EXECUTIVE COUNCIL MEETING

Minutes

October 13-15, 1983
New York Hilton
ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

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THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

MEETING OF THE EXECUTIVE COUNCIL

October 13-15, 1983

New York Hilton

Minutes

The Executive Council meeting was called to order by President Lawrence Finkel at 11:00 a.m. on Thursday, October 13, 1983, with the following council members present:

Lawrence Finkel, President (NY); Phil C. Robinson, President-Elect (MI); O. L. Davis, Jr., Immediate Past President (TX); Arthur L. Costa (CA); Sidney H. Estes (GA); Robert C. Hanes (NC); Francis P. Hunkins (WA); Luther L. Kiser (IA); Marcia Knoll (NY); Elizabeth R. Lane (TN); Nelson (Pete) Quinby (CT); Stuart C. Rankin (MI); and Bob L. Sigmon (VA).

In addition to ASCD Executive Director Gordon Cawelti, the following were present:

Diane Berreth, Associate Director; John Bralone, Business Manager; Ronald Brandt, Executive Editor; Anita Fitzpatrick, Administrative Assistant; Ruth Long, Associate Director; Elizabeth Randolph, Review Council Chair; and Gayle Rockwell, Conference Facilities Coordinator.

EXECUTIVE SESSION

The Executive Council convened in Executive Session at 10:00 a.m. on Thursday, October 13, 1983. The following actions were taken:

Mr. Estes MOVED to authorize employment of an Associate Director for Program Development on an interim basis. Motion was SECONDED and CARRIED;*

It was the consensus of the group to proceed with salary increases similar to FY 1984;

Mr. Rankin reported on an analysis of escalating employee benefit costs which range from 38% to 46% if vacation and sick leave

*Subsequently, Dr. Gloria Jean Hall was employed to serve on an interim basis with the search process for a new Associate Director for Program Development extended to December 1, 1983.
are included. The Executive Director was requested to prepare a plan which would set a limit on the present percentage rate and the total cost of any individual fringe benefits to the association;

It was suggested that a study be conducted on the possibility of setting limits on salary ranges for positions at each of the three levels of employment.

APPROVAL OF JUNE MINUTES

Mr. Davis MOVED and Mr. Robinson SECONDED approval of the minutes of the June meeting of the Executive Council. MOTION CARRIED.

EVALUATION COMMITTEE REPORT

The Evaluation Committee (Finkel, Robinson and Davis) reported that the Executive Director's travel on behalf of the association during the period June-October, 1983, was appropriate when compared with time spent in the office.

BUDGET REPORTS

The Budget Subcommittee (Rankin, chair; Estes; Hanes; Bralove, staff) brought to the attention of the Executive Council: (1) its concerns about the escalating costs of employee fringe benefits; (2) a request that a program budget accompany the budget report made at each Executive Council meeting; (3) encouragement to spend allotted Program Development funds; and (4) its hope that Executive Council would carefully monitor and limit its own expenditures.

The 1983 budget reflected a good year, with increased membership, high publications sales, and increase in videotape sales. Mr. Kiser said recognition should be given to the staff for its hard work in accomplishing the budgetary goals.

The cash reserve currently amounts to $321,000 which is invested in insured money market accounts bearing the highest rate of interest available at the time of deposit.

President Finkel complimented the budget subcommittee on its excellent report.

REVIEW COUNCIL REPORT

Elizabeth Randolph, Review Council chair, reported on the council's continuing assessment of the ASCD constitutional
purposes. Purposes 3, 5, and 8 were reviewed by means of inter-
views conducted at the 1983 annual conference and Mrs. Randolph
presented the results in detail. (See Attachment A)

Mrs. Randolph was asked to convey to the Review Council
the Executive Council's acknowledgment and appreciation of the
importance of the opinions of the Review Council, its efforts
in obtaining the information submitted in its report, and the
continuing feedback it provides to the Executive Council.

AFFILIATE REPORT

Ms. Berreth reported on affiliate activity in detail
(Attachment B) and discussed possible ASCD Affiliate Regional
Conferences (Attachment C) for implementation in 1983-84.
Before proceeding further with the regional conference concept,
it was requested that President Finkel appoint Costa, Kiser,
and Sigmon (chair) to serve on a committee to work with Ms.
Berreth to develop criteria for assessing the regional
conferences.

The Executive Council then considered establishment of an
Affiliate Advisory Committee as outlined in Attachment D, and

Mr. Quinby MOVED support for establishment
of an Affiliate Advisory Committee, approval
of the purposes and charge as outlined in
Attachment D, and appointment of the following
to the committee:

   Ed Bourque (CT)
   Scott Bradshaw (GA)
   Cile Chavez (CO)
   Eileen Duval (FL)
   Bill Walker (IN).

Mr. Hunkins SECONDED the motion and
the MOTION CARRIED.

Plans are continuing for establishment of an affiliate in
England. A meeting was held in September where plans were
made for holding an election and setting the year's program.

A constitution and application for affiliation will be sub-
mitted at the 1984 annual conference Board of Directors
meeting.

ANNUAL CONFERENCE REPORT

Ms. Knoll, chair of the Conference Planning Committee,
reviewed the 1984 Annual Conference activities: General
Session speakers are Secretary of Education Terrel Bell, Isaac
Asimov, Arthur Jefferson, Shirley Chisholm, Jerome Bruner, and
John Goodlad; distinguished lectures will be presented on basic skills, thinking skills, technology, and human resource development; action labs, special sessions, fish bowls, round table discussions, special features, and sixty assemblies are scheduled throughout the conference; and additional activities include a special United Nations tour for conference participants, a New York Harbor Cruise, and entertainment.

**FUTURE CONFERENCE SITES SELECTED**

Mr. Kiser MOVED that the site rotation (East-Mid Section-West) practice normally followed not be observed for the year 1989. The motion was SECONDED by Ms. Lane and MOTION CARRIED.

The following annual conference sites were then selected, taking into consideration information provided by staff, the conference cities, and the results of a recent Board of Directors survey:

- Orlando - 1989
- San Antonio - 1990
- San Francisco - 1991

**CONFERENCE PLANNING COMMITTEE APPOINTED**

Mr. Hanes MOVED and Mr. Davis SECONDED approval of the Conference Planning Committee appointed. MOTION CARRIED.

President Finkel asked Ms. Knoll, Mr. Robinson, and Mr. Hanes to submit recommendations for three members to the Conference Planning Committee. After deliberation, the group suggested: Steve Collins, principal of San Raphael High School, San Raphael, California; and Julia Thomason, Appalachian State University, Boone, North Carolina. It was suggested that the new president-elect be given the opportunity to appoint the third member after the results of the election are known.

**STATUS OF 1983 RESOLUTIONS**

Ms. Berreth reviewed association activities conducted in response to the resolutions passed at the 1983 Annual Conference. Refer to Attachment E for details.

**GOVERNANCE COMMITTEE REPORT**

The Executive Council appointed the following members at its June meeting to serve as an ad hoc committee to study several governance issues: Robert Hanes (chair), O.L. Davis, Jr., Delores Greene, Robert Hohman, Norman Overly, and Virginia Sorenson. Diane Berreth served as the staff liaison for the
committee and they met at the headquarters office on September 29-30. The committee was charged to:

1. Review the process by which Board membership is constituted. This includes consideration of the affiliate and national membership ratio and its effect on the representativeness of the Board. Article V, Section 2 of the ASCD Constitution.

2. Examine the lack of a quorum at recent annual business meetings. Article VI of the ASCD Constitution.

3. Review the process by which the president-elect, members-at-large of the Board of Directors, Executive Council (both Board and National Elections) and members of the Review Council are elected. The efficiency and timeliness of this process should be considered.

The committee represented both higher and public education. Some members had been active in affiliated units while other members represented substantial experience in the organization on the national level. The committee considered at length the many issues involved and made its recommendations by consensus of the group.

