





ASCD 1984–2004

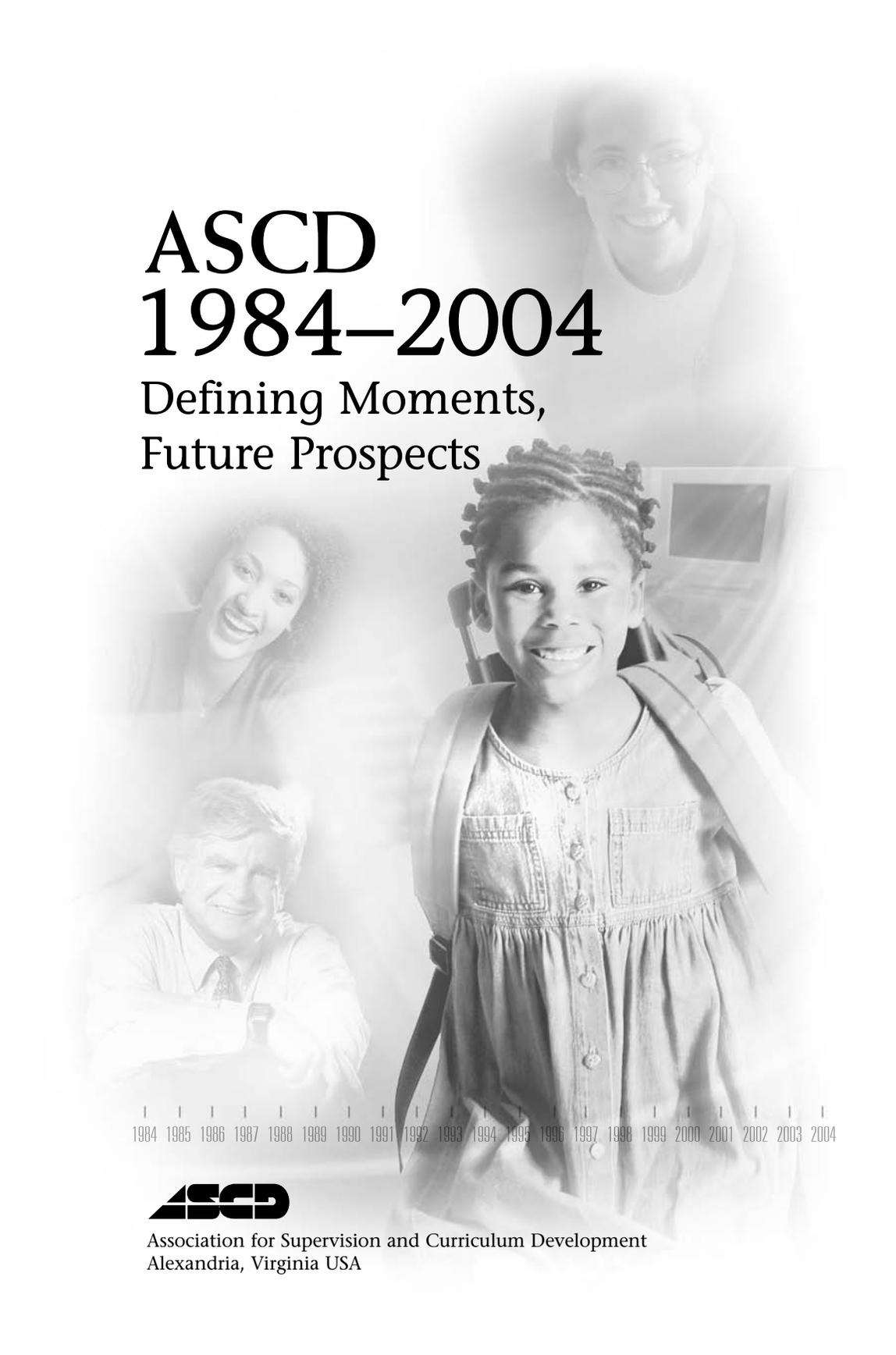
Defining Moments, Future Prospects



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A S C D M I S S I O N S T A T E M E N T

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

ASCD 1984–2004

DEFINING MOMENTS, FUTURE PROSPECTS

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FOREWORD

It was in 1977, while I was a struggling principal in search for some information to share with my faculty about a pending curriculum change at the district level, that I first encountered ASCD. A neighboring principal shared a copy of *Educational Leadership*. I don't remember the content of that article, but I do remember the look in my colleague's eyes and excitement in her voice as she spoke of how she waited expectantly each month for the next copy of the journal. She also described the ASCD Annual Conference she had attended the previous spring and how, through ASCD, she had begun networking with fellow educators.

She ended by inviting me to attend the next ASCD state affiliate meeting. I did, and connected with other principals, teachers, professors and superintendents. The energy to support each other and create opportunity for all children to learn was addicting. I joined ASCD—to me, the most important professional educational association in the world.

I don't know that those who gave birth to ASCD in 1943 could have imagined the organization as it exists today. However, it's certain that the founders' commitment to democratic principles, their dedication to quality teaching and learning, and their recognition of the importance of the people involved in these endeavors were all the right ingredients to anchor the Association's start up. Those three commitments have become the non-negotiable standards driving ASCD's growth, mission, and success.

From the Association's very beginning, membership was open to all educators intent on improving teaching and learning. One's position, job title, and years of service did not matter at ASCD, and they do not matter still; everyone within ASCD is valued and

has a voice. Over the years, these voices has grown stronger and stronger, even as membership has grown to more than 150,000. This is further evidence of ASCD's deep commitment to both influence and equity in the field of education

In our world today, children are born free, but not wise. The purpose of education is to make free children wise. Yet, despite decades of educational policy reforms, large populations in our schools continue to underperform. Addressing the disparities in learning between children is a passionate pursuit of ASCD. It is not only the voices of educators that ASCD stands for, but also the voices of children who have had their dreams deferred through no fault of their own. At ASCD, the work to rectify this inequality goes on.

So as you read through the pages of this book, which serves as a follow up to the 1986 publication *ASCD in Retrospect* and outlines the recent history and stories of the Association, keep in mind that ASCD is not just about the world-class publications, products, and services; it's about the people who chose to belong and support the organization's mission, values, and work. From between the lines, you will begin to detect what I have come to call that invisible difference of ASCD. It is rooted in the respect, passion, commitment, and friendship found when high-energy, knowledgeable people gather around a set of clear goals for all our children.

There is no better work than helping all children achieve their dreams.

RAYMOND McNULTY
ASCD PRESIDENT, 2003–04

COMMITMENT TO DEMOCRATIC PRINCIPLES

ASCD is a laboratory for democratic educational leadership and professional behavior. The evolution of ASCD as an organization reveals ingenuity, capacity, and willingness to reinvent its structure. In doing so, ASCD has continued to provide opportunities to influence and, in the process, to learn leadership competencies and professional behavior that have improved performance in many other venues.

GERALD R. FIRTH
ASCD PRESIDENT, 1986–87

From its inception in 1943, ASCD has demonstrated a commitment to democratic principles, a focus on teaching and learning, and a recognition of the intrinsic worth of each individual. These commitments, which helped to define the Association in its early days, have continued to guide ASCD's programs and services over the past 20 years.

DEMOCRATIC PRINCIPLES AT WORK WITHIN THE ASSOCIATION

ASCD President Delmo Della-Dora (1975–76) articulated the democratic principles that ASCD has pursued throughout its existence:

- ◆ Governance should be open and accessible.
- ◆ Governance composition should reflect the diversity of its constituency.
- ◆ Degree of participation in decision making should be related to the degree that a person is likely to be affected by this decision.

- ◆ Decisions should be reached through “informed debate” and dialogue.
- ◆ Democratic institutions need to conduct regular, ongoing, and rigorous self-evaluation of how their practices reflect what they “preach” about democratic principles.
- ◆ Democratic principles thrive in a soil of social justice and equity.
- ◆ All people have an inherent right to participate in the decisions that affect them.

Echoes of Della-Dora’s statements are evident in ASCD’s Governance Principles, adopted by the Governance Transition Committee in 1998:

- ◆ 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.

These principles are borne out in practice. Since 1984, ASCD has expanded the opportunities for member involvement in Association operations, increased membership activities, and stepped up member outreach. Each year, many active ASCD members accept invitations to serve on Association committees or task forces and agree to stand as nominees for elected office. For example, ASCD relies on an appointed, 12-person Nominations Committee to create a balanced, diverse slate of qualified candidates for the annual election of Association officers. The key to both governance and committee selection is active participation in the ASCD community, and ASCD continues to value the grassroots involvement and contributions of its international membership.

ASCD RESTRUCTURES WITH 21ST CENTURY CONSTITUTION

In October 2000, ASCD members voted overwhelmingly to restructure the Association's governance to better support the Association as a future-focused leader in the 21st century. This redesigned structure, the result of several years of deliberation throughout the organization, was built on the principles that (1) healthy organizations provide purposefully for self-renewal, (2) organizational culture is a major factor in shaping individual attitudes and behaviors, and (3) shared values and common goals shape and change the culture of healthy organizations.

The resulting constitutional revisions streamlined ASCD's governance structure and positioned governance for greater influence by creating better support for key dialogue, deliberation, and decision making; by allowing for more rapid response to fast-changing situations and opportunities; by providing greater continuity and expanded organizational memory; and by enhancing ASCD's involvement in influence activities.

The three-year process of implementing the constitutional changes began in 2000. ASCD's new governance structure, fully operational as of March 2003, includes a Board of Directors modeled after the boards of other successful, future-oriented organizations. Although the new Board retained many of the functions of the ASCD Executive Council it replaced (e.g., fiduciary oversight responsibilities), it also assumed responsibility for annual budget approval and for responding to the recommendations of the other new governance structure, the ASCD Leadership Council. Under the revised governance structure, the Leadership Council acquired a stronger, year-round role in defining and responding to issues and advocacy and took on some responsibility for monitoring ASCD's Strategic Plan. The role of ASCD's Review Council remained essentially unchanged under the new governance structure.

ASCD'S COMMITMENT TO DEMOCRATIC PRINCIPLES IN SCHOOLS

Throughout the years, ASCD has demonstrated its commitment to democratic principles by championing their expression within the education profession and in the classroom. ASCD continues to believe in participatory decision making as an expression of the individual's right to determine his or her own future; freedom of religion and appropriate religious expression in public schools; the practice of ethical professional conduct; and the development of civic virtues, morals, and personal values. Since 1984, the Association has manifested this belief in and commitment to democratic principles through a number of collaborative activities. Examples of this commitment include the First Amendment Schools project, collaboration regarding the civic mission of schools and the role of religion in public schools, the work of ASCD's Panel on Moral Education, the development of the Character Education Partnership (CEP), and the emphasis on service learning as an engaging and active democratic pedagogy.

EDUCATING FOR FREEDOM AND RESPONSIBILITY

In March 2001, ASCD and the Freedom Forum launched a joint, multiyear initiative called the First Amendment Schools project. Designed to transform how U.S. schools model and teach the rights and responsibilities that frame civic life in a democracy, the project initially focused on providing grants to 11 schools throughout the United States. The First Amendment Schools project has since emerged as a national resource for all schools (K–12, public and private) that are interested in affirming First Amendment principles and putting these principles into action in their school communities.

In addition to the First Amendment Schools project, ASCD also contributed to the development of *The Civic Mission of Education*, a report that made recommendations for civic education goals, published in 2003 by the Carnegie Corporation and the Center for Information and Research on Civic Learning and Engagement (CIRCLE).

ADDRESSING THE ROLE OF RELIGION IN PUBLIC SCHOOLS

ASCD's work to define the civic, constitutional, and educational frameworks for the treatment of religion in the curriculum and classroom began in the 1970s and 1980s, when U.S. Supreme Court decisions limited prayer and Bible reading in the public schools. In 1986, responding to the controversy and intent on finding common ground among the factions, ASCD commissioned a panel to study how religion should be addressed in the curriculum. The resulting report, *Religion in the Curriculum* (1986), championed respect for religious diversity and emphasized the need for all young Americans to learn the historic facts about the world's major religions. Ten years later, in 1996, ASCD joined the U.S. Secretary of Education and 20 educational, religious, and social organizations to issue the Statement of Principles on Religious Liberty, Public Education, and the Future of American Democracy. Subsequently, in 1998, ASCD and the First Amendment Center co-published *Taking Religion Seriously Across the Curriculum*, a

book by Warren A. Nord and Charles C. Haynes written to help educators understand and implement constitutionally appropriate approaches to religion in public schools.

PROMOTING ETHICAL BEHAVIOR THROUGH CHARACTER EDUCATION

During the 1980s, ASCD took an interest in the evolving discipline of “moral education.” In 1987, the Association convened a Panel on Moral Education, which published the report *Moral Education in the Life of the School*. Shortly thereafter, *Educational Leadership* took up the topic in its May 1998 issue, “Engaging Parents and the Community in Schools.” It was the first of what would be several issues highlighting relations between schools and parents and addressing the school’s role in children’s moral development.

Just as the Association’s work on religion in the curriculum led to explorations of moral education, by 1992 its work on moral education led to discussions about what it means to “teach character.” In March of that year, ASCD teamed with Princeton Project 55 (a Princeton University alumni group) to cosponsor a Wingspread conference examining character development in schools. The Association based its participation on an ASCD resolution to further moral education. This conference had two lasting outcomes. As various groups assembled by ASCD examined moral education, values education, and character education, they came to believe that the term “character education” was most descriptive. Within the next decade, *character education* became the phrase of choice to describe this facet of education. The March 1992 conference also led to ASCD’s becoming a charter member of the Character Education Partnership, a national coalition promoting the development of civic virtue and moral character in youth.

PROMOTING SERVICE LEARNING FOR CIVIC ENGAGEMENT

ASCD further illustrated its commitment to democracy by embracing service learning as democratic pedagogy—a means to encourage the development of an active and informed citizenry.

In the late 1990s and early 2000s, ASCD produced various resources on service learning, including books, articles, and a Professional Inquiry Kit.

