ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

EXECUTIVE COUNCIL MINUTES

October 13–16, 1988
President Art Costa called the meeting to order at 9:00 a.m. on Saturday, October 15, with the following present:

Executive Council: Art Costa, President (CA); Patricia Conran, President-Elect (OH); Marcia Knoll, Immediate Past President (NY); Denice Clyne (AK); Corrine Hill (UT); Barbara Jackson (DC); Stephanie Marshall (IL); Charles Patterson (TX); Everett Sams (TN); Ann Converse Shelly (WV); and Bob Valiant (WA).

ASCD Staff: Gordon Cawelti, Executive Director; Diane Berreth, Director of Field Services; Ron Brandt, Executive Editor.

1. MINUTES APPROVED. It was moved by Ms. Hill and seconded by Ms. Shelly to approve the June minutes as distributed. MOTION CARRIED.

2. PURCHASE OF NEW HEADQUARTERS BUILDING. Dr. Cawelti reported that a contract had been signed to purchase a new facility for the ASCD headquarters building at 1250 N. Pitt Street in Alexandria for $4,925,000. The 31,000 sq. ft. building will afford ample space to alleviate the overcrowded conditions at the present site, which has been occasioned by the continued growth in all phases of ADCC services to members. Plans are already under way for designing the layout of the new facility, which is expected to be ready in March.

The most favorable means of financing are being carefully examined. The present property has been listed for sale at $3,300,000. A part of the sales contract calls for the seller of the Pitt St. property to pay half the sales commission, as well as the interest on 125 N. West St. for six months. This action is in keeping with the authorization given by the Executive Council at its June meeting.
3. BUDGETARY AND FINANCIAL REPORTS. It was moved by Mr. Valiant and seconded by Ms. Jackson to request the Board of Directors to authorize an increase in the dues structure in March 1989, to be effective in FY90. MOTION CARRIED.

It was moved by Ms. Hill and seconded by Mr. Sams to authorize additional long-term investment advisors. MOTION CARRIED.

It was then moved by Ms. Clyne and seconded by Mr. Patterson to authorize budget overages anticipated because of the headquarters move. MOTION CARRIED.

4. ANNUAL CONFERENCE. It was moved by Ms. Hill, and seconded by Ms. Shelly to appoint the following to the Annual Conference Planning Committee: Margaret Montgomery (TX); Bob Garnston (WI); Annamarie Romagnoli (NY); and Charles Mojeski (RI). Sharon Patterson (GA) was chosen as alternate; and Judine Johnson (DC) and Marge Chow (WA) were selected as field representatives. MOTION CARRIED.

Concerns were expressed over minority representation on the planning committee, as well as over late notification to conference presenters of their speaking time and date at the conference. A recommendation was made that presenters be asked to be available for scheduling on any of the four conference days.

5. REPORT ON PUBLICATIONS COMMITTEE MEETING AND REVIEW OF EL THEMES, BOOKLETS AND VIDEO TAPE PRODUCTIONS. Mr. Brandt reviewed the status of the publications program including a proposal for a book by Steve Tchudi on Planning the English Curriculum.

He asked Council members to rate a list of themes proposed by the Publications Committee for Educational Leadership in 1989–90. The final list of themes will be chosen based on results from the ASCD Polling Panel and Board of Directors. The Council accepted the publications report without formal action.

6. REVIEW OF MEETINGS OF AFFILIATE AND NETWORK ADVISORY COMMITTEES AND REVIEW COUNCIL. Ms. Hill moved, and Ms. Shelly seconded, a motion to add to the policy on the international NC SI program. MOTION CARRIED. Mr. Costa suggested that the international NC SI's come under NC SI governance so that all affiliates are treated equally. The Council will address this at a later meeting if it does not arise in recommendations from the International Education Advisory Committee.
Mr. Brandt requested clarification on staff roles in recommending persons for appointments. The staff should prepare information on position, gender, ethnicity, region, and degree of ASCD involvement.