The report is presented in its final form in Attachment F and after considerable discussion,

Ms. Knoll MOVED and MS. LANE SECONDED that the Governance Committee report be presented to the Board of Directors for discussion in Maron, and that it reflect the suggested modifications of the Executive Council. Hand vote resulted in 9 in favor and 3 opposed. MOTION CARRIED. Opposing votes were cast by Costa, Kiser, and Quinby.

1985 NATIONAL ELECTION SELECTION COMMITTEE APPOINTED

Mr. Sigmon, Ms. Lane, and Mr. Quinby were appointed to serve on the Selection Committee to Select the Nominating Committee for the 1985 National Election.

PUBLICATIONS SUBCOMMITTEE REPORT

Art Costa reported that the Executive Council Publications Subcommittee (Costa, chair; Kiser; Quinby; Knoll; Brandt, staff) reviewed publications activity since the June meeting. He said that several subcommittee members disagreed with the proposed outline of the 1986 yearbook because they felt the
chapters should not reflect the traditional subject matter divisions. Mr. Brandt agreed to transmit their views to the yearbook editor, Jane Stallings.

1987 YEARBOOK

Council members approved "leadership" as the topic for the 1987 yearbook and agreed to a new procedure for development of the book. Prospective editors will be invited to submit proposals for focus, authors, etc., and one proposal will be recommended by the Publications Committee for approval by the Council at the March meeting.

1984-85 EDUCATIONAL LEADERSHIP THEMES APPROVED

Mr. Brandt requested approval to develop the following topics as possible themes for the 1984-85 issues of Educational Leadership:

Curriculum:

Providing for the Full Range of Differences in Background and Abilities

Language and Communication As the Core of the Curriculum

Critical Thinking Throughout the Curriculum

Leadership and Supervision:

Varieties of School Improvement

Teachers and Their Education

Teaching and Learning:

Effective Teaching (Pro and Con)

Policy, Organization, and Management:

Education and National Policy

Testing and Assessment in Schools

Data-Based Instructional Management

Mr. Estes MOVED approval of the 1984-85 Educational Leadership themes as presented. Mr. Davis SECONDED THE MOTION and the MOTION CARRIED.
APPROVAL OF FUTURE BOOK TOPICS

As recommended by the Publications Committee, Mr. Brandt requested approval of the following topics for future books:

Curriculum:

Models of Curriculum Development

The Science Curriculum

Guidelines for Integrating Computers Into The Curriculum

Leadership and Supervision:

New Forms of Human Resource Development

Teaching and Learning:

Individual Differences

Policy, Organization, and Management:

Remodeling the School

Toward a New Round of National Curriculum Reform

Mr. Quinby MOVED and Mr. Davis SECONDED approval of the list of suggested future book topics. MOTION CARRIED.

FUTURE VIDEOTAPE TOPICS APPROVED

As recommended by the Publications Committee, Mr. Brandt requested approval of the following future videotape topics:

Curriculum:

Characteristics of Good Instructional Courseware

Elementary Reading Programs

Leadership and Supervision:

Supervision for Intelligent Teaching

Staff Development

Teacher Motivation
Teaching and Learning:

Teaching Thinking in Social Studies

Policy, Organization, and Management:

Strategic Planning

After discussion,

Mr. Hunkins MOVED and Mr. Sigmon SECONDED approval of the suggested future videotape topics. MOTION CARRIED.

SCHOLARLY JOURNAL UPDATE

In discussion of the proposed scholarly journal, Perspectives on Practice, Mr. Davis said the council should perhaps reconsider publication of a single issue as a test of the idea. Mr. Brandt reported that Bill Russell of AERA told him it takes at least three years to establish a new journal. Mr. Brandt and Mr. Davis suggested that a better approach might be to establish a Curriculum Theory Network, a sub-group of ASCD members who would pay additional dues in order to participate in Network activities and receive Perspectives as part of their membership. Mr. Brandt will prepare a detailed proposal which, if approved, might establish a pattern for similar special interest networks within the association.

NCSI PROGRAM

The NCSI information provided in detail in Attachment G was presented to the Executive Council as an information item.

ASCD LEADERSHIP FOUNDATION REPORT

The ASCD Leadership Foundation Board of Trustees met in September. Trustees are O. L. Davis, Jr. (chair), Robert Anderson, Dorothy Bryant, Richard Foster, Jack Frymier, Connie Kravas, Ellie Sbragia, and Gordon Cawelti, who serves ex officio. ASCD staff liaison is Barbara Marentette.

Three major programs were designed and presented to the Executive Council:

- An awards program was established to recognize individuals who nurture human potential in three categories: past accomplishment, present potential, and future project;

- Two programs at the annual conference: a financial planning seminar, and a lecture on a timely topic
of interest which may or may not related to educa-
tion;

- A major fundraising activity.

Following discussion of the report, it was suggested that
the business community be approached to make financial contri-
butions to the foundation and its programs.

PROGRAM DEVELOPMENT REPORT

Projects approved and undertaken thus far for 1983-84 were
reviewed in detail in Attachment H. Two additional projects
were submitted to the Executive Council for its consideration:

1. Increasing Student Achievement in Urban Schools
2. Effective Teaching for Higher Achievement

Mr. Rankin MOVED approval of the Project
on Increasing Student Achievement in Urban
Schools, leaving open the details of the
process and project chair pending feedback
from the Urban Curriculum Leaders at their
December meeting. Mr. Hunkins SECONDED
the motion and MOTION CARRIED.

Mr. Davis emphasized the importance of this project and sug-
gested proceeding with it as soon as possible.

The group then considered the Project on Effective
Teaching for Higher Achievement and following discussion,
it was felt that there was insufficient support at this time
to proceed, and

Mr. Kiser MOVED to reject the project under
consideration. The motion was SECONDED and
MOTION CARRIED.

DISSERTATION AWARD PANEL SELECTED

President Finkel asked Mssrs. Costa, Kiser, and Davis to
form a committee to recommend panel members and alternates to
serve on the Dissertation Award Panel in the areas of
curriculum, supervision, and instruction.

The committee met and subsequently recommended the
following panel members and alternates in each of the areas:

Curriculum:               George Mehaffy
                          New Mexico University
POLICY ANALYSIS REPORT

The Executive Council discussed the first policy analysis efforts of the association: (1) a report on Florida's legislation to increase mathematics and science graduation requirements; and (2) an analysis of the Gates Report conducted in New York City schools dealing with student promotion/retention policies.

The Board of Directors was surveyed recently to determine the next of the three policy analysis projects planned for this year. Issues of primary concern to the Board as reflected by the survey results are reported in Attachment I and will be used to determine next policy analysis projects.

CURRICULUM GUIDE MATERIALS

ASCD provides a curriculum display at its annual conference for the unsolicited curriculum guides which are submitted. Local committees arrange for and man the exhibit and are then given the materials for personal or library use. ASCD has been
approached by a publisher who would like to microfiche the curriculum guides in order to make scholarly materials available in affordable form. It was felt that before such a decision is made, an evaluation of the practice of exhibiting curriculum materials should be made by the staff. One concern was that it would be assumed the materials had the approval of ASCD because they are displayed at the conference, and

Mr. Hunkins MOVED approval of a committee appointed by President Finkel for the purpose of evaluating the current curriculum guides display and examining how the materials are gathered and displayed. Mr. Costa SECONDED the motion and the MOTION CARRIED.

LONG RANGE PLAN ACTIVITY

The ASCD Long Range Plan (1983-85) activities underway were discussed and action requested on:

1. Approval to employ an Assistant Director for Educational Technology in order for the association to give leadership to the rapidly expanding potential of technology in schools for both instruction and the management of instruction purposes.

Mr. Costa MOVED approval of employment of an Assistant Director for Educational Technology. The MOTION was SECONDED and CARRIED.

2. Establish a procedure for documenting successful practices in turning around student achievement and report to membership--include attention to interventions used to accomplish results.

Mr. Sigmon MOVED and Mr. Kiser SECONDED approval of an elementary, middle, and secondary school trend survey. MOTION CARRIED.

3. Approval to appoint the following to a committee to examine ASCD's efforts in the area of elementary education, including results of the elementary trends survey.