The commitment to service learning intensified in 2000, when ASCD Executive Director Gene R. Carter began a two-year term on the National Commission on Service-Learning. This commission, chaired by former astronaut and U.S. senator John Glenn, released the report *Learning In Deed: The Power of Service-Learning for American Schools*, which recommended that all students in U.S. schools participate in high-quality service learning every year as an integral part of their education. Senator Glenn presented these findings and recommendations to the Closing General Session of the 2002 ASCD Annual Conference.



Throughout its 60-year history, ASCD has exemplified its commitment to democratic principles through its internal governance and its work to advance U.S. First Amendment rights and responsibilities and the civic mission of schools. This commitment, one of the Association's defining priorities, will not wane as ASCD moves through the 21st century.

2 COMMITMENT TO TEACHING AND LEARNING

ASCD programs educate members rather than just train them. ASCD offers rich ideas—not for uncritical acceptance on the basis of vigorous advocacy, political pressures, or zealous marketing—but for discussion, dispute, and decision.

O. L. DAVIS JR.
ASCD PRESIDENT, 1982–83

Longtime ASCD members and leaders have observed that ASCD has had three focus areas in its history: improving the quality of curriculum and teaching, cultivating leadership, and promoting exemplary programs. Over the past 20 years, ASCD's work in each of these areas has been characterized by an avoidance of any particular orthodoxy, a reliance on research, and an emphasis on results. Since its founding, ASCD has supported professional development based on research in teaching and learning.

THE THINKING SKILLS MOVEMENT

In 1983, reflecting members' growing interest in improving the quality of curriculum and teaching, ASCD's Executive Council called for an invitational conference on the teaching of thinking. The resulting Thinking Skills Conference at the Wingspread Conference Center, Racine, Wisconsin (1984–85) was chaired by Stuart Rankin of the University of Michigan and attended by Arthur L. Costa, John Barell, Robert Marzano, Carolyn S. Hughes (Chapman), Beau Fly Jones, Barbara Presseisen, Charles Suhor, and Ron Brandt. It marked the beginning of the thinking skills movement.

In 1984, ASCD kicked off a sustained focus on the teaching of thinking skills with two issues of *Educational Leadership*:

“Thinking Skills in the Curriculum” and “When Teachers Tackle Thinking Skills.” ASCD also launched a Thinking Skills Network, chaired by John Barell of Montclair State College in New Jersey, and ASCD President Carolyn S. Hughes (Chapman). The thinking skills focus was also evident in Association publications. In 1985, ASCD published *Developing Minds*, edited by Arthur L. Costa and now in its third edition. John Barell’s 2003 book *Developing More Curious Minds* is one of the most recent examples of ASCD’s continuing attention to teaching thinking skills.

ASCD kept pace with the evolution of the thinking skills movement throughout the 1980s and 1990s. As scholars and educators expanded and elaborated on the concepts of teaching thinking, the movement’s focus metamorphosed into treatments of larger, related concepts like *dimensions of learning*, *constructivism*, and *habits of mind*. ASCD furthered educators’ exploration of these concepts in books such as *A Different Kind of Classroom: Teaching with Dimensions of Learning* (Marzano, 1992), *In Search of Understanding: The Case for Constructivist Classrooms* (Brooks & Brooks, 1993), and the four titles in the Habits of Mind series (Costa & Kallick, 2000). These print products led to a variety of related audio, video, and multimedia professional development products, as well as on-site training opportunities. In the words of Art Costa and Marcia Knoll, ASCD’s work in the thinking skills area is grounded in the implicit belief “that meaning making is not a spectator sport; that knowledge is a constructive process rather than a finding; that knowledge is not content stored in memory but that it is the activity of constructing it that gets stored.”

MULTIPLE INTELLIGENCES: GOING BEYOND “IQ”

During the 1980s, new concepts and tools emerged to help educators address the challenge of variability in students’ learning rates, styles, and preferences. One of the most important grew out of scholarship offering broader definitions of “IQ” than the typical intelligence test score of the psychometricians.

In 1983, Howard Gardner of Harvard University published *Frames of Mind*, setting forth the concept of multiple intelligences.

Gardner's theoretical construct describes the varieties of talents among students in categories—the *multiple intelligences* (see Figure 2.1). ASCD quickly began to disseminate information about multiple-intelligences theory along with practical strategies for teaching students in harmony with their favored “learning channels.” Over the years, notable ASCD offerings on the topic have included the award-winning *Multiple Intelligences* video series (Checkley, K., 1995), the September 1997 *Educational Leadership* (“Teaching for Multiple Intelligences”), a Books-in-Action package (Hoerr, 2000) targeted at study groups and school improvement teams, and the book *Multiple Intelligences in the Classroom* (Armstrong, 1994).

As a natural corollary to the multiple intelligences, ASCD also gave attention to concepts of emotional intelligence, featuring Daniel Goleman, one of the foremost figures in the field, as a speaker at the 1997 Annual Conference. ASCD helped members understand—and apply—this important aspect of personality and ability by producing a series of print and multimedia products, including, in 2003, the online professional development (“PD Online”) course, *Multiple Intelligences*.

BRAIN-BASED LEARNING: RESEARCH INTO PRACTICE

Over the past two decades, marvelous new technologies have allowed neuroscientists and medical researchers an unprecedented window into the human brain. In the late 1980s, as brain

FIG. 2.1

THE MULTIPLE INTELLIGENCES

Verbal/linguistic
Musical
Logical/mathematical
Visual/spatial
Bodily/kinesthetic
Interpersonal
Intrapersonal
Naturalist*

*Gardner added this eighth intelligence after the first publication of *Frames of Mind* (1983).

research began reaching a wider audience, learning theorists and educators became excited about the opportunity it offered to confirm or deny theoretical constructs about how human beings learn, such as Piagetian thought, behaviorism, and constructivism.

ASCD was among the first education organizations to embrace brain research's potential application in the classroom. This early awareness led to the October 1990 *Educational Leadership* with the theme "Learning Styles and the Brain." The issue was enthusiastically received, and a few years later, ASCD followed with the publication of Robert Sylwester's *A Celebration of Neurons* (1995).

When explaining the instructional applications of brain research, ASCD knew that caution was in order; it is one thing to record brain activity with Magnetic Resonance Imaging (MRI) and quite another to derive classroom practices from MRI pictures. The Association also knew that exploring brain research would not be the same as reporting successful programs from schools and classrooms; it would require more than simply discovering, reporting, and interpreting instructional activities and best practices from schools and classrooms.

To address the implications of brain research, ASCD went to the experts. The array of neuroscientists ASCD staff consulted included Steven Petersen of Washington University; Andrew Meltzoff of the University of Washington; Guinevere Eden and Tom Zeffiro of Georgetown University; Karen Wynn of Yale University; Brian Butterworth of University College, London; and Sally Shaywitz of Yale University. ASCD also consulted scholars in cognitive psychology and education such as Pat Wolfe, Marian Diamond, Donna Ogle, and Robert Sylwester. This scrupulousness, a tribute to ASCD's commitment to promoting teaching and learning, has paid off in the quality of ASCD resources on the brain. By 2004, the product line had expanded to include an extensive video series, an array of practical and accessible print materials, and several PD Online courses.

DIFFERENTIATED INSTRUCTION: ADDRESSING INDIVIDUAL STUDENT NEEDS

Following broad acceptance of multiple intelligences and the interest in brain-based learning, educators still needed to understand how to shape lesson and unit plans to appeal to students of all talents and gifts. They sought to facilitate the learning of students of both genders and all personalities, all cultural groups, all ages, and in all locations and types of schools. While doing this, however, educators still needed to convey the state-required content and show gains in test scores—a daunting challenge, but one critically important to individual students, to parents, and to educators themselves.

In 1995, ASCD published Carol Ann Tomlinson's *How to Differentiate Instruction in Mixed-Ability Classrooms*, a book that introduced "differentiated instruction" as an overall framework for adapting instruction to student variability while meeting curriculum requirements. Differentiated instruction embraces five classroom elements that teachers can differentiate, or modify, to increase the likelihood that each student will learn as much as possible, as efficiently as possible: content, process, products, affect, and the learning environment. In addition, differentiated instruction prompts teachers to adjust and adapt instructional planning to three student characteristics: readiness, interest, and learning profile. ASCD continues to provide educators employing differentiated instruction with extensive new resources, including workshops, video programs, publications, guidelines for school leaders, and models of lesson and unit plans.

UNDERSTANDING BY DESIGN: "BEGINNING WITH THE END IN MIND"

Classroom instruction, of course, is not the summed total of teaching and learning challenges. The curriculum represents the overall scope and sequence of content that teachers will present and students will learn; it is a grand plan to *direct* and *focus* classroom instruction.

In the mid-1990s, educators faced a pressing need to align local curricula and classroom resources with state-mandated content goals. ASCD responded by launching a major initiative to provide educators with resources to improve curriculum design, and the spark was the 1998 publication of Grant Wiggins and Jay McTighe's book *Understanding by Design*. The Understanding by Design (UbD) concept is to design curriculum in such a way that it doesn't simply cover content, but rather helps students to *uncover and develop* understanding of content. It's a "backward design" approach in which teachers first identify learning targets; then determine how students will be assessed on the attainment of those targets; and finally, plan learning experiences that lead students to the desired, deeper understandings of content.

ASCD resources to support educators using Understanding by Design have included conferences, PD Online courses, books, video programs, and the UbD Exchange. The UbD Exchange is a Web site focused on unit design with a searchable database that allows schools to share design work and enables educators to get peer support and feedback from other UbD practitioners.

WHAT WORKS IN SCHOOLS: A FOCUS ON RESULTS

Because education is a field heavily dependent on lay policymakers and public opinion for direction and support, it has been slow to develop a widely accepted research base for its protocols and processes. Typically, practicing educators have preferred to rely on experience rather than the seemingly esoteric findings of research.

Since 1984, however, a number of developments have enhanced educators' respect for and reliance on research. Certainly the implications of brain-based research for teaching and learning, and thus for curriculum and instruction, have contributed to this acceptance. Accordingly, in 2001, ASCD introduced a major new school improvement initiative with the publication of *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement* by Robert Marzano and

colleagues. Derived from meta-analyses of 35 years of educational research on the instructional practices that actually improve student achievement, this book was received enthusiastically throughout the profession and led to a variety of related results-based and research-driven ASCD resources, including an online survey, video programs, handbooks, and PD Online courses.

TECHNOLOGY IN EDUCATION: THE CHALLENGE AND POTENTIAL

From the vantage point of the 21st century, many young educators may not realize what schools were like *before* the technological revolution. After all, by fall 2001, 99 percent of public schools in the United States had Internet access.¹ But the environment was quite different in the 1980s, when ASCD Executive Director Gordon Cawelti (1973–92) first brought the issue of technology to the forefront of ASCD’s consciousness and, subsequently, to the consciousness of educators. Cawelti advocated for the video training programs that have become a staple of ASCD products and key professional development experiences. Current Executive Director Gene R. Carter has expanded the Association’s use of technology for professional development and to facilitate organizational work.

The Association first ventured onto the Internet under Gene Carter’s leadership. In 1995, Carter created the Technology Futures Commission, a cross-section of ASCD staff, representatives of the Board of Directors, and technology futurists. The Commission advocated a vision of ASCD as an “information utility” and developed a seven-year technology plan to guide implementation of that vision. Six months later, in March 1996, www.ascd.org was launched.

ASCD’s Web site is now a major vehicle for outreach to members and prospective members. It offers online professional development opportunities, news about Association activities, and electronic versions of *Educational Leadership*, books, newsletters, and study guides. Through the Web site, affiliates, policymakers,

and the media can access essential resources, including data on current legislation and information on ASCD's response to issues.

As educators across the country have gained access to the Internet—both in their schools and in their homes—ASCD has added three special e-resources: *SmartBrief*, which provides daily education news; *ResearchBrief*, which provides current research reports; and *InfoNet*, which provides current policy and issues updates. Furthermore, ASCD has designed an array of professional development tools that tap the potential of the Internet: PD Online courses, Web-based surveys, the UbD Exchange, and the Practitioner's Perspective, where educators can discuss issues and receive help with problems.



Educators today face enduring challenges relating to teaching and learning—issues such as balancing the drive for accountability with the need to educate the whole child and narrowing the alarmingly persistent achievement gap. As ASCD President Patricia Conran (1989–90) noted, “When traveling in other parts of the world, I have been struck by the commonality of our efforts to bring to life the concept of the school as a place of continued learning for all who work there.” ASCD continues to help educators address these and other complex problems by identifying and promoting exemplary programs and practices that focus on unlocking each child's potential.

3 COMMITMENT TO DIVERSITY

Sensitivity and commitment to the concept of diversity may have been the unspoken and undefined factors that brought about the emergence of the new organization in 1943. Considering the time, the fact that there was no language in the early governance structure that precluded the broadest possible inclusiveness is remarkable. Early molders of the Association understood social changes in the United States and the uniqueness of cultural and ethnic differences. ASCD was the one major educational association that could present an inclusive practical program of leadership and professional growth for all.

PHIL C. ROBINSON
ASCD PRESIDENT, 1984–85

ASCD has a long history of embracing and celebrating diversity. In current activities, the Association continues to build on this substantial tradition of support for *all* educators and *all* students—a natural result of the organization’s commitment to democratic principles, particularly social justice and equity.

The last two decades have seen steady and continued endorsement of ASCD’s belief in diversity. In 1991, the Association established the African American Critical Issues Network, with Peyton Williams Jr. as network facilitator. Williams served in this capacity until 2001, when he became President-Elect of ASCD. In 1992, ASCD welcomed new Executive Director Gene R. Carter—the first African American to hold the position. At the Annual Conference that year, ASCD adopted recommendations

to improve diversity within ASCD and its affiliates, including a call for each affiliate to conduct an annual review of diversity within the organization and report results to ASCD.

A STRATEGIC EMPHASIS ON DIVERSITY

ASCD began developing Strategic Plans in 1987. The 1994 revision included a goal aimed at making the Association's commitment to diversity concrete: "ASCD will have fully integrated its belief in and commitment to diversity throughout its governance, programs, and affiliations."² Each Strategic Plan revision since has included a goal targeting this outcome. The progress ASCD has made is evidenced by the requirement that staff contract with vendors who value diversity, a doubling of the number of people of color who present at ASCD Institutes and special conferences, and the presence of international educators' written contributions in Association publications.

