

ASCD LEADERSHIP COUNCIL MEETING
Sunday, September 16, 2007
DoubleTree Hotel
Arlington, Virginia

MINUTES

President's Welcome

President Nancy DeFord opened the Leadership Council (LC) meeting at 1:15 p.m. She said it was an honor for her to serve as president and she appreciated everyone's contributions, time, and energy. DeFord reviewed LC members' responsibilities and encouraged everyone to participate in ASCD's 2007 elections. She also asked LC members to consider self-nominating or encouraging others to apply for an elected position. DeFord then briefly reviewed the upcoming LC agenda activities.

1. Approval of the March 16, 2007, Leadership Council meeting minutes.
Leslie Andersson (British Columbia, Canada) moved, and Realista Rodriguez (VA) seconded, to approve the March 16, 2007, Leadership Council meeting minutes. The motion carried.
2. Review of LC assessment tool.
President DeFord reminded LC members that they would be asked to complete an LC assessment form at the end of the meeting and return it to ASCD staff. The form has been used as a pilot. DeFord will appoint a committee to review its effectiveness and report those findings and its recommendations to the LC.
3. Update on the whole child initiative.
President DeFord introduced Executive Director Gene Carter, who reported on the progress of the initiative since his March 2007 report to the LC:
 - The first printing of the whole child informational brochure was exhausted in three weeks; the second printing was for more than 100,000 copies.
 - More than 10,000 people have signed up for the newsletter, available at www.wholechildeducation.org. (There was a lot of response to the "grade your school" piece.)
 - ASCD is working to encourage sister organizations to become a part of the campaign; many are in the process of signing resolutions of support.
 - ASCD is exploring third-party funding opportunities.
 - Training for community conversations is beginning.

LC members then viewed the four-minute video on the whole child that ASCD prepared in-house. Carter reminded LC members that the multiyear campaign is not ASCD's campaign and that ASCD's resources are to be broadly shared. He said that copies of the video would be shared upon request, and he acknowledged the role of Deputy Executive Director for Program Development Mikki Terry as the video's narrator.

4. Open space technology session on strategic planning.

President Deford noted that this was the first time since the creation of the Leadership Council that the Strategic Plan has been under development. One of the LC's responsibilities is to provide input to the Plan, which will be approved by the Board of Directors. She explained the modified open space technology process that LC members would use to provide that input. LC members provided feedback on five questions:

- A. Will the Association's current vision and mission hold for the next two to three years? If not, why?
- B. What actions will profoundly influence ASCD's performance and ability to thrive over the next few years?
- C. What might stand in the way of realizing ASCD's vision?
- D. Do you have any thoughts about ASCD's current Strategic Plan?
- E. Anything else?

Leadership Council Management Team members, who had helped facilitate the various discussions, provided brief summaries. Deford said that all of the comments would be summarized and shared with LC members.

5. Q&A session on positions and the legislative agenda.

President DeFord introduced Policy Director Dan Fuller, who provided an update on the positive impact that ASCD's positions have had on the legislative agenda, resulting in changes to the Head Start program, more professional development for early childhood educators, and introduction of a high school redesign bill that reflected almost everything ASCD had requested.

6. Position Development Team presentation and LC discussion of potential new position.

President DeFord introduced Position Development Team cochair Marie Adair (NJ), who reviewed ASCD's position development process. (Cochair Carlos Viera [FL] was unable to attend.) Adair used a PowerPoint presentation to illustrate the connections between ASCD positions and high-quality education, policy, practice, issues that affect learning, and the legislative agenda. She then showed a video titled "Did You Know?" that included statistics on current education and technology trends in a changing world. She reviewed a document that LC members received of a flow chart related to the position development process and illustrating that "positions come from the ground up." Adair then listed the steps taken to arrive at a possible new position.

LC members spent a few minutes reviewing the possible new position, titled "Educating Students for a Changing World," which reads as follows:

Rationale

The world is changing rapidly. As educators in the 21st century, we are charged with educating students to be successful in a complex, interconnected world. The challenges require schools to educate for change—technological, cultural, economic, informational, and demographic—all of which will look and function in ways unimaginable now. For the United States to retain its

competitive edge in the world, today's students will need to be ready to function in an international landscape, to communicate effectively, to negotiate competitively, and to create and design original resources for use worldwide.

Need

If educators are to provide meaningful learning that prepares staff and students for a different and changing world, they should explore and develop several components of leadership and curriculum.