   Barbara Day, University of North Carolina (Early Childhood)

   Francis Klein, UCLA (Goodlad Study)

   Fred Rogers, University of Illinois (Elementary Generalist)
Doug Gowler, Principal, Cherry Creek Elementary School, Colorado

Bob Sigmon, Director for Elementary Administration, Richmond

This group would examine the questions of (1) appropriate balance of "coverage" of elementary education, (2) the "message" or values conveyed by the material in such efforts, (3) what such reports as the Goodlad study mean for our work, (4) what are we doing about pre-school learning and what should we do, and (5) what topics and treatments need better attention in 1984-85 and thereafter. The resulting report would go to the Executive Council, Board of Directors, and staff for consideration and action.

Mr. Robinson MOVED and Mr. Hanes SECONDED approval of the suggested committee. MOTION CARRIED.

4. Consensus was reached on the Policy Analysis Process which recommends that the ASCD President informally approve policy analysis projects at any time based on Executive Director's recommendation and Executive Council and Board of Directors' suggestions, resolutions, etc. The incoming president should be alerted to possible topics since this area can help constitute the association program during a particular year.

Mr. Cawelti said the Long Range Plan also called for deciding about providing Mr. Brandt with additional assistance in the production of videotapes. He said this continues to be a heavy load for Mr. Brandt and felt the search should begin in the spring for a production person. Executive Council members agreed this was important.

RECOGNITION OF PAST PRESIDENTS

Existing provisions for recognizing the contribution of past presidents include plaque, mention at an annual conference banquet, lunch in the president's suite at the annual conference, and periodic committee involvement or invited presentation. In addition, life membership, free NCSI registration, and oral history interviews were proposed.

Mr. Sigmon MOVED and Mr. Kiser SECONDED approval of the additional three items suggested. MOTION CARRIED.
EXPRESSION OF APPRECIATION TO RUTH LONG

Ruth Long is leaving ASCD in November to move to Houston following her marriage to William Georgiades, and Ms. Lane made the following statement to be included in the minutes of this meeting:

"The Executive Council desires to take this opportunity to offer appreciation to Associate Director Ruth Long for six years of excellent services to ASCD. Her commitment to continuously plan, organize, and provide top quality NCSIs has enhanced the services of ASCD to educators all over the country. Program Development is one of the most important phases of ASCD's influence on education and through Ruth's untiring efforts, this influence has been felt throughout our membership.

Ruth has represented ASCD in her assigned area, as well as other areas, in an unusually efficient manner. Her quiet, winsome personality has endeared her to the organization and her ability to think quickly, make decisions, and resolve as well as avoid problems in a diplomatic manner makes us proud to have had her as a very important part of the ASCD family.

We will miss Ruth, but we certainly are pleased for her and the beginning of a new phase of her life. We wish her well in this endeavor."

LIAISON REPORTS

The Urban Curriculum Leaders Conference will be held in San Antonio December 8-10 and will focus on educational technology, round table discussions on issues of concern to the participants, and a workshop on thinking skills.

ASCD was asked by the Retirement Research Foundation to submit a proposal for a master curriculum guide. Several council members supported such involvement, citing the importance of promoting a better understanding of the problems and concerns of a rapidly growing segment of our society.

ASCD has recently co-sponsored a number of Travel Study Tours with the Center for the Study of Socialist Education at Kent State. Plans for tours to Honduras (November 1984) and Colombia (May-June 1984) are currently underway, and

Mr. Estes MOVED to approve co-sponsorship with the Center for the Study of Socialist Education of the Travel Study Tours to Honduras and Colombia. Mr. Hanes SECONDED the motion and the MOTION CARRIED.
The Canadian Association of Curriculum Studies has expressed an interest in discussing the possibility of establishing an ASCD affiliate in Quebec. It was agreed that conflict or a competitive stance with other similar local groups should be avoided, but that, if invited, ASCD would send a representative to speak with interested persons.

ASCD is a member of the Educational Leaders Consortium which meets periodically to discuss matters of concern to the major educational associations. Dr. Cawelti continues to participate although the consortium has not developed as effectively as initially conceived.

Immediate Past President O. L. Davis, Jr., represented ASCD at a recent Association for Study of Curriculum (ASC) conference held in England. He suggested establishment of a continuing relationship with ASC and some form of participation in their International Curriculum Conference planned for 1985 in Cambridge. ASCD has been asked to provide a speaker for that conference and the ASC president will be invited to attend the 1984 Annual Conference in New York.

Dr. Cawelti reported that both the Association for Study of Curriculum and the Foundation for Curriculum Development (FCD) in Amsterdam had expressed an interest in an international conference in 1985. He will meet with FCD representative Rudd Gorter in November to discuss this further.

ASCD became a member of the National Coalition Against Censorship at the recommendation of ASCD’s Censorship Committee in order to remain informed about the effects of censorship on curriculum, textbooks, and school policies. It was the consensus of the group that the National Coalition should be supported, and

Mr. Costa MOVED to renew ASCD’s membership in the National Coalition Against Censorship and approve dues of $1,500. Mr. Hanes SECONDED the motion. MOTION CARRIED.

ASCD is formally affiliated with the National Council for Accreditation of Teacher Education in order to increase its involvement in the process of how to prepare curriculum for teachers. The Executive Council supported continued affiliation with NCATE and also discussed possible affiliation with the Associated Organizations for Professionals in Education (AOPE). AOPE meets immediately prior to the annual meeting of the NCATE Council, and after some discussion,

Mr. Davis MOVED that ASCD continue its affiliation with NCATE and join AOPE. The motion was SECONDED and CARRIED.
CURRENT NATIONAL REPORTS ON EDUCATION

The Executive Council discussed at some length the several national reports carrying recommendations for the reform of education. No action was taken.

President Finkel adjourned the meeting at noon on Saturday, October 15, 1983, and thanked the group for its careful deliberation of the important issues at hand.
MEMORANDUM

TO: Executive Council
FROM: Review Council
DATE: October 13, 1983
RE: ASCD Board Interviews at 1983 Conference in Houston, Texas

As a technique for assessing ASCD's achievement of Purposes 3, 5 and 8, members of the Board of Directors were asked to interview persons in attendance at the Houston Conference. A summary of the interviews is attached to the memorandum.

**Purpose 3**
The association shall review and disseminate information about educational practice, media, research and materials for improving instruction.

**Purpose 5**
The Association shall identify, study and evaluate issues in supervision, curriculum and instruction and express the Association's position on them, including the impact that forces outside of the school have on the learner.

**Purpose 8**
The Association shall demonstrate leadership in dealing with current and emerging education issues in order to ensure equal and quality educational opportunities for all students.

sd
ASCD BOARD INTERVIEWS SUMMARY

Houston, Texas
March 1983

1. Attendance at ASCD Conference

1st          33
2nd-3rd      25
4th or more  37

A. Which purposes should be dealt with at ASCD Annual Conferences?

Purpose 3    58
Purpose 5    39
Purpose 8    36

B. ACTIVITIES

What activities should ASCD use to deal with each purpose you selected?

Purpose 3

• Special sessions (29)
• Master Lectures
• Action labs facilitated by proven professionals
• Quality research presented by orginators of the research who are also quality speakers
• Action labs with better pre-program
• General Session information
• Exhibits and small group presentations
• Hearings
• Resolutions
• Current format is excellent
• Workshops and action labs
• Additional poster sessions to show research
• Enlarge film sessions and redo the material display
• Assemblies
• Panel discussions at General Session
• Pamphlets, brochures, handouts
• General session (6)
• Assembly speech (2)
• Action labs (4)
• Workshops (1)
Purpose 5

- Resolutions
- Special sessions (20)
- General Session (17)
- Assembly speech (9)
- More indepth sessions
- Advance information
- Experts
- Action labs (4)
- Lecture series
- Open hearings (6)
- Press conference
- Discussion opportunities before and after conference
- Group discussions
- Area drive-in workshops to deal with issues with a variety of opinions expressed
- Teams of experts who would create awareness of issues
- Workshops

Purpose 8

- General Session (20)
- Resolutions on hearing (Note: Would like to have more interviews scheduled.
- Roundtable discussions, resolutions, media releases, and legislative action
- Indepth pre-conference session or action labs
  - Include policymakers from outside educational system.
- Open hearings (13)
- Special sessions (10)
- Master lecture
- Assembly speeches (6)
- Press conference
- Small sessions for individual responses
- Identifying the issues, small group presentations
- Application at local level, provide equal opportunities
- Workshops (1)
- Format is now OK, don't make it any larger
- Have issues of concerns and appoint people to develop position papers
- Sponsor a project on future of education
- UPDATE
- Quality circles
- Sessions are good this year. Well organized.
- Problem-solving workshops requiring each participant to present an actual issue encountered and its resolution
- Action labs (2)
- Resolutions (17)
C. OUTCOMES

What outcomes would you hope for as results of the activities you selected?

