

2011 Meet the President-Elect Candidates Forum Transcript

Moderator – Linda Mariotti

Linda Mariotti (LM): I am pleased to welcome you here today. I am Linda Mariotti, Immediate Past President of ASCD. This is just an exciting opportunity to look to the future of our wonderful association. You are here to meet the two candidates you have before you for President-Elect for the upcoming election year. We have Becky Cooke and Mark Sutter who are here before you, and you'll have a good hour in which to get to know them. I want you to know that this is not a formal debate. We will have some formal rules, but it is more of a wonderful hours conversation and an opportunity for association members to get familiar with them as potential leaders of your association.

Before we get down to questions, I would really like to recognize and thank personally the Nominations Committee. Under the guidance of Mary Gavigan and Anne Roloff—please raise your hands as our chairs—and would all members of the committee who are not standing please do so? We would not be here today; please give them a round of applause.

If you are not aware, these are fine folks who come to conference and then subject themselves to incarceration for literally three days and they barely see the light of day. But they do a lot of thoughtful, reflective, committed hard work to get just the highest-quality potential leaders in front of all of us year after year after year. So, we could not be here without their work today. They will continue to work—as you might notice, you have beside you or in front of you blanks for questions. We have a few prepared questions that the committee was nice enough to prepare. But I want to invite you to ask those questions that are burning for you; those that you feel you would like to hear answered to help you make a determination about where you want this association to be going in the future, and you can challenge out two candidates with those questions. So, as you write them down, just raise your hand and a member of the committee will pick them up and will get them up here. [I'm] trying not to be repetitive, so don't take it personally if during the hour I don't read one that you wrote. We will probably have some that are similar and I'll try to get as much variety as possible.

We're going to proceed as follows: We will give each candidate—and we will alternate which candidate begins first each time—they may have flipped a coin?

Becky Cooke (BC): Nope. We didn't think about that.—

LM: Nope, they didn't think about that. So, we'll give each person three minutes initially to just make an opening statement, share a little bit about themselves, perhaps their experience professionally and personally, and relationships to ASCD, so you can get to know them a little bit better. As soon as we've done that, then I will ask some preset questions while you're having a few moments to generate some of your own. And at that point, we will alternate two minutes per person, each candidate answering each question. And we wish them well. We know we have the fine folks here in front of us and hope you enjoy the next hour. Any questions?

OK, then with Aunt Polly's etiquette, first and foremost, I'm going to invite ladies first if that's okay. We'll allow Becky three minutes to give an opening statement.

BC: Thank you, and thanks for taking time out of your conference to be here today. It may be redundant, but thanks to the Nominations Committee for your service—you said incarceration; I was kind of thinking jury duty on a capital case, so we're kind of on the same frame. Thank you all for your dedication to ASCD and your care for governance issues, because we know that's vital to the association. Our profession is—as we all feel—a very noble one; perhaps one of the most noble out there. And it is vital that we remain lifelong learners, that we remain curious, [and] that we constantly stretch our thinking and challenge the status quo. Unfortunately, I hate to tell the young people in the audience, the odds are stacked against us to be lifelong learners. The tyranny of the urgent, of budgets, of pink slips on May 15, of parents of kids, let alone the demands of our families and our lives, really work against us being lifelong learners and taking that time to read tonight or taking that time to talk with a colleague about an idea. ASCD, for me, has made all the difference in that. To be with some of the smartest, most bright people that I know; to co-learn and question practice together throughout my whole career has made all the difference. Education is under fire as we well know. In our nation, we are under a crisis of confidence and the media blitz and of people against public education. Education is vital. As our good friend Greg Mortenson reminds us, it's a matter of life and death internationally and nationally, often. I had the unique opportunity a few years ago to have a meal with the deputy secretary of education, deputy minister of education for Afghanistan. She has five daughters and under the Taliban rule she taught school in a variety of homes in Kabul. One night, she and her family escaped and went over a mountain pass, and guess what? She snuck back to continue teaching. We can't forget how crucial education is truly in the lives of all of our children. These times, these troubled times, whether here or internationally, take real leaders. In our association, we need to be so clear about our vision and our values. We also need to ensure that we are distributing leadership amongst all of us. As leaders in the organization, we need to consistently remind ourselves of our values. We need to call each other to reason instead of panic and keep core our values. And we need to remind each other of this incredible calling that we have to literally help create tomorrow with our kids. Thanks.

LM: Thank you, Becky Cooke. And may I introduce Mark Sutter with an opening statement.

