

Proposed Resolutions, NAESP Delegate Assembly 2012

1. Principal Leadership and Preparation [new title: PRINCIPAL PREPARATION]
2. PRINCIPAL LEADERSHIP [new]
3. Focus on the Whole Child
4. Student Rights and Responsibilities
5. Rights of the Principal
6. Cyber Schools [new title: VIRTUAL SCHOOLS]
7. Legal Protection for School Personnel
8. Reduction of Administrative Personnel [delete]
9. Disruption of Education Services [delete]
10. Financial Support for Education [new title: GOVERNMENT SUPPORT AND ACCOUNTABILITY FOR EDUCATION]
11. Funds for Mandated Programs [delete]
12. Tax Referenda [delete]
13. PRINCIPAL PERFORMANCE AND EVALUATION [new]
14. What Principals Should Know and Be Able to Do [new title: PRINCIPAL PROFESSIONAL DEVELOPMENT]
15. Early Childhood Education and Care
16. Government Accountability for Student Welfare [delete]
17. Assessment
18. Community Involvement in School Activities
19. Volunteers [delete]

Resolutions with proposed changes follow; uppercase characters indicate added text, deletions are indicated with a strike-over line. Rationales for changes are specified at the end of each resolution.

National Association of Elementary School Principals
Proposed Resolution

Resolution No. 1 **LEADING: Principal Leadership and Preparation**

1 The expanding role of the principal demands a high level of professional preparation and continuing growth.
2 NAESP believes all states should require principals and site-based administrators to be licensed or certified
3 according to recognized standards, as in the second edition of *Leading Learning Communities: Standards for*
4 *What Principals Should Know and Be Able to Do* (NAESP, 2008), and adhere to the NAESP Code of Ethics.

5 NAESP ~~strongly recommends~~ BELIEVES that persons entering the principalship SHOULD have at least five years
6 of successful elementary and/or middle school teaching experience. ~~Training programs or certification~~
7 ~~components should require~~ AND AN ADVANCED DEGREE IN EDUCATIONAL LEADERSHIP THAT INCLUDES A
8 RESIDENCY/INTERNSHIP AND IN-DEPTH STUDY OF EFFECTIVE SCHOOL LEADERSHIP. THE COMPETENCIES OF
9 EFFECTIVE SCHOOL LEADERSHIP INCLUDE BUT ARE NOT LIMITED TO:

- 10 1. Building a shared vision;
- 11 2. Strengthening school culture;
- 12 3. Focusing on goals for student achievement;
- 13 4. Matching leadership knowledge and skills to the school situation;
- 14 5. Establishing high performance expectations;
- 15 6. Providing individualized teacher support and professional development;
- 16 7. Evaluating teachers accurately;
- 17 8. Providing instructional guidance;
- 18 9. Implementing models of best practice;
- 19 10. Creating structures and opportunities for teachers to collaborate;
- 20 11. Implementing strategic school improvement plans;
- 21 12. Establishing productive relations with families and communities;
- 22 13. Empowering others to make significant school-based decisions;
- 23 14. Aligning resources to support the instructional program;
- 24 15. Managing data and knowledge to make informed decisions;
- 25 16. Providing organizational management skills, including personnel and budgetary
26 matters;
- 27 17. Providing supporting working conditions in the school building;
- 28 18. Exhibiting resiliency and adaptability; and
- 29 19. Recruiting and retaining effective teachers.
- 30

31 NAESP UNDERSTANDS THAT OTHER PATHWAYS TO CERTIFICATION EXIST AND BELIEVES ANY ALTERNATIVE PATH
32 TO PRINCIPAL CERTIFICATION MUST INCLUDE A RESIDENCY/INTERNSHIP AND IN-DEPTH STUDY OF THE ABOVE
33 LISTED COMPETENCIES OF EFFECTIVE SCHOOL LEADERSHIP.

34 ~~a master's degree, with academic preparation focusing on those administrative competencies identified and~~
35 ~~validated through research.~~

36 NAESP believes standards for the preparation, certification, selection, and professional development of
37 principals should result from cooperative efforts among state and local principals' associations, state
38 departments of education, higher education institutions, local school districts, and businesses.

39 NAESP believes it is the professional responsibility of every principal to identify, encourage, recruit, and nurture
40 educators with outstanding talent, leadership, knowledge, and interpersonal skills to consider the principalship
41 as a career. Aspiring AND EARLY CAREER principals should receive mentoring, professional development
42 opportunities, and be expected to become active members in professional associations.