Purpose 3

- Knowledge and skills
- Ideas, understanding and skills to use "back home"
- Practical application of current research
- Knowledge of current research
- More information, research findings presenting identification of regional differences
- More quality in content of action labs
- Knowledge exchanged
- Keep current in high school education
- Information that can be used in one's locality
- Useful information
- Information, techniques, understandings and updating practice
- Know current information and research available
- Useful handouts for materials to review later
- Bibliography and handouts of current research and practice
- Receiving information which could be used in short and long range planning
- To learn about latest educational research and effective educational materials and practice
- Knowledge about educational practice, media, research and materials for improving instruction
- Information that can be given to teachers and evidence of success
- Current information in depth
- ASCD to see more and focus on leadership and curriculum concerns
- Disseminate effective practice and information regarding research
- Dissemination of current policies
- Accumulate information, ideas and materials to use in improving instruction
- Ideas for the next five years planning in curriculum
- Things which can be quickly applied or taken home from conference
- Take new ideas home to implement
- Review of literature so you know "what is" and where we are headed
- Research findings that relate to instruction
- Participants involvement, questions-answers sessions, feedback
- Practical applications
- Follow-up action
- That I could increase my skills through staff development, teachers doing instructing
- Update from local areas, self examination of our programs
- I would keep informed of current research and I have come to rely on it
Purpose 3

- Impact instructional method selection of materials
- Better information
- Have some resultant minor changes
- Concrete ideas, skills
- Opportunity to review at leisure or later after returning home

Purpose 5

- Knowledge of values and attitudes
- Information for the learner
- Labs, workshops
- Teacher evaluation and conferencing
- Data to use with "pressure groups"
- Know current information and research available
- Learning to deal with outside forces affecting change
- Issues updated, exploration of ideas, but no position taken by ASCD
- Identify subtle outside forces changing us
- Information to members through various media (publications)
- Better information. Criteria for future decision making
- To discuss the association's position
- To hear the position of the best people in the country on these issues
- Reading program which ASCD seems to be pushing is the ECRI program
- Formalizing ASCD's views and position
- Have input into the position of ASCD on issues
- Better attitude
- Practical applications
- Become informed about issues and concerns of others
- Membership would attain more awareness of what is happening outside of education
- An appreciation of ASCD's stance on various issues and opportunities to hear them debated openly
- Exposure to different curriculum position
- A better insight into dealing with identified problems
- Involvement from audience, discussions, questions
- Awareness, plans for action
- More debates
- Working teams
- Improve student performance
- Resolutions related to themes and specific action
- Healthy debate
- Knowledge of a topic by a number of presenters
- Improvement of understanding in today's world
- Awareness generally
- Leadership at district level
- Better informed
- Identify specific issues and deal with in depth
- Yearbook and other publication synthesized information
Purpose 8

- Values and attitudes
- Heightened public consciousness, perception of ASCD as a resource, quality programs
- More dynamic leadership in attacking and solving educational problems
- Position papers and speakers
- Educate membership
- Specific researchers for use at the local level. Who do you call to get help?
- Position paper
- A debate on the issues Resolution implemented
- Implement resolution
- Hopefully ASCD leadership in issues will have impact on education for good of all students
- Mastery learning. There are more balanced approaches to teaching of reading.
- Image of ASCD as pro action
- Obtain information on leadership procedures
- General background information as a beginner
- Better informed school public
- Synthesize ideas between our organization and the outside world
- To influence the profession and the school districts having an impact on student learning
- Equal opportunities for students
- A better insight into dealing with identified problems
- Position paper on key issues
- No changes recommended
- Expand the one-day action labs. Have more one-day action labs
- Stronger role for this organization in leadership on education issues
- Awareness
- Not directly deal with me
AFFILIATE REPORT

October 1983

Diane Berrath
Associate Director
Affiliate Units

I. Affiliate Demographic Information

1. Affiliate membership and dues will be reassessed December 1983. As of December 1982 affiliate membership stood at 15,020 and average dues at $10.00.

2. Thirty-six affiliates are in compliance with the new constitutional requirements established June 1982. Affiliates have until June 1984 to make any necessary changes in their constitutions. Table I lists the status of each affiliate.

3. With the addition of Maine and Connecticut the total number of affiliates with executive secretaries stands at 27.

II. Legislative Network

The Legislative Network decided to begin its dissemination activities through a column in Affiliate Action, rather than through a separate newsletter. Their monthly column, with the Network’s logo, first appeared in the September 1983 issue. The Legislative Network will hold its annual meeting at the Annual Conference in New York, March 1984.

III. Affiliate Membership Promotion Program

All elements of the membership promotion program are in place, including:

a. publication of national’s stance on membership fee collection (Affiliate Action, April 1983).

b. rebate program for new national members running September 15, 1983 through September 15, 1984. ASCD will return $10.00 to the affiliates for each new national comprehensive or regular member.

c. inclusion of affiliate presidents’ listing with each new membership card, effective October 15, 1983.

d. revised printed student membership forms, sent to affiliate presidents August 1983.
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</table>
e. revised, expanded mailing label lists.

f. two complimentary memberships to each affiliate annually. Submission forms were sent to affiliate presidents September 1983.

IV. Affiliate Services

In addition to the above items, these services have also been provided to affiliates in the last quarter:

a. invitational visits to four affiliates by the Associate Director for board consultation, workshops, and speeches.

b. response to written and phone requests averaging 11 a day. Answers to information requests included information on speakers, governance, membership promotion, programs, etc.

c. planning for the 1984 Presidents Leadership Conference to be held May 3-5, 1983 in Alexandria, Virginia.

d. development and distribution of a traveling display unit which has been used by five affiliates in the past four months.

e. provision of mailing labels, promotional materials, and videotape previews.

f. coordination of the dissemination of the New York Convention Bureau film.


The strategies listed in the Long Range Plan for the affiliate units are all underway as follows:

a. develop an affiliate leadership training program. This program is under development and all meetings have been planned. The Affiliate Advisory Committee will provide input into these meetings.

b. develop a unit self-study program. The unit self-study program will be reviewed by the Affiliate Advisory Committee. Training in use of the self-study program will be provided at the May 1984 Presidents Leadership Conference.

c. establish and support an affiliate membership growth plan. All elements of the affiliate membership program are underway.

d. expand newsletter coverage to include networks, Executive Council and executive secretaries. All named groups are now included in the Affiliate Action newsletter.
e. actively engage affiliate unit leaders in policy analysis work. Two affiliates, Florida ASCD and New York ASCD have participated with national in policy analysis activities. Policy analysis training will be available to affiliates, if selected, through the regional presidents leadership training program and the Legislative Network meeting.

VI. New Programs

New affiliate programs include: affiliate regional conferences, affiliate videotape (proposed), and an affiliate advisory committee. These are described on the following pages.

AFFILIATE VIDEOTAPE - PROPOSED

**Purpose:** to provide affiliate boards with strategies for improving and expanding their affiliates.

**Program:** a 15-20 minute color videotape featuring Iowa ASCD members. The videotape will discuss the problems Iowa ASCD had in the mid '70s and how IASCD grew through a process of problem identification, needs assessment, goal setting, program development and ongoing evaluation.

