



B O A R D O F
DIRECTORS
A G E N D A

MARCH 5 AND 8, 1999

SAN FRANCISCO HILTON
SAN FRANCISCO, CALIFORNIA



BOARD OF DIRECTORS MEETING
San Francisco Hilton
San Francisco, CA
March 5 and 8, 1999

AGENDA

Thursday, March 4

(Building 1, Lobby level, Plaza A)

- 6:00 - 7:00 p.m. Annual Conference registration for new Board members
- 7:00 - 9:00 p.m. Orientation for new Board members (includes a dessert bar)

Friday, March 5

(Building 3, Ballroom Level, Continental 1-5)

	<u>Page</u>
7:00 - 11:00 a.m. Annual Conference registration for Board members Registration for Board of Directors Meeting	
Board members should have received their Board of Directors material, badges, and ribbon. All members and alternates must check in with the Board registrars on-site for admission to the meeting.	
8:00 a.m. Continental breakfast and "meet and greet" session	
8:30 a.m. Board of Directors meeting convenes	
1. President's remarks and "Q&A" session	
Thomas J. Budnik, President Stuart Rankin, Parliamentarian	
9:30 a.m. 2. <u>Adopt</u> Consent Agenda	1
3. <u>Announce</u> and <u>apply</u> Policy 706-Confidentiality	3
4. <u>Approve</u> March 1998 Board of Directors Meeting minutes	7

		<u>Page</u>
	5. <u>Elect</u> candidates to the 2000 ASCD Nominations Committee	27
	6. Report on Review Council Corrine Hill, Chair	31
10:15 - 10:30 a.m.	Break	
10:30 a.m. - 12:00 p.m.	7. Report of Issues Committee and <u>discuss</u> issues on a preliminary basis Helen Randolph Stiff, Chair	33
12:00 - 1:30 p.m.	Lunch	
1:30 - 2:30 p.m.	8. Report on Governance Evaluation Commission	47
2:30 - 3:00 p.m.	9. Report on Name Study	55
3:00 - 3:15 p.m.	Break	
3:15 - 4:00 p.m.	10. Executive Director's Annual Report	
	10.1 <u>Adopt</u> FY 98 auditors' report	81
	10.2 <u>Review</u> projected financial data for FY 99 compared to budget	95
	10.3 Update on Strategic Plan	97
	10.4 <u>Adopt</u> the preliminary estimate of FY 2000 budget	105
	11. Report on relationships with Consortium of Institutions for Development and Research in Education in Europe (CIDREE) and other key organizations Gene R. Carter, Executive Director	109

	<u>Page</u>
12. Report on Executive Council's visit to Singapore	113
13. <u>Announce</u> results of Nominations Committee election	115
14. Announcement of election results	117

Thomas J. Budnik, President

- Collection of process observation forms
- Announcements

5:00 p.m.

Adjourn

5:00 - 6:00 p.m.

Reception for Board of Directors (Building 1, Ballroom Level,
Imperial Rooms A and B)

INFORMATION SECTION

Constituent Relations Report on affiliates and networks	119
ASCD Membership Count	152
Proportional Representatives Chart	153
Annual Report on Membership, Programs, Products, Services, and Marketing	157
1998 Annual Demographic Survey	181

ITEM: 2.
Adopt the Consent Agenda

FROM: Thomas J. Budnik
President

ACTION REQUESTED: Adopt the Consent Agenda.

RELATIONSHIP TO STRATEGIC PLAN:

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

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

RELATED DOCUMENTS: Consent Agenda Guidelines (attached).

ACTION TAKEN:

Board of Directors

CONSENT AGENDA GUIDELINES

1. No items requiring Board action by statute will be placed on the Consent Agenda.
2. No items with major fiscal implications will be placed on the Consent Agenda.
3. The officers and Executive Director may determine that an item needs to be on the Active Agenda.
4. All items that fall into category numbers 1-3 above will be marked (*) when the Consent Agenda is distributed to members of the Board.
5. All items for which no further actions are required will be placed on the Consent Agenda.
6. Board member(s) may remove any item from the Consent Agenda at the Board of Directors Meeting by request.

ITEM: 3.
Announce and apply Policy 706--Confidentiality

FROM: Gene R. Carter
Executive Director

Melody A. Ridgeway
Assistant Executive Director
Information Systems and Services

ACTION REQUESTED: Announce and apply Policy 706 by signing and returning the related protocol.

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

BACKGROUND INFORMATION: The increase in competition and obvious interest from commercial vendors and potential competitors toward ASCD's activities has heightened the need for confidentiality. Upon legal counsel's recommendation, ASCD developed a new policy for inclusion in the ASCD Executive Council and Officers Handbook. The Executive Council approved this policy during its June 1998 Executive Session.

POLICY:

706 Confidentiality

ASCD appointed and elected representatives treat all aspects of Association trade secret information as confidential, including, but not limited to, ideas, inventions, products, services, and business operations.

SUPPLEMENTARY INFORMATION: Protocol for Policy 706 (two copies).

RELATED DOCUMENTS:

ACTION TAKEN:

PROTOCOL FOR POLICY 706

706 Confidentiality

706.1 Confidentiality agreement

I, _____, acknowledge that during my elected or appointed term there may be disclosed to me certain trade secrets of the Association. Trade secrets can consist of but are not limited to

- A. Technical information, methods, processes, formulae, compositions, systems, techniques, inventions, machines, computer programs, and research programs.
- B. Business information, customer lists, pricing data, sources of supply, financial data, and marketing, production, or merchandising systems or plans.

I, _____, understand that whenever possible, ASCD staff will clearly identify information which is deemed confidential. Upon request of the Executive Director or President, I will promptly return to ASCD any copies or versions of confidential information.

I, _____, agree to hold all confidential or proprietary information or trade secrets in trust and confidence. I will use this information for contemplative purposes and will not disclose this information to a third party. I will safeguard printed and electronic confidential information.

I, _____, agree that at the conclusion of my appointed or elected term or upon request, I will either safely return or continue to secure all documents and property of the Association including, but not necessarily limited to, drawings, blueprints, reports, manuals, correspondence, customer lists, and programs that are not commonly held in the public domain.

Signature _____

Date _____

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Signature _____

Date _____

ITEM: 4.
Approve March 1998 Board of Directors Meeting minutes

FROM: Thomas J. Budnik
President

ACTION REQUESTED: Adopt minutes.

RELATIONSHIP TO STRATEGIC PLAN:

BACKGROUND INFORMATION:

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: Attached Board of Directors Meeting minutes, March 20 and 23, 1998.

ACTION TAKEN:

ASCD BOARD OF DIRECTORS MEETING
Friday, March 20, 1998
San Antonio Marriott Rivercenter
San Antonio, Texas

MINUTES

CALL TO ORDER

President Edward Hall called the meeting to order at 8:10 a.m.

1. President's remarks.

President Hall introduced President-Elect Thomas Budnik, Executive Director Gene Carter, and Parliamentarian Delmo Della-Dora. He announced that Immediate Past President Frances Faircloth Jones was unable to attend the meeting because of a family emergency. Della-Dora reminded Board members that copies of parliamentary procedures were available on each table and should be used as an aid during the meeting.

President Hall said his job was to facilitate the will of the Board. He then recognized the newly elected Executive Council and Board members who were present. He also recognized a delegation from Hawaii ASCD, who distributed leis to everyone on the dais.

2. Approve March 1997 Board of Directors meeting minutes.

Bob Watson (SD) moved, and Ray McNulty (VT) seconded, to approve the March 1997 Board of Directors meeting minutes. MOTION CARRIED.

3. Announcement of 1997 election results.

President Hall announced the 1997 election results: President-Elect-Elect Joanna Choi Kalbus (CA), Executive Council members Sharon Lease (OK), Leon Levesque (ME), Francine Mayfield (NV), Peyton Williams Jr. (GA), and Donald B. Young (HI); Review Council member Nancy Oelklaus (TX); and Members-at-Large Patricia Ashcraft (TN), Judith Dorsch Backes (MD), Gerald Brown (CO), Donald Kachur (IL), Carol Mackey (WA), Joann Mychals (WA), Carol Renner (WA), Mary Ann Reynolds (TX), Wayne Starnes (KY), and Edward Weber (WY).

4. Elect nine candidates to the 1999 ASCD Nominations Committee.

President Hall reviewed the new process this year for selecting and electing candidates to the 1999 Nominations Committee. He said that the Executive Council reviewed the slate of candidates at its meeting on Thursday, March 18. President Hall reminded Board members that the Nominations Committee is prohibited from pairing candidates until the Constitutional Review Committee has completed its work. The slate of candidates for the 1999 Nominations Committee was distributed. Minor corrections were made to the slate, and an additional person was nominated. Board members voted for nine of the nominees. The results will be announced later in the Board meeting.

No motion required.

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

Executive Director Gene Carter provided an update of ASCD's involvement with CIDREE. ASCD is the only non-European member. This year's General Assembly meeting took place in Belfast, Northern Ireland. Carter also reviewed ASCD's work with other international organizations and collaborations, including the Learning First Alliance. Carter shared information from the Alliance's recent national summit on math and reading and how to improve student achievement.

No motion required.

6. Executive Director's Annual Report.

Executive Director Gene Carter said it was his pleasure to share a copy of the 1997 Annual Report with Board members, who should have received a copy with their Board notebook. The annual report, entitled *The Stories We Tell: Encouraging Academic Success for Students Worldwide*, links folktales from around the world with information and data on our programs and products, our Strategic Plan, goals, and values. Carter said he welcomed suggestions for future publications. He thanked Susan Hlesciak Hall, Director of Public Information, for her leadership and coordination of the project, and Karen Monaco for her work on the graphics.

No motion required.

6.1 Adopt auditors' report for FY 97.

Executive Director Gene Carter said that staff had done an outstanding job this year, and that Joan Schweizer, a partner with Deloitte and Touche LLP, would have an interesting and rewarding report.

Schweizer said she had presented the Executive Council with an overview at its meeting yesterday. The audit ran very smoothly and ASCD had a great year financially. She said that the audit was "clean." Schweizer then reviewed the figures for total assets, total liabilities, and other information from the financial statements included in the Board material. ASCD saw a very strong and healthy increase in its net assets over last year.

Mary Kate Scully (LA) moved, and Jill Wilson (FL) seconded, to adopt the auditors' report for FY 97. MOTION CARRIED.

6.2 Report on status of FY 98 budget.

Executive Director Carter said that the budget projection is based on actual data for the first four months of 1998 and actual data from the last eight months of

1997. ASCD's financial performance has been very strong and shows a healthy balance between net cash income and expenses. The average return on managed investments is 19%. He thanked the business and finance staff for their work in developing creative financing arrangements related to construction of the new building. Early indications are that ASCD will have financial success this year similar to the financial success it experienced in 1997.

6.3 Review new budget format.

Executive Director Gene Carter said that the new budget format was created in compliance with the Generally Accepted Accounting Procedures (GAAP). Budget notes appear on the same line as the item instead of in the back of the material. Last year the Executive Council supported the change in the format. Associate Executive Director for Operations Frank Betts reviewed some of the changes in the new format. He noted that more details on how program totals are constructed will be provided in the future.

The Executive Council meets in June for a final review of the budget information, and a vote to approve or disapprove it will be mailed to Board members during the summer.

Carter reminded Board members that the proposed budget is a conservative budget proposal. The budget environment has changed significantly over the last two years because of competition from for-profit businesses and government agencies. Internet-based services are also emerging as a means of low-cost distribution and sources of professional development and information. It is expensive to enter this arena and remain competitive, but if we don't we are certain to see further decline in professional development, video-based training, and other arenas. FY 99 will be a transition period for the budget in two ways: (1) moving from a line-item budget to a functional format as required by the GAAP and (2) changing our accounting practices from a cash to an accrual basis. We will now be able to calculate the full costs of projects and programs.

Irving Ouellette (ME) said that Gene Carter and his leadership team have brought ASCD a long way in the reporting format. Many teachers in Maine would like to be part of ASCD but cannot afford it. Ouellette asked about any strategies that ASCD is considering that would enable more classroom teachers to access the organization's resources. We need to think about ways to be more inclusive. Carter said this question was timely and not really specific to Maine. He said that teachers represent a large membership base and that we want to build on this. Our membership figures are somewhat stagnant but the return has increased significantly. A year or so ago some of the affiliates asked about providing additional resources to affiliates. For every \$1.00 that ASCD receives, it costs the organization \$1.35 to provide services. He hopes to have some ideas on how to

reconcile this difference by this time next year. Ouellette said we must also keep an eye on where ASCD's work will make a difference for children. Teachers have to be able to access what we're about. He said he was glad to hear ASCD is collaborating with the affiliates. We need to come up with creative strategies to work with teachers.

Marilyn Winters (CA) asked if teachers could attend ASCD's Annual Conference on Saturday and Sunday at a reduced rate. We might get more teachers this way. The videos are wonderful but they are very expensive. Does everything have to see a profit? Winters asked if ASCD could provide items such as the *Curriculum Materials Directory* to small local districts and to teachers who are struggling.

Carter said that ASCD is always concerned about how to best provide support to teachers and other practitioners in both small and large school districts. This is one of ASCD's Strategic Plan goals. ASCD is not a philanthropic organization and we have to depend on revenue streams--we have to create a balance. The *Curriculum Materials Directory* and the Annual Conference Curriculum Library were discontinued because survey results indicated they were not used enough to justify their cost.

Ken DiPietro (RI) said that ASCD has shown growth this year and it looks like we'll have a great future for the next five years with a significant effect on the United States and the world and far-reaching into schools. But we need to explore ways to support what occurs at the local level.

Ken Didsbury (CT) proposed creation of an "impact audit." Six months after professional development institutes are held, send a followup flier asking what has been done in the district since then. This feedback could create an impact audit in the local arena. Carter said that ASCD is looking at ways to strengthen communication and measurements and ways to enable us to create scorecards to quantify the effect of the services we provide.

Phyllis Shipman (HI) asked for additional information about the upcoming teacher conference. Assistant Executive Director for Program Development Mikki Terry said that the conference will be held in July 1999 in Orlando. It is for teachers and the presenters will be teachers. The registration cost will be lower than it is for most of the institutes.

6.4 Adopt preliminary estimate of FY 99 budget.

June Hogue (TX) moved, and Ronald Musoleno (PA) seconded, to adopt the preliminary estimate of the FY 99 budget. MOTION CARRIED.

6.5 Report on status of relocation to new building.

Edward "Skip" Orr, Vice President of The Staubach Company, provided background information on the history of this agenda item. He reminded Board members that the new building is financed by a low-interest variable rate bond. Orr reviewed the work completed to date and upcoming "milestones." The anticipated occupancy date is July 10. He also shared information on steps taken to sell the existing headquarters building. He said that he has very much enjoyed working with ASCD staff and the members of the Executive Council.

No motion required.

7. Report of the Executive Council visit to Toronto.

President Hall reminded Board members that the Executive Council travels to an international location for one meeting each year. The October 1997 meeting was held in Toronto, and he thanked members of Ontario ASCD, especially Jim Tayler, for their efforts.

No motion required.

7.1 (Additional agenda item) Status of Netherlands ASCD.

Assistant Executive Director for Constituent Relations Doug Soffer said that Netherlands ASCD decided not to continue as an affiliate. ASCD has provided support to help them and is looking at other means of support and assistance. ASCD's legal counsel informed him that the Board of Directors does not have to take any formal action. A few members of the affiliate are interested in rebuilding the affiliate. The Board of Directors will be kept informed of any progress.

No motion required.

8. Board of Directors Leadership Development.

President Hall introduced Ben Tregoe, founding partner of Kepner-Tregoe Inc. and the Tregoe Educational Foundation. Tregoe spoke about ASCD's sense of direction, standards of performance, and its decision-making process. Copies of the overheads used in his presentation were distributed to Board members.

President Hall thanked Tregoe for his remarks. The leadership development plan was created to support the Board of Directors and the Executive Council in developing their skills as Board and Council members within the framework of the Strategic Plan and to keep the Board and Council abreast of current trends in education and organizational development that have ASCD policy implications.

No motion required.

9. Report on Strategic Plan update.

Deputy Executive Director Diane Berreth said that the vision statement, goals, and strategies are being updated to keep pace with external and internal changes. More and more organizations are moving their strategic plans into a time frame of three years. ASCD's goals and strategies need to be more precise and more manageable. She said that she appreciated the feedback already received from the Board. Today's Board activity represents the third and final large scale opportunity for feedback. She referred to copies of a draft vision statement and a draft of the goals and strategies that were on each table. Board members provided feedback on these draft documents, which were collected and which will be reviewed by the staff.

No motion required.

10. Report on Review Council.

Quincy Harrigan (Netherlands Antilles), Chair of the Review Council, introduced the other members of the Council: Sandra Gray Wegner (MO); Maryann Johnson (AR); Corrine Hill (UT); and Arthur Steller (NY). He reviewed the Council's charge. He noted that questions about the Review Council's role have been raised at the open hearings. Harrigan also shared the Review Council's statement of commitment, and he said that the Review Council is recommending that the Board and Executive Council act on the Report.

Johnson reviewed how information was collected and from where as well as the themes that emerged from the collection of data. Wegner shared information on the action plans the Review Council developed for its future efforts. She said that Harrigan would speak to the last one, "Request action from the Board of Directors on the Review Council's report." Steller said that the Review Council is unique. He asked Board members to focus on ASCD's values, mission statement, goals, and vision statement. Hill spoke to the passion that the members of the Council feel. They need input from the Board members on the topics for review. Hill asked the Board to take a few minutes to review the Strategic Plan, to look at the goals, to see if we are in alignment and moving toward the future, and to record any comments on a worksheet available on the tables. Council members will review this information during their meeting this afternoon.

Harrigan said members of the Review Council want to move beyond getting just a "thank you for the report" from Board members, who should have the opportunity to study the topic and provide feedback to the Council. He also reviewed two recommendations from the report: (1) the FY 99 budget should include sufficient funds for the implementation of a revised Review Council working calendar, and (2) Article VII, Section 1, of the Constitution should be modified to include language that requires action on the Review Council's report.

No motion required.

11. Report on Name Study and discussion of alternatives.

President Hall reviewed the purpose of this activity, which was to provide an opportunity for discussion and dialogue. He said that no decision on a name change has been made and that decision rests first with the Board and finally with the membership. The Board has the sole authority to decide whether and when a proposed name change will go forward to the membership. A name change will require a change to the Constitution, which must be approved by the membership. He said that Board members would hear a report from representatives from Master-McNeil. Then Board members would engage in small-group discussions. President Hall said that Bonnie Benesh, Executive Council member, and Delmo Della-Dora, Parliamentarian, would assist him in facilitating this activity. If the Board decides it wishes to take no action after the small-group discussions, that is the end of this activity. The Board may decide to require additional feedback from the membership from surveys and other means during the upcoming year, or the Board may discuss alternative names for possible membership consideration. If a proposed new name is put forth, it will be submitted to a vote at a special meeting of the members, who will be represented by proxies. If a new name is adopted, it will go into effect only after a carefully planned transition period. We can also discuss any other option the Board wishes to introduce.

President Hall reminded Board members that last year the Review Council recommended considering revising ASCD's name because the word "supervision" was outmoded. Last summer, the Executive Director recommended that the Executive Council recruit a name change consultant, and Master-McNeil Inc. has provided this work at cost.

President Hall introduced Laurel Sutton and David Holton, project directors with Master-McNeil Inc. Sutton said the purpose of her presentation would facilitate discussion of changing ASCD's name. She reviewed the creative process used by Master-McNeil, the presentation made to the Executive Council at its meeting last fall in Toronto, information from the fall 1997 Board Member Survey and from interviews with some of ASCD's key personnel, and naming objectives and criteria.

Executive Council member Bonnie Benesh facilitated the Board activity. She reminded everyone that they were here for discussion and to determine if this is an adventure we want to go on together and that no decision has been made. The will of the Board is why we are here. Benesh shared information from legal counsel, including contingency resolutions. She then reviewed the Board's activity. If the Board decides to move forward with a name change, other activities are planned. Feedback from this activity will be reviewed by ASCD staff and the Executive Council and will then be communicated to the Board in a summary form. Affiliates were asked to engage in a similar activity earlier in the year and 15 affiliates provided input on the pros and cons of a name change, advantages and disadvantages to headquarters and to affiliates, and possible scenarios for transition. Benesh shared information from the affiliates' reports. She asked Board members to think about what it would be like to transition to a new name, take some time

to look at Master-McNeil's findings, and talk about the value of a name change. She then asked them to look at the other questions on the worksheet and to then record comments on that worksheet.

Board members recorded information from their discussions and the worksheets were collected. Benesh said she would conduct a straw poll to determine whether the Board wanted to move forward with further discussion.

Doug Gruber (Ontario) asked that, if there were further discussions at the Affiliate Leadership Conference and at other meetings, would that information be brought back to the Board a year from now? Is it possible to have consultants tell us what has happened to other organizations that have changed their names? Benesh said the straw poll was to determine if you wanted discussions to end now or for discussions to go further.

Ronald Costello (IN) said that the discussion at his table included thinking about moving away from the letters and if words could be changed.

Ron Andrew (OH) suggested using a name for a marketing division, something similar to IRI/Skylight.

Benesh conducted a straw poll on the question of whether a name change should be considered, and the results indicated 156 votes for and 62 votes against. She said the Board would now engage in two more activities.

Judy Scudamore (KS) said her vote "for" was to move ahead so that we have the information we need to make a decision. She felt she was asked to make a decision without all the information that others had.

Benesh said that, now that the Board has decided to move ahead with further dialogue, the next steps would be to invite Master-McNeil to come back and share information on the process they used to select potential names and to present a list of recommended names. David Holton then reviewed that list of possible names for consideration, including names with just initials and new acronyms. He then presented a smaller list of 14 recommended names from that larger list, and copies of the 14 recommended names were distributed to Board members. Holton also shared information on the effect of an organization's name change.

Ken DiPietro (RI) spoke as an advocate of ASCD's current name but said he had a lot of respect for the work that has been done on this question. He asked if revisions could be made to the 14 recommended names. Marilyn Zaretsky (NY) asked about the word "supervision" and whether there was any consideration of using just "S." Holton said that change was not considered. In response to a question from Marilyn Winters (CA), Sutton shared information on the size of the organizations that Holton had used as examples of

organizations that had changed their names. Holton provided information about the use of a tag line.

Benesh thanked Holton and Sutton for their presentation. Staff distributed copies of a document to be used in another activity. Board members used polling devices to provide input on ASCD's current name, the recommended names, and the ASCD initials. Board members determined four top names (ASCD spelled out, ASCD letters alone, ASCD acronym for Association for School and Curriculum Development, and Association for Teaching and Learning). Benesh then asked Board members to discuss these names. Staff then distributed copies of possible resolutions that ASCD's legal counsel had developed. Benesh reminded Board members that they can (1) table the item, (2) continue discussion of possible names, or (3) decide on a specific name to put forward for consideration.

Bonnie Bruington (CA) asked about money that was budgeted for the name change study. Executive Director Gene Carter said that this budgeted money is a contingency plan; it will not necessarily be spent. Benesh reviewed the two motions:

Proposed Motion One: RESOLVED, that the Board of Directors defer any recommendation to the membership to change the name of the Association at this time, and that the President and the officers of the Association continue to communicate with the membership to ascertain the members' views concerning the advisability of a name change. If a name change appears to be supported by a significant portion of the membership, the officers of the Association should seek to obtain general consensus on an acceptable new name. The officers should report the results of their further activities in connection with this matter back to the Board.

Proposed Motion Two: RESOLVED, that the name of the Association for Supervision and Curriculum Development should be changed to the highest-ranked name selected by the Board of Directors that is legally available. And that to accomplish the foregoing, the Articles of Incorporation should be amended by deleting ARTICLE I and replacing it with "ARTICLE I: The name of the corporation shall be _____." RESOLVED FURTHER, that the proposed amendment to change the name be submitted to a vote at a special meeting of the members of the Association.

Irving Ouellette (ME) asked about the definition of "pro bono" used in budget information. Carter said it is "at cost." Frank Betts said that the cost of the Name Study includes direct costs to the Association (e.g., a mailing to the membership would cost approximately \$50,000).

David Nuss (OR) moved, and Margaret Blackmon (VA) seconded, to adopt Motion One.

Ken DiPietro (RI) said to look at proposed motion two. ASCD spelled out was the highest ranked name. Why do we then need a proposed motion one? We should bring this information to the membership and find out what their highest-ranked name is.

Art James (WA) said he did not vote with the intent of choosing a name and it shouldn't be used that way.

Kathryn Holboke (OR) noted that there was not a lot of passion for the 14 recommended names. She asked if additional names could be suggested.

Elizabeth Posey (NM) said that in all fairness to the membership, information shared today should be made widely available to all members and dialogue should be continued.

Jim Latimer (Alberta) moved to amend the motion by adding the sentence "This matter will come back to the Board of Directors by March 1999." Elizabeth Posey (NM) seconded the amendment. Doug Gruber (Ontario) suggested a change in the amendment language to "in March 1999" instead of "by March 1999," and Latimer said that was the intent of his amendment.

Frank Betts provided more information on the projected \$50,000 for a mailing to the Board of Directors, and Marilyn Winters (CA) expressed an interest in using a tag line.

Doug Schermer (IA) moved to further amend the motion to read: "ASCD should expend no funds." There was no second and the MOTION FAILED.

The first amendment to the motion CARRIED and the amended motion now reads:

"RESOLVED, that the Board of Directors defer any recommendation to the membership to change the name of the Association at this time, and that the President and the officers of the Association continue to communicate with the membership to ascertain the members' views concerning the advisability of a name change. If a name change appears to be supported by a significant portion of the membership, the officers of the Association should seek to obtain general consensus on an acceptable new name. The officers should report the results of their further activities in connection with this matter back to the Board of Directors in March 1999."

Assistant Executive Director for Information Systems & Services Melody Ridgeway asked Board members for feedback on questions about the availability of technology at their home sites. Board members used the electronic voting devices to record their feedback.

12. Report of the Issues Committee and discuss issues on a preliminary basis.

Issues Committee Chair Isa Kaftal Zimmerman provided information on how to participate in the process of determining positions to be brought forward. She reviewed the Issues Committee's work during the past year, and she reviewed the proposed positions for discussion this year. Zimmerman also provided information on the schedule of Town Meetings that would be held over the next two days. She said that the Executive Council had asked the Issues Committee to sharpen and refine the positions listed in the publication, *What We Believe: Positions of the Association for Supervision and Curriculum Development*.

Documents describing the adoption process were distributed. Zimmerman said that Board members would use electronic polling devices in this process on Monday. She also asked Board members to use another worksheet on the table to record any questions about the process. On Monday, Board members would discuss the five proposed positions, prioritize them, and then vote for the top two, for which action plans will be developed by ASCD staff. Zimmerman said that if the Board does not vote to bring any positions forward we won't have any. Proposed positions need a two-thirds vote to be brought forward for discussion. She also reviewed the process for bringing forward a proposed position different from those already identified.

President Hall thanked Zimmerman for her report.

13. Announce Board nominees to the Issues Committee.

President Hall said that the Executive Council would elect two new members to the Issues Committee at its meeting on Tuesday. He announced the following list of nominees: Alida Begina (CT), John Bennin (UT), Patricia Brannigan (Ontario), Ronald Costello (IN), Sandra Dyck (Alberta), Michaeline Meyer (NE), Dixie Roberts (Alberta), and Robert Wilhite (IL).

No motion required.

14. Announce results of the Nominations Committee election.

President Hall announced the following persons would be asked to serve as members of the 1998-99 Nominations Committee based on the election results: Crisanne Colgan (CT), Carol Cottrell (WA), Betty Edwards (Alberta), Maria Luisa Gonzales (NM), Bill Jones (OR), Harriett McFarlane (HI), David Puyear (MT), Dixie Roberts (Alberta), and Dean Wiles (Germany). The following persons will be asked to serve as alternates to the Committee: Diann Gathright (AR), Irving Ouellette (ME), and Mary Ravita (PA).

No motion required.

15. Report of the Governance Evaluation Commission and discussion of alternative structures.

Executive Council member Bob Watson (SD) reviewed the Commission's charge and its work to date. He reviewed the planned activity and the worksheets for this activity. He asked Board members to focus on the draft principles and propose any additions, to review the five proposed alternative governance structures, and to provide any additional information. Commission members would meet on Sunday to review this feedback and feedback will be asked for again at the Affiliate Leadership Conference and at other meetings. The Commission will report back in a year.

President Hall said this activity is an attempt to obtain Board feedback on concerns raised by the Review Council and the Constitutional Review Committee.

Judy Ouellette (VT) moved, and Barbara Parramore (NC) seconded, to table this activity until Monday's Board meeting. MOTION TO TABLE CARRIED.

16. Process observations.

President Hall asked Board members to complete the process observation form included in the notebook material and to return it to ASCD staff.

No motion required.

Announcements

President Hall reminded everyone of the Board reception from 5:30 to 6:30 p.m. He declared the meeting adjourned at 5:25 p.m.

ASCD ANNUAL BUSINESS MEETING
Monday, March 23, 1998
San Antonio Marriott Rivercenter
San Antonio, Texas

MINUTES

President Hall convened ASCD's 53rd Annual Business Meeting at 2:05 p.m. and welcomed those in attendance.

He introduced Executive Director Gene Carter, President-Elect Thomas Budnik, and Parliamentarian Delmo Della-Dora.

1. Presentation of Reports.

Executive Director Gene Carter reviewed his three-part presentation: brief summary points, a "PowerPoint" presentation on recent activities, and an opportunity for comments and questions. He said that this has been an exciting year for ASCD. We have clarified our strategic direction and made significant progress in the transformation necessary to implement our goals. We have had many learning opportunities to explore horizons for the future. Carter shared information on ASCD's very strong financial performance in FY 97 and a similar strong performance to date for FY 98.

Carter then reviewed this year's Annual Report, entitled *The Stories We Tell: Encouraging Academic Success for Students Worldwide*. The report includes the usual information and data interspersed with a collection of folktales, illuminating how our Strategic Plan and our work follow from the values we cherish. We are guided by our strategic plan and our goals. A review of the vision, goals, and strategies is now underway.

Susan Hlesciak Hall, Director of Public Information, narrated a PowerPoint presentation of ASCD's recent activities, including plans for the new building; issues forums; and new publications, products, and services.

Carter said that each Board member should have received a copy of the Learning First Alliance's proposals for the improvement of reading and math instruction. Each affiliate was asked to synthesize the report and offer any comments on how the working drafts could be improved so that ASCD can forward this input to the two committees. He noted that ASCD's collaboration with groups such as Communities in Schools, American Association of School Administrators, and Quest International works to fulfill the goals of America's Promise. Carter also reviewed other collaborative efforts planned for FY 98.

2. Statements of Concern.

President Hall invited Board members to share any statements of concern.

Bonnie Bruington (CA) asked for clarification of money spent and budgeted for Strategic Plan activities. Carter said that the money is budgeted so that ASCD will be in a position to support whatever activities might arise from the current review and revision of the Plan. The money will not necessarily be expended.

President Hall identified the new officers for the upcoming year, Thomas Budnik and Joanna Choi Kalbus. He also introduced new members of the Executive Council. He said it was his extreme honor to serve as president during the past year. ASCD must continue to help children live their dreams, break the mold, and raise the roof. His year as president was a great experience, and he thanked everyone who made it enjoyable.

The Annual Business Meeting concluded at 3:00 p.m.

ASCD BOARD OF DIRECTORS MEETING
 Monday, March 23, 1998
 San Antonio Marriott Rivercenter
 San Antonio, Texas

Monday, March 23, 1998

President Hall convened the Board of Directors meeting at 3:00 p.m.

He reminded Board members that agenda item 15, "Report on the Governance Evaluation Commission and discussion of alternative structures," was tabled from Friday's meeting. No motion is required to begin this work again.

15. Report on the Governance Evaluation Commission and discussion of alternative structures (cont.--tabled from Friday's meeting).

Executive Council member Bob Watson again facilitated the activity, and he reviewed the process. Watson recognized other members of the Governance Evaluation Commission (GEC) in attendance. He reviewed the history of the Commission's establishment. He said that Board members would be asked to hold small-group discussions on just two of the original four questions on the worksheet.

GEC member Gwyn Edwards reviewed nine principles that members of the Commission felt represented ASCD's governance values. He said it became obvious to members of the GEC it would be impossible to proceed unless we had some criteria for the ideas we are hoping to generate. Board members discussed these draft principles and noted additional ones. They then reviewed ASCD's current governance structure in light of this information. GEC members collected the feedback.

Watson also asked Board members to keep and read the second page of the worksheet, to continue discussing the questions ("Review each proposed governance alternative against each draft principle, including any additional ones," and "Discuss your vision of what ASCD's governance should be in light of previous responses") at the local level, and to then share this information with the GEC, which meets again in the fall.

Watson then reviewed ASCD's current governance structure and five possible alternative structures. Board members used electronic voting devices to provide input on the following questions: "What is your opinion of the current board structure," and "Give us your opinion on the current process used by the Board of Directors."

No motion required.

1. Adopt ASCD positions.

President Hall asked Issues Committee Chair Isa Kaftal Zimmerman to facilitate this

agenda item. He said that Board members will vote as a body whether to adopt any of the proposed positions. Adoption of a position requires a two-thirds vote. No more than two positions will be adopted. If more than two positions receive support from two-thirds of the Board, those positions will be rank ordered.

Zimmerman introduced the other members of the Issues Committee who were present: Luis Burgos (PR), Mildred Huey (SC), Ruth Ellen McMillan (CA), and Mary Ann Riggie (VT). She said that the four Town Meetings were attended by a total of 50 people. She also shared information from suggestions made at those meetings about some of the wording, the process, and questions about the action plans and offers of collaboration and assistance. Zimmerman emphasized that the issues process is evolving and that this year's issues are more philosophical and goal-like.

The five 1998 positions--"Know the Learner: Making Education Personal," "Assessment: Uses and Misuses," "Becoming a Whole Society: Improving Attitudes About Our Differences," "Attacking Poverty in Education," and "Living in a Global Society"--were displayed on overheads. Board members used electronic polling devices to record their first and second choice of the positions that held the greatest interest for them.

Assessment

Bill Dycus (TN) moved, and Jill Wilson (FL) seconded, to move the position on assessment forward for adoption. Zimmerman read the position statement, which was also displayed on a overhead. Dycus, Ron Costello (IN), Nancy Oelklaus (TX), and Mike Ross (OH) spoke in favor of this position. In response to a question about wording from Jodi Newton (AL), Zimmerman said the power will be in hands of teachers to make some decisions on instruction. Newton said she felt the position could be interpreted otherwise. Gwyn Edwards (UK) also questioned the word "determine."

Ken DiPietro (RI) asked the Issues Committee to be mindful of wording in future development of this position--the position appears to blame misuse of assessment on schools. Zimmerman said she would share this with the Issues Committee. DiPietro also complimented Committee members on the different format, which includes a rationale for the position and a link from that position to ASCD positions, values, and beliefs.

Irving Ouellette (ME) asked the Committee to rethink the use of the word "also" in the very last sentence, "The general public also needs to be fully engaged in the purposes and uses of assessment data." Ouellette pointed out that policymakers and decision makers are also involved--we as educators are not going to do this alone.

Board members voted 122 to 23 to move this position forward for adoption.

Know the Learner

Bob Watson (SD) moved, and Michaelene Meyer (NE) seconded, to move the position on

“Know the Learner” forward for adoption.

Zimmerman read the position. A Board member suggested that a “personal learning experience” was missing from the position as it is written--this conference talked about the heart and soul of students.

A member of New York ASCD questioned whether this position reflected diversity in an international sense.

Board members voted 105 to 37 to move this position forward for adoption.

Attacking Poverty in Education

Judy Stevens (TX) moved, and Gerald Brown (CO) seconded, to move this position forward for adoption. Zimmerman read the position.

Alida Begina (CT) and Elise Henderson (Germany) spoke in favor of moving this position forward. Henderson also asked for clarification of the adoption process, and Zimmerman said the Board can adopt all five positions but only two will go forward for full action plan development. But the Association can adopt and speak to all five.