43 NAESP ~~recommends~~ BELIEVES that districts and preparation programs, including higher education partners,
44 provide opportunities for ADDITIONAL internships, peer coaching, job shadowing, networking, and mentorships
45 for assistant and aspiring principals. Well-prepared assistant principals are essential to achieving the mission of
46 the school.

47 NAESP supports legislation and national reciprocal agreements among states for certification, full benefits, and
48 retirement for administrators. ('86, '96, '01, '06, '10, '11)

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Rationale: Strengthens, clarifies, responds to an emerging issue, and updates the position statement

Platform Impact: Strengthens and updates the platform

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 2 **LEADING: PRINCIPAL LEADERSHIP**

1 NAESP BELIEVES THAT PRINCIPALS ARE THE PRIMARY INSTRUCTIONAL LEADERS IN THE SCHOOLS AND
2 COMMUNITIES THEY SERVE. IT IS IMPERATIVE THAT PRINCIPALS HAVE THE AUTHORITY AND AUTONOMY FOR
3 BUILDING-LEVEL DECISION MAKING, INCLUDING BUT NOT LIMITED TO PERSONNEL ASSIGNMENT, STAFF
4 EVALUATION, BUDGET AND RESOURCE ALLOCATION, DISCIPLINE, CURRICULUM DESIGN AND IMPLEMENTATION,
5 STUDENT ASSESSMENT, PROGRAM AND STAFF DEVELOPMENT, AND OTHER AREAS OF RESPONSIBILITY.

6 NAESP RECOGNIZES THE RECRUITMENT, SELECTION, EVALUATION, AND RETENTION OF STAFF AS INTEGRAL
7 COMPONENTS OF QUALITY SCHOOLS. THE FINAL RECOMMENDATION REGARDING STAFF SELECTION MUST
8 REMAIN WITH THE PRINCIPAL.

9 NAESP BELIEVES THE PRINCIPAL IS RESPONSIBLE FOR FORMATIVE AND SUMMATIVE EVALUATION OF STAFF.
10 OBSERVATIONS AND EVALUATIONS SHOULD USE ESTABLISHED INSTRUMENTS AND PROCEDURES BASED ON
11 BEST PRACTICES FOR IMPROVED PROFESSIONAL PERFORMANCE LEADING TO IMPROVED STUDENT LEARNING
12 AND ACADEMIC ACHIEVEMENT.

13 NAESP BELIEVES SCHOOL PRINCIPALS MUST BE ACTIVE IN LOCAL, STATE, AND NATIONAL ASSOCIATIONS FOR
14 ACCESS TO RESOURCES, BEST PRACTICES, ADVOCACY, NETWORKING, AND PROFESSIONAL DEVELOPMENT.

15 NAESP BELIEVES PRINCIPALS HAVE A CRITICAL ROLE IN COMMUNICATING AND IMPLEMENTING THE DECISIONS
16 OF POLICY-MAKERS. ALL FEDERAL- OR STATE-FUNDED AGENCIES, COMMITTEES, AND OTHER GROUPS MUST
17 INCLUDE PRACTICING PRINCIPALS IN THE DEVELOPMENT OF EDUCATION POLICIES, GUIDELINES, RULES, AND
18 REGULATIONS.

19 NAESP BELIEVES EVERY ELEMENTARY AND MIDDLE SCHOOL SHOULD HAVE A FULL-TIME CERTIFIED PRINCIPAL.
20 SCHOOLS WITH MORE THAN 400 STUDENTS SHOULD ALSO EMPLOY A FULL-TIME ASSISTANT PRINCIPAL. ('02,
21 '07, '10, '11)

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Rationale: Separates components from What Principals Should Know and Be Able to Do to create a new resolution

Platform Impact: Updates platform

National Association of Elementary School Principals
Proposed Resolution

Resolution No. 3 **LEADING: Focus on the Whole Child**

1 NAESP believes that children must be the nation’s number one priority and the focal point of education. NAESP
2 has always supported the concept of the whole child. As educators, we have consistently addressed the health,
3 safety, social, emotional and educational needs that are components of every child’s success. NAESP urges
4 principals to eagerly partner with all agencies (local, state and federal) to develop transition plans among
5 preschool, elementary, middle, and high schools. NAESP encourages principals to refer to *Leading Early*
6 *Childhood Learning Communities: What Principals Should Know and Be Able To Do* (NAESP, 2005) and the second
7 edition of *Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do* (NAESP,
8 2008).