**Production:** the videotape will be scripted and produced by Iowa ASCD in coordination with Diane Berreth. Iowa ASCD members will be featured on the videotape.

**Cost:** to be negotiated.

**Location:** On site in Iowa, including the IASCD annual conference.

**Due Date:** January 1984
ASCD AFFILIATE REGIONAL CONFERENCES
1983-1984

Purpose: to provide training to affiliate presidents in leadership skills for dealing with current affiliate issues.

Program: A 1-to 1 1/2-day drive-in conference on significant regional leadership issues. Possible issues include: membership, policy analysis or program development. Issues will be selected regionally based on survey results. The three top rated issues will be selected for 1/2-day sessions. Participants will be expected to develop an affiliate plan for each issue discussed.

Trainers: Trainers will include the Associate Director and one expert peer, preferably a past president from the same region. Occasionally a content expert may be selected as co-trainer.

Participants: Participants include the affiliate presidents from the designated region. Presidents may bring their executive secretaries or affiliate board members at the affiliate's own cost.

Expenses: Each of the three pilot regional conferences is budgeted for $1800; however, expenses will vary based on the size of the region and its distance from the national office. ASCD will reimburse travel and per diem expenses for one person from each affiliate within the region.

Location: Training will occur at a hotel or school located at a central site.

Proposed sites: Requests for a regional conference have been received from the Pacific Rim (Alaska, California, Hawaii, Oregon, and Washington) and Northeast (Connecticut, Maine, Vermont, New Hampshire, Massachusetts, and Rhode Island) regions. Based on geographical diversity and need the Southeast region (Alabama, Florida, Georgia, Mississippi) would be an appropriate third site.

Dates: One each month for three months: December, January, February.
AFFILIATE ADVISORY COMMITTEE

Appointees

Ed Bourque  AAC 84
Scott Bradshaw  AAC 85
Cile Chavez  AAC 85
Eileen Duval  AAC 85
Bill Walker  AAC 84

Charge

The Affiliate Advisory Committee advises and makes recommendations to the Executive Council and staff. To carry out this mission the committee is charged to:

1. advise headquarters staff on the implementation of Association purposes relative to the affiliate units
2. provide feedback to the Association on issues affecting the affiliate units
3. meet at least twice annually, one meeting to be reimbursed, the other, occurring at the Presidents Meeting of the Annual Conference, not reimbursed.

Membership

The Affiliate Advisory Committee shall consist of five Association members appointed by the Executive Council. Terms of office shall be for two years. Two or three new members shall be appointed on alternate years to provide staggered terms. One member shall be selected as chair each year by the Associate Director. Members shall be drawn from those who are active and hold membership in both affiliate and national ASCD.
### 1983 Resolutions

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<th>Proposed Action</th>
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<td><strong>1. Organized School Volunteer Programs</strong></td>
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<td>AA article encouraging affiliates to provide conference sessions on this topic</td>
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<tr>
<td>2. United States Department of Education</td>
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<td>Continue representation at Department of Education Coalition meetings</td>
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* 9/25 letter to Reagan and press release

3. Higher National Priority for Education

* Educational Leadership, October, 1983

4. Science in a Balanced Curriculum

* Educational Leadership, December-January, 1983-84
* NCSI, July 31-August 3, 1984
* Florida Task Force Report on Increased Mathematics and Science Requirements May 1983

* 84 NCSI on instructional strategies for science

EL theme issue: Science and Math for a High Tech Society

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**Attachment Page 1 of 2**
### RESOLUTIONS/ACTION TAKEN

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<td>5. HUMAN RELATIONS</td>
<td>Legislative Network</td>
<td>Letter from Gordon protesting new Civil Rights Commission appointments</td>
<td>84 NCSU on effective group process</td>
<td>Publish K. Clark speech and responses in EL</td>
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<td>* Educational Leadership, December-January, 1983-84</td>
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<td>6. USE OF SCHOLASTIC APTITUDE TEST SCORES</td>
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<td>Selection process for ASCD committees</td>
<td>Possible annual conference session</td>
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<td>7. MINORITY GROUP PARTICIPATION</td>
<td>* Encourage affiliates in speeches given at their conferences</td>
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<td>8. NUCLEAR FREEZE</td>
<td>Pending decision on ASCD's membership in Educators for Social Responsibility</td>
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<td>* Column on women educational leaders, Educational Leadership, September, 1983</td>
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RECOMMENDATIONS OF THE EXECUTIVE COUNCIL
TO THE BOARD OF DIRECTORS

In June 1983, the Executive Council appointed the following members to serve as an ad hoc committee to study several governance issues: Robert Hanes, Chair; O.L. Davis, Jr.; Delores Greene; Robert Hohman; Norman Overly; and Virginia Sorenson. Diane Bereth served as the staff liaison for the committee. The committee met on September 29-30, 1983, in Alexandria.

The committee was charged to:

1. review the process by which Board membership is constituted. This includes consideration of the affiliate and national membership ratio and its effect on the representativeness of the Board. Article V, Section 2.

2. examine the lack of a quorum at recent annual business meetings, which violates the Constitution. Article VI.

3. review the process by which the President-Elect, members-at-large of the Board of Directors, Executive Council (both Board and national elections) and members of the Review Council are elected. The efficiency and timeliness of this process should be considered.

The committee represented both higher and K-12 education. Some members had been active in affiliate units while other members represented substantial experience in the organization at the national level. The committee considered at length the many issues involved and made a number of recommendations to the Executive Council at its October meeting.

The Executive Council reviewed the committee report carefully, made some changes in the report, adopted the report as modified, and is submitting the proposals to the Board of Directors.

INTRODUCTION

The Executive Council believes there are three goals to be accomplished by its recommendations, as follows:

a. to determine ways to make representation in governance more equitable

b. to establish election procedures which are more efficient, permit greater clarity, and keep costs to a minimum

c. to arrive at the most feasible way to handle the annual business meeting.
To achieve these goals, the following recommendations are made:

I. That the membership of the Board of Directors be changed to the following composition:

- 3 Presidents
- 10 Executive Council Members
- 53 Unit Presidents
- 53 Guaranteed Unit Members
- 61 Proportional Members
- 60 Members Elected at Large

240 TOTAL

A summary of changes proposed:

1. that the number of at large board members be increased from 20 to 60

2. that the 10 members of the Executive Council be elected by the membership at large

The Council recommends that the increase in at-large members be phased in over a three year period.

Rationale: The Executive Council was attempting to address the equity question in order to provide broad access to membership on the Board of Directors from individuals who may or may not be active members of an affiliate. The net effect of these changes is to increase the number of Board members elected by national members from 26 to 73.

The proposed change in the election of the Executive Council also helps to simplify a complicated, and often misunderstood, election process.

II. That the election procedure be changed to the following:

A. Elimination of the national selection committee

B. Establishment of a twelve member national nominating committee, including the Chair. Two members of each year’s nominating committee are to be carried over to the following year by appointment of the President and Executive Council upon consultation with the Chair.

C. Five members of the Nomination Committee and one alternate are to be elected by the Board of Directors while five members and one alternate are to be elected by the Executive Council. The two alternates will be individuals receiving the next highest vote and will serve only if a member cannot attend the meeting of the committee. The Executive Director is responsible for notifying the members so elected immediately in order that an organizational meeting can be held during the annual conference.
III. That the following actions be taken to implement these recommendations:

A. Amend Article V, Section 2 of the Constitution to read as follows (changes underlined):

Section 2. The Board of Directors shall consist of a maximum of 240 national members plus one member representing each international unit.

The (delete 200) national members shall be determined as follows: (1) Sixty members elected at large who shall serve for a term of four years, fifteen to be elected each year in such a manner as the By-Laws may determine; (2) members of the Executive Council; (3) presidents of affiliate units; (4) one representative of each affiliate unit who shall serve for a term of four years; (5) the remaining representatives, serving four year terms, whose votes shall be prorated among the national affiliate units on the basis of the percentage factor of the number of national members within the geographical boundaries of the affiliate ASCD unit. Representation of affiliate units shall be based upon the nearest whole number.