Mark Sutter (MS): Again, thank you for giving up your valuable conference time to spend the next hour or so with us this afternoon. I would also like to thank the Nominations Committee for their hard work. I earlier in my career spent two years on the Nominations Committee and can fully appreciate the difficulty of the work that they had to undertake. I wanted to start by talking about what ASCD has meant to me in my professional career both at the state-affiliate level and at the international level. I was encouraged to join ASCD international by a college professor, and it was sort of an unwritten rule that if you wanted to be successful in the graduate program, at Kent State University, you needed to belong to ASCD. Because in the curriculum and instruction field, they were the go-to organization. And that was over 25 years ago, and it is still true today. ASCD is the premier educational organization in terms of information about learning, teaching, and leading. The same is true for our state affiliate. When I became an administrator in Ohio, I was told to join the state affiliate. So for the past 13 years I've been blessed to be on the board of Ohio ASCD, and in three times over that period of time we've been recognized by

ASCD in terms of outstanding governance, and once for an overall affiliate area of excellence award. So ASCD has really enriched my life in terms of information material. But probably most of all, connections and friendships. I have made lifelong friends not only on the ASCD Board internationally, but in the state of Ohio as well. I think that talks a lot about what I believe in as an educator. For those of you that know me, I always have as starfish on my lapel. I have probably for 15 years or so, because there's a story of an old man walking along the beach picking up starfish and throwing them back into the ocean. And when a young child comes up and asks him why he's doing that [because] he's really just wasting his time because they might just wash back on the shore again, the man says, "Well, it matters to that one, and if it matters to that one, it matters to that one." And that's my personal philosophy of education: to make a difference in the life of each child. And that's a very important distinction: each, not every, not all, each. Because what one person may need is very different than what may be helpful or what another person may need. There's a Chinese curse that says, "May you live in interesting times." We're living in interesting times, very interesting times. But the work of the ASCD Board that Becky and I both have had the privilege to serve on has well-positioned this organization to see through those times rather successfully, and as Dr. Carter mentioned during the Annual Meeting, for our new report, we're getting ready to chart a revolutionizing way of moving forward that will be bold.

LM: Thank you, Mark. So they can catch their breath and know that you're behind them and support them, would you give them a round of applause for that first opening statement? That allows them to think "OK, this is not so bad and that we're among friends." And let me urge you again if you have questions...I know Mary's on her feet and we have members of the committee here if you want to bring up questions or have them collect them, they will. We will start this time with our next round starting with you, Mark. Again, two minutes for each. I'll ask you both to respond to this question: **Why have you chosen to run for ASCD President?** Two lefties—I make three—we've got a creative right-brain team up here. Mark?

MS: I chose to run for this particular office for a number of reasons. The last three years I've been blessed to be on the ASCD Board of Directors, and it has been a phenomenal life-changing experience. Having had the opportunity to visit places like Cambodia, and see the schools in Singapore, and we just spent some time in Argentina recently evaluating the schools there. It's been a life-changing experience and it's also allowed me to take some interesting knowledge back to my school district. But over the time on that Board, I've had the opportunity to help review the constitution of the organization, serve on one of the finance committees, as well as the Legislative Committee. And I've found that the skills and talents that I have and that I bring to the table are helpful and I think have helped move the organization forward. I'm going to tell our story if you don't mind. A year ago, Becky and I chose to put our names in the hat for President-Elect and we weren't selected. And over the last year, we have exchanged e-mails and personal visits over that year encouraging each other to go forward again. Because we know each other very well having worked together over the years, and I do have a lot of respect and admiration for Becky. And so I wanted to be sure that she had the opportunity to be considered again as well as I could be considered again. So it was really a tremendous surprise and honor that when we went through the nominations process again—after encouraging each other to do that—we would end up together here. So, I think that's really cool.

LM: Thank you. Okay, Becky, **Why have you chosen to run for ASCD President?**

BC: You know, likewise, I share incredible respect for Mark and I'm thrilled he put his name in the hat again. Listening to his path into the association sounds just like mine and probably just like a lot of ours. My first mentor said, "Thou shall join ASCD," and I never stopped. We get involved in our local affiliate. We get involved in some volunteer work, some committees. I certainly did that. I was on the board and was president, [and] had a chance to be involved in connecting different associations together with the Learning First Alliance in Washington State. And then [I] dipped my toes into the national ASCD, starting with [the] Leadership Council and then on the Board along with Mark and many of you, sharing different responsibilities such as finance committees and self-assessment committees, and most recently the Legislative Committee. Why do we do this work? I'm not sure we have a real clear reason other than I love it. I love the connections with people and I love our kid focus. And I have incredible passion and incredible energy and I want to keep going. I have not dimmed in my optimism, nor shall I, despite the odds. And I love working with fellow optimists and fellow workers on behalf of kids.