ASCD encourages educators to develop a blueprint for a 21st century education that includes the following:

- Building leadership capacity for systemic change to equip educators and students with critical-thinking skill sets that are applicable in an information age.
- Developing the necessary knowledge, understanding, and respect for multiple languages and cultures to make appropriate choices in an international community.
- Demonstrating technological and media literacy as a fundamental means of communication, learning, information access, and instantaneous response.
- Understanding the demands and competition of a global economy.
- Partnering education with business and community to advance common goals that are in the best interest of all constituencies.
- Engaging students throughout their learning to develop habits of mind that enable them to make sound decisions; solve problems collaboratively; demonstrate creativity and flexibility; use technology to gather, sort, and synthesize information; exhibit social and emotional intelligence; and become productive citizens who experience growth and success.

LC members then participated in a think-pair-share activity to discuss the possible new position and offered the following comments and suggestions:

- Samantha Steele (OR): In the rationale, delete the first sentence and the phrase "For the United States to retain its competitive edge in the world"
- Wayne Sweeney (CT): (1) A "blueprint" really doesn't tell us a whole lot. The real meat is in the last bullet. Go from the rationale directly to "To ensure that our students entering a complex global society will be successful, schools must engage students. . .," just as the last paragraph says. (2) In order to use technology to gather, sort, and synthesize information, it really is the third bullet—weave the third bullet into the last paragraph. (3) There's not enough strength in the

importance of being multilingual. In the last paragraph, add the phrase “and be multilingual.” Further develop that by saying, “We can achieve this by building capacity, developing the necessary knowledge,” the meat being the last paragraph.

- James Lombardo (PA): (1) The whole tone should be one of cooperation, not competition. (2) Add the term “ethical” to the “solve problems” phrase in the last bullet—“Our children need to solve problems in an ethical manner.”
- Ken Di Pietro (RI): The bullets clearly define a strong agenda, and the concept of a changing world is very important. “Educating Students for a Changing World” is a very amorphous title; a position would more be, “Schools must model the future to prepare students for a changing world.” The entire system needs to change, not just teaching children different things.
- Joanne Hyman (CA): The contents in the last bullet, particularly the phrase “habits of mind,” may reflect Art Costa’s writings (author of *Habits of Mind*) and, if so, should be attributed to him.
- Jaime Castellano (FL): (1) Regarding the phrase “educators in the 21st century”—what does “educators” mean? Does it mean teachers working directly with kids? School leadership? Superintendents and school boards? SEA? USDOE? (2) We need to include parents in the partnering bullet.
- Mary Nanavati (Ontario, Canada): (1) In the rationale, change “negotiate competitively” to “think critically and creatively.” (2) In the “Need” section, delete “need” and say, “Educators should provide meaningful learning experiences that prepare students for a changing world.” (3) Change the last bullet to read “Educating learners . . . to develop. . . ,” and somewhere add the phrase “add value in a global community.”
- Chris Himsel (IN): Should there be an additional bullet, “Create and use assessments that align with 21st century skills”?
- Richard Hanzelka (IA): This is a very proactive position. There is some uncertainty about the third bullet—perhaps it should read “building on students’ technological and media literacies”
- Becky Cooke (WA): The essence of the position should be very succinct.
- Karen Hart (MI): If students aren’t showing these behaviors or understandings, typically it’s because teachers don’t have the understandings. I would like to see professional development be clearer in here. Legislators aren’t getting it, because that was the only line item that had no increase. We can’t get there unless teachers have the understandings.
- Realista Rodriguez (VA): (1) Add the words “and instruction” or “instructional strategies” after the word “curriculum” in first paragraph (under “Need”). (2) In the last bullet, add “developing positive interpersonal relationships.” Interpersonal relationships” relates to individuals with different backgrounds, and in any workplace this is one of the most important things to be considered.
- Bob Weiner (NJ): It is excellent that ASCD is proactive on this, I am very pleased with it.
- Mary Ann Helfant (NJ): In the second bullet, the words “appropriate choices” could be clearer; “appropriate” can be interpreted very widely.

Adair outlined next steps, saying that staff would provide the list of changes to the position team cochairs, and the changes would be given to cluster group facilitators for dissemination. Cluster group members will participate in another conference call to provide input, and the position will be presented to the LC in March 2008 for possible approval. Lou Lafasciano (NH) asked that the draft position be posted on ASCD's Web site before a final vote is taken. Adair thanked everyone for their contributions, and President DeFord acknowledged Adair's and Viera's hard work.

7. Other business or comments.

Laurie McCullough (VA) shared a story related to ASCD's whole child initiative. She said that her superintendent asked administrators to find a child within the district that they didn't already know and to do what they could during the year to help that child be successful. He gave each individual an empty picture frame and asked each of them to have a photo of the child on their desk within a couple of months. McCullough challenged each LC member to consider doing the same and to bring the picture to the LC meeting in New Orleans. DeFord reminded everyone to check the Whole Child Web site for additional stories and to complete and return the LC assessment form.

President DeFord adjourned the LC meeting at 4:22 p.m.

GRC/bdr

Attachment: Summary of Meeting Evaluations