B. Amend Article VI, Section 2 of the Constitution to read as follows (changes underlined):

Section 2. The Executive Council shall be composed of the President, President-Elect, Immediate Past President, and ten members elected at large for a term of three years.

C. Amend Executive Council policy to delete the following: "The National Nominating Committee is directed to select nominees for President-Elect and Executive Council members from only those people who are members of affiliate units of states in which they reside when there are affiliate units available" (Executive Council, June, 1976, p.4).

D. Revise the instructions to the nominating committee to make those instructions consistent with any changes (a copy of a proposed revision is attached which incorporates all proposed changes).

E. Solicit more recommendations of potential candidates for consideration by the nominating committee. It is recommended that the following specific actions be undertaken:

1. The staff liaison person with affiliate units emphasize this effort to unit presidents on an annual basis.
2. Continuing emphasis be given ASCD Update to the solicitation of possible candidates.

3. Direct mail requests for nominations be made to yearbook authors, committee members, former members of the Executive Council and Board of Directors as well as from current unit presidents and current members of the Board of Directors.

IV. That the Board of Directors be informed of the results of the review at the annual meeting by the Executive Council:

A. The current constitutional requirement of 5% of the membership in attendance to constitute a quorum for the official business meeting seems reasonable. This provides a protection for all members of the Association so that a small group of individuals in attendance at the annual conference could not unduly affect the affairs of the Association. Thus, no change in the 5% minimum is anticipated.

B. The absence of a quorum does not prohibit the holding of an annual business meeting. The Executive Council recommends that this meeting continue to be held but that the following changes be considered: (1) that the purpose of the annual meeting be more widely announced and (2) that the place in the program for the annual meeting be reconsidered. The Program Planning Committee should consider holding the meeting in the morning immediately following a major presentation and it should be in the same location as that presentation.

Approved by Executive Council
October, 1983
PROPOSED

NATIONAL ELECTION - Policies and Procedures

The purpose of the national election is to select a President-Elect, members-at-large of the Board of Directors, members of the Executive Council, and a Review Council member to replace those whose terms expire the following March.

A National Nominating Committee is established as follows:

a. The President, and the Executive Council select two members of the previous year's Nominating Committee to be carried forward and designate one of these to serve as chair of the committee. This is done in consultation with the Chair of the previous year's committee.

b. The Executive Council elects five members and one alternate to serve on the nominating committee. The Executive Council shall take into account the sex and geographic locations of the nominees and the racial, ethnic, and professional backgrounds of the candidates, in order to provide a balanced slate.

c. At its first meeting at the annual conference, the Board of Directors elects five members and one alternate to join the five elected by the Executive Council and the two carry-over members appointed by the President and Executive Council. The two alternates will be the individuals receiving the highest votes and will serve only if a member cannot attend the meeting of the committee.

d. The Executive Director is responsible for immediately notifying the members so elected in order that an organizational meeting can be held during the annual conference. Those elected should also receive a list of positions to be filled in the election and a copy of policies and procedures for ASCD elections.

e. Permission of the nominee is required. The nominees should also be informed that attendance at the annual conference the year they meet to prepare the slate is imperative, and that participating on the committee will interfere with other activities at the conference.

The National Nominating Committee is directed to select nominees for President-Elect, members-at-large of the Board of Directors and for Review Council from among persons who are members in good standing of ASCD. No other restraints shall limit the identification of these candidates except that no Review Council member may serve simultaneously on the Board of Directors.
The National Nominating Committee shall prepare two slates of candidates for the Executive Council. Slate A shall contain names of individuals who are present or past members of the Board of Directors. Slate B shall contain names of any members in good standing in national ASCD. The number of seats to be filled is as follows: Year one: two to be elected from A and one to be elected from slate B; Year two: one to be elected from slate A and two to be elected from slate B; Year three: two to be elected from each slate.

The National Nominating Committee shall select nominees who represent (1) demonstrated leadership accomplishments in terms of scholarship and/or significant professional experiences and (2) a reasonable balance of membership in terms of geography, ethnicity, sex, race and professional employment. (Executive Council, June, 1979, p. 2)

A request for names of potential nominees is published in Update in the summer, giving the name and address of the Chairperson of the National Nominating Committee and asking that members send in names, biographical information and as much information as possible about the potential candidate's activities in state and national ASCD. Those submitting names are asked to state supporting reasons in terms of contributions to education as a whole. The Executive Director and the Chairperson of the National Nominating Committee will work out appropriate guidelines for gathering information. Among the data collected should be input from persons knowledgeable about the potential candidate, as well as from unit presidents. The committee collects biographical materials throughout the year until they meet at the following annual conference to select the slate.

The slate of nominees selected shall not include any member of the Nominating Committee. The committee shall also be provided names and addresses of affiliate unit presidents and a means for contacting unit leadership during the annual conference.

The National Nominating Committee is to prepare a slate of three nominees each for President-Elect and member of the Review Council and two nominees for each position on the Board of Directors and the Executive Council. An alternate for each position is also to be chosen for service in the event that a candidate initially chosen is unable to run. A quorum of seven members must be present for this committee to take official action. Meeting times and places are to be clearly announced to all.

Before making their choices final, the National Nominating Committee should verify the membership status of each tentative nominee and should ascertain the willingness of each person to be a candidate. In this process, when informing candidates of their tentative nomination, the committee may disclose to each the names of other candidates tentatively nominated for the same position.
The slate of tentative candidates is to be certified to the Executive Director by the chairperson of the National Nominating Committee. Each person included on this slate shall receive a Statement of Conditions for Candidacy and a copy of a Candidacy Affidavit from the Executive Director. Upon the receipt of the Signed Candidacy Affidavit in national headquarters office a person becomes an official candidate. Affidavits are to mailed from national headquarters by April 10 and returned by April 30. A listing of candidates with a brief description of ASCD elections and the Conditions for Candidacy are to appear in the subsequent issue of Update.

The Executive Director will gather pictures and systematic biographies from all candidates. Candidates for President-Elect and for members of Executive Council will be asked to submit a brief statement regarding the direction they hope the Association might take if they are elected. (This should not be an "I will do" type of statement.) The foregoing information shall be published in an issue of Update which is sent, with a ballot, to active members of the Association by September 15. Instructions to return the ballot no later than November 15 and a return envelope addressed to the ASCD National Election Teller are to be included with the ballot. The envelope should be marked "National Election Ballot Enclosed -- Use for Ballot Only."

The teller is appointed by the president of one of the three nearby ASCD units: District of Columbia, Maryland or Virginia. This service alternates between the three nearby units to avoid delivering ballots by mail since they could be lost. The teller will make arrangements with the ASCD Editorial Section and mailing house to monitor the mailing of the ballots. Inasmuch as this ballot must go third class because of the prohibitive first class mail cost, this ballot should be mailed no later than September 15 to be returned by November 15. However, the ballot and information will be mailed via first class mail to Puerto Rico, Hawaii, Alaska, Virgin Islands, and to all foreign members.

These ballots are held in the headquarters office unopened until they are delivered to the teller who supervises the count. The nominee for President-Elect who received the highest number of votes shall be declared elected. The nominees for Board of Director members-at-large, the Executive Council, and the Review Council who receive the highest number of votes shall be declared elected to fill the appropriate number of vacant seats. Terms for those elected start the following March. The names of the candidates elected should appear in a January issues of Update.

The Executive Director is responsible for notifying all candidates the results of the election.