7. RESOLUTIONS PROCESS. Staff recommendations on Council suggestions for the resolutions process were received from the June, 1988, Council meeting document. The Resolutions Committee will be asked to develop a process for withdrawing old resolutions. Discussion was held on staff suggestions for improving the resolutions process and Ms. Berreth was asked to add information from the document to the conference program. President Costa appointed Ms. Knoll, Ms. Marshall, and Mr. Sams as a panel to monitor discussions during the resolutions process to assure completeness and to move the question when the process seems to need facilitation.

Ms. Berreth was asked to give a report on the success of the modified resolutions process at the June, 1989 Executive Council Meeting.

8. RESEARCH AND INFORMATION MATTERS. It was moved by Ms. Clyne and seconded by Ms. Shelly that the judges for dissertation awards in the category of Curriculum be: Alicia Meza (CA); Tom Rakes (TN); and Anita Pankake (KS). MOTION CARRIED.

In the area of Instruction, it was moved by Ms. Clyne and seconded by Mr. Sams, that the judges be: Ruby Bostick (AR); Donald Kachur (IL); and Paul Pritchard (NC). MOTION CARRIED.

For Supervision, Ms. Shelly moved and Mr. Valiant seconded the following: Judith Nembhard (DC); Donna Winn (UT); and Charles Reavis (TX). MOTION CARRIED.

Mr. Cawelti raised the issue of whether ASCD should encourage dissertation research in areas of ASCD interest. Ms. Shelly recommended that we differentiate between encouragement of research and awards for completed research. Mr. Cawelti was charged with getting higher education input on this idea.

9. LEADERSHIP FOUNDATION SUBCOMMITTEE. President Costa requested that the following Council members serve on the ASCD Leadership Foundation Award subcommittee: Charles Patterson (TX), Bob Valiant (WA), and Corrine Hill (UT)
10. PROFESSIONAL DEVELOPMENT MATTERS. The title of the document on the "Curriculum Review Center" was corrected to: "Curriculum Technology Resource Center." It was also decided to change 5 to, "curriculum, content, teaching, and assessment issues." (See corrected attachment B)

11. PROFESSIONAL DEVELOPMENT (NCASI PROGRAM) The factors taken into consideration for planning the FY90 series as prepared by Ms. Warger were discussed showing topics to be dropped and added. Council members will see a draft of proposed sites and topics as the next step and affiliate presidents will see a copy for comment.

Discussion was then held on the desirability of appointing a NCASI Advisory Committee. Mr. Cawelti suggested that staff present a proposal in March for technical advice rather than for a general advisory group.

Comments on professional development report recommendations were:

- Mr. Costa recommended that some minimum number be held in the North each year; that there is criticism that ASCD "follows the sun" by the large number of Southern locations.

- It was recommended that the following topics be added: alternative assessment strategies; dealing with attacks from the conservative right; expanded application of cognitive psychology to improving learning and teaching; debate formats where consultants strongly disagree; global education; at-risk; the reflective teacher; and restructuring.

- A new recommendation was made to have affiliates comment on scheduling (re: impact on affiliate conferences) in late October.

- The question was raised as to whether the Council should have seen a draft 1989-90 schedule at this meeting. Mr. Cawelti will check this out for next year and get the 1989-90 list to Council as soon as possible.

12. STUDY OF COMPUTER USE IN CURRICULUM MANAGEMENT. Mr. Cawelti recommended that five persons (see attachment C) be appointed to study how computers are being used in curriculum management. This was in response to a proposal received last year. Mr. Patterson moved, and Mr. Sams seconded, a motion to authorize the study as recommended. MOTION CARRIED.
13. SPRING CURRICULUM CONFERENCE. Mr. Cavelti discussed alternative conferences or activities that could be conducted with the funds authorized in June. These included new assessment strategies, focusing on subject areas, and the whole issue of low U.S. student performance on content area tests. After discussion, Mr. Cavelti recommended that an invitational seminar be planned for next summer to explore issues of what students should learn today, how it should be taught, and how to assess the outcomes in a more significant fashion. Mr. Valiant moved, and Ms. Marshall seconded the authorization of this plan. MOTION CARRIED.

