



ASSOCIATION
FOR SUPERVISION
AND CURRICULUM
DEVELOPMENT

GENE R. CARTER, EXECUTIVE DIRECTOR

LEADERSHIP COUNCIL MEETING SUMMARIES

MARCH 19 and 22, 2004

ASCD LEADERSHIP COUNCIL MEETING
Friday, March 19, 2004, and Monday, March 22, 2004
Marriott Hotel
New Orleans, Louisiana

Meeting Summary

Friday, March 19, 2004

President Ray McNulty welcomed Leadership Council members, staff, and observers to the meeting at 1:00 p.m.

Attendees watched the video “Celebrate What’s Right with the World” by Dewitt Jones, which illustrates the possibilities that exist when there is a vision. McNulty reminded attendees that the Leadership Council is a direction-setting body—the body that says, “This is where we want to go. This is what we stand for.” He cited a quote from Meg Wheatley: “Sometimes we hesitate to listen to differences because we don’t want to change.”

Council members took a few minutes to record their thoughts about the video and then to share those thoughts with other Council members.

1. Receive the Leadership Council Futures Panel report.

McNulty reviewed the reasons for convening the panel, saying that the Leadership Council’s work resulted in a number of successes but a number of challenges as well. He shared some information on how the former Board of Directors worked and said that the Leadership Council was to operate at a higher level of significance for teaching and learning. The Leadership Council Futures Panel (LCFP) was established to build off the positives, to address issues of concern, and to enhance the vision for the work of this group. He noted that the Influence Education Policy working group laid a foundation for this work.

The LCFP met in February and looked at the Leadership Council working group reports submitted by the cofacilitators. The panel then developed the following proposed vision for the Leadership Council:

The Leadership Council provides leadership for the ASCD community as a united and powerful force for influencing educational policy and practice at all levels. Through critical dialogue on timely educational issues, the Leadership Council creates, adopts, and acts on ASCD positions. The Leadership Council plays a key role in galvanizing constituencies to advance adopted positions and assess impact in improving educational experiences of students across the globe. These efforts rest on ASCD’s values and beliefs and embrace diversity and equity in learning and teaching for all.

McNulty reminded Council members that the Leadership Council has no constitutional governance responsibilities—it is about education issues. Perhaps the Council could meet at another time of year, outside of Annual Conference.

He asked participants to review the proposed vision statement, reflect on it, and then work in small groups to discuss it. He said that the Council must make course adjustments where it can. He noted that the working group cofacilitators are valuable because no one held back (at their earlier meeting on Friday from 10:00 to noon.) Some of the Council's responsibilities listed in the current Constitution should probably rest with the Board of Directors. The Council should be held to the highest standard of what should we do about teaching and learning.

Council members worked in small groups to answer the following questions about the proposed vision: What is most exciting about the vision? What issues does it raise? and What can you do to make the vision succeed? Several of the small groups reported on their discussions. McNulty thanked Council members for their spirited conversations.

2. Adopt the new position adoption process.

McNulty said that the Leadership Council would first adopt the process described in the concept paper, then adopt the positions, and finally adopt actions for the positions. He introduced Influence Education Policy working group cofacilitators Rich Flaim and Olga Moir, who led a discussion of this item. Flaim acknowledged the other members of the working group and reviewed its charge. He noted that the time line for ongoing dialogue had not yet been fleshed out—more time was needed for face-to-face interaction.

Cheryl Blue moved, and Tony Spears seconded, to adopt the new position adoption process. Flaim said he would revise the “Influence, Advocacy, Issue Engagement, and Position Adoption” chart for more clarity. McNulty called for a vote, and the motion to adopt the new position adoption process carried 92 – 6.

3. Discuss/adopt new positions.

Council members received a copy of the two positions, “High-Stakes Testing” and “The Achievement Gap.”

