Leaders *of* Learners

Exploring Where Learning and the Environment Intersect

BY SHANNA ATTAI, JUDY YORK, JORGE C. REYES, KERRI RANNEY AND TRUELL HYDE

Have you ever wondered what would happen if experienced educators, educational researchers, and architects came together to discuss how to improve the learning environment? We did, and our curiosity led to a partnership, established with the purpose of working together to make a difference in the field of education and the lives of students. The partnership covered topics such as the psychosocial aspects of the classroom, the culture of the school, teacher pedagogy, and most importantly, the built environment, and how each of these directly impacts learning and student engagement.

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Why Collaborate?

Through collaboration, we can accomplish more, achieve more, and serve education with greater impact. Our partnership began by forging relationships between experts in school architectural design, professional development, and educational research, creating a unique infrastructure unmatched in its ability to serve educational stakeholders.

The partnership, started by Huckabee, Education Service Center (ESC) Region 12 and Baylor University, led to the creation of the Learning Experience (LEx) Collaborative. The LEx Collaborative, located at the Baylor Research and Innovation Collaborative (BRIC), was formed to research and understand the intersection of professional development and the built environment, and its impact on the learning experience. LEx Collaborative seeks to empower all stakeholders through immersive experiences by equipping them with data, research-based knowledge, and opportunities to access a variety of professional services for increasing student engagement.

LEx Collaborative's efforts are enhanced by the inclusion of experts across all aspects of education who are working collectively to investigate the learning environment. Above all, the collaborative and our partners are committed to improving and heightening awareness regarding the transformational power of the learning experience. This goal includes the evaluation of the physical learn-ing environment and how it can enhance pedagogical activities to support students' learning and engagement.

What Exactly Do All The Partners Do in The Collaboration?

Currently, the collaborative is comprised of three focus areas: Learning Experience Laboratories, Learning Experience Impact, and Learning Experience Research.

LEx Labs is a core research facility providing incubation space within the BRIC and designed to act as a platform for conversations around the built environment and the learning experience. Within this space, the research conducted elevates the role of the built environment, achieving goals in student engagement, experience, and preparedness and providing exemplary teaching tools. Considered a "flight simulator" for educators, the LEx Labs also provides controlled opportunities for testing modern learning environments and learning experiences before introducing them to practice. Now in its second iteration—with future phases in various stages of development—LEx Labs continues to evolve, introducing new concepts, educational tools, cutting-edge technology and flexible learning spaces to the education process.

LEx Impact acts as a facilitator, invoking meaningful conversations between stakeholders and introducing new mindsets, qualities, and skills. Employing a personalized approach, the LEx Impact team utilizes a thoughtful change management process invoking inspiration around the redesign of learning experiences and deepening educator and student understanding. A primary focus is on innovative professional learning and its impact on student engagement and empowerment. Designing experiences that encourage collaboration, creativity and reflection, LEx Impact models what works for modern learners and provides opportunities for meaningful professional development and learning.

LEx Research works with school systems (onsite and at LEx Labs) to collect data, evaluate the effectiveness of learning space and give insight into professional development needs for new and evolving learning environments. To date, the research team has completed multiple pilot projects at the elementary level and

initiated a longitudinal study focused on flexible learning environments. This research is foundational in establishing methodology and instrumentation that didn't exist prior for this age group in modern learning components. The research team's focus is grounded in studying the impact the learning environment has on student engagement and taking the research beyond control conditions to additional environments.

The collaborative joint expertise is unique in its ability to make authentic advancements in education through the intentional design of the built environment and personalized professional development driven by rigorous research.

What Current Work Have You Completed Together?

Most recently, the research team has completed four pilot projects focused on elementary education. The most recent of these, the Student Engagement Project (SEP), involved studying flexible learning environments (i.e., furniture that can be rearranged and modified according to classroom activity) and the impact this has on student engagement at local elementary schools. Among the many positive results arising from this project has been the development of a research instrument which includes the various tools necessary to measure student engagement at the elementary level. Implementation of this instrument included the production of a 12-hour professional development course designed to improve pedagogy in flexible learning environments based on campus-specific student data with participating teachers.

What Are Your Future Initiatives?