Ken DiPietro (RI) said he feels we are not attacking poverty in education. We need to eliminate it as an excuse for failure, and we need to go after it on an international scale. Zimmerman said the position is intended to deal with schools that don't have the right kind of resources--this is just one part of the problem. Stevens said that as an international organization this is an issue that can spread around the world and that she supports moving it forward.

Ramón Claudio (PR) said that the essence of the position is to attack poverty in education in special areas. He suggested rewording the second sentence. The position portends to communicate that only schools serving children in high levels of poverty should have special consideration when money is being allocated. Zimmerman said she believes the intent is the same.

Cheryl Clark (Member-at-Large), Gerry Brown (CO), and Bill Dycus (TN) also spoke in favor of moving it forward.

Board members voted 104 to 42 to move this position forward for adoption.

Becoming a Whole Society

Elise Henderson (Germany) moved, and Judy Scudamore (KS) seconded, to move this position forward for adoption.

Zimmerman read the position. There was no discussion.

Board members voted 62 to 82 to move it forward for adoption; the motion failed.

Living in a Global Society

Ken DiPietro (RI) moved, and Ramón Claudio (PR) seconded, to move this position forward for adoption.

Zimmerman read the position. DiPietro spoke in favor of the position, saying that living in a global society also means that we have to learn from our international members. Elise Henderson (Germany) asked if this position and "Becoming a Whole Society" could be combined.

Board members voted 77 to 66 in favor of moving the position forward for adoption; the motion failed.

Zimmerman said that the positions on "Assessment" and "Know the Learner" would be forwarded for development of action plans. "Attacking Poverty in Education" was adopted but will not be formally acted upon by the Association, based on the results of the earlier rank-ordering.

Wayne Sweeney (WA) moved to suspend the rules. He requested that all three positions be developed with action plans. Gordon Stone (TN) seconded the motion. President Hall called for a two-third majority vote to suspend the rules. Board members voted 82 to 61 to suspend the rules, and the motion failed.

Board members used the electronic voting devices to determine their first choice of the two positions to be brought forward for action plans. "Know the Learner" received more votes for first choice.

Zimmerman thanked everyone for their support of the Committee's work and said she is always interested in feedback.

President Hall declared the meeting adjourned at 4:25 p.m.

4/27/98/bdr

ITEM: 5.
Elect candidates to the 2000 ASCD Nominations Committee

FROM: Diane G. Berreth
Deputy Executive Director

ACTION REQUESTED: Elect candidates by paper ballot.

RELATIONSHIP TO STRATEGIC PLAN: The Nominations Committee's work reflects Goal 1, excellence and equity in education; Goal 2, leadership development; and Goal 4, wise stewardship of resources in accordance with our beliefs and values.

BACKGROUND INFORMATION: The process for selecting and electing candidates to the ASCD Nominations Committee changed two years ago. The change was a result of Executive Council action aimed at resolving long-standing problems in the ASCD nominations-elections process.

In June 1997 the Executive Council received and discussed recommendations from the 1996-1997 Nominations Committee focusing on the ongoing shortage of nominees and alternates for ASCD election. As a result of this discussion, the Council authorized then-President Edward Hall to appoint an advisory committee to provide recommendations to the Council at its October 1997 meeting. The Executive Council received the advisory committee's report at its October 1997 meeting. The report focused on several identified problems, including (1) limited member involvement, insufficient nominees, and lack of understanding of the process; (2) current procedures and traditional practices; and (3) insufficient participation in the process by constituent groups. All of the recommendations in the report were being implemented within the year.

One of the Committee's recommendations resulted in the adoption of a modified policy concerning the selection and election of the Nominations Committee. The new policy, which went into effect in October 1997, states that

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

The current President-Elect appoints three carryover members to the Committee after consulting with the Committee chair. The President-Elect designates the Committee chair and vice-chair from among the appointees.

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

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

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: Nominations Committee Nominations Forms (attached);
Nominations Committee Ballot (to be distributed at the Board of Directors meeting).

ACTION TAKEN:

1999 ASCD NOMINATIONS COMMITTEE NOMINATIONS FORM

Nominee: _____

Your Name: _____

Address: _____

Your Phone: () _____

Phone: _____

FAX: () _____

E-mail _____

CHECK COMMITTEE QUALIFICATIONS MET:

_____ Current member of ASCD

_____ Current or former ASCD Board member

_____ Commitment to attending the one-day Nominations Committee training in early fall 1999 at ASCD Headquarters

_____ Commitment to attending Nominations Committee meetings in 2000, held the Thursday before the Board meeting, the Friday of the Board meeting and sometimes Saturday. Nominations Committee service precludes attending the Board meeting.

_____ Fair and open-minded

_____ Ability to maintain confidentiality

DEMOGRAPHIC DATA:

Sex _____

Role _____

Region _____

Race/ethnicity _____

PLEASE DESCRIBE YOUR CANDIDATE'S SKILLS AND ATTRIBUTES IN ONE
PARAGRAPH:

PLEASE RETURN TO:
Becky DeRigge
ASCD
1703 North Beauregard Street
Alexandria, VA 22311-1714
FAX (703) 575-5408
INTERNET your nominations to bderigge@ascd.org

Nominations Form - Page 2 of 2

ITEM: 6.
Report on Review Council

FROM: Corrine Hill
Review Council Chair

ACTION REQUESTED: For information and feedback through small-group activity.

RELATIONSHIP TO STRATEGIC PLAN: The Review Council conducts an annual analysis of the extent to which ASCD is meeting its constitutional purposes. This encompasses the entire Strategic Plan. In addition, this year's Review Council topic demonstrates stewardship of the Association's resources (Goal 4).

BACKGROUND INFORMATION: The Review Council's theme for 1998-2000 addresses concerns from some members that the focus of the Association has shifted from services to marketing. Its analysis includes the relationship among ASCD programs, products, services, and marketing, and addresses four questions:

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

The Council met September 18-19, 1998 to analyze data, including a survey of affiliate immediate past-presidents and executive secretaries. It followed this with three memos to the Board of Directors soliciting feedback on the four questions above addressed in its preliminary findings. Because of the importance of its topic, the Council is conducting a multiyear study and will present a progress report on the study for 1999.

SUPPLEMENTARY INFORMATION: The Review Council will conduct an activity with the Board of Directors to obtain feedback on its interim report.

RELATED DOCUMENTS: Review Council report (in notebook pocket); Board of Directors worksheet (to be distributed).

ACTION TAKEN:

ITEM: 7.
Report of Issues Committee and discuss issues on a preliminary basis

FROM: Helen Randolph Stiff
Chair, Issues Committee

ACTION REQUESTED: For information only.

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

BACKGROUND INFORMATION: The issues identification process adopted by the Board of Directors in 1993 is now in its sixth year. In the fall, a member survey was used to help identify issues for further deliberation by the Issues Committee. The Issues Committee met in November in Alexandria to review the results of more than 2,000 member responses to the survey. Following its deliberation in the fall, the Committee proposed five positions for consideration.

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

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

RELATED DOCUMENTS: Transmittal memo, ASCD Issues-1998; Position Adoption Schedule; Process for Submitting Additional Positions; and Position Adoption Process (attached).

ACTION TAKEN:

ISSUES
1999
ORDER

ISSUES
1999
ORDER

ISSUES 1999



Association for Supervision and
Curriculum Development
1703 North Beauregard Street
Alexandria, VA 22311-1714 USA

ASCD ISSUES

1999

ASCD,

*a Diverse, International
Community of Educators, Forging
Covenants in Teaching and Learning for
the Success of All Learners*

ASCD VISION

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

BELIEF STATEMENTS

Fundamental to ASCD is our concern for people, both individually and collectively.

- We believe that the individual has intrinsic worth.
- We believe that all people have the ability and the need to learn.
- We believe that all children have a right to safety, love, and learning.
- We believe that a high-quality, public system of education open to all is imperative for society to flourish.
- We believe that diversity strengthens society and should be honored and protected.

- We believe that broad, informed participation committed to a common good is critical to democracy.
- We believe that humanity prospers when people work together.

ASCD also recognizes the potential and power of a healthy organization.

- We believe that healthy organizations purposefully provide for self-renewal.
- We believe that the culture of an organization is a major factor shaping individual attitudes and behaviors.
- We believe that shared values and common goals shape and change the culture of healthy organizations.

ASCD GOALS

- ASCD will be the catalyst for change toward excellence and equity in education for the common good.
- ASCD will develop the leadership of educators to enhance student potential and improve student achievement.
- ASCD will engage in collaborative relationships that improve teaching and learning worldwide.
- ASCD will exercise wise stewardship of its resources in accordance with ASCD's beliefs and values.

ISSUES PROCESS

Democracies depend on public schools for the education of active citizens through equal access to a free, high-quality public education. Schools are critical public sites for nurturing the hope of democracy by preparing students to participate fully in civic life and in the building of a better society. There are many new challenges requiring ASCD's thoughtful voice in these times to ensure that education maintains a democratic purpose.

Recognizing these challenges, we propose the following positions to address issues of educator quality, family engagement in education, equity, school facilities, and standards and accountability. We address these issues to ensure that the skills and talents of quality professional educators are used to help young people realize their full potential as citizens and workers in modern economies.

Only with the widest possible participation of ASCD members can this important process reflect the views of the membership and expand ASCD's efforts to improve the educational lives of children and youth throughout the world. Please join the Issues Committee and the Board of Directors in this vital deliberation.

Background and Rationale

In 1999, ASCD marks the sixth year of the Issues Process. This important process provides opportunities for all members to voice their opinions on critical education issues and join a deliberative process to articulate positions on these issues. The goal is to advance ASCD's influence on important matters of teaching and learning within the education professions, the political and policy communities, and the general public. As in past years, the 1999 Issues Process began in the fall of 1998 with ASCD members responding to the Annual Issues Survey. In October, the ASCD Issues Committee met at the new Association headquarters to select critical issue areas and to draft proposed positions on these issues to present to the Board of Directors at the March 1999 Annual Conference.

The Board will be guided in its deliberations by (1) the importance of the position to ASCD's vision, mission, and goals and (2) the Association's potential for effective action on the position. After the Board makes its decision, ASCD staff will develop action plans and strategies for moving the positions forward.

Before the Board decides which positions to adopt, ASCD members attending the Annual Conference have opportunities at four Town Meetings to share their views, discuss, and reflect on the proposed positions. The outcome of these town meetings is shared with the Board, and also influences the final revision of the issues statements.

A statement of ASCD's proposed position on each of five issues, with background and context on each position, follows in this booklet. Members might observe that a few of the proposed positions are similar to previously adopted or proposed positions. In their deliberations last fall, the Issues Committee recognized that some positions require sustained effort and that within topics there are multiple issues needing attention. References to already adopted positions are contained in each of the proposed positions for 1999.

Town Meetings Schedule

The Issues Committee strongly encourages members to participate in this process by carefully reviewing and reflecting on the material in this booklet and by attending the Town Meetings.

The schedule for the Town Meetings is as follows:

Saturday *March 6, 1999*

1:00-2:30 p.m.

Moscone Convention Center—Esplanade Level—Room 310

3:30-5:00 p.m.

Moscone Convention Center—Esplanade Level—Room 310

Sunday *March 7, 1999*

12:30-2:30 p.m.

Moscone Convention Center—Esplanade Level—Room 310

3:00-5:00 p.m.

Moscone Convention Center—Esplanade Level—Room 310

ISSUE #1:

Educator

Quality and

Responsibility

POSITION

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

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

CONTEXT

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

Strengthening experienced teachers.

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

POSITION

ASCD supports policies and practices that ensure collaborative relations of responsibility and authority between home and school for the benefit of individual students, public education, and society. Such policies and practices should engage families and advocates for students in partnerships with educators that build support for quality teaching and learning.

CONTEXT

Family involvement increases student achievement and lifelong success. Yet today many families feel increasingly alienated from public schools, leading some to pursue options outside of the public school structure.

Promoting family involvement. Educators must ensure that the family has an active voice in addressing a student's individual learning needs and interests. Those needs and interests may be best addressed through creative public school initiatives, some of which may be non-traditional programs such as magnet schools, charter schools, distance learning, service learning, multicultural curriculums, and flexible attendance boundaries. These initiatives might include collaborative efforts involving faith- and youth-based groups, as well as business-education alliances within the community. Educators must be willing to listen to the concerns of families and be willing to examine their educational practices in light of those concerns.

Parent and family responsibility. Families bear the responsibility of being active participants in the student's learning program—seeking the advice, guidance, and expertise of educators, and also offering insights, feedback, and support.

ISSUE #2:

*Families and
Schools*

ISSUE #3:

Equal Access to Excellence

POSITION

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

CONTEXT

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

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

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

POSITION

ASCD supports policies at the national, state/provincial, and local levels that transform school facilities into optimum environments in which to learn and work.

CONTEXT

In the United States, the Government Accounting Office reported in 1996 that the estimated need for school renovations is \$112 billion, a figure that does not include new construction to accommodate unprecedented growth in the student population. In 1998, UNESCO reported that teachers in the poorest countries face dire shortages of basic necessities in their schools, from water and electricity to textbooks. Also, the report noted that even though concepts of a future "knowledge-based" society are forming, the majority of school buildings, even in the most developed countries, are not equipped to use new technology.

Adequate school facilities must ensure basic safety and security for all students and staff. The learning facility must ensure safety, security, and health for all. These must be primary considerations in assessing the need for, and funding of, school renovation and new construction.

Communities must equip facilities with the technology to educate learners for the 21st century. School facilities must address the requirements of educational technology as well as the essential need for all students to develop technological skills. These facilities will require collaboration among business, education, and local communities to ensure that all students have equal access to technology in the 21st century.

Schools should be designed to meet the diverse needs of the community. Schools serve a multi-age population, and facilities must be adequate to maximize the results of learning for whole communities, while maintaining a human scale and user-friendly environment. Schools must also be designed to conserve and maximize financial, human, and environmental resources.

ISSUE #5:

Standards and Accountability

POSITION

School systems must be held publicly accountable for the success of every student, and in turn, the public must be held accountable for creating the conditions necessary for the success of all learners.

CONTEXT

Accountability systems are often disconnected from what educators and researchers know actually works to improve student achievement.

Many educators agree that there is an urgent need to redesign these systems. The standards movement is a good example. High standards for all students is a worthy goal, but often assessments and evaluation based on the standards are not congruent with how students learn, even when aligned with what students are taught. Student assessment for the 21st century must use diverse methods to measure and to value multiple approaches to teaching and learning, and must have as an expectation that all students will improve. Further, the standards movement must not limit learning by narrowing curriculums, not inhibit creative teaching and learning that is grounded in effective practice and sound research and inquiry.

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

POSITION ADOPTION SCHEDULE

Friday's Board of Directors' meeting:

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

The schedule for the Town Meetings is as follows:

Saturday March 6, 1999
1:00-2:30 p.m.
Moscone Convention Center-Esplanade Level-Room 310

3:30-5:00 p.m.
Moscone Convention Center-Esplanade Level-Room 310

Sunday March 7, 1999
12:30-2:30 p.m.
Moscone Convention Center-Esplanade Level-Room 310

3:00-5:00 p.m.
Moscone Convention Center-Esplanade Level-Room 310

PROCESS FOR SUBMITTING ADDITIONAL POSITIONS BY BOARD OF DIRECTORS

The issues addressed by the Issues Committee, and the positions they and staff have drafted, represent the concerns of Issues Committee members and the opinions of the more than 2,000 ASCD members who responded to the issues survey last fall.

The Friday, March 5, Board of Directors meeting will allow more than an hour of deliberation for clarification on the proposed positions. There will be four Town Meetings over the ensuing weekend at which the Board will hear the opinion of any ASCD member who wishes to speak. Further debate on issues the Board chooses to consider for adoption will be a substantial part of the process at the Monday Board Meeting. The Issues Committee asks, therefore, that any additional positions brought forward by Board members represent a substantively different position from those the Issues Committee is proposing.

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

1. Present proposed position orally to the Board on Friday, March 5.
2. Submit 30 signatures of current board members in support of the position. These signatures are to be submitted to the Chair of the Issues Committee by the end of Friday's Board Meeting.
3. Prepare proposed position in writing using ASCD position format.
4. Attend the Issues Committee meeting on Friday, March 5, 1999.
5. Submit final copy to Issues Committee members at or immediately after the final Town Meeting on Sunday, March 7, from 3:00 p.m. to 5:00 p.m., in the Moscone Convention Center, Esplanade Level, Room 310.
6. The additional position(s) will be considered and acted upon at the Monday, March 8, Board of Directors Meeting.

POSITION ADOPTION PROCESS

for

Monday, March 8, 1999

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

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

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

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

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

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

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

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

Required vote: A two-thirds majority of those present; voters may select up to two of the newly adopted positions.

ITEM: 8.
Report on the Governance Evaluation Commission

FROM: Thomas J. Budnik
President

Joanna Choi Kalbus
President-Elect

ACTION REQUESTED: For information only.

RELATIONSHIP TO STRATEGIC PLAN: This work supports our beliefs; Goal 2, developing leadership; and Goal 4, wise stewardship.

BACKGROUND INFORMATION: At the Executive Council's November 1996 meeting, the Council accepted the recommendation of the Constitutional Review Committee (CRC) to establish a working group, the Governance Evaluation Commission (GEC), charged with studying the effects of the 1993 report of the Governance and Member Participation Panel, making recommendations, and reporting those recommendations to the Executive Council by June 1997. The GEC was further charged with involving the Board of Directors in its deliberations. The Executive Council was also asked to make nominations to the GEC, whose members were appointed by Past President Jones in December 1996.

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

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

The GEC met again in November 1998 and reviewed the feedback received from the 14 Board members who responded to the August memo on alternative governance structures. This feedback, which did not indicate a clear preference for any one governance option, was used in

considering what governance structure would best meet ASCD's needs in the 21st century. The GEC also continued consideration of the strengths and weaknesses of ASCD's current governance structure. Based on these factors, the GEC developed an alternative governance structure for the Board's consideration. The alternative structure has been developed as a concept paper and the Board will be asked to consider implications, raise questions, and provide feedback.

SUPPLEMENTARY INFORMATION: Since the 1996 appointment of the Governance Evaluation Commission, seven of the nine Commissioners have been elected to the Executive Council. At the March GEC meeting, Commissioners expressed concern about the possible perception that the GEC lacked member diversity. Therefore, President Thomas J. Budnik appointed four additional members from the ASCD membership, three of whom are current members of the ASCD Board. They are Kolene Granger (UT), Cheryl Gray (IL), Miki Jackson (VA), and Paul Raschke (Japan).

RELATED DOCUMENTS: GEC Timeline (attached); Revised Governance Principles (attached); GEC Proposed Governance Structure and Duties (attached); and Board of Directors worksheet (to be distributed).

ACTION TAKEN:

**ASCD GOVERNANCE EVALUATION COMMISSION
TIME LINE
November 1998**

- | | |
|----------------------|--|
| November 1997 | Letter from President Hall to the Board of Directors
-Copy of the letter to each affiliate president/executive secretary
-Review of mission and purpose of the Governance Evaluation Commission
-Proposed involvement of the Board of Directors
-Your responsibility as a Board of Directors member
-Future communications
-Publish Governance Evaluation Commission update in <i>Affiliate Action</i> |
| February 20, 1998 | Special mailout of governance study documents including document summaries |
| March 7, 1998 | Board of Directors Agenda notebook to include Governance Evaluation Commission process to be used at the Board of Directors Meeting - (San Antonio)
-Governance Evaluation Commission report to Review Council |
| April 1998 | Appointment of four additional GEC members |
| April 22, 1998 | Synthesis of Board of Directors' review of principles
-Send to Affiliate Leadership Conference participants
-Send to Executive Council
-Send to Review Council
-Send to Governance Evaluation Commission |
| May 1, 1998 | Affiliate Leadership Conference review of Board feedback |
| May 15, 1998 | Invite feedback from Board on revised principles |
| June 18, 1998 | Executive Council review of GEC progress |
| August 7, 1998 | Invite feedback from Board on alternative structures |
| October 1998 | Progress report to Review Council |
| October 11, 1998 | Summary of Board and Governance Evaluation Commission feedback to Executive Council |
| November 12-14, 1998 | Governance Evaluation Commission meets, reviews principles, structures feedback, and makes recommendations |

Fall 1998	Regional meeting participants receive update on Governance Evaluation Commission progress
December, 1998	Information packet from Governance Evaluation Commission to the Board of Directors
January 11, 1999	ASCD staff receives Governance Evaluation Commission materials in final form
February 17, 1999	Report from Governance Evaluation Commission to Board of Directors -copies to Review Council and Constituent Relations Committee
March 5, 1999	Discussion of recommendation at Board of Directors meeting in San Francisco -Roundtable discussions open to all conference attendees -Report to Review Council and Constituent Relations Committee
April 22-25, 1999	Affiliate Leadership Conference discussion of Governance Evaluation Commission report to the Board of Directors
June 15, 1999	Board of Directors receives updated Governance Evaluation Commission report and votes on recommendation by mail
June 17, 1999	Executive Council receives Governance Evaluation report
August 1999*	Constitutional Review Committee meets to develop proposed revisions to the ASCD constitution
Sept./Oct. 1999*	Regional Meeting participants receive update on Constitutional amendments
October 1999*	Board of Directors votes on proposed Constitutional amendments
October 17, 1999*	Executive Council receives update
January 2000*	Notice of proposed constitutional changes is published in an ASCD journal
Feb 2000*	Constitutional change ballot mailed to the membership for vote

* All steps after June 15 are dependent on the decision of the Board of Directors. The listed actions are the recommendations of the Governance Evaluation Commission.

Governance Principles

These governance principles were developed by ASCD's Governance Evaluation Commission with input from ASCD's Board of Directors. They are intended to guide governance decisions of the Association.

By *collaborative*, we mean individuals working together toward common goals in relationships that are mutually empowering, respectful, and responsive.

By *communicative*, we mean providing multiple avenues for individuals to provide input into and receive information on issues and decisions.

By *democratic*, we mean self-governance through representative involvement, sharing rights and responsibilities. Democratic governance is participatory and includes diverse voices.

By *effective*, we mean efficient and responsible governance that exemplifies wise stewardship of ASCD's resources. Effective governance is accountable and trustworthy.

By *ethical*, we mean reflecting integrity by operating from standards of conduct that support ASCD's beliefs and mission.

By *flexible*, we mean the capacity to anticipate and adapt to change.

By *inclusive*, we mean providing opportunities for all to engage meaningfully in ASCD. Inclusive governance recognizes and values differences in individuals and cultures.

By *learning-centered*, we mean continuous improvement through proactive practice and reflection. Learning-centered governance recognizes the primacy of children in ASCD's programs, products, and services.

By *representative*, we mean that action is taken on behalf of ASCD, through the involvement of the diverse voices within our community.

July 1998

GOVERNANCE EVALUATION COMMISSION

Proposed Governance Structure and Duties

Article V - Leadership Council

Section 1

The Leadership Council shall (1) provide input to the Board of Directors on policies for the Association; (2) solicit information from members on education issues and identify critical issues facing the education profession; (3) provide input on critical education issues throughout the year within the framework of the Association's Strategic Plan; (4) adopt positions on critical education issues on behalf of the Association; (5) appoint an Issues Committee of up to twelve members from within the Leadership Council to prepare proposed positions prior to the Council's meeting at the Annual Conference, and to annually review ASCD's adopted positions; (6) annually review reports on ASCD actions developed in response to adopted positions; (7) provide guidance to the Association's programs, products, and services based upon adopted positions; (8) elect those members of the Board of Directors who are to be drawn from the Leadership Council's own membership; (9) recommend topics and Association members to the Board of Directors for working groups; (10) serve on Board of Directors' appointed working groups.

Article V - Leadership Council

Section 2

The Leadership Council shall consist of (1) two representatives from each affiliate, who shall serve a three-year term of office; (2) one additional representative for every 5000 Association members living within each affiliate's geographic boundaries, who shall serve a three-year term of office; (3) 20 members-at-large, who shall serve a three-year term of office and be elected by Association members. The Board of Directors shall serve *ex-officio*.

Article VI - Board of Directors

Section 1

The Board of Directors shall (1) formulate and approve policies for the Association with appropriate input from the Leadership Council; (2) adopt the annual budget; (3) act on applications for affiliation; (4) fill vacancies in office until the next election; (5) be responsible for annual meetings and conferences; (6) establish working groups to ensure fulfillment of the

purpose of the Association, including appointing members and chairpersons, giving direction to the development of the various group projects, and terminating such groups at appropriate times; (7) approve actions on positions adopted by the Leadership Council; (8) interpret and communicate the positions of the Association on issues related to the purpose of the Association; (9) be custodian of property of the Association; (10) establish a time frame and process for conducting constitutional reviews; (11) have the sole authority to determine what is sent to Association members for consideration of Constitutional changes; (12) employ an Executive Director; (13) review Association partnerships and alliances; (14) serve ex-officio on the Leadership Council.

Article VI - Board of Directors

Section 2

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

ITEM: 9.
Report on Name Study

FROM: Thomas J. Budnik
President

Joanna Choi Kalbus
President-Elect

Edward L. Hall
Immediate Past President

ACTION REQUESTED: Discuss report on Name Study and determine next steps if appropriate.

RELATIONSHIP TO STRATEGIC PLAN: This activity relates to ASCD's vision, beliefs, and the extent to which ASCD's name reflects them.

BACKGROUND INFORMATION: In March 1997 the ASCD Review Council presented its report, *Curriculum Supervision: Current Status and Implication for ASCD*, to the Board of Directors. The report included the recommendation that "ASCD should consider revising its name as the term *supervision* is becoming outmoded and creates an obsolescent image of this organization." That same spring, the Executive Director received a similar recommendation from the staff Influence Goal Group based on concerns about ASCD's low name recognition with the nonmember public, legislators, and the press.

As these two recommendations had been preceded by conversations about ASCD's name at meetings of the Executive Council and the Governance Evaluation Commission, the Executive Director proposed a Name Study at the June 1997 Executive Council meeting, to be conducted with the assistance of a naming firm. Staff subsequently contracted with Master-McNeil Inc., a West Coast naming firm that works with nonprofits at cost. In October 1997 Master-McNeil presented naming objectives and criteria to the Executive Council based on the Board of Directors' survey results. After the October 1997 Executive Council meeting, the membership was invited to comment on the Name Study and share name suggestions through ASCD publications. The Executive Director also sent a letter to several ASCD stakeholders, including former presidents, ASCD associates, ASCD network facilitators, and ASCD consultants. By May 1998, more than 100 communications had been received from members, running 2:1 in favor of a name change. Sixteen affiliates replied to a request to conduct a Board activity on the Name Study; their responses were mixed.

The Board of Directors then engaged in several activities at its March 1998 meeting, including small-group work and the rating of names proposed by Master-McNeil. The results of their work were mailed to them in April in both summary and complete form. The Board concluded the Name Study agenda item by adopting the following resolution:

RESOLVED, that the Board of Directors defer any recommendation to the membership to change the name of the Association at this time, and that the President and the officers of the Association continue to communicate with the membership to ascertain the members' views concerning the advisability of a name change. If a name change appears to be supported by a significant portion of the membership, the officers of the Association should seek to obtain general consensus on an acceptable new name. The officers should report the results of their further activities in connection with this matter back to the Board.

Based on the Board's resolution, an action plan was developed and adopted by the Executive Council at its June 1998 meeting. The plan focused on ascertaining members' views on the advisability of a name change. All members were offered both a voice poll survey and an ASCD Web survey to provide their views. These self-selection surveys were augmented by the mailing of the same survey to randomly selected groups of current members, nonmember product buyers, undergraduate education majors, beginning teachers, ASCD student chapter advisors, and ASCD advisors/consultants. The results are enclosed. The Name Study was also addressed in teacher focus groups and at affiliate regional meetings.

After reviewing the survey results, the officers determined that there was sufficient support for continuing the Name Study to proceed with the Board of Directors. The officers sent the Board a memo with the Name Study survey results and a request to rank a series of ASCD initialisms and tag lines. This was based on interest among some Board members last year in maintaining ASCD's initials while adding an explanatory tag line. The results of this nonbinding ranking by the Board will be announced at the March 5 Board of Directors Meeting.

SUPPLEMENTARY INFORMATION: In case the Board of Directors determines that a change to another name is desirable, ASCD's legal counsel has determined that the process for a name change is governed by Virginia corporate law, as ASCD is incorporated in the state of Virginia. Under Virginia law, determination of a name change must be made through an actual meeting of the membership. Under ASCD bylaws (Article V, Quorum) the meeting must consist of 100 persons. ASCD's counsel has advised that a lesser number may be present if they carry proxies totaling at least 100.

RELATED DOCUMENTS: November 1997, January 1998, and March 1998 *Education Update* columns
January 1998 *Educational Leadership* notice
Name Study objectives and criteria
Name Study Action Plan

Excerpt from September 1998 *Education Update* and
September 1998 "ASCD in Action" page, *Educational
Leadership*

January 1999 Board memo with attached Name Study survey
results

ACTION TAKEN:

MESSAGE FROM THE PRESIDENT

ASCD Looks to the Future



Our Association is a farseeing one. We believe in long-range planning and continuous improvement. So it is not surprising that ASCD has been working intensively since last fall to update its Strategic Plan.

Because ASCD's Strategic Plan

guides the work of our Association, it is vital that the plan be current and grounded in today's realities. The most recent Strategic Plan, which was created in 1993, has served us well, and the belief statements and mission statement on which it is founded remain valid. But the goals and strategies—the specific targets and the detailed plans for ensuring that ASCD lives up to its mission—were ripe for revision.

The responsibility for updating the plan has been entrusted to ASCD's Strategic Priorities Group (SPG). The 25 members of the SPG include 22 diverse ASCD staff members and three ASCD officers: Tom Budnik, our President-Elect; John Cooper, an Executive Council member; and myself. In a series of meetings over the course of several months, we have reaffirmed the identity and purpose of our Association, scrutinized the work we do, and debated how best to realize our mission in the future.

Some of the critical issues that we needed to address were

- ASCD's need to remain fiscally sound while responding to our social imperative;
- ASCD's desire to become more interna-

tional while continuing to serve the large majority of our members who are North American; and

- ASCD's need to remain responsive to both members and affiliates.

We on the SPG made every effort to consider all aspects of the issues we grappled with, which are complex and interrelated.

A New Vision

As of mid-January, the SPG had drafted a new vision statement for ASCD. This statement attempts to describe the organization that we would like to become more fully:

"ASCD makes a difference for children by touching those who shape their learning. We are an indispensable resource for everyone who values excellence and equity in education. We build partnerships that advance teaching and learning worldwide. We live our beliefs through our actions, products, and services."

Three draft goals seek to encompass the wide scope of ASCD's current work yet stretch us to do even more to make our vision for the Association a reality. The proposed goals address three broad areas:

- ASCD's role as a driving force toward excellence and equity in education, to promote the common good;
- ASCD's role in developing leadership among educators, to help them achieve their mission of enhancing student development and increasing student achievement; and
- ASCD's role in forming strategic partnerships that will improve teaching and learning worldwide.

The Board of Directors has been providing the SPG with feedback on the draft vision and goals through electronic conferencing. The proposed revisions to the Strategic Plan will be presented to ASCD's Executive Council in June. If the Executive Council approves the SPG's work, the Association will disseminate the new plan and align ASCD's budget, business plan, and appraisal system with the new goals. Then the real work begins.

Next: A Name Change?

Another way ASCD is looking to the future is by exploring the possibility of a new name for our Association. Last June, ASCD's Executive Council—in response to sugges-

tions from ASCD's Review Council, Governance Evaluation Commission, Influence Goal Group, and members—approved a study to explore the ramifications of a name change and to develop possible new names. Those who proposed the name-change study have suggested that a new name could be more inclusive of all educators, better reflect the broad scope of ASCD's work, and help ASCD extend its influence.

For several months, the Association has been actively soliciting reactions, comments, and suggestions from ASCD members. Many members with strong opinions have expressed their views, and we thank them for doing so. The comments we have received are running two-to-one in favor of a name change. These are the main reasons members give in support of changing the name:

- ASCD is more than the current name implies; the current name is limiting.
- ASCD is an international organization, and our name should reflect this.
- Our name should convey the concepts "leadership," "teaching," and "learning."

Reasons that members have given for keeping the current name include the long legacy of the ASCD name, the symbolism the name holds for members (confidence and trust), the costs associated with a name change, and the high name recognition that we currently enjoy.

New names suggested by members include The Learning Forum, Educational Leadership International, and keeping the ASCD letters but changing the words they stand for.

This month, at our Annual Conference, 8 to 10 recommended names, including our current name, will be submitted to ASCD's Board of Directors. If the Board supports a name change, a quorum of the membership will be convened. If two-thirds of the quorum votes in favor of the name change, it will be implemented.

Changes as far-reaching as a name change are both exciting and unnerving. One reason that ASCD has thrived as an organization is that we are not afraid to consider making big changes in pursuit of our mission. As proud as we are of our history, we keep looking to the future. ●

Edward L. Hall is Dean of Social and Professional Studies at Talladega College in Talladega, Ala.

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MESSAGE FROM THE EXECUTIVE DIRECTOR

Diane R. Berreth



ASCD Considers Name Change

If an organization is to learn, it must be able to tolerate uncertainty, fear, and discomfort. Learning involves moving toward, rather than away from, our anxiety. It is a journey—and while one must be clear about the destination, the path is never certain.

ASCD is currently learning about the possibility of a name change for our Association. During the past 10 years, various member groups—including the Executive Council, the Review Council, and the Governance Evaluation Commission—have suggested changing ASCD's name. Discussion frequently has centered on the word "supervision," which tends to generate misunderstanding about the composition of our membership (in fact, nearly one-quarter of our members are teachers). The phrase "curriculum development" is also confusing, raising false expectations that we do, indeed, develop curriculums.

Acting on suggestions from these groups, ASCD has begun exploring a name change. In June 1997, ASCD's Executive Council endorsed an organization name development study.

A Careful Process

Although it's true that more than 50 years of good work and goodwill are attached to "ASCD," there is also evidence that a name change need not be disruptive to an organization's image or reputation. To ensure a careful process, the Association has hired Master-McNeil, the leading "naming services" firm in the United States, to advise us in reviewing our current name and developing a new one, if warranted. (Master-McNeil is providing its services at cost.)

At the fall meeting of the Executive Council, S.B. Master and David Holton of Master-

McNeil gave a progress report on recent activities, including a series of executive interviews, a survey of ASCD Board members, and the development of naming objectives and criteria. Here are some key findings from the Board survey (the responses listed were the highest ranked for each question):

What terms best describe ASCD's mission, value, culture, purpose?

- Teaching and learning (37%)
- Leadership (27%)
- Best practices (22%)

What differentiates ASCD from other education-related organizations?

- Broad audiences (20%)
- Focus on learning and teaching (17%)
- Mission/focus/purpose about curriculum development and supervision (12%)

How do you see ASCD changing in the future in membership, goals, concerns?

- Becoming more international (22%)
- Becoming more influential in the educational/political policy arena (12%)
- High technology (7%)

Key words/concepts to explore or avoid:

- Explore International/Global (12%), Leadership (10%), Curriculum (3%)
- Avoid Supervision (27%), National (17%), Association (5%), Curriculum (3%)

The focus of the survey was not whether ASCD should change its name, but what concepts our name should convey. The most frequently mentioned concepts were teaching, learning, and leadership.

This winter, possible new names will be developed. Then, next March, 8 to 10 recommended names, including our current name, will be submitted to the Board of Directors. If the Board supports a name change, a quorum of the membership will be convened. If two-thirds of the quorum votes in favor of the name change, it will be implemented.

Our ultimate goal must be to strengthen the connection between the Association's name and the work we do. This is not meant to imply that a new name—or our current name—will catapult the organization to new heights. But our name should reflect the reality of where the Association is heading.