Several suggestions for consultants were made. Progress will be reported in March.

14. PROFICIENCY RECOGNITION. Mr. Cavelti reported that the proposal of Edward Pajak of the University of Georgia has been accepted by the Proficiency Recognition Committee to do the research on proficiencies.


16. ASCD VALUES AND BELIEFS STATEMENT Council members reviewed the Executive Team's work on the previous draft of ASCD Values and Beliefs. Ms. Conran discussed the difference between values and beliefs. Ms. Knoll suggested that a value statement on research be added. The Council affirmed the values (see separate attachment), but planned additional work to be done on them during the final day of the Council's deliberation. A process was then discussed for obtaining Board input into the Values and Beliefs statement. The Board members are to get copies in advance for study, and President Costa will review the thinking behind each statement. Affiliate presidents are encouraged to bring these statements to the attention of their members before the conference to obtain their reactions, and the Review Council should also study them. The Board is also to receive the constitution and resolutions synthesis in their advance mailing. The steps to be followed during the Board meeting include completing individual forms, holding large group discussions, persons assigned to revise, and providing opportunities for final suggestions. President Costa urged that time be taken to assure that as many individuals and groups as possible be given the opportunity to react before adopting the document.
Attachment A

BERLIN NOTES

IMPRESSIONS

- tragedy resulting from intolerance and differences
- coping skills
- difference in delivery of instruction
- effort to integrate East and West Berlin cultures
- eagerness to be respected
- attitude toward children (+)
- absence of expectation for children
- apprenticeship to modern technologies
- more like us than not
- don't understand psyche (see openness, feel lack of openness)
- difficulty of communication
- dichotomy: early childhood "flowering" vs. measuring, mandated democracy

- effort to forget the wall
- differences and similarities in systems
- international dedication to peace
- paradox: same issues, but different cultural bases for thinking about them
- expansionist tendencies of Communism
ISSUES:

- Lack of communication among education groups
- Universality of need for multi-cultural awareness
- Tracking - relevance vs. opportunity
- Global education is expensive for both schools and ASCD
- How do you educate public to see global understanding as a valid goal?
- Some of ASCD's beliefs may vary from those of other cultures. How then do we become international?
- U.S. is microcosm of world. Need to learn to work with our own cultural differences
- Language barriers
ASCD IMPLICATIONS:

-examine successes (ex-spiral curriculum in biology)

-explore common issues
  - multi-cultural strategies

-communication barriers
  - translation at conferences
  - papers at conferences

-re-examine content we teach

-examine teacher education and decision-making

-bi-lingual/bi-cultural

-discipline and management of students

-similarity in problems with underclass
ITEM: #8.1 Curriculum Technology Resource Center

FROM: Gordon Cawelti

ACTION REQUESTED: Approve revised mission statement and activities for CTRC

SUPPLEMENTARY INFORMATION:

Both the Board of Directors and Executive Council have previously authorized the establishment of the CTRC. The council deliberated one year ago on the mission and activities and forwarded their work on to the Board of Directors for their input. This document reflects final suggestions made at the last meeting of the Executive Council.

RECOMMENDATION:

Mission: "To identify issues, trends, and needs in the fields of curriculum and technology and serve as a catalyst for developing local leadership in decision-making and in helping shape a constructive state and national agenda for curriculum improvement."

Activities: Provide service to members by:

1. Undertaking projects to systematically describe and evaluate curriculum materials and programs for dissemination to members.

2. Provide training to increase leadership skills in curriculum development.

3. Identify key trends and issues for policy analysis to be used in providing leadership at the local, state and national level in designing and implementing curriculum appropriate to student needs.

4. Assuring that the contribution educational technology can make to teaching and learning be incorporated into all appropriate phases of CTRC and association activity.

5. Providing balanced attention to curriculum content, teaching, and assessment issues in services provided to members.

6. Assist in helping members remain abreast of advances in all phases of educational technology and provide leadership in stimulating effective use of such technology.
Attachment C

ITEM: # 8.3
FROM: Gordon Cawelti

ACTION REQUESTED: Approve recommendation to design and carry out a study of ways computer technology can be used in curriculum management.

