

# NAESP's 2010-2011 Resolutions Committee

## Proposed Resolutions

Attached are the proposed resolutions developed by the Resolutions Committee at their November 2010 meeting. All NAESP members are encouraged to review the proposed changes and provide their feedback.

**Feedback will be accepted in two ways and is due by March 31, 2011:**

1. E-mail [resolutions@naesp.org](mailto:resolutions@naesp.org) with your name, contact information and the title of the resolution(s) you're commenting on.
2. Contact your Zone's Resolutions Committee member. When you e-mail your Resolution's Committee member, please include your name and contact information, as well as the title of the resolution(s) you're commenting on.

NAESP members are also welcome to review the existing NAESP Platform and provide feedback on any resolutions included—or missing—from that document. The Resolutions Committee will review and consider all feedback received by the deadline at the beginning of the 2011 NAESP Convention in Tampa, Florida.

Should you have any questions about the proposed resolutions, the Platform or the process for reviewing the document, please contact your Resolutions Committee member or contact Abbie Evans ([aevens@naesp.org](mailto:aevens@naesp.org)) at NAESP.

Thank you.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS  
PROPOSED RESOLUTION

**Resolution No.**                      **Assessment**

1 ~~NAESP believes that, for assessment information to be valid and useful, educational standards~~  
2 ~~specifying what students are expected to know and be able to do must be clearly defined through a~~  
3 ~~broad-based consensus process before assessment procedures are developed.~~

4  
5 ~~Assessment focused on student performance has as its primary purpose the advancement of student~~  
6 ~~learning and the improvement of instruction. This process must be fair, flexible, and authentic in that it~~  
7 ~~reflects the students' demonstration of competence. The procedures utilized must be valid and~~  
8 ~~appropriate representations of the expectations placed on students. NAESP recognizes that assessment is~~  
9 ~~an integral part of curriculum and instruction, which includes the teaching and learning of test-taking~~  
10 ~~skills. NAESP encourages the alignment of curriculum, instruction, and assessment to maintain a~~  
11 ~~balance between teaching and formal assessment.~~

12  
13 ~~The assessment process must involve educators in its design and use, and include procedures that ensure~~  
14 ~~accessibility, data analysis, continuous review, and improvement. Test results must be accessible and~~  
15 ~~reported in an understandable, timely manner within the context of other relevant information affecting~~  
16 ~~the school.~~

17  
18 ~~NAESP urges its members to become involved in state and local activities establishing the design and~~  
19 ~~implementation of assessment processes. ('92, '94, '01, '06)~~

20  
Rationale: Deleted and combined with Standardized Tests

Platform impact: Streamlines and update platform

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS  
PROPOSED RESOLUTION

**Resolution No.                      Early Childhood Education and Care**

1 NAESP recognizes ~~parents/guardians~~ FAMILIES ARE as the primary caregivers for their children.  
2 NAESP also recognizes the increasing need for quality education and child care services outside the  
3 home.

4  
5 Quality early childhood experiences provide the foundation for higher levels of student achievement,  
6 future success in school, and economic benefits to society. NAESP believes that early childhood  
7 programs should be school-connected and available for all children on a voluntary basis. NAESP  
8 recommends, supports, and encourages schools to implement developmentally appropriate programs that  
9 provide social, physical, emotional, and academic experiences for pre-kindergarten and kindergarten  
10 children. NAESP BELIEVES ~~urges states to offer~~ full-day kindergarten programs ARE ESSENTIAL  
11 AND ~~NAESP further believes~~ early childhood educators and programs should meet the standards  
12 recommended in *Leading Early Childhood Learning Communities: What Principals Should Know and*  
13 *Be Able to Do* (NAESP, 2005).

14  
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  
17 SEAMLESS CONTINUUM OF SERVICES FROM PRE-K TO GRADE 3 WITHOUT IMPINGING  
18 ON CURRENT FUNDING FOR PUBLIC EDUCATION. ~~urges principals to advocate for the financial~~  
19 ~~support necessary to implement such programs.~~ ('60, '62, '67, '68, '84 '85, '88, '90, '93, '98, '01, '05,  
20 '08, '09, '10)

21  
Rationale: Clarifies and strengthens resolution

Platform impact: Streamlines platform

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS  
PROPOSED RESOLUTION

**Resolution No.**                      **Legal Status and Rights of the Principal**

1 NAESP believes job security and protection of rights and personal welfare is essential for an educational  
2 leader A PRINCIPAL to carry out professional responsibilities without fear of reprisal.

