
2. director/coordinator
3. student
4. principal
5. professor
6. teacher
1. supervisor
2. other: please specify

Please indicate the subject of your request:
- teacher eval.
- teacher effectiveness
- learning time
- cerebral hemisphere dominance
- penmanship
- oral language surveys
- grouping
- learning styles
- workshop way
- drug ed.
- gifted/talented
- H.S. grad requirements

How will the information be used? (please circle)

(5) 1. To develop a project, plan or proposal
(1) 2. To prepare for a conference, meeting, or presentation
(1) 3. To complete a college course requirement
(1) 4. To inform teachers and/or students
(1) 5. To inform parents, community, etc.
(1) 6. To prepare lecture as part of a course
(2) 7. For work on dissertation or master's thesis
(5) 8. For work on research effort
9. Other, please indicate:

How did you hear of RIS? _______________________________________________________

ASCD literature 10
Board member
From a principal (non-member)

How many times have you used RIS?

once 8 can't recall 1
three 1 many
four 1

Association for Supervision and Curriculum Development
225 North Washington Street • Alexandria, Virginia 22314 • (703) 549-9110
Will you use the service again?    10 yes    unlikely If so, why?

Is the service what you expected?  3 yes plus
you expect?, 8 yes no If no, what did

Overall, how satisfied are you with Research Information Service (RIS)?
Very satisfied  5  4 satisfied  3  2 very dissatisfied  1

(8) (2) (1)

List below areas for which you think information is critically needed.
time management
administrative skills
how to prepare proposals for grants
curriculum for spec, ed.groups
peace ed.
social concerns
teacher evaluation/education
curriculum evaluation
curriculum development

How do you think RIS may be improved?

Hire full-time researcher and directors to help others and disseminate information.

bibliographies

Please check: ASCD member (9) non-member (1)
Curriculum Theory Development Committee

Purpose: (1) To review ASCD's contribution in the past to curriculum theory development, (2) to consider alternative organizational efforts to strengthen ASCD's contribution to theory development, (3) to seek agreement as to where major need now exists in this regard, and (4) to present recommendations to the Executive Council in October, 1981. The committee is encouraged to develop or assemble illustrative material exemplifying the kind of activity recommended and to pose the kinds of curriculum questions which need analysis, hypothesis formulation and research.

Suggested composition:

1. O.L. Davis, University of Texas, Austin, TX
2. Art Foshay, Rowe, Massachusetts
3. Dorothy Huenecke, Atlanta, Georgia
4. Jim McDonald, University of North Carolina, N.C.
5. William Pinar, University of Rochester, N.Y.
6. ASCD Officers: Barbara Day, Ben Ebersole, and Lucille Jordan

Funding requested: $4,000

Report Due: October, 1981
Secondary School Network on Redefining General Education

Purpose: To establish a network of educational leaders representing ten high schools from across the United States who are interested in spending a year reconsidering the basic or core instructional program which is required of all their students with the view of formulating their own locally developed conception of a general education curriculum which would better prepare their students for the twenty-first century.

Project assumptions:

1. Curriculum change is most effective and enduring which is locally instigated and for which the leadership responsibility is local.

2. The high school curriculum is not able to respond to the many personal and societal demands (drug education, environmental education, energy conservation, etc.) by simply adding on to an already overloaded "patchwork" curriculum.

3. Because the traditional subject centered curriculum and departmental structure in high schools is difficult to overcome, this project needs to reflect what we know about change processes and should employ a network of teams from high schools that indicate a willingness to explore alternative curriculum models.

4. A team representing a high school should at a minimum consist of the superintendent, principal, and key teacher-department chair. A school board member would also be desirable and/or a parent representative. Every effort should be made to develop a sense of ownership of the ten local projects, and that ASCD will not be attempting to impose any particular framework of general education. The districts’ commitments will be to (1) give serious study to their general education program in 1981-82 and (2) to fund the cost of having at least a three member team attend at least two meetings of the network.

5. Schools may require additional outside resources as the need arises to provide their local faculties with information and understandings of curriculum change problems.
The following time sequence is proposed for this project:

Jan-April 1981  
Solicit interested high schools through news stories in ASCD Update, application forms, and set procedures for selection.

May 1981  
Project committee meets to consider applying schools and to help plan strategy, convening conference, etc.

July 1981  
Convening conference of network schools for two-day meeting/workshop to consider alternative curriculum models, and to develop local districts study procedures during 1981-82, etc. Ten school districts, with a minimum of three representatives from each school, will meet at their own expense.