The LEx Collaborative team is seeking grants from various foundations to implement future projects across select elementary schools. The primary goal of these proposed projects is to better prepare educators through customized professional development (PD) designed to effectively implement various components of the modern learning environment, thus enhancing learning and student engagement for all students.

How Did You Form A Collaboration?

It's simple. We made a conscious decision to work together, that's the secret. Education is hard work, and we need each other. We need to help each other and connect. We are all in this together. We all have new ideas, and together, we find the courage to take risks, even fail, to explore unchartered territories and implement new ideas. In the end, our youth, our society's future is worthwhile.

Simple steps to forming a collaboration:

One. Be open

It's imperative to meet others and share your work; you must be open to collaboration. When you have conversations and share your work, you can team up and together solve the same problems. The more we work together, the faster we achieve our goals. Collaboration allows us to create trusting and warm, professional relationships focused on instilling a love for learning in children rather than competition and accountability. Begin by prioritizing conversations with individuals in your field centered on asking the right questions.

Two. Find a common purpose

Find a common "why" among each partner and build a foundation on a unified mission. When individuals from various backgrounds come together, there is more potential to diversify your reach and impact on a larger platform when working towards a common goal. Having a partnership founded on a unified long-term goal help teams overcome the difficulties of collaborating across various fields of expertise.

Three. Allow time to grow

Various organizations move at vastly different paces, especially school systems, businesses, public entities, and universities. At the beginning of new collaborations, remember to set aside time to get to know each other. Each partner's organization has various

processes, and its critical you take time to familiarize yourself with each other's expectations, goals, and timelines. Ultimately, patience is the key to reaching the goal for each organization.

Four. Be a learner

Get excited and ready to grow! You will need to spend time listening to each other. Each partner has a unique background and area of expertise and truly understanding their perspective will allow you to accomplish more together. It is necessary to take the time to learn and understand your partner's motivations and history.

Five. Communicate often

Establish frequent, re-occurring meeting times to keep the lines of communication open. It is critical that everyone is on the same page and using the same common language. Communication barriers, such as terminology and industry jargon, can create obstacles during meetings. It's always good practice at the end of meeting sessions to repeat the key take away to establish clarity and accountability among the group.

Conclusion

What is the takeaway? Together we are bigger. You and your organization have the potential to be part of something bigger than one. You can form a group of passionate individuals who yearn to find out what is best for children, discover how to implement it and take it a step further and share that knowledge with others because when we work together, we can influence the future of learning in ways we never could alone.

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Dr. Shanna Attai, Assistant Research Professor/Coordinator for Educational Outreach for CASPER, has a background steeped in education and social science research has earned a Ph.D. in educational psychology, M.S. Ed. in curriculum and instruction, and B.S. in early childhood education.

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Judy York, Education Service Center Region 12 Education Specialist III and Coordinator of Educational Research at the LEx Labs, leads PD sessions for teachers. She has 24 years of experience as an 8th-12th-grade teacher and has been an education specialist for 13 years.

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Mastering the Art and Science of Leading

BY ELIZABETH A. CLARK, Ed.D.

The most important role of a campus leader is to select and hire the best teachers. The second most important role is to foster the continuous development and improvement of each teacher. The core work of the teaching and learning enterprise is in the classroom. Thus, every classroom teacher needs to be masterful in his or her craft. What does that mean for the school leader (i.e. the principal)? This article examines what effective principals must do in order to grow and develop highly skilled and extremely motivated teachers.

Masterful Teaching

In the book, "Never Underestimate Your Teachers," Robyn Jackson (2013) emphasizes that effective teaching requires both skill and will. That is, teachers must possess and apply deep pedagogical and content knowledge and demonstrate the ability and desire necessary to ensure that students learn.

She describes in detail what is involved in pedagogical content knowledge as well as how teacher attitude influences learning outcomes. By studying Jackson's numerous charts and illustrations, one begins to see that masterful teaching consists of an intricate mixture of skill and will. In order to cultivate these critical teacher attributes, principals need to diagnose where teachers are in their professional journey toward mastery and then be able to use appropriate coaching strategies to develop each teacher.