Approved by Executive Council
October, 1983
## Item 10.  National Curriculum Study Institutes, June-August 1983

<table>
<thead>
<tr>
<th>Institute</th>
<th>Place</th>
<th>Attendance</th>
<th>Consultants' Rating</th>
<th>Overall Rating</th>
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<tr>
<td>1. School Climate</td>
<td>New Orleans</td>
<td>70</td>
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<tr>
<td>2. Developing Thinking Skills</td>
<td>Alexandria</td>
<td>71</td>
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<td></td>
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<td></td>
<td>3.7</td>
<td>3.6</td>
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<td>3. Curriculum Management</td>
<td>Denver</td>
<td>56</td>
<td>4.3</td>
<td>4.7</td>
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<td>4. Effective Staff Development Practices</td>
<td>Atlantic City</td>
<td>48</td>
<td>3.5</td>
<td>3.8</td>
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<td></td>
<td></td>
<td></td>
<td>3.9</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Curriculum Development</td>
<td>Williamsburg</td>
<td>88</td>
<td>4.5</td>
<td>4.3</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td>6. Curriculum Evaluation</td>
<td>Virginia Beach</td>
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<td>7. Developmental Supervision</td>
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<td>8. Early Childhood Education</td>
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<td>10. Increasing Teacher Effect</td>
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<td>11. Learning Teaching Styles</td>
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<td>12. Middle Schools</td>
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<td>14. Teacher Performance Eval</td>
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<td>15. Instructional Strategies for Social Studies</td>
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<td>Other3 Expenses</td>
<td>Promotional4 Expenses</td>
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<td>14.</td>
<td>5,600</td>
<td>2,681</td>
<td>86</td>
<td>850</td>
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| Total            |        |                 |                |                     | 14,841         |          |         | 29,481     |
Notes

1. Incomes is from registration fees only. (Income from participants who attend on HRD-P vouchers is not included; however, the participant count includes those persons.) Non-member participants automatically become members and may add membership income in successive years.

2. Direct expenses include honoraria, expenses of consultants and staff, hotel meeting expenses, audio-visual equipment expenses.

3. Other expenses include ASCD notebooks, stationery, materials duplicated out-of-office, name badges, certificates of attendance, and evaluation sheets.

4. Promotional expenses are for the NCSI brochures. Each institute is described twice. In 1981-82, the budgeted amount was divided by 35 institutes; in 1982-83, it was divided by 40 institutes.

5. Gross profit is income minus all direct expenses; this is a go/no go figure for an institute.

6. 10% of all ASCD staff salaries.

7. 10% of all headquarters overhead including mortgage, taxes, utilities, telephone, xerography, supplies, postage.

8. Net profit is gross profit minus salaries and overhead.

9. Additional association income from participants who attended institutes on HRD-P vouchers; 122 participants @ $120.

10. All nine Virginia Beach institutes have been lumped together.

NCSI BUDGET BREAKOUT

<table>
<thead>
<tr>
<th>1983 Budget</th>
<th>September 26, 1983</th>
<th>Actual</th>
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<tbody>
<tr>
<td>$108,800</td>
<td>Income</td>
<td>$170,553</td>
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<td>- 68,000</td>
<td>Direct Expenses</td>
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<td>40,800</td>
<td>Other Expenses</td>
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<td>38,908</td>
<td>Promotional Expenses</td>
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<td>-18,700</td>
<td>Salaries and Overhead</td>
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<td>20,208</td>
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<td>- 63,668</td>
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<td>-63,668</td>
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<tr>
<td>$- 43,460</td>
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<td>$14,841</td>
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</table>
Item 13. Projects 1983-84

Committee members for the 1983-84 projects have been contacted and the first meetings have been scheduled:

1. SUPERVISION/LEADER BEHAVIOR TRAINING DESIGN PROJECT
   - September 23-24

2. THINKING SKILLS PROJECT
   - October 21-22

3. ELEMENTARY NETWORK PLANNING PROJECT
   - October 21-22

4. HIGH SCHOOLS OF THE FUTURE PROJECT
   - December 4-5, 1984

5. EFFECTIVE SUPERVISORS PROJECT
   - February 17-18

6. A first meeting for the EQUITY IN MICROCOMPUTERS PROJECT has not been scheduled yet.

7. The CURRICULUM TRENDS SURVEY: ELEMENTARY will be mailed to 1,000 elementary principals approximately the second week of October.

8. The project on REDEFINING GENERAL EDUCATION IN THE AMERICAN HIGH SCHOOL is described in the latest Curriculum Update.

9. The INSTRUCTIONAL SUPERVISION PROJECT was announced in the September Update and applications are being received until November 16.

10. The report of the second Policy Analysis effort, the New York Policy Analysis Task Force on the Impact of Grade Retention and Social Promotion, will be released soon.

11. Increasing Student Achievement in Urban Schools.
<table>
<thead>
<tr>
<th>Scale</th>
<th>Definitely should not be done</th>
<th>Uncertain</th>
<th>Definitely should be done</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Respondents - 92</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1. The master teacher (&quot;career ladder&quot; merit pay proposals) changes in classroom teachers' roles.</td>
<td>4</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>2. Equity issues with computers--low income families having less access.</td>
<td>7</td>
<td>17</td>
<td>27</td>
</tr>
<tr>
<td>3. A concise analysis of the several reform of schooling reports urging reform of schooling--what are they saying and what are the likely consequences, pro and con?</td>
<td>1</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>4. The issue of textbooks and their level of difficulty--have they slipped to being &quot;too easy?&quot;</td>
<td>5</td>
<td>22</td>
<td>19</td>
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<tr>
<td>5. The Reagan administration has substantially altered the federal role--deregulation and much reduced funding in many areas. Democrats are countering with large spending proposals. What do we think the federal role should be?</td>
<td>5</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>6. What do we believe to be the most effective approach to bi-lingual education? What does research say and how does the &quot;regulation&quot; issue stand?</td>
<td>10</td>
<td>19</td>
<td>34</td>
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<tr>
<td>7. State legislatures and boards of education are deeply involved in school improvement programs (see Education U.S.A., September 5). Do some have more promise than others--which promise to be a waste of time?</td>
<td>1</td>
<td>7</td>
<td>11</td>
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<tr>
<td>8. What instruction issues are emerging as substantially increased requirements are made in science and mathematics (e.g. &quot;peoples&quot; science vs. &quot;scientists&quot; science).</td>
<td>3</td>
<td>4</td>
<td>10</td>
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<tr>
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<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>1. The master teacher(&quot;career ladder&quot; merit pay proposals) changes in classroom teachers' roles.</td>
<td>4%</td>
<td>8%</td>
<td>13%</td>
</tr>
<tr>
<td>2. Equity issues with computers--low income families having less access.</td>
<td>8%</td>
<td>18%</td>
<td>29%</td>
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<tr>
<td>3. A concise analysis of the several reports urging reform of schooling--what are they saying and what are the likely consequences, pro and con?</td>
<td>1%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>4. The issue of textbooks and their level of difficulty--have they slipped to being &quot;too easy?&quot;</td>
<td>5%</td>
<td>24%</td>
<td>21%</td>
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<tr>
<td>5. The Reagan administration has substantially altered the federal role--deregulation and much reduced funding in many areas. Democrats are countering with large spending proposals. What do we think the federal role should be?</td>
<td>5%</td>
<td>8%</td>
<td>26%</td>
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<tr>
<td>6. What do we believe to be the most effective approach to bi-lingual education? What does research say and how does the &quot;regulation&quot; issue stand?</td>
<td>11%</td>
<td>21%</td>
<td>37%</td>
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<tr>
<td>7. State legislatures and boards of education are deeply involved in school improvement programs (see Education U.S.A., September 5). Do some have more promise than others--which promise to be a waste of time?</td>
<td>1%</td>
<td>8%</td>
<td>12%</td>
</tr>
<tr>
<td>8. What instructional issues are emerging as substantially increased requirements are made in science and mathematics (e.g. &quot;peoples&quot; science vs. &quot;scientists&quot; science).</td>
<td>3%</td>
<td>4%</td>
<td>11%</td>
</tr>
</tbody>
</table>
OTHER ISSUES

Teacher preparation and certification requirements (5)
What elements must education address if it is to be most effective for all students?
What is the best instructional plans for schools to prepare pupils for success, or
maybe, just maintenance in the instructional plan for tomorrow? (2)

Life-Long Learning (2)
Computers-Use in the Schools (merits and limitations) (2)
Major issue of teaching for cognitive growth or thinking skills (2)
Effect of technology on kids, teachers, society
Development of software by ASCD
Greater diversity in NCSIS
Strengthen support for State ASCD units
Upgrading secondary education
How can we make school a more positive place for kids?
80% of administrative time is spent on business items and only 20% on instruction.
What can be done to help the principal spend more time on instruction?