In June 2001, ASCD Executive Director Gene Carter appointed a staff team to develop a comprehensive, multiyear plan for the Association's diversity focus. At that time, Carter defined diversity as "including a wide range of factors including race, ethnicity, age, gender, position, geography, and others."³ The resulting Diversity Plan and Recommendations (Strategic Plan Goal 2.2) was approved by the governing groups in 2002. Goal 2.2 states that ASCD's membership and governance will equal if not exceed the diversity profile of educators in nationally representative proportions. At present, ASCD's minority representation (see Figure 3.1) lags behind that of the general population of educators, and ASCD's governance, as represented in its Board of Directors and affiliates, also falls short of reflecting the nationally representative proportion of people of color. As the Diversity Plan is fully implemented, ASCD expects that picture to change.

In the current, initial stages of the Diversity Plan's implementation, ASCD is targeting the following groups:

- ◆ *Educators who are culturally, ethnically, racially, and linguistically diverse, primarily African American and Hispanic/Latino*

FIG. 3.1

RACIAL/ETHNIC PROFILE OF ASCD MEMBERS, 1994–2002

Racial/Ethnic Group	Percentage of Total Membership by Year									
	1994	1995	1996	1997	1998	1999	2000	2001	2002	
White (not of Hispanic origin)	88	89	88	88	89	88	88	87	86	
Black (not of Hispanic origin)	6	6	6	5	6	7	7	5	7	
Hispanic/Latino	2	2	4	4	3	3	3	4	3	
Native American (American Indian, Inuit, Aleut)	0	1	0	0	0	1	0	0	1	
Asian or Pacific Islander (Chinese, Filipino, Hawaiian, Korean, Vietnamese, Japanese, Asian Indian, Samoan, Guamanian)	2	1	1	2	1	1	2	1	2	
Other	2	1	1	1	1	0	0	3	1	

educators. These two groups make up the largest proportion of racially and ethnically diverse educators in the profession and in ASCD membership. The Diversity Plan also recognizes religious diversity as an important dimension of cultural diversity and advocates teaching about the religions of the world. Among the ASCD resources developed to meet the needs of educators are the *Maximizing Learning for English Language Learners* video series (Checkley, J., 2003), the *Educating Linguistically and Culturally Diverse Students* Professional Inquiry Kit (Williams, 1998), and the second edition of *Closing the Achievement Gap: A Vision for Changing Beliefs and Practices* (Williams, 2003).

◆ *Educators serving in urban and rural areas.* Both school districts in large cities and those in remote areas reflect the presence of culturally, ethnically, racially, and linguistically

diverse communities. As part of its effort to reach these educators, ASCD has initiated work with the Education Trust and the National Board for Professional Teaching Standards. Although work with these groups is in its infancy, ASCD is optimistic that the outcome will be more diversity in Association programs, products, services, and membership.

◆ *Emerging leaders in the profession*, especially younger educators and those of any age who have been in the profession from 5 to 15 years. The future of the organization depends on being able to attract younger educators as members. Changing demographics dictate that developing a younger, diverse constituency is key to ASCD's continued strength.

RECOGNITION EFFORTS

To showcase emerging younger leaders, ASCD developed the Outstanding Young Educator Award (OYEA) program. Under this program, ASCD members submit nominees—educators under the age of 40 who demonstrate exemplary commitment and exceptional contribution to the profession. A panel of diverse educators screens the nominees, identifies three finalists, and singles out the winner from this select small group. OYEA finalists form the core of an ad hoc advisory group that works with ASCD to provide information on the needs and challenges of younger educators and to advise on the programs, products, and services that would be most helpful to them.

In the first year of the program, ASCD received more than 200 nominations, and ultimately selected Patrick Balthus, an assistant principal from Baltimore, as the recipient of the first Outstanding Young Educator Award. Balthus accepted his award at the 2002 Annual Conference in San Francisco.

DIVERSITY IN SCHOOLS AND CLASSROOMS

Classrooms and schools have become more culturally, ethnically, racially, and linguistically diverse over the last 20 years. ASCD has responded by developing materials—programs, products, and services—to help educators meet the challenges that can accompany

diversity and ensure that all children are learning. In addition to the resources mentioned on page 18, notable products include the April 1999 *Educational Leadership* (“Understanding Race, Class, and Culture”); the books *Educating Everybody’s Children* (Cole, 1995) and *Meeting the Needs of Second Language Learners* (Lessow-Hurley, 2003); and the video *Multicultural Education* (D’Arcangelo, 1994), recipient of a Certificate for Creative Excellence from the 1995 International Film and Video Festival.

ASCD President Barbara Jackson (1993–94) applauded the Association’s initiatives focused on “. . . programs that will specifically target the unique needs of urban and poor students.” One of these was The Urban Education Advisory Board, organized in 1992 to develop plans that addressed the needs of practitioners working predominantly with poor and minority students. The board met for more than three years and participated in multiple ASCD-sponsored professional development experiences. Members of the board found it helpful to exchange the ideas and approaches they used to navigate the complex challenges of educating students in urban schools. Another targeted program was a 1992 symposium on Urban Curriculum and Instructional Leadership that focused on improving student performance.

Throughout the late 1990s, the ASCD’s Urban Professional Development Initiative worked to improve the skills of educators working in urban settings. Developing and implementing results-driven, standards-based staff development programs became a major focus of the program and ASCD.



ASCD President Joanna Choi Kalbus (1999–2000) put it clearly: “As we face the future, our membership has made it clear that diversity should remain a key focus for ASCD.”

Contexts change, perceptions shift, new knowledge appears, definitions assume new nuances, and interpretations are enriched. Fortunately, during the past 20 years, ASCD’s endeavors

in support of diversity—as reflected in continual evaluations and alignments, in the Association’s strategic planning, in governance structures and processes, in programs and products, and in member services—have consistently enhanced the diversity of ASCD as an organization.



LEADERSHIP AND PROFESSIONALISM

Those working together at a local school site must participate in goal setting and decision making. The entire school community needs to be involved—teachers, support staff, parents, and administration.

CORRINE HILL
ASCD PRESIDENT, 1991-92

Leadership has been the focus of discussion in many disciplines over the past 20 years. Most current conceptions of the term emphasize that interactive processes, such as vision setting, goal setting, collaboration, team building, and communication, are critical to effective leadership. All these processes have human relationships at their center—relationships that are neither role dependent nor hierarchically structured. Terms like *distributed leadership* and *collaborative leadership* convey the sense that leadership is not a magical quality limited to a few, but a process of human growth and development involving an entire community working together in an important endeavor. ASCD has been in the forefront in promoting this vision of leadership within the education community.

PROMOTING PROFESSIONALISM

Because optimal distributed leadership depends on a high degree of competence throughout the ranks, professionalism has emerged as an integral component of discussions about leadership. ASCD has consistently participated in efforts to strengthen the qualifications and professional practices of those involved in the field of education. Since 1984, the Association has stepped up

its work to promulgate examples of collaborative leadership that embrace stakeholders' participation in decision-making processes. It has also worked to promote professionalism as a hallmark of educators.

For many years, ASCD members who practiced in universities and colleges expressed the need for a refereed journal that reported scholarly studies and research results. Such a journal, they argued, would balance the "practical results" orientation of *Educational Leadership* and strengthen educators' understanding of the emerging professional research base. In June 1984, the ASCD Executive Council approved publication of the *Journal of Curriculum and Supervision (JCS)*. The premier issue appeared in September 1985, and within one year, the journal garnered 3,744 subscriptions. It has been in publication ever since, edited first by Edmund Short and Robert Nicely of the Pennsylvania State University and, subsequently, by O. L. Davis Jr. of the University of Texas at Austin. In 2004, *JCS* enjoys the world's largest circulation of any research journal that focuses on curriculum and is the only major journal in the field of educational supervision.

In the interest of promoting professionalism, ASCD has become ever more attentive to the needs and desires of its members and constituents. For example, when members voiced concern over a lack of Association attention to instructional supervision, ASCD appointed a 75-person Commission on Instructional Supervision to identify important issues in this area and recommend future directions for ASCD activities, projects, and research. ASCD charged Commission members to "develop a training program based on the results of the Commission's work during the first year, and plan a national conference on instructional supervision."

In 1987, ASCD renewed its emphasis on educational leadership in general and instructional supervision in particular by making these two issues the major focus of its five-year plan. To examine the roles and qualifications of school leaders, the Association sponsored a number of specialty boards in curriculum, supervision, and instruction.

In 1988, ASCD joined with nine other associations concerned with educational leadership and policy to establish the National Policy Board for Educational Administration (NPBEA). In addition to ASCD, the founders included three other educational associations with school administrators as members—the American Association of School Administrators (AASA), the National Association of Elementary School Principals (NAESP), and the National Association of Secondary School Principals (NASSP)—and five associations focused on higher education. The NPBEA continues to meet regularly to explore the mutual problems associated with preparation programs for education leadership and the need for qualified teachers and administrators.

STRENGTHENING PREPARATION PROGRAMS

One of the first groups to promote educational leadership standards was the Council of Chief State School Officers (CCSSO). During 1994–96, the CCSSO convened the Interstate School Leaders Licensure Consortium (ISLLC), and ASCD served as a member of this group. Working under a special grant, the ISLLC developed standards for school leaders' preparation, professional development, and performance. The consortium approved the standards in November 1996, and 35 states have since adopted the ISLLC standards as a framework for administrator preparation programs or have used these standards as the basis for their own administrator performance assessments.

ASCD has actively supported quality preparation programs for educators. As a constituent member of the National Council for Accreditation of Teacher Education (NCATE) since 1981, ASCD has contributed time, money, energy, and knowledge to help NCATE refine and implement a rigorous accreditation program for both teachers and education leaders. The mission of NCATE—to require a level of quality in professional education that fosters competent practice of graduates and to encourage institutions to meet rigorous academic standards of excellence in professional education—aligns with resolutions ratified by

ASCD's membership in 1986, 1990, and 1997. ASCD members serve as NCATE team members, reviewing university programs in teacher education and making site visits to institutions to assess how well these programs measure up to the NCATE standards. Further, as a constituent member of NCATE, ASCD continues to shape the council's work by selecting exemplary professionals to serve on NCATE's governing board, board of examiners, appeals board, and working groups for special projects.

Encouraged by its membership in NCATE, in 1988 and again in 1992, ASCD pursued the idea of developing leadership standards. In 1992, NCATE advised ASCD that any leadership standards the Association created would be stronger and have more influence if the other administrator organizations (AASA, NAESP, and NASSP) participated in the standards' development and implementation. Subsequently, in 1993, the National Policy Board for Educational Administration (NPBEA) appointed representatives from all four administrator organizations and from the American Association of Colleges of Teacher Education, the National Council of Professors of Educational Administration, and the University Council for Educational Administration to do just that. After engaging in a deliberate and methodical process of development, feedback, and modification, the group produced a set of research-based, outcomes-focused leadership standards. The fifth and final draft guidelines were circulated nationally in 1995 and were universally hailed as the most comprehensive and forward-thinking set of leadership standards to date. These standards were among the first to focus on results and to expect real-world experiences throughout educational leadership programs.

The review process for accrediting educational leadership programs is now managed by three of the four original NCATE administrator organizations (ASCD, NAESP, and NASSP) under a structure called the Educational Leadership Constituent Council (ELCC). The 1995 standards created by ASCD and other NPBEA-appointed representatives were amended in 2002 to use the ISLLC language. These joint standards are unique in several respects:

- ◆ The folios are outcomes-focused (rather than syllabus-focused).
- ◆ Folio review teams engage in face-to-face dialogue around the submissions.
- ◆ Each folio review team comprises one trained university faculty member and one central office professional or school site practitioner.

By 2002, 111 graduate programs had been approved under the original or joint standards.

STATE LEADERSHIP INITIATIVES

While much of ASCD's leadership development efforts over the past 20 years has focused on preparation programs in higher education and performance evaluations at school and district levels, the Association has recently embarked on an initiative targeting leadership at the state level.

The year 2003 saw ASCD undertake an important new partnership. In conjunction with the Council of Chief State School Officers (CCSSO), ASCD announced a joint effort to help states advance their thinking, planning, and services offered around professional development for chiefs and state education agencies (SEAs). This partnership, announced at the ASCD Affiliate Leadership Conference, is also intended to help states comply with No Child Left Behind (NCLB) requirements, specifically to provide SEAs and state education chiefs with products and services to help them meet NCLB requirements. When announcing this collaboration with CCSSO, ASCD Executive Director Gene R. Carter noted, "This historic partnership will combine ASCD's expertise in quality teaching, learning, and leadership with the extensive reach and influence of our nation's chief state school officers."

The partnership will provide professional development opportunities for chiefs and SEAs through the development of a virtual National Education Leadership Center with four content areas: Baldrige high-performance training, leadership resources, leadership networks, and a career center for leaders. The use of

ASCD's professional development materials for school leaders and policymakers is expected to be one of the offerings available to chiefs and their state agencies. In addition, the partnership will encourage the use of programs, products, and services from both organizations. This will include an extensive array of publications, professional development opportunities, networks, and online opportunities.

THE ITERATIVE AND INTERACTIVE NATURE OF LEADERSHIP

Linda Lambert defines leadership in her ASCD book *Building Leadership Capacity in Schools* (1998) as a concept not tied to individuals, official positions, or sets of behavior. Leadership, Lambert writes, is the school's overall capacity for broad-based, skillful participation in the creation and fulfillment of a vision focused on student learning. This definition expresses the ASCD vision for shared leadership: distributed leadership based on the firm realization that no single person can achieve everything a school tries to achieve. ASCD has consistently recognized and promoted a concept of leadership that emphasizes collegial support, collaborative planning, reflective processes, mentoring, peer coaching, and the iterative nature of school improvement efforts. ASCD resources reflect this vision of leadership and, accordingly, address both the day-to-day management tasks of school leaders and the forward-looking, goal-setting perspectives of visionaries.

Both ASCD's published materials and its member activities recognize that closing the achievement gap requires strong leadership. The 2002 ASCD Conference on Teaching and Learning, for example, focused on the theme "Increasing Student Achievement—Instructional and Leadership Practices That Work." ASCD also continues to emphasize the participation of teacher leaders in membership activities and opportunities. After all, approximately one in five ASCD members is a classroom teacher, and it is easy to recognize both their inherent functions as teacher leaders and their potential as future curriculum specialists, instructional consultants, and school administrators.