One of the more interesting aspects of Jackson's work is the development of what she calls the Will/Skill Matrix (2013, p.15). This particular chart provides clarity regarding the professional development needs of teachers when examining major attributes of masterful instruction. Jackson provides a chart which principals can reference that includes aspects of effective teaching or considerations, key questions, indicators of high skill, and indicators of high will. If principals will use such information, it would be more likely that they could effectively coach and guide teachers toward achieving mastery levels in their teaching. Another tool presented by Jackson (2013, p. 27) which could be invaluable is a chart that differentiates between low-skill teachers and high-skill teachers.

Principals need to be able to identify problems that teachers are experiencing and coach effectively to remedy the problems. While many principals can identify problems in the classroom, the element of coaching a low skill or low will teacher is an area that not all principals are adequately equipped to do thereby creating a great deal of anxiety about having necessary conversations with teachers about instructional improvement.

Such conversations require that principals ask the right questions, provide pertinent feedback, and then direct teachers to the right resources or professional learning in order to provide proper support and intervention. Using this information and all the tools presented by Jackson (2013) can be extremely helpful in building the capacity of the teaching staff to be more pedagogically skilled and motivated so that instruction is truly instrumental in achieving the desired student learning outcomes.

Pedagogical Centered Leadership

Pedagogical-centered leadership is a term that used to describe the ascending role of the principal (Berry, 2012). In view of Jackson's (2013) description of what is involved to be a master teacher, it is not coincidental that leaders and researchers are now calling for the principal to know the pedagogy or the craft of teaching and learning. State accountability systems are predicated on performance based requirements. Principals as leaders of the system where the core work takes place, must understand what it takes to move academic performance to new heights of complexity and rigor. A pedagogically centered leader knows and can develop teachers to understand and do what is necessary to dramatically improve teaching and learning. Principals accomplish this by establishing high expectations and constructing systems that promote learning.

Such leaders have the depth of understanding to mentor and guide teachers to practice the craft at exemplary levels. What we know is that the "principal is the critical ingredient without which K-12 public schools cannot improve" (English, 2012, p. 3). Current principal preparation programs need to change the emphasis on management and administration to teaching and learning which is the central focus and requirement for improving the core work of schools.

Even the term administrator conjures up the notion that the leader is about management first, when in reality, school improvement is about, "learning first, teaching second, and then everything else supporting those functions" (English, 2012, p.103). Thus, the emphasis has to be primarily on developing pedagogical centered leaders and then to place them in schools with the resources necessary to provide quality educational experiences for all students.

The learning journey of the principal and teacher must be concurrent and collaborative. Both need to be well grounded in the pedagogy.

The teacher needs to be equipped to deliver the curriculum using research-based best practices. Leaders need to know the standards and the pedagogy in order to engage teachers in meaningful dialogue about the core technology of teaching and learning as well as to help build the capacity of the teaching staff. The idea of principal as "instructional leader" implies that leadership can simply focus on teaching along. This term is no longer adequate to describe fully the need to focus on learning and pedagogy, which produces required learning outcomes.

Do teachers actually know what the best practices are that produce optimal learning? If they do know this, do they consistently use these high-yield strategies? Do they know the curricular standards well enough to design lessons and student tasks aligned to the standards? How are data used to guide instruction and provide timely interventions?

If the teacher in the classroom is not equipped and cannot do all of the above with automaticity, then the principal, as the leader of the teaching and learning system, must know how to intervene appropriately so that the teacher becomes equipped. This is the new reality that every principal must accept and become thoroughly versed in and skilled at doing. The principal can no longer simply focus on the administrative elements of managing a school. The primary focus must be on managing the core technology and craft of teaching and learning.

Crossroads of Leadership Development

It is more obvious than ever that to achieve the desired student learning required with the new

accountability standards, instructional improvements must be implemented. We literally are standing at the crossroads. It will require more than simply changing schedules or the resources that are used. It requires transforming what happens in every single classroom, and it begins with every teacher and principal.

Schools must include teachers thoroughly grounded in and knowledgeable of the pedagogical practices that cause learning to occur. In essence, teachers are the leaders of learning. However, principals are the leaders of teacher leaders and must be equipped to know how to improve the learning within each classroom. This will require less emphasis on hierarchical structures and more emphasis on working within collegial and collaborative communities.