All ASCD members have a stake in this decision, and your opinions count. If you have questions or comments on the possibility of a name change, please send them by e-mail to Diane Berreth, Deputy Executive Director, at <dberreth@ascd.org>. If you would like to propose a new name, submit your ideas to Joanne Arnold, Research Manager, at <jarnold@ascd.org> by Friday, March 6, 1998. Both Diane Berreth and Joanne Arnold can be reached by regular mail at ASCD, 1250 N. Pitt St., Alexandria, VA 22314-1453. ●

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1997 ASCD Election Results

The following are the ASCD officers and Board Members who were elected in 1997.

General Election

President-Elect

Joanna Choi Kalbus (California)

Executive Council Members

Donald Young (Hawaii)

Francine Mayfield (Nevada)

Review Council Member

Nancy Oelklaus (Texas)

Members-at-Large of the Board of Directors

Judith Dorsch Backes (Maryland)

Donald Kachur (Illinois)

Carol Mackey (Washington)

Carol Renner (Nebraska)

Mary Ann Reynolds (Texas)

Wayne Starnes (Kentucky)

Edward Weber (Wyoming)

Board Election

Executive Council Members

Sharon Leise (Oklahoma)

Leon Levesque (Maine)

Rayton Williams, Jr. (Georgia)

Members-at-Large of the Board of Directors

Patricia Asheroff (Tennessee)

Garrett Brown (Colorado)

Joanne Myerals (Washington)

These officers will assume their duties in the morning session of the ASCD Annual Conference at the Marriott Hotel, March 6-8, 1998. ●

Why ASCD Might Change Its Name



Our Association is considering taking a bold step with far-reaching consequences: we are weighing the pros and cons of changing our name.

The possibility of changing ASCD's name has been raised more

and more often over the past several years, both by our governance groups and by our members. Those who have suggested exploring a name change include ASCD's Executive Council, the Review Council, the Governance Evaluation Commission, and the staff Influence Goal Group.

Why would ASCD change its name?

One major reason would be to better reflect who we are and what we do today. ASCD's current name dates from 1945, when the Association was only two years old. At that time, ASCD's members and interests strongly reflected our origins as the result of a merger between two groups: the NEA's Department of Supervisors and Directors of Instruction, and the independent Society for Curriculum Study.

Over the decades, ASCD has grown and evolved. Our membership has become much larger and more diverse. Today, ASCD represents principals, teachers, curriculum specialists, superintendents, professors of education, and "ed" students, among others. Fully one-quarter of our members are classroom teachers. We are proud of this diversity, which makes us unique among education organizations.

In the opinions of many, however, our current name does not reflect the diversity in our membership. Teachers, for example,

have told us that ASCD's name, with its emphasis on "supervision," makes them feel excluded. Many teachers see ASCD as an association solely for administrators—a perception we need to change. A new name could be more inclusive and welcoming to all educators.

A Broader Scope

As ASCD's membership has diversified, our concerns have broadened beyond the realms of supervision and curriculum development. Today, ASCD's programs, products, and services address nearly all aspects of K-12 education, including curriculum, instruction, and assessment—as well as issues such as classroom management, school organization, teacher preparation, and early childhood education. ASCD also provides information about—and takes official positions on—policy issues such as charter schools and parental rights. A new name could better capture the broad scope of our work.

Another reason to consider a name change is the confusion that our current name sometimes causes. Although our name does reflect two significant areas of ASCD interest—supervision and curriculum—the words "curriculum development" have misled many people, including members of the media, as to our daily work. Many people interpret our name to mean that ASCD writes curriculums, which (with rare exceptions) is not the case.

Yet another reason for considering a name change—a reason cited by ASCD's Influence Goal Group, among others—is that the current name is cumbersome and difficult to remember. One of ASCD's goals is to extend our influence. Toward that end, we would like to increase our name recognition among educators and the general public. A new name could help us make that vision a reality.

What's Being Done

Obviously, a name change is not to be undertaken lightly. Such a serious step mustn't be rushed into. And ASCD wants to proceed with this change only with the support of our membership.

To ensure a careful process, ASCD has hired the consulting firm of Master-McNeil, Inc., to advise us in reviewing our current name and developing a new one, if warranted. Master-McNeil is the leading "naming

services" firm in the United States. To show their support for education, Master-McNeil has agreed to do this work for ASCD at a greatly reduced rate.

Both the Executive Council and Board of Directors have been surveyed as to their views on the idea of a name change. If we decide to move forward, creative work to develop potential new names will take place this winter. Then, next March, eight to ten recommended names will be selected, and a presentation will be made to the Board of Directors. If the Board recommends a name change, a quorum of the membership will be convened. If two-thirds of the quorum votes in favor of the name change, it will go into effect.

As an ASCD member, you have a stake in this decision, and your opinion counts. If you have comments on the possibility of a name change for ASCD, please mail them to Diane Berreth, Deputy Executive Director, at ASCD, 1250 N. Pitt St., Alexandria, VA 22314-1453, or send e-mail to <dberreth@ascd.org>.

Edward L. Hall is Dean of Social and Professional Studies at Talladega College in Talladega, Ala.

Learning First Alliance

ASCD has joined with 11 other organizations to form the Learning First Alliance. The Alliance, which succeeds the Forum of Educational Organization Leaders (FEOL), is the only national coalition focused on public education to involve both CEOs and leaders of major education organizations.

The Learning First Alliance is working to achieve three major goals: ensure that high academic expectations are held for all students; ensure a positive and supportive place of learning for all students; and engage parents and community members in helping students achieve. "Whether they are labor or management, parent or policymaker, what all the members of the Alliance have in common is a dedication to children," says ASCD Executive Director Gene Carter, who will serve on the steering committee.

In January 1988, Alliance members will convene for a national summit focused on improving reading and math achievement.

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ASCD in Action

HELP DETERMINE ASCD'S LEADERSHIP

ASCD's Nominations Committee needs recommendations for nominees for ASCD's 1998 General and Board of Directors elections. For the required candidate forms and a list of position qualifications, please contact Henry Cade, Chair of the 1998 Nominations Committee, at 313-334-1582, or Becky DeRigge, ASCD headquarters, ext. 304 (e-mail: bderigge@ascd.org). Completed forms must be returned to Henry Cade no later than January 31.

ASCD CONSIDERS NAME CHANGE

Acting on suggestions from several governance groups—including ASCD's Executive Council, the Review Council, and the Governance Evaluation Commission—ASCD is weighing the pros and cons of changing its name.

Among the reasons for considering this major step is an interest in better communicating the Association's mission and activities. Since the Association for Supervision and Curriculum Development was founded in 1945, ASCD's membership and activities have expanded and diversified. The Association's interests have broadened beyond supervision and curriculum development to address nearly all aspects of K-12 education. A new name could be more inclusive of all educators and better capture the scope of ASCD's work.

A name change is a serious step, and ASCD will proceed only with the support of membership. To ensure a careful process, the Association has hired Master-McNeil, the leading "naming services" firm in the United States. The consulting firm, in a show of support for education, has agreed work with ASCD at a greatly reduced rate.

After a fall review of naming criteria with the ASCD Executive Council, creative work to develop possible new names is being done this winter. Then, next March, eight to ten recommended names will be presented to the Board of Directors. If the Board supports a name change, the proposed name will then go to the membership for approval.

ASCD members have a stake in this decision. If you have ideas for a name, or comments on the possibility of a name change, please mail them to Joanne Arnold, Research Manager, or send e-mail to jarnold@ascd.org by Friday, March 6.

ASCD REGIONAL DIRECTORS ON THE MOVE

ASCD's regional directors program, now entering its third year, continues to promote the Association's mission among members. Regional directors, who are based in Alexandria, Virginia, but work extensively in the field, offer a variety of services. They help local educators use ASCD's services and products effectively, provide consultation on education issues and affiliate governance, and develop collaborative relationships with influential education groups. Regional directors also gather information about the needs and concerns of ASCD members.

To reach your ASCD regional director, contact Pamela Karwasinski, Project Coordinator, ASCD Constituent Relations, ext. 501 or (e-mail: constrel@ascd.org).

BRIEF TAKES

Harry Wong, motivational speaker, author of *The First Days of School* (ASCD, 1997), and closing general session speaker for the 1998 Annual Conference in San Antonio, will offer a post-conference professional development seminar from 1-4 p.m. on Tuesday, March 24. The session, "The Heart and Soul: Classroom Techniques That Result in Student Success," is intended to inspire educators and reaffirm their calling to the profession. This post-conference seminar is \$80 (members) and \$120 (nonmembers). To register, contact the ASCD Service Center and request session no. PD98AC075.

Nine leading voices in education are featured in the new audiotape series *Conversation With*, hosted by John Merrow of *The Merrow Report*. These provocative discussions on current education issues feature James Gomer, Louis Gerstner Jr., E.D. Hirsch Jr., George Madaus, Deborah Meier, Monty Neill, Diane Ravitch, Barbara Sizemore, and Ted Sizer. The nine-tape set is \$149 (ASCD members) and \$179 (nonmembers). Individual tapes are \$19.95 (ASCD members) and \$23.95 (nonmembers).

The ASCD Executive Director's 1996 Annual Report earned the first place award in the American Society of Association Executives 1997 Gold Circle Awards. The 1996 annual report, designed as a stand-up desk calendar, features educators Quincy Harrigan in Philipsburg, St. Maarten, Hope Erickson in Canyon Lake, Texas, and Mary Delores Thibodeaux in Chicago, Illinois.



Naming Objectives

- To suggest teaching, learning, education, instruction
- To suggest vision, forward-looking, progressive
- To suggest excellence, success, achievement
- To suggest information, ideas

Naming Criteria

- Preference for a descriptive or suggestive name
- Some interest in names maintaining ASCD initialism
- Some interest in an appropriate, pronounceable acronym
- Explore names starting with early letters in alphabet
- Appropriate for a world leader: a source of new ideas and approaches, an advocate
- Serious in tone, but avoid "corporate-sounding" names
- Appropriate for an international organization with broad membership base: avoid names containing "American" or "National," or suggesting any one constituent group (e.g., "Administrators," "Teachers," etc.)
- All basic Master-McNeil criteria: legally available, easy to say, difficult to mispronounce, memorable, appealing

ASCD NAME STUDY
Action Plan
June 1998

1. Consultation with the President and officers

The purpose of the consultation with the Executive Council Name Study Group (Budnik, Kalbus, Hall, Benesh, Mayfield) was to draft a plan to respond to the issues set forth by the ASCD Board resolution. Through discussion the group determined methods for obtaining feedback on name change issues. Among the topics discussed were an optimal approach to this phase of work, consultants' role in the continuing naming effort, planned research, and a project schedule. The Executive Council is asked to join in discussing the proposed plan.

2. Review and Analysis of Board of Directors Survey

In this step, the Council Name Study Group and the staff Name Study Team will review the feedback from the Board of Directors and apply this knowledge to the prior name development work. The goal of the analysis will be to increase understanding of member issues and feelings related to names.

3. Summary of Presentation and Feedback

In this step, the staff Name Study Team will prepare a summary of the discussion of those names that received the most positive feedback at the membership meeting in March, as well as of those new initialisms for ASCD that were well received. The summary will also include the new analysis of the Board of Directors' feedback from Step 2.

4. Member Input Effort

To gain a comprehensive understanding of member responses to the naming effort, input will be solicited from the entire ASCD membership. This information will be used to guide final name selections for presentation, if any. We expect that the summary created in Step 3 will be used to elicit this feedback. Input methods will be finalized after the June Council Meeting.

Methods for obtaining this input can include, but need be not limited to: publication in September *Educational Leadership* and *Update*; a call-in phone survey; naming discussions at selected meetings; an e-mail questionnaire; a newsletter column; and a survey of a random sample of members and nonmembers (see attached proposed research plan).

5. Nonmember Qualitative Research

Nonmember input on the ASCD name change is also of interest. There are a large number of nonmember buyers, lapsed members, and other nonmembers whose views may add value to the name study. A subset of those groups could be surveyed.

6. Member and Nonmember Research Analysis

In this step, the Executive Council Name Study Group will review the member and nonmember research results in the context of the information from the Board of Directors' feedback analysis in Step 2. These results will be shared with the Executive Council and the Board of Directors.

7. Determination of Next Step

If, based on the information gathered in the preceding steps, a new organization name for ASCD appears to be inappropriate, that information will be reported to the Board of Directors.

8. Selection of Recommended Names

If a new organization name does appear to be appropriate, a group of candidate new names or initialisms will be selected based on the criteria and objectives determined by the Executive Council in October 1997, and the desired naming directions set forth in the research.

9. Board Action

In this step the data collected will be summarized and presented to the Board of Directors for their March 1999 deliberations.

10. Full Legal Search

Selected names will be turned over to our trademark attorney for a full legal search.

MESSAGE FROM THE EXECUTIVE DIRECTOR

Service Learning:
The Community
as a Classroom

As we approach the new millennium, educators worldwide are seeking to reshape education, to develop new approaches to teaching and learning that are more appropriate and effective for the 21st century. Our rapidly changing world demands an education system that equips children with tools and skills they will need to succeed. But education must do more than simply this. To quote the British essayist, novelist, and poet G.K. Chesterton: "Education is simply the soul of a society as it passes from one generation to another." Service learning may hold the key to connecting future generations with their communities and democratic society at large.

There is a great tradition of community service in the world, and we are now beginning to discover the wonderful potential for integrating community service into education. Doing so will link students to communities and ultimately help sustain a vital, dynamic democracy with active participation from its citizenry.

Today, many communities have become increasingly concerned about the alienation of their young people, and this concern has intensified interest in service learning. The classroom must become more closely connected to the outside world. Service learning can help make that connection. The key components of service learning—citizenship, caring, community building, and active learning—are major elements of a new brand of school reform that promises to re-engage youth.

In essence, service learning is really about rethinking education, helping to transform schools from teaching centers to organizations



Gene R. Gotsch

that support active learning. Consequently, educators must shift from a mode of delivering knowledge to a mode of facilitating learning.

A constellation of forces is compelling dramatic change and innovation in education. Our children are more diverse—in race, ethnicity, and linguistics—than ever before, and this diversity will continue to increase. Today's students face a changing world, and we need new ideas to help them succeed.

Service learning shares a vital link with another component of civil education: character education. Earlier this year, ASCD, the Council of Chief State School Officers, and others issued a report entitled *Their Best Selves: Bringing Character Education and Service Learning Together in the Lives of Young People*. This report affirms that combining character education with service learning will "help young people acquire the qualities that make for a civil, caring, and democratic society."

Schools that include service learning as an integral part of the educational experience send students the clear message that, as a community, we share important core values. A well-designed service learning program not only provides the opportunity to serve but also encourages students, through structured reflection, to explore the meaning and moral implications of service. Ultimately, schools with service learning programs will strengthen democracy and help students meet the challenges and opportunities in the century to come. ●

Should ASCD
Change Its Name?

ASCD is continuing to explore the possibility of a name change. At the most recent Annual Conference, the Board of Directors passed this resolution:

Resolved, that the Board of Directors defers any recommendation to the membership to change the name of the Association at this time, and that the President and the officers of the Association continue to communicate with the membership to ascertain the members' views concerning the advisability of a name change. If a name change appears to be supported by a significant portion of the membership, the officers of the Association should see to obtain general consensus on an acceptable new name. The officers should report the results of their further activities in connection with this matter back to the Board of Directors in March 1999.

In keeping with this resolution, ASCD is running a phone survey (see box on p. 3) to solicit member input. The following background information should be useful in responding to the survey questions. The pros and cons that appear in the matrix on p. 3 represent the arguments most frequently raised by ASCD affiliates and ASCD members who have provided feedback during the past year.

ASCD's Mission Statement:

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

ASCD's Vision Statement:

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

Education Update is the official newsletter of the Association for Supervision and Curriculum Development, 1703 North Beauregard Street, Alexandria, VA 22311-1714. Telephone: (703) 578-9600 (switchboard hours are 8 to 6, Monday through Friday, Eastern Time). Internet e-mail: update@ascd.org. ASCD WWW Home Page URL: <http://www.ascd.org>. Copyright 1998.

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ISSN: 1091-2622

CALL FOR MEMBER INPUT

Why ASCD should change its name:	Why ASCD should keep its name:
<ul style="list-style-type: none"> ♦ A new name could better match the Association's identity. ♦ A new name could better convey the broad scope of the Association's work. ♦ A new name could be more inclusive and make all educators feel welcomed. ♦ A new name could communicate better with the general public and the media. ♦ A new name could be easier to remember and to pronounce. ♦ A new name could attract new members and wider support from parents and the public. ♦ A new name could help us become more influential (wider name recognition, more media coverage, etc.). 	<ul style="list-style-type: none"> ♦ The current name reflects the Association's 55-year history and identity. ♦ The current name is familiar to the Association's 150,000 members. ♦ The current name carries goodwill. ♦ The current name provides a focus for the Association's work. ♦ The current name is politically neutral. ♦ The current name sounds noncommercial. ♦ Some members and others identify strongly with the current name. ♦ Affiliate names plus a new acronym might not "work."
Why ASCD should not change its name:	Why ASCD should not keep its current name:
<ul style="list-style-type: none"> ♦ Making such a change would be expensive to the Association, including to its affiliates. ♦ The name change would be confusing. ♦ The Association could lose membership. ♦ The Association could lose its sense of history. ♦ The Association would have products in the field that carry the old name. ♦ The risk of appearing commercial is too high. ♦ Such a change would divert staff time and leadership resources away from schools. ♦ The Association should focus on its historical role as an organization for curriculum directors and supervisors. ♦ The Association cannot predict what the outcomes of such a change would be. 	<ul style="list-style-type: none"> ♦ The Association's scope is much broader than "supervision" and "curriculum development." ♦ The word "supervision" is dated, and the Association should be progressive. ♦ The current name is hard to remember and difficult to pronounce. ♦ The current name does not communicate well with the general public or media, and therefore may limit our influence. ♦ The phrase "curriculum development" leads people to think that the Association itself develops curriculums. ♦ The current name does not reflect the values of the organization or its international scope. ♦ The current name is not inclusive. Teachers feel it excludes them. ♦ The word "supervision" has negative connotations in some other languages.

ASCD Demographics:

- U.S. membership totals around 140,000; non-U.S. membership totals around 10,000.
- 30% of ASCD members are principals and assistant principals.
- 23% of ASCD members are teachers.
- 12% of ASCD members are directors, supervisors, and other administrators.
- 9% of ASCD members are superintendents and assistant superintendents.
- 6% of ASCD members are professors.
- 20% of ASCD members do not fall into the above job role categories.

What Do You Think?

ASCD would like to know how you feel about a name change for the Association.

To respond to a phone survey, call 800-850-6047 (in the United States and Canada) between September 10 and midnight October 11, 1998. When prompted, enter poll number 4808. Alternatively, you may respond to the survey through ASCD's Web site at <http://www.ascd.org>, or you may request a paper copy of the survey from Diane Kelly (phone: 703-575-5604 or 800-933-2723, ext. 5604; e-mail: dkelly@ascd.org). The results of the survey will appear in a future issue of *Education Update*, and the feedback received will be presented to ASCD's Board of Directors to help guide their decision making on this important issue. Thank you for taking the time to respond. ☺



ASCD in Action

CONGRATULATIONS TO PHOTO CONTEST WINNERS

► ► ► ► ► ► ► ►

Congratulations to all participants in ASCD's 1998 Photo Contest. The judges awarded six prizes for excellence in color and black-and-white photography. First place in color went to Ian Halperin in Mesquite, Texas (see Portfolio, p. 112). Second place in color went to Judy Ozmar from Windsor Woods Elementary School in Virginia Beach, Virginia. Her photo showed several students encountering a friendly yellow rump warbler. Judy O'Connell won third prize in color for her photo of students visiting a nursing center resident in Baltimore, Maryland.



Judy Ozmar

First place in black-and-white went to Helen Armiger of Valley Academy in Towson, Maryland. This photo showed a 6th grader hard at work in math class. Mark Illingworth of Brookline, New Hampshire, won second place in black-and-white for a photo of students learning about the environment in a nearby bog. Third prize also went to Helen Armiger for another math photo, this time of two students working together to solve a problem.

WHAT'S IN A NAME?

► ► ► ► ► ► ► ►

ASCD is continuing to explore the possibility of a name change. At the most recent Annual Conference, the Board of Directors passed a resolution that "the Board of Directors defer any recommendation to the membership to change the name of the Association at this time, and that the President and the officers of the Association continue to communicate with the membership to ascertain the members' name change."

In keeping with this resolution, ASCD is conducting a phone survey to solicit member input. Please see the latest *Education Update* for details about how to phone in, or respond through ASCD's Web page at www.ascd.org. The results of the survey will be printed in a future issue of *Education Update*, and the feedback received will be presented to ASCD's Board of Directors to help guide the decision making on this important issue.

ASCD RESOURCES ON "REALIZING A POSITIVE SCHOOL CLIMATE"

► ► ► ► ► ► ► ►

The following is a partial list of ASCD resources on this topic. For a more complete listing; visit ASCD's Web site or call the ASCD Service Center.

Video
Multi-Age Classrooms (1998). Price: \$326.00 (member); \$396.00 (non-member). Stock no. 498192.



Book

Awakening Genius in the Classroom (1998). Armstrong, T. Price: \$8.95 (member); \$10.95 (non-member). Stock no. 198033.

Audiotape

Creating Safe and Productive School Environments (1997). Watson, B. Price: \$39.95 (member); \$47.95 (non-member). Stock no. 297187.

ASCD PUBLICATIONS HONORED



► ► ► ► ► ► ► ►

ASCD publications recently won the following awards for excellence in education publishing:

■ The Association of Educational Publishers (EdPress) honored *Educational Leadership* with the 1998 Distinguished Achievement Award in the One-Theme Issue (Adult) category for "Schools as Safe Havens" (October 1997).

■ The Society of National Association Publications (SNAP) Excel Awards honored these ASCD publications: *Educational Leadership* won the 1998 Bronze Excel Award for Magazines under the Single Topic Issue category for "Integrating Technology into Teaching" (November 1997); the ASCD CD-ROM "Exploring Our Multiple Intelligences" won a Gold Excel Award for Excellence in Association Publishing; and the 1997 Annual Report also won an Excel award.

■ The Awards for Publication Excellence (APEX) honored the 1997 Annual Report with a Grand Award.

■ Communications Concepts gave the ASCD book *Promoting Social and Emotional Learning: Guidelines for Educators*, edited by Maurice J. Elias, an Award of Excellence.



MEMORANDUM - FOR ACTION

TO: Board of Directors

FROM: Tom Budnik, ASCD President

DATE: January 22, 1999

RE: Synthesis of feedback on ASCD name study

Last March the Board of Directors passed a resolution directing the officers to "continue to communicate with the membership to ascertain the members' views concerning the advisability of a name change." In June 1998 the Executive Council approved a plan to obtain members' views. As directed by that plan, ASCD conducted several surveys of educators last fall. A summary of the results of the surveys is attached, and copies of the full survey results are also available.

Based on a review of all input to date, ASCD's officers have determined that the name study issue should be advanced as an agenda item to be addressed by the full Board at its March 1999 meeting. In preparation for the Board meeting, I would appreciate your completing two tasks: 1) carefully reading the attached synthesis of feedback, and 2) completing and returning the attached fax response form. The form asks that you rank seven "tag lines" that could accompany the initials "ASCD." Though the officers do not know what direction the Board will take on the name study issue, they felt that sentiment expressed by several Board members at last year's Board meeting indicated that there was some interest in retaining the ASCD initialism plus a tag line. Therefore, I am asking that you participate in a non-binding ranking of possible tag lines, in the event that the Board chooses to move in this direction. The results will be announced at the Board meeting. Please note that the attached tag lines should be kept confidential to Board members at this time for potential trademark purposes.

Thank you for giving your thoughtful consideration to these tasks. I know that you join me in wanting the best possible future for our organization, and this is one of several initiatives the Board is being asked to consider toward that end.

Attachments

TJB/pdk

ASCD NAME STUDY
VoicePoll and Web Surveys
9/10/98 - 10/11/98

Background

Acting on a resolution passed by ASCD's Board of Directors on March 20, 1998, ASCD recently conducted two surveys with its members to determine their opinions regarding the advisability of a name change for the Association. A total of 385 educators responded to the two surveys – 175 from a VoicePoll telephone survey and 210 from an ASCD Web site survey.

Both of these survey methodologies rely on a self-selection process (i.e., only educators who feel strongly about a name change are apt to respond), so response rates tend to be low. To offset the low number of educators participating in the VoicePoll and Web site surveys, ASCD is currently mailing out the same questionnaire to randomly selected groups of current members, nonmember product buyers, undergraduate education majors, beginning teachers, student chapter advisors, and consultants. Based in part on this research, the Board will vote at its annual meeting in March, 1999, whether or not to recommend a name change for the Association.

Key Findings

- * Breakout of number of respondents by job title:

principal	91
central office admin.	69
teacher	58
professor	53
superintendent	41
other	73

- * Almost half (46%) of the respondents feel the current name (ASCD) of the Association reflects its identity, while 25% say it doesn't describe the Association's identity, and the remaining 29% are neutral. There were major differences by job title; more than five out of ten professors (56%), superintendents (56%), and central office administrators (55%) feel the current name reflects the Association's identity. By contrast, only 28% of teachers feel ASCD's name accurately reflects the Association's work.

* **Comments on Why the ASCD Name Reflects the Association's Identity**

"I think ASCD has a world wide identity using its present name."

"I think the current name does reflect the organization's history and identity and it carries a certain connotation."

"ASCD should be retained for its historical significance. The cross seeds of supervision and curriculum development are as relevant today as they were when ASCD originally formed."

"The words supervision and curriculum development have always stood for what the association is for and to change it would mean for somebody in charge of the organization wants to change its purpose, its identity and its usefulness in the world."

"I feel the name ASCD is highly recognizable. I feel that people would be confused about the change, they would wonder what happened to ASCD."

"As a new member, I feel that the identity of the acronym ASCD allows me to be able to communicate with others who have heard it before even if they are not familiar with the organization. The actual wording encompasses everything that is related to education in a very wide statement."

* **Comments on Why the ASCD Name Does Not Reflect the Association's Identity**

"I think the name is dated and although it does reflect a historical background of the association, it does not reflect at all its current mission or vision. Its name should be reflective of its membership."

"I believe the current name does not work for the association because we want change. We want to promote ourselves as people preparing children for the future."

"I think that many teachers perceive this an administration kind of organization rather than a good tool for developing and growing as a teacher."

"It does not reflect the focus being students and learning."

"I think the name should be changed to reflect the fact that nearly a quarter of ASCD members are teachers. I don't think that is represented at all in the current name."

"ASCD does not really describe fully the membership. Teachers I think are left out and I have a problem with the term supervision. It is becoming outdated and not a necessarily good term to use."

"The problem with the name is that neither supervision or curriculum development is what ASCD does."

"I feel the name that we presently have does not attract members from a wide variety of backgrounds who are interested in education such as parents and the public."

"My principal concern is that it does leave teachers out of the loop."

- * Regardless of job title, the majority of respondents (61%) agree that the name for the organization should suggest teaching and learning. Classroom teachers are more likely to agree with this statement than other educators.
- * Half of the respondents agree that the name of the organization should suggest a focus on excellence and achievement (55%) and convey an emphasis on information and ideas (52%).
- * Fewer than half of the respondents agree (46%) that the name should sound visionary and progressive. Professors (51%) and teachers (48%) are more likely than central office administrators (28%) and principals (31%) to feel that the name of the association should sound forward thinking.
- * Most respondents do not think the organization should change its name. Only three out of ten respondents (32%) think a name change is warranted. Teachers are in highest agreement (43%) that a name change would best serve the organization, while two-thirds of central office administrators (66%), professors (65%) and superintendents (65%) do not feel ASCD should change its name. Principals (60%) also disagree strongly that a name change is justified.

* Comments Favoring a Change:

"I believe the present name really doesn't reflect what the organization is all about any more."

"The name is too confining. The work that is being done and the programs that are being offered expand beyond the spectrum of what the name currently describes."

"The current name does not reflect the mission and current operations of ASCD now or for the near future."

"I believe that ASCD and the acronym doesn't catch anyone's attention and it doesn't portray what we do and it seems very sterile. I think having a name that reflects what we do is a much more powerful way of communicating with our society our purpose."

"It should change the name to reflect the notion of learning rather than supervision. Learning is the key. Learning is what we are supposed to be doing into the 21st century."

"The name ASCD doesn't reflect what we do these days."

"I believe that ASCD needs to change its name in order to appeal and be attractive to newer members in the education profession."

"I think the current name is very confusing. When you say ASCD, it doesn't even roll off the tongue many times when you are speaking quickly."

"I think they should change their name. It sounds like it is just for supervisors and not for classroom teachers."

* Comments Opposed to a Change:

"ASCD should not change its name. Rather, it should renew its commitment to improving educational experiences through supervision and curriculum development. We have lost sight of those commitments."

"The name is already recognizable. It has an excellent reputation, so why confuse the issue?"

"I think that ASCD should maintain its current name. The reputation of ASCD and the integrity of the organization should stay consistent with its name and it has a very fine reputation."

"The letters ASCD have generated wide respect. Wide regard and they are in and of themselves well known within the profession. To change the name to something other than ASCD would be a major mistake."

"I feel the current name is familiar to all the association's members. It provides a focus. It is politically neutral. It doesn't sound commercial and many people who have been a member for many years strongly identify with the current name."

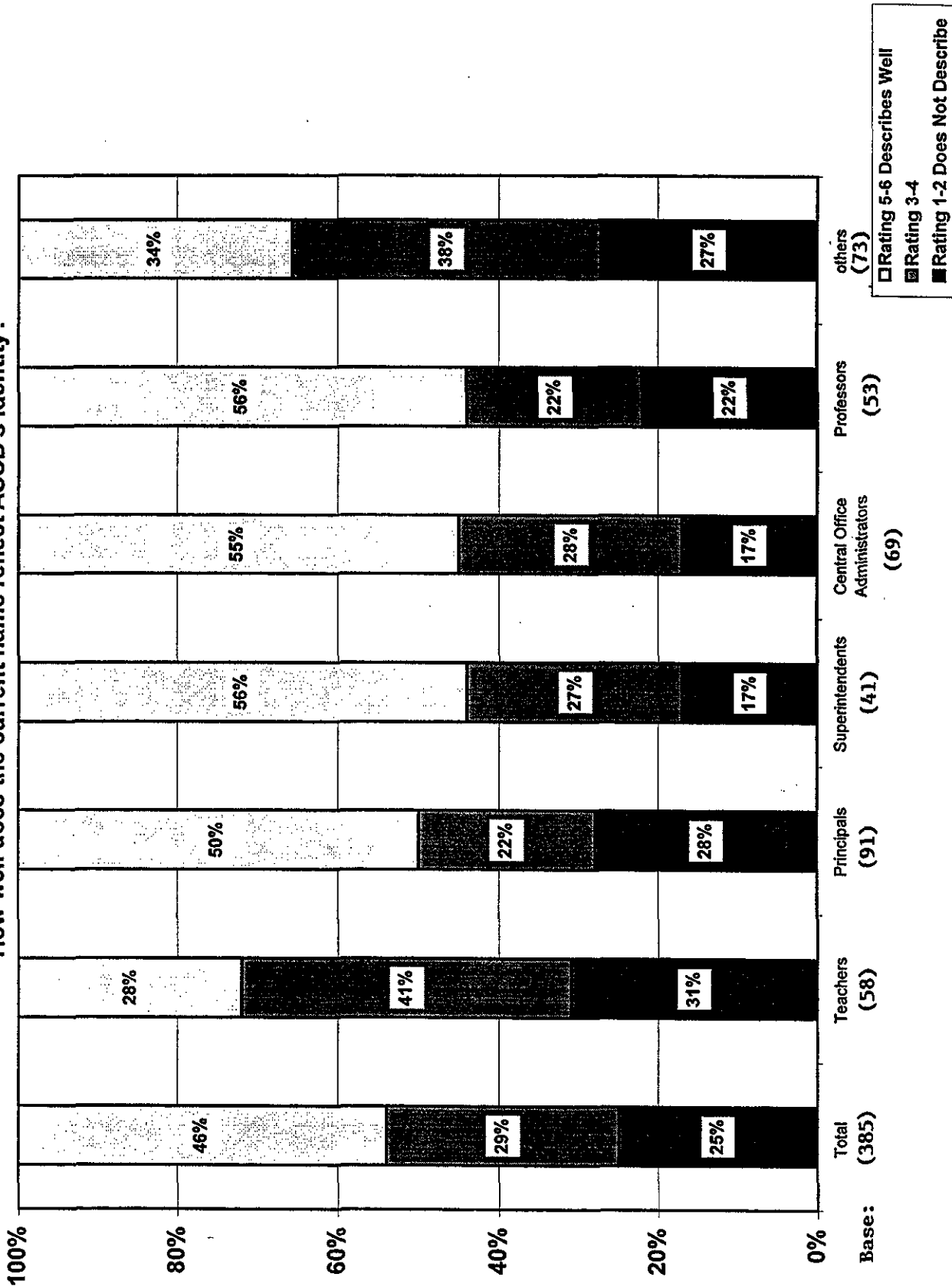
"ASCD should not change its name. It is recognizable and it has a lot status. There are people out nationally who associate themselves with the ASCD name and know what they stand for."

"ASCD has a long history and a very good identity. It would be a shame to lose because someone, at this point and time, feels that we need to look more progressive."

"ASCD should not change its name. ASCD has a long and valuable history and people know what it stands for and we know that it includes all sorts of educators."

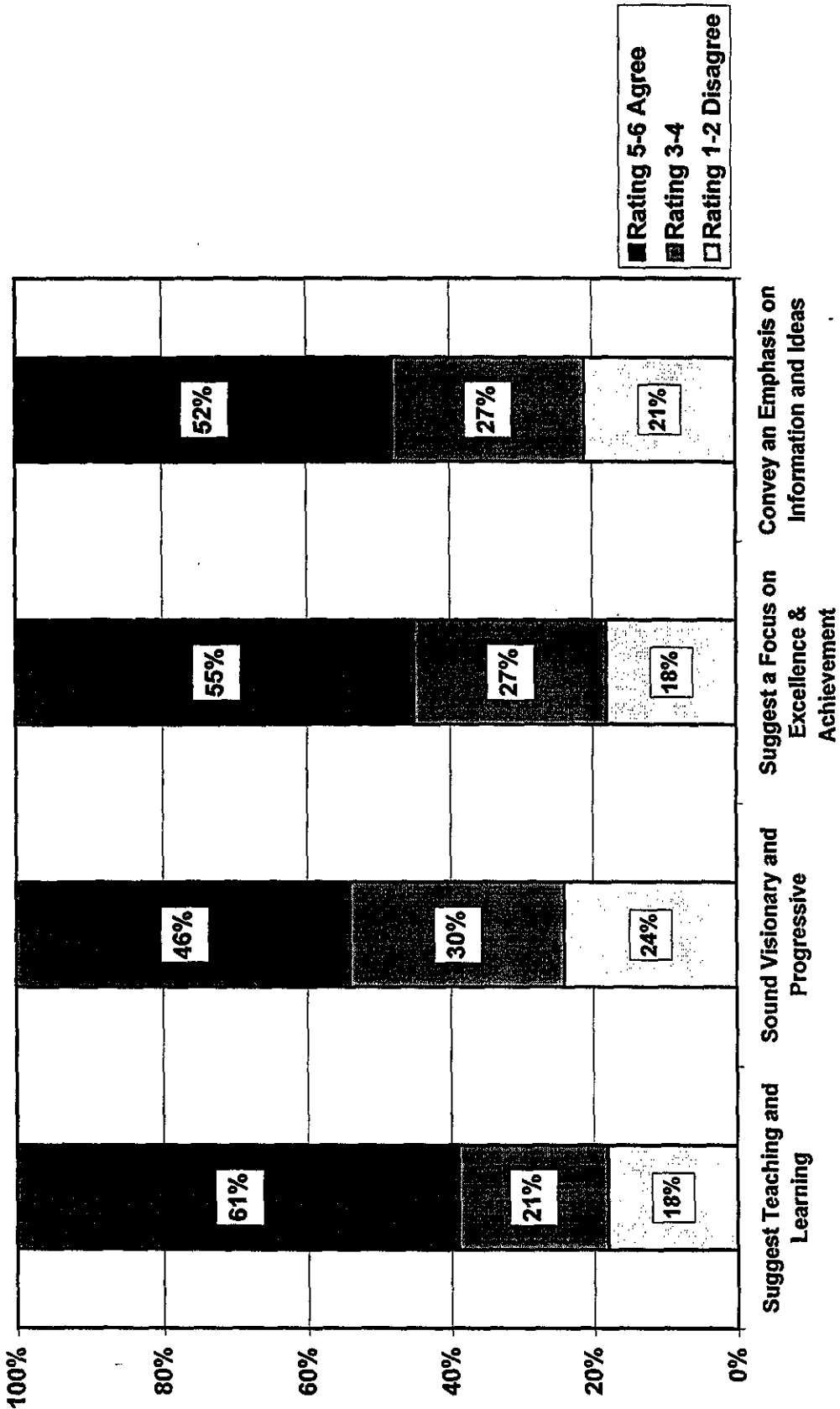
**ASCD Name Study
Voice Poll and WEB Results
September - October, 1998**

How well does the current name reflect ASCD's identity?