To meet the needs of teachers specifically, in 1997 ASCD published the first issue of *Classroom Leadership*, a newsletter for teachers by teachers. Each issue reflects the themes of the concurrent issue of *Educational Leadership* and is expressly designed to show how theory can be translated into practice, with teacher authors sharing their experiences and perspectives. An online version of *Classroom Leadership* is available to ASCD's student chapters to help meet the needs of these teachers in training. Teachers' leadership needs were also the focus of three Classroom Leadership Conferences held between 1998 and 2000. More than 1,000 educators attended the first of these conferences.

MEETING THE ASSOCIATION'S INTERNAL LEADERSHIP NEEDS

Perhaps it is only a footnote to the activities already described, but failure to acknowledge one more ASCD emphasis on leadership would be a serious omission. ASCD has given consistent attention to the needs of members who assume organizational responsibilities within the Association—quite an uncommon service among associations. For example, throughout the past 20 years, ASCD has addressed affiliate officers' and affiliate boards' needs for leadership training and role orientation, both in yearly regional meetings and in annual Affiliate Leadership Conferences. The 2002 Affiliate Leadership Conference attracted 150 participants from 59 affiliates.

ASCD provides leadership training and opportunities for participants in almost all its projects. In the summer of 2003, ASCD offered leadership training support to the First Amendment Schools project during its 2nd Annual First Amendment Schools Leadership Conference. ASCD leadership training not only acquaints members with their new responsibilities but with ASCD's positions and influence streams as well. Working with ASCD allows educators to foster their own career development while learning the skills and information they need to lead ASCD.



Throughout the past 20 years, ASCD has been a major force for developing leaders for all levels of education. ASCD programs, products, and services have helped educators develop the leadership skills necessary for the new millennium. As an organization, ASCD recognizes the need for continuing education and provides it for both its constituents and its own leadership.

5 COMMUNITY

Each child's academic success is essential to our success as a society, just as on a different scale the success of each member of ASCD is critical to the future success of the Association.

**CHARLES E. PATTERSON
ASCD PRESIDENT, 1995-96**

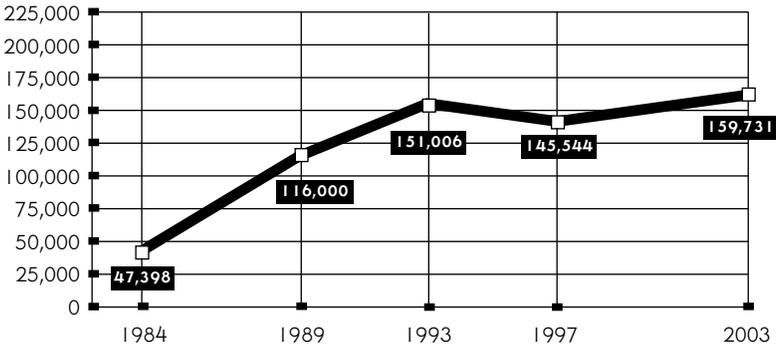
ASCD is an international community of 160,000 educators from 135 countries and has more than 60 affiliates. Now, 60 years after its founding, the Association continues to address all aspects of effective teaching and learning through multiple perspectives across all areas of the profession: from principals and assistant principals in elementary, middle, and high schools; to the teachers in those classrooms, district-level directors, supervisors, and superintendents; to students of education and the professors who teach them; and to a variety of independent consultants, building-level specialists, and others interested in quality teaching and learning. Because ASCD represents all educators, it is able to focus solely on professional practice within the critical context of "Is it good for the children?" ASCD is as varied as the students it serves.

MEMBERSHIP GROWTH AND COMPOSITION

During the past 20 years, membership in ASCD has shown an overall upward trend, with periods of remarkable growth interspersed with periods of stability (see Figure 5.1). Association membership first topped the 100,000 mark in 1988 and, as noted, ended 2003 close to 160,000. As an organization, ASCD continues to evolve as new members join the ranks of long-term ASCD

FIG 5.1

TOTAL ASCD MEMBERSHIP, 1984–2003



members, become part of the ASCD community, and explore new avenues for participation.

ASCD membership continues to appeal to a broad spectrum of educators united in their commitment to quality teaching and learning (see Figure 5.2). Notably, many of the new members over the past 10 years have come from the ranks of classroom teachers. Membership among classroom teachers received a major boost in 1985, when ASCD President Phil C. Robinson (1984–85) initiated “The Year of the Teacher.” Within a few years, ASCD membership among classroom teachers rose significantly; teachers continue to comprise a significant percentage of ASCD membership.

AVENUES FOR MEMBER PARTICIPATION

Participation is an important aspect of the ASCD membership experience. The Association offers members an array of opportunities for involvement, input, and influence. The individuals who participate in Annual Conferences, networks, affiliates, and student chapters enjoy the benefits of support from the Association, affiliation with their colleagues around the world, and informal encounters that promote the exchange of professional information

FIG. 5.2

POSITION PROFILE OF ASCD MEMBERS, 1984–2004

Job Title	Percentage of Total Membership by Year					
	1984	1985	1986	1990	1995	2004
Principal/Assistant Principal/Associate Principal	38	38	37	36	30	36
Classroom Teacher	10	10	12	18	24	19
Director/Supervisor/Other Administrator	20	20	19	19	13	11
Superintendent/Assistant Superintendent	10	10	9	8	5	7
Professor/Instructor	10	10	10	7	9	5
Building-level Specialist	—	—	—	—	5	2
Independent Consultant	—	—	—	—	2	4
Not Currently Employed	—	—	—	—	2	7
Other	12	12	13	12	10	9

and help to build a diverse and dynamic community of educators. ASCD as an organization also benefits from member participation, which allows it to stay abreast of educators' perspectives and maintain an awareness of emerging trends and issues in the field.

Membership in ASCD continues to cost less and return more in comparison with other professional associations. Each of ASCD's five individual membership categories offers unique benefits, including automatic mailing of new ASCD books and \$100 vouchers to attend Professional Development Institutes, but all categories include a subscription to *Educational Leadership* and the newsletters *ASCD Education Update* and *ASCD Curriculum Update*. The Association continues to modify the various benefits packages based on member needs and input. Since 1994, the annual member demographic survey has played a key role in this decision making.

Institutional Membership, launched as a pilot in 2000 and adopted as an official category of membership in 2003, extends

ASCD expertise to a greater array of educators in urban, rural, and suburban schools and districts throughout the world. It offers new resources to help education leaders build supportive learning communities, create effective and ongoing professional development, and develop collaborative school cultures. By mid-2003, this new membership category had allowed ASCD to reach nearly 10,000 more educators through more than 1,000 institutions.

ANNUAL CONFERENCE: *THE MEMBER EVENT OF THE YEAR*

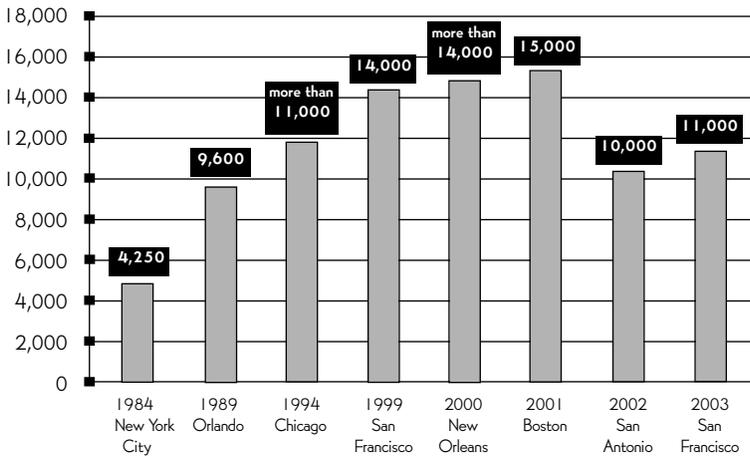
The ASCD Annual Conference and Exhibit Show has continued to justify its reputation as one of the most comprehensive education conferences in the world. Each Annual Conference offers educators an exciting collection of sessions to attend and inspiring insights from visionary educators and internationally renowned speakers. Conference attendees collect abundant practical ideas to use when they're back at school, see up-to-date demonstrations of the uses of technologies, exchange views with colleagues from around the world, and explore an exhibit hall with a vast array of instructional materials. Perhaps the most rewarding experience of all is the opportunity to interact with other members of the ASCD community.

In the past 20 years, more and more educators have enjoyed this opportunity for professional growth and connection. As shown in Figure 5.3, attendance at the ASCD Annual Conference has risen from 4,250 in 1984 to more than 10,000 in 2003. Attendance reached an all-time high in 2001, when more than 15,000 attended the Annual Conference in Boston.

Members make key contributions to the development of Annual Conferences. For example, the Conference Planning Committee, a group of ASCD members, has traditionally set a theme for each Conference (see Figure 5.4). This process entails evaluating numerous possible theme statements; discussing their denotations and connotations, combinations and permutations; and finally selecting just the right visionary phrases to capture the spirit and purpose of that year's conference. Members also contribute to the Annual Conference by helping to read and rate

FIG. 5.3

ANNUAL CONFERENCE ATTENDANCE, 1984–2003



the more than 1,600 conference session proposals that are submitted each year.

In addition to offering strong programs and international speakers, the Association conducts a great deal of official business during each Annual Conference. ASCD committees and governance boards, networks, and affiliates hold meetings. The Leadership Council and the Board of Directors hold regular business sessions. The Review Council also holds an open meeting to fulfill its constitutional charge of analyzing the extent to which the purpose of the Association is being carried out in the Association’s policies, practices, and procedures, and seeking out ideas, interests, and concerns from the membership for supporting and improving the Association’s effectiveness in achieving its purpose. (See Appendix C for a list of the topics the Review Council has reported on since 1984.)

FIG. 5.4

ANNUAL CONFERENCE THEMES, 1984–2004

- 1984** "The Future Is Now"
- 1985** "Exalting Teaching and Learning"
- 1986** "Thinking and Learning: Bridges to the Possible"
- 1987** "Collaboration for Productive Learning: A Global Investment"
- 1988** "Shaping the Revolution: Challenge and Opportunity"
- 1989** "Educating Global Citizens: Illuminating the Issues"
- 1990** "Designing Responsive Schools for a Changing World"
- 1991** "Breaking the Mold: Opportunities for Reshaping School"
- 1992** "Transforming Learning: Paradigms, Practices, Possibilities"
- 1993** "Creating Learning Communities: A Call for Bold Alliances and Commitments"
- 1994** "Emerging Images of Learning: World Perspectives for the New Millennium"
- 1995** "The Mind's Wealth: Promise of a Golden Harvest"
- 1996** "Dancing to the Rhythms of Life: An Invitation to Becoming"
- 1997** "Leading the Vision: Connecting World Communities of Learners"
- 1998** "Exploring the Heart and Soul of Learning"
- 1999** "Building Dynamic Relationships: Our Bridge to the Future"
- 2000** "Celebrating Education: Leading the Way in the New Millennium"
- 2001** "Reaching for Balance: Resolving Educational Dilemmas"
- 2002** "Choosing to Dance: Taking Bold Steps for the Sake of Our Children"
- 2003** "Igniting the Passion for Learning: Innovative Responses to Complex Issues"
- 2004** "Faces of Education: Courageous Actions, Powerful Stories"

NETWORKS: CONNECTING THROUGH SPECIAL INTERESTS

Many ASCD members find participation in ASCD-sponsored networks a valuable membership experience. In June 1984, the Executive Council approved a recommendation to support member-initiated networks within ASCD. The network option was designed to offer members with particular interests in curriculum, supervision, instruction, or other areas the opportunity to meet with like-minded educators to advance their interests and to inform ASCD of emerging issues and trends. Further, networks were developed to provide a smaller and more intimate grouping within the expanding ASCD membership.

Over the next few years, both the number of networks and the number of members they attracted increased steadily. By 1993, ASCD members had set up 43 networks serving approximately 12,000 individuals. Ten years later, in March 2003, there were 46 member networks focused on such diverse topics as African American critical issues, arts in education, early childhood reading, Hispanic critical issues, holistic learning and spirituality in education, language varieties (Pidgins, Creoles, and other stigmatized varieties), multiple intelligences, performance assessment for leadership, and women's leadership issues.

AFFILIATES: CREATING COMMUNITY AROUND THE WORLD

ASCD affiliates began in 1943 as state-level organizations with the same commitments and purposes as the national-level organization. Each affiliate operates under its own constitution, chooses its own organizational structure, and identifies courses of action to address its own issues. The Association provides structure, support, and consultation, and connects the affiliate agendas with national and international perspectives.

By the end of 1985, affiliate membership stood at 20,315, with 55 affiliates reporting. Five years later, in 1990, affiliate membership totaled 26,511 members in 59 affiliates. By 2002, ASCD could point with pride to "more than 60 affiliates," and by the 2003 Annual Conference, the Association had 47,874 individual affiliate members. During this period, as ASCD's internationalization

became a reality, the Association shortened the official name of these organizations from the no-longer-appropriate “state affiliates” to just “affiliates.”

Within their geographic boundaries, affiliates organize conferences, publish journals and newsletters, and establish committees to address their own projects and needs. The Association supports these efforts in substantial ways. A major source of support is the annual Affiliate Leadership Conference, designed to assist these groups in developing and maintaining effective governance structures, enhancing member participation, and serving as a forum for professional concepts and educational perspectives. Providing guidance on how to influence education policy-making at the state/province or country levels is another of this conference’s objectives. The 2002 Affiliate Leadership Conference attracted 150 participants from 59 affiliates.

In 1994, ASCD published *Influencing the Education Agenda*, a guidebook of tips and suggestions for affiliates on how to become more influential within their respective territories. Other helpful ASCD publications specifically for affiliates include *Planning Effective Conferences* (1992b); *Affirming Diversity* (1992a); *Meeting Membership Challenges* (1993b); *Building Effective Affiliate Boards* (1993a); and *Laying the Foundation: Affiliate Nominations and Elections* (1996).