August 1981 - May 1982  
Local schools study alternative approaches to general education and decide on a plan of action for curriculum change in 1981-82. Selection of schools will be based on geographic location, evidence of commitment to the idea of improving their general education program, and on seeking a mix of schools from suburban, urban, and medium sized communities.

1982-1983  
Network schools will be asked to submit a plan for proceeding with improvement efforts during the 1982-83 school year, if their deliberations have yielded such a plan. Such plans may be for a one to five year program which may include such activities as:

1. Redefining graduation course requirements
2. Designing new elective courses
3. Designing new "core" or general education (required courses)
4. Using local or external resources in such processes
5. Engaging in further study of the problems before decisions are made
The funds for this project will be utilized to hold one meeting of a committee and for program expenses for a two-three day initial conference in July of people from those high schools selected for the network. It is anticipated that additional funding will be requested from the FY 81 budget for one additional meeting of the committee.

ASCD staff will seek additional resources for use by the school districts for developmental curriculum work during the 1981-82 school year. Possible sources include:

- Longview Foundation - Global Education
- Department of Education - Career Education
- National Endowment for the Humanities - Humanities
- March of Dimes - Health
- National Park and Recreation Department - Leisure
- National Science Foundation - Science and Technology
- Spencer Foundation - General Education Concept

Funding requested: $5,000
Product expected: Meeting of project committee

Suggested composition:

- Daniel Tanner, Rutgers University, New Brunswick, NJ
- Nat Ober, Superintendent, Evanston High School, Evanston, IL
- James Moore, Principal, Central High School, Newark, N.J.
- Larry Marshall, Assistant Superintendent, Houston Independent School, Houston, TX
- Elizabeth Ann Gray, Principal, Community High School, Ann Arbor, MI
Project on Women's Equity

Purpose: (1) To gather information about the status of women in education by developing a questionnaire and surveying a random sample of ASCD membership, (2) to develop proposals for ways the Association can help women, and (3) to plan a program for the NCSL on Education Equity, May 18-19, 1981, New York

Suggested Composition:

1. Bernice Wolfson, University of Alabama, Birmingham, AL
3. Jacqueline Clement, Superintendent, Lincoln, MA
4. Claire Sullivan, Secondary School Services, Clearwater, FL
5. Phil Robinson, River Rouge, MI (EC liaison member)
6. Esther Zaret, Virginia Commonwealth University, Richmond, VA
7. Virginia Sorenson, Western Michigan University, Kalamazoo

Funding requested: $5,000

Report Due: October, 1981
Need for the study:

Developing and maintaining effective supervision and curriculum are significant functions of a school district. Consideration for improvement of supervision and curriculum should be directly related to the people responsible for supervising instruction in the school district.

Does the number of supervisors and professional curriculum workers make any difference in educators' perception of effectiveness of supervision and curriculum development and in student achievement? This is the major question for this study.

Supervisors as defined for this study will be personnel in line or staff positions such as superintendents, assistant superintendents, principals, coordinators and specialists employed by the schools participating in the study. The term educators, when used, will encompass all professional personnel including teachers.

Effectiveness will be based on two criteria. One will be a judgement based on the perception of educators about the quality of supervision and curriculum development in their school district. The second criterion is student achievement based on composite percentile rankings on the Iowa Test of Educational Development.

The purpose of the study is to compare the effectiveness of schools who have a high number of supervisors and curriculum workers with schools who have a low number of supervisors and curriculum workers and will include a comparison of:

1. the quality of staff development activities
2. the quality of curriculum written and in use in the district
3. the expectations of teachers about supervisors' influence on improving teaching skills
4. the knowledge of teachers of the curriculum in their subject-matter area
5. the perception of teachers about the degree to which needs of students are reflected in the curriculum.
Educators perception of effectiveness will be correlated with (1) student achievement (2) number of supervisors per 1000 students (3) number of teaching personnel per 1000 students.

The major hypothesis is that schools with a high number of supervisors and curriculum workers will be more effective than schools with a low number of supervisors and curriculum workers.

The Instrument:

The instrument for this study will be a self-made instrument modeled after the Piper scorecard "A Criteria Score Card for Evaluating a Doctoral Program in Physical Education" which has been used for previous doctoral research. Specific questions for the instrument will be developed from responses to an open-ended survey of supervisors and curriculum workers in two school systems similar in size to the sample schools.

Validation of the instrument will be done by administering the questionnaire to randomly selected group of educators in the Iowa City Community School District. Then the questionnaire will be revised and administered to a second validation group in a yet to be determined school. Neither Iowa City nor the second validation school will be included in the study.