The text of each position follows:

High-Stakes Testing

Decision-makers in education—students, parents, educators, community members, and policymakers—all need timely access to information from many sources. Judgments about student learning and education program success need to be informed by multiple measures. Using a single achievement test to sanction students, educators, schools, districts, states/provinces, or countries is an inappropriate use of assessment. ASCD supports the use of multiple measures in assessment systems that are

- fair, balanced, and grounded in the art and science of learning and teaching;
- reflective of curricular and developmental goals and representative of content that students have had an opportunity to learn;
- used to inform and improve instruction;
- designed to accommodate nonnative speakers and special needs students; and
- valid, reliable, and supported by professional, scientific, and ethical standards designed to fairly assess the unique and diverse abilities and knowledge base of all students.

The Achievement Gap

For all students to excel academically and thrive as individuals, we must raise the bar and close the achievement gap. Educators, policymakers, and the public must understand the grave consequences of persistent gaps in student achievement and demand that addressing these gaps becomes a policy and funding priority. ASCD believes that all underserved populations—high-poverty students, students with special learning needs, students of different cultural backgrounds, nonnative speakers, urban, and rural students—must have access to

- innovative, engaging, and challenging coursework (with academic support) that builds on the strengths of each learner and enables students to develop their full potential;
- high-quality teachers supported by ongoing professional development; and
- access to additional resources for strengthening schools, families, and communities.

Thelma Spencer moved, and Charles Maranzano seconded, to adopt High-Stakes Testing. Several Council members offered suggestions for revisions; staff recorded those suggestions for consideration. McNulty called for a vote; the motion to adopt High-Stakes Testing as an ASCD position carried 91 – 3.

Valerie Truesdale moved, and Sandra Stoddard seconded, to adopt The Achievement Gap as an ASCD position. Council members discussed the position. McNulty called for a vote; the motion carried 86 – 8.

McNulty reminded Council members to attend the Saturday keynote session by Meg Wheatley and to attend ASCD's Books on the Bayou Bash later Friday afternoon. He thanked the members of the working group for their work. He asked Council members to share their notes from the small group discussions with ASCD staff and said that he appreciated their work. He declared the meeting adjourned at 3:50 p.m.

Monday, March 22, 2004

President McNulty convened the meeting at 9:00 a.m. He reordered the agenda items, switching items 1 and 2, and reviewed two upcoming Council activities—a review of the Leadership Council vision statement and receipt of the Nominations-Elections Panel report.

1. Receipt of the Nominations-Elections Panel report.

McNulty introduced Kolene Granger, chair of the Nominations-Elections Panel, noting that the panel was appointed by Immediate Past President Peyton Williams Jr. Granger named the other members of the panel—Richard Hanzelka, IA; Debra Hill, IL; Dennis Hironaka, OR; Joann Mychals, AZ; Charles Patterson, TX; Eduardo Rivas, FL; and Sandra Stoddard, Alberta, Canada. Granger referenced Steven Covey's "sphere of influence" and said the report was about diversity, leadership, community, and the need to affect the lives of children and to build bridges wherever we can. She noted that the Leadership Council's job is to determine many new directions; we need to engage leadership from every sphere of influence by coming together as a community. We cannot advance without a clear purpose. The panel's charge was to examine the work of the nominations-elections process in light of the governance transition. Granger used a PowerPoint presentation to illustrate diversity and "the right vision." Granger reviewed the issues and recommendations contained in the report.

McNulty thanked Granger and the other members of the panel for their thinking.

2. Review the Leadership Council vision statement.

McNulty reviewed the vision statement and opened the floor to comments; there were none.

3. Adopt positions.

This item was completed at the Council's March 19, 2004, meeting.

4. Discuss tools and strategies for taking action on positions.

Copies of "ASCD Policy Resources" and a "Position Action Planning" template were distributed to Council members. They used these documents as they worked in small groups to discuss and record next steps for the Council as a body and for members individually in developing possible actions to move the newly adopted positions forward. Several members shared ideas and suggestions.

Council members also participated in a small-group activity to brainstorm ways in which the Leadership Council can organize itself to move forward to identify issues, adopt positions, and plan for action on positions on a year-round basis. Several groups reported their findings.

McNulty asked participants to submit their ideas from both activities to staff. McNulty commented that we are trying to create ongoing momentum and to create the future for the Leadership Council. He said he appreciated the trust and the ideas.