3  
4 NAESP believes rating and ranking based on student test scores should not be the sole OR PRIMARY  
5 criterion in the EVALUATION, dismissal, reassignment, or compensation of principals.

6  
7 NAESP STRONGLY SUPPORTS THE RIGHT OF PRINCIPALS ON THE LOCAL SCHOOL  
8 DISTRICT LEVEL TO ORGANIZE AND NEGOTIATE IN MATTERS AFFECTING CONDITIONS  
9 OF EMPLOYMENT, WHEN APPROPRIATE.

10  
11 NAESP BELIEVES ALL PUBLIC SCHOOL ADMINISTRATORS SHOULD BE EMPLOYED  
12 UNDER WRITTEN CONTRACTS AND A DEFINED HOLD-HARMLESS CLAUSE. SALARY  
13 AND BENEFITS, METHODS USED IN DETERMINING SALARY, DUE PROCESS, AND  
14 LENGTH OF CONTRACT SHOULD BE INCLUDED AS CONDITIONS OF EMPLOYMENT.

15  
16 PRINCIPALS SHOULD BE EVALUATED AND COMPENSATED BASED ON MULTIPLE  
17 INDICATORS SUCH AS PROFESSIONAL PREPARATION, SCHOOL CULTURE SURVEYS,  
18 PARENT SATISFACTION SURVEYS, PEER EVALUATIONS, SIZE OF SCHOOL,  
19 PERFORMANCE REVIEWS, DEVELOPMENTALLY APPROPRIATE STUDENT ACHIEVEMENT  
20 DATA, GOAL ATTAINMENT, EXPERIENCE, COMPLEXITY OF JOB REQUIREMENTS, AND  
21 LENGTH OF CONTRACT YEAR.

22  
23 NAESP SUPPORTS INCENTIVE PAY, ALSO KNOWN AS PAY FOR ASSIGNMENT, FOR  
24 PRINCIPALS AND TEACHERS WHO COMMIT TO WORKING IN HARD-TO-STAFF SCHOOLS.

25  
26 NAESP urges all administrators' associations to seek the enactment of Legislation, regulations, and policies  
27 SHOULD BE PURSUED that provide REASONABLE JOB security in the principalship and legal status for  
28 school principals Such policies AND must prevent their transfer or removal without just cause and due process;  
29 not impairing any of their rights already in effect. ('72, '74, '90\*, '96, '01, '06)

30  
Rationale: Combines and strengthens resolution

Platform impact: Streamlines and updates platform

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS  
PROPOSED RESOLUTION

**Resolution No.                      National Assessment Programs—**

1 ~~NAESP believes the purpose of national testing programs, such as National Assessment of Educational Progress~~  
2 ~~(NAEP), is to gather longitudinal data to inform educational decision making related to student achievement,~~  
3 ~~professional development, and allocation of resources for state school systems and not to be used for comparative~~  
4 ~~purposes, promotion and retention of staff, or determination of salary. ('88\*, '98, '02, '07, '09)~~  
5

Rationale: Deleted

Platform impact: Streamlines platform

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS  
PROPOSED RESOLUTION

**Resolution No.                      ~~Principal Compensation~~**

1 ~~NAESP believes principals at all levels should receive equitable compensation.~~

2

3 ~~Principals should be compensated based on multiple indicators such as professional preparation, school~~  
4 ~~culture surveys, parent satisfaction surveys, peer evaluations, size of school, performance reviews, goal~~  
5 ~~attainment, experience, complexity of job requirements, and length of contract year.~~

6

7 ~~NAESP supports incentive pay, also known as pay for assignment, for principals and teachers who~~  
8 ~~commit to working in hard to staff schools.~~