9 The benefits of quality BEFORE AND after-school programs are evident in student achievement, social
10 interaction, and safety. NAESP believes federal, state and local leaders, including principals, should provide
11 vision and support for effective extended-day learning that includes a variety of enrichment opportunities.
12 Programs should follow the standards identified in *Leading After-School Learning Communities* (NAESP, 2006).

13 NAESP recognizes the individual accountability and collective responsibility of all school staff, parents, and other
14 community members for the education of the child. NAESP SUPPORTS THE USE OF PUBLIC SCHOOLS AS
15 COMMUNITY SCHOOLS TO BRING TOGETHER MANY PARTNERS TO OFFER A RANGE OF SUPPORT AND
16 OPPORTUNITIES TO CHILDREN, YOUTH, FAMILIES, AND COMMUNITIES.

17 NAESP will continue to work in partnership with all involved for the total development of the whole child. ('71,
18 '72, '86, '94, '95, '00, '05, '06 '09, '10 '11)

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Rationale: Strengthens position

Platform Impact: Updates platform

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 4 **LEADING: Student Rights and Responsibilities**

1 NAESP believes that the rights of all students should be protected.

2 NAESP believes students have the right to learn in school without undue interference FROM UNACCEPTABLE
3 BEHAVIORS SUCH AS BULLYING, CYBERBULLYING, HARASSMENT, INTIMIDATION, AND HAZING. ~~including that~~
4 ~~resulting from seriously disruptive students.~~

5 NAESP believes that school discipline is a shared responsibility of students, parents/guardians, educators, and
6 the community. All students should be held consistently to school and district codes of conduct.

7 NAESP BELIEVES ~~recommends appropriate~~ ALL disciplinary measures for ~~all~~ students who engage in a pattern of
8 ~~violent or seriously disruptive~~ UNACCEPTABLE behavior SHOULD BE DEVELOPMENTALLY APPROPRIATE. NAESP
9 ~~recommends that individually appropriate~~ Alternative options, within the scope of state and local regulations,
10 MUST be available for all students ~~whose ongoing dangerous or seriously disruptive behavior requires their~~
11 ~~removal from the regular classroom.~~ WHO EXHIBIT UNACCEPTABLE BEHAVIOR.

12 ~~NAESP believes that school discipline is a shared responsibility of students, parents/guardians, educators, and~~
13 ~~the community. All students should be held consistently to school and district codes of conduct.~~

14 NAESP believes the practice of corporal punishment as a form of discipline must be abolished and supports
15 legislation that would prohibit all forms of corporal punishment in schools.

16 NAESP BELIEVES principals must ~~be involved on the local level to~~ assist LOCAL boards of education in the design
17 of ~~discipline~~ CODE OF CONDUCT policies that are developmentally and educationally appropriate. ~~are~~
18 ~~consistently applied, and follow due process. ('73, '75, '77, '90*, '00*, '05, '10)~~

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Rationale: Updates, clarifies, and strengthens the statement

Platform Impact: Strengthens platform

National Association of Elementary School Principals
Proposed Resolution

Resolution No. 5 **LEADING: Rights of the Principal**

1 NAESP believes job security and protection of rights and personal welfare is essential for a principal to carry out
2 professional responsibilities without fear of reprisal.

3 ~~NAESP believes rating and ranking based on student test scores should not be the sole or primary criterion in the~~
4 ~~evaluation, dismissal, reassignment, or compensation of principals.~~

5 NAESP strongly supports the right of principals on the local school district level to organize and negotiate in
6 matters affecting conditions of employment.

7 NAESP believes all public school administrators should be employed under written contracts and a defined hold-
8 harmless clause. Salary and benefits, methods used in determining salary, due process, and length of contract
9 should be included as conditions of employment.

10 NAESP BELIEVES PRINCIPALS HAVE A RIGHT TO BE COMPENSATED BASED ON MULTIPLE INDICATORS INCLUDING
11 BUT NOT LIMITED TO PROFESSIONAL PREPARATION, SIZE OF SCHOOL, EXPERIENCE, COMPLEXITY OF JOB
12 REQUIREMENTS, AND LENGTH OF CONTRACT YEAR.

13 ~~Principals should be evaluated and compensated based on multiple indicators such as professional preparation,~~
14 ~~school culture surveys, parent satisfaction surveys, peer evaluations, size of school, performance reviews,~~
15 ~~developmentally appropriate student achievement data, goal attainment, experience, complexity of job~~
16 ~~requirements, and length of contract year.~~

17 NAESP supports incentive pay, also known as pay for assignment, for principals and teachers who commit to
18 working in hard-to-staff schools.