LM: Thank you, Becky. A second question, and this time we'll start with Becky: **We've been moving the association from success to significance. How will ASCD be more significant after your tenure as President?** Becky?

BC: We talked a little bit about this, didn't we, Mark? This is not really a debate, you realize. It's two friends talking about an association we love. I've always believed in the philosophy of "I believe"—it's Lao Tzu [who said] that the best leaders are that when the work is done the people say we did it ourselves. I love the movies where there's a barn raising or a bridge building in support of the greater good. So when I think of my leadership, I really think of our work as a team—the team being the larger organization and the membership; the team being past presidents, past Board members, connected communities, affiliates, and current Board members and certainly, staff. We really stand upon the shoulders of others who have gone before us in this work. So, at the end of my tenure, theoretically, as President, I would hope that we could look back and say, "We did it. We did it together. Kids are still the focus. We were assertive. We dreamed big. We were revolutionary. We didn't settle for the status quo. And look at our whole child accountability index in every local paper holding the business community and the social agencies, and the entire community responsible for all of our children." That's the kind of work I dream of doing together over the next three years.

LM: Thank you. Mark, I'll repeat the question: **We've been moving the association from success to significance. How will ASCD be more significant after your tenure as president?**

MS: I believe in the campers' creed. And that's to always leave your campsite better that you found it. And so that's sort of a mantra that I keep and have running in the back of my mind. Though certainly, I would want to leave the organization and the Board and the governance in a very strong position at the end of my tenure. But I think what we need to be a little bit better at is telling our story. Because, certainly, in the world today, there are a lot of people out there telling the story of education. But they're not getting it right. They're painting a picture of the work that we do, the impact that we have on children's lives, and trying to quantify it into test scores and budgets and you just can't do that. So, one of my focuses would be to have us be better at telling

our own story. Because if we don't tell it, who will? In the trying times and the changing times that we're in right now, the need is great. And there's no time like the present to be bold. So I'm very pleased with the strategic planning work I've been able to be a part of to date in terms of moving forward for the next thousand days. We do need to revolutionize the way we learn. And by learning, I'm not just talking about children in classrooms. But I'm talking about the teachers in the classroom, the administrators in the building and central office, and ASCD itself. We need to revolutionize the way we learn. How are we going to do that? Well, as Dr. Carter mentioned previously, we need to break that strategic plan down from a thousand days into a hundred-day increments. We need to have short-term, obtainable, measureable goals that we can reach, get some wins, and move on to the next. We need to take advantage of social networking opportunities. We need to take advantage of grassroots and members—telling their stories all across the country. We need to develop a knowledge ecology for free exchange of ideas back and forth.

LM: Thank you very much. Stimulating conversation. Let me pose a third question. This time, Mark, we'll start with you: **What do you see as ASCD's greatest challenge in the near future, and how would you address that as ASCD's President?**

MS: So many of these questions I think are interrelated, and you're going to see some weaves, some themes being woven through all of those. Again, our biggest challenge is moving from success to significance. We've been saying that for years and we've been successful at it. We need to do it now more than ever. So we need to get our membership—our younger members, in particular, that are very good at social networking and love online experiences—we need to get grassroots activity going. Again, the knowledge ecology, I want to speak a little bit more about that. Traditionally, from ASCD, too often the information has flowed from ASCD out because we have always been thought of as the go-to organization for information about programs, products, and services related to professional development, teaching, learning, and leading. But I think we need to be more cognizant about what our members can bring to the table and allowing them opportunities to exchange ideas back and forth among themselves and have us be a listening organization to be sure that we are taking the pulse of our members' needs and trying to be nimble and agile at meeting those as quickly as we can. So, I think our greatest challenge is the challenge we've been working on for the past several years: maintaining our significance in the educational arena.