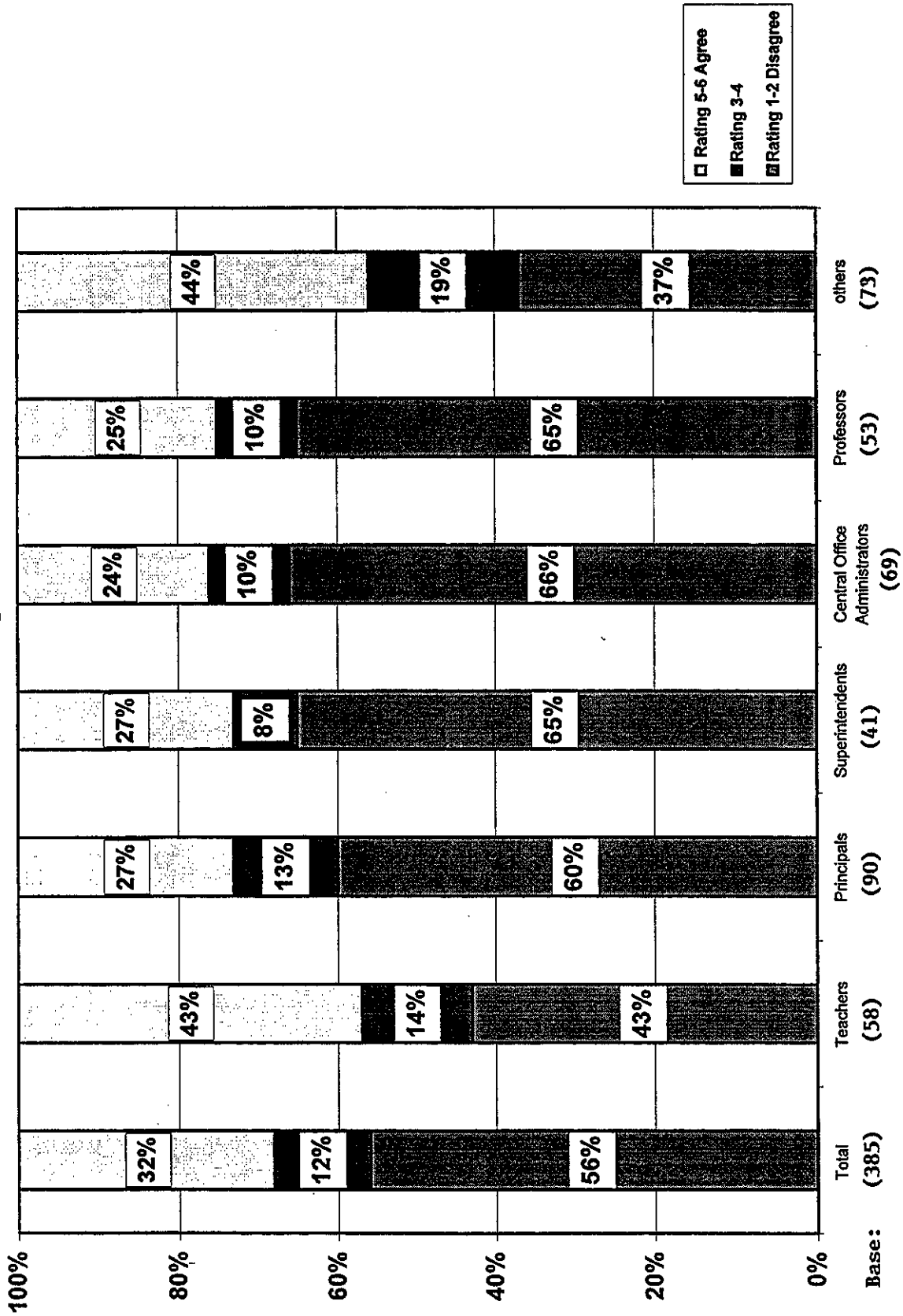
ASCD Name Study
 Voice Poll and WEB Results
 September - October, 1998

The name should . . .



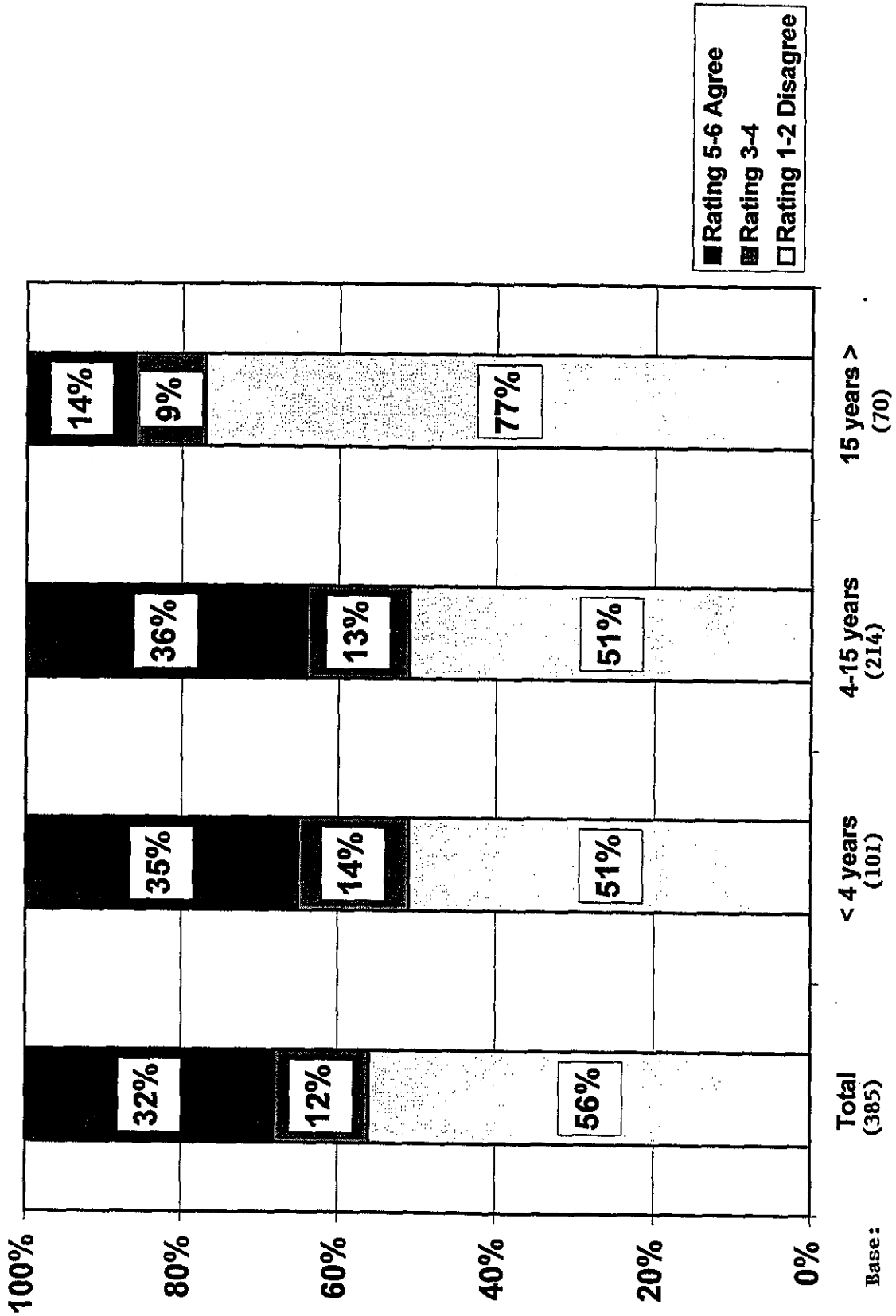
ASCD Name Study
 Voice Poll and WEB Results
 September - October, 1998

ASCD Should Change Its Name



ASCD Name Study
 Voice Poll and WEB Results
 September - October, 1998

ASCD Should Change Its Name



ASCD FAX RESPONSE

Directions: Listed below are seven proposed "tag lines" for ASCD. Each of these tag lines would follow the initials ASCD. Please rank your top three choices from 1 to 3, with 1 being the most appealing tag line. This ranking vote is non-binding and will be used by the officers to determine general Board preferences among tag lines. The results will be reported at the Board of Directors meeting, March 5, 1999.

_____ ASCD Educational Excellence

_____ ASCD Educational Leadership

_____ ASCD Educators for Excellence and Equity

_____ ASCD Excellence and Equity in Education

_____ ASCD Leaders for Teaching and Learning

_____ ASCD Teaching and Learning

_____ ASCD Teaching, Learning, and Leadership

(your name)

(Board role)

PLEASE RETURN BY WEDNESDAY, FEBRUARY 17 TO:

DIANE KELLY

ASCD

1703 North Beauregard Street

Alexandria, VA 22311-1714

FAX (703) 575-5408

E-mail: dkelly@ascd.org

ITEM: 10.1
Adopt FY 98 auditors' report

FROM: Frank M. Betts
Deputy Executive Director
Operations

Jay DeFranco
Controller

ACTION REQUESTED: Adopt FY 98 auditors' report.

RELATIONSHIP TO STRATEGIC PLAN: This represents the actual results in dollars of the implementation of the Strategic Plan for FY 98.

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

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: "Financial Statements and Additional Information for the Years Ended August 31, 1998 and 1997, and Independent Auditors' Report" (attached).

ACTION TAKEN:

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

**Financial Statements and Additional Information
for the Years Ended August 31, 1998 and 1997,
and Independent Auditors' Report**

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

TABLE OF CONTENTS

	Page
INDEPENDENT AUDITORS' REPORT	1
FINANCIAL STATEMENTS FOR THE YEARS ENDED AUGUST 31, 1998 AND 1997:	
Statements of Financial Position	2
Statements of Activities and Changes in Net Assets	3
Statements of Cash Flows	4
Notes to Financial Statements	5-8
ADDITIONAL INFORMATION FOR THE YEARS ENDED AUGUST 31, 1998 AND 1997:	
Schedules of Functional Expenses	9-10



INDEPENDENT AUDITORS' REPORT

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

We have audited the accompanying statements of financial position of the Association for Supervision and Curriculum Development (the Association) as of August 31, 1998 and 1997, and the related statements of activities and changes in net assets and of cash flows for the years then ended. These financial statements are the responsibility of the Association's management. Our responsibility is to express an opinion on these financial statements based on our audits.

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

In our opinion, such financial statements present fairly, in all material respects, the financial position of the Association as of August 31, 1998 and 1997, and the changes in its net assets and its cash flows for the years then ended in conformity with generally accepted accounting principles.

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

Deloitte & Touche LLP
November 13, 1998

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

STATEMENTS OF FINANCIAL POSITION AUGUST 31, 1998 AND 1997

	1998	1997
Cash and cash equivalents	\$ 2,833,888	\$ 4,027,489
Cash held by trustee	868,478	11,529,106
Investments	3,763,814	3,590,530
Accounts receivable (less allowance for doubtful accounts of \$120,000 and \$90,000, respectively)	2,797,863	2,242,510
Inventory	2,629,910	2,212,295
Prepaid expenses and deferred charges	1,232,161	701,454
Property held for sale	4,000,000	4,000,000
Property and equipment, net	18,591,091	6,577,432
Other assets	294,363	337,733
	<u>\$37,011,568</u>	<u>\$35,218,549</u>
TOTAL ASSETS		
 LIABILITIES AND NET ASSETS		
LIABILITIES:		
Accounts payable	\$ 1,865,939	\$ 2,113,588
Accrued salaries and related expenses	666,550	536,754
Other accrued expenses	300,894	180,628
Deferred revenue	7,506,745	7,608,538
Notes payable	16,710,000	15,765,000
	<u>27,050,128</u>	<u>26,204,508</u>
Total liabilities		
 NET ASSETS:		
Unrestricted:		
Undesignated	9,879,929	8,933,944
Designated	81,511	80,097
	<u>9,961,440</u>	<u>9,014,041</u>
Total net assets		
TOTAL LIABILITIES AND NET ASSETS	<u>\$37,011,568</u>	<u>\$35,218,549</u>

See notes to financial statements.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

STATEMENTS OF ACTIVITIES AND CHANGES IN NET ASSETS YEARS ENDED AUGUST 31, 1998 AND 1997

	1998		1997		Total
	Unrestricted Undesignated	Unrestricted Designated	Unrestricted Undesignated	Unrestricted Designated	
REVENUES:					
Membership dues and subscriptions	\$11,334,060	\$ -	\$11,262,173	\$ -	\$11,262,173
Publications	11,616,387	-	10,426,798	-	10,426,798
Annual conference	2,365,826	-	2,244,291	-	2,244,291
Professional development institutes	2,471,729	-	2,350,289	-	2,350,289
Technology products	583,101	-	84,631	-	84,631
Advertising	684,158	-	471,897	-	471,897
Investments	409,440	-	775,736	-	775,736
Other revenue	487,304	1,414	439,790	65,107	504,897
Total revenue	29,952,005	1,414	28,055,605	65,107	28,120,712
EXPENSES:					
Program services:					
Publications	4,602,539	-	4,848,647	-	4,848,647
Professional development	3,399,770	-	2,749,998	-	2,749,998
Annual conference	858,459	-	668,998	-	668,998
Program research and development	729,886	-	638,501	-	638,501
Design and production	371,929	-	418,900	-	418,900
Constituent relations	918,352	-	1,011,234	-	1,011,234
Total program services	10,880,935	-	10,336,278	-	10,336,278
Support services:					
Management	8,160,412	-	7,453,380	-	7,453,380
Administrative	9,964,673	-	8,473,753	-	8,473,753
Total support services	18,125,085	-	15,927,133	-	15,927,133
Total expenses	29,006,020	-	26,263,411	-	26,263,411
CHANGES IN NET ASSETS	945,985	1,414	1,792,194	65,107	1,857,301
NET ASSETS, BEGINNING OF YEAR	8,933,944	80,097	7,141,750	14,990	7,156,740
NET ASSETS, END OF YEAR	\$ 9,879,929	\$81,511	\$ 8,933,944	\$80,097	\$ 9,014,041

See notes to financial statements.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

STATEMENTS OF CASH FLOWS YEARS ENDED AUGUST 31, 1998 AND 1997

	1998	1997
CASH FLOWS FROM OPERATING ACTIVITIES:		
Changes in net assets	\$ 947,399	\$ 1,857,301
Adjustments to reconcile changes in net assets to net cash provided by operating activities:		
Gain on sale of investments, net	(109,185)	(115,868)
Unrealized loss (gain) on investments, net	89,307	(250,978)
Loss on sale of property	67,330	71,737
Depreciation and amortization	745,169	610,841
Provision for doubtful accounts	140,126	103,066
Change in assets and liabilities:		
Increase in accounts receivable	(695,479)	(234,083)
Increase in inventory	(417,615)	(212,713)
(Increase) decrease in prepaid expenses and deferred charges	(530,707)	477,532
Increase in other assets	(17,277)	(36,856)
(Decrease) increase in accounts payable	(247,649)	1,050,276
Increase (decrease) in accrued salaries and related expenses	129,796	(34,693)
Increase in other accrued expenses	120,266	61,439
(Decrease) increase in deferred revenue	(101,793)	186,228
Net cash provided by operating activities	<u>119,688</u>	<u>3,533,229</u>
CASH FLOWS FROM INVESTING ACTIVITIES:		
Proceeds from sales of investments	709,290	443,360
Purchases of investments	(862,696)	(583,955)
Proceeds from sales of property and equipment	7,220	324,663
Purchases of property and equipment	(12,772,731)	(5,650,597)
Net cash used in investing activities	<u>(12,918,917)</u>	<u>(5,466,529)</u>
CASH FLOWS FROM FINANCING ACTIVITIES:		
Payment on note payable	(55,000)	(55,000)
Proceeds from note payable	1,000,000	12,250,000
Decrease (increase) in cash held by trustee	10,660,628	(11,529,106)
Net cash provided by financing activities	<u>11,605,628</u>	<u>665,894</u>
NET DECREASE IN CASH AND CASH EQUIVALENTS	(1,193,601)	(1,267,406)
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	<u>4,027,489</u>	<u>5,294,895</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u>\$ 2,833,888</u>	<u>\$ 4,027,489</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION:		
Interest paid	<u>\$ 688,458</u>	<u>\$ 129,630</u>

See notes to financial statements.

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

NOTES TO FINANCIAL STATEMENTS YEARS ENDED AUGUST 31, 1998 AND 1997

1. ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

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

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

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

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

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

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

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

Publication Rights - The cost of acquired intangible publication rights is amortized on a straight-line basis over the estimated useful lives of the rights. Publication rights are included in other assets on the statement of financial position.

Deferred Revenue - Dues, subscriptions, and other services are recognized as revenue over the period to which they apply. Deferred revenue represents the portion of payment the Association has received that is applicable to future service periods.

Income Taxes - The Association is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code as a publicly supported organization. The Association is, however, subject to

tax on net profits generated by activities defined as "unrelated business activities" under applicable tax law.

Reclassifications - Certain reclassifications have been made to the 1997 financial statements to conform with the 1998 presentation.

2. INVESTMENTS

A summary of investments at August 31, 1998 and 1997, is as follows:

	1998	1997
U.S. Government and Agency securities	\$ 1,103,625	\$ 1,349,754
Equity securities	1,713,271	1,315,300
Money market	946,918	925,476
	<u>\$3,763,814</u>	<u>\$3,590,530</u>

3. PROPERTY HELD FOR SALE

The Association has real estate property located at 1250 North Pitt Street in Alexandria, Virginia. The property is currently held for sale and is carried at the lower of cost or market. The property's carrying value at August 31, 1998 and 1997, was \$4,000,000 and \$4,000,000, which was based on an independent appraisal during 1996.

4. PROPERTY AND EQUIPMENT

Property and equipment as of August 31, 1998 and 1997, consists of the following:

	1998	1997
Land	\$ 1,173,000	\$ 1,173,000
Building	13,960,992	3,792,211
Furniture and equipment	7,277,322	4,937,534
Leasehold improvements	62,447	62,447
	<u>22,473,761</u>	<u>9,965,192</u>
Less: Accumulated depreciation	3,882,670	3,387,760
Net property and equipment	<u>\$ 18,591,091</u>	<u>\$ 6,577,432</u>

5. DEFERRED REVENUE

Deferred revenue consists of the following as of August 31, 1998 and 1997:

	1998	1997
Dues	\$5,827,637	\$6,007,031
Subscriptions	975,024	898,467
Professional Development Institutes	397,867	478,044
Human Resource Development Program	158,693	224,996
Annual Conference	147,524	-
	<u>\$7,506,745</u>	<u>\$7,608,538</u>

6. NOTES PAYABLE

In 1989, the Association obtained variable rate demand revenue bond financing from Wachovia Bank, N.A. (formerly Central Fidelity Bank, N.A.), in the amount of \$3,840,000, maturing on March 1, 2019. The bonds are secured by a letter of credit issued by Wachovia Bank, N.A., in the amount of \$3,549,560, maturing on March 10, 1999. The letter of credit is secured by a deed of trust on all real estate and improvements located at 1250 North Pitt Street, Alexandria, Virginia. Interest is paid monthly at a variable rate set by the bond trustees sufficient for the then-outstanding bonds to sell at par (3.5% at August 31, 1998). Principal payments are provided based on a mandatory sinking fund requirements schedule. The principal amount outstanding at August 31, 1998 and 1997, was \$3,460,000 and \$3,515,000, respectively. The total interest charged to expense during the years ended August 31, 1998 and 1997, was \$138,730 and \$129,512, respectively. The Association has maintained a required compensating balance with Wachovia of \$225,767 and \$128,596 as of August 31, 1998 and 1997, respectively.

On July 11, 1997, the Association obtained variable rate demand revenue bond financing from First Union National Bank in the amount of \$12,250,000, maturing on July 1, 2023. Bond proceeds, in the amount of \$868,478 and \$11,529,016 at August 31, 1998 and 1997, respectively, are held by the trustee, First Union National Bank. The bonds are secured by a letter of credit issued by First Union National Bank in the amount of \$12,854,109, expiring on July 31, 2002. The letter of credit is secured by a deed of trust on all real estate and improvements located at 1703 N. Beauregard St., Alexandria, Virginia. On May 19, 1998, the Association entered into an interest rate swap transaction with First Union National Bank that will terminate on July 1, 2013. Fixed amounts and floating amounts for each payment date are calculated in accordance with definitions published by the International Swaps and Derivatives Association, Inc. Interest at a fixed rate of 5.30% is payable by the Association quarterly, commencing on July 1, 1998. Floating amounts are payable quarterly by First Union National Bank at the Weekly Remarketing Rate (3.20% at August 31, 1998). Principal payments are due quarterly commencing on October 1, 1998. The principal amount outstanding at August 31, 1998 and 1997, was \$12,250,000 and \$12,250,000. The total interest expense capitalized during the years ended August 31, 1998 and 1997, was \$384,789 and \$67,694, respectively. The total interest income earned on the bond proceeds and netted against capitalized interest expense was \$305,303 and \$67,894 for the years ended August 31, 1998 and 1997, respectively.

On May 19, 1998, the Association obtained financing from First Union National Bank in the amount of \$1,500,000 to purchase furniture and equipment, that will mature on September 15, 2003. The Association entered into an interest rate swap transaction with First Union National Bank terminating

on September 15, 2003. Fixed amounts and floating amounts for each payment date are calculated by First Union National Bank in accordance with definitions published by the International Swaps and Derivatives Association, Inc. Principal and interest at a fixed rate of 8.06% are payable by the Association monthly commencing October 15, 1998. Floating amounts are payable monthly by First Union National Bank at the rate of LIBOR plus 2% (5.64% at August 31, 1998). The principal amount outstanding at August 31, 1998, was \$1,000,000.

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

Year Ending August 31,	Total
1999	\$ 581,267
2000	642,891
2001	691,023
2002	731,127
2003	773,360
Thereafter	<u>13,290,332</u>
	<u>\$16,710,000</u>

First Union National Bank has also authorized a letter of credit in the amount of \$184,051 that guarantees the amount of the public improvements required at the Radisson Mark Center site in the City of Alexandria, Virginia. The letter of credit will be made available to the City if a certificate is submitted stating that the site developer has failed to install the required improvements in accordance with the City's site plan. The letter of credit expires on October 31, 1998.

7. PENSION PLAN

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

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

Pension expense for the years ended August 31, 1998 and 1997, was \$618,375 and \$565,872, respectively.

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ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

SCHEDULE OF FUNCTIONAL EXPENSES
YEAR ENDED AUGUST 31, 1998

	Programs						Support Services			Total	
	Publications	Professional Development	Annual Conference	Program Research and Development	Design and Production	Constituent Relations	Subtotal	Management	Administrative		Subtotal
Printing and production	\$2,961,841	\$1,681,775	\$126,820	\$463,024	\$43,428	\$20,241	\$5,297,129	\$4,078,712	\$732,655	\$4,811,367	\$10,108,496
Conference and meetings	864	347,197	384,894	905	132	36,752	770,744	175,138	12,332	187,470	958,214
Postage and shipping	894,090	37,288	6,401	2,315	39	1,369	941,502	1,595,277	1,060,114	2,655,391	3,596,893
Advertising	-	-	-	-	-	-	-	306,924	4,291	311,215	311,215
Professional and consulting fees	695	-	-	210	-	-	905	22,369	159,167	181,536	182,441
Equipment and computer	1,375	4,862	11,520	73,394	2,032	-	93,183	2,333	709,867	712,200	805,383
Depreciation and amortization	60,646	-	-	-	-	-	60,646	-	684,523	684,523	745,169
Occupancy related expense	-	179	766	-	-	-	945	948	955,643	956,591	957,536
Personnel cost	636,731	999,274	285,379	170,466	324,352	462,371	2,878,573	1,696,968	4,635,912	6,332,880	9,211,453
Other	46,297	329,195	42,679	19,572	1,946	397,619	837,308	281,743	1,010,169	1,291,912	2,129,220
Total	\$4,602,539	\$3,399,770	\$858,459	\$729,886	\$371,929	\$918,352	\$10,880,935	\$8,160,412	\$9,964,673	\$18,125,085	\$29,006,020

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

**SCHEDULE OF FUNCTIONAL EXPENSES
YEAR ENDED AUGUST 31, 1997**

	Programs					Support Services				
	Publications	Professional Development	Annual Conference	Research and Development	Design and Production	Constituent Relations	Management	Administrative	Subtotal	Total
Printing and production	\$3,136,523	\$1,491,590	\$142,115	\$427,694	\$ 8,743	\$ 16,281	\$3,891,254	\$ 725,097	\$ 4,616,351	\$ 9,839,297
Conference and meetings	1,070	292,714	329,554	65	93	23,248	128,469	8,670	137,139	783,883
Postage and shipping	944,277	40,170	31,023	1,350	80	376	1,773,885	792,897	2,566,782	3,584,058
Advertising	-	-	-	-	-	-	153,098	-	153,098	153,098
Professional and consulting fees	-	-	-	-	-	-	1,071	62,923	63,994	63,994
Equipment and computer	15,119	69	4,440	27,846	992	1,339	2,691	440,945	443,636	493,441
Depreciation and amortization	-	-	-	-	-	-	-	610,841	610,841	610,841
Occupancy related expense	-	601	3,381	-	2	1,661	2,972	734,495	737,467	743,112
Personnel cost	695,947	636,297	126,048	137,481	407,440	527,831	1,273,038	4,380,966	5,654,004	8,185,048
Other	55,711	288,557	32,437	44,065	1,550	440,498	226,902	716,919	943,821	1,806,639
Total	\$4,848,647	\$2,749,998	\$668,998	\$638,501	\$418,900	\$1,011,234	\$7,453,380	\$8,473,753	\$15,927,133	\$26,263,411

ITEM: 10.2
Review projected financial data for FY 99 compared to budget

FROM: Frank M. Betts
Deputy Executive Director
Operations

Jay DeFranco
Controller

ACTION REQUESTED: For information only.

RELATIONSHIP TO STRATEGIC PLAN: This reflects in dollars the implementation of the Strategic Plan for FY 99.

BACKGROUND INFORMATION: The attached projection of financial performance in FY 99 is based on actual data for the first three months of FY 99 and the remaining nine months of the budget for FY 99.

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: Fiscal Year 1999 Approved Budget and Fiscal Year 1999 Projection (attached).

ACTION TAKEN:

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

FISCAL YEAR 1999 BUDGET AND FISCAL YEAR 1999 PROJECTED ACTUALS*

	FY 99 BUDGET (APPROVED)	FY 99 ACTUAL (PROJECTED*)	VARIANCE BETTER/(WORSE)
REVENUE:			
Membership, Dues, and Subscriptions	13,545,500	13,449,072	(96,428)
Publications	9,814,000	9,675,610	(138,390)
Annual Conference	2,190,000	2,190,000	0
Professional Development	2,830,000	3,219,918	389,918
Electronic Media Sales	5,330,000	5,221,580	(108,420)
Investment	725,000	610,773	(114,227)
Other Revenue	2,970,250	2,491,791	(478,459)
Total Revenue	37,404,750	36,858,744	(546,006)
EXPENSES:			
<i>Program Services:</i>			
Publications	7,606,600	6,835,572	771,028
Professional Development	2,839,685	2,376,430	463,255
Annual Conference	721,463	721,463	0
Program Research & Development	1,369,594	1,529,062	(159,468)
Design & Production	443,567	344,787	98,780
Constituent Relations	977,132	981,360	(4,228)
Total Program Services	13,958,041	12,788,673	1,169,368
<i>Support Services:</i>			
Marketing	7,537,611	7,833,508	(295,897)
Management	1,904,374	2,043,730	(139,356)
Administrative	13,589,576	12,639,118	950,458
Total Support Services	23,031,561	22,516,356	515,205
Total Expenses	36,989,602	35,305,029	1,684,573
TOTAL SURPLUS (LOSS)	415,148	1,553,714	1,138,566

* - Projected year end actuals are calculated by adding 9/12 of FY99 Budget figures to FY99 YTD Actuals (3 months), except Annual Conference income and expenses which reflect the FY99 Annual Conference budgeted income and expenses.

ITEM: 10.3
Update on the Strategic Plan

FROM: Diane G. Berreth
Deputy Executive Director

ACTION REQUESTED: Provide feedback.

RELATIONSHIP TO STRATEGIC PLAN: This activity exemplifies working in a collaborative relationship to improve teaching and learning (Goal 3).

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

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

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

SUPPLEMENTARY INFORMATION: The purpose of today's activity is to provide feedback on the Strategic Plan. The primary focus of the activity is feedback on questions raised in developing action plans.

RELATED DOCUMENTS: Current ASCD Strategic Plan (in notebook pocket); Strategic Plan Worksheet (to be distributed); and ASCD Initiatives and the Strategic Plan (attached).

ACTION TAKEN:

ASCD INITIATIVES AND THE STRATEGIC PLAN

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

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

Strategies:

1. *Identify and promote exemplary programs and practices.*

Services to members~

- **Only The Best*
- *Co-development and co-marketing of exemplary programs
- *Charter member of the Learning First Alliance
- **Educational Leadership*
- **Education Update*
- *Professional Development Institutes
- *Education Bulletin

Services to the profession~

- **Only The Best*
- *Mars Millennium Project
- *Consultation to Beginning School Mathematics Project
- *Professional Inquiry Kits
- *Video training
- *Scoreboards for Schools pilot program
- *Public Information activities

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

Services to members~

- *Technical assistance to affiliates on policy and legislative issues
- *Liaison to Department of Education and other policy groups

Services to the profession~

- **Infobrief*-a quarterly publication on education policy issues
- *Policy Forums
- *Educational Benchmarking Network
- *New partnership with Family Education Network to provide resources to parents
- *Partnering Initiative on Education and Civil Society
- *Learning First Alliance

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

Services to members~

*Liaison to Professors of Curriculum and Council of Professors of Instructional Supervision

Services to the profession~

*National Council for the Accreditation of Teacher Education, Specialty Area Folio Review Management

*National Partnership for Excellence and Accountability in Teaching

*Interstate New Teacher Assessment Support Consortium

*Professional Inquiry Kits

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

Strategies:

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

Services to members~

*Affiliate Leadership Conference

*Student Chapters

*PD On line

**Classroom Leadership* newsletter

*CD ROMS

Services to the profession~

*Professional Development Institutes

*Annual Conference

*Educational Leaders Constituent Council

*Interstate School Leaders Licensure Consortium

*Conference on Teaching and Learning

2. *Create and deliver a comprehensive program that supports the school's capacity to succeed.*

Services to members~

**Understanding By Design*

**Curriculum Handbook*

*Tailored technical assistance to school sites

Services to the profession~

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

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

Strategies:

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

Services to members~

- *Development of Challenge 2000 multimedia suite

Services to the profession~

- *Compass Quest Consortium to develop problem-solving methods for students
- *New partnership with the Family Education network to provide resources to parents
- *Public information activities relating to partnerships

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

Services to members~

- *Implementation of Affiliate Ad Hoc Committee recommendations
- *Current review of student chapter and network programs to improve services
- *Facilitation of formation of a multi-organizational alliance for Illinois ASCD

Services to the profession~

- *Compass Quest Consortium

3. Develop international collaborations for the reciprocal benefit of ASCD and communities of educators.

Services to members~

- *Distributor agreement with Singapore ASCD
- *Development of a comprehensive plan for internationalization

Services to the profession~

- *Partnership with the Australian Council of Education Administrators
- *Membership in the Consortium of Institutions for Development and Research in Education in Europe.

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

Services to members~

- *Robert Wood Johnson Foundation-funded Health Initiative in Education

Services to the profession~

- *Charter member of the Learning First Alliance
- *Charter member of the Partnering Initiative for a Civil Society
- *Public information activities relating to partnerships

5. *Develop the ASCD's community's core competencies to nurture and manage effective relationships with other organizations.*

Services to members~

- *Provision of training on alliance formation at constituent meetings

Services to the profession~

- *Review of historical partnership activities to distill institutional learnings and recommend improvements

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

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

Services to members~

- *Affiliate Leadership Conference
- *Increased emphasis on staff training to better meet member needs.

Services to the profession~

- *Professional Development Institutes
- *Annual Conference
- *PD Online

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

Services to members~

- *Current review of membership categories and member needs
- *Revision of budget process
- *Development of new measures of value-added ASCD activities
- *Initiation of Project Design Center

Services to the profession~

- *Customer satisfaction measures
- *Development of new measures of value-added ASCD activities
- *Initiation of Project Design Center

3. *Continuously improve key processes to achieve best practices.*

Services to members~

- *GEC review of ASCD governance structure
- *Refinements to program development process to meet member needs
- *Improvements in membership and product fulfillment process

Services to the profession~

- *Improvements in product fulfillment process
- *Refinements in program development process to meet customer needs

4. *Safeguard and enhance ASCD's reputation and good will.*

Services to members~

- *Development of new comprehensive communication plan
- *Development of listservs to enhance Board, affiliate regions, and committee communications
- *Increased use of technologies such as VoicePoll to obtain member feedback
- *Annual Report for sharing information with members
- *Update of copyright and licensing procedures

Services to the profession~

- *Development of new comprehensive communication plan
- *Update of copyright and licensing procedures

ITEM: 10.4
Adopt the preliminary estimate of FY 2000 budget

FROM: Frank M. Betts
Deputy Executive Director
Operations

Jay DeFranco
Controller

ACTION REQUESTED: Adopt the preliminary estimate of FY 2000 budget.

RELATIONSHIP TO STRATEGIC PLAN: This reflects in dollars the implementation of the Strategic Plan for FY 2000.

BACKGROUND INFORMATION: The March meeting of the Board of Directors is the only opportunity for the Board to ask questions and discuss as a group the FY 2000 budget. After this initial discussion, a second draft of the budget will be presented to the Executive Council in June, after which the final budget will be mailed to the Board of Directors in August for its final approval. This year, the proposed budget will follow the format of the auditors' financial statements, as required by Generally Accepted Accounting Practices (GAAP), as approved previously by Executive Council at its October 1997 meeting.

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: "Fiscal Year 1999 Approved Budget and Fiscal Year 2000 Proposed Budget," and "Schedule of Income and Functional Expenses Fiscal Year 2000" (attached).