Limitations of the Study:

1. This study will be limited to the twenty-five largest school districts in Iowa.
2. Only secondary division of the schools, grades 7-12, will be included in the study.
3. The usual limitations of an ex post facto research which include (1) the inability to manipulate independent variables (2) the lack of power to randomize, (3) the risk of improper interpretation of the results.

Significance of the Study:

This study may provide school districts with information about the effectiveness of supervision and curriculum development practices in schools with a high number of supervisors and curriculum workers compared to schools with a low number. This information
could be used to provide assistance in making decisions about the role of supervisors and curriculum workers and about the number to employ in proportion to the student population.

Other information:

1. This research is intended to be a companion study of one directed by Dr. Charles Reavis of Texas Tech University for the ASCD.

2. In order to effectively complete this study two to four on-site visitation to each participating school will be needed. Financial assistance of the ASCD to help defray some of the transportation costs would be appreciated.

Respectfully Submitted,

Donald L. Fett

Social Studies Coordinator
Iowa City Community Schools
Iowa City, Iowa.

Approved: [Signature]

J.E. McAdam
Professor of Education and Coordinator of Student Services

Recommended for funding: $1,000
In 1976 a program development policy was adopted by the Executive Council regarding a request for proposals process. If we use the RFP procedures for 1981-82 funding, then:

1. October 1980: EC discussion of fundamental curriculum and supervision issues which might result in projects
2. March 1981: The St. Louis Board of Directors agenda will be structured to assure a prioritized discussion of issues
3. March-June 1981: Staff develops proposal requests and mails to members
4. June 1981: Program development subcommittee meets one day before EC meeting (June 24) to review proposals received and to make recommendation to EC
   • EC authorizes committees to begin work September 1, 1981 with funding from the 1981-82 budget.
5. September 1981: Project members begin their work
6. March 1982: Interim report made to Board
7. June 1982: Final report made to EC
MUTUAL RIGHTS AND RESPONSIBILITIES (continued)

D. Develops a strong affiliate unit. (continued)

2. Improves its membership promotion and servicing plans.
   a. seeks ways to offer more services to its members
   b. actively recruits new members for a more open and pluralistic membership profile

3. Improves its governance system.
   a. complies with the conditions of affiliation
   b. submits proposed affiliate unit constitutional changes to ASCD prior to adoption by its affiliate unit membership
   c. provides placement on the affiliate unit governing board or council to national ASCD board members representing their state
   d. invites any ASCD Board Members-at-Large or Executive Council members residing in their state to affiliate board meetings
   e. submits an annual report to ASCD which includes:
      1) a description of the current and proposed program for that unit
      2) a current membership list and a description of characteristics
      3) a revised constitution or a statement that the constitution has not been changed since the last report
   f. demonstrates a commitment to a pluralistically* composed leadership and membership in their unit
   g. utilizes democratic process of nominations and election of leaders, e.g., multiple candidates for each office, elections rather than appointments of leaders.

AUTHORS OF RESOLUTIONS (Board, March 1977, p. 12)

Authors or representatives of the resolutions must be on the floor during the Annual Conference Business Meeting in order for the resolution to be considered.

APPOINTMENT OF CHAIRMAN OF NATIONAL ELECTION NOMINATING COMMITTEE
(Board, March 1977, p. 8)

The President who will be in office at the time the Committee is fulfilling its charge to prepare a slate of officers, is to designate the chairman each year.

* implies geography, position, sex, ethnicity, age.
ASCVD LEADERSHIP FOUNDATION

The purpose of the foundation is to stimulate professional activity for the improvement of curriculum and instruction beyond those developmental activities normally funded by the association. The foundation will solicit gifts and grants to further enhance the purposes of ASCD. The focus of foundation expenditures will be in the following three areas:

Responding to member needs in the areas of:

I. Professional Development

- stimulating curriculum theory development and research;
- studies on the effectiveness of various curriculum development or supervisory approaches, demonstrating the effectiveness of instructional services;
- stimulating research and providing training opportunities in leadership and supervision skills.

II. Social Issues Impacting on Schooling

- relationship of issues such as energy, population, environment and international studies to the curriculum;
- exploration of emerging issues such as genetic engineering and futurism;
- dealing with sexism, racism, stereotyping, cultural pluralism, etc.

III. Improving Curriculum Balance

- promoting arts education and creativity in children and youth;
- interdisciplinary projects;
- supporting efforts in humanistic education;
- monitoring stresses on the curriculum which create imbalance.