Generally speaking, "poorly performing schools are usually places where not much learning is going on" (English, 2012, p. 104) and the antidote is not more management, but more focus on what produces learning. Thus, the imperative is a personal transformation of all those who work with students that is based on a more in-depth knowledge of what is required to systemically improve teaching and learning. Since we as a profession are responsible for planning and delivering work that students find engaging and will do, then we need to know and be able to do the kind of work that produces the necessary learning outcomes. Both teachers and principals must collectively work together to build systems that support a new learning platform.

Professional learning communities promote such dialogue, but principals must become more intimately involved in coaching and mentoring the personal transformation of those who work with students. In order to accomplish this task, principals need to understand and focus on developing a set of performance-based requirements that will result in creating a school where teaching and learning is discussed, sought after, developed, nurtured, and per-

fected. This means that the principal not only knows about learning, but also understands the craft of teaching as a skilled professional leader.

E. J. Hollins has written extensively about teacher and leadership preparation. Based on his work, there are six organizing centers for a pedagogically centered leader:

1. Knowledge of how humans grow and develop, which includes group-based development and cultural differences in the home and family, used to inform learning;

2. An intensive understanding about the learning process itself and how that understanding can be employed to enhance learning;

3. An extensive knowledge of discipline and domain-specific conceptual patterns and how they inform the discourse in those disciplines;

4. An understanding of how specific pedagogical practices are related to specific theoretical perspectives and how they are focused by and on a specific philosophical position to attain immediate and longer-term learning outcomes;

5. The use of a variety of assessment strategies to evaluate pedagogical practices, which includes the use of authentic assessment models; and

6. How to connect and integrate all of the above to the creation of the core curriculum standards… (2011, pp. 395-407).

In view of these requirements, most administrators have not been exposed to course work that would equip them to be strong pedagogical centered leaders.

This certainly provides the impetus for principals and teachers to work collaboratively to develop pedagogical awareness and mastery. Hollins captures the essence of pedagogically centered leadership:

"An ability to maintain a strong professional identity, engage in self-directed professional growth and development, recognize characteristics and qualities of professional communities in different contexts, and work collaboratively with colleagues within a professional community to improve learning outcomes" (2011, p. 397).

Conclusion

The fundamental issue is that schools have historically changed many things except the core instructional delivery system. If one really looked inside most classrooms today, one would find that instruction has not changed that much. If we want different results, then that which produces the learning must change. The accountability system is demanding that students learn at increasingly higher cognitive levels. Instruction has not caught up with that requirement. Day-to-day instruction must meet the requirements of problem solving and working with complex materials to obtain student performance reflective of higher levels of cognition. Significantly, different student learning, aligned to these cognitive requirements, will only be possible if both teachers and pedagogical-centered leaders orchestrate and embrace transformative practices in every classroom.

Dr. Clark is a certified curriculum management auditor for Curriculum Management Systems Incorporated and a trainer for TASA and Texas ASCD.

She has extensively worked with several districts throughout the state of Texas in the area of curriculum management and leadership development. Clark has also worked on several research projects, particularly in the development and implementation of automated curriculum management systems.

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Six Keys to Effective Professional Development Sessions

BY SPENCER KIRSCHNER

As the library begins to fill up with your colleagues, you wonder, "Will we get out early today? What is this professional development about anyway? I've got too much to do in my classroom to focus on this."

This may sound all too familiar to educators taking part in professional development. Naturally, one wonders how to make professional development effective for teachers, and the simple answer is by making sure to both engage teachers and allow time for reflection. But how we get there is a bit more detailed.

In a 2009 study, over 90% of teachers reported having participated in professional development that was not useful. Professional development, of course, is intended to benefit all the educators who participate in it, so what are the keys to effective professional development sessions for teachers?

1. Administrative Support:

Before any PD sessions occur, it is imperative that the district's primary point of contact be available for a meeting or phone call with the PD specialist. This call may be the only opportunity for the parties to touch base about topics related to the agenda, the level of experience of the teachers participating, and logistics. During the session, it is important for the overseeing administrator to be present and active. Often, questions or topics arise that are unique to a school district's policy. While PD specialists can offer suggestions, ultimately the school's or district's administration must be present to make decisions or establish guidelines for their staff. A delay in decision-making can impact a teacher's ability to deploy what they have learned right away.