LM: Thank you, Mark. Becky, again, **what do you see as ASCD's greatest challenge in the near future and how would you address that as ASCD's President?**

BC: I agree with everything that Mark just said. I think our challenge is how do we grow and how do we stay meaningful and how do we stay significant while stretching ourselves? I think especially of diversity of our membership, not only in youth versus a little bit older—so excited we have some young people here, trying to make you feel like you stand out—but also emerging markets internationally. How can we serve the 90 percent of our population that's in the United States while reaching out to 93 percent of the world's population? How do we do that? We know we need to. How do we do that? We need to be very cautious with both groups, whether it's youth or international markets, that we don't kind of recreate the sins of our past in colonizing, in being the go-to source and assuming everyone wants to come to us. We need to deeply listen and

develop relationships and ask and understand context and cultures—whether it’s the youth culture or international cultures. We need to build upon our strengths, which are primarily relationships in that. And then we need to listen to the express needs of the folks, of the people. Are we—I’d love to see the surveys that we’re suggesting that are going out—are we doing focus groups with our international members? We have 1,200 people here. Have we brought them together to talk, to share ideas, to share best practice? We had something called the worldwide influence study group a few years ago. We really need to dust off those recommendations and say, you know, do we have simple things like translators on our website? Do we have an interactive map that shows best practices? Are we actively seeking out authors and researchers from other localities and learning best practices? We’re doing a lot of good in that area, also but we’re not maybe telling our story as Mark mentioned before or as Dr. Carter mentioned. We had something previously called an Austral-Asia plan. It was dynamite. Most of us didn’t know about it. So we also need to brag about the great things we do as an organization.

LM: Thank you very much. I’m going to try to cover as many of your questions as we possibly can. So this time we’ll start with Becky: **Dr. Carter said today at the Annual Meeting that ASCD is a membership organization that can function only when we value each voice. What will you, as President, do to ensure that affiliate voices—and I’m going to add “other constituent voices”—are heard and valued?**

BC: Similar to reaching out to youth and reaching out to international markets, it really is listening. And I love to—I join Gail—I’d love to see the recommendations that are vetted from the affiliate task force to see what people are wanting, what affiliates are needing to try to best meet their needs. There’s another part of that, however—whether it’s affiliates or connected communities, networks—there’s another part of that. Once we hear the needs, how do we respond? Is our organization culturally responsive? Are we really digging in what is it to change society? What is social activism? Where are we in line with social justice? New member, new team. So if we have new members, we become new, and are we being responsive back to what we’ve heard not only with programs, products, and services, but with the culture of our organization and how we interact? So, we need to be vulnerable enough to other people’s ideas that we allow ourselves to be changed.

LM: Thank you very much. Again, for you, Mark, **Dr. Carter said today at the Annual Meeting that ASCD is a membership organization that can function only when we value each voice. What will you, as President, do to ensure that affiliate voices—and I’m going to add “other constituent voices”—are heard and valued?**

MS: I agree a lot with what Becky had to say. Listening is very important. Growing up, my parents reminded me all the time that we have two ears and one mouth for a reason. You need to listen twice as much as you talk. The affiliate task force recommendations are going to be very important for how we move forward to be sure that we have strong, vibrant affiliates that are our boots on the ground in each state across the country, particularly as it comes to work with our state governments in terms of influence work and advocacy work with the Bill and Melinda Gates grant, making sure that common core initiatives are being implemented the way they need to be all across the country. There’s a new compact that ASCD and the affiliates are going to be entering into. And I think that formalizes in a way a very good relationship between ASCD and

its affiliates in terms of what each brings to the table and what each can count on the other to provide and assist with. And that's excellent, because I think the affiliates need to know what ASCD will assist them with but, also, ASCD has some expectations and requirements of the affiliates as well. We want our affiliates again to get to be strong and vibrant. We want to develop plans together with them and periodically check on those, look at some data to be sure that we're all headed down the path that we want the affiliates to be headed down together. So I think that's very important that [the] strong relationship between ASCD and its affiliates is there. But remember at the same time that the majority of the members of ASCD, particularly those in international locations, are not a part of an organized affiliate. And so, the affiliates are strong, they're our tradition, they're our boots on the ground in the United States. But, around the world, we need to look at other ways of hearing that voice of each of our members who may not be connected with a specific affiliate. So the connected communities and other venues using technology are going to be very important as well.