5. Elect four candidates to the 2004–05 Nominations Committee.
Ballots with a slate of eight candidates were distributed to the Council members, who voted for four candidates to the 2004-05 Nominations Committee. McNulty said that the tally would be taken after the meeting and results will be shared with the Leadership Council via e-mail.

Electronic survey activity.

McNulty introduced Mary Ravita and Edie Holcomb, cofacilitators of the Evaluation working group. Council members received a copy of a document with three open-ended questions: What were the strengths of the Leadership Council structure and process during this initial year? What do you see as the potential strengths of the Leadership Council structure and process? and What suggestions do you have for improving the Leadership Council and structure? Holcomb asked Council members to respond to those questions in writing and to submit that document to ASCD staff. (A summary of those responses is attached.)

Ravita led Council members in an electronic evaluation activity designed to determine the effectiveness of the meeting. She thanked members for their input. (Responses are attached.) McNulty also thanked members for their participation and reminded them he would be turning the gavel over to President-Elect Martha Bruckner at the end of Annual Conference. He asked Council members to let him know if there's something that can be done better at these meetings, and he thanked everyone for their commitment. He noted that the Annual Business Meeting scheduled for later in the day would provide an opportunity for members to hear a report on ASCD's finances.

Valerie Truesdale thanked McNulty for setting a tone of openness and sharing. McNulty declared the meeting adjourned at 12:00 noon.

Attachments: evaluation feedback from Leadership Council members
GRC/bdr

Results of evaluation of Leadership Council meeting – March 2004

Of the 145 Leadership Council members who could have attended the meeting (including LC-elected Board of Directors members), 98 attended Friday and 96 attended Monday.

Leadership Council responses to keypad questions

1. I am aware of new positions taken by ASCD.
 - a. Not at all 0
 - b. Somewhat 18 (19%)
 - c. Very aware 46 (49%)
 - d. Was directly involved 29 (31%)

2. I was involved in the development of these positions.
 - a. Not aware of process 18 (19%)
 - b. Aware of process 49 (51%)
 - c. Directly involved in discussion 29 (30%)

3. The development of positions was a fair and open process
 - a. No 9 (10%)
 - b. Not sure 45 (48%)
 - c. Yes 40 (43%)

4. I understand how I can promote ASCD's positions.
 - a. Not sure 28 (29%)
 - b. Very clear 30 (31%)
 - c. Confident 16 (17%)
 - d. Committed 22 (23%)

5. I am aware of the policy concerns that arose.
 - a. Not at all 21 (22%)
 - b. Somewhat familiar 51 (53%)
 - c. Very aware 24 (25%)

6. My role providing feedback on policy recommendations was
 - a. Unaware of process 21 (22%)
 - b. Was aware of process 46 (47%)
 - c. Was directly involved 30 (31%)

7. My awareness of the process for electing members to the Board is/was
 - a. Not aware 15 (16%)
 - b. Aware but did not participate 34 (36%)
 - c. Participated directly 45 (48%)

8. The process of the Board elections was fair and equitable to all members.
- | | |
|--------|----------|
| a. Yes | 76 (82%) |
| b. No | 17 (18%) |
9. I have been an active member of a working group.
- | | |
|--------|----------|
| a. Yes | 56 (60%) |
| b. No | 38 (40%) |
10. My working group understood its task.
- | | |
|--------|----------|
| a. Yes | 56 (67%) |
| b. No. | 27 (33%) |
11. My working group completed its task as planned.
- | | |
|--------|----------|
| a. Yes | 58 (73%) |
| b. No | 21 (27%) |
12. My role as an LC member was well-defined.
- | | |
|---------------|----------|
| a. Not at all | 16 (17%) |
| b. Somewhat | 63 (66%) |
| c. Very clear | 16 (17%) |
13. I had the opportunity for active participation at LC meetings.
- | | |
|------------------|----------|
| a. Not at all | 3 (3%) |
| b. Limited | 23 (24%) |
| c. Adequate | 40 (43%) |
| d. Very involved | 28 (30%) |
14. Use of the listserv technology was effective as a way to participate.
- | | |
|-------------------------------------|----------|
| a. Not at all | 26 (29%) |
| b. Had some value | 53 (59%) |
| c. Maintained ongoing participation | 11 (12%) |
15. The agenda and new LC vision responded to my concerns about my LC role.
- | | |
|---------------|----------|
| a. Not at all | 9 (10%) |
| b. Somewhat | 65 (70%) |
| c. Completely | 19 (20%) |
16. This meeting met my expectations and was well worth my time.
- | | |
|---------------|----------|
| a. Not at all | 7 (8%) |
| b. Somewhat | 51 (56%) |
| c. Completely | 33 (36%) |