Beyond the initial session, sustained administrative support is essential to a teacher's success since implementation of some new practice, policy, or technology is a big challenge. Therefore, support from administration, other teachers, and PD specialists during PLC or instructional time can provide this important layer. Additionally, encouraging the use of pineapple charts is another way to support teachers in your school or district.

2. Teacher Buy-in:

Teachers deserve PD that is relevant for them and their students. One way to achieve this is to have them play the role of and see the content through the lens of a student. As they learn new content and skills during the day, reflection can help guide them in understanding how their students can apply the new skill.

Another way to create buy-in is to elicit input about their learning objectives for the session. Having a greater stake in the desired outcomes can be very rewarding for a teacher who struggles to see the result.

3. Say-Show-Do:

Central to any classroom is the concept of modeling. We first tell students what they will do, then carefully model the skill, and finally expect them to replicate the skill independently. This same concept should apply to PD sessions. Participants are more willing to apply a specific tool or skill once they have been presented with clear instructions and modeling on how to do that.

4. Collaboration Among Peers:

Teaching is a collaborative profession, so isolating teachers during a PD session is counterintuitive to that. Finding opportunities for collaborative activities can keep participants engaged and tap into different ideas and perspectives around an idea or philosophy. Broadening teachers' perspectives can, in turn, lead to increased engagement with their students.

5. Differentiation:

Educators are expected to do this for their students in the classroom, so why wouldn't we do the same thing for teacher professional development? There are a few ways to make this happen:

a. Having participants complete a survey ahead of time that gauges their level of expertise/experience is the first step to effective differentiation. Interpreting these results should guide the day's agenda, and will hopefully enable the session leader to activate teacher interest by including topics that they would like to learn more about.

b. Teachers who have advanced skills or experience can guide a breakout session using their expertise to build their colleagues' knowledge base. Additionally, teachers may be more willing to listen and engage with someone they already know.

6. Bringing Content to Life:

Humor and fun are not just for the playground and classroom! Sharing humorous, real-world examples can be an effective way to engage participants and promote a safe and comfortable environment where meaningful professional development can take place. Bringing in humor and real life can also help keep teachers engaged and create memorable experiences.

When you're planning out your PD sessions, keep these things in mind. PD should be beneficial for all educators, and students, too, so consider which way and when is best for your teachers to participate in PD. Incorporating these keys to effective professional development sessions for teachers is important to their personal growth and should be approached with careful consideration.

Source

Darling-Hammond, L., Chung Wei, R., Andree, A., Richardson, N., & Orphanos, S. (2009). *Professional learning in the learning profession: A status report on teacher development in the United States and abroad.* Dallas, TX: National Staff Development Council. Retrieved from http://www.bulldogcia.com/Documents/Articles/NSDCstudy2009_Prof_Learning_in_Learning_Profession_Report.pdf

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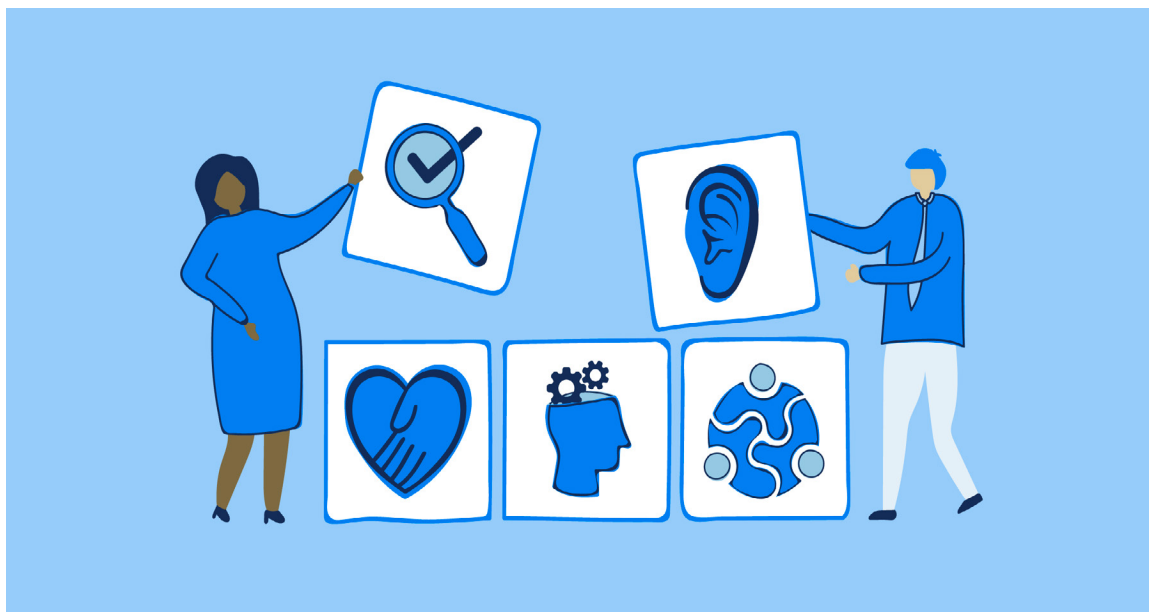for more information about article guidelines.
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Build Your Legacy