Beginning in 1989–90, ASCD provided affiliates with their own newsletter, *Affiliate Action*. By 2002, this publication had shifted to *Affiliate Action Online* to facilitate wider and timely distribution to members around the world. Affiliate members and leaders can also readily share the best organizational practices of their affiliate groups through the Affiliate Community area of ASCD’s Web site.

Affiliate awards programs assure affiliate groups that their work is an important professional contribution that merits formal recognition. For affiliate leaders, few accomplishments are as satisfying as receiving an affiliate award during Annual Conference. Each year, affiliates are invited to submit applications for the Affiliate Awards Program. In 1994–95, as guidelines for affiliate groups,

ASCD set five Indicators of Excellence: Influence, Governance, Communication, Membership, and Program. As groups attain the indicators, they may apply for Recognition for Excellence Awards, which require demonstrations of excellence in *one* of the five indicators. Recent recipients include Massachusetts ASCD and Wisconsin ASCD (2003); Iowa ASCD, Maryland ASCD, and Wisconsin ASCD (2002); and Georgia ASCD, Rhode Island ASCD, and Wisconsin ASCD (2001). An additional and even more ambitious award program is the Affiliate Overall Excellence Award, which requires the attainment of *all five* Indicators of Excellence. Figure 5.5 lists the affiliates that have earned this prestigious honor.

For the 2004 Affiliate Awards, ASCD has put in place a new framework that will guide both the organizational efforts of affiliate groups and the Recognition and Overall Excellence awards. Known as the Affiliate Development Continuum, it provides a

FIG. 5.5

**RECIPIENTS OF THE ASCD AFFILIATE
OVERALL EXCELLENCE AWARD**

- 1992*** Illinois ASCD and Texas ASCD
- 1993** Arkansas ASCD
- 1994** Maine ASCD
- 1995** North Carolina ASCD and Washington State ASCD
- 1996** Pennsylvania ASCD
- 1998** Michigan ASCD and Iowa ASCD
- 1999** Wisconsin ASCD
- 2000** California ASCD and Pennsylvania ASCD
- 2001** Oklahoma ASCD and Virginia ASCD
- 2002** Florida ASCD
- 2003** New Hampshire ASCD and New Jersey ASCD

*Inaugural year

Note: There was no award issued in 1997.

rubric structure for emerging affiliates, effective affiliates, and exemplary affiliates. The first awards reflecting the new structure will be announced at the Affiliate Awards Luncheon held during the 2004 Annual Conference.

Since their inception, ASCD affiliates have offered opportunities for participation in professional growth activities and for connection among members of the Association's diverse and international community. Affiliates continue to serve these purposes today.

THE ASSOCIATES PROGRAM:

ENLISTING LONGTIME MEMBERS TO EXPAND OUTREACH

In the early 1990s, ASCD introduced another avenue for member participation. The ASCD Associates program provides special recognition for ASCD members with four or more years of continuous membership in the Association. Eligible members are regularly invited to join the free program and volunteer a little of their time to help spread the word about ASCD by introducing their colleagues to membership. Associates also provide valuable feedback and information to ASCD staff by participating in polling panels and surveys. In return, associates receive a special quarterly newsletter and a supply of membership brochures and have access to selected ASCD publications for distribution to potential members. Today, nearly 8,000 ASCD members participate in the Associates program. Over the years, they have introduced thousands of their colleagues to the benefits of ASCD membership.

THE STUDENT CHAPTER PROGRAM:

CONNECTING WITH THE NEXT GENERATION

In 1996, ASCD launched the Student Chapter Program to reach undergraduate and graduate students in education on their college and university campuses. The program offers preservice and inservice educators a framework for initiating leadership, workshop, and networking opportunities. It connects novices in the profession with experienced educators and promotes the professional development of both groups.

The first official ASCD student chapter started at Hope College in Holland, Michigan, in October 1995. In 1999, ASCD welcomed the first student chapter in a historically black college or university—Albany State University—and reported 35 chapters in 21 states in the United States and in two other countries (Barbados and Jamaica). By the end of 2002, the program comprised 45 chapters with an average membership of 60 students per chapter.

**CONNECTED COMMUNITIES:
OPENING NEW AVENUES FOR PARTICIPATION**

In October 2002, the ASCD Executive Council approved a new constituent group called Connected Communities. This is a membership option for groups within specific geographic boundaries not served by an ASCD affiliate. Connected Communities' ties to ASCD are flexible and customized, giving groups a chance to partner informally with the Association before taking on the more extensive, formal responsibilities of an ASCD affiliate. This option also allows a struggling affiliate to stay viable and to choose a more flexible relationship with ASCD.



The multiple avenues of participation in the ASCD community—membership, Annual Conference attendance, networks, affiliates, student chapters, and Connected Communities—reinforce the inclusive nature of ASCD. New members bring fresh talents, perspectives, inquiring minds, and aspirations to make a difference in the lives of children everywhere. Through these various avenues of participation, ASCD continues to tap new personal and professional energy and ensure an ongoing source of organizational renewal. In this way, the Association retains its vitality and continues to enhance its ability to forge covenants in teaching and learning for the success of all learners.

6 INFLUENCE

As an international organization committed to developing leadership for quality in education for all students, ASCD now has the opportunity to boldly address those issues that will enhance our capacity to play a vital role in the renewal and reinvention of education.

STEPHANIE PACE MARSHALL
ASCD PRESIDENT, 1992-93

A leader among education associations, ASCD has sought influence within the community of educators and those interested in quality teaching and learning as well as within the political world of opinion leaders, policymakers, and their staffs. During the past two decades, ASCD has expanded its advocacy and influence role, working in the policy arena at local, national, and international levels. The 2002 ASCD Annual Report described this growing emphasis:

Today, ASCD's influence work encompasses the intersection of policy communications, advocacy, and public information through outreach to policymakers, the media, and the education community. The result has been a far more effective advocacy effort that has strengthened ASCD's voice.⁴

THE YEAR OF THE TEACHER

In 1983, the National Commission on Excellence in Education published *A Nation at Risk*. The following year, ASCD President Phil C. Robinson (1984-85), concerned that teachers had been stung by the criticisms contained in the report, led ASCD in initiating a landmark recognition program: The Year of the Teacher.

On April 1, 1985, the 99th U.S. Congress issued Senate Joint Resolution 48 designating 1985 as “The Year of the Teacher.” Commercial and public television stations throughout the United States aired ASCD public service announcements commemorating the Year of the Teacher theme: “Teachers Make A Difference!” Concurrently, many U.S.-based ASCD affiliates worked with governors and their staffs, with the result that at least 40 states and the District of Columbia also issued supporting official proclamations. In addition, 25 national associations endorsed this recognition and supported formal appreciation of teachers.

INFLUENCE TO SUPPORT QUALITY TEACHING, LEARNING, AND LEADERSHIP

As the 1980s unfolded, the decade brought increased and intense policymaking to the field of public education, and ASCD sought to define and implement an appropriate role and presence within the policy area. The challenge was to expand ASCD’s influence in policy issues (in line with the ASCD commitment to democratic principles and to teaching and learning), without assuming a lobbying stance. Consequently, ASCD began to explore influence efforts focused on informing educators through policy analysis, educating members in influence activities, and strengthening ASCD’s voice in the U.S. Capitol and in the nation’s statehouses.

The 1984–85 Annual Report describes some of the actions in support of these goals:

The first [policy analysis], dealing with increased high school graduation requirements in math and science, was conducted by a task force of Florida ASCD members. The second reviewed student retention policies in the New York City schools. Most recently, ASCD published the booklet *Incentives for Excellence in America’s Schools*. A task force comprising public school, higher education, and state education agencies conducted this analysis of merit pay/career ladders, which received widespread media attention. It included representatives of the NEA and AFT, as well as proponents of some of the best-known incentive plans in the nation.⁵

Shortly thereafter, the ASCD Panel on State Policy Initiatives convened at ASCD headquarters and outlined a process designed to further ASCD members' understanding of education policy issues. The Association then assembled the ASCD Panel on Public Schools of Choice; this panel's final report (and ASCD's first issues analysis), *Public Schools of Choice*, was published in May 1990. Soon after, an in-depth Issues Analysis, *New Realities on Four Fronts of Education Reform* (Benzel et. al., 1994), was highlighted.

In 1998, as part of the activities celebrating ASCD's new headquarters in Alexandria, Virginia, the Association convened a policy-focused panel discussion that included some of the United States' most prominent educators. The panel discussion, titled "Learning from the Past: Directions for the Future," featured moderator John Merrow and internationally known educators Michael Fullan, John I. Goodlad, Kris Gutierrez, Asa G. Hillard III, E. D. Hirsch Jr., and Nel Noddings.

In the late 1990s and early 2000s, ASCD expanded its policy discussions in both content and geographic focus. For example, collaboration with the Canadian Embassy and the American Forum on Global Education resulted in the globally focused forum "International Education—The New Frontier." This forum featured a panel discussion and remarks by U.S. Secretary of Education Richard Riley, UNESCO Director-General Koichiro Matsuura, and Nane Annan, the wife of U.N. Secretary-General Kofi Annan.

Another example of policy outreach occurred in fall 2001, when ASCD's First Amendment Schools project held a panel discussion at the Freedom Forum titled, "Defending Freedom in Its Hour of Maximum Danger: Meeting the Challenge in Our Nation's Schools." This six-member panel focused on how schools might teach American citizenship in the aftermath of the September terrorist attacks and on the future implications for citizenship education.

In conjunction with the spring 2003 ASCD Affiliate Leadership Conference in Washington, D.C., the Association sponsored a forum on Capitol Hill to explore the intersections of educator quality and student achievement within the context of the No

Child Left Behind Act. The forum was part of the ongoing ASCD Forum Series on Teaching, Learning, and Leadership, designed to explore critical issues facing students and educators.

FOCUSING INFLUENCE ON POLICYMAKING

During the last decade, ASCD expanded its policy focus to include not only forums and panel discussions, but also policy-oriented print and electronic communications. In anticipation of the U.S. Congress's 2001 reauthorization of the Elementary and Secondary Education Act (ESEA), ASCD issued an informational broadcast e-mail alert to Association members about the pending legislation. ASCD also developed a special Web site (www.focuson.ascd.org) to publicize ASCD perspectives on the legislation, commonly known as the No Child Left Behind Act (NCLB) and reached out to Congressional conferees with information regarding ASCD's educational excellence and equity concerns.

Following the passage of NCLB, ASCD continued to provide detailed summaries of implementation issues, analyses of the major provisions, and links to other policy groups representing a variety of perspectives on the critical issues surrounding the legislation. ASCD expanded its ESEA-focused Web site to include analysis of NCLB, an Issues Center, and ASCD perspectives. In addition, ASCD contributed to the language in the final bill regarding character education in NCLB, ensuring that the bill reflected local flexibility by supporting multiple options.

ASCD's communications initiatives during the past 10 years have also included media releases and statements (available at www.ascd.org); outreach, support, and assistance to national education media designed to ensure fair and accurate coverage relating to teaching and learning; and publicity and media support during ASCD Annual Conferences, forums, and other events. Beginning in 1999, for example, ASCD began providing key policy-makers with *Infobrief*, a quarterly publication that examines an educational topic in depth and lists resources for finding more information. The Association can point to the U.S. Department of Agriculture's arrangement to reprint and distribute 20,000 copies

of the *Infobrief* issue on “Commercialism” as just one validation of the publication’s value. In 1999, the National Governors’ Association distributed *Infobrief* to all U.S. governors during their summer meeting, and in 2001, ASCD published and distributed the *Infobrief* “Environmental Education: Moving into the Educational Mainstream” as part of a collaboration with the U.S. Environmental Education and Training Partnership (EETAP). In 2002, *Infobrief* addressed such topics as public engagement, student engagement, attracting and retaining quality teachers, and the reauthorization of ESEA.

In 2000, ASCD introduced *SmartBrief*, a free, online daily news service that monitors the Web sites of major news publications and provides summaries of top news in areas important to educators. *SmartBrief* also includes a section focusing on ASCD news and initiatives. The service quickly proved a popular outreach vehicle for ASCD, and the subscription base expanded to include U.S. and international education policymakers and media. By 2003, more than 80,000 subscribers read *SmartBrief* on a regular basis.

In an effort to extend ASCD’s reach to nonmember educators and policymakers, in May 2001, ASCD Executive Director Gene R. Carter launched a regular *Education Week* column titled “Is It Good for the Kids?” Within its first few years, the column focused on a number of timely issues relevant to teaching and learning, including service learning, standards and accountability, social and emotional health, and school size. In 2002, the Association also revamped its Web-based News and Issues area to make it easier to navigate and introduced the monthly ASCD *EDPolicy Update* to inform members of policy developments in education. To help create a common reference tool for understanding education terms, ASCD introduced the *Lexicon of Learning*, an online resource giving clear definitions of educational terms found in everyday language. In 2003, the Association launched *Research-Brief*, another Web-based publication designed to help educators improve their practice by disseminating the results of high quality, rigorous research efforts.

In July 2003, as part of an ongoing dialogue with the U.S. Department of Education, Secretary of Education Rod Paige visited ASCD headquarters. ASCD Executive Director Gene Carter hosted the visit, which included a meeting with staff executives. This meeting focused on ways ASCD might help clarify and expand communications among the Department and educators in the field—a critical dialogue to advance educator perspectives on the implementation of No Child Left Behind.

FROM RESOLUTIONS TO THE ISSUES PROCESS

ASCD redesigned its process for identifying resolutions in 1993. Several years later, ASCD President LeRoy E. Hay (2000–01) neatly summarized the benefits of the revised approach:

As a result, ASCD assumed a much stronger role as an advocate on behalf of the positions adopted by the Association. Today, when an educational issue arises, ASCD acts to influence the resolution of that issue in a variety of ways—publishing position papers, sponsoring forums, and testifying before government agencies, to name a few.⁶

From 1993 until 2003 (when the process changed again due to the new governance structure), ASCD's issues process helped shape the action plans implemented by the Association. The issues process began in the fall of each year, when the issues committee met at ASCD headquarters to evaluate the results of responses to the annual member issues survey and develop proposed Association positions. Typically, these positions were discussed the following spring, during Town Meetings at the Annual Conference, and then reviewed and adopted by the ASCD Board of Directors.