19 NAESP RECOGNIZES THAT DECLINING ENROLLMENT, DIMINISHING FINANCIAL RESOURCES, AND OTHER
20 FACTORS MAY CAUSE REDUCTIONS OF ADMINISTRATIVE PERSONNEL. CLEAR CRITERIA AND PROCEDURES MUST
21 BE USED IN A REDUCTION OF ADMINISTRATIVE PERSONNEL. FAIR AND OBJECTIVE CRITERIA MUST BE NON-
22 DISCRIMINATORY AND CONSIDER JOB PERFORMANCE AND EVALUATION, SENIORITY, AND PROFESSIONAL
23 PREPARATION AND CERTIFICATION. PROCEDURES MUST INCLUDE TIMELY NOTIFICATION, ACCESS TO ALL
24 PERTINENT RECORDS AND MATERIALS, AND AN OPPORTUNITY TO RESPOND. REASSIGNMENT SHOULD INCLUDE
25 THE OPTION OF MOVING TO A COMPARABLE ADMINISTRATIVE ASSIGNMENT OR TO A TEACHING POSITION.

26 Legislation, regulations, and policies should be pursued that provide reasonable job security for school principals
27 and must prevent transfer or removal without just cause and due process. ('72, '74, '90*, '96, '01, '06, '11)

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Rationale: Combines and strengthens positions by separating Performance and Evaluation out of Rights of the Principal; combined Reduction of Administrative Personnel with Rights of the Principal

Platform Impact: Updates and streamlines the platform

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 6 **LEADING: ~~Cyber~~ VIRTUAL Schools**

- 1 NAESP recognizes that technology is expanding educational options, including online learning.
- 2 While definitions of the term “~~cyber~~ VIRTUAL schools” vary, NAESP strongly opposes online education programs
3 that bypass the teacher/student relationship, lack accountability, and divert funds from public schools. NAESP
4 believes that integrating future technology into effective educational practices and options can be beneficial. At
5 the same time, any school receiving public funds must maintain proven elements of quality education. These
6 elements include but are not limited to:
- 7 1. certified principals and instructors who support and guide the learning process;
 - 8 2. educator-developed curricula based on current research and practice;
 - 9 3. human relations skills developed through social interactions and communication within a diverse
10 population; and
 - 11 4. assessments that are valid, reliable, and appropriate to the curricula. ('02, '07)

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Rationale: Updates language of resolution

Platform Impact: Updates platform

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 7 **LEADING: Legal Protection for School Personnel**

1 NAESP acknowledges that lawsuits are filed against school personnel as they carry out their assigned
2 responsibilities as agents of the state or school district in interpreting and implementing policies and regulations.

3 NAESP ~~urges~~ BELIEVES school districts ~~to~~ SHOULD provide adequate liability protection, financial support, and
4 legal representation for school personnel.

5 NAESP ~~urges~~ SUPPORTS local and state associations to work cooperatively with state legislative bodies to pass
6 appropriate legislation to penalize those who file frivolous lawsuits. ('79, '90*, '96, '06)

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Rationale: Streamlines resolution

Platform Impact: Streamlines platform

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 8 ~~**LEADING: Reduction of Administrative Personnel**~~

1 ~~NAESP recognizes that declining enrollment, diminishing financial resources, and other factors may cause~~
2 ~~reductions of administrative personnel.~~

3 ~~The Association urges its members to develop and secure the adoption of criteria and procedures to be used in a~~
4 ~~reduction of administrative personnel. Criteria should include such considerations as seniority,~~
5 ~~non-discrimination, objectivity, uniformity of application, and professional preparation. Procedures should~~
6 ~~include timely notification, access to all pertinent records and materials, and an opportunity to respond.~~

7 ~~Reassignment should include the option of moving to a comparable administrative assignment or to a teaching~~
8 ~~position. ('82, '92*, '97, '02)~~

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Rationale: Combined with related resolution (Rights of the Principal)

Platform Impact: Streamlines platform

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 9 ~~**LEADING: Disruption of Educational Services**~~

1 ~~NAESP believes the disruption of educational services to children brought about by either decision or indecision~~
2 ~~of legislatures, courts, or policy-making bodies is unacceptable.~~

3 ~~NAESP urges all members, state associations, and other concerned groups to work together to maintain services~~
4 ~~and keep schools in regular session without interruption. ('78, '90*, '00*, '05)~~

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Rationale: Deletes resolution

Platform Impact: Updates platform

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 10 **LEADING: ~~Financial~~ GOVERNMENT Support AND ACCOUNTABILITY for Education**

1 NAESP VALUES THE PUBLIC TRUST PLACED IN SCHOOLS TO PROVIDE EACH STUDENT A FREE AND APPROPRIATE PUBLIC
2 EDUCATION AND TO REMOVE BARRIERS TO LEARNING.