9

10 ~~Due to the complexities of the job, principal compensation should never be based primarily on student~~  
11 ~~achievement. Principals must have a role in the evolving discussion on principal compensation. ('76,~~  
12 ~~'85, '95, '05, '10)~~

13

Rationale: Combined with ~~Legal Status and Rights of the Principal~~

Platform impact: Streamlines platform

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS  
PROPOSED RESOLUTION

**Resolution No.                      Principal Leadership and Preparation**

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

6  
7 ~~NAESP strongly recommends districts establish elementary schools of no more than 400 students.~~  
8 ~~Where circumstances dictate larger or specialized school populations, NAESP endorses the employment~~  
9 ~~of an assistant principal. NAESP believes the assistant principal is essential to achieving the mission of~~  
10 ~~the school.~~

11  
12 NAESP STRONGLY RECOMMENDS THAT PERSONS ENTERING THE PRINCIPALSHIP HAVE  
13 AT LEAST FIVE YEARS OF SUCCESSFUL ELEMENTARY AND/OR MIDDLE SCHOOL  
14 TEACHING EXPERIENCE. TRAINING PROGRAMS OR CERTIFICATION COMPONENTS  
15 SHOULD REQUIRE A MASTER’S DEGREE, WITH ACADEMIC PREPARATION FOCUSING ON  
16 THOSE ADMINISTRATIVE COMPETENCIES IDENTIFIED AND VALIDATED THROUGH  
17 RESEARCH.

18  
19 NAESP believes standards for the preparation, certification, selection, and professional development of  
20 principals should result from cooperative efforts among state and local principals’ associations, state  
21 departments of education, higher education institutions, and local school districts, AND BUSINESSES.  
22 ~~NAESP encourages the development of partnerships with the private/business sectors to support these~~  
23 ~~efforts.~~

24  
25 ~~NAESP strongly recommends that persons entering the principalship have at least five years of~~  
26 ~~successful elementary and/or middle school teaching experience. Training programs or certification~~  
27 ~~components should require a master’s degree, with academic preparation focusing on those~~  
28 ~~administrative competencies that have been identified and validated through research.~~

29

30 NAESP believes it is the professional responsibility of every principal to identify, encourage, recruit,  
31 and nurture educators with outstanding talent, leadership, knowledge, and interpersonal skills to  
32 consider the principalship as a career. ASPIRING PRINCIPALS SHOULD RECEIVE MENTORING,  
33 PROFESSIONAL DEVELOPMENT OPPORTUNITIES, AND BE EXPECTED TO BECOME  
34 ACTIVE MEMBERS IN PROFESSIONAL ASSOCIATIONS.

35  
36 ~~NAESP encourages local and state organizations to offer and promote association memberships,~~  
37 ~~professional development, and exploration of the principalship for those who aspire to school leadership.~~

38 NAESP recommends that districts and preparation programs, including higher education partners,  
39 provide opportunities for internships, peer coaching, job shadowing, networking, and mentorships for  
40 ASSISTANT AND aspiring principals. WELL-PREPARED ASSISTANT PRINCIPALS ARE  
41 ESSENTIAL TO ACHIEVING THE MISSION OF THE SCHOOL.

42  
43 NAESP SUPPORTS LEGISLATION AND NATIONAL RECIPROCAL AGREEMENTS AMONG  
44 STATES ~~urges its board of directors, and state and local associations to promote national reciprocal~~  
45 ~~agreements to affect an exchange of FOR certification, and full benefits, including AND retirement, and~~  
46 ~~to seek legislation to secure such reciprocity among states for administrators. ('86, '96, '01, '06, '10)~~

47  
Rationale: Clarifies and strengthens the resolution

Platform impact: Streamlines and strengthens platform

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS  
PROPOSED RESOLUTION

**Resolution No.                      ~~Principal's Role in Developing State and Federal Policies~~**

1 ~~NAESP recognizes the unique role of principals in implementing and communicating the decisions of~~  
2 ~~policy makers and urges all federal or state funded agencies, committees, and other groups to include~~  
3 ~~practicing principals in the development of education policies, guidelines, rules, and regulations.~~