SUPPLEMENTARY INFORMATION:

The Council authorized $5000 for this project at its June meeting. The idea was originally submitted a year ago by Bob Taylor, a former council member from the University of Colorado. This project would expand on a preliminary survey that has yielded some interesting data.

RECOMMENDATION:

That the individuals listed below be named to an advisory group that would meet once to design a study of how computers can and are being used in the overall management of curriculum. Prior to this meeting, a literature search would be accomplished in-house.

The Research and Information Department would take the instrument designed, conduct the survey, analyze the results, and use the advisors to help interpret results. The final manuscript would be published as a chapter in a forthcoming ASCD booklet on technology to be sent to all members in 1990.

The curriculum tasks to be studied include needs assessment, forecasting, classifying objectives, generating test items, monitoring student progress, materials selection, scope and sequence analysis, and curriculum alignment.

Persons recommended for the task force:

1. Robert Minor, Supt., East Lyme Public Schools (CT)
2. Bob Taylor, Professor of Education, Univ of Colorado-Denver
3. Glenn Smartschan, Supt., Brandywine Heights S.D., (PA)
4. C. Devon Sanderson, Director of Planning, Jordan Sch Dist. (UT)
5. Marcelline Barren, Director of Academic Programs
   Ill. Math and Sci. Acad., Aurora, Ill.

Staff liaison will be Melody Ridgeway for technical support and Ron Musoleno for coordination.
October 27, 1988

TO: Members of the International/Global Education Commission

Dear Friends:

Many thanks to all of you for returning the questionnaire on global education activities in your region. The responses indicate that there is a growing interest in this area at the state and district levels, and that there is need for leadership and support from a variety of sources.

You will be pleased to know that ASCD has designated global education as a long-range focus under the guidance of the Commission, and has given the annual conference in Orlando the theme "Educating Global Citizens."

Our Commission will meet at the Convention/Civic Center on Saturday, March 11, from 8:00-10:00 a.m. Your conference program will indicate the specific location. We look forward to your participation in this meeting which will launch our combined efforts. If you cannot be there, please ask someone from your region to represent you.

Enclosed is a statement entitled "ASCD's Role in International/Global Education" which was drafted by the steering committee at a meeting in Alexandria earlier this month. It combines two related thrusts: ASCD's international stance as an institution and our commitment to effective global education in our schools.

The statement's recommendations will form the basis for our discussions in Orlando and for our efforts in the coming year. We look forward to your active participation in defining and achieving our tasks.

It will be a pleasure to meet you in Orlando.

Sincerely,

Siegfried Ramler
Chair, International/Global Education Steering Committee

SR:cr
Enclosure
ASCD'S ROLE IN GLOBAL AND INTERNATIONAL EDUCATION

I. Rationale

In exercising educational leadership, ASCD has a unique potential to promote international/global education in areas represented by its membership, to influence educators both in the U.S. and abroad, and to learn from the experience and scholarship of other nations. We submit that the rationale for ASCD's involvement is based on the following realities:

1. Our lives are deeply affected by the fact that we live in a world that is increasingly interdependent - politically, culturally, economically.

2. Our secure future depends, to a great extent, on our ability to understand diverse cultures and work cooperatively toward conflict management, stability, and world peace.

3. Global issues such as conflict management, economic interdependence, population, have an impact on our daily lives and on our future.

4. The economic stability and potential of the world's people are increasingly affected by our ability to understand other countries and the reciprocity of their human and economic relations.

5. Increasing cultural and ethnic diversity requires both understanding and sensitivity.


7. The development of professional knowledge and skills in the field of supervision and curriculum development requires collaboration, exchanges, and specialization in the international arena.

Given these realities, it is essential that educators address the need to prepare young people for living in an interdependent world. ASCD should and can play a pivotal role in this effort. ASCD as an institution has the potential to take an active part in international education and thereby become a contributor to and beneficiary of educational ideas and practices throughout the world. This role implies an increasing global perspective of ASCD, extending its interest, participation and collaboration beyond the boundaries of the United States.