3 NAESP BELIEVES FEDERAL, STATE, AND LOCAL GOVERNMENTS MUST ASSUME ACCOUNTABILITY AND TAKE AGGRESSIVE
4 ACTION TO ADDRESS SOCIAL AND ECONOMIC ISSUES ARISING FROM SUCH FACTORS AS UNEMPLOYMENT,
5 IMMIGRATION, POVERTY, DRUGS AND ALCOHOL, AND OTHER CHALLENGES FACING THE AMERICAN FAMILY.

6 NAESP BELIEVES SUFFICIENT FUNDING FOR PUBLIC EDUCATION IS ESSENTIAL TO THE WELL-BEING OF OUR NATION AND
7 ITS CITIZENS. MOREOVER, NAESP OPPOSES REFERENDA, INITIATIVES, AND OTHER GOVERNING ACTIONS THAT REDUCE
8 FUNDING FOR PUBLIC EDUCATION.

9 NAESP BELIEVES PRINCIPALS, NATIONAL, STATE, AND LOCAL LEADERS, AND OTHER INTERESTED GROUPS SHOULD
10 PROMOTE PUBLIC AWARENESS OF THE DETRIMENTAL EFFECTS OF REDUCING PUBLIC EDUCATION FUNDING.

11 NAESP BELIEVES ANY FEDERAL OR STATE LEGISLATION REQUIRING SCHOOLS TO PROVIDE PROGRAMS, SERVICES,
12 AND/OR FACILITIES MUST PROVIDE FULL FUNDING FOR THOSE MANDATES AND GUARANTEE FUNDING AT THE SCHOOL
13 LEVEL. A SYSTEM OF COORDINATED SERVICES, IN WHICH HEALTH AND HUMAN SERVICES AGENCIES WORK TO SUPPORT
14 SCHOOLS AND STUDENTS, SHOULD BE ESTABLISHED IN EVERY STATE AND FUNDED BY STATE AND FEDERAL RESOURCES.

15 NAESP BELIEVES LEGISLATIVE BODIES SHOULD ~~CONSULT~~ WORK WITH LOCAL, STATE, AND NATIONAL ASSOCIATIONS TO
16 ~~DETERMINE PROGRAM COSTS AND~~ PROVIDE INFORMATION REGARDING REQUISITE FUNDING.

17 NAESP believes ~~that~~ financial support for public education must be shared by local, state, and federal governments.
18 ~~However, NAESP RECOMMENDS urges an increase in the amount of federal~~ INCREASING FINANCIAL support THAT IS
19 PREDICTABLE AND CONTINUOUS with greater ~~local and~~ building-level flexibility in the allocation and use of ~~federal~~
20 funds.

21 NAESP strongly opposes any reduction of public school funding. ~~HOWEVER, NAESP While recognizing~~ UNDERSTANDS
22 the need for FINANCIAL EDUCATIONAL EXPENDITURE REFORM. ~~reform in the methods of financing educational~~
23 ~~expenditures, NAESP strongly opposes any reduction of public school funding.~~ NAESP BELIEVES ~~urges~~ local, state, and
24 federal governments SHOULD ~~to~~ reexamine tax structures and revise allotment formulas to equalize and increase
25 financial support for education among school districts.

26 ~~NAESP also urges local, state, and federal governments to provide funding that is predictable and continuous so that~~
27 NAESP BELIEVES educational leaders MUST have the opportunity to plan for the future of public schools. ('82, '92, '94,
28 '96, '01, '06)

Rationale: Strengthens and clarifies this resolution and combines it with Tax Referenda and Funds for Mandated Programs as well as Government Accountability for Student Welfare

Platform Impact: Streamlines platform

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 11 ~~**LEADING: Funds for Mandated Programs**~~

- 1 ~~NAESP believes any federal or state legislation requiring schools to provide programs, services, and/or facilities~~
- 2 ~~must provide full forward funding for those mandates and guarantees funding at the school level.~~
- 3 ~~NAESP urges legislative bodies to consult with local, state, and national associations to determine program costs~~
- 4 ~~and provide requisite funding.~~
- 5 ~~Principals should be granted the authority to allocate resources to address individual school needs. ('80, '90, '94,~~
- 6 ~~'04, '09)~~
- 7
- 8