LM: Thank you both very much. We'll shift gears a little bit. Here's a thoughtful question. This will be for you, Mark, first: **We see technology trends that impact today's programs, organizations, and companies. E-books caused Borders and Barnes and Noble to face bankruptcy, movie downloads using Netflix bankrupts Blockbusters, music downloads via iTunes bankrupts companies selling CDs like Virgin Music. What lessons can ASCD learn from these impacts and how does it as an organization continue to be relevant and alive?**

MS: I think that's an important question because now, more so than ever, we face challenges from for-profit organizations that are doing a lot of the same kind of work that we traditionally have. I had the opportunity recently to take a team of administrators from my school district to one of those conferences because I was a little curious about what that might be like. And what I found was about 2,500 people gathered for three days with some very big named authors, and there was a series of these conferences being held monthly around the country. And some of those people were people we know and love at ASCD and that have worked with us in the past, but for various reasons, they've chosen to go with a for-profit company. So, I think it's right that we should be concerned about that because that's a challenge to something that we've been traditionally known for. So as an organization, we need to consider maybe setting up a for-profit subsidiary to be reactive to that, to sort of mirror some of the things that these new organizations are doing that's traditionally been something that we've done. We also need to take advantage of the technologies. And, again, have that knowledge ecology where maybe what we can be known for is we're the organization that's responsive—the most responsive—to the needs of our members. That we continuously solicit input, seek information from, and are interacting with our members so that we make sure that our programs, products, and services are exactly those that meet the needs that our members have. And I think that's something that we do better and can do better than anybody else and that will keep us, I think, more significant than some of these other organizations.

LM: Thank you. Becky, let me read this again: **We see technology trends that impact today's programs, organizations, and companies. E-books caused Borders and Barnes and Noble to face bankruptcy, movie downloads using Netflix bankrupts Blockbusters, music downloads via iTunes bankrupts companies selling CDs like Virgin Music. What lessons can ASCD**

learn from these impacts and how does it as an organization continue to be relevant and alive?

BC: I'm smiling because Friday night we went out as an affiliate—and I won't out my friends—but we had a younger person sitting with us showing us all the apps on her iPad. And three of us—a little bit older—were looking just in awe of what she was showing us. Our heads were spinning. Then, my girlfriend—she's about my age—showed me an app on her iPhone. She said, "Look. I have a flashlight!" And we were all like, "Yeah!" Anyway, that was just representative of the wisdom and the knowledge, and not only do we have to listen, but we have to come down off our pedestals and learn from youth that we're used to teaching and really, again, be vulnerable to their ideas. I think bigger than Borders and bigger than all those things on the list was Egypt. When youth have a passion, and want a voice, and need to belong, and are fed up, they will use social media to literally remove their government. And that's happening all over. So, we're a little bit at a disadvantage, although I'm glad to hear the numbers of youth are increasing in our association. But we've got to aggressively grow that arm of ourselves and then listen deeply to their ideas. We need to be nimble. Thank goodness we're a very financially strong organization so we can experiment a bit and try some things and aren't too locked in to a business ideology that will stop us. But we constantly need to push ourselves there. I'm ever struck—and I think I'm even becoming like this just a little bit—of the need for 24/7 on-demand learning. I don't open my cookbooks anymore. I Google a recipe. I'm 48 so I'm sure there's a lot more I could learn. But our association is doing a great job in entering that foray. But we need to be ever thinking of on-demand instead of on-the-shelf kinds of learning.

LM: Thank you very much. I am a little bit tickled at hearing both of these candidates refer to "you younger folks in the audience" because there are other folks in the audience who with me are looking at these two as the younger folks coming along. We have another question and this time I'll start with you, Becky, and take you in a little different direction. **The ASCD Board of Directors is doing some strategic planning focusing on revolutionizing ASCD. Please speak to this point and elaborate on the revolution.**

BC: The revolution—and I just referred to some very real revolutions when people are fed up. And hopefully our members aren't fed up, but I do think we can learn from our youth around the world. I was reading something that Dr. Carter said, I think that it may have been on the Annual Report, that said engage the great disrupters of imagination, spontaneity, and innovation. And how do we become like that? We practice it. We start it, and we go for it. I firmly believe that we're ending up with a very disparate populous, in the United States especially. The ever-increasing poor population and the ever kind of absent elite as far as compassion. I think we need to dive into that as ASCD. We need to name it, we need to call it out, and we need to address it. And then we need to look at our programs, products, and services and say where's our social justice thread or trend or product? How are we teaching kids to stand up for their rights? How are we teaching kids to find their voice—appropriately—and be on fire citizens? We saw that a little bit with a recent presidential election. We saw it again with a recent House election. I believe we need to jump right into that. We've certainly talked about learning and teaching and now we need to name that elephant in the room around leadership and equality and equity and access, not only nationally but internationally.