Summary of Leadership Council responses to open-ended questions

1. What were the strengths of the Leadership Council structure and process during the initial year?

The predominant response cluster focused on the opportunities for active participation, input, and involvement. Individuals commented on the opportunity to shape the issues, the sharing of information, and having contributions acknowledged. Positive references were made to the leadership, structure, physical setting, and working groups. There was a sense of openness and transparency. One member applauded the "sincere attempt to be more of a 'people's ASCD.'"

Leadership Council members also applauded the willingness to seek out feedback and to address what needed changing. They commented on the need to work through the chaos to form a new and effective group.

Members reported energy around moving from transition to action, the focus on teaching and learning, and the advance work on the position statements. They indicated a clearer sense of their own role and the vision of the Leadership Council.

2. What do you see as the potential strengths of the Leadership Council and process?

There were two predominant clusters of responses. The first addressed the potential for a greater sense of ownership because of the expanded definition of leader. Members commented on the collective knowledge of the group and were enthusiastic about the bonding that occurred as they worked through the action plans. The potential for networking and the focus on the power of relationships was evident.

The second cluster addressed the focus on meaningful work through the key issues discussed. Members applauded the potential for a consistent message from both international and local ASCD and the move to the "what" and "how" of influence.

Members commented on the tone of the meeting, judging it collaborative rather than competitive, and found it more active than former Board meetings.

Members issued cautions as well. ASCD should explore ways to use them more effectively and to build structures that encourage ongoing engagement. That engagement must include listening to diverse voices.

3. What suggestions do you have for improving the Leadership Council and structure?

Leadership Council members overwhelmingly requested more opportunities to work together. The primary recommendation was that the Council meet face-to-face at least one other time, possibly a ½ or full day in conjunction with ALC. There were requests that the Council meeting at conference precede the conference so that that members could attend the sessions during

annual conference. A few Council members recommended adding another day for the meeting at conference; others suggested adding time to the Regional meetings.

Many Council members want enhanced communication throughout the year: in addition to face-to-face, they suggested Web casts, phone and video conferencing, and designated time for chats online. They suggesting having opportunities throughout the year to shape the dialogue and provide feedback. ASCD should continue the climate of "openness," continue to make adjustments, and "keep going."

Responses also clustered around issues of clarity: clarity of role/expectation; closure and clear next steps. Several respondents mentioned the work groups as a vehicle for moving forward—they saw the power of significant small group work informing the larger body. Council members want processes to be more transparent. There was some lack of clarity about how long the positions would be a focus.

Members would like more opportunities to dialogue around meaty issues ("strive for significance rather than success") at their meetings, and less being talked at. They want opportunities for building sustainable relationships. The "real work" is an opportunity for them to do this. One person "understood the need to close off time at the microphone, but it had an impact on the level of passion."

Several members suggested an orientation or mentoring of new members in advance of meetings. They wanted materials shared well in advance – and in multiple formats rather than solely e-mail, so that time spent together could be focused on dialogue around significant issues. Some would like to develop the action plans before they leave. A few Council members worried about the need to bring in new faces and its impact on maintaining continuity.

Some members recommended working with affiliates on the selection of Council members, focusing on building continuity. One member said affiliates needed to be held accountable for the 60 LC members who were missing.

A few respondents to this question suggested changing the room set back to round tables. One suggested abandoning the use of technology. Another wanted to know how a proxy could be involved. Several want to tap new people as leaders.

Finally, several members commented on the helpfulness of the lavender and buff sheets.