Suggestions:
POTENTIAL FUND RAISING SOURCES

1. Initial solicitation from ASCD members. (Caution against high pressure tactics at state level.)
2. Retired member contributions.
4. Memorials and bequests.
5. Distinguished lecturers contributing his or her fees for speaking (fee sent to foundation).
6. Outside foundation support (philanthropic organizations).
7. Fund raising publications - sold with proceeds to go to the foundation.
8. Individual sponsorship of awards or scholarships for particular (designated) curriculum and instruction activities - Van Til dissented on this kind of policy.
9. Wealthy lay people with same ideals as ASCD.
10. Programs made possible through outside contributions by private companies (e.g. 3M, Xerox).

It was suggested that there might be a dinner or social function honoring certain donors and that the names of contributors might be listed in the conference program or a brochure.

Suggestions:

SUGGESTED FUND RAISING APPROACHES

1. Identify a chairperson at the state level in charge of soliciting donations from national members.
2. Mass mailing and/or insert solicitation form to ASCD members (not at time of renewal notices).
3. Arranging meeting during the conference of some 100 "influentials" to see help in writing personal letters to others - cross checking of such lists to avoid duplicate contacts.
4. Personal contacts by officers and staff.
5. Early commitments from Board of Directors, Executive Council, etc.

Suggestions:

FOUNDATION GOVERNANCE

A Board of Trustees shall be established for the foundation that shall consist of (1) seven regular trustees who shall meet once in the fall and during the Annual Conference, and (2) 25 honorary trustees who shall meet with the regular trustees during the Annual Conference. It shall be the purpose of the Board of Trustees to make policy recommendations to the Board of Directors and to monitor foundation policy, and to make decisions on awards and other utilization of funds for helping attain the foundation's purposes.

The regular Board of Trustees shall be nominated by a nominating committee and selected annually by the Board of Directors at the Annual Conference starting in March, 1981. The honorary members of the Board of Trustees shall be selected in the same manner starting in March, 1982.

Suggestions:

SUGGESTED TIMETABLE

1. March, 1980  • Foundation authorized by Board of Directors and Executive Council.

2. June, 1980  • Foundation Committee met in Alexandria to draft plans.
  • Executive Council reviewed and authorized submitting proposed plan to Board of Directors for reactions and suggestions.
3. August, 1980  • Send Board of Directors completed proposed plan with form for responding to it - modify according to suggestions received.

4. October, 1980  • Executive Council authorizes completed plan to be submitted to Board of Directors at Annual Conference.

   • Invite group of approximately 100 persons (past presidents, Board and Council members, etc.) to discuss foundation purposes and priorities.
   • Request Board of Directors to authorize final plan and distribute pledge/contribution cards.

6. April, 1981  • Begin campaign among sources indicated.

Suggestions:
PROPOSED BILINGUAL EDUCATION REGULATIONS

Background: The proposals are named after a landmark 1974 U.S. Supreme Court decision in Lau vs. Nichols that said children could not be denied an equal opportunity for education because of a language barrier.

"There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful instruction."

The rules propose that all students who have a "primary language" other than English and score below the 40th percentile in a test of English ability are entitled to special help if a school has more than 25 students within two grades who meet this criterion. The school must offer an intensive English program and other course instruction in both the primary language and English.

Content of the Proposed Regulations:

The proposed regulations include four basic components:

Identification - The regulations require that you determine what students have a home language that is not English.

Assessment - The regulations will require an assessment of relative language proficiency. What language are they strongest in, English or the home language? This is done for program placement.

Services
  - If the student is stronger in English than in the home language, then he/she will go into an English-language improvement program.
  - If the student is stronger in the home language, then that student will go into the bilingual education program.
  - If the student is comparably limited in both languages, one of two options will be proposed:
(1) English language training;
(2) bilingual education in required subjects and English language training.

Exit
- When they are no longer limited English proficient.
- After two years - students are reassessed as no longer English proficient, or score above the 30th percentile.
- After the student has been in the program for five years.

Department of Education:

The federal government has put into regulation what it has been suggesting to school districts in the "Lau" remedies. Simply stated, a child cannot learn subjects taught in a language he or she does not understand. The regulations only specify the use of two languages.
Bilingual Education Survey

1. Do you believe that enforcement of these regulations as proposed will be in the best educational interests of the limited English speaking child?

2. If your response above was "no" or "undecided," wherein does your major reservation lie?

3. Would the requirement for students to receive bilingual instruction in academic subjects and English language improvement instruction represent a major change in those programs serving limited English speaking students with whom you are familiar? Do you think this requirement should be accepted as a guideline for enforcement?

4. Do you have any serious apprehension that these guidelines represent a serious federal intrusion by dictating a specific method of responding to a specific instructional problem?
ATTACHMENT C (Cont'd.)