Rationale: Deletes resolution and combines concepts into Financial Support for Education (now titled ~~Financial~~ GOVERNMENT Support AND ACCOUNTABILITY for Education)

Platform Impact: Streamlines platform

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 12 **LEADING: Tax Referenda**

1 ~~NAESP believes sufficient funding for public education is essential to the well-being of our nation and its citizens.~~
2 ~~Moreover, NAESP opposes referenda, initiatives, and other governing actions that reduce funding for public~~
3 ~~education.~~

4 ~~NAESP urges principals; national, state, and local leaders; and other interested groups to promote public~~
5 ~~awareness of the detrimental effects of reducing public education funding. ('82, '91, '01*, '06)~~

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Rationale: Deletes resolution and combines with Financial Support for Education (now titled Financial GOVERNMENT Support AND ACCOUNTABILITY for Education)

Platform Impact: Streamlines platform

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 13 **LEADING: PRINCIPAL PERFORMANCE AND EVALUATION**

1 NAESP BELIEVES RATING AND RANKING BASED ON STUDENT TEST SCORES SHOULD NOT BE THE SOLE OR
2 PRIMARY CRITERION IN THE EVALUATION, DISMISSAL, REASSIGNMENT, OR COMPENSATION OF PRINCIPALS.
3 PRINCIPALS SHOULD BE EVALUATED BASED ON MULTIPLE INDICATORS INCLUDING BUT NOT LIMITED TO
4 SCHOOL CULTURE SURVEYS, PARENT SATISFACTION SURVEYS, PEER EVALUATIONS, PERFORMANCE REVIEWS,
5 DEVELOPMENTALLY APPROPRIATE STUDENT ACHIEVEMENT DATA OVER TIME, GOAL ATTAINMENT, AND
6 COMPLEXITY OF SCHOOL CONTEXT.

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Rationale: Responds to an emerging issue and strengthens NAESP position by separating Performance and Evaluation components out of Rights of the Principal

Platform Impact: Strengthens and updates the Platform.

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 14 **LEARNING: ~~What Principals Should Know and Be Able To Do~~ PRINCIPAL PROFESSIONAL DEVELOPMENT**

1 NAESP believes that principals are the primary instructional leaders in the schools and communities in which
2 they serve. Because of the magnitude of this responsibility, it is imperative that principals have authority in the
3 decision-making process as it involves personnel assignment and staff evaluation, expenditure of funds,
4 discipline, curriculum design, program/staff development and evaluation, and other areas affecting this role.

5 Principals are strongly urged to use SHOULD UTILIZE the NAESP document, *Leading Learning Communities:
6 Standards for What Principals Should Know and Be Able To Do, Second Edition* (NAESP, 2008).

7 NAESP believes school principals should continue their professional growth to improve instructional leadership
8 and model lifelong learning.

9 NAESP endorses full funding and/or support of ongoing professional growth opportunities NAESP BELIEVES
10 SCHOOL DISTRICTS SHOULD PROVIDE FUNDING FOR PRINCIPAL PROFESSIONAL DEVELOPMENT and active
11 participation in professional organizations.

12 NAESP SUPPORTS LEGISLATION THAT PROVIDES FUNDING FOR PRINCIPAL PROFESSIONAL DEVELOPMENT.

13 NAESP recognizes the recruitment, selection, and retention of staff as an integral component in quality schools.
14 Principals are encouraged to include current school staff for selecting new personnel. The final recommendation
15 regarding staff selection must remain with the principal.

16 NAESP believes the principal is responsible for formative and summative evaluation of staff. Observations and
17 evaluations should use established instruments and procedures that are directed toward improved professional
18 performance leading to improved student learning and academic achievement.

19 Principals should have the opportunity to participate in professional development opportunities to develop and
20 enhance effective staff evaluation techniques.

21 NAESP encourages school principals to be active in local and state associations to exert leadership by
22 collaborating with other professional organizations, soliciting the support of business and other community
23 groups, and enlisting legislative support for public education.

24 NAESP believes principals have a critical role in communicating and implementing the decisions of policy-
25 makers. All federal or state funded agencies, committees, and other groups must include practicing principals in
26 the development of education policies, guidelines, rules, and regulations.

27 NAESP believes that an important way to strengthen confidence in public education is to celebrate school
28 successes and build public understanding. Principals should be assertive in publicizing the interests, activities,
29 and successes of public schools across America being mindful that student confidentiality must be protected.