ACTION TAKEN:

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

FISCAL YEAR 1999 APPROVED BUDGET AND FISCAL YEAR 2000 PROPOSED BUDGET

	FY 99 BUDGET (APPROVED)	FY 00 BUDGET (PROPOSED)
REVENUE:		
Membership, Dues, and Subscriptions	13,545,500	14,050,000
Publications	9,814,000	9,100,000
Annual Conference	2,190,000	2,700,000
Professional Development	2,830,000	2,895,000
Electronic Media Sales	5,330,000	5,904,000
Investment	725,000	361,000
Other Revenue	2,970,250	2,838,645
	<u>37,404,750</u>	<u>37,848,645</u>
EXPENSES:		
<i>Program Services:</i>		
Publications	7,606,600	5,827,946
Professional Development	2,839,685	1,611,054
Annual Conference	721,463	713,733
Program Research & Development	1,369,594	4,131,097
Design & Production	443,567	494,865
Constituent Relations	977,132	1,070,778
	<u>13,958,041</u>	<u>13,849,473</u>
<i>Support Services:</i>		
Marketing	7,537,611	7,535,081
Management	1,904,374	2,898,335
Administrative	13,589,576	13,560,501
	<u>23,031,561</u>	<u>23,993,917</u>
Total Support Services	<u>23,031,561</u>	<u>23,993,917</u>
Total Expenses	<u>36,989,602</u>	<u>37,843,390</u>
TOTAL SURPLUS (LOSS)	<u>415,148</u>	<u>5,255</u>

ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT

SCHEDULE OF INCOME AND FUNCTIONAL EXPENSES FISCAL YEAR 2000

	Programs					Support Services				TOTAL		
	Publications	Professional Development	Annual Conference	Electronic Media	Program Dev/R&D	Consistent Relations	Design, Prod., and Ed. Svcs.	Marketing	Management		Administrative ¹	SUBTOTAL
INCOME												
Memberships, Dues & Subs.												\$ 14,050,000
Publications	1,918,500				390,000	9,788				610,000	610,000	3,427,388
Other Products	357,900	28,000	90,000			9,500				17,000	2,494,800	2,980,200
Conferences	442,800	14,400	5,000	835,000	222,000		52,500		177,800	16,000	4,444,500	2,016,200
Other Projects	639,700	228,000	75,000	173,500	291,370	8,000			425,000	10,000	26,500	1,443,070
Other Income	212,000			85					1,890,000			2,433,085
Total												\$ 37,848,645
EXPENSES												
Product Printing & Reproduction	1,918,500			499,100	390,000	9,788						2,817,388
Other Printing	357,900	28,000	90,000			9,500						485,400
Production	442,800	14,400	5,000	835,000	222,000		52,500		177,800	16,000	3,500	1,571,700
Publication Rights	639,700	228,000	75,000	173,500	291,370	8,000			425,000	10,000	1,500	1,416,570
Advertising & Promotion	212,000			85					1,890,000			2,122,085
Repairs & Maintenance		2,600										2,600
Depreciation & Amortization												-
Salaries	832,135	343,404	131,333	303,573	803,089	505,955	610,376		1,159,391	4,083,158	1,777,312	9,453,473
Other Personnel Expenses			3,500							2,144,265		2,147,765
Staff Development										227,000		227,000
Officer's & Exec. Dir.'s Expenses												-
Strat. Planning & New Prod. Dev.					700,000							700,000
Utilities												-
Telephone & Other Communicatio		8,000	13,000									21,000
Postage & Shipping	1,087,100	48,300	8,000			11,437			1,500			1,236,487
Rental Expenses		130,250	284,000			13,100			30,400			446,350
Stationery & Supplies	4,900	48,000	2,400	30,000	3,300	16,775	12,500		8,850	8,000	16,000	268,270
Professional Services	62,000		3,000	30,000	303,000				330,000			835,114
Travel & Entertainment	52,700	702,000	68,500	80,000	42,400	436,100			90,500			1,769,890
Memberships, Dues & Subscriptio										55,500		55,500
Bank & Other Service Charges										390,000		390,000
Taxes												-
Other Operating Expenses	37,700	36,000	30,000	2,050	20,000	70,000			202,250			467,908
Other Expenses		21,100			48,000	(9,877)			238,137			255,387
Total	\$ 5,647,435	\$ 1,611,054	\$ 713,733	\$ 2,004,958	\$ 2,826,139	\$ 1,070,778	\$ 675,376	\$ 7,535,081	\$ 2,198,355	\$ 13,560,501	\$ 23,293,917	\$ 37,843,388

SURPLUS

	\$ 5,257
	117.2
	54.6
	171.8

¹ Administrative includes the following departments: Financial Services, Human Resources, Facilities/Office Management, Information Systems and Services, Computer Systems, Information Services, and Call Service Center.
² Some employees have overlapping duties between Programs and Support Services.

ITEM: 11.
Report on relationships with Consortium of Institutions for Development and Research in Education in Europe (CIDREE) and other organizations

FROM: Gene R. Carter
Executive Director

ACTION REQUESTED: For information only. No action required.

RELATIONSHIP TO STRATEGIC PLAN: This work supports Goal 3, collaborative relationships that improve teaching and learning worldwide.

BACKGROUND INFORMATION: CIDREE is a network of European, American (ASCD), and Hong Kong (CDC) institutions that share similar goals, constraints, and opportunities. The purpose of the Consortium is to strengthen and add value to members' core activities. CIDREE's mission is to enrich the processes of educational development and research in Europe through collaboration and the exchange of ideas.

SUPPLEMENTARY INFORMATION: The Executive Director participated in the 1998 CIDREE contact persons' meetings (1 and 2), the General Assembly, and workshops held November 4-6, 1998, in Vienna, Austria. The meetings took place at the Austrian Ministry. The two workshops focused on (1) Issues for Development and Research (arising from the meeting's keynote address) and (2) School Leadership and Quality Development. CIDREE publications were also displayed. Member organizations also provided examples of their institutions' publications.

Two full CIDREE members regrettably indicated their inability to retain membership—EDURIT in Greece and NBE in Finland. At the same time, the Curriculum Development Council of Hong Kong was welcomed as an Associate member from July 1998. The current membership roster is attached.

In July 1998, the Executive Director delivered two keynote speeches (invited) at the International Conference of Teachers and Educators from Israel and the Diaspora in Haifa, Israel. These presentations increased the recognition of Israel ASCD and ASCD among educators in Israel.

ASCD also participated in a CIDREE conference, "Education and the World of Work," held February 25-27, 1999, in Windsor, England. Judy Walter represented the Association at this meeting.

Finally, ASCD strengthened its reciprocal relationships with the Australian Council for Educational Administration (ACEA). We attended their conference and they are represented at ASCD's Annual Conference this year.

RELATED DOCUMENTS: 1998 CIDREE Roster of Members.

ACTION TAKEN:

FULL MEMBERS

1. Scottish Consultative Council on the Curriculum (SCCC)
Scotland, U.K. (Dundee)
2. National Foundation for Educational Research (NFER)
England, U.K. (Slough, Berkshire)
3. Council for the Curriculum, Examinations and Assessment (CCEA)
Northern Ireland (Belfast)
4. Programme Council for Educational Research (PROO)
The Netherlands (The Hague)
5. Instituut voor leerplanontwikkeling (SLO)
The Netherlands (Enschede)
6. Centro de Investigación y Documentación Educativa (CIDE)
Spain (Madrid)
7. Department for Educational Development (DVO/DED)
Belgium (Brussels)
8. Landesinstitut für Schule und Weiterbildung (LSW)
Germany (Soest)
9. National Agency for Education, Sweden
Sweden (Stockholm)
10. Swiss Coordination Centre for Research in Education (SKBF/CSRE/SCER)
Switzerland (Aarau)
11. Danish Institute for Educational Research (DPI)
Denmark (Copenhagen)
12. Royal Danish School of Educational Studies (RDSES)
Denmark (Copenhagen)
13. Instituto de Inovação Educacional (IIE)
Portugal (Lisbon)
14. Zentrum für Schulentwicklung (ZSE)
Austria (Kaufmannngasse)

15. National Centre for Educational Resources (NCER)
Norway (Oslo)
16. National Council for Curriculum and Assessment (NCCA)
Eire (Dublin)
17. Qualifications and Curriculum Authority (QCA--formerly SCAA)
England, U.K. (London)
18. Greek Pedagogical Institute (PI)
Greece (Athens)

ASSOCIATE MEMBERS

19. National Institute for Education
Slovak Republic (Bratislava)
20. Institute for Educational Research (IER)
Yugoslavia (Belgrade)
21. Qualifications, Curriculum and Assessment Authority (ACCAC)
Wales (Cardiff)
22. Association for Supervision and Curriculum Development (ASCD)
USA (Alexandria, Virginia)
23. Curriculum Development Council (CDC) Hong Kong
Hong Kong (Wanchai)

ITEM: 12.
Report on Executive Council's visit to Singapore

FROM: Thomas J. Budnik
President

ACTION REQUESTED: For information only (oral report).

RELATIONSHIP TO STRATEGIC PLAN:

BACKGROUND INFORMATION:

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS:

ACTION TAKEN:

ITEM: 13.
Announce results of Nominations Committee election

FROM: Diane G. Berreth
Deputy Executive Director

ACTION REQUESTED: Announce results of Nominations Committee election.

RELATIONSHIP TO STRATEGIC PLAN:

BACKGROUND INFORMATION:

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: Agenda Item 5, "Elect candidates to the 2000 Nominations Committee."

ACTION TAKEN:

1998 ELECTION RESULTS

General Election:

President-Elect (one-year term)	LeRoy Hay (CT)
Executive Council (three-year term)	Martha Bruckner (NE)
Review Council (five-year term)	Marge Chow (WA)
Members-at-large (three-year term)	Joanne Brunetti (UT) Susan Copley (NH) Francis Duffy (MD) Linda Hoover (PA) Donna Pagé (CT) Yvonne Ryans (WA) Lucia Sebastian (VA) Deborah Hasselo Steller (NY)

Board of Directors Election:

Executive Council (three-year term)	Andrew Tolbert (AR) Sandra Wegner (MO)
Members-at-large (three-year term)	Carol Foster (NV) Joanne Newcombe (MA) Craig Welle (TX)

CONSTITUENT RELATIONS REPORT

March 1999

Doug Soffer
Assistant Executive Director
Constituent Relations

AFFILIATES

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

- 1.1 As of December 31, 1998, the affiliate membership count was 45,755. This represents a slight decrease (283 members) since last year. Individual 1998 affiliate membership totals ranged from 18 (Spain) to 2,715 (Pennsylvania) with the typical affiliate having 610 members.
- 1.2 Of ASCD's 68 affiliates, 51 have Executive Secretaries or Executive Directors, an increase of two over last year.
- 1.3 For the 29 affiliates reporting the percentage of affiliate members who are also ASCD members, the range was from 95% (Minnesota) to 19% (Delaware), with a median percentage of 63%.
- 1.4 Affiliate dues range from \$10.00 (Delaware, North Dakota, Trinidad & Tobago) to \$75.00 (Texas), with an average of \$27.69, an increase of \$2.75 over last year.
- 1.5 Affiliate annual operating budgets range from \$500 (North Dakota) to \$971,000 (Texas). The median affiliate budget is \$37,100, an increase of \$9,100 from last year.
- 1.6 Affiliate boards met 1 (Spain, North Dakota) to 33 (Curacao) times per year, with an average of 8 meetings per year.
- 1.7 For the affiliates reporting data on affiliate chapters, 13 have regional ASCD groups within their affiliates, ranging from 1 (Iowa) to 17 (Georgia, Kentucky) groups per affiliate.
- 1.8 Affiliates were offered the option of not responding to all of the five "traditional" diversity characteristics listed in the annual status report (age, ethnicity, gender, geographic location, and job role) if they listed the reason why this data was not included. Many responded to all five; those who did not cited "data not currently collected from members" and "not relevant to our situation" as the major reasons for not responding.

- 1.9 Forty-two (42) affiliates reported membership and governance by job role. However, large numbers of partial reports did not yield enough data to make a statistically valid analysis.
- 1.10 Information regarding gender, ethnicity, age, and geography varied due to availability of these statistics. The most frequently cited reason for not including data on ethnicity were "data not currently collected" and "irrelevant to our situation." Based on the significant lack of data in these areas, no conclusion can be drawn regarding Affiliate diversity.

2.0 Affiliate Membership Promotion

ASCD promotes membership in Affiliates through provision of:

- 2.1 an extensive joint dues solicitation program including an "Affiliate" check-off on renewal forms;
- 2.2 ASCD staff responses to telephone calls requesting information on Affiliate membership;
- 2.3 three free sets of ASCD membership mailing labels for the Affiliate area to each Affiliate annually;
- 2.4 mailing labels of new ASCD members to Affiliate presidents or executive secretaries monthly;
- 2.5 free advertising of Affiliate Program at the ASCD Annual Conference Booth and in the Annual Conference program;
- 2.6 advertisements in *Educational Leadership*;
- 2.7 training on effective membership, program, communication, governance, and influence practices at regional meetings and at the Affiliate Leadership Conference;
- 2.8 Affiliate publications: *Influencing the Education Agenda*, *Meeting Membership Challenges*, *Building Effective Affiliate Boards*, *Laying the Foundation: Affiliate Nominations & Elections*, and *Planning Effective Conferences*;
- 2.9 Affiliate grants to encourage involvement of non-Affiliate, ASCD members;
- 2.10 Affiliate descriptions and contact information on ASCD's Web site; and

- 2.11 Affiliate contact information is included in the welcome letter to all new ASCD members.

3.0 Constituent Relations Committee

The charter of the Constituent Relations Committee (CRC) is to advise ASCD staff in Alexandria, Virginia on the identification and development of constituent programs, including member relations, strategic alliances, Affiliates, networks, and student chapters. In early December, the Constituent Relations Committee met at ASCD in Alexandria, Virginia. At that meeting, the following functions were discussed as potential areas for attention: (1) ensure alignment of constituent programs with ASCD's mission and beliefs; (2) evaluate the effectiveness of constituent programs; (3) advise ASCD on development of new constituent programs; (4) make recommendations on constituent program improvement and policies; (5) identify priority areas for attention; and, (6) review constituent programs to ensure integration and program integrity.

The CRC continued a discussion begun in December 1997 on improving the connections between constituent groups. Many ideas were generated on ways that constituent groups could create "win-win" situations between groups (e.g., including selected network people as resource speakers for Affiliates). The CRC strongly recommended that ASCD stress the importance of cross-constituent activities through communications, supporting joint programmatic efforts and inviting representatives of different constituent groups to attend activities such as ALC and regional meetings.

The CRC also considered the results of a survey of existing member satisfaction. The group felt that constituent programs provide an important vehicle to meet the major member unmet needs: (1) desire for more interaction and networking; and (2) customized and personalized services from ASCD that are relevant to their jobs. The CRC made a series of recommendations on possible improvements and stressed the importance of developing a concept about how ASCD products and services could relate to the developmental cycle of teachers.

The group also reviewed the student chapters program, the networks program, and internationalization efforts and developed suggestions and recommendations focused on improving the connections of these programs to other ASCD efforts. This work is part of an on-going effort by the committee to improve these programs.

4.0 Affiliate Meetings

- 4.1 One hundred sixty (160) Affiliate leaders met in Chantilly, VA in April 1998 to prepare for the 1998-99 year. Affiliate leaders received new Affiliate handbooks and attended sessions on Affiliate leadership topics such as cultivating Affiliate leadership, effective marketing strategies, implementing influence activities,

building capacity for successful change, effective nominations and elections processes for Affiliates, great communications strategies, and implementing strategic plans. The Affiliate Leadership Conference was very highly ranked by the participants.

- 4.2 Each region conducted a 2 ½ day meeting sponsored by ASCD and led by the regional director. These meetings: (1) provide Affiliate leaders an opportunity to share common concerns and successful strategies on communications, governance, program, influence, and membership; (2) foster closer collaboration between the Affiliates and ASCD, leading to a more unified effort in implementation of ASCD's strategic plan; and (3) provide ASCD with information on current issues in the field.
- 4.3 The first "ad hoc" meeting was held over a two-day period in August to continue the dialogue, began at the 1997 ALC, on strengthening the partnership between ASCD and ASCD Affiliates. Leaders from 10 Affiliates met with ASCD staff to clarify the relationship between ASCD and Affiliates and among Affiliates and to explore ways to enable all partners to flourish. Through this discussion, the following was drafted as a Covenant of Partnership:

In order to create a synergy among ASCD and Affiliates that is
** ongoing and self renewing,*
** grounded in trust,*
** built upon common goals, clearly defined roles, and effective and open communications, we create a partnership that furthers the ability to accomplish our missions.*

Goals were defined as well as short and long-term strategies for achieving the goals. At regional meetings, the results of this work were shared and there was a general consensus that the outcomes were on the right track. The short-term strategies focused on facilitating communication, sharing, collaboration and interaction which are ongoing activities. Another meeting of an "ad-hoc" group will begin work on some of the longer-term strategies.

A second "ad hoc" meeting was held in August 1998 with ten affiliate representatives to assess the progress in the past year, consider the implications of the new strategic plan, and develop action plans for long-term improvement. The group transformed the work from last year into one goal and four strategies that will enhance and expand the partnership with affiliates. Each of the four strategies and their associated set of activities represent a systemic change in areas such as sharing information (e.g., resources and best practices clearinghouse), delivering support (e.g., mentoring system and customized benefits), assessing affiliate status (e.g., formal system), and initiating and executing collaborative projects (e.g., developing mechanisms for encouraging and nurturing such

projects—utilizing and extending the ASCD Design Center concept). The long-range goals will be addressed in a planned fashion, taking advantage of regional meetings, Annual Conference, and ALC for initial discussion and development. In addition, the planned activities were incorporated into an action plan associated with ASCD's new strategic plan (i.e., Goal 3, Strategy 2 dealing with expanding and enriching partnerships with constituents).

5.0 Affiliate Services

In addition to the membership development services listed previously, the following services were also provided to affiliates in 1998:

- 5.1 invitational visits to affiliates by the Assistant Executive Director of Constituent Relations and the Regional Directors for board consultation, strategic planning, workshops, and speeches;
- 5.2 a monthly newsletter, *Affiliate Action*, distributed to affiliate leaders ten times a year;
- 5.3 ASCD promotional materials;
- 5.4 ASCD videotape preview program;
- 5.5 discounts on ASCD books;
- 5.6 technical assistance by phone and written responses (averaging 50+ responses per day);
- 5.7 annual awards for outstanding affiliate publications;
- 5.8 annual Affiliate Excellence Award and Affiliate Recognition Awards;
- 5.9 annual Affiliate Recognition Luncheon;
- 5.10 tax exempt status under ASCD's group exemption umbrella;
- 5.11 affiliate support fund;
- 5.12 one free speaker annually (selected from ASCD's Resource Directory);
- 5.13 facilitation of information sharing and training opportunities aimed at building affiliate capacity to influence education planning;
- 5.14 review of affiliate constitutions, strategic plans, and multi-year diversity plans;

- 5.15 comarketing affiliate products and conferences in *Educational Leadership*;
- 5.16 complimentary ASCD membership for affiliate libraries; and
- 5.17 ASCD traveling exhibit program.

6.0 Accomplishments in 1998

In addition to the items mentioned previously, the Constituent Relations Department accomplished the following tasks in 1998:

- 6.1 Encouraged and supported use of established Listservs for each regional group of affiliates and for affiliate executive directors/secretaries.
- 6.2 Initiated and supported Listservs for network facilitators, student chapter faculty advisors, and the Constituent Relations Committee members.
- 6.3 Initial work on a three-year revitalization plan for struggling affiliates.
- 6.4 Continued to review affiliate constitutions, strategic plans, and multi-year diversity plans.
- 6.5 Conducted meetings at the 1998 Annual Conference including, but not limited to: Executive Secretaries/Directors Workshop, Constituent Relations Committee meeting, Affiliate Recognition Luncheon, Network Facilitators meeting, Student Chapter Facilitators meeting, and Student Chapter Members meeting.
- 6.6 Conducted the 1998 Affiliate Leadership Conference.
- 6.7 Awarded a fifth round of grants for affiliate projects related to encouraging participation by non-affiliate ASCD members.
- 6.8 Conducted a cross-constituent group meeting, bringing together leaders of affiliates, networks, and student chapters.
- 6.9 Facilitated strategic planning and board development retreats.
- 6.10 Updated Constituent Relations pages for the ASCD Web site.
- 6.11 Reviewed Affiliate Excellence Award and Affiliate Recognition Award submissions and recognized four affiliates with awards.
- 6.12 Developed materials for new ASCD Fax-Back service.

- 6.13 Facilitated the development of a business plan which incorporates marketing objectives in affiliate strategic plans as requested by affiliates.
- 6.14 Redesigned the Affiliate Leadership Conference notebook.
- 6.15 Expanded the Affiliate Resource Directory.
- 6.16 Twelve Affiliates received newly developed and specialized training/support from ASCD in the past year to augment their external relations functions—marketing, influence, or alliance building.
- 6.17 Piloted the comarketing of Professional Development Online.
- 6.18 Incorporated the work of the affiliate Ad Hoc Committee as the framework for action for a major part of the revised ASCD strategic plan.
- 6.19 Developed a partnership with the Family Education Network.
- 6.20 Examples of cooperative projects within and between constituent groups:
- NE Assessment Conference
 - Michigan Conference on Importance of Continued Professional Development in a Teacher's Conference/Classroom Management— Student Chapter will host conference with financial support, people and material resources from Affiliate and ASCD. Attendees will include representatives from other student chapters.
 - Curaçao and Illinois are partnering and it included a week-long program in Curaçao for 10 Illinois members.
 - Israel, Spain, and Germany shared a resource speaker—benefits: improved programming, saved resources, and affiliate/affiliate team building.
 - Illinois and Wisconsin collaborated on putting on an Urban Education Conference.
 - Washington, Texas, California, Pennsylvania, and Illinois are having a membership challenge to see who becomes the largest.
 - Illinois and Iowa agreed to cross statelines to form a regional group in the River Valley that is part of both associations.
 - Kansas, Missouri, Nebraska and Iowa are jointly planning a Midwest conference in February 1999.
 - Idaho and Washington are planning a joint conference.
- 6.21 Affiliate Status Report changed to promote collaboration by adding Affiliate successes, challenges, speakers for affiliate conferences, and partnerships developed. Results will be shared with Affiliates.

- 6.22 ASCD Affiliates are sponsoring an exciting array of workshops. Two Affiliates sponsored seven workshops each in 1998. A list of Affiliate sponsored workshops will be distributed to Affiliates under a separate cover.
- 6.23 ASCD Affiliates were queried on their successes and challenges in the 1998 Annual Status Report. Collaborations with ASCD and other Affiliates, and outstanding Affiliate conferences were the successes mentioned most. Membership was identified most often as the biggest challenge to Affiliates. A list of Affiliate successes and challenges is included as a part of this report
- 6.24 Facilitated ASCD Executive Briefings for new video products.

7.0 Affiliate Assessment of ASCD Services

The 1998 Affiliate Status Report included a survey on Affiliate's relationship to ASCD. Overall satisfaction was high; over 90% of the Affiliates who responded rated the quality of services received from ASCD as very good or excellent. In assessing the overall ASCD/Affiliate relationship, 35% of Affiliates who responded were "highly satisfied" with the relationship and 65% of Affiliates who responded were "satisfied" with the relationship. Positive comments reflected the level of service to Affiliates and the response and sensitivity displayed by ASCD. On the negative side, Affiliates reported getting too much repetitive paperwork and would like ASCD to be more "specific" in its mailings. In addition, several comments reflected a desire for more collaborative approach to project leadership.

8.0 Plans for 1999

In 1999, Constituent Relations plans to accomplish the following tasks:

- 8.1 Develop a plan for expanding relationships and connections with educators outside the U.S.
- 8.2 Continue to review Affiliate constitutions, strategic plans, and multi-year diversity plans.
- 8.3 Conduct meetings at the 1999 Annual Conference including, but not limited to: Constituent Relations Committee meeting, Affiliate Recognition Luncheon, Network Facilitators meeting, Student Chapter Faculty Advisors meeting, Student Chapter members meeting, and Non-U.S. Affiliates meeting.
- 8.4 Conduct the 1999 Affiliate Leadership Conference.
- 8.5 Award a sixth round of grants for Affiliate projects related to encouraging participation by non-Affiliate ASCD members.

- 8.6 Continue to provide support and training to Affiliates that are interested in working with Student Chapters and Networks, and to promote cross-constituent collaboration.
- 8.7 Expand the numbers of countries that we have business arrangements and/or partnerships with--targeting Australia, New Zealand, Argentina, Chile, Mexico, Spain, and Portugal.
- 8.8 Examine ways of customizing partnerships with Affiliates to address the needs and strengths of Affiliates.
- 8.9 Support the development of stronger regional groups of Affiliates and encourage more Affiliate-to-Affiliate sharing.
- 8.10 Reevaluate, with stakeholders, the first two years, experience of the Student Chapter program and the Networks program and make appropriate enhancements.
- 8.11 Pilot comarketing Professional Development Online with several Affiliates.
- 8.12 Build an evaluation system for resource speakers.
- 8.13 Develop and implement a plan that will assist those affiliates in greatest need.
- 8.14 Initiate a process to review Affiliate benefits and conditions to maintain affiliation.
- 8.15 Forge a partnership between Tregoe Foundation, ASCD and Affiliates to deliver a pilot program for schools on problem solving.

Board of Directors
Membership

Table I

Affiliate	ASCD* Membership	Affiliate** Membership	Ratio of Affiliate Members to ASCD Members in Same State/Province/Country	Percentage of Affiliate Members Who are ASCD Members
Alabama	1,151	425	1 to 3	
Alaska	537	610	1 to 1	29%
Alberta	1,139	397****	1 to 3	
Arizona	2,576	600****	1 to 4	
Arkansas	537	671	1 to 1	
British Columb	1,528			
California	13,107	1,951	1 to 7	75%
Colorado	2,564	800****		
Connecticut	2,978	1,330	1 to 2	
Curacao	30	150	5 to 1	
Delaware	445	411	1 to 1	19%
Dist of Columb	606			
Florida	4,867	601	1 to 8	64%
Georgia	1,258	621	1 to 2	
Germany	24	186	8 to 1	
Hawaii	856	350	1 to 2	
Hong Kong****	68			
Idaho	555	73	1 to 8	***%
Illinois	9,202	2,383	1 to 4	71%
Indiana	2,736	1,052	1 to 3	
Iowa	2,063	583	1 to 3	70%
Israel****	87	26	1 to 7	
Japan	79	320	4 to 1	
Kansas	1,530	632	1 to 3	
Kentucky	1,258	578	1 to 2	52%
Louisiana	1,877	173	1 to 10	
Maine	1,094	1,230	1 to 1	35%
Manitoba	19	164	9 to 0	
Maryland	4,081	1194	1 to 3	20%
Massachusetts	4,678	965	1 to 5	
Michigan	6,459	1,252	1 to 5	
Minnesota	3,073	575	1 to 5	95%
Mississippi	929	1,310	1 to 1	
Missouri	3,037	770	1 to 4	84%
Montana	513	135	1 to 4	81%
NW Territories	78	130	2 to 1	23%
Nebraska	1,114	374	1 to 3	88%

* as of 1/4/99

** as of 12/31/98

*** Percentage equivalent to 0.

**** as of 12/31/97

A [redacted] indicates affiliate did not respond.

Affiliate	ASCD* Membership	Affiliate** Membership	Ratio of Affiliate Members to ASCD Members in Same State/Province/Country	Percentage of Affiliate Members Who are ASCD Members
Nevada	758	240****		
New Hampshire	1,031	301	1 to 3	67%
New Jersey	6,693	1,768	1 to 4	57%
New Mexico	841	580	1 to 1	
New York	12,729	1,750	1 to 7	73%
North Carolina	3,009	693	1 to 4	61%
North Dakota	293	54	1 to 5	***%
Ohio	5,426	690	1 to 8	79%
Oklahoma	919	1,020	1 to 1	59%
Ontario	2,598	975	1 to 3	92%
Oregon	1,846	642	1 to 3	
Pennsylvania	7,896	2,715	1 to 3	44%
Puerto Rico	491	675	1 to 1	
Rhode Island	659	421	1 to 1	84%
Singapore	89	812	10 to 1	
South Carolina	1,694	610	1 to 3	
South Dakota	490	105	1 to 4	
Spain	16	18	1 to 1	22%
St. Maarten	17****	21		
Tennessee	2,138	789	1 to 3	65%
Texas	8,748	1,981	1 to 4	55%
Trinidad & Tobago	22	75****		
United Kingdom	75	73****		
Utah	869	526	1 to 1	
Vermont	825	510	1 to 1	
Virginia	4,260	2,081	1 to 2	
Virgin Islands	78			
Washington	3,994	2,380	1 to 2	
West Virginia	374			
Wisconsin	3,684	932	1 to 4	63%
Wyoming	397			
Totals	149,946	45,755		

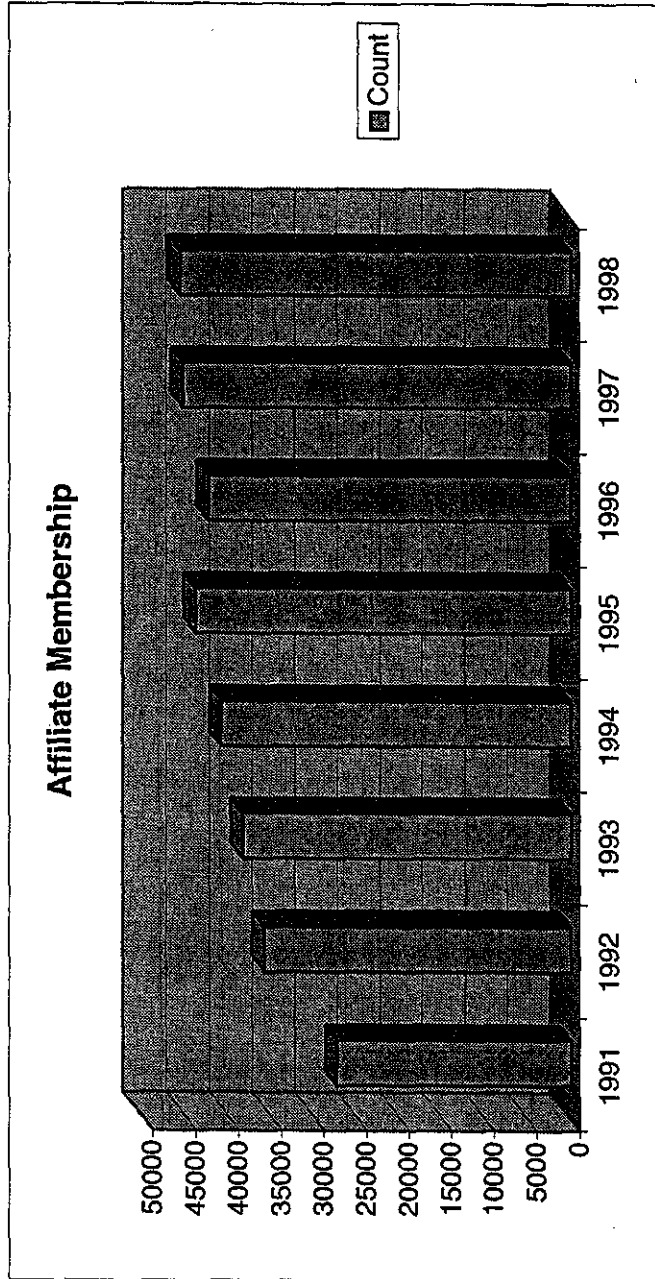
* as of 1/4/99

** as of 12/31/98

*** Percentage equivalent to 0.

**** as of 12/31/97

A blank indicates affiliate did not respond.



Affiliate	Annual Dues	Annual Operating Budget	Board Meetings	Chapters	Has Journal Editor	Number of Issues	Has Newsletter Editor	Number of Issues
Alabama	30.00	42,050	3		Y	1	Y	3
Alaska	15.00	5,000	7		N		Y	1
Alberta	25.00****				N		N	N
Arizona	25.00	10,000	4		N		Y	3
Arkansas	20.00	67,290	5		N		N	
British Columb	25.00	30,000	3		N		Y	0
California	35.00	171,840	4		Y		Y	4
Colorado	25.00****	45,000****						
Connecticut	35.00	78,200	8		Y	1	Y	4
Curacao	49.00	52,000	33		N		N	
Delaware	10.00	2,739	9		N		N	
Dist of Columb	15.00	6,000	40		N		Y	0
Florida	30.00	29,500	4	5	Y	2	Y	5
Georgia	25.00	38,400	**	17	N		Y	2
Germany	20.00		3		N		N	
Hawaii	25.00	10,933	9		N		N	4
Hong Kong								
Idaho	20.00				N		N	
Illinois	35.00	508,345	5	12	Y	2	Y	5
Indiana	25.00	58,000	4	5	N		Y	3
Iowa	25.00	66,850	6	1	N		Y	7
Israel	15.00				N		N	
Japan	35.00	22,000	3		N		Y	2
Kansas	25.00	35,750	4		N		Y	4
Kentucky	15.00	10,000****	4	17	Y		Y	3
Louisiana	15.00	1,740****	5		N		Y	
Maine	25.00	351,885	8		Y	1	Y	3
Manitoba	39.00	8,000	5		Y		Y	
Maryland	25.00	64,975	8		Y	1	Y	3
Massachusetts	30.00	203,340	5		Y	4	N	
Michigan	50.00	76,175	8		Y	1	Y	4
Minnesota	25.00	24,900	10		N		Y	3
Mississippi	20.00	45,000	3		N		N	
Missouri	30.00	35,478	5		Y	4	Y	2
Montana	25.00	6,500	4		Y	1	Y	2
NW Territories	25.00	5,000	5		N		Y	3
Nebraska	25.00	34,950	4		N		Y	4

A blank indicates affiliate did not respond.

**** as of 12/31/97

Table III Board of Directors Report
Operational Information - Part 1

Affiliate	Annual Dues	Annual Operating Budget	Board Meetings	Chapters	Has Journal Editor	Number of Issues	Has Newsletter Editor	Number of Issues
Nevada	25.00	4,774	3		N		N	
New Hampshire	25.00	55,823	8		Y	1	Y	3
New Jersey	33.00	106,250	9	4	Y	1	Y	3
New Mexico	25.00	20,805	15		N		Y	4
New York	35.00	86,424	4	7	Y	2	Y	5
North Carolina	45.00	62,106	4	8	Y	1	Y	3
North Dakota	10.00	500	1		N		Y	2
Ohio	30.00	37,100	3		Y	2	Y	2
Oklahoma	40.00	44,100	4		Y	1	Y	2
Ontario	19.75	12,000	6		N	2	Y	3
Oregon	30.00	97,400	3	8	Y	3	Y	4
Pennsylvania	55.00	247,163	4		Y		Y	
Puerto Rico	20.00	15,000	8		N		N	
Rhode Island	30.00	16,000	10		N		Y	3
Singapore	18.00	60,000	4		Y	3	Y	
South Carolina	20.00	28,800	4		N		Y	2
South Dakota	20.00	10,000	6	4	N		N	
Spain	20.00	801	1		N		Y	
St. Maarten	15.00****	5,000****						
Tennessee	20.00	31,000	4		Y	2	Y	2
Texas	75.00	971,000	3	14	N		Y	8
Trinidad & Tobago	10.00****	750****						
United Kingdom	17.00****	5,440****						
Utah	15.00	30,000	6		Y	1	Y	3
Vermont	25.00	17,200	10		Y		Y	2
Virgin Islands								
Virginia	30.00	227,903	6	8	N		Y	4
Washington	30.00	305,994	5		Y	2	Y	4
West Virginia								
Wisconsin	50.00	145,000	4		N		Y	4
Wyoming			3		N			
Average	27.69	87,486	8					
Totals	1,633.75	4,724,243	466					

A blank indicates affiliate did not respond.