4 ~~NAESP believes that all stakeholders, agencies, and governing bodies are collectively responsible for~~  
5 ~~the successful performance of each student on local, state, and federal accountability measures.~~

6

7 ~~NAESP urges principals to become informed about, involved in, and to advocate for policies that enhance and~~  
8 ~~ensure quality education in our nation's schools. ('78, '81, '91\*, '01\*, '06, '10)~~

9

Rationale: Combined with What Principals Should Know and Be Able to Do

Platform impact: Streamlines platform

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS  
PROPOSED RESOLUTION

**Resolution No.                      Professional Negotiations for the Principalship**

1 ~~NAESP strongly supports the right of principals on the local school district level to organize and~~  
2 ~~negotiate in matters affecting their conditions of employment, whenever they deem it appropriate.~~  
3 ~~NAESP urges that district officials and boards of education formally recognize the representatives~~  
4 ~~selected by principals in all negotiations dealing with the professional service of principals.~~  
5 ~~NAESP believes all public school administrators should be employed under written contracts and a~~  
6 ~~defined hold harmless clause.~~

7  
8 ~~In addition to a written or continuing contract, NAESP urges school boards to provide principals with~~  
9 ~~conditions of employment such as: salary and benefits, methods used in determining salary, due process,~~  
10 ~~and length of contract. ('70, '71, '72, '81, '91\*, '96, '06, '10)~~

11  
Rationale: Combined with ~~Legal Status and Rights of the Principal~~  
Platform impact: Streamlines platform

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS  
PROPOSED RESOLUTION

**Resolution No.                      Retention and Social Promotion**

1 NAESP believes that retention and promotion should be considered on the basis of individual student  
2 needs.

3  
4 NAESP BELIEVES THE USE OF MULTIPLE MEASURES IS ESSENTIAL ~~opposes the use of test~~  
5 ~~results as the sole criterion for the retention or promotion of students~~ AND OPPOSES THE USE OF  
6 STANDARDIZED TEST SCORES AS THE SOLE CRITERION TO MEASURE STUDENT  
7 PERFORMANCE. ~~NAESP believes that the progress of students must be measured using~~ Multiple  
8 criteria MUST TAKE INTO CONSIDERATION THE SOCIAL, EMOTIONAL, BEHAVIORAL, AND  
9 PHYSICAL NEEDS, AS WELL AS THE ACADEMIC PROGRESS, OF THE CHILD. NAESP  
10 RECOMMENDS A COLLABORATIVE APPROACH TO INCLUDE FAMILIES AND SCHOOL  
11 PERSONNEL WHEN MAKING A RETENTION DECISION.

12  
13 NAESP urges state and local associations to work cooperatively with legislative bodies, state departments of  
14 education, local school boards, and local administrators to provide the programs, resources, and time students  
15 need to MEET OR EXCEED LEARNING STANDARDS ~~demonstrate success.~~ ('91, '92, '00, '01, '06)

16

Rationale: Strengthens and clarifies resolution

Platform impact: Strengthens and updates platform

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS  
PROPOSED RESOLUTION

**Resolution No.                      ~~Standardized Tests~~ ASSESSMENT**

1 NAESP believes children have diverse abilities and learning potential that should be identified and  
2 developed. Educators, FAMILIES ~~parents~~, and ~~children~~ STUDENTS need multiple, fair, effective  
3 FORMATIVE AND SUMMATIVE assessmentS ~~opportunities~~ that ~~can~~ SHOULD be used for  
4 determining the needs of children. ~~in order to design appropriate instruction.~~

5  
6 NAESP BELIEVES THAT BEFORE ASSESSMENT PROCEDURES ARE DEVELOPED, AND FOR  
7 ASSESSMENT INFORMATION TO BE VALID AND USEFUL, EDUCATIONAL STANDARDS  
8 SPECIFYING WHAT STUDENTS ARE EXPECTED TO KNOW AND BE ABLE TO DO MUST BE  
9 CLEARLY DEFINED THROUGH BROAD-BASED CONSENSUS.