30 NAESP maintains that the instructional leadership role of the principal and assistant principal is vital to sound
31 educational programs in each elementary and middle school. Responsibilities created by state and federal

32 ~~mandates place tremendous demands on the principal; the principal must have sufficient time to plan,~~
33 ~~coordinate, and provide instructional leadership.~~

34 ~~NAESP strongly recommends the employment of a full-time, certified principal for each elementary and middle~~
35 ~~school and the employment of full-time assistant principals in schools with more than 400 students.~~

36 ('02, '07, '10, '11)

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Rationale: Separates learning elements from What Principals Should Know... and strengthens and clarifies the position

Platform Impact: Strengthens platform

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 15 **LEARNING: Early Childhood Education and Care**

1 NAESP recognizes families are the primary caregivers for their children. NAESP also recognizes the increasing
2 need for quality education and child care services outside the home.

3 Quality early childhood experiences provide the foundation for higher levels of student achievement, future
4 success in school, and economic benefits to society. NAESP believes that early childhood programs should be
5 school-connected and available for all children. NAESP recommends, supports, and encourages schools to
6 implement developmentally appropriate programs that provide social, physical, emotional, and academic
7 experiences for pre-kindergarten and kindergarten children.

8 NAESP SUPPORTS A CONTINUUM OF LEARNING FROM EARLY CHILDHOOD THROUGH GRADE 3. PRINCIPALS
9 HAVE A UNIQUE OPPORTUNITY TO FACILITATE THE COLLABORATION WITH COMMUNITY EARLY LEARNING
10 PROGRAMS IN THE AREAS OF PROFESSIONAL DEVELOPMENT, STANDARDS ALIGNMENT, CURRICULUM, AND
11 DEVELOPMENTALLY APPROPRIATE ASSESSMENTS.

12 NAESP believes full-day kindergarten programs are essential and should be mandatory. Early childhood
13 educators and programs should meet the standards recommended in *Leading Early Childhood Learning
14 Communities: What Principals Should Know and Be Able to Do* (NAESP, 2005).

15 NAESP believes that federal and state funding for school-connected early childhood programs must be a
16 legislative priority and supports collaboration between entities to promote a seamless continuum of services
17 from pre-K to grade 3 without impinging on current funding for public education. ('60, '62, '67, '68, '84 '85, '88,
18 '90, '93, '98, '01, '05, '08, '09, '10, '11)

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Rationale: Updates, clarifies, and strengthens the resolution

Platform Impact: Strengthens platform

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 16 ~~**LEARNING: Government Accountability for Student Welfare**~~

1 ~~NAESP values the public trust placed in schools to provide each student an appropriate education and to remove~~
2 ~~barriers to learning. However, schools cannot accomplish these tasks alone.~~

3 ~~NAESP is concerned about the derogatory political portrayal of schools as inadequately addressing problems~~
4 ~~facing students.~~

5 ~~NAESP implores government officials and agencies to assume accountability and take aggressive action to~~
6 ~~address social and economic issues arising from such factors as unemployment, immigration, poverty, drugs and~~
7 ~~alcohol, and other challenges facing the American family.~~

8 ~~A system of coordinated services, in which health and human services agencies work to support schools and~~
9 ~~students, should be established in every state and funded by state and federal resources. ('08)~~

10

11

Rationale: Deletes resolution – concepts are included/repeated in other resolutions

Platform Impact: Streamlines platform

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 17 **LEARNING: Assessment**

1 NAESP believes children have diverse abilities, ~~and~~ learning potential, AND LANGUAGE PROFICIENCY that should
2 be identified and developed. Educators, families, and students need multiple, fair, effective formative and
3 summative assessments that should be used for determining the needs of children.

4 NAESP believes that before assessment procedures are developed, and for assessment information to be valid
5 and useful, educational standards specifying what students are expected to know and be able to do must be
6 clearly defined through broad-based consensus.

7 GLOBAL LANGUAGE LEARNERS SHOULD NOT BE REQUIRED TO TAKE STATE ASSESSMENTS UNTIL THEY ARE
8 PROFICIENT IN ENGLISH.

9 Educators should be involved in the design and use of assessments. Data must be reported in an
10 understandable, timely manner within the context of other relevant school information. Assessments should
11 inform instruction, be fair, flexible, authentic, and reflect students' progress toward proficiency.

12 NAESP opposes the use of standardized assessments as the sole or primary criterion to measure student
13 performance; to rate, grade or rank principal, teacher, or school effectiveness; to allocate funds; or to take
14 punitive measures against schools and/or school personnel.