**** as of 12/31/97

Affiliate

By Position

Affiliate	Supt		District Dir of		Suprvsor		Prin		Teacher		Prof/		State		School		Consult		Retired		Unknown		Other	
	Asst/	Mem Gov	Adm/	Curric/	Mem Gov	Mem Gov	Asst/	Assoc	Mem Gov	Mem Gov	Mem Gov	Univ	Mem Gov	Mem Gov	Mem Gov	Board	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov
Alabama	54	0	0	0	0	0	18	0	19	0	2	0	1	0	0	0	1	0	2	0	3	0	0	0
Alaska	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Alberta	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arkansas	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
British Columb	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
California	14	0	0	0	0	0	19	0	11	0	2	0	0	0	0	0	1	0	0	0	51	0	2	0
Colorado																								
Connecticut	27	0	0	0	0	0	34	0	19	0	2	0	0	0	0	0	4	0	1	0	8	0	6	0
Curacao	9	0	17	0	2	0	20	0	43	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0
Delaware	4	0	0	0	0	0	5	0	6	0	1	0	1	0	0	0	0	0	0	0	2	0	0	0
Dist of Columb	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Florida	12	0	0	0	0	0	17	0	6	0	3	0	5	0	0	0	1	0	2	0	54	0	0	0
Georgia	42	0	0	0	0	0	29	0	16	0	9	0	3	0	0	0	1	0	0	0	0	0	0	0
Germany	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hawaii	11	0	0	0	0	0	27	0	10	0	2	0	3	0	0	0	0	0	1	0	43	0	2	0
Hong Kong																								
Idaho	1	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Illinois	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indiana	16	0	0	0	0	0	21	0	7	0	3	0	0	0	0	0	2	0	1	0	31	0	19	0
Iowa	30	0	0	0	0	0	21	0	9	0	6	0	1	0	0	0	6	0	1	0	21	0	5	0
Israel	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Japan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kansas	34	0	0	0	0	0	38	0	3	0	5	0	3	0	0	0	0	0	0	0	15	0	1	0
Kentucky	16	0	0	0	0	0	14	0	16	0	2	0	4	0	0	0	0	0	0	0	0	0	48	0
Louisiana	39	0	0	0	0	0	18	0	27	0	1	0	2	0	0	0	1	0	1	0	0	0	0	0
Maine	22	0	0	0	0	0	34	0	24	0	5	0	2	0	0	0	3	0	1	0	9	0	0	0
Manitoba	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	**	0	0	0	0	0	**	0	**	0	**	0	**	0	0	0	19	0	38	0	**	0	51	0
Massachusetts	41	0	0	0	0	0	26	0	22	0	4	0	1	0	0	0	3	0	0	0	0	0	3	0
Michigan	52	0	0	0	0	0	28	0	7	0	2	0	1	0	0	0	8	0	1	0	0	0	1	0
Minnesota	9	0	0	0	0	0	21	0	7	0	4	0	3	0	0	0	1	0	1	0	54	0	1	0
Mississippi	17	0	0	0	0	0	11	0	57	0	5	0	1	0	0	0	1	0	2	0	6	0	0	0
Missouri	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Montana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NW Territories	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The numbers shown above are percentages.
A blank indicates affiliate did not respond.

Affiliate

By Position

Affiliate	Supt Asst/ Assoc		District Dir of Admin/ Spec		Curric/ Instruct		Suprvsor		Prin Asst/ Assoc		Teacher		Prof/ Dean Univ		State Dept Educa		School Board		Consult		Retired		Unknown		Other													
	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov	Mem Gov										
Nebraska	20	0	0	0	0	0	0	0	25	0	14	0	3	0	17	0	0	0	0	17	0	1	0	3	0	0	0	0										
Nevada	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
New Hampshire	10	0	0	0	0	0	0	0	13	0	65	0	4	0	2	0	0	0	0	0	0	0	0	5	0	0	0	0										
New Jersey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0										
New Mexico	4	0	0	0	0	0	0	0	15	0	29	0	2	0	1	0	0	0	0	2	0	2	0	23	0	22	0	0										
New York	14	0	0	0	0	0	0	0	17	0	55	0	2	0	1	0	0	0	0	1	0	2	0	27	0	4	0	0										
North Carolina	54	0	0	0	0	0	0	0	34	0	7	0	4	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0									
North Dakota	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
Ohio	53	0	0	0	0	0	0	0	13	0	19	0	1	0	1	0	0	0	0	1	0	7	0	5	0	0	0	0	0	0								
Oklahoma	32	0	0	0	0	0	0	0	37	0	16	0	8	0	3	0	1	0	0	0	4	0	0	0	0	3	0	0	0	0								
Ontario	5	0	0	0	0	0	0	0	30	0	40	0	5	0	1	0	0	0	0	10	0	0	9	0	0	0	0	0	0	0	0							
Oregon	19	0	0	0	0	0	0	0	23	0	26	0	2	0	2	0	0	0	0	0	0	0	16	0	11	0	0	0	0	0	0	0						
Pennsylvania	44	0	0	0	0	0	0	0	9	0	21	0	1	0	0	0	0	0	0	1	0	2	0	2	0	0	0	0	0	0	0	0	0					
Puerto Rico	9	0	0	0	0	0	0	0	12	0	18	0	31	0	3	0	0	0	0	1	0	2	0	13	0	12	0	0	0	0	0	0	0					
Rhode Island	3	0	0	0	0	0	0	0	6	0	86	0	1	0	1	0	0	0	0	1	0	1	0	2	0	0	0	0	0	0	0	0	0	0				
Singapore	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0				
South Carolina	40	0	0	0	0	0	0	0	34	0	17	0	3	0	2	0	0	0	0	1	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0			
South Dakota	46	0	0	0	0	0	0	0	47	0	2	0	2	0	2	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0			
Spain	11	0	0	0	0	0	0	0	22	0	39	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	22	0	0	0	0	0	0	0	0			
St. Maarten																																						
Tennessee	21	0	0	0	0	0	0	0	26	0	12	0	7	0	1	0	0	0	0	3	0	1	0	13	0	16	0	0	0	0	0	0	0	0	0	0		
Texas	34	0	0	0	0	0	0	0	16	0	21	0	1	0	2	0	0	0	0	2	0	2	0	22	0	0	0	0	0	0	0	0	0	0	0	0	0	
Trinidad & Tobago																																						
Utah	10	0	0	0	0	0	0	0	15	0	6	0	4	0	1	0	0	0	0	1	0	0	0	63	0	0	0	0	0	0	0	0	0	0	0	0	0	
Vermont	9	0	0	0	0	0	0	0	16	0	64	0	4	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Virginia	42	0	0	0	0	0	0	0	25	0	25	0	3	0	1	0	0	0	0	2	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Virgin Islands																																						
Washington	17	0	0	0	0	0	0	0	29	0	8	0	2	0	3	0	2	0	0	0	0	0	0	39	0	0	0	0	0	0	0	0	0	0	0	0	0	0
West Virginia																																						
Wisconsin	27	0	0	0	0	0	0	0	24	0	6	0	3	0	0	0	0	0	0	2	0	2	0	36	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Totals	23	0	0	0	0	0	0	0	19	0	18	0	3	0	1	0	0	0	0	2	0	1	0	15	0	3	0	0	0	0	0	0	0	0	0	0	0	0

The numbers shown above are percentages.
A blank indicates affiliate did not respond.

Table IV

Board of Directors Report
Composition of Affiliates - Part 2

March 1999

Affiliate	BY GENDER						BY ETHNICITY																	
	% in Prof			% in Member			% in State/Province/Country			% in membership						% in governance								
	M	F	F	M	F	M	A	B	C	A	B	C	H	NA	PI	O	A	B	C	H	NA	PI	O	
Alabama	30	70	30	70	26	74	3	20	74	3	3	20	74	3	16	84								
Alaska																								
Arizona					25	75																		
Arkansas	38	59	38	59	53	47	9	46	45	9	46	45	9	46	35	65								
British Columb	40	60	51	49	56	44	4	7	75	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1
California	32	68	29	71	47	53	4	7	75	12	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Colorado					42	58																		
Connecticut					25	75																		
Curacao	20	80	26	74	43	57	1	25	70	3	1	9	90	1	28	72								
Delaware	30	70	30	70	15	85																		
Dist of Columb	30	70	30	70	38	62																		
Florida	30	70	35	65	35	65	4	30	60	5	1	2	25	71	17	83								
Georgia					27	73																		
Germany	25	75	25	75	10	90	49	21	8	21	57	1	37	7	4	70	15	15						
Hawaii																								
Hong Kong																								
Idaho						100																		
Illinois					38	62																		
Indiana					43	57																		
Iowa					47	53																		
Israel	35	65																						
Japan	40	60	40	60	30	70																		
Kansas					37	63																		
Kentucky	40	60	40	60	40	60																		
Louisiana																								
Maine																								
Manitoba					31	69																		
Maryland	40	60			34	66																		
Massachusetts					40	60																		
Michigan	36	64	40	60	45	55																		
Minnesota	46	54	45	55	30	70																		
Mississippi	43	57	38	62	51	49																		

*C=Caucasian, B=Black, H=Hispanic, A=Asian
NA=Native American, PI=Pacific Islander,
O=Other/Unknown

A blank indicates affiliate did not respond.

Table IV

Board of Directors Report
Composition of Affiliates - Part 3

March 1999

Affiliate	BY AGE				BY GEOGRAPHY				% in governance					
	% in Prof		% in Member		% in State/Province/		% in membership		NE NW SE SW OT		NE NW SE SW OT		NE NW SE SW OT	
	-45 +45	-45 +45	-45 +45	-45 +45	Country	NE NW SE SW OT	NE NW SE SW OT	NE NW SE SW OT	NE NW SE SW OT	NE NW SE SW OT	NE NW SE SW OT	NE NW SE SW OT	NE NW SE SW OT	NE NW SE SW OT
Alabama	14	86	14	86	15	85	23	40	26	11	23	40	26	11
Alaska														
Alberta														
Arizona														
Arkansas														
British Columb	40	60	60	40	55	45	1	10	5	84	11	22	67	
California	37	63	23	77			15	29	13	40	2	28	11	22
Connecticut														
Colorado														
Curacao	65	35	30	70	58	42								
Delaware														
Dist of Columb														
Florida							6	9	38	24	23	6	8	40
Georgia	65	35	30	70	40	60	25	50	16	9		25	25	25
Germany														
Hawaii							84	7	6	3		85	5	5
Hong Kong														
Idaho					66	34						34		66
Illinois					17	83								
Indiana							39	18	21	10	12	58	8	18
Iowa							20	13	25	40		0	11	39
Israel					37	63								
Japan														
Kansas							20	5	20	15	40	47	1	2
Kentucky					24	76								
Louisiana	38	62	38	62	4	96	7	6	64	18	5			100
Maine							19	63	10	7	1			
Manitoba														
Maryland	45	55	40	60	4	96								
Massachusetts					18	82	17	16	19	14	34	83	8	9
Michigan							11	10	45	34		31	10	14
Minnesota							10	10	15	10	55	26	21	22
Mississippi							15	22	25	38		13	8	4
Missouri	60	40	60	40	70	30	51	27	8	14		10	30	22
Montana												30	55	5
NW Territories														
Nebraska							12	11	62	15				

A blank indicates the Affiliate did not respond.

Table IV

Board of Directors Report
Composition of Affiliates - Part 3

March 1999

Affiliate	BY AGE			BY GEOGRAPHY														
	% in Prof +45	% in Member -45 +45	% in Gov +45	% in State/Province/Country			% in membership			% in governance								
	****	*****	*****	NE	NW	SE	SW	OT	NE	NW	SE	SW	OT	NE	NW	SE	SW	OT
Nevada																		
New Hampshire		60	40	30	70		5	10	40	20	25		6	6	36	23	29	
New Jersey				15	75		1	8	16	50	25			10	40	30	20	
New Mexico		25	75	30	70		26	44	28	3			30	40	20	10		
New York		47	53	36	64	26	13	12	26	15	34		12	15	23	18	32	
North Carolina				20	80		19	16	41	24			30	10	40	20		
North Dakota																		
Ohio		24	18	76	82		35	25	12	19	9		25	25	10	25	15	
Oklahoma							10	30	20	10	30		20	30	30	50		
Ontario																		
Oregon		24	31	76	69		13	9	28	13	37		14	14	11	18	43	
Pennsylvania		75	25	45	28	72												
Puerto Rico				48	52	50												
Rhode Island				43	57													
Singapore																		
South Carolina		35	65	35	65													
South Dakota																		
Spain		56	44	33	67		29	29	35	7								
St. Maarten																		
Tennessee		35	65	45	55		35	15	40	10			40	5	25	30		
Texas																		
Trinidad & Tob.																		
Utah																		
Vermont																		
Virginia		25	75	35	65		24	11	25	11	29		7	14	39	11	29	
Virgin Islands																		
Washington				21	79		22	55	13	10			40	40	7	13		
West Virginia																		
Wisconsin		24	76	19	81		27	17	38	18			28	16	40	16		
Wyoming																		

A blank indicates affiliate did not respond.

NETWORKS

1.0 Network Demographic Information

- 1.1 ASCD sponsors fifty-three (53) networks for 1998-99. The five (5) new networks are The Differentiated Instruction Network, The Language Varieties Network, The Multiage Grouping Network, The Parenting Education Network and The Technology in the Middle School Network. One (1) network sponsored by ASCD during the 1997-98 year did not continue in 1998-99.
- 1.2 Of the forty-five (45) networks filing annual status reports, thirty-two (32) reported membership data. The total network membership for these 45 was 8,075.
- 1.3 Networks range in size from 17 members (Staff Development) to 1,039 members (Global Education). The average network size is 192 members.
- 1.4 Network facilitators (those who manage the networks) reside in 26 states and 2 Canadian provinces.

2.0 Network Proposal Process

- 2.1 The deadline for network proposals is July 1 each year. A Network Proposal Review Committee comprised of ASCD staff met in July 1998 to select networks for funding and/or sponsorship.
- 2.2 Networks are selected for sponsorship based on the following criteria: adherence to ASCD policies, educational relevance, the commitment of participants, and willingness to provide ASCD with ideas, expertise, and products.
- 2.3 The number of proposals received as well as the total number of networks ultimately sponsored has remained stable since 1994.
- 2.4 For 1998-99, ASCD provided financial support ranging from \$250 to \$1,500 to forty-one (41) networks. Twelve (12) networks received ASCD sponsorship only.

3.0 Network Meetings

- 3.1 Networks are expected to conduct a network forum at ASCD's Annual Conference. At the 1998 Annual Conference in San Antonio, data is available for only half (25) of the forums conducted. Over 750 people attended these 25 forums.
- 3.2 Network facilitators meet at Annual Conference.

- 3.3 Some networks hold additional meetings during the year as their members desire.
- 3.4 Several networks have made presentations or conduct Action Labs at Annual Conference.

4.0 Network Membership Promotions

- 4.1 *Educational Leadership* and *Education Update* feature networks related to topics/articles published.
- 4.2 The January 1999 *Education Update* included a directory of all networks and facilitators, with an accompanying small article about ASCD's Networks Program.
- 4.3 A networks contact listing is included in ASCD materials distributed at all Professional Development Institutes. This listing is also forwarded with other information in response to each inquiry about the Networks program.
- 4.4 Each month, a promotional summary of two networks is mailed to over 460 Affiliate leaders for inclusion in Affiliate newsletters.
- 4.5 Appropriate networks are referenced in books published by ASCD.
- 4.6 Descriptions of networks (purpose, activities, and contact person) are available on ASCD's Web site.

5.0 Network Services

In addition to the services listed previously, the following services were also provided to networks in 1998:

- 5.1 PDI registration - Each network facilitator receives one complimentary registration for an institute related to the network's topic.
- 5.2 Newsletter - ASCD *Network News* (quarterly) for network facilitators.
- 5.3 Handbook - Each network facilitator receives a comprehensive Network Facilitator's Handbook.
- 5.4 Meeting space and publicity - ASCD provides network meeting space at Annual Conference and publicizes network forums in the Annual Conference Program.
- 5.5 Networks Special Project Grant funding - ASCD provides networks with small grants for special projects. For the 1997-1998 year, seven (7) grants were awarded at an average of \$750 each.

6.0 Accomplishments in 1998

In addition to providing the services mentioned above, Constituent Relations staff accomplished the following in 1998:

- 6.1 Revised Network Facilitator's Handbook.
- 6.2 Planned for network facilitators meeting scheduled in conjunction with ASCD's Annual Conference.
- 6.3 Maintained a networks program subdirectory on ASCD's Web site.
- 6.4 Revised methods for evaluating network forums at Annual Conference.
- 6.5 Continued the Network Publications Awards program.
- 6.6 Continued electronic interactive network forums on ASCD's Web site.
- 6.7 Updated and redesigned networks brochure.
- 6.8 Conducted evaluation of program to identify strengths and weaknesses of program.

7.0 Plans for 1999

- 7.1 Develop and improvement plan for Network program.
- 7.2 Continue to obtain feedback on network service.
- 7.3 Solicit among selected network facilitators as possible resource speakers for Affiliates
- 7.4 Plan for network facilitator's conference in 2000.
- 7.5 Update Network Facilitator's Handbook, as needed.
- 7.6 Maintain network information on ASCD's Web site.
- 7.7 Continue Network Publications Awards program.
- 7.8 Plan for increased growth of program.

STUDENT CHAPTERS

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

ASCD currently has 33 student chapters. Six chapters were added since the 1998 Annual Conference. They are:

- ▶ Eastern New Mexico University ASCD (Portales, NM)
- ▶ Fairleigh Dickinson University ASCD (Madison, NJ)
- ▶ Missouri Baptist College ASCD (Moscow Mills, MO)
- ▶ Saint Leo College ASCD (Saint Leo, FL)
- ▶ Saint Mary College ASCD (Leavenworth, KS)
- ▶ University of Scranton ASCD (Scranton, PA)

The continuing chapters are:

- ▶ Albright College ASCD (Reading, PA)
- ▶ Athens State University ASCD (Athens, AL)
- ▶ Aquinas College ASCD (Grand Rapids, MI)
- ▶ Brooklyn College ASCD (Brooklyn, NY)
- ▶ Calvin College ASCD (Grand Rapids, MI)
- ▶ East Tennessee State University ASCD (Johnson City, TN)
- ▶ Elmhurst College ASCD (Elmhurst, IL)
- ▶ Furman University ASCD (Greenville, SC)
- ▶ Hope College ASCD (Holland, MI)
- ▶ Indiana University Northwest ASCD (Gary, IN)
- ▶ Kean College ASCD (Union, NJ)
- ▶ Le Moyne College ASCD (Syracuse, NY)
- ▶ Manhattan College ASCD (Riverdale, NY)
- ▶ Middle Tennessee State University ASCD (Murfreesboro, TN)
- ▶ Molloy College ASCD (Rockville Centre, NY)
- ▶ Ohio Wesleyan University ASCD (Delaware, OH)
- ▶ Pace University ASCD (New York, NY)
- ▶ Pacific Union College ASCD (Angwin, CA)
- ▶ Russell Sage College ASCD (Troy, NY)
- ▶ Trevecca Nazarene University ASCD (Nashville, TN)
- ▶ University of Bridgeport ASCD (Bridgeport, CT)
- ▶ University of Central Oklahoma ASCD (Edmond, OK)
- ▶ University of the Pacific ASCD (Stockton, CA)
- ▶ University of the West Indies – Cave Hill ASCD (Bridgetown, Barbados)

- ▶ University of the West Indies – Mona ASCD (Kingston, Jamaica)
- ▶ Winona State University ASCD (Rochester, MN)
- ▶ Wright State University ASCD (Dayton, OH)

The ASCD Student Chapter Program has grown tremendously since its beginning 4 years ago. The program has now reached a point in its maturation which warrants a thorough evaluation of its benefits and services, as well as an analysis of the general relationship ASCD maintains with student chapters. The evaluation process, which began with the creation of a Student Chapter Team in September, 1998, is not only focused on an improvement of the benefits structure and a plan for increased cross-constituent relations, but also on the development of methods to track student chapter members throughout their years as students and into their careers in education. The final crucial area of this evaluation entails the creation of a model showing how a student member will potentially transition from student membership to full ASCD membership.

The evaluation created by the team will be discussed and assessed with the Student Chapter Faculty Advisors and their annual meeting in San Francisco during the ASCD Annual Conference & Exhibit Show. As a group of stakeholders, ASCD representatives and Student Chapter Faculty Advisors will then decide upon how to best implement improvement in the Program and its structure.

Affiliate	Successes	Challenges
Alabama	Superior conference	Increase participation with ASCD members who do not belong to AASCD.
Alaska	Continuing to grow in membership and reaching out to other organizations to start discussions on collaboration. Our website will be up anyday now.	Continuing to increase membership. Collaborate with another Alaska professional organization to co-host a conference / institute for Alaska members. Continue to explore tech. to enhance communication among members Strengthen ties with NW region. Utilize ASCD International resources to strengthen AASCD.
Arizona	Getting re-organized, identifying strategies to meet goals.	Identifying and maintaining membership listing.
Arkansas		Membership; Influence during legislative session
British Columbia	Regional Conference	Membership
Curacao		
Delaware	Brain Research Conf. with Education Commission of the States	Strategic planning and programming.
Florida	Developing marketing plan to move forward	Integrating that plan
Georgia	Outstanding Spring conference--largest attendance in history of affiliate. Award from ASCD for Outstanding Newsletter	Membership recruitment and retention

Affiliate	Successes	Challenges
Germany	Working with the affiliates from Israel and Spain on coordinating and sharing an ASCD speaker was wonderful. We will continue to try to support one another when we can. Also we held a joint conference with two other education organizations PDK and MTA. This provided an opportunity to gain new members and to increase funds.	To continue our move to become a true "international" affiliate by expanding our membership to international and German educators. To continue to collaborate with other European affiliates.
Hawaii	Meg Wheatley Conf. Booktalks	Recruiting and maintaining membership; servicing member needs
Idaho	Started the Restructuring Process	Convening a New Board of Directors and defining our purpose
Illinois	1) Board Restructuring 2) Exec. Dir. Role 3) Alliance building 4) Strategies for long-term growth	1) Financial health 2) Diversifying product line 3) Managing change 4) Casting new vision aligned with strategies.
Indiana	Organizational development: Executive board members seem to have a clearer understanding of their responsibilities. Fall Conference: Well organized and successful.	1) Review of by-laws 2) Learning to plan needed professional development activities for appropriate dates. 3) Getting the new Exec. Secretary up to speed on affiliate responsibilities.
Iowa	Revision of our communications with combining of our journal and newsletter. Continued collaboration with other associations. Affiliate Excellence Award. Carryout the President-	Maintaining membership. Continuing a robust program in light of budget cutbacks for substitutes.

Affiliate	Successes	Challenges
Iowa cont.	elect's reception at the annual conference.	
Israel	Contacts with- Ministry of Education & teachers union Bringing Regional meeting here	Staying alive, or instituting an association to do so.
Japan	Running two very successful conferences	Providing an adequate budget, coming up with a Speaker's Bureau format for more effective regional in-service, and funding the expenses of Board members with more income from corporate and foundation sponsors.
Kansas	Collaboration with Kansas Staff Development Council to provide quality staff development that met the needs of the membership of both organizations. Curriculum audit training. An improved newsletter. Currently providing the initiative to begin a "Kansas Learning First Alliance." Emphasis on influence related to public policy decisions regarding teaching and learning. Invigorated the focus on the strategic plan and the roles of the Board of Directors.	Continued focus on influence related to public policy decisions regarding teaching and learning. Affiliation with and support of student affiliates. Establishment of a structure and procedures that ensure effective committee work. Expanded membership, including increasing the diversity of the membership.
Kentucky	Recruitment of minority board member. Selection of first Educator of the Year.	Participation in summer conference and its impact on affiliate revenue. Publication of our first journal.

Affiliate	Successes	Challenges
Louisiana	Fall and Spring Conference Newsletter	Increasing Membership Continuation of Newsletter Identify Executive Director
Maine	<p>1) Professional Development Programs including NE Affiliates Assessment Conference and 52 days of conferences and institutes sponsored by Maine ASCD.</p> <p>2) Developed and implemented a marketing plan which has resulted in an increase in teacher membership and participation.</p> <p>3) Increased office staff/ office management.</p> <p>4) Award winning publications.</p> <p>5) Active Board involvement.</p> <p>6) Collaborated with Jay McTighe and Video Journal of Maine Education to film eight exemplary classrooms in Maine using implementing Performance Assessment.</p>	<p>1) Maintaining influence</p> <p>2) Reaching educators in underserved regions of the state.</p> <p>3) Partnering with school districts to provide on-site professional development opportunities.</p> <p>4) Attracting and keeping teachers as members.</p>
Manitoba	Quality of Professional development offered	Getting our First issue of our Journal underway
Maryland		Our aging membership. We need young blood. Is volunteering a dying art?
Massachusetts	The Affiliate Assessment Conference, curriculum administrator institute, "Beyond Technology" book, and 34% increase in membership.	Improving diversity and influence.

Affiliate	Successes	Challenges
Minnesota	The impact of Political Action activities. We are now included among the organizations invited to participate in dialogues involving educational issues. Some examples: Commissioner of Education's Task Force on statewide testing; Alternative Calendars	Recruiting educators of color as active members; increasing the diversity of Board members, geographically as well as ethnically.
Mississippi		
Missouri	Redoing the membership data bases. Sponsoring Communication Arts workshops that supports state standards and testing program.	Transition from one executive director to another. Obtaining leaders for affiliate.
Nebraska		Maintaining Membership.
Nevada	Conferences	Membership, Organization
New Hampshire	Quality of conferences offered to membership, publication of first Educational Journal in New Hampshire; Quality of newsletters; development of marketing plan.	1) Increase attendance at conferences 2) Increase membership 3) Funding and filling the part-time Executive Director position.
New Jersey	Restructuring to establish the Exec. Dir. position. Conducting a successful annual conference.	Increasing membership and diversity. Establishing NJASCD as a "voice of leadership" within the state's educational community.
New York	Maintaining publications 5 Newsletters, 2 Journals Steadily increasing membership.	Improving working relationships with seven affiliates.

Affiliate	Successes	Challenges
North Carolina	Great success with influence. Successful participation in events.	We have developed a study committee to project what NCASCD should look like 5 years, 10 years, in the future. Our greatest challenges- Maintaining membership due to decreasing central office staff. Increasing income in new and different ways. The task of securing someone (dedicated & passionate) to coordinate the myriad NCASD functions.
North Dakota	Offering our summer Conference	Meeting as a Board Hosting our Conference
Northwest Territories	Our 1998 NWTASCD Fall institute was a great success. H. Hodges made a presentation on "Educating Everybody's Children"	Increasing membership Developing partnerships with other organizations. The NW Territories will officially split on April 1
Ohio	Providing Outstanding Conferences for our membership	Maintaining Membership
Oklahoma	Two Outstanding Conf. A Member named to Exec. Board of ASCD	Holding Members
Ontario	Membership growth; organization of successful summer institutes & workshops.	Maintain membership; board development; regional development.
Pennsylvania	1) Worked with State School Board's Assoc. on joint workshops on teacher evaluation and performance. 2) Put into place a website with ability to hold public or private communications.	1) Continued growth of membership as in past- early retirement legislation is exiting some of our best workers. 2) Keeping members up to date with our "standards"/legislation and regulations.

Affiliate	Successes	Challenges
Puerto Rico	The quality of Annual Conference. Educational services to the Dept. of Education and Univ.	Being able to incorporate educational technology in our administrative operations. Incorporate International ASCD members in PRASCD
Rhode Island	Aggressive Program Chair	In a small state, many organizations are vying for the same constituencies with similar problems
South Carolina	Increasing revenue from successful conferences Active Board of Directors	Reviewing and revising our strategic plan Establishing a program committee and instituting procedures for planning future conferences one-two years in advance.
Spain	Making contacts with Spain- national and international schools.	To continue to grow and build up a strong board.
Tennessee	Drive-In regional conferences on Technology	Providing quality programs to keep membership active
Utah	1) The Annual Fall UASCD Conference 2) Conference collaborations with other state organizations/ associations 3) Increase in affiliate & joint memberships	1) Recruiting teachers 2) Establishment of student chapters 3) Retention of members from year to year
Vermont	Co-Sponsoring Conferences. Stable Newsletter production.	Maintaining web site. Attracting members/ Building capacity.
Virginia	Providing professional development opportunities to educators. Serving in an advisory capacity or representative capacity for state policy decisions.	Funding

Affiliate	Successes	Challenges
Washington		Maintaining and growing our membership. Coordinating Annual Conferences with the support of public instruction.
Wisconsin	We have used a process to focus the theme of our annual conference, resulting in a record number of attendees	Create policies and processes to assist the nature of our board in creating continuity for the organization.
Wyoming	Co-sponsoring (with Nationa Co. Schools) Cowboy State Language Arts Conference Plan of Assistance developed with B. Amis. Survival as an Affiliate.	Strengthening the board. Providing valuable conf. /programs/newsletters. Building membership and treasury.

ASCD
Membership Count Summary
December 30, 1998

	BASIC	COMP	REG	PREM	TOTAL
Total U.S.	65,765	59,323	11,530	11,367	147,985
Non U.S.	4,742	4,732	496	154	10,124
1998 Totals	70,507	64,055	12,026	11,521	158,109
1997 Totals	68,006	69,204	13,689	10,294	160,193
# increase	+2,501	-5,149	-1,663	+1,227	-2,084
% increase	+ 3.67%	-7.44%	-12.15%	+11.92%	-1.30%

COUNT OF 1999-2000 PROPORTIONAL REPRESENTATIVES

(Proportional representatives take office on July 1.)

AFFILIATE	PAID MEMBERSHIP (As of 12/30/98)	PROPORTIONAL REPRESENTATIVES
ALABAMA	1,144	0
ALASKA	534	0
ALBERTA	1,139	0
ARIZONA	2,569	0
ARKANSAS	1,027	0
BRITISH COLUMBIA	1,528	0
CALIFORNIA	13,038	4
COLORADO	2,558	0
CONNECTICUT	2,965	1
CURAÇAO	30	0
DELAWARE	443	0
DISTRICT OF COLUMBIA	601	0
FLORIDA	4,849	1
GEORGIA	3,268	1
GERMANY	211	0
HAWAII	855	0
HONG KONG	70	0
IDAHO	554	0
ILLINOIS	9,175	3
INDIANA	2,730	1
IOWA	2,055	0
ISRAEL	66	0
JAPAN	134	0
KANSAS	1,528	0

KENTUCKY	1,254	0
LOUISIANA	1,873	0
MAINE	1,089	0
MANITOBA	500	0
MARYLAND	4,071	1
MASSACHUSETTS	4,662	1
MICHIGAN	6,443	2
MINNESOTA	3,059	1
MISSISSIPPI	923	0
MISSOURI	3025	1
MONTANA	510	0
NEBRASKA	1,114	0
NETHERLANDS- FLANDERS	62	0
NEVADA	752	0
NEW HAMPSHIRE	1,028	0
NEW JERSEY	6,681	2
NEW MEXICO	840	0
NEW YORK	12,692	4
NORTH CAROLINA	2,997	1
NORTH DAKOTA	292	0
NORTHWEST TERRITORIES	78	0
OHIO	5,410	2
OKLAHOMA	916	0
ONTARIO	2,595	0
OREGON	1,841	0
PENNSYLVANIA	7,875	2
PUERTO RICO	491	0

RHODE ISLAND	658	0
SINGAPORE	89	0
SOUTH CAROLINA	1,683	0
SOUTH DAKOTA	490	0
ST. MAARTEN	21	0
SPAIN	21	0
TENNESSEE	2,133	0
TEXAS	8,716	3
TRINIDAD & TOBAGO	22	0
UNITED KINGDOM	107	0
UTAH	866	0
VERMONT	823	0
VIRGIN ISLANDS	78	0
VIRGINIA	4,239	1
WASHINGTON	3,976	1
WEST VIRGINIA	374	0
WISCONSIN	3,673	1
WYOMING	396	0
TOTAL	154,509	34

ANNUAL REPORT ON MEMBERSHIP, PROGRAMS, PRODUCTS, SERVICES, AND MARKETING

January - December 1998

Program Development

ASCD's Program Development Work Group is responsible for the research, development, design, and production of a wide range of products and programs for members, nonmembers, and institutions. In the summer of 1998, Program Development assumed responsibility for Membership and Marketing. The work group also provides editorial, design, and production services for other work groups.

While everything ASCD does is a service to members, the Association is dependent on the revenue from an array of programs, products, and services to underwrite many of its activities. In 1998, two-thirds of ASCD's revenue was generated by the sale of programs, products, and services to individuals and institutions.

This report is intended to update the Board of Directors on the status of ongoing and new initiatives in the areas of membership, programs, products, services, and marketing. The appendix contains specific information on programs and products released in 1998 and scheduled for release in 1999.

MEMBERSHIP

ASCD's Membership

ASCD's individual membership remained relatively stable in 1998, averaging 150,000 members. Decreases in regular membership were offset by increases in premium membership. Member retention hovered at 70 percent. The individual member demographic profile changed slightly from the previous year. The average length of membership in ASCD has increased to an average of 5.6 years. Approximately 32 percent (one-third) of ASCD members are principals and associate principals, 24 percent classroom teachers, 13 percent directors and supervisors, and 5 percent superintendents and associate superintendents. ASCD members on average have been in the education profession for more than two decades. The aging of ASCD's member base has led ASCD to focus more resources on acquiring and retaining new members.

Individual Member Benefits

All ASCD members receive *Educational Leadership*, *Education Update*, *Curriculum Update*, and discounts on ASCD programs, products, and services. In addition, Premium members receive an array of newsletters, the ASCD Yearbook, and eight member books; Comprehensive members receive four member books plus the Yearbook; and Regular members receive two member books. ASCD offers discounted membership to students, constituents, and retired educators.

New Initiatives in Membership

In June 1998, ASCD's Executive Director announced the formation of the Membership Review Team, a cross-functional staff team. This team was tasked with exploring new ways of thinking about ASCD's membership structure and services, with a particular focus on distinguishing ASCD's member benefits from those of other organizations by adding value, delivering services tailored to member needs, and building a lasting relationship with members. The team's preliminary recommendations have focused on increasing the perceived value of membership. The team continues to explore alternative structures and services.

In December 1998, ASCD acted to enrich the benefits provided to all individual members by providing electronic components to all membership packages. Beginning in March 1999, individual ASCD members will have access to a modified version of *ASCD Select Online* and to HireEd.net, a Web-based job bank and resume posting service.

PROGRAMS, PRODUCTS, AND SERVICES

Overview of Ongoing Activity

In 1998, the Program Development Work Group published 21 books in English; eight issues of *Educational Leadership* magazine; nine issues of *Classroom Leadership* newsletter and five issues of *Classroom Leadership Online*; eight issues of *Education Update* newsletter; four issues of *Curriculum Update* newsletter; four issues of the *Curriculum/Technology Quarterly* newsletter; two issues of the student chapter newsletter, *Catalyst*; four *Curriculum Handbook* supplements; four issues of the *Professional Development Newsletter*; two modules for the HRDP program; four issues of the *Journal of Curriculum and Supervision*; and 26 issues of *Education Bulletin*, ASCD's online newsletter. We also added five new topics to our series of Topic Packs (now 15 in all). Program Development continued to publish annual editions of the *Only the Best*, introduced new editions of three CD-ROM products, and acquired distribution rights for four other new CD-ROM titles.

The work group produced eight videotape staff development programs (19 tapes) and more than 110 audiotapes. The success of the videotape series on the brain has prompted us to plan additional tapes for next year on the brain and its relationship to learning content.

More than 11,000 educators attended ASCD's 1998 Annual Conference and Exhibit Show, and another 3,600 educators attended an institute or academy. Program staff also contracted for 70 on-site staff development programs.

More than 1,800 educators attended ASCD's third Fall Conference on Teaching and Learning: Connecting Curriculum and Assessment. Participants were invited to engage in an online forum before and after attending the conference. Selected sessions from the conference were audiotaped, allowing those who could not attend to share the experience. The Fall Conference on Teaching and Learning featured the introduction of ASCD's new program, Understanding by Design. This is a comprehensive program that promotes the design of curriculum, assessment, and instruction for greater student understanding.

ASCD's Professional Inquiry Kits continued to be popular in 1998. The four new kits developed this year were *Classroom Management*, *Educating Linguistically and Culturally Diverse Students*, *Learning Styles*, and *Curriculum Integration*.

ASCD expanded its CD-ROM offerings to a total of 14 professional development products, plus demo versions of two titles. The *Only the Best* product was enhanced by adding demonstration clips from some of the highest-rated educational software titles selected. In 1999, 5,000 copies of the *Only the Best* CD-ROM demo version will be distributed by Allyn & Bacon with a textbook about instructional technology for preservice and inservice educators.