Thinking Skills and Problem Solving
How can we develop a standard curriculum guide? and/or standards of education?
New school organization that will allow the utilization of new curriculum offerings
Ways to make curriculum design and development a central part of the conduct of
schooling. Presently, curriculum activity is an add on activity. Often,
curriculum development is nothing more than selecting textbooks.

An analysis of the purpose of schooling in the 21st Century
The impact on curriculum and educational materials of the conservative pressure groups
When computers and Cable TV teach 90% of what we now teach (1995). What shall we
teach?

Foreign language instruction to be maximized. Question: Teachers and Funding
The policy discussion needs some agreement on what constitutes "standards"
The limitations of standardized achievement test scores as evidence of school
effectiveness, teacher competency and student learning

Relationship of excellence to equity
Collective Bargaining Bills - Are they good for education in adssisting to develop
a better education for our students? Or their effects on education?
Examination of defined teaching-learning. Models that have been successful.
P.L. 94-142 and its implications
A great deal of effort has been expended on learning styles, brain development,
thinking skills and problem solving. I would like to see us look at these
together to see if they are now promising practices we should be trying out.

Role of supervisors
Alternatives to competency testing
Equity vs Excellence

Change in Curriculum
  How are we going to keep curriculum updated?
  Who is in charge?
  How can we become agents of change not victims of change?
  What about articulation within schools, counties, states?

Extension of work year but not instructional year to deal with concerns like teacher inservice

New directions for Schools of Education

Accountability of school administrators

Balance in the Curriculum - "High Tech-High Touch"

New research concerning time on task for appropriate student tasks

School prayer

Policymaking: What should be the policymaking role of higher education investigation re: the public elementary and secondary schools.
1. The master teacher ("career ladder" merit pay proposals) changes in classroom teachers' roles.

- I would stress the changes in role more than the merit pay
- This topic is "eating our lunch" in Texas
- This is related to teacher education--something ASCD should continue being involved in
- Immediate study!
- Changes the teacher-supervisor role. Greater need for administrators to have better leadership training
- Some form of merit pay will be here soon for most divisions (Virginia)
- Our association should deal with instructional improvement only
- This is a highly controversial area that needs/requires information and analytical insight!
- Should be done. However, within a team-teaching framework so that:
  a) master teacher has greater professional responsibility
  b) other teachers benefit from interaction
- We need clarification of a master teacher
- Whatever our position may be we will be faced with this issue by Boards and the general public.
- Merit pay is becoming more popular with the public. Our role should be one of leadership. Thus, we should know all the pros and cons.
- Essential in light of reform movement
- Urgently needed
- Need to examine existing models and provide summary reports to association
- We should limit our involvement in how to do it

2. Equity issues with computers--low income families having less access.

- Also have this problem with my educational material
- It's a problem--but the fire isn't as hot as in some other areas
- A related issue is when to purchase
- I, again, do not see this as our association's role
- How will public education cope with this inequity as microcomputers are phased into the curriculum
- This is a policy problem beyond our ability to influence
- There is a national concern that wealthier schools with material advantages will result in an elite computer trained society, placing the disadvantaged at a greater disadvantage
- Children know all about computers before adults. Adults must become more knowledgeable.
• This is an economic issue over which ASCD has no control or authority
• "Isn't this a given almost."
• Financial support for schools is a key issue.

3. A concise analysis of the several reports urging reform of schooling--what are they saying and what are the likely consequences, pro and con?

• A good synthesis would be helpful. Comparison chart of major items.
• Develop a simple system to analyze your community
• Although it seems everyone is reacting, I think we must analyze reports from a more general perspective rather than a narrow viewpoint.
• Urgent! (2)
• Bill Spady, Far West Lab, has been attacking this issue!
• It is being done by other groups (5)
• This is being analyzed to death
• This is a must since education will be one of the major issues of the 84 elections; thus, becoming a political football!
• Fine, but you would have to delineate ideal from reality
• Since the reports are not all in agreement, we need to synthesize the material and put it all in some workable form that makes sense to educators and the general public

4. The issue of textbooks and their level of difficulty--have they slipped to being "too easy"?

• Develop a simple tool on how to select textbooks and materials to achieve your objectives
• Important to consider since the textbook is often the curricula
• A no-win issue. So we discover they are easier—perhaps, we have more readers and more library users because of it.
• Probably best handled at the local level
• Not only too easy but when to use. We are now adopting texts in kindergarten in California. Too early?
• I guess so—but not without cooperation from groups such as IRA, NCTE, etc.
• My research in math materials says, "Yes, they have slipped."
• Very difficult to study, but let's do it anyway.
• How can we change this. I feel ASCD will and must take a leadership role in changing the current status.
• This question caters to "Puritans" and others who think "harder" schooling is the answer
• This is a good issue and very pertinent
• There should be more scrutiny of textbook adoptions
• This is important. ASCD could have a positive influence on publishers. Also examine the uses of textbooks—are they the curriculum?

• Appropriate matching is more important. Matching text level and grade level

5. The Reagan administration has substantially altered the federal role—deregulation and much reduced funding in many areas. Democrats are countering with large spending proposals. What do we think the federal role should be?

• Strong support in critical areas—science and math
• Important to give guidance here
• We ought to decide this—but I doubt that we can have a great deal of influence
• Members or Board want ASCD to become more politically involved—we can't at the Federal level until we answer this question
• We should take and reinforce our stand
• Be proactive—not reactive
• Absolutely do not think that this is the mission of ASCD
• Of grave concern to large city practitioners in particular and of general importance to all
• Keep their hands off education. Leave it to the local and state.
• Yes, let's tackle this one head on. Without significant Federal involvement, equity and quality issues will be ignored.
• We need to stand up and be counted as an organization
• Poor counties need funding from somewhere. Federal money is icing on the cake—it just makes it better if served properly.
• This is well-timed and will get a lot of attention in the press. Again, ASCD needs to exert more influence here.
• ASCD may be compromising its potential by being either "democratic" or "republican"
• It might be appropriate to identify areas of major concern that do need some federal assistance.

6. What do we believe to be the most effective approach to bi-lingual education? What does research say and how does the "regulation" issue stand?

• Seems to me we really need to make some decisions on these issues!
• Has little, or no applicability to Arkansas. Other states?
• Do not have this problem and cannot judge wisely
• An "old" issue
• "Haven't we done this?"
• This issue is politically hot and pedagogically vexatious. We need some clear answers.
• As the "mix" of our country changes, this will be a hot topic
• No one seems to come to any agreement on this issue
• Not a pressing issue
• Total immersion in English is a better approach--opinion!
• Feel there is a need to publish research on approaches to bi-lingual education. However, I do not feel there should be a requirement that the states teach children in their own language

7. State legislatures and boards of education are deeply involved in school improvement programs (see Education U.S.A., September 5). Do some have more promise than others--which promise to be a waste of time?

• More involvement in the decision making in schools
• Increased number of units for secondary without related curriculum effort
• I consider this to be most important (2)
• Pennsylvania legislature has directed that no money is to be spent on school improvement
• This is a confusing area and needs some clear guidelines or analysis (4)
• Comparison would be of value (2)

8. What instructional issues are emerging as substantially increased requirements are made in science and mathematics (e.g. "peoples" science vs. "scientists" science).

• Major problem. Will we lose sight of our goals for education?
• Needs to be clearly defined what we want students to know in science
  a) increased emphasis in science/society issues
  b) supply of science teachers
• We are beginning to get pressure to implement an old fashioned tracking program -- are others?
• I believe this is an area that will affect us immediately and is probably beyond the control of most of us. Decisions will be made by non-administrators, as done in the late 50s
• Again, wish we were not always reacting to someone else's findings
• Another bandwagon
• With this issue, I feel the critical shortage of math and science teachers needs to be addressed
• There are many more examples
• We need more qualified teachers. Staff development needs to be accelerated