15 NAESP ~~urges its~~ members SHOULD ~~to~~ become informed and involved in activities establishing the design and
16 implementation of assessments. ('72, '76, '85, '89, '97, '01, '02, '07, '11)

17

18

Rationale: Strengthens, clarifies, and updates the position

Platform Impact: Updates and strengthens the platform

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 18 **COMMUNITY: Community Involvement in School Activities**

1 NAESP believes that there should be a strong collaborative relationship between the school, the community, and
2 local businesses. THE COMMUNITY SCHOOL PARTNERSHIP IS A UNIQUE AND VITAL FEATURE OF AMERICAN
3 EDUCATION AND THERE IS A NEED FOR VOLUNTEERS IN EVERY SCHOOL. NAESP ENCOURAGES SCHOOL
4 DISTRICTS AND INDIVIDUAL SCHOOLS TO PROVIDE ACCESS AND OPPORTUNITY FOR COMMUNITY MEMBERS TO
5 PARTICIPATE IN A NETWORK OF SERVICES, RESOURCES, AND SUPPORT FOR THE TOTAL EDUCATIONAL PROCESS.

6 NAESP BELIEVES PRINCIPALS SHOULD ACTIVELY SUPPORT COORDINATED LOCAL EFFORTS FOR COMMUNITY
7 INVOLVEMENT TO STRENGTHEN EDUCATIONAL OPPORTUNITIES FOR ELEMENTARY AND MIDDLE-LEVEL
8 LEARNERS.

9 ~~Community and business members should be encouraged to participate in the educational process as it will
10 result in stronger educational opportunities for elementary and middle level learners.~~

11 NAESP believes that schools are community-based and school facilities should be utilized for instructional, child
12 care, civic, social and recreational programs as deemed acceptable by individual school district policies and
13 procedures. Principals should provide leadership in the utilization of community resources within their school
14 buildings.

15 ~~NAESP believes that the community school partnership is a unique and vital feature of American education and
16 that there is a need for volunteers in every school. NAESP encourages school districts and individual schools to
17 provide access and opportunity for community members to participate in a network of services, resources, and
18 support for the total educational process.~~

19 ~~Therefore, NAESP recommends that principals actively support coordinated local efforts for community
20 involvement. Further, NAESP urges principals to ensure that volunteers work under the direct supervision of
21 appropriate school personnel, but do not diagnose, prescribe, or formally evaluate the work of children.~~

22 NAESP BELIEVES THAT SCHOOLS SHOULD REEXAMINE THE STATUS OF THEIR OWN SCHOOLS AND TAKE STEPS
23 TOWARD REVITALIZING AND EXTENDING THE EFFECTIVENESS OF VOLUNTEER GROUPS, INCLUDING PROVIDING
24 APPROPRIATE TRAINING. PRINCIPALS SHOULD ENSURE THAT VOLUNTEERS WORK UNDER THE DIRECT
25 SUPERVISION OF APPROPRIATE SCHOOL PERSONNEL, BUT DO NOT DIAGNOSE, PRESCRIBE, OR FORMALLY
26 EVALUATE THE WORK OF CHILDREN.

27 NAESP BELIEVES BACKGROUND CHECKS MUST BE REQUIRED FOR VOLUNTEERS WORKING IN SCHOOLS. ('85,
28 '95, '02, '07 '11)

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30

Rationale: Combines the resolution with Volunteers

Platform Impact: Streamlines platform

**National Association of Elementary School Principals
Proposed Resolution**

Resolution No. 19 **COMMUNITY: Volunteers**

1 ~~NAESP believes that the community school partnership is a unique and vital feature of American education and~~
2 ~~that there is a need for volunteers in every school. NAESP encourages school districts and individual schools to~~
3 ~~provide access and opportunity for community members to participate in a network of services, resources, and~~
4 ~~support for the total educational process.~~

5 ~~Therefore, NAESP recommends that principals actively support coordinated local efforts for community~~
6 ~~involvement. Further, NAESP urges principals to ensure that volunteers work under the direct supervision of~~
7 ~~appropriate school personnel, but do not diagnose, prescribe, or formally evaluate the work of children.~~

8 ~~NAESP urges all of its members to reexamine the status of their own schools and take steps toward revitalizing~~
9 ~~and extending the effectiveness of volunteer groups, including providing appropriate training. NAESP~~
10 ~~recommends background checks be required for volunteers working in our schools. ('85, '95, '02, '07)~~

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12

Rationale: Deletes resolution and adds statements to Community Involvement in School Activities

Platform Impact: Streamlines platform