LM: Mark, I'll read this one again for you: **The ASCD Board of Directors is doing some strategic planning focusing on revolutionizing ASCD. Please speak to this point and elaborate on the revolution.**

MS: First of all, don't be afraid of the term "revolution." We've had a lot of debate about that term. Was that term too strong, too bold? Did it send the right kind of message that we want to send to the world about our work? And when push came to shove, the answer was that is the word we need to use. These are desperate times. These are difficult times. Look at what's been in the news about Wisconsin, and Ohio, and Michigan, and many other states around the country where education is under attack. The teachers, the administrators, the very way that we do our work is being challenged and this is a moment of crisis. This is a time where the need is great and the time is now to respond to that. And there's no other organization that I know of that is equipped both financially and in terms of its membership and infrastructure and reputation to take on that work than ASCD. If not us, who? I know of no one else but us that can do this work. We need to energize our members. We need [to] add new members. We need to reach out to people who may not traditionally be members of ASCD, but we have a common interest in education, in children, in the whole child. And we need to get a grassroots movement going using technology and social media. You know that new ASCD app for our iPhones and iPads that will be coming down the line. So, this is the time and we are the organization to undertake that work. There's no one else that can do it that I know of. And so I think we need to be bold, take on that challenge, and I think that will serve us well for the next thousand days.

LM: Thank you very much. Thank you again for your questions and, again, we are soliciting them. Feel free to add more. This time we'll start with you, Mark. **What could or should ASCD do to assist its members in involvement with learning about and with members in different countries?** Lots of prepositions in there, says an English teacher.

MS: Could you repeat the question?

LM: I would be glad to. In fact I could, well, I'll repeat it with all the prepositions: **What could or should ASCD do to assist members in involvement with learning about and with members in different countries?**

MS: I hate to sound like a broken record, but I think technology is the way, particularly in times of limited budgets. People may not always have the opportunity to travel and interact with people face-to-face from other countries. But through distance learning and technologies like our ASCD EDge, and Twitter, and SKYPE, and Facebook and so on, I think those provide never-before imaginable opportunities to work literally face-to-face with educators across the globe in order to work on our mutual areas of interest. Because I think you'll find with our members in over 135 countries around the world, there are a lot of commonalities with the challenges that we face. And so, what better opportunity for us to get that knowledge ecology going, that free flow, free exchange of ideas back and forth between and among our members? Again, not just one-way coming from the organization, but between and among the members themselves to develop that grassroots communication system that will hopefully help us revolutionize the way we learn, not just in the United States, but around the world.

LM: Thank you. Becky, **what could or should ASCD do to assist members in involvement with learning about and with members in different countries?**

BC: Well, that's one aspect of ASCD I love the most is I don't know of other organizations—at least the others that I belong to—who don't have such an intentional international presence or focus or value. So I think we've done an excellent job so far. But, again, there's a long way to go. Whether the relationship is through technology or whether it's face-to-face, I think that is the key aspect of it—is building those relationships. I agree. Our social media or just simple...we've had committees where all we've done is conference calls. And yet, I see someone at a conference and I feel like I know them. I didn't know their face but I know them. We really need to expand on those opportunities that we already have. We also need to look at our existing structures and make sure that they are inclusive enough. On our committees, do we have international representatives—whether it's a virtual committee or a face-to-face committee. Do we have more than one? I think sometimes we think in a quota system. We've got, you know, [a] 90 percent U.S. base, so maybe we'll have one committee member. But if we really want to grow there and if we really think that's our future, then we probably need to grow forward and think about two and three committee members so we get multiple voices. We also have some amazing affiliates we can learn from. I think of the Singapore affiliate that's incredibly strong and excited and passionate. And we need to figure out how to harness the Singapore affiliate's energy in help of the affiliates that maybe don't exist or educators that are just picking themselves up from 30 years of civil war right next door in Cambodia or Vietnam or Laos. I think ASCD is uniquely positioned to connect some of those dots for people. Also as we go through, you know it reminds me a little bit of kind of white privilege issues. We don't know what we don't know because we're so U.S.-centric often. But have we scanned our materials for bias? Have we really looked at different perspectives? Have we looked at, again, as I mentioned, our authors list? Do we have perspectives of others in our materials and authors? So, I think we've done a good job so far and I think we have a long way to go. But I have confidence in our organization to stay at the forefront of that.