Internationalization Activities

The Program Development Work Group continues to further ASCD's goal of promoting quality education through structures that address both national and international issues by enhancing services to present and future non-U.S. members and by giving U.S. members more information about education in other countries.

In 1998, *Educational Leadership* continued to publish articles by non-U.S. authors. Among the countries represented were Australia, Canada, Ecuador, England, Israel, Malawi, and Thailand. Professional development institutes attracted participants from more than 48 countries and 10 Canadian provinces.

Program Development staff represented ASCD in a number of non-U.S. sites: Australia, Canada, Germany, Singapore, and Turkey. Staff continue to serve in an advisory capacity on the Beginning School Mathematics Program, a partnership between the New Zealand government and Oakland University, Michigan.

Through a combination of marketing activities—including direct mail, advertising, exhibits at conferences, and the development of partnerships with non-US organizations—the Association's membership and product revenue from non-U.S. sources increased by approximately 10 percent over last year.

Measuring Satisfaction with ASCD's Programs, Products, and Services

One measure of customer satisfaction is the continued growth in revenue from selling programs and products to members, nonmembers, and institutions. Total sales for Program Development exceeded \$15.8 million in 1998.

ASCD relies as well on a variety of market research approaches to provide information on member and customer satisfaction, new program and product development opportunities, and the identification of opportunities for improving existing programs, products, and services.

Following is a list of major market research initiatives begun during the past year:

- ASCD Member and Former Member Satisfaction and Retention study
- Customer Focus Study
- Educational Leadership* Readership Survey
- Fall and Annual Conference Evaluation Surveys
- Fall and Annual Conference Exhibitor Surveys

Book club concept focus group
Professional Inquiry Kit users focus group
Video users and nonusers focus groups
New teacher needs focus groups
Annual Demographic Survey
Name Study Surveys
Premium Member Satisfaction Survey
Sales Consultant Concept Survey

In the 1998 survey of *Educational Leadership's* readership, more than 92 percent of respondents rated *Educational Leadership* as either the best publication or one of the top three in education. The survey revealed significant information about the profile of readers and readership habits. Association Publishers Inc. summarizes its findings this way:

The readership of *Educational Leadership* is, on the whole, a highly educated group with careful reading habits, thoughtful informed opinions of the publication, and a high level of experience in the field of education. The respondents rated *EL* very highly. . . . It is apparent from ratings of both particular features and overall scores that *Educational Leadership* does well to meet its readership's needs, is respected as a valuable reference tool, and is both a source and a forum for new ideas in the education profession. . . . This study confirms *Educational Leadership* to be a leader in its field, to well serve its readership, and to be worthy of its critical acclaim.

Beyond the survey results, an additional sign of the magazine's recent success has been the need to reprint the November 1998 issue on "How the Brain Learns." As of late January, sales exceeded 11,000 copies.

Awards

ASCD's programs and products consistently receive awards from external organizations. In 1998, the Association of Educational Publishers (EdPress) honored *Educational Leadership* with the 1998 Distinguished Achievement Award in the One-Theme Issue (Adult) category for "Schools as Safe Havens" (October 1997). The Society of National Association Publications (SNAP) Excel Awards honored *Educational Leadership* with the 1998 Bronze Excel Award for Magazines under the Single Topic Issue category for "Integrating Technology into Teaching" (November 1997).

Telly Awards recognized the ASCD videos *Managing Today's Classrooms* and *Problem-Based Learning* as outstanding educational media in 1998. *Science Standards for Elementary Schools* won a CINE Golden Eagle Award and the CD-ROM *Multiple Intelligences* won a Gold SNAP Award for Excellence.

Working Differently: Repurposing and Partnerships

ASCD continued to repurpose material by issuing an audio CD of the book *Teaching and Joy* and combining the most popular tapes from Annual Conference into a special set. We also published compilations of ASCD's most enduring newsletter articles: *Revitalizing the Disciplines: The Best of ASCD's Curriculum Update*, and *Transforming Classroom Practice*:

The Best of ASCD's Update Newsletters, both edited by John O'Neil and Scott Willis.

Program Development also began work on the first repurposing of material coded in Standard Generalized Markup Language (SGML): *Educational Leadership 1992-98 on CD-ROM*. This reference volume of the award-winning journal will be distributed in single version and twin packs (2 copies of the CD) to accommodate libraries and district office purchasers at a modest price.

ASCD expanded its offerings of materials produced by other publishers and education agencies, including codevelopment and copublishing, to round out existing product lines and test new markets. One promising collaboration with Education Service District 105 in Yakima, Washington, resulted in the publication of a crisis management guide, *Quick Response: A Step-by-Step Guide to Crisis Management for Principals, Counselors, and Teachers*. The collaboration with the Mid-continent Regional Educational Laboratory (McREL) produced an informal tool for classroom assessment, *Snapshot Assessment System for Migrant, Language Minority, and Mobile Students, grades 1-4*. ASCD copublished three books in 1998: With the National Council of Teachers of Mathematics, *Exploring Classroom Assessment in Mathematics* by Bryant and Driscoll; with National Educational Service, *Professional Learning Communities at Work* by DuFour and Eaker; and with the First Amendment Center, *Taking Religion Seriously Across the Curriculum* by Nord and Haynes.

Aggressive efforts to attract, review, and distribute CD-ROM products developed outside ASCD resulted in substantially increasing both revenue and variety of offerings while conserving resources. New products in this medium include *Whelmers: 41 Awesome and Easy-to-Do Science Activities*, *Standards for Excellence in Education*, and *TechPaths for Math*.

In recent years, ASCD has seen an increase in the number of requests from non-U.S. publishers seeking permission to publish translated editions of ASCD books. Such requests and contract negotiations have been handled by staff until recently. In 1998, ASCD turned over negotiations and marketing of subsidiary rights to a publishing consultant who represents ASCD—and our authors—in negotiating book translation agreements with publishers throughout the world. ASCD's foreign rights agent is proactively bringing ASCD's book list to the attention of publishers who are well positioned to reach the potential audience for ASCD's publications, and mission, outside the United States.

In October, ASCD began a new three-year consortium, bringing together 13 middle school teams to develop skills in using Kepner-Tregoe's problem-solving strategies. In a unique school-business partnership, each middle school team includes a corporate coach trained in the strategies. Corporate coaches from companies such as Johnson and Johnson, Honda of America, Uniroyal, and BASF have pledged at least twelve days of a coach's time each school year. Based on the applications of the problem-solving strategies developed by the middle school teams, ASCD will create products to support more extensive use of these strategies in schools.

ASCD has also invited partners to help us develop the Scoreboards for Schools (S4S) program. Based on input from consultants and potential clients, ASCD concluded that as it was originally conceptualized, the Scoreboards for Schools suite of products and services was aimed at too

broad a clientele (state- and district-level education agencies) and was too prohibitive in cost (\$100,000+ per agency). In addition, potential clients were uncomfortable as pioneers, wishing instead to wait until an array of agencies had tried out the Balanced Scorecard (BSC) concept for performance measurement so they could learn from others' experience. ASCD concluded that a pilot program would provide us with both data and experience from which we can develop an S4S program that meets school and district needs at a more reasonable cost.

During this information gathering process, representatives from the Education Benchmarking Network (EBN) identified themselves as both excited about the BSC concept and ready to move forward developing performance measures to share data among their 17-district membership. With nationwide membership and identified data sources, EBN emerged as the appropriate partner for a pilot program. Since September 1998, ASCD and EBN representatives have met to identify appropriate measures, engage in technical training to learn software functions, and dialogue to establish a menu of performances meaningful to member districts and applicable to a broader audience.

Enhancements to Existing Programs, Products, and Services

During 1998, ASCD began a transformation of the ASCD *Curriculum Handbook* to make it more focused and more user-friendly. The four *Handbook* supplements published in 1998 were bound chapters (like books), two focusing on curriculum renewal and two on subject areas (Language Arts, and Family and Consumer Sciences). Future chapters will focus on other subject areas. *Handbook* binders and covers have also been redesigned.

A related change has been made to the *Curriculum/Technology Quarterly* newsletter. Each issue now includes a four-page insert called "Focus On." Each of these inserts provides an update to one of the *Handbook* chapters.

In 1998, ASCD introduced a less expensive video series to broaden the audience for this medium. These "How-To" tapes are designed for individual or group viewing and are shorter than training videos. New titles included *How to Create an Effective Learning Environment*, *How to Create Successful Parent-Student Conferences*, and *How to Start the School Year Right*.

ASCD continued to expand its electronic presence. Our online newsletter, *Education Bulletin*, was issued biweekly throughout the year to more than 5,000 subscribers. Articles are routinely archived for future repurposing and for placement on ASCD's Internet Web site.

ASCD's online component to *Classroom Leadership* newsletter was published 5 times in 1998. A staff team ensures that timely articles are posted to the site on a regular basis. Nine issues of *Classroom Leadership Online* will be published annually.

ASCD released two CD-ROMs---*Brown's Directory* (originally a 12-volume print set now produced only in CD-ROM format) and *Only the Best: The Guide to the Highest-Rated Educational Software and Multimedia*—and distributed a demo version of *Only the Best* at Annual Conference. In 1999, ASCD will revise the *Curriculum Handbook on CD-ROM*, *Only the Best on CD-ROM*, and *Brown's Directory* as well as releasing an additional demo version of *Only the Best*.

Educational Leadership introduced two new columns in 1998. "Policy Link" highlights education issues at the federal and state levels and features a regular sidebar "The Advocates' Toolbox," with tips for education activists. "Portfolio" is a regular endpage column with a photo-essay style that features images and text about children in our schools.

Educational Leadership continued hosting its series of online forums called Talk to the EL Authors. Many readers participated in a forum related to the November 1998 issue, "How the Brain Learns." Since January 1997, *Education Update* has periodically featured telephone surveys on important education topics, including parent rights, national standards, charter schools, and homework. The survey results have been published in later issues. The new electronic publication *Classroom Leadership Online* includes a discussion area for readers to share their reactions to the issues explored in the newsletter.

Educators who registered for ASCD's Conference on Teaching and Learning: Connecting Curriculum and Assessment were able to continue a dialogue with the lead consultants and other participants using an online forum. Six additional online forums were held following institutes. Although participation in these forums was disappointing, ASCD believes it is important to provide an interactive component to its professional development.

Professional Development Online was expanded with the addition of courses on Effective Leadership and Parents as Partners in Learning. Another course on the Brain was set to be online by Annual Conference.

New Initiatives in Programs, Products, and Services

Understanding by Design is a framework for designing curriculum, instruction, and assessment that ensures student understanding that was introduced in a comprehensive member book written by Grant Wiggins and Jay McTighe. A Web site dedicated to UBD users has become a part of the ASCD Web site and includes an online newsletter, an Ask the Experts section with responses by the authors, and an Idea Exchange.

ASCD produced integrated curriculum materials for the Mars Millennium Project. Sponsored by the White House with national partners NASA, the J. Paul Getty Trust, the National Endowment for the Arts, and the Department of Education, the materials will be distributed free of charge to schools in the U.S. beginning in March 1999. The units were produced by writing teams using the Understanding by Design framework and highlight the integration of science and the arts. The project has students imagining a habitat on Mars in the year 2030 that will sustain 100 humans.

In March 1999, ASCD will introduce *Signature Schools*, a comprehensive program designed to support schools as they build the capacity to improve teaching and learning. With the addition of the *Signature Schools* program, ASCD will notify all Human Resources Development Program (HRDP) subscribers in January that the program is being phased out.

MARKETING

Since 1997 the marketing planning process has been closely linked with ASCD's Strategic Plan. ASCD's 1998 Marketing Plan included both strategic plan related objectives and financial objectives. The strategic objectives were developed by members of the Executive Director's Leadership Team and the Marketing Unit staff and were designed to align marketing's objectives with the Association's Strategic Plan. The financial objectives were the revenue targets established by the Association's budget.

Marketing Expenses

In 1998, ASCD's marketing expenses continued to decline as a percentage of ASCD's budget. Marketing reflected 19 percent of ASCD's budget in 1998, down from 26 percent in 1994.

ASCD Exhibits

To further expand awareness of the Association and promote ASCD products, services, and membership options, the Association exhibited its materials at more conferences during the past year.

National Association of Secondary Principals	February 1998
ASCD Annual Conference	March 1998
National Council of Teachers of Math	April 1998
National Catholic Educators Association	April 1998
European Council of International Schools	April 1998
Australian Council for Educational Administration	September 1998
ASCD Teaching and Learning Conference	October 1998
National Middle School Association	November 1998
European Council of International Schools	November 1998
Northeast Affiliates Regional Conference	December 1998
National Staff Development Council	December 1998

Marketing's Support for Affiliates

Through the following activities the Marketing Unit has provided professional development support to affiliates:

The development of a business and marketing plan module that supports an affiliates strategic plan. This module was provided through onsite activities with several affiliates.

Affiliate Leadership Conference presentations on "Conducting Market Research" and "Growing an Affiliate's Membership."

Consultation sessions provided at the Affiliate Leadership Conference.

Survey and market research development assistance provided to several affiliates.

New Marketing Initiatives

ASCD Marketing tested several new offers, product bundles, and new media for reaching educators in 1998. The most significant packaging effort was the ASCD conferences "Season Tickets" offer in August 1998. This offer allowed educators to purchase season passes for all three of ASCD's major 1999 conferences--the Annual Conference and Exhibit Show in San Francisco, the Classroom Leadership Conference in Orlando, and the Teaching & Learning Conference in Reno. The offer provided educators with the best price on all three conferences while encouraging principals and district leaders to use them as an overall professional development tool for staff. (Season tickets were designed to be transferrable, so school leaders could keep them for themselves or pass them along to other staff.) After a successful launch, we will offer the season tickets product bundle again in 1999 on both an individual basis and as part of the Signature Schools program.

Diversifying from the core mix of direct mail and advertising, we tested fax broadcasts in support of ASCD conferences, allowing for immediate reminders of upcoming registration deadlines and increasing last-minute revenue generation.

ASCD also originated a series of "Executive Briefings" for the video series *Raising Achievement Through Standards*. The informational "briefings" format allows ASCD to connect potential buyers with field experts (in the case of *Standards*, Robert Marzano), providing an opportunity to learn more about current issues and how ASCD products can help educators overcome related challenges. ASCD will test this format again for the *Understanding By Design* video series in 1999.

The ASCD Online Store was perhaps the most technologically significant accomplishment in 1998. Upgraded from what was once merely an online products database, the store now features sophisticated "shopping cart" software that allows browsers to easily order products. The software also differentiates between member and nonmember pricing and allows ASCD to test "online specials," thus giving customers extra incentives to shop online. We launched the store in October 1998, and we expect it to increase product revenue growth throughout 1999.

ASCD's database marketing efforts were significantly expanded with the development and implementation of a new product marketing database designed to identify new customers for ASCD's products and services and to more effectively target promotions to existing members and customers. This database complements ASCD's existing membership prospecting database, which has been used for membership recruitment purposes. Both of these databases have been integrated, allowing for more effective targeting of promotions, corresponding increases in sales and memberships, and continued reductions in marketing mailing expenses.

APPENDIX

ASCD EDUCATION BULLETIN

ASCD's free, electronic newsletter is sent to more than 5,000 subscribers and is posted on ASCD's Web site every two weeks. Each issue covers news and issues in education and highlights Internet sites on a variety of professional topics.

AUDIO PROGRAMS

Audio Programs Produced in 1998:

Educational Leadership on Tape (eight tapes per year with storage album)

1998 Annual Conference tapes (85 audiotapes of various conference sessions)

1998 Conference on Teaching & Learning tapes (12 audiotapes of various conference sessions)

Teaching and Joy CD

The Brain, the Mind, and the Classroom CD

PRESENTATION DIGEST

A Brain-Based Model of Learning

LIVE SEMINARS ON TAPE

Building Local Support for Your Schools

New Forms of Supervision

Creating a Brain-Friendly Classroom

Emotional Intelligence and the Classroom

Memory Strategies for Students

BOOKS ON TAPE

How to Mentor in the Midst of Change

Teaching and Joy

Audiotape Programs Planned for 1999:

Annual Conference (140 tapes)

Assessment Conference (15 tapes)

Presentation Digest (5)

Live Seminars on Tape (6)

Books on Tape (3)

BOOKS

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

Books Published in 1998 as Member Benefits:

- *Learning with Technology* (1998 ASCD Yearbook) edited by Chris Dede (January 1998 PC member)
- *Teaching with the Brain in Mind* by Eric Jensen (April 1998 PCR member)
- *Staying Centered: Curriculum Leadership in a Turbulent Era* by Steven J. Gross (February 1998 P member)
- *Problems as Possibilities: Problem-Based Learning for K–12 Education* by Linda Torp and Sarah Sage (May 1998 P member)
- *Awaking Genius in the Classroom* by Thomas Armstrong (July 1998 PC member)
- *Taking Religion Seriously Across the Curriculum* by Warren Nord and Charles Haynes (August 1998 P member)
- *Understanding by Design* by Grant Wiggins and Jay McTighe (October 1998 PCR member)
- *Building Leadership Capacity in Schools* by Linda Lambert (November 1998 PCR member)
- *Great Performances: Creating Classroom-Based Performance Tasks* by Larry Lewin and Betty Jean Shoemaker (December 1998 P member)

Other Books Published in 1998:

- *Design Tools for the Internet-Supported Classroom* by Judi Harris (January 1998 S)
- *Real Questions, Real Answers: Focusing Teacher Leadership on School Improvement* by John Clarke and others (February 1998 S)
- *Exploring Classroom Assessment in Mathematics: A Guide for Staff Development* by Deborah Bryant and Mark Driscoll (March 1998 S; copublished with National Council of Teachers of Mathematics)
- *Professional Learning Communities at Work* by Richard DuFour and Robert Eaker (April 1998 S; copublished with National Educational Service)
- *Powerful Learning* by Ron Brandt (May 1998 S)
- *Revitalizing the Disciplines: The Best of ASCD's Curriculum Update* edited by John O'Neil and Scott Willis (June 1998 S)
- *Transforming Classroom Practice: The Best of ASCD's Update Newsletters* edited by John O'Neil and Scott Willis (June 1998 S)
- *The Power of Paideia Schools: Defining Lives Through Learning* by Terry Roberts and others (June 1998 S)
- *How to Design an Advisory System for a Secondary School* by Mark Goldberg (June 1998 S)
- *Marching to Different Drummers, 2nd edition* by Pat Guild and Stephen Garger (November 1998 S)
- *Teaching Middle School Students to Be Active Researchers* by Judy Zorfass with Harriet Copel (December 1998 S)
- *Energize Your Meetings with Laughter* by Sheila Feigelson (December 1998 S)

Books Scheduled for Publication in 1999:

- *Preparing Our Schools for the 21st Century* (1999 Yearbook) edited by David Marsh (January 1999 PC member)
- *On Becoming a School Leader: A Person-Centered Challenge* by Arthur W. Combs, Ann B. Miser, and Kathryn S. Whitaker (February 1999 P member)
- *Perceiving, Behaving, Becoming: Lessons Learned* edited by H. Jerome Freiberg (March 1999 S)
- *Teaching Beginning Reading and Writing with the Picture Word Inductive Model* by Emily F. Calhoun (March 1999 S)
- *Educating Minds and Hearts: Social-Emotional Learning and the Passage into Adolescence* by Joel Cohen (March 1999 S; copublication with Teachers College Press)
- *The Differentiated Classroom: Responding to the Needs of all Learners* by Carol Ann Tomlinson (April 1999 PCR)
- *A Passion for Teaching* edited by Sarah Levine (May 1999 P)
- *The Understanding by Design Handbook* by Jay McTighe and Grant Wiggins (June 1999 S)
- *How to Establish an Independent Research Competition Program* by Melanie Krieger (June 1999 S)
- *The Hero's Journey* by John Brown and Cerylle Moffett (July 1999 PC member)
- *Communicating with the Public: A Leader's Guide* by Anne Meek (August 1999 P member)
- *Learning and Memory* by Marilee Sprenger (summer 1999 S)
- *Results: The Key to Continuous School Improvement*, by Mike Schmoker (summer 1999 S)
- *Telling Our Stories: Professional Portfolios for Teachers and Administrators* by Giselle Martin-Kniep (September 1999 PCR)
- *Educating Everybody's Children: More Teaching Strategies for Diverse Learners* (late fall 1999 S)
- *Action Research and Inquiry* by Richard Sagor (fall/winter 1999)
- *Multiple Intelligences Programs and Their Results* by Linda Campbell (fall/winter 1999)
- *Core Knowledge Schools* by Tim Mackley (fall 1999)
- 4 books from Art Costa and Bena Kallick on habits of mind:
 - *Discovering and Exploring Habits of Mind* (November 1999)
 - *Activating and Engaging Habits of Mind* (November 1999)
 - *Assessing and Reporting on Habits of Mind* (November 1999)
 - *Integrating and Sustaining Habits of Mind* (November 1999)

CATALYST: THE ASCD STUDENT CHAPTER NEWSLETTER

Produced in 1998:

- Winter *Beating the Butterflies: How to Interview for Your First Teaching Job*
 Q&A: Job Hunting Tips
 What to Take to the Interview
 Faculty Advisor Corner: Building Leadership Skills and Fostering Collegiality
 Educators to Meet in San Antonio
 Chapter News

Fall A Community of Learners: Making Connections at ASCD's Annual Conference
The Teacher as Presenter: Hints for Making Effective Presentations
Highlights of Student Chapter Annual Conference Sessions

CD-ROMS

Produced in 1998:

The ASCD Curriculum Handbook on CD-ROM, 2nd Edition

Only the Best, 1990-98

Brown's Directory of Instructional Programs, 1998-99

CURRICULUM HANDBOOK SUPPLEMENTS

Produced in 1998:

Spring *Family and Consumer Sciences*
by Sharon Redick

Summer *Language Arts*
by Leila Christenbury

Fall *Planning and Organizing for Curriculum Renewal*
by Alan Glatthorn

Winter *Curriculum Renewal: A Case Study*
By Elliott Seif

CURRICULUM/TECHNOLOGY QUARTERLY

Produced in 1998:

Spring *High-Tech Help for Language Learning Impairments*
by Adrienne McCormick, Sheryle Bolton, Sandra Ford, Jean Shipley, Carole Soucaze, Paula Tallal, William Jenkins, and Linda Zarro

Summer *Technology Planning: Integrating Technology into Instruction*
by Ken Eastwood, Dan Harmony, Cathy Chamberlain, Ronald Costello, Marge Cox, Debbie Perisho, Larry Anderson, and Sara Fitzgerald

Fall *The Internet Zone*
by nine ASCD conference presenters

Focus On: Mathematics
by John O'Neil
Interview with Zalman Usiskin

Winter The Motivational Power of Technology
by Alan November, Victoria Bernhardt, Mary Francis Zilonis, Myriam Seoane,
and Pamela Wolf-Cook

Focus On: Technology Education
by Larry Mann
Interview with Kendall Starkweather and William E. Dugger

CURRICULUM UPDATE

Produced in 1998:

Winter	Early Childhood Education
Spring	Arts Education
Summer	Making Connections Through Global Education
Fall	Science Education

EDUCATIONAL LEADERSHIP

Theme Issues Published in 1998:

February	Strengthening the Teaching Profession
March	What Is Basic?
April	Reshaping School Leadership
May	Engaging Parents and the Community in Schools
September	Realizing a Positive School Climate
October	Whose Schools?
November	How the Brain Learns
Dec./Jan.	The Spirit of Education

Theme Issues Scheduled for Publication in 1999:

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

EDUCATION UPDATE

Produced in 1998:

January	Making Parent Involvement Meaningful Teaching in Teams Chart of ASCD Networks
March	Looping — Discovering the Benefits of Multiyear Teaching Results of Phone Survey on Homework Proposed ASCD positions
May	Annual Conference Report (features Lorraine Monroe, William Gray III, Tom Sergiovanni, Steven Gross, Mike Schmoker, Stephanie Pace Marshall, Harry Wong, Alan November, Bud Hodgkinson, Bob Chase, and Carl Glickman, among others)
June	Matching Assessment with Curriculum Visual Arts for All Students Profile of Tom Budnik, ASCD's new president
August	Teaching Thinking Skills Theatre Education ASCD's Web Offerings
September	Classroom Management Getting the School Year Off to a Good Start School Safety

- November ASCD Open House Report (features John Goodlad, Nel Noddings, E. D. Hirsch Jr., Asa Hilliard, Michael Fullan, and Kris Gutierrez)
- December Fall Conference Report (features Dennis Littky, Heidi Hayes Jacobs, Carol Ann Tomlinson, Robert Marzano, T. Roger Taylor, Grant Wiggins, Jay McTighe, Eleanor Reneé Rodriguez, and Dennie Palmer Wolf, among others)

HRDP MODULES

Produced in 1998:

- Spring: Module 20: Emotional Intelligence: What Educators Can Do to Support Students' Emotional Well-Being
- Fall Module 21: The Brain: Understanding Its Function Enhances Instruction

JOURNAL OF CURRICULUM AND SUPERVISION

ASCD's refereed, scholarly journal continues to be published four times each year, under the editorial guidance of O.L. Davis Jr. and associate editors Marcella Kysilka and Gerald Ponder.

Produced in 1998:

- Winter Beyond Beginnings: From "Hands-On" to "Minds-On"
Schools as Equity Cultures
A Holocaust Curriculum Evaluation Instrument: Admirable Aim, Poor Result
"What Lessons Are There from the Holocaust for My Generation Today?"
Perspectives on Civic Virtue from Middle School Youth
"Hearing Myself": Reflection-in-Action in Experienced Teachers' Peer-Assistance Behaviors
- Spring Thinking in the School Subjects: Toward Improved Teaching and Learning
Technology in the Classroom: The Role of Dispositions in Teacher Gatekeeping
On Becoming a Peer Coach: Practices, Identities, and Beliefs of Inexperienced Coaches
Issues to Address, Assets to Engage: Parents in Classrooms and Schools
"Reconceptualist" and "Dominant" Perspectives in Curriculum Theory: What Do They Have to Say to Each Other?"
- Summer National and State Curriculum Standards: Reasonable Consequences, Possible Prospects
Using Structured Interactions in Conferences and Journals to Promote Cognitive Development Among Mentors and Mentees
Problem Solving and the Arts
News for a Teen Market: The Lessons of Channel One

The Effects of an Advanced Skills Teacher Classification on Teachers' Work:
From Storied Accounts to Policy Insight
Keeping the Promise: Research Obligations for Curriculum Study and Latino
Schooling

Fall
After the New Standards, What Next?
"Interesting, If True": Historical Perspectives on the "Reconceptualization" of
Curriculum Studies
Chaos, Collaboration, and Curriculum: A Deliberative Process
Toward a More Balanced Curriculum: Multioriented Curriculum Structure in
Israeli Primary Schools
At Cross-Purposes: What Do Teachers Need, Want, and Get from Supervision?
Saying the Unsaid: Girl Killing and the Curriculum

PROFESSIONAL DEVELOPMENT NEWSLETTER

Produced in 1998:

Spring
Lessons from a Professional Development School
Being Good for Goodness' Sake
Video-Based Programs: Managing Today's Classroom

Summer
Teacher Networks: Providing Professional Development, Supporting Education
Reform
From Theory to Practice--One School's Journey
Exploring Education Issues and Topics Through ASCD Networks
Standards-Based Education: Looking at Teaching Through the Lens of Student
Learning
Video-Based Programs: Raising Achievement Through Standards

Fall
A Differentiated Model of Professional Development
10 Tips for Better Professional Development
It's All in the Math: A Formula for Professional Success
Professional Development Online: Helping Educators Hone Their Leadership
Skills
Video-Based Programs: How to Meet the Demands of the Contemporary
Principalship

Winter
(mails in 1999)
A Special Report on the 3rd Annual Urban Professional Development Institute
Retreat: The Monroe Doctrine; The Howard County Staff Development Center
Video-Based Programs: Understanding by Design

PROFESSIONAL INQUIRY KITS

Produced in 1998:

Classroom Management, developed by J. Robert Hanson

Educating Linguistically and Culturally Diverse Students, developed by Belinda Williams and Brown University

Learning Styles, developed by Pat Guild

Curriculum Integration, developed by Carol Cummings

Scheduled for 1999:

The Brain by Bonnie Benesch

Using Data for Decision-Making by Marian Leibowitz

TOPIC PACKS

In September 1998, ASCD added five new topics to its series of Topic Packs, bringing the total to 15. Topic Packs are a compilation product. Each Topic Pack includes full-text articles from ASCD publications, a list of ASCD resources, a bibliography of journal articles, and lists of resources from ERIC and the Internet all on a specific topic.

The five new topics are classroom management/positive school climate, looping/multi-age education, multiple intelligences, early childhood education, and mathematics. The original 10 topics are performance assessment, brain-based learning, integrated curriculum, reading, arts education, student portfolios, standards/national standards, bilingual education/ESL, school-to-work/apprenticeships, and teacher evaluation/teacher portfolios.

Topic Packs are produced in-house and sold at an inexpensive price.

VIDEO PROGRAMS

Produced in 1998:

Managing Today's Classroom (two videotapes and facilitator's guide)

The Brain and Learning (four videotapes and facilitator's guide)

Implementing Performance-Based Education (one videotape and facilitator's guide)

Multi-Age Classrooms (two videotapes and facilitator's guide)

Raising Achievement Through Standards (three videotapes and facilitator's guide)

The Principal Series (three videotapes and facilitator's guide)

Understanding by Design (one videotape)

How-To Series (three videotapes)

Scheduled for 1999:

Mentoring (2-tape series)

How To Video Series (3-tape series)

The Brain and Reading (3-tape series)

The Principal Series continued (2-tape series)

Mapping (2-tape series)

PROFESSIONAL DEVELOPMENT INSTITUTES

1998 PDI Scores

Date	Title - Presenter	Score	# of Participants
1/29-30	The Multi-Age Classroom - David Ulrey	3.7	56
	Electronic Portfolios - Barry Adams	3.2	25
	Change: Learning by Doing - Marian Liebowitz	3.5	10
2/9-11	Teaching for Understanding Through Multiple Intelligences - Geni Boyer	4.0	34
	A Constructivist Approach to Staff Development - Debbie Welch	3.7	31
2/10-11	The Multimedia Classroom: Effective Classroom Applications - Fred & Catie D'Ignazio	F3.7 C3.6	16
2/26-27	Conflict Resolution in the Elementary Classroom - Barbara Porro	4.0	13
	Developing Integrated Curriculum - Lynn Erickson	3.8	78
	Practical Tools for Developing Collaborative Groups - Bob Garmston	4.0	52
3/18-20	Dimensions of Learning - Debra Pickering	3.7	98
	Understanding By Design - Grant Wiggins and Jay McTighe	W3.3 M3.7	130
3/19-20	Curriculum Mapping - Heidi Jacobs and Mary Holt	Unavailable	131
	Visual Tools and Technologies for Constructing Knowledge - David Hyerle	3.5	83
	Constructivist Supervision - Bruce Wellman and Laura Lipton	W3.6 L3.6	124
	Designing Standards-Based Districts, Schools, & Classrooms - Bob Marzano	Cancelled	0

Date	Title - Presenter	Score	# of Participants
3/20	Learning Through Study Groups - Carlene Murphy	3.5	49
	A Framework for Teaching: An Overview - Charlotte Danielson	3.6	74
	Introduction to Middle School and High School Block Scheduling - Michael Rettig	3.5	76
	The Resilient Learner - Belinda Williams	3.7	69
	Developing Teacher Portfolios for Professional Development - Georgea Langer and Amy Colton	L3.4 C3.3	76
	Discipline with Dignity - Richard Curwin	3.7	52
	Differentiating Instruction for Mixed -Ability Classrooms - Carol Tomlinson	3.8	142
	Teaching the Gifted Learner in the Heterogeneous Classroom - Carolyn Callahan	3.1	61
	Emotional Intelligence - Maurice Elias	3.7	84
	Building Local Support for Your Schools - Anne Meek	3.6	18
	Making Connections, Exploring Possibilities: Teaching and the Human Brain - Renate Caine and Ron Brandt	C3.1 B2.8	177
	Connecting School to the Workplace - Ruth Loring	3.5	25
	Holistic Leadership for Systematic Change - Charles Schwahn	3.6	80
	Many Cultures--One Classroom - Francesina Jackson	3.6	26
4/22-24	Problem-Based Learning - Bill Stepien	Unavailable	70
4/23-24	Introduction to Constructivism - Jackie Brooks	Unavailable	20
4/23-24	The Internet as an Instructional Tool - Laurie Williams	Unavailable	33
4/29-5/1	Developing Performance Assessments that Support Instruction - Judy Arter	3.7	60
	Increasing Student Achievement for All Students - Lorraine Monroe	3.7	51
	Leadership Through Relationship - Nancy Oelklaus, and Linda O'Neal	OEL3.7 O'N3.7	19

Date	Title - Presenter	Score	# of Participants
7/8-10 Summer Series	Teaching Strategies for Extended Blocks of Time (W, F) - Nancy Letts	a3.4/c3.9	a39/c26
	Socratic Seminars (T) - Nancy Letts	3.8	23
	Strategies for Transforming Hostile Behaviors in the Classroom (T, F) - Bob Hanson	b-Cancel c3.5	b0/c19
	Memory Strategies for Student Learning (W) - Bob Hanson	2.7	38
	ESL in the Content Areas (W,T) - Hilaria Bauer	a-Cancel b3.9	a0/b18
	Involving Minority Parents in Education (F) - Hilaria Bauer	3.4	46
	The Community as a Classroom (T) - Kit Marshall	3.4	38
	Developing and Assessing the Self-directed Learner (W, F) - Kit Marshall	a-Cancel c2.7	a0/c44
	Planning for and Conducting Successful Student Involved Conferences (W) - Anne Davies	3.7	31
	Setting and Using Performance Criteria with Students (T, F) - Anne Davies	b3.6/c3.8	b39/c26
	Putting the Pieces Together: A Framework for Staff Development (W) - Terence Parry and Gayle Gregory	G3.6/P3.5	54
	Multiple Intelligences: Many Ways to Learn (T, F) - Terence Parry and Gayle Gregory	b-G3.8/P3.8 c-G3.9/P3.9	b28/c35
7/8-10 Summer Series (con't)	Creating Safe and Productive School Environments (W, T) - Bob Watson	b3.3 c-cancel	b13 c-0
	Successful Teams in Diverse Schools (W, T, F) - Vera Blake	a3.7/b3.1	a19/b13
	New Forms of Supervision (T) - Pam Robbins	3.6	52
	Emotional Intelligence (W, F) - Pam Robbins	a3.6/c3.7	a32/c38
	Developing Teacher Portfolios (T, F) - Glenna Tabor	3.6	32
	Classroom Management: Teaching with Wisdom in Times of Chaos and Confusion (W, T) - Barbara Coloroso	a3.7/b3.9	a48/b21
7/8-10	Creating a Technology Plan for Your School - Richie Valdez	V3.2/R3.4	23
7/13-17	Technology Integration Academy - Dorrie Kennedy, Ken Holvig, and Jerry Crisci	K3.5/Han3.7/ Hol3.9/C3.8	32
	Understanding by Design Academy - Grant Wiggins and Jay McTighe	W3.0/M3.4	66

Date	Title - Presenter	Score	# of Participants
7/20-22	Creating School Improvement Plans - Rick Dufour and Bob Eaker	D4.0/E4.0	49
	The Nongraded School: Classroom Practices for Diverse Learners - Lois Blackmore	3.4	25
	Involving Parents in their Children's Learning - Raquel Garcia	Cancelled	0
	Connecting Performance-Based Learning and Assessment to Standards - Mike Hibbard	3.9	74
7/30-31	Supervision with Dimensions of Learning - John Brown	3.7	62
	Translating Brain Research into Classroom Practice - Marny Sorgen	4.0	80
	Teaching the ESL Student in the Mainstream Classroom - Virginia Rojas	3.9	34
	Transforming Curriculum and Instruction in Urban Schools - Eleanor Rodriquez	3.9	28
12/9-13 1998	Educational Leadership Academy - Frank Betts and Suzanne Bailey	Cancelled	
11/6-7	Linking Content Standards to Teaching for Understanding - Geni Boyer	3.8	8
11/12-13	Using Dimensions of Learning as a Framework for Increasing Student Achievement - Frances Jones	3.9	27
11/12-13	Mentoring the New Teacher - Joanne Quinn and Eleanor Adam	3.7	51
		3.6	51
11/12-13	Visual Tools and Technologies for Constructing Knowledge - David Heryle	3.9	19
12/10-11	Using Constructivism to Promote Learning for All Student - Francescina Jackson	3.8	31
12/10-11	Collaborative Assessment and Evaluation for the Elementary School - Anne Davies	4.0	25
12/10-11	Designing Standards-Based Districts, Schools, and Classrooms - Robert Marzano	3.5	75



ASCD
1998
Annual Demographic Survey

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TABLE OF CONTENTS

Purpose.....	1
Method.....	3
About Readex.....	5
Findings	
Length of Membership in ASCD	8
Personal Demographics.....	9
Professional Profile	13
Professional Organization Membership	18
Computer Technology	19

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PURPOSE

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

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

Specific areas of inquiry included:

- the length of their ASCD memberships
- the nature of their jobs
- personal access to computer technology
- personal demographic information

METHOD

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

Data was collected via mail survey from September 18 to October 30, 1998. The survey was closed for tabulation with 687 usable responses—a 69% response rate. Since a high response rate minimizes the impact of non-response bias, results may be considered representative of the population from which the sample was drawn, within the limits of statistical precision. The margin of error for percentages based on 687 usable responses is $\pm 3.7\%$ at the 95% confidence level.