BY ALLISON VIOLETTE, Ed.D.

"*The things you do for yourself are gone when you are gone, but the things you do for others remain as your legacy.*" - Kalu Ndukwe Kalu

The legacy of an education leader spans far beyond good test scores or improving student outcomes. Most of an administrator's legacy is a lasting impact on teachers.

We all know teachers deserve better – better learning opportunities, support to follow passion projects and recognition for the great experiences they're already creating for their students.

How can you lead teachers as an administrator or district leader and leave a legacy of support? Lead with compassion, empathy and community. Here are some ways to get started:

Listen. Be present in the moment.

A compassionate leader listens to the needs of teachers and builds relationships with them. **Teachers deserve to be heard.** While this may seem like a daunting task, and you're probably thinking through the improbability of talking to every teacher every day, start small. As a school leader, spend 10 minutes each day learning something new about one person. Walking the school each morning was one of the best ways for me to do this. I made mental notes or sometimes jotted sticky notes so I was sure to check in on individuals, both personally and professionally. As a district leader, put yourself where the teachers are. Find events or opportunities at schools that showcase teacher work. Get to know these teachers and make genuine connections. You'll likely learn something about yourself in the process, too.

Identify strengths, not weaknesses, and use those strengths to fuel your team.

When you build relationships with your teachers, you uncover strengths you may not know have existed.

Empower teachers to harness these strengths and leadership skills to provide quality learning opportunities for others. Demonstrate a willingness to participate and collaborate with other educators in the learning process. **Teachers deserve leadership opportunities.** Give them freedom and safe spaces to try new things. Invite them to lead professional development (PD) sessions or to plan a community event they're passionate about. As a district leader, model this for your own team and highlight their strengths as they support teachers.

Show empathy.
You don't have to know all of the answers as an education leader. You sometimes won't even know all of the right questions to ask. We're all life-long learners. Being vulnerable and showing the educators around you that you're willing to learn with them is powerful. The role of a leader is not to be the expert but to be the facilitator for teachers, and to learn alongside them. **Teachers deserve your vulnerability.** Be human. Show them they're not isolated.

Be open to shifting your mindset.
Showing support looks different for every teacher. It's ok to break traditional practices and strive for what will make a long-term impact on your teachers. At the district level, I had the privilege to work with advisory groups comprised of teachers from around the district, often organized by subject level or grade level. Through video calls and in-person focus groups, we created a feedback loop where curriculum specialists and I were able to hear ideas and pain points, then directly shift our plan to fit teachers' needs. Some of the best ideas and most impactful PD initiatives came out of these groups because we were open to change. Shifting your mindset often means taking risks. **Teachers deserve a change.**

Build a community.
When I reflect upon my time in the classroom, what helped me grow most as an educator was the people around me. I had a solid community that challenged me to become a better teacher. Forming community is easier said than done, but you'd be surprised at the organic communities that have already formed within a school or district office. Learning is social, so provide teachers with the flexibility to network with one another and develop new skills. Encourage teachers to go beyond the school walls virtually to connect as well. As a school or district leader, encourage formal and informal learning experiences through social media or online platforms. Model the Community of Practice you want for your school or district: intentional, purposeful, inviting and impactful. **Teachers deserve a strong network of support.**

Being a school or district-level administrator can be difficult. Trust me, I've been there. It may seem like it's always up to you to fix any problems that arise. But I'm here to remind you of the impact you can make. **Leave a legacy at not just your school or district, but on education as a whole.** Because teachers, and ultimately students, deserve the best we can give them.