LM: Thank you very much. We'll start with Becky on this next question. **What innovative next steps would move the Whole Child Initiative forward?**

BC: You know...and I...we've been through an interview lately and we've talked about the word "innovation," and I kind of struggle with that because we've got to be innovative, but I think our profession suffers from lots of innovations and from innovation fatigue and I am pleased to see that we've really committed and stayed the course with our Whole Child Initiative. Because I think the best innovation may be driving it more deeply into the ethos of our organization and into everything we do. We've talked about operationalizing it more. We certainly have people signed on to compacts. We certainly have convened commissions. But now what? If we get a dentist as a member or a social worker as a member, is our conference meaningful to them? Is the committee work meaningful to them? What does influence look like as a dentist? All of those pieces, I think, we need to think through carefully. Also, the whole child concept is really a wraparound concept that we should be evaluating all of our progress against. When we do our Board self-assessments, our affiliate assessments, are we measuring ourselves against the whole child tenets? How have we done promoting that? How have we done changing our practice in response to what the whole child needs? When we look at our budget as

an organization, does it, is it values-driven? Does it reflect the priorities of the Whole Child Initiative? Are we able to do our mission-driven work and is our mission-driven work around meeting the needs of the whole child? Once we do that kind of work, are we tooting our own horn a bit? Are we letting people know what we're doing? Are we getting the message out there in this media-crazy world? So, I think staying the course with the whole child, letting us not get distracted by other innovations, using it as really a standard against which we measure all of our actions, and being inclusive of the new partners, and letting ourselves be changed by a new way of doing business are all what I would call an innovation for the whole child.

LM: And, Mark, **what innovative next steps would move the Whole Child Initiative forward?**

MS: I agree with everything that Becky said, so I'm going to speak about one part of that maybe in a little more detail. We've been very successful as an organization in doing influence work, particularly of late in the last few years. And kudos to the public policy team for the inroads they've made in that area. And we've seen, in some federal legislation, whole child language. And I would like to see us make a very deliberate effort to be sure that our whole child language gets embedded in the reauthorization of ESEA. Because if it's embedded in the reauthorization of ESEA, then that means it's going to trickle down to every state in the United States. The states will have to come up with companion legislation for that and in turn that will trickle down to the local level. So when people want to learn about whole [child] language they go on Google and what are they going to find? ASCD and the Whole Child Initiative, the compact with all of the member and partner organizations. I think it's incumbent upon us to be sure that there's whole child language embedded in ESEA. And that's a way, at least in the United States, to get whole child out there. Now, if you want to think innovatively [and] globally, let's go to the United Nations. Let's talk to the United Nations, UNESCO, and other worldwide organizations about the whole child compact and the Whole Child Initiative to be sure that those who work with countries all around the world are aware of the work that we've done, the partners that we have on board, and materials and resources that are available to support the Whole Child Initiative. So, I believe in going big or going home, so let's go to the United Nations and take it to them.

LM: Thank you very much. And another question. This time we'll start with you, Mark: **In ASCD we talk a lot about the value of relationships. As we look at our association in the 21st century, expand on what relationships might mean for ASCD.**

MS: Well, certainly, relationships occur at a variety of levels. There are relationships individual-to-individual, and I think we've talked during this session about how we can facilitate that across the globe using technologies. But I think if we look at a little higher level besides individual-to-individual relationships, I think we need to look at organization-to-organization relationships and relationships between our organization and ministries of education and departments of education around the world. And that's certainly where I think there's going to be a lot of payoff for us in the future. We've had some tremendous global worldwide efforts in the last several years and I think those need to continue. We've talked about some of those during the Annual Meeting today, and I think we need to continue to cultivate those relationships with partner and sister organizations around the world as well as with ministries of education and departments of education in countries in the Middle East, Asia, Europe, South America, [and] Africa to be sure

that they're aware of what ASCD can bring to the table as well as our learning from them. Again, it can't just be a one-way relationship because there are a lot of things that we can take away from what the other countries are doing well that can not only benefit our organization, but other groups in which we work.

LM: Becky, as members of ASCD, we talk a lot about the value of relationships. As you look into the 21st century and the future of ASCD, please expand on what relationships might mean to our association.