II. Goals and Benefits

ASCD involvement in international and global education has two distinct thrusts. One is the internationalization of ASCD's programs, services, and structure. The second is the enhancement of our knowledge base and commitment to improving student understanding of the world in which we live.
A. Goals and Benefits of ASCD's Internationalization

Internationalization of ASCD's stance involves consideration of ASCD relationships in a variety of areas. The nature of these relationships is evolving in light of our changing world and new understandings. The immediate goals and benefits include:

1. Extending the organization's sphere of influence through greater participation in all areas of world education.

2. Incorporating international information and perspectives in ASCD programs, service, and structure.

3. Sharing services and programs transnationally.

B. Goals and Benefits of Global Education

Global Education can and has been described in many ways. While no one definition can be considered dogma, it is certainly true that there are several goals agreed on by the majority of practitioners. These are:

1. Awareness of and commitment to effective participation in interdependent global systems (economics, technology, religion, culture, etc.).

2. Awareness of and commitment to the role that ethnic and cultural diversity will continue to play in shaping society—locally, nationally and internationally.

3. Ability to retrieve, examine, analyze and synthesize information from domestic and international sources and perspectives with a capacity to use this information in a changing society.

4. Ability to benefit from the arts, science, and technology through a variety of cultural perspectives.

5. Ability to communicate effectively in one or more foreign languages.

6. Effective participation in addressing global problems and issues at local, national, and international levels.

III. Recommended Areas of ASCD Activities

A. Implementation of ASCD's Expanded International Activities

1. Develop programs with educators of different countries through common seminars, exchanges of information, task groups, and international educational networks which would establish and foster meaningful and on-going cooperation.

   a. Invite international authors to contribute articles for publication and dissemination by ASCD.

   b. Regularly feature international educational news in Educational Leadership and Update.
c. Investigate ways in which printed and visual media could be produced in other languages through national and international agencies and governmental units.

d. Consider publishing major works such as the yearbook in a variety of languages.

2. Link with other national and international organizations to facilitate and support educational interchange between educators of various countries.

3. Encourage comparative studies of educational programs beyond U.S. borders where developments relate to ASCD focus areas.

4. Encourage and support the establishment of new international affiliate units.

5. Provide opportunities for affiliates to identify international sources of information, expertise, and liaison groups which may wish to collaborate in ASCD activities.

B. Global Education Initiatives

1. Identify, review, and disseminate common learning outcomes, with options for curricular integration.

2. Recognize and disseminate successful models of global education programs through such means as publications, institutes, awards, and videos.

3. Establish an international speakers bureau for international, national and state conferences and institutes.

4. Promote appropriate technology, i.e., telecommunications and computing, to enhance global education in the school community.

C. Governance and Administration

1. Formulate a plan to give special and intense attention to promoting global education by establishing:

   a. a steering committee to initiate and coordinate global education plans and ASCD's international role;

   b. a commission consisting of delegates from each of ASCD's affiliate units to develop and implement appropriate programs;

   c) a consortium of schools to engage in developing global education programs;

   d) a network with other organizations to collaborate in the field of global education, both in the United States and abroad;

   e) the designation of global education as an ASCD focus for the long range plan.
2. Create an ASCD staff position to develop and implement the above stated recommendations within ASCD and in collaboration with other organizations which share ASCD's international/global education goals and aspirations.

3. Apply the formula for Board of Directors membership equally to all affiliates.

4. Invite liaison organizations to the Board of Directors meetings as non-voting participants.

5. Convene periodic meetings of the International/Global Education Steering Committee and the Commission.

6. Consider two name changes to better reflect the international direction of ASCD: ASCD to ASCD International and NCSI to CSI.

7. Invite participation at Board meetings, wherever appropriate, of other organizations with international/global educational focus.

D. Liaison

Provide opportunities and support to those kindred organizations, such as the Association for the Study of Curriculum (UK), which may desire a closer professional relationship with ASCD. Such support may take the form of collaborative curriculum and supervision projects, institutes, and translation of materials to other languages.