10  
11 EDUCATORS SHOULD BE INVOLVED IN THE DESIGN AND USE OF ASSESSMENTS. DATA  
12 MUST BE REPORTED IN AN UNDERSTANDABLE, TIMELY MANNER WITHIN THE  
13 CONTEXT OF OTHER RELEVANT SCHOOL INFORMATION. ASSESSMENTS SHOULD  
14 INFORM INSTRUCTION, BE FAIR, FLEXIBLE, AUTHENTIC, AND REFLECT STUDENTS'  
15 PROGRESS TOWARD PROFICIENCY.

16  
17 NAESP opposes the use of standardized ASSESSMENTS ~~test scores~~ as the sole OR PRIMARY  
18 criterion to measure student performance; to rate, grade or rank PRINCIPAL,TEACHER, OR school  
19 effectiveness; to allocate funds; or to take punitive measures against schools and/or school personnel.

20  
21 NAESP urges its members to become INFORMED AND involved in ~~state and local~~ activities  
22 establishing the design and implementation of assessmentS ~~processes~~.

23  
24 ~~NAESP recognizes that some uses of standardized testing are detrimental to education.~~

25  
26 ~~It is imperative that the limitations of standardized tests are clearly understood by decision makers:~~

- 27 ~~——— 1. ——— Standardized tests, by design, generate data that are valid for specific purposes.~~  
28 ~~——— 2. ——— Interpretation and use of the data must be limited to those purposes.~~

29 ~~Therefore, multiple, non-discriminatory and longitudinal measures must be employed if the data are~~  
30 ~~used to:~~

- 31 ~~1. Make educational decisions for each student;~~  
32 ~~2. Adequately assess the achievement level of student subgroups; or~~  
33 ~~3. Monitor student progress and/or program effectiveness over time.~~

34

35 ~~NAESP also believes that, in reporting assessment results to the public, explanations of the proper~~  
36 ~~interpretations of the data must be included.~~

37

38 ~~NAESP urges principals and their local, state, and national associations to use assessment data to~~  
39 ~~improve instruction and help students learn.~~

40

41 ~~NAESP also urges principals to actively educate policy makers and the public about the proper interpretation and~~  
42 ~~use of standardized test data. ('72, '76, '85, '89, '97, '01, '02, '07)~~

43

Rationale: Strengthens, clarifies, and combines resolution

Platform impact: Streamlines and strengthens platform

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS  
PROPOSED RESOLUTION

**Resolution No.**                      **Standards-based Education**

1 NAESP believes principals must have a role in the evolving discussion of the issue of ~~national~~ ALL  
2 EDUCATIONAL standards.

3

4 NAESP stresses the need for a high-quality public education for every student that aligns instruction  
5 with effective standards.

6

7 NAESP believes effective standards should be content based. These standards should be created by  
8 independent commissions of qualified practitioners which must include Pre-K-12 principals and  
9 teachers. ('77, '89, '99, '01, '02, '07, '09)

10

Rationale: Clarifies resolution

Platform impact: Updates platform

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS  
PROPOSED RESOLUTION

**Resolution No.                      What Principals Should Know and Be Able to Do**

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

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

9  
10 NAESP believes ~~that it is incumbent upon~~ school principals ~~to~~ SHOULD continue their professional  
11 growth ~~in order~~ to improve instructional leadership and model lifelong learning. ~~We further believe that~~  
12 ~~the evaluation of principals must be connected to their roles, responsibilities, and professional growth.~~  
13 NAESP endorses full funding and/or support of ongoing professional growth opportunities and active  
14 participation in professional organizations.

15  
16 NAESP recognizes the recruitment, selection, and retention of staff as an integral component in quality  
17 schools. Principals are encouraged to INCLUDE CURRENT ~~select~~ SCHOOL staff ~~using an identified~~  
18 ~~process involving relevant school~~ FOR SELECTING NEW personnel. The final recommendation  
19 regarding staff selection must remain with the principal.

20  
21 NAESP believes the principal is responsible for ~~FORMATIVE AND SUMMATIVE EVALUATION~~  
22 ~~OF STAFF continuous staff observation and evaluation.~~ Observations and evaluations should use  
23 established instruments and procedures that are directed toward improved professional performance  
24 LEADING TO IMPROVED ~~that enhances~~ student learning and academic achievement.