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DATE: September 12-13 (3 of 3)

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Instructional Rounds Lamar CISD Exclusive

DATE: September 17-19

LOCATION:
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Rosenberg, Texas

Transformative Principal Leadership Academy - Cypress-Fairbanks

DATE: September 17-18 (2 of 3)

LOCATION:
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SEPT 2019

Instructional Rounds Lamar CISD Exclusive

DATE: September 24-26

LOCATION:
Lamar CISD
Rosenberg, Texas

Transformative Principal Leadership Academy - Round Rock

DATE: September 24-25 (2 of 3)

LOCATION:
Round Rock ISD Old Hopewell Building
Round Rock, Texas

Curriculum Leadership Academy - Frisco ISD Exclusive

DATE: September 19-20 (4 of 4)

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OCT 2019

Curriculum Leadership Academy - HEB

DATE: October 10-11 (1 of 3)

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Bedford, Texas

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DATE: October 27-29

LOCATION:
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Irving, Texas

Transformative Principal Leadership Academy - Cypress-Fairbanks

DATE: October 27 (3 of 3)

LOCATION:
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OCT 2019

Transformative Principal Leadership Academy - Round Rock

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❏	Lifetime Member *A 10% discount for "Administrative/University" personnel.*	$750.00	$ _____

Regional Affiliate Dues

❏	Alamo Area (Region 20)	$10.00	$ _____
❏	Central Texas (Region 12)	$10.00	$ _____
❏	Coastal Bend (Region 2)	$10.00	$ _____
❏	Crossroads Area (Region 3)	$10.00	$ _____
❏	Houston Suburban (Region 4)	$10.00	$ _____
❏	North Central (Region 10)	$10.00	$ _____
❏	Panhandle (Region 16)	$10.00	$ _____
❏	Paso Del Norte (Region 19)	$15.00	$ _____
❏	Piney Woods (Region 7)	$10.00	$ _____
❏	Rio Grande Valley (Region 1)	$10.00	$ _____
❏	Sabine-Neches (Region 5)	$10.00	$ _____
❏	West Central Texas (Region 14)	$20.00	$ _____
❏	West Texas (Region 17)	$10.00	$ _____
❏	Les Evans (Region 11)	$20.00	$ _____
		TOTAL	$ _____

Payment Options

❏ Payroll Deduction (Complete authorization below and deliver to your employer.)   ❏ Check Enclosed (Please make check payable to Texas ASCD)

❏ Credit Card (complete information below)   ❏ Purchase Order # _____

❏ Amex   ❏ Visa   ❏ Master Card   ❏ Discover

Credit Card #: _____

Expiration Date: _____

Signature: _____

Please Return Completed Application with Payment to: Texas ASCD. Please allow 2-3 weeks for processing. 1601 Rio Grande, Ste. #451, Austin, Texas 78701
(800) 717-2723 • (512) 477-8200 • Fax (512) 477-8215 • email: texasascd@txascd.org • www.txascd.org

Payroll Deduction Authorization

I, _____ authorize the _____ (employer) to deduct the total amount of $_____ in order to pay for Texas ASCD membership dues. I further authorize the Association to notify the employer of changes in the annual dues amounts and the number of pay periods over which deductions shall be made. Upon termination of my employment, I authorize any unpaid balance to be deducted from my final check. This authorization, for the deductions referenced above, will continue in effect until I give notice to the employer to revoke.

Employee Signature _____ Social Security # _____ _____ _____

Employer _____ Date _____

** COMPLETE AND DELIVER THIS SECTION TO YOUR EMPLOYER'S PAYROLL OFFICE. ARRANGEMENTS FOR PAYROLL DEDUCTION ARE THE RESPONSIBILITY OF THE APPLICANT.