BC: When I think of approaches to building relationships, I'm thinking a little bit about the differentiated classroom, that everyone needs something different and we need to approach it in unique ways. When I was at the President's Reception, I found many of us older types standing next to a younger type trying to show them the ropes and introduce them to the association—kind of that one-on-one evangelism. There's no replacement for that. I firmly believe in that. Then there are the virtual relationships, as we've both referred to earlier. I feel pretty connected to people when I've been on a conference call and maybe couldn't recognize them at the conference until we were introduced. I agree: partnerships are vital and partnerships with outside-the-box organizations, whether that's the American Dental Association or the Social Workers Association or whomever, as well as international connections and partnerships with, for instance, ACEL, I think it's a technology group in Australia and we've got different groups internationally that we're partnering with as well. But just like our schools—we used to focus on climate and everybody meeting on Friday and going out and enjoying each other—we have to ground those relationships in meaning and purpose. And that's the piece where I think that we have to be very explicit about our values, and about our mission, and of our central focus. If all of this doesn't improve life for that child behind that desk in that 2nd grade classroom, then we need to change course and do something different. So relationships with a deep, deep purpose, and if we keep connected to that purpose, I think the relationships will take care of themselves.

LM: Thank you very much. I'm informed by Daniela that this will be the last question, so I'm choosing to elaborate a little bit on one that one of you turned in and perhaps choose one that will allow us a little bit of personal insight into both our stellar candidates here. So, we'll begin with Becky and I'm going to ask you this. And I think that this, given the dates—I'm using the dates in this question—this precedes the possible outcome of the election. So be thoughtful, this will be more personal and professional. **What is your number one focus for 2011–2012 and what about it makes you unique?**

BC: My number one focus?

LM: Your number one focus.

BC: For this next school year?

LM: For 2011–2012...and what about it makes you unique?

BC: I don't know if I'm all that unique. As I approach the next school year—that's how I'm thinking of '11–'12, as probably most of us are—I have two huge pieces going on in my life.

One is that I'm a new superintendent and like many of you, we are gutting our educational system in our state, which could mean, as rumor has it, up to 20 percent of our school district budget. We've never had to have pink slips. We've never had to do layoffs. We've never had to anything in this district and the new guy gets it. So, I...you have to do what you have to do and you have to plod through it. But I hope and pray that at the end of this year as we look to the next year, that we have been good public stewards, and done what's right for kids, and protected their lives as much as possible while doing what's right for the adults. And maintaining the relationships that we have so carefully built in our district, and that we value each other. And times are tough. But the last thing we want to do is feed upon each other with the public feeding upon us now. As far as my affiliate work, I'm co-editor of *Curriculum in Context*, our award-winning journal [as] we like to say in Washington State. And I'm very excited because we have an edition coming out next year that is [called] "Leading with Values in Troubled Times." And we've asked some amazing retired mentors in our state to write, and as those articles are coming in they're just regrounding us in our values and I'm hoping to share that with our members in our state affiliate. Thirdly, I'm raising a senior in high school. Bless me. And she will be entering college next year. So, I hope we'll look back on that year and hopefully that transition has been smooth and we will have finished the preK-12 from the parent perspective, which has enriched me as an educator like I can't describe.

LM: Thank you very much. Mark, your opportunity to tell us **what is your number one focus for 2011-2012 and what about it makes you unique?**

MS: Well, my focus for 2011 and 2012 professionally is the same as my focus has been this year. I have two colleagues of mine sitting in the audience who have had a chance and to work with me very intimately this year because our community, for the first time in 120 years, decided to build a new high school. And so this was a tremendous opportunity to take a community institution and literally rebuild it and transform it, change the culture for the students, staff, and administration while maintaining some of the valued traditions that our community respects. So, as we've been buying houses and property and building parts of schools and tearing down parts of schools, I've had the opportunity to move from central office into the school and work side-by-side with the administrative team of the school. It's been a unique opportunity. I thought my days of cafeteria duty were long over and listening to the walkie-talkie, breaking up fights, and so on. One of the ladies in the audience even got me to teach an Algebra I class last semester. That was good. It's been a long time since I've been in a classroom with kids on a regular basis. That was good for the soul and that was good for me and that was good in so many different ways. But the second half of our building comes on line next year. We've been operating all this year without a cafeteria, and without a gym, and with 2,100 students. So that's been a challenge. So the building will be done next year. Four or five years of my life's work will hopefully come to completion. It'll be done. It'll be beautiful. The community's already proud of what we've got done. But it'll really be a once-in-a-lifetime opportunity to change the culture of a local institution and try to improve the educational atmosphere for everyone there on campus. I wouldn't have missed this opportunity for the world. I think it's been as good for me as it has for everybody involved in that process.

LM: Thank you very much. Becky and Mark, I am confident that I speak for all my friends and colleagues here in this room to say you have done a stellar job. We couldn't be in better company. Please give them a round of applause.