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

ABOUT READEX

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

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

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

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

FINDINGS

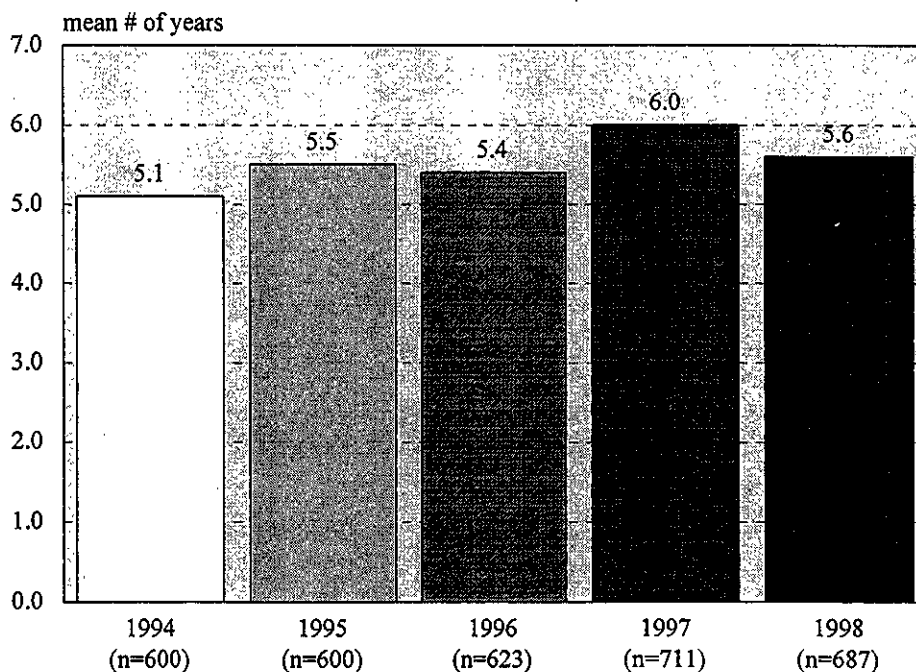
Length of Membership in ASCD

Since 1994, the average length of membership in ASCD has increased slightly, now averaging 5.6 years.

In 1998, 13% of respondents indicated they have been members of the association for less than one year, while 15% have been members for 10 years or more. Only 1% indicated they are not currently members of ASCD. Nearly a fourth (23%) are currently members of an ASCD Affiliate.

- Compared to females, males have been members of ASCD longer—6.2 years versus 5.3 years, on average.
- Currently, superintendents/assistant or associate superintendents average 8.2 years as ASCD members, a significantly longer time period than principals/assistant or associate principals (6.8) and classroom teachers (3.6).

Length of Membership in ASCD by Survey Year



base: respondents

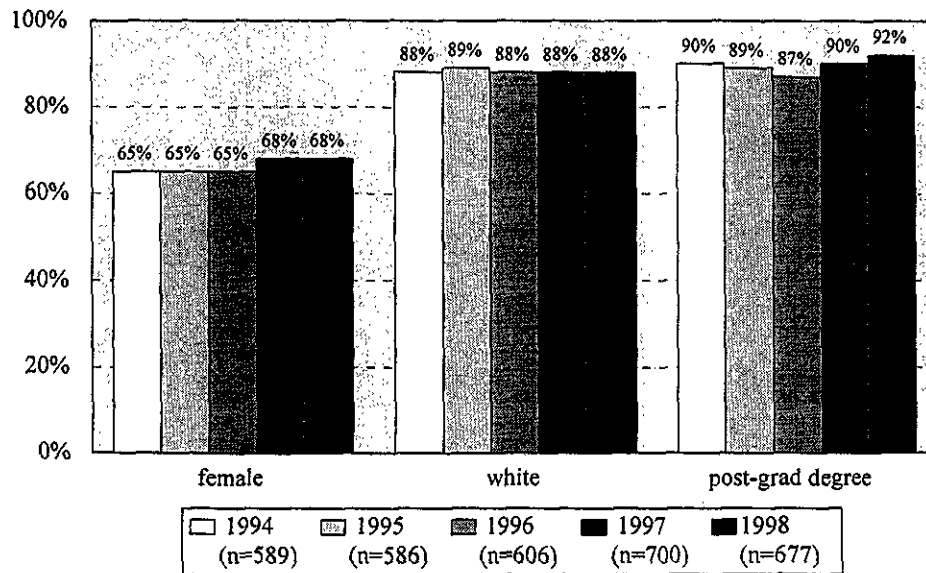
Personal Demographics

Gender, Ethnic Background, and Education

As shown in the graph below, no significant changes have occurred among ASCD members with respect to gender, ethnic background, and level of education. The majority are white females who have received a post-graduate degree.

- In 1998, a higher percentage (47%) of superintendents/assistant or associate superintendents reported they have doctorate degrees than principals/assistant or associate principals (14%) and classroom teachers (5%).
- Based on the 1998 results, a significantly higher proportion of classroom teachers are female (76%). In addition, while about two-thirds of the total population is female, slightly just over a third (34%) of superintendents/assistant or associate superintendents are female.

Gender, Ethnic Background, and Education
by Survey Year



base: ASCD members

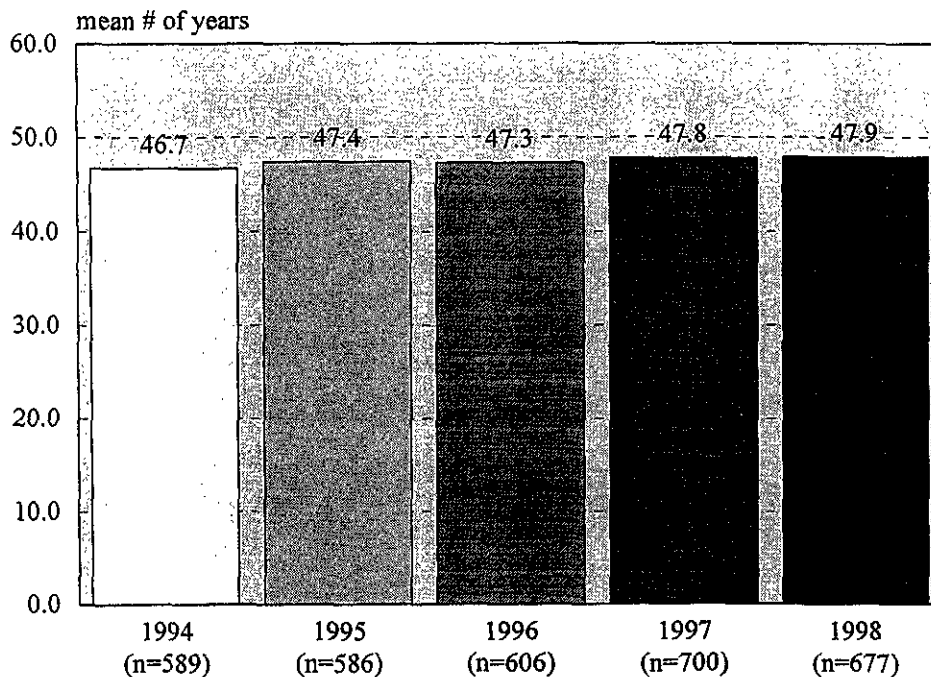
Personal Demographics (continued)

Age

The average age of ASCD members appears to have slowly increased since 1994. While only 13% of members were 55 or older in 1994, 17% are now in that age category.

- On average, current female ASCD members are 47.4 years of age versus male members who are 48.7 years of age.
- Currently averaging 44 years of age, classroom teachers tend to be younger than other ASCD members. Superintendents/assistant or associate superintendents are the oldest at 51.6 years; principals/assistant or associate principals are 48.8 years old, on average.

**Average Age
by Survey Year**



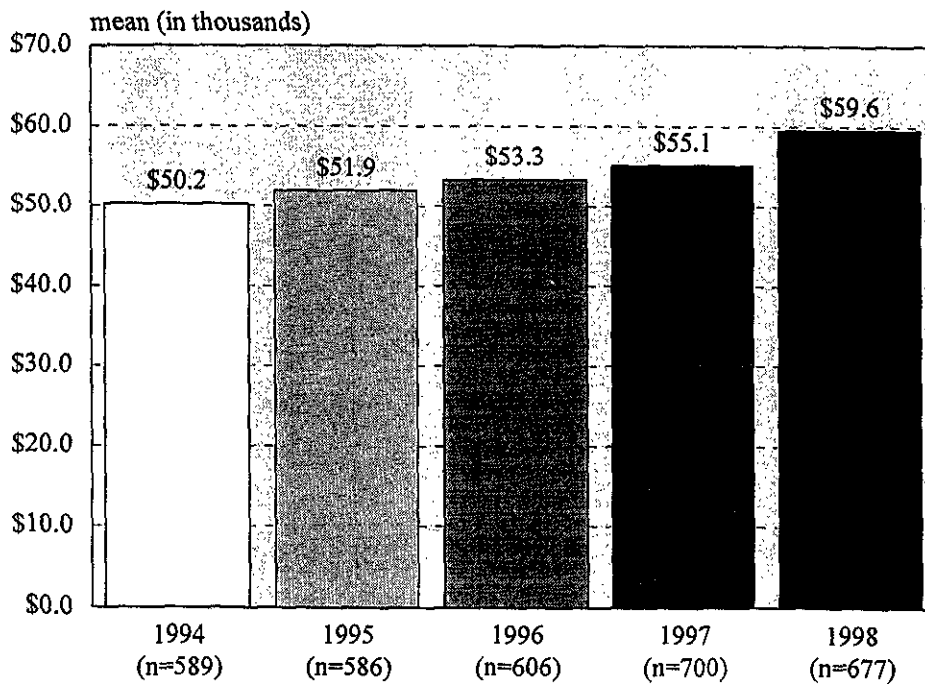
base: ASCD members

Personal Demographics (continued)

Personal Annual Income

ASCD members' personal income has increased since 1994, with the largest increase from 1997 to 1998. It should be noted, however, that the income ranges on the questionnaire were changed for the 1998 survey, no doubt accounting in at least some part for the greater increase than previous years.

Personal Annual Income
by Survey Year



base: ASCD members

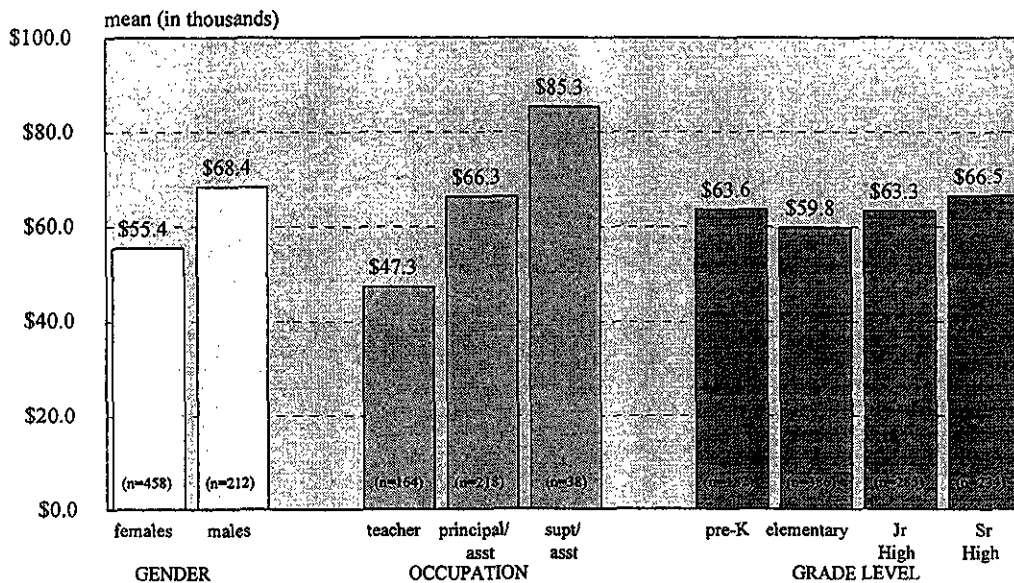
Personal Demographics (continued)

Personal Annual Income (continued)

As shown below, differences in ASCD members' personal incomes surface when examining the 1998 survey results.

- Superintendents/assistant or associate superintendents are the highest paid, averaging \$85,300. Classroom teachers average \$47,300.
- Males reported higher personal incomes than females—\$68,400 versus \$55,400, on average. This is not surprising due to the disproportionate gender representation in job positions shown earlier, with superintendent/assistant or associate superintendent positions occupied by a disproportionate number of males (who thus, earn higher wages), and the lower-paying classroom teacher positions occupied by a disproportionately high number of females.
- There are only small differences in personal income based on grade levels worked with; interestingly, members working with preschool-K earn more than those working at the elementary grade level.

Personal 1998 Income
by Gender, Occupation, and Grade Level



base: ASCD members

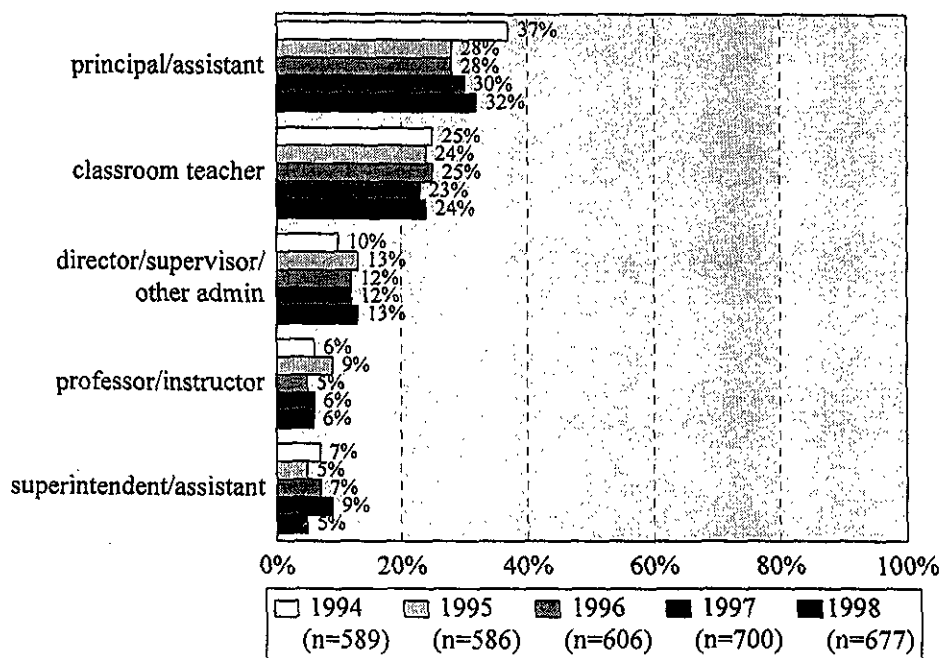
Professional Profile

Occupation

No significant changes have occurred in the distribution of occupations among ASCD members since 1995.

As shown in the graph below, from 1994 to 1995, the survey results showed a 9 percentage point drop in the percentage of ASCD members who were principals/assistant or associate principals. Since 1995, the proportion of ASCD members who indicated this occupation appears to have slowly increased.

**Occupation
by Survey Year**



base: ASCD members

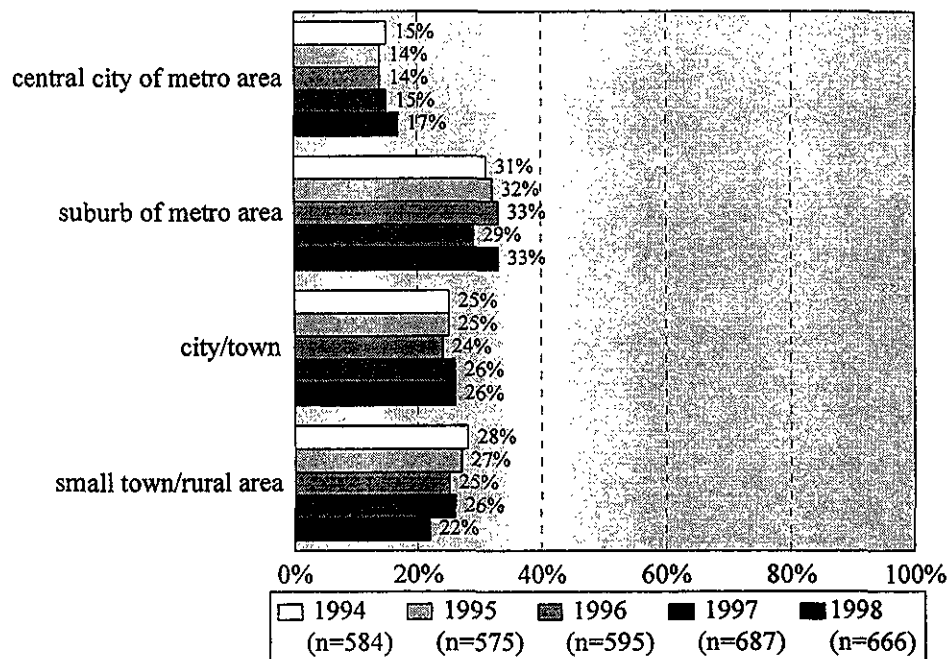
Professional Profile *(continued)*

Type of Community Worked In

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

- In 1998, Blacks and Hispanics were more likely than Whites to indicate they work in the central city of a metropolitan area, 44% and 55% versus 14%, respectively.

Type of Community Worked In
by Survey Year



base: employed ASCD members

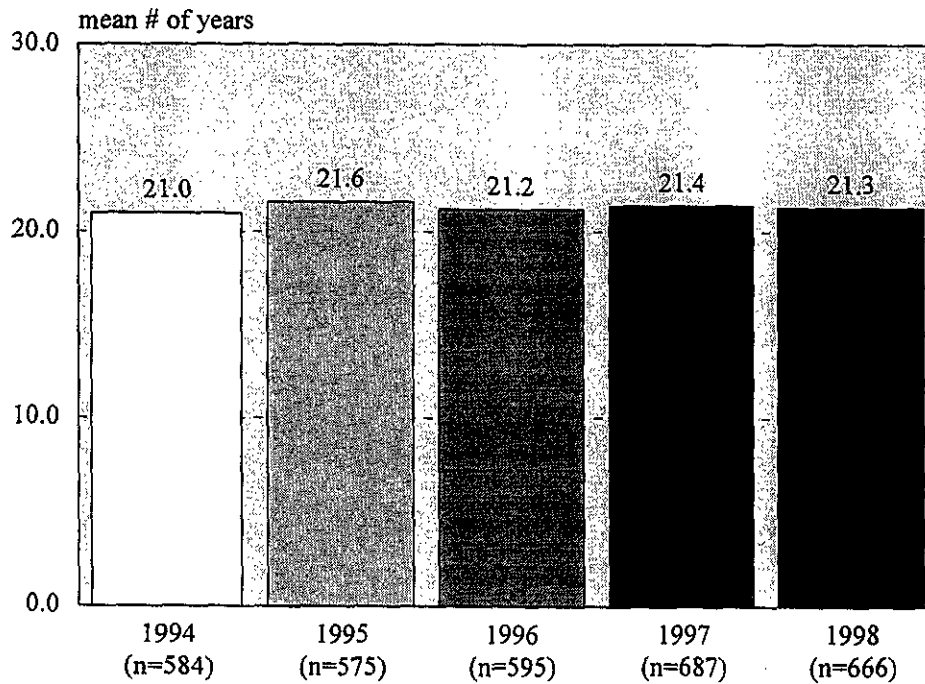
Professional Profile (continued)

Number of Years in Education Profession

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

- Based on the 1998 results, superintendents/assistant or associate superintendents have been in the education profession the longest, averaging 26.4 years. They have nearly ten more years' experience in the profession than classroom teachers (averaging 16.6 years).

**Number of Years in Education Profession
by Survey Year**



base: employed ASCD members

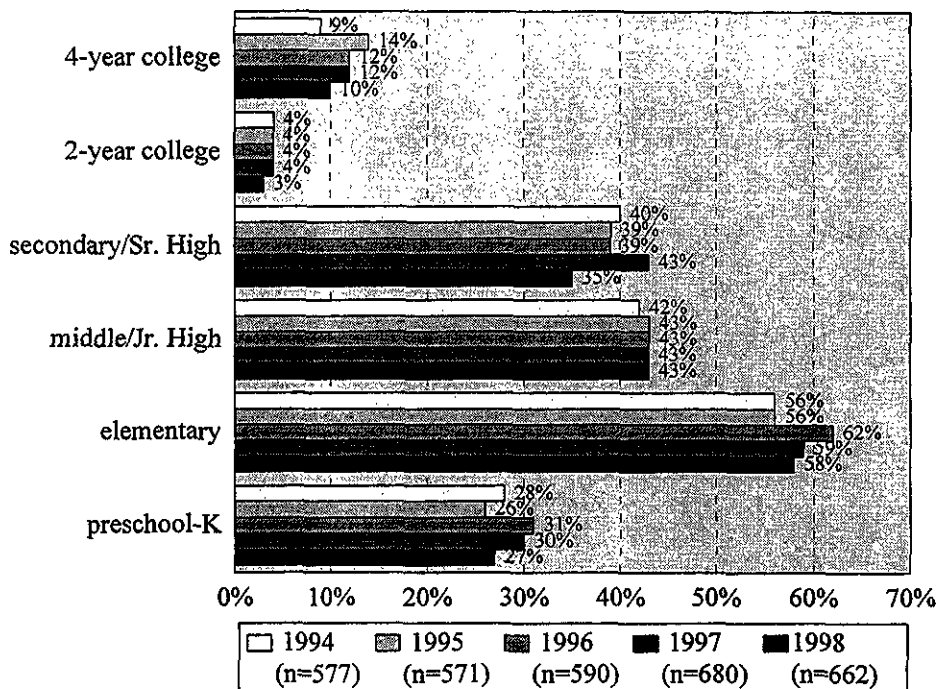
Professional Profile *(continued)*

Grade Levels Worked With

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

- A higher proportion of males (48%) than females (30%) currently work with Senior High grade levels, while fewer males (45% versus 65%) work with elementary grade levels.

Grade Levels Worked With
by Survey Year



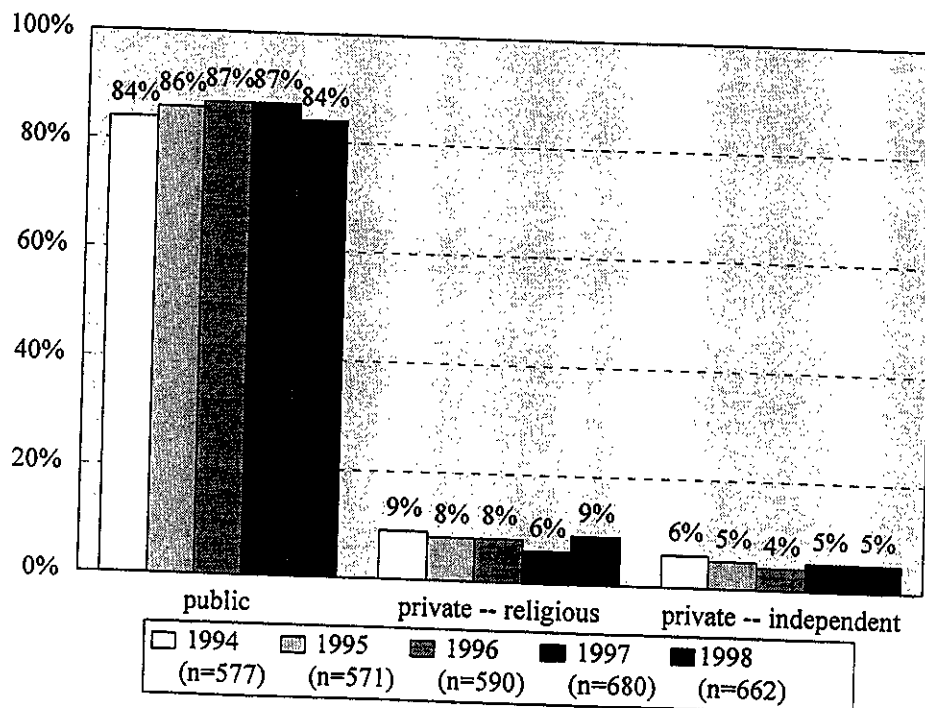
base: ASCD members in education profession

Professional Profile (continued)

Type of School Associated With

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

**Type of School Associated With
by Survey Year**



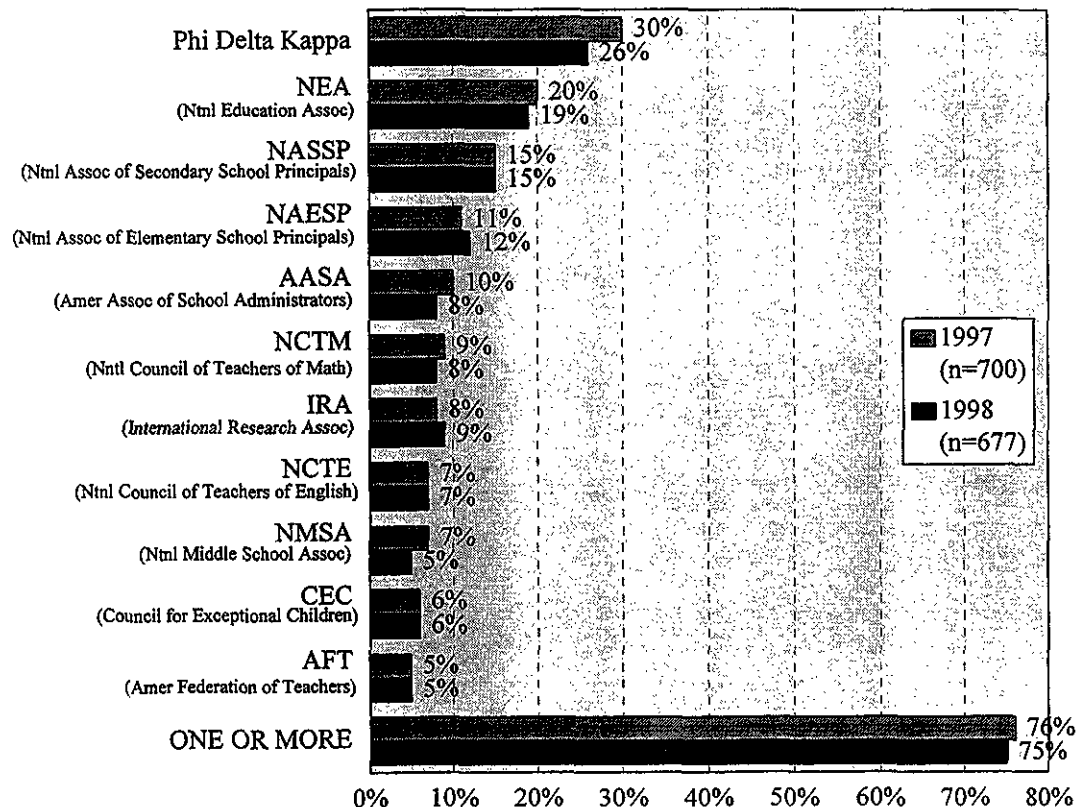
base: ASCD members in education profession

Professional Organization Membership

In 1997, a new question was added to the survey which asked ASCD members what other professional organizations they are currently members of. In both 1997 and 1998 about three-fourths indicated they are members of at least one of the other organizations asked about.

In 1998, 26% or fewer ASCD members indicated membership in each individual organization. Members most likely join these organizations for a more specialized focus. For example, 63% of superintendents/assistant or associate superintendents belong to the AASA (American Association of School Administrators).

Professional Organization Membership One or More and Top Mentions



base: ASCD members

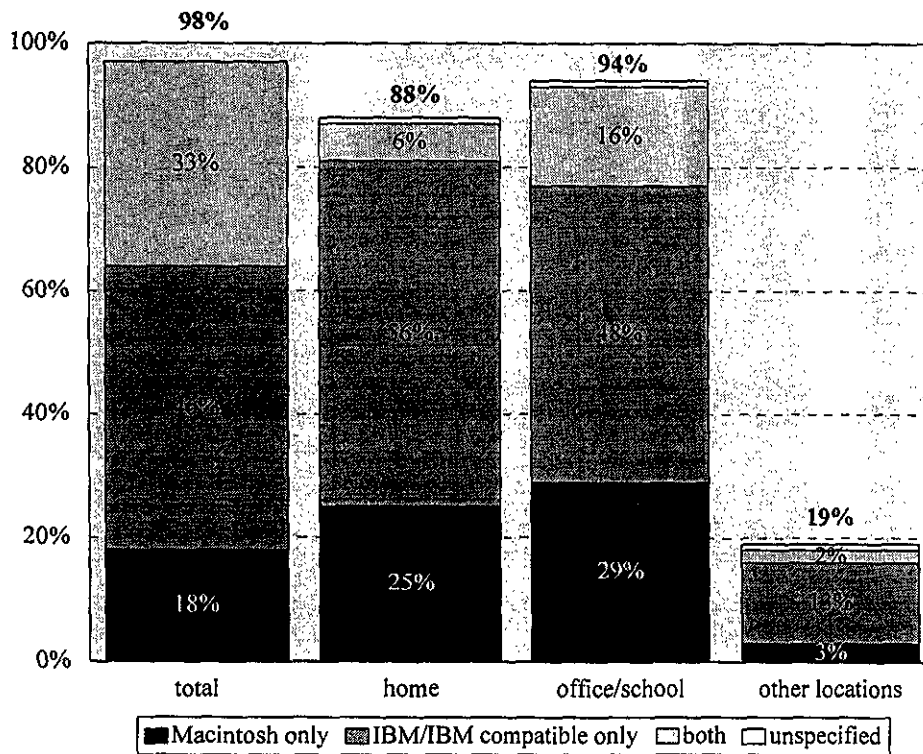
Computer Technology

In 1998, nearly all (98%) members reported having access to a personal computer.

Computer access at home was reported by 88%, while access at office/school was named by 94% of members.

One in three members have access to both Macintosh and IBM/IBM compatible computers. Access to only IBM/IBM compatibles was more common, named by 46%. Just under 1 in 15 (18%) indicated they only have access to a Macintosh computer.

Computer Access
by Type and Location

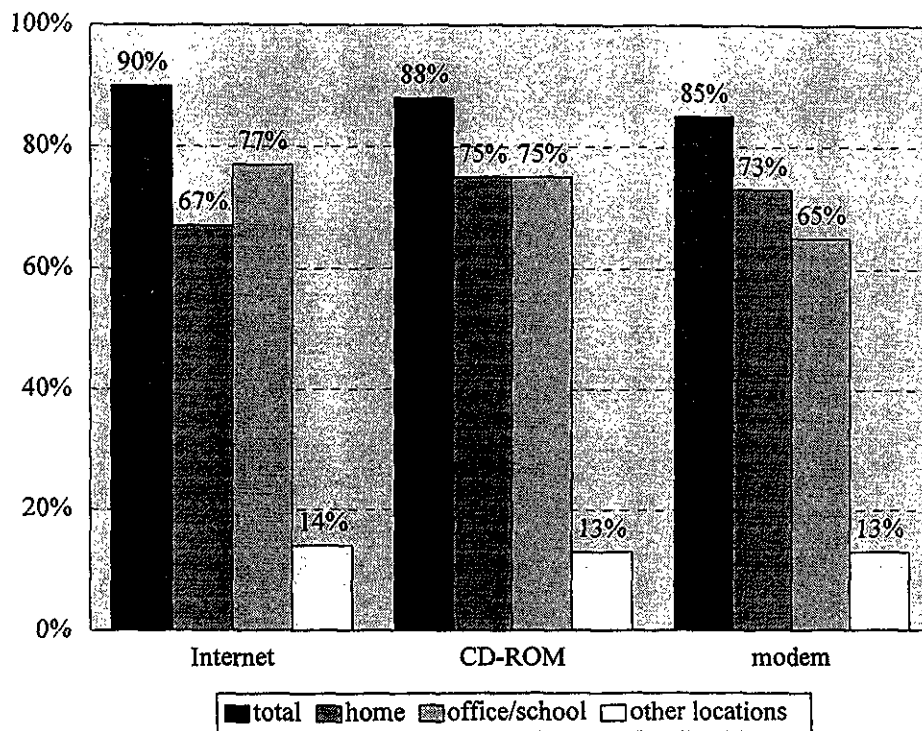


base: 677 ASCD members

Computer Technology (continued)

More than four in five members have access to CD-ROM drives, modems, and/or the Internet. Access at home and/or office/school are common, each named by at least three in five.

Members' Access to Technology
by Location



base: 677 ASCD members

ANNUAL BUSINESS MEETING
San Francisco Hilton
(Building 3, Ballroom level)
San Francisco, CA

Monday, March 8, 1999

AGENDA

- | | | |
|-----------|--|---------------------------------------|
| 1:30 p.m. | Highlights of the Board of Directors Actions | Thomas J. Budnik,
President |
| | <ul style="list-style-type: none">• Name Study• Governance Evaluation Commission | |
| | Overview of Key Association Issues | Gene R. Carter,
Executive Director |
| | <ul style="list-style-type: none">• Y2K• AMS• New Products and Services• New Building and Building Dedication• PDC | |
| | Member Comments and Expressions of Concern | All |
| 2:30 p.m. | Adjourn | |

BOARD OF DIRECTORS MEETING
San Francisco Hilton
San Francisco, CA
(Building 3, Ballroom level)

Monday, March 8, 1999

AGENDA

- 1:30 - 2:30 p.m. Annual Business Meeting (all Board members are invited and encouraged to attend)
- Association highlights
- 2:30 - 4:30 p.m. Board of Directors Meeting
1. Adopt ASCD positions
- 4:30 p.m. Adjourn

ITEM: 1.
Adopt ASCD positions

FROM: Helen Randolph Stiff
Chair, Issues Committee

ACTION REQUESTED: Adopt ASCD positions.

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

BACKGROUND INFORMATION: Having conducted a preliminary review of the positions proposed by the Issues Committee at the Friday Board Meeting, and having attended the Town Meetings for additional member input, the Board now votes to adopt positions. The electronic voting process will be reviewed orally by the President and staff before voting begins.

SUPPLEMENTARY INFORMATION:

RELATED DOCUMENTS: See Agenda Item 7, "Report of the Issues Committee" (*ASCD Issues-1999*), Position Adoption Process.

ACTION TAKEN: