

Texas Association of Supervision and Curriculum Development
Texas ASCD
2005 Position Statements

Texas ASCD's Influence Committee has developed a set of position statements for 2005 to focus attention on critical issues for educators across the state. The following are statements reflecting issues of greatest concern for the members of this organization.

School Finance

Texas ASCD believes that the adequate and appropriate funding of public schools in Texas is one of the most important functions of the state legislature and, consequently, it must be a major priority of state political officials. The Texas ASCD supports any legislation designed to increase the state's share of funding for public education through the application of adequate funding mechanisms. In addition, the Texas ASCD has adopted a position on the following school finance issues.

The Texas Association of Supervision and Curriculum Development:

- Opposes any legislation that would divert state monies to private schools by way of program funding, tax credits, or vouchers.
- Supports flexibility with textbook allocations that enable the purchase of textbooks and/or other resources designed to employ technology-based solutions.
- Opposes the expansion of existing or the adoption of new state mandates without full state funding.
- Supports legislation to provide local school districts with greater flexibility over the utilization of state monies.
- Opposes a financial rating system that is dependent upon an academic rating system.

Instructional Staff Quality

Texas ASCD supports any concerted effort to provide every student in this state with the most skilled and qualified instructional staff. To accomplish this goal, agencies must work collaboratively to provide innovative teacher, administrative, and paraprofessional preparation programs, employ intensive recruitment efforts, and increase salary and benefits for educators. The Texas ASCD has adopted the following positions related to teacher and staff quality.

The Texas Association of Supervision and Curriculum Development:

- Advocates that the state of Texas bear primary responsibility for ensuring that all fully-certified teachers have demonstrated abilities to manage a classroom and facilitate student mastery of the required curriculum under the supervision of master teachers.
- Understand the importance of teachers' demonstrating content knowledge and understanding effective of pedagogy in the content areas for which they would be responsible for instruction.
- Supports the flexibility of local school districts to employ individuals they believe are the most qualified for the position when no fully-certified teachers are

available as long as these individuals are closely supervised due to current teacher shortages.

- Encourages state and local policymakers to consider new and innovative means for the recruitment and retention of teachers, such as low interest loans for college tuition and free housing for student teaching.
- Encourages state and local policymakers to consider new and innovative means for the recruitment and retention of administrators.
- Supports the development of policies designed to direct the development of standards for professional development to positively impact professional knowledge and practice.

Accountability and Assessment

The Texas ASCD supports an accountability system that holds local districts accountable for the performance of all students. The organization encourages the careful development of a state accountability system that will include accurate indicators of student performance while also incorporating the accountability provisions within No Child Left Behind (NCLB). Texas ASCD believes that a coordinated accountability system, as opposed to separate state and federal systems, will better serve educators and students in continuous improvement efforts. The Texas ASCD has developed the following position statements related to accountability systems in Texas.

The Texas Association of Supervision and Curriculum Development:

- Understands the importance of attendance and test participation in determining the performance of local districts. However, caution is urged in the use of single test participation and performance percentages. Multiple assessment tools for special populations, i.e. special education students and English Language Learners, must be used to meet the participation and performance requirements of NCLB.
- Supports a stable statewide accountability system that is carefully constructed, communicated clearly, and provides accurate and timely data for continuous improvement efforts.
- Supports a state assessment program that successfully incorporates the accountability provisions of No Child Left Behind while maintaining the appropriate assessment of the core curriculum through multiple measures.
- Urges the caution of all state policymakers on any further expansion of the accountability system with regard to student testing.