The 2001 edition of *What We Believe*, edited by Ron Brandt, announced the unification of the Association's resolutions and positions. The volume, a directory of 98 ASCD position statements, combined the resolutions of the past with the positions of the present. The position statements, in turn, became the focus for dialogue during ASCD advocacy and outreach efforts.

ASCD's efforts—to identify members' concerns, subject them to debate and scrutiny by the Board of Directors, accept or reject them in an Annual Conference work session, and then advance approved measures to shape Association programs, practices, and dialogues—served an iterative function. These statements, as initiated, reflected the concerns of members in the field. Upon approval, the statements acquired the Association's stamp of approval. Finally, once implemented in the work of the Association, they served as a framework for assessing ASCD's efforts to live up to its advocacy role.

A new process is set to emerge in 2003–04. The recently implemented changes to the ASCD governance structure give the ASCD Leadership Council a year-round role in issues and advocacy, which is expected to strengthen the Association's influence focus.

COLLABORATING FOR ACTION TOWARD COMMON GOALS

Over the past 20 years, ASCD has employed many external collaboration strategies designed to strengthen the Association's influence while maintaining its professional standing. A recent example is ASCD's collaborative work with the Learning First Alliance (LFA). Less than a year after its founding in September 1997, the LFA published *Every Child Reading* (1998a), which was soon followed by *Every Child Mathematically Proficient* (1998b). In 1998, ASCD expanded its involvement with the LFA and helped to achieve a "first" for educators nationwide: invitations to education groups to attend the third National Education Summit in Palisades, New York. Meeting participants—educators, state governors, and business leaders—agreed to develop an action plan designed to set the agenda for education reform and accelerate the pace of improvement in U.S. schools.

In 2001, ASCD affiliates in Ohio and Kansas took leading roles in LFA efforts to maintain state organizations that would focus on state policy influence. In addition, ASCD supplied content, editorial, and publishing expertise to LFA in the release of the position paper, *Every Child Learning: Safe and Supportive Schools*

(2001). This report synthesized research on the essential components of safe and supportive learning communities and presented recommendations on implementing them in classrooms, schools, school districts, and states. In 2001–02, ASCD affiliates in Virginia, Iowa, and Michigan took the lead in establishing new state LFAs to influence policy at the state level. During 2002, ASCD Executive Director Gene Carter served as vice chair of the LFA Board of Directors.

Carter also served as the co-chair of LFA's Professional Practice Committee, and under his leadership ASCD played a key role in the LFA case study report *Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools*. Released in March 2003, this report documented how five high-poverty school districts raised student achievement by focusing on districtwide strategies to improve instruction. ASCD visited these districts and helped to develop the report.

Another key collaboration for ASCD during this period was its work with the Robert Wood Johnson Foundation (RWJ) on issues relating to health in education. In September 1998, RWJ funded a multiyear initiative designed to promote awareness of public health issues and careers among middle, junior high, and high school students. Between March 2000 and June 2002, 10 school sites used grant funding to develop and sustain school-community public health partnerships. Each partnership identified and addressed a local public health issue using student engagement practices. In April 2003, RWJ awarded ASCD a new grant to develop a research-based Healthy School Report Card to explore the effects of family and community involvement as key elements in the development of a healthy school environment. ASCD expects that the Report Card will help schools and communities work together to identify and measure the benefits of a healthy school environment and its effect on student behavior, achievement, and health.

In March 2001, ASCD entered into collaboration with the Freedom Forum First Amendment Center to provide opportunities to engage the public, educators, communities, the media, and

policymakers in matters of First Amendment freedoms as they relate to school reform. ASCD and the First Amendment Center launched the national multiyear initiative to help transform how U.S. schools model and teach the rights and responsibilities of citizenship that frame civic life in a democracy. In May 2002, 11 project schools were selected as grant recipients. Leadership teams met with project staff in July 2002 to launch a three-year collaboration designed to strengthen the civic mission of education.

In April 2003, ASCD and the Council of Chief State School Officers (CCSSO) announced a joint partnership to help states advance their thinking, planning, and services offered around professional development for state education chiefs and state education agencies (SEAs). The partnership was designed to help states comply with No Child Left Behind requirements by providing SEAs and chiefs with products and services to help them meet these requirements. The partnership also gave ASCD greater access to policy leaders.

Other key ASCD-developed partnerships and collaborations over the past 20 years have included the National Council for Accreditation of Teacher Education, the National Commission on Service Learning, the American Youth Policy Forum, the National Service-Learning Partnership, the Environmental Education and Training Partnership, the Character Education Partnership, and the Special Olympics. Other advisory alliances have included the Center for Policy Research in Education, the Education Commission of the States, the National Coalition for Education in the Arts, and the ERIC Clearinghouse on Elementary and Early Childhood Education. The scope of these outreach efforts illustrate ASCD's dedication to working with others to inform the profession and influence policymakers and opinion leaders.



ASCD's efforts to extend Association influence during this period struck a delicate balance between setting goals for achieving influence and avoiding the demeanor of a lobbying or partisan

organization. ASCD's efforts to serve as a voice of reason in support of teaching and learning have been guided by the Association's mission and Strategic Plan. ASCD has based its influence on professional competence, support for high performance standards, established processes for thoughtful consideration and deliberation of issues, and inclusive, encompassing vision for students, families, and educators around the globe. This base is not one that can be gained in the short term or with fanfare, but it is of inestimable value in seeking influence with both the powerful and the powerless.

7 INTERNATIONALIZATION

We may sometimes seem far removed from the children of the world. But if asked why we do what we do, most—if not all—of us would answer, “We do it for the children.” We embrace our role as members of an international community of educators with a focus on preparing children as future citizens in an interdependent, ever-changing world.

THOMAS J. BUDNIK
ASCD PRESIDENT, 1998-99

Teaching and learning from a global perspective has been a long-standing interest of ASCD. The Association’s early influence work focused on world peace and the United Nations’ efforts to find peaceful solutions to world problems. “For many decades, ASCD has encouraged international education in the curriculum, but in more recent years the organization itself has assumed a decidedly international focus,” observed former ASCD President Carolyn S. Hughes Chapman (1985–86). She noted that ASCD’s mission statements over the years testify to the Association’s growing global focus, culminating in the current Strategic Plan, which includes, for example, the goal of building “a more vital and diverse community that shapes teaching and learning worldwide.”

OFF AND RUNNING: ASCD EMBRACES INTERNATIONALISM

When ASCD adopted its first five-year plan in 1983, the intent to take action in the international arena was part of that plan. Also in 1983, the Germany ASCD—the first affiliate outside the United States—came under the Association umbrella. In 1984, ASCD welcomed its second “international affiliate,” the United Kingdom

ASCD. Because both of these affiliate relationships were initiated by educators working in U.S. Department of Defense Dependent Schools, ASCD encouraged the group leaders to seek members among indigenous educators. The first international affiliate organized by indigenous educators, British Columbia ASCD, became an affiliate in 1984.

ASCD's 1983 Strategic Plan also included a proposal for hosting a conference in Western Europe. In November 1985, ASCD (represented by the Executive Council) and the Dutch National Institute for Curriculum Development convened the International Conference on the Core Curriculum in Enschede, The Netherlands. This event initiated the practice of holding Executive Council meetings outside the borders of the United States as a strategy to further international understanding. The Executive Council met in Berlin in 1998, and since then has convened its meetings in Calgary; the Caribbean Islands (Curacao, St. Maarten, Barbados, Trinidad and Tobago, and Puerto Rico); Munich; Jerusalem; Auckland and Wellington, New Zealand; Toronto; Singapore; and London.

In 1986, ASCD's Board of Directors adopted a formal resolution expressing the Association's growing interest in global relationships and, to some extent, anticipating the ASCD mission statement adopted in 1993. The 1986 resolution read as follows:

ASCD, as an international organization, should strive to collaborate with agencies and organizations engaged in curriculum and supervision in other countries that encourage the sharing of information and research. ASCD should lend its organizational expertise and resources to individuals interested in forming curriculum study organizations in their own countries.⁷

The commitment to this resolution was soon apparent. During the following year, 1987, the Executive Council established two new groups: an International Education Advisory Group and a Global Education Task Force. The International Education

Advisory Group's mandate was to internationalize ASCD in terms of governance matters, affiliates, National Curriculum Study Institutes, publications, and other program matters. ASCD established the Global Education Task Force to prepare suggestions on the kind of curriculum necessary to help students develop a global perspective on world affairs.

Association programs and publications throughout the 1980s and 1990s also exhibited ASCD's emphasis on the global perspective. For example, the December 1986/January 1987 issue of *Educational Leadership* addressed the theme "Curriculum Development in the United States and the World," and the September 1989 issue concentrated on the theme "Preparing Today's Students for Tomorrow's World." The 1991 ASCD Yearbook, edited by Kenneth A. Tye, was titled *Global Education: From Thought to Action*.

In 1987, ASCD presented "international" National Curriculum Study Institutes (NCSI) in Israel, Greece, Germany (four cities), and England and offered a study tour in China. In 1989, NCSIs were presented in Indonesia, Japan, Malaysia, Germany (five cities), and Hong Kong, and the study tour featured Eastern Europe. This international professional development outreach continued into the 21st century. In fall 2003, for example, ASCD offered Professional Development Institutes in Sydney, Australia, and Auckland, New Zealand. As Figure 7.1 shows, a sampling of ASCD Annual Conference themes since 1987 provides further evidence of the Association's emphasis on internationalization.

SUSTAINING THE VISION

ASCD President Donna Jean Carter (1990–91) articulated the impetus behind ASCD's internationalization in these words: "We must accept the interrelationship of our futures and share the responsibility for preparing students to critically assess information gathered across time and cultures as they craft new world policies for times to come."

By the 1990s, it was common practice for every ASCD committee to have a representative from outside the United States. In

FIG. 7.1

**RECENT ASCD ANNUAL CONFERENCE THEMES
WITH AN INTERNATIONAL FOCUS**

- 1987** "Collaboration for Productive Learning: A Global Investment"
- 1989** "Educating Global Citizens: Illuminating the Issues"
- 1990** "Designing Responsive Schools for a Changing World"
- 1994** "Emerging Images of Learning: World Perspectives for the New Millennium"
- 1997** "Leading the Vision: Connecting World Communities of Learners"

1990, Ruud Gorter of the Netherlands was appointed to the Executive Council, becoming its first non-U.S. member. ASCD members organized the Global Education Network in 1992 and the Indigenous People's Education Network one year later. By 2003, ASCD had 10 affiliates outside the United States.

In 1992, ASCD dedicated resources to the Global Education Pilot Project, a two-year effort involving ASCD Affiliate Global Commissioners, 15 diverse elementary schools in 14 U.S. states and the Netherlands, and the ASCD Global Education Network. The project's objective was to develop a planning framework for global education, and in 1994, it published its results as *Global Understandings: A Framework for Teaching and Learning*.

In the typical ASCD fashion of evaluating initiatives and aligning activities with organizational plans, the Association's internationalization efforts have all been subject to the scrutiny of the Review Council. In 1992, the Review Council issued *An Analysis of the International Growth of ASCD*, a report containing recommendations for constitutional revisions and maintaining the organizational commitment to equitable opportunities for ASCD members, strategic plan reorganization, and attention to consistent representation on the Board of Directors. In 2002, the Review Council began a two-year study of ASCD's internationalization

work: “An Analysis of Internationalization: From Vision to Practice.” The Board of Directors will act on the Council’s report in July 2004.

PROGRESS TOWARD INTERNATIONAL COMMUNITY

As ASCD became more engaged in international work, its leaders and staff realized that the language they had become accustomed to using was not appropriate within a global context. When ASCD officially defined itself as “a diverse international community of educators,” the terms “international member” and “international affiliate” became obsolete, replaced within Association communication with the term “members or affiliates outside the United States.”

The new language began to take effect in the late 1980s, when National Curriculum Study Institutes (NCSIs) were renamed “Professional Development Institutes” (PDIs). Even the manner of listing affiliates in the Annual Conference program book has evolved over the years. Until 1990, the program listed affiliates in the United States and its territories first, and listed “international affiliates” below, under a separate heading. The 1993 Annual Conference program book was the first to list all affiliates alphabetically; this format has prevailed ever since.

ASCD also tackled another language issue greater in scope than simply updating familiar terms to reflect a global perspective. In the mid-1990s, ASCD began receiving requests from publishers throughout the world for translations of ASCD books. By the spring of 1998, 21 ASCD books had been translated into 12 languages. In fall 1998, ASCD books made their debut at the Frankfurt Book Fair, an important international publishing event. By 2002, the number of translated editions of ASCD books and videos had ballooned to 114. Publishers in 20 countries had translated ASCD books and videos into 15 languages.

EXTENDING THE GLOBAL EDUCATION DIALOGUE

Over the past 20 years, ASCD has stepped up interfaces with other global education organizations. In November 1995, for example,

ASCD Executive Director Gene R. Carter and ASCD President Arthur Stellar (1994–95) attended the General Assembly of the Consortium of Institutions for Development and Research in Education in Europe (CIDREE) in Berne, Switzerland, as representatives of the only nongovernmental, non-European member of that group. Later, in 2000, ASCD played the lead role in setting up the globally focused forum “International Education—The New Frontier” to celebrate International Education Week.

During 2002, the Association established or continued partnerships with governments, nongovernmental organizations, affiliates, publishers, and schools in Europe, the Middle East, Asia, Australia, and New Zealand. ASCD also continued to nurture a relationship with UNESCO for future collaborations. ASCD, for example, was one of the most prominent voices of the major U.S.-based education associations that called for U.S. reinstatement into UNESCO. This occurred through direct contact with UNESCO officials, U.S. policymakers, and internationally focused organizations.

In early September 2002, at the invitation of the Office of the National Education Commission of Thailand, ASCD’s Executive Director participated in the Second International Forum on Education Reform. And ASCD continued its partnership with the Australian Council for Educational Leaders, a professional membership association with members throughout the Australasian region. One outcome of this partnership was an ASCD workshop in Sydney, Australia—“Translating Brain Research into Classroom Practice,” presented by Pat Wolfe. ASCD also continued a relationship with the Australia-based Curriculum Corporation to publish and distribute select ASCD publications throughout Australia and New Zealand and worked with the New Zealand-based Learning Media Limited in support of the Beginning School Mathematics program.

Extending the international community through electronic communication, in 2002, ASCD developed ASCD Around the World, an area of the Association’s Web site devoted to news, links, and information regarding ASCD and partner initiatives

focused outside the United States. The site continues to provide information about the Association's international partners, contact information for organizations that publish and distribute ASCD's translated resources, and links to international education information, organizations, and resources.



As ASCD President Kay Awalt Musgrove (2001–02) observed, “Educators all over the world are more alike than they are different.” Although the majority of ASCD members reside in North America, the Association regards the teaching and learning process as universal and as a promising force for helping a troubled, divisive world find common ground for the sake of all children. ASCD Executive Director Gene Carter elaborated on this point in 2001, summing up many of the Association's deeply held values in language reminiscent of that used to document ASCD's earliest interest in internationalization:

In a world that is still reeling from tragedy, hatred, fear, and mistrust, it is important to realize that education serves as the common thread that helps weave peace throughout humanity. As educators, we must unite in our beliefs that through knowledge comes understanding of and respect for differing cultures, religions, and ways of life. Shabbir Mansuri, founding director of the Council on Islamic Education, notes that educators at all levels support education processes that “dispel ignorance, cultivate tolerance among all the people who share this great land, and avoid civil strife.” Only through knowledge and respect for differences can we combat ignorance and promote freedom and peace for the people of the world.

[ASCD celebrates] the role of people in education—and the critical role we play as we look ahead for a new and better tomorrow: fulfilling the dreams of the children of the 21st century.⁸



CHANGE AND CONTINUITY

The words educational change have permeated the professional literature and the staff meetings of nearly every school faculty in the world. There is no substitute for taking time to prepare the foundation for the desired goal and nurturing successes to fruition.

FRANCES FAIRCLOTH JONES
ASCD PRESIDENT, 1996-97

THE IMPORTANCE OF VISION, THE VALUE OF ANCHORS

Organizations, like families and individuals, face a major test as time passes. It can be difficult for mature associations to stay current, fresh, and forward-looking while maintaining stability. They are challenged to address the needs of the moment without getting lost in the present, forgetting the past, or neglecting the future. ASCD, a robust, well-established organization working to remain a leader in the education field, has faced these challenges during the past 20 years.

A PHYSICAL ENVIRONMENT THAT PROMOTES GIVING

Since 1984, ASCD headquarters has moved three times. This fact alone is indicative of the Association's growth, both in membership numbers and in the scope of its programs. It also testifies to astute management of Association resources. As membership increased, ASCD expanded its staff to help member needs. Each move into larger space represented a look to the future and improved ASCD's ability to provide the kinds of projects and activities that would best benefit members. Each move also allowed ASCD to embrace new technological advances and apply the latest findings about the most productive use of workspace.

The September 1998 dedication ceremony in the Association's current headquarters was an occasion to reaffirm ASCD's commitment to the children of the world. Fittingly, ASCD developed a Pledge to the Children of the New Millennium:

With the new millennium, educators will face a generation of children larger than the baby boom generation. Representing diversity in ethnicity, culture, religion, and language never before seen, these children will place an unprecedented demand on schools. All too likely, a significant number of these children will be afflicted by poverty. As we review our accomplishments over the past year and look forward to the next, we also reaffirm our commitment to the children of the new millennium.⁹

The newest ASCD building reflects a new way of working. Units are no longer isolated from one another in closed-off spaces. Cubicles and many meeting areas allow staff to interact frequently. This constant intermingling promotes collaboration, which has allowed ASCD to integrate its many activities and to build more comprehensive programs and services that have increased the influence of the organization. The environment's finishing touch is the ASCD affiliate art collection, which brings color and variety to the building's halls and meeting rooms. It also serves as a reminder to both visitors and staff of the connections between the ASCD and members, colleagues, and children throughout North America and around the world.

In November 2003, when *Washingtonian* magazine recognized ASCD as one of the "50 Great Places to Work" in the Washington, D.C., metropolitan area, it made note of the vibrant artwork throughout the headquarters building. ASCD's inclusion in the article marked it as a company with "interesting work, stability, flexible work arrangements, better-than-average benefits, collegial [staff], [opportunity] for growth and learning, frequent feedback, respect for staff, and open management."¹⁰ The magazine also noted ASCD's community involvement, which takes the

form of staff tutoring students at nearby schools, organizing coat and school supply drives—including one for children in Afghanistan—and participating in fund-raising activities for the local United Way campaign.

WELCOMING THE NEW EXECUTIVE DIRECTOR

Changes in organizations inevitably occur as people depart and others enter. In July 1992, Gordon Cawelti, ASCD Executive Director since 1973, stepped down from the position, leaving a legacy of unprecedented growth, visionary thinking, and leadership. Entering the Association door was new Executive Director Gene R. Carter, overwhelmingly approved by the ASCD Board of Directors after a nationwide search. A longtime ASCD member and former representative to the Board of Directors, Gene Carter brought a wealth of professional experience and history of accomplished leadership. Beginning in 1962, he held a variety of teaching and administrative posts in the public schools of Norfolk, Virginia, and served as superintendent of that district from 1983 to 1992. As the Norfolk superintendent, Carter had earned wide respect for his accomplishments, which included decreasing the dropout rate while improving student achievement, establishing a scholarship foundation to enable every student earning a grade point average of 2.5 or higher to attend college, and opening an early childhood center for three-year-olds.

When he began his service at ASCD, Carter promised creative and innovative approaches to the challenges of changing times, voiced his intent to expand ASCD's influence on education policy, and anticipated the emphasis on the internationalization of ASCD. He has delivered on these promises. With Carter at the helm, the staff structure at ASCD has been completely reorganized to allow for greater distributed leadership and expanded possibilities for creative work. Carter also has enhanced the organization's technological ability and instituted efficiencies—such as online registrations for conferences—that have allowed staff to devote increased attention to meeting the needs of the membership.

CONTEMPLATING A NAME CHANGE

During 1997, while fulfilling its role of evaluating ASCD activities and emphases, the Review Council recommended that the Association consider changing its name to more accurately reflect its work in the areas of teaching, learning, and leadership. A thorough study ensued, with extensive input from governance bodies and the general membership. The Board of Directors discussed the pros and cons of a name change at length during its meeting at the 1998 Annual Conference. At the meeting's conclusion, the Board approved a proposal to defer any recommendation to the membership to change the name of the Association, and indicated that the president and the officers of the Association would continue to communicate with the membership to ascertain the members' views concerning the advisability of a name change. In 1999, the Board decided to have no further discussion of a name change, determining that the ASCD name should not be altered.

ORGANIZATIONAL DEVELOPMENT: RESTRUCTURING INTERNALLY

Repeated, conscious efforts to scrutinize work processes and analyze how to accomplish tasks more effectively and efficiently has long been an accepted element of the culture at ASCD headquarters. In 1984–85, ASCD underwent its first organizational study, conducted by management consultant firm Cresap, McCormick, and Paget. Over the next several years, additional studies led to other adjustments in workflow and procedures.

In September 1995, ASCD implemented large-scale internal restructuring to enhance its role as a leading resource for educational improvement and further its standing as an organization at the vanguard of educational technology. The restructuring reconfigured Association staff into three main work groups and two stand-alone units:

- ◆ *The Program Development work group* oversees programs, products, and services and propels the development of related future efforts, ranging from print publications to electronic

media. It also oversees membership, meetings management, and marketing.

- ◆ *The Finance and Operations work group* includes the Information Systems and Services team, the Service Center, and the Financial Services unit, all of which provide essential support for ASCD staff.

- ◆ *The Policy and Planning work group*, which oversees ASCD's Strategic Plan and influence activities, includes the Education Issues, Public Information, and Government Relations units.

- ◆ *The Human Resources unit* and *the Constituent Relations unit* report directly to the Executive Director. Human Resources attends to the management of ASCD facilities, and the Constituent Relations group includes regional directors who work with affiliates, networks, student chapters, and Connected Communities.

IMPLEMENTING THE 2002–05 STRATEGIC PLAN

In his message in the 1995 Executive Director's Annual Report, Gene R. Carter observed

Forward-looking strategic thinking in prior years has enabled ASCD to produce the excellent programs, products, and services we offer today. The same kind of thinking will drive our future success. We must open our minds and hearts to the dynamic and compelling images, constructs, and information in the world today and use them to shape our future.¹¹

The practice of strategic thinking continues to benefit the Association and its members. In 2001, ASCD undertook new management initiatives and refined existing ones to ensure that the Association remained not only one of the world's leading educational organizations but also a cutting-edge professional society. Also during 2001, ASCD began the development of a new Strategic Plan to cover the years 2002 through 2005 and thus give shape and definition to the Association's work well into the first decade of the 21st century.

Early in the planning process, ASCD confirmed that its mission statement and its belief statements still reflected the core values of the Association. However, ASCD decided that the time had come to articulate a new vision and new goals:

Vision: ASCD is the world's premier educational organization. We are a vital and diverse community organized for learning and complex problem solving. We influence practice and policy through our high-caliber services and uncompromising commitment to professional development. ASCD is the first place to turn for results-based, research-driven knowledge about teaching and learning. Working with our constituents, we improve the educational experiences of students around the globe.

Goals:

- ◆ ASCD will develop educators' capacity to address complex problems.
- ◆ ASCD will build a more vital and diverse community that shapes teaching and learning worldwide.
- ◆ ASCD will influence policies and practices that support quality teaching, learning, and leadership.
- ◆ ASCD will commit its resources wisely for maximum value to members and the profession.

The Strategic Plan now also includes strategies, action plans, and measurements that will help ASCD achieve its goals and, ultimately, realize its vision. Thus, in the early years of the 21st century, the ASCD team—leadership, members, affiliates, and staff—is moving forward with a vision for the future that is built on a commitment that spans more than 60 years.



ASCD President Edward L. Hall (1997–98) summed up the steadfast, yet adventurous organizational culture of ASCD in this passage from the 1997 Annual Report:

The things we value, the things we believe, and the ways in which we put those beliefs and values to work . . . these are the things that all make up our culture. Since the beginning of time, humans have used different ways to link the past to the present in order to transmit and reinforce what society values.

How does ASCD link the past with the present? ASCD's activities are shaped by its strategic goals, core beliefs, and organizational vision. The organization stands fast on its beliefs and practices that support the dignity and worth of individuals, that all people have the ability and need to learn, and that all children have a right to safety, love, and learning. These beliefs are reinforced through ASCD's work to effect learning environments that are cooperative, interactive, rigorous, and responsive to the needs of diverse learners.¹²

CONCLUSION: ASCD AND THE CHALLENGES OF 21st CENTURY EDUCATION

Gene R. Carter

ASCD Executive Director and Chief Executive Officer

ASCD *1984–2004: Defining Moments, Future Prospects* serves as a chronicle of the past 20 years of ASCD. This final chapter presents a snapshot of where the Association is today—and what members of the ASCD community face as we begin to create future chapters of ASCD history.

In contemplating the state of education today, I am reminded of words spoken by John F. Kennedy in 1960: “We stand today on the edge of a new frontier . . . a frontier of unknown opportunities and perils, a frontier of unfulfilled hopes and threats. The new frontier of which I speak is not a set of promises—it is a set of challenges.”¹³

Today, educators are venturing through the perils and promises of a new frontier in teaching and learning. Tragically, our colleagues in many countries are struggling with the challenge of creating normalcy in schools and classrooms ravaged by war and disease. And yet, educators in countries like the United States face challenges of their own—many of which may affect the profession for years to come, such as

- ◆ Shifting economic conditions that affect education funding and support.
- ◆ Education policies that sometimes seek simplistic solutions to complex education problems.

- ◆ The changing nature of teaching and learning that calls on the ASCD community to seek new ways to increase our diversity and the diversity of the education profession.

SURVIVING AND THRIVING IN CHALLENGING ECONOMIC TIMES

Education funding is shrinking dramatically all over the world. The resulting budget cuts present potential hardship not only for schools and school districts but also for nonprofit education organizations like ASCD. When dollars are scarce, it can mean cut-backs in support for professional development. Fortunately, ASCD is a strong, well-managed operation prepared to meet economic challenges through flexible and responsible business practices.

Technology remains a key tool in ensuring a solid business foundation and enhancing the connection with and among our members and constituents. The ASCD Web site, for example, has been designed to support future technology expansions that will improve delivery of quality professional development and member services. As we look to the future, ASCD will continue to use technology to improve services to our members and to the profession.

The greatest opportunity that ASCD has in meeting current and future challenges lies with our new governance structure. We are casting a wide net and encouraging huge stakeholder involvement in the exciting process of envisioning the Association's role in 21st century education.

ENSURING THAT EDUCATION POLICIES SUCCESSFULLY ADDRESS COMPLEX PROBLEMS

Educators today also acknowledge that the state of education is affected by government policies. Education reform efforts at the policy level are occurring in countries throughout the world. For example, the governments of Australia and New Zealand are setting policies that reflect the growing diversity of their student populations. Policymakers in Canada and Great Britain have established centralized accountability policies for educators. And the government of Singapore is setting new policy to encourage

innovation and creativity in hopes of broadening its education content focus. Of course, the U.S. government has issued its own accountability challenge with the implementation of No Child Left Behind, the reauthorized U.S. Elementary and Secondary Education Act.

As educators, we are concerned about the potential effect that challenging education policies can have on the advancement of teaching and learning; yet policymakers too frequently fail to involve educators in seeking solutions. Regarding these and other influence-related issues, ASCD is focusing our support to members, affiliates, and other constituent groups in three areas:

- ◆ We are providing information and resources about policy-related issues through Web-based and print communications.
- ◆ We are focusing our influence and advocacy work on ensuring that the drumbeat of “Is It Good for the Kids?” resonates in ASCD external communications.
- ◆ We are expanding our efforts to build capacity within the ASCD community—members, affiliates, and other constituent groups—to influence policy decisions. This third area has tremendous potential for ASCD influence activities and the furthering of our voice in policy deliberations at state, province, and national levels.