25  
26 PRINCIPALS SHOULD HAVE THE OPPORTUNITY TO PARTICIPATE IN ~~NAESP believes that~~  
27 ~~school districts provide~~ professional development opportunities ~~for principals~~ to develop and enhance  
28 effective staff evaluation techniques.

30 ~~NAESP believes that successful implementation of school based decision making will enhance~~  
31 ~~instructional programs for children. The success of school based decision making is improved when~~  
32 ~~responsibility, authority, and accountability both within schools and districts are accompanied by~~  
33 ~~appropriate staff development and a long term commitment by the administration and policy makers.~~  
34 ~~NAESP urges federal, state, and local leaders to ensure that the leadership of the building principal is~~  
35 ~~maintained in all school based programs.~~

36

37 ~~NAESP further urges elementary and middle school principals to actively participate in studies of~~  
38 ~~school based decision making and in continuing professional development programs that enhance their~~  
39 ~~ability to implement necessary restructuring within their schools.~~

40

41 ~~NAESP urges that educational reform be based on the findings and recommendations of current~~  
42 ~~research.~~

43

44 ~~NAESP encourages school principals TO BE ACTIVE IN and local and state associations to exert~~  
45 ~~leadership in: BY COLLABORATING WITH OTHER PROFESSIONAL ORGANIZATIONS,~~  
46 ~~SOLICITING THE SUPPORT OF BUSINESS AND OTHER COMMUNITY GROUPS, AND~~  
47 ~~ENLISTING LEGISLATIVE SUPPORT FOR PUBLIC EDUCATION.~~

- 48 ~~1. Seeking solutions appropriate to the evidence based needs of local schools and districts;~~  
49 ~~2. Opening and maintaining dialogues on issues addressed in research;~~  
50 ~~3. Building consensus among school, community, and district personnel on appropriate actions~~  
51 ~~for the improvement of public education; and~~  
52 ~~4. Maintaining education as a high priority in the nation's conscience by collaborating with~~  
53 ~~other professional organizations, soliciting the support of business and other community groups,~~  
54 ~~and enlisting legislative support for public education;~~

55

56 ~~NAESP BELIEVES PRINCIPALS HAVE A CRITICAL ROLE IN COMMUNICATING AND~~  
57 ~~IMPLEMENTING THE DECISIONS OF POLICY-MAKERS. ALL FEDERAL- OR STATE-~~  
58 ~~FUNDED AGENCIES, COMMITTEES, AND OTHER GROUPS MUST INCLUDE PRACTICING~~  
59 ~~PRINCIPALS IN THE DEVELOPMENT OF EDUCATION POLICIES, GUIDELINES, RULES, AND~~  
60 ~~REGULATIONS.~~

61

62 NAESP BELIEVES THAT AN IMPORTANT WAY TO STRENGTHEN CONFIDENCE IN PUBLIC  
63 EDUCATION IS TO CELEBRATE SCHOOL SUCCESSES AND BUILD PUBLIC  
64 UNDERSTANDING. PRINCIPALS SHOULD BE ASSERTIVE IN PUBLICIZING THE  
65 INTERESTS, ACTIVITIES, AND SUCCESSES OF PUBLIC SCHOOLS ACROSS AMERICA  
66 BEING MINDFUL THAT STUDENT CONFIDENTIALITY MUST BE PROTECTED.

67

68 NAESP maintains that the instructional leadership role of the principal and assistant principal is vital to  
69 sound educational programs in each elementary and middle school. Responsibilities created by state and  
70 federal mandates place tremendous demands on the principal; the principal must have sufficient time to  
71 plan, coordinate, and provide instructional leadership.

72

73 NAESP strongly ~~urges~~ RECOMMENDS the employment of a full-time, certified principal for each elementary  
74 and middle school AND Furthermore, NAESP recommends the employment of full-time assistant principals in  
75 schools with more than 400 students. ('02, '07, '10)

76

Rationale: Combines and strengthens resolution

Platform impact: Streamlines, clarifies, and updates platform