BILINGUAL SURVEY TO ASCD MEMBERS

THIS IS A LIST OF SUMMARY STATEMENTS FROM THOSE POLLED.

The regulations as they stand need to be reconsidered or supported.
The waivers are too loose, there should be a minimizing of granting waivers.
I give general support to the regulations, with recommendations for improving them.

The schools' response historically have been poor to meet the needs of these students.
What has been provided is usually poorly designed ESL, and on a pull-out basis.

School districts do little for these students. These provisions are already being met in our state, I have no qualms with the regulations. They provide enough latitude for districts, in fact they are only meant to be minimal requirements.

Mandatory regulations are needed to provide bilingual education with a strong legal sanction. They need some revisions.
We've provided alternative methods to provide bilingual support services to our upper grade students (4-6).

This is not a federal imposition of national requirements telling schools what and how they should teach. Bilingual education is not a method or a curriculum. Meaningful access to educational opportunities means while the student is learning English, he/she must have access to content area instruction offered to all other children in the schools. Only possible access is through the language the student understands.
One need only look at the vast variety in curriculum and methodology used in transitional bilingual programs when compared, to realize that these regulations in no way constitute federal intrusion.

Complete turn-around cannot be expected in a brief period of time, such as 7-9 months. Longitudinal study would more likely show the benefits of participation rather than short-term results.
When reviewing bilingual research findings there are more questions than there are answers. No program should be analyzed that is not functioning as it has been designed to function. Evidence for failure or success has not been proven.

High school students may receive little understandable instruction, as merely a "good faith" effort has to be made by school officials.
Waiving any provision of the regulations is unprecedented in Civil Rights regulations, it is a danger to the children.
Teachers who have "considerable proficiency" in the child's language is an unenforceable standard. Out of 136 bilingual teachers tested, only 13 could read or write Spanish at the third grade level. Incompetent teachers will do damage to the students and the program evaluation.
¿Qué Son Reglas Federales Para Educación Bilingüe?

There are many legislative and regulatory issues here in Washington which, although important to schools, are of little interest to ASCD from a governmental relations standpoint. Examples of such issues we've not gotten involved in include asbestos regulation, impact aid funding (a royal battle every year), and a number of higher education bills. Our interests do lie with such issues as compensatory education, so-called special projects (arts, gifted, teacher centers, etc.) and bilingual education regulations. The latter issue is one in which we should be and are involved here in Washington--it bears all the trapping of a major controversy with heavy political ramifications at every turn.

But it is an instructional issue, an important one from a policy standpoint. The issue is probably well known to most ASCDers--let me summarize it briefly:

Can and should the Department of Education issue and enforce such a regulation growing out of Title IV of the 1964 Civil Rights Act which bars descrimination in any form? Can the Department of Education get specific in its "Lau Remedies" and require that children with limited English speaking abilities receive intensive English instruction and instruction in regular subjects in their native language?

There is very little or no support from leaders of educational associations for the regulations with the argument being advanced that the Lau case didn't call for specific remedies. Other issues include the high costs of providing the teachers needed, the issue of federal control of the curriculum, and the lack of research to support this intensive English instruction plus bilingual instruction as the teaching method.

At a briefing by Secretary Hufstedler when the proposed regulations were issued, I asked about this research question and was informed, quite abruptly, that this research was "flawed." As a matter of fact the treatment group in the American Institutes for Research's evaluation was inappropriate to use as the
basis for policy formulation, but the manner in which the question was treated at this briefing revealed almost contempt for the question yet I was assured that this and other hearings across the country were not pro forma.

Despite having repeatedly denied that the new Department of Education was out to control the nation's curriculum, Secretary Hufstedler is coming under considerable criticism for seeming to be doing just that. Her relationship with Congress has been uneven, to say the least. Others have charged that lawyers who know nothing about education are drafting these bilingual and other regulations.

In the meantime the House of Representatives has voted to not allow any federal funds to be used to promulgate the regulations and as of this writing (September 24), the Senate Appropriations Committee has voted to delay imposition of the new rules until next June.

We have surveyed several of our members to obtain their views in the issues and we will seek a position on the issue in two weeks when the Executive Council meets. There is a problem with many districts not having made sufficient instructional provisions for children with limited English speaking ability. Whether these regulations will help remains to be seen. At the moment it seems to me we have an awful lot of politicians, lobbyists, and journalists talking about bilingual education who know very little about what is best for the child with limited English. I hope that leadership can be generated to achieve a reasoned position without all the acrimony and even racism now being witnessed. Perhaps these children would be best served by setting some standards to be attained, giving schools latitude in developing instructional approaches, and then enforcing the intent of the law on a school-by-school basis.

Gordon Cawelti