ADVANCING TEACHING AND LEARNING THROUGH A STRONG ASCD COMMUNITY

Despite the challenges of economic downturns and shifting government policies, in many ways we are living in a time of great educational progress. It is important to document major achievements in teaching and learning that were not on the horizon—or even envisioned—when ASCD came into existence 60 years ago:

- ◆ Technological advances have brought computers to virtually every school in many nations and have made distance learning a reality for rural and remote places throughout the world.

- ◆ The education community has acquired new knowledge about what works in schools—from school reform, to new ways of teaching, to the brain and how it learns.
- ◆ The diversity of new generations of students has brought a new richness to many education environments.

ASCD remains firmly committed to providing professional development, educational leadership, and capacity building to support future achievements and new horizons in teaching and learning for decades to come. Of course, there are many new challenges in these areas as well. Changing demographics in both our schools and the education profession itself have the potential to affect ASCD's future support for quality teaching, learning, and leadership.

To address these challenges, ASCD's current Strategic Plan incorporates a new, multiyear focus on diversity. This diversity plan, designed to increase the diversity of ASCD's membership, governance, and affiliates, focuses on three target groups: (1) emerging leaders, (2) urban and rural educators, and (3) culturally, ethnically, and linguistically diverse education professionals. The plan's specific goals are as follows:

- ◆ To address ASCD's lack of central city and rural/small town representation, we are seeking to achieve greater penetration into urban and rural centers.
- ◆ To attract culturally, ethnically, and linguistically diverse people into the ASCD community and into the education profession, we are increasing our outreach to members of these populations.
- ◆ To attract emerging leaders and maintain a vital ASCD community as longtime members retire from the profession, we are exploring new ways to attract and retain younger educators.

ASCD is beginning to see progress on nearly all fronts of our campaign for greater diversity. For example, thanks to staff outreach and targeted relationship-building efforts, many of ASCD's

comprehensive resources, including *Understanding by Design*, *Differentiating Instruction*, and the new *What Works in Schools*, are now being implemented in urban centers. ASCD staff also continue to showcase emerging leaders from all communities—but especially diverse ones—in meetings, print, and video. In addition, ASCD’s Institutional Membership program is proving to be an effective outreach tool to all of our diversity targets because it provides educators of all backgrounds with cost-effective ways to join the ASCD community and enhance their professional development. Further, we are pleased with the growing popularity and profile of ASCD’s Outstanding Young Educator Award.

WHO WE ARE—AND WHO WE ARE NOT

As we celebrate ASCD’s proud heritage, we must also step back and remind ourselves what the ASCD community is—who we are and who we are not:

- ◆ We are not a union or a lobbying group.
- ◆ We are not a single-interest group—and we’re not affiliated with a particular political party.
- ◆ We are U.S.-based, but globally focused.
- ◆ We are a group that represents nearly every role in the education profession: teachers, principals, superintendents, curriculum developers, central office staff, university faculty and administrators, and others.
- ◆ Most importantly, we represent the conscience and the content of education. As our mission statement states, ASCD is focused on teaching and learning for the success of all learners.

Our goal is to dream big about how we can leverage the best of who and what we are and build a reality that casts the role of ASCD as an essential agent in building a better world.

APPENDIX A

Key Events in ASCD History

1943

ASCD (known as the Department of Supervision and Curriculum) is created through a merger of NEA's Department of Supervisors and Directors of Instruction and the Society for Curriculum Study.

The first eight ASCD affiliates are established.

ASCD publishes the first issue of *Educational Leadership* with the lead story, "Teaching in Wartime."

1944

ASCD publishes its first yearbook, *Toward a New Curriculum*, co-edited by Gordon Mackenzie and J. Cecil Parker.

1945

The ASCD Board of Directors votes to change the organization's name to the Association for Supervision and Curriculum Development.

1946

ASCD hosts its first Annual Conference in St. Louis.

1955

In response to the 1954 U.S. Supreme Court decision in *Brown v. Board of Education*, ASCD passes its first major civil rights resolution, calling for all public schools to be “open and free to the children of all people . . . to develop to their fullest potential.”

1959

ASCD passes the first of several resolutions that recognize, value, and encourage equity and cultural diversity as major goals of education—advocating for a multicultural curriculum that emphasizes a “mosaic” approach.

1960

To ensure more representative governance, ASCD restructures to form the Executive Council, elected by the Board of Directors and by national ballot.

1962

ASCD passes the first of several resolutions on affirmative action relating to race, religion, or national origin.

ASCD publishes the popular yearbook *Perceiving, Behaving, Becoming*, edited by Arthur W. Combs.

1967

ASCD schedules its Annual Conference in Dallas after the city pledges to desegregate hotel and eating accommodations.

1968

Members of the ASCD Black Caucus join forces with white members in a special committee to develop a broad-based strategy to recruit minority members and leaders.

1969

In response to events at the ASCD Annual Conference in Chicago, ASCD revises its governance structure and programs to reflect a stronger commitment to diversity.

1970

ASCD sponsors the first meeting of the World Council of Curriculum and Instruction in Pacific Grove, California. Educators from 70 countries attend.

1971

Alvin Loving becomes ASCD's first African American president (1971–72).

1972

ASCD becomes independent from the NEA.

1973

Gordon Cawelti takes the helm as ASCD Executive Director.

1974

ASCD launches the National Curriculum Study Institutes program, which eventually evolves into Professional Development Institutes.

1975

ASCD passes a resolution stating, "Schools attended solely by Native American children should be controlled by Native Americans."

1977

ASCD releases its first staff development videotape, *Designing a Middle School for Early Adolescents*.

1979

ASCD purchases its first headquarters building in Alexandria, Virginia.

1980

ASCD's member newsletter, *News Exchange*, is revised and reborn as *ASCD Education Update*.

ASCD Curriculum Update appears as a member benefit.

1981

ASCD passes the first of several resolutions opposing education vouchers, noting that disbursing public funds could lead to racial, economic, and social isolation of students and weaken public schools.

1982

ASCD welcomes groups outside of the United States and its territories as ASCD affiliates.

1983

ASCD charters its first international affiliate, located in Germany. ASCD adopts its first formal five-year plan (1983–88), which includes expansion of international influence and activities.

ASCD launches the ASCD Networks program with four networks.

1985

ASCD declares 1985 "The Year of the Teacher." The U.S. Congress passes supporting resolutions; 44 U.S. governors issue proclamations; 25 national associations issue endorsements.

ASCD publishes the first issue of the *Journal of Curriculum and Supervision*.

ASCD teams with the Dutch National Institute for Curriculum Development to cosponsor the International Conference on the Core Curriculum in Western Societies in Enschede, The Netherlands.

1986

ASCD publishes *ASCD in Retrospect*, a collection of essays about the Association's first 40 years, written by former ASCD presidents and Executive Director Gordon Cawelti.

An ASCD panel issues the report *Religion in the Curriculum*, which contains 13 recommendations relating to teaching historic religious facts and strategies for increasing sensitivity to and respect for religious diversity.

1987

ASCD's 1987–92 Strategic Plan focuses on five areas: assessment, early childhood education, global education, improving student achievement, and restructuring.

1988

ASCD membership tops the 100,000 mark.

1991

ASCD launches the *ASCD Curriculum Handbook*.

ASCD's Consortium on School Restructuring issues its final report, *Visions That Guide Change*.

1992

Gene R. Carter becomes ASCD Executive Director.

ASCD adopts recommendations to improve diversity within the Association and its affiliates. One action calls for each affiliate to conduct an annual review of diversity within the organization and report results to ASCD.

ASCD's Early Childhood Consortium issues its final report, *The Education and Care of Young Children*.

ASCD's Annual Report features a new design to more clearly present the state of Association finances and programs.

ASCD becomes a charter member of the Character Education Partnership, a national coalition promoting the development of civic virtue and moral character in youth.

1993

ASCD adopts a new mission statement that characterizes the Association as a global identity: "ASCD, a diverse, international community of educators, forging covenants in teaching and learning for the success of all learners."

ASCD completes its transition into the high-tech world by completing installation of its Local Area Network (LAN) to support internal communication and member service.

1994

ASCD members vote to change from a resolutions process to the current issues process to assume a stronger advocacy role for adopted positions.

1996

ASCD launches its Student Chapter program.

ASCD offers its first online newsletter, *ASCD Education Bulletin*, which features news on education developments and excerpts from upcoming ASCD publications.

ASCD launches new affiliate awards for excellence in communications, governance, influence, membership, and programs.

ASCD issues its Statement of Principles on Religious Liberty, Public Education, and the Future of American Democracy, later endorsed by the U.S. Secretary of Education and 20 education, religious, and social organizations.

ASCD ventures into cyberspace by launching its first Internet site (<http://www.ascd.org>).

ASCD holds the first fall Conference on Teaching and Learning in Dallas, Texas.

1997

ASCD launches Professional Development Online, a distance-learning version of ASCD's professional development Institutes, Conferences, and Academies.

ASCD's Technology Futures Commission releases its final report to create a vision of ASCD as an "information utility" and to develop a seven-year technology plan.

ASCD launches its Issues Forums to further the Association's commitment to help educators, policymakers, and other teaching and learning stakeholders find common ground on key issues affecting teaching and learning.

ASCD publishes the first issue of *Classroom Leadership*, a newsletter for teachers by teachers, and introduces Topic Packs, each of which focuses on a single topic such as performance assessment, brain-based learning, school-to-work issues, and teacher portfolios.

1998

ASCD receives a grant from the Robert Wood Johnson Foundation to launch the ASCD Health in Education Initiative.

ASCD and other members of the newly formed Learning First Alliance convene a summit of the 12 member organizations to explore ways to work more effectively at the national, state, and local levels.

ASCD moves into its new headquarters, a state-of-the-art building in Alexandria, Virginia.

2000

ASCD launches Institutional Membership.

2001

ASCD, in collaboration with the Freedom Forum's First Amendment Center, launches the multiyear First Amendment Schools project.

2002

A new ASCD Constitution authorizes the newly composed Board of Directors to augment its membership by "up to three members . . . to ensure diversity." These Board members have full voting rights and serve three-year terms.

2003

ASCD launches *ResearchBrief*.

ASCD implements its new governance structure.

ASCD plays a major role in the Learning First Alliance report on successful districtwide school reform, "Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools."

The U.S. Secretary of Education visits ASCD headquarters.

APPENDIX B

ASCD Presidents, 1984–2004

(Institutional affiliation at the time of presidency is noted.)

- 1984–85** **PHIL C. ROBINSON**, River Rouge Public Schools, River Rouge, Michigan
- 1985–86** **CAROLYN S. HUGHES**, Shaker Heights Public Schools, Shaker Heights, Ohio
- 1986–87** **GERALD R. FIRTH**, University of Georgia, Athens, Georgia
- 1987–88** **MARCIA KNOLL**, Forest Hills Public Schools, Forest Hills, New York
- 1988–89** **ARTHUR L. COSTA**, California State University, Sacramento, California
- 1989–90** **PATRICIA CONRAN**,* Eagle County Public Schools, Eagle, Colorado
- 1990–91** **DONNA JEAN CARTER**, Josten’s Learning Corporation, San Diego, California
- 1991–92** **CORRINE HILL**,* Salt Lake City Public Schools, Salt Lake City, Utah

*Deceased

- 1992-93** **STEPHANIE PACE MARSHALL**, Illinois Mathematics and Science Academy, Aurora, Illinois
- 1993-94** **BARBARA TALBERT JACKSON**, District of Columbia Public Schools, Washington, D.C.
- 1994-95** **ARTHUR STELLAR**, Boston Public Schools, Boston, Massachusetts
- 1995-96** **CHARLES E. PATTERSON**, Killeen Independent School District, Killeen, Texas
- 1996-97** **FRANCES FAIRCLOTH JONES**, University of North Carolina, Greensboro, North Carolina
- 1997-98** **EDWARD L. HALL**, Talladega College, Talladega, Alabama
- 1998-99** **THOMAS J. BUDNIK**, Heartland Area Education Agency, Johnston, Iowa
- 1999-2000** **JOANNA CHOI KALBUS**, Redlands, California
- 2000-01** **LEROY E. HAY**, Wallingford Public Schools, Wallingford, Connecticut
- 2001-02** **KAY AWALT MUSGROVE**, Franklin Special School District, Franklin, Tennessee
- 2002-03** **PEYTON WILLIAMS JR.**, Georgia State Department of Education, Atlanta, Georgia
- 2003-04** **RAYMOND MCNULTY**, Bill & Melinda Gates Foundation, Seattle, Washington

APPENDIX C

Review Council Report Topics and Chairs, 1984–2004

- 1984 “Analysis of ASCD’s Purposes,” Elizabeth Randolph
- 1985 “Analysis of the Annual Conference,” Gerald R. Firth
- 1986 “Program Development,” Barbara Day
- 1987 “The Resolutions Process,” J. Arch Phillips
- 1988 “ASCD Strategic Plan 1987–92,” Donna Delph
- 1989 “Opportunities for Member Participation in an Expanding Association,” Donna Delph
- 1990 “ASCD Values and the ASCD Constitution,” Benjamin Ebersole
- 1991 “Extending the Influence of ASCD,” Mitsuo Adachi
- 1992 “Analysis of the International Growth of ASCD,” Carolyn S. Hughes
- 1993 “ASCD and Higher Education,” Marcia Knoll
- 1994 “ASCD and Its Affiliates: An Analysis of Policies and Practices,” Phil C. Robinson
- 1995 “Implications of ASCD’s Goals for Its Role in Curriculum,” Arthur L. Costa

- 1996** "The Role of Teachers in ASCD and the Affiliates," Mary Ann Johnson
- 1997** "Curriculum Supervision: Current Status and Implications for ASCD," Sandra Wegner
- 1998** "The Review Council on Review," Quincy Harrigan
- 1999** "Marketing of ASCD's Program, Products, and Services," Corrine Hill
- 2000** "Marketing of ASCD's Program, Products, and Services," Arthur Stellar
- 2001** "ASCD and Influence: A Desirable Change in Action," Arthur Stellar
- 2002** "Strengthening ASCD Communities through Collaboration," Robert Watson
- 2003** "Analysis of Internationalization, Part 1," Robert Watson
- 2004** "Analysis of Internationalization, Part 2," Robert Watson

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