

A Guide for Those Who Care About Creating and Supporting Quality in Schools

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# Leading Learning Communities

**Standards for what  
Principals  
Should Know  
and Be Able  
To Do**

**National Association of Elementary School Principals**

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## **National Association of Elementary School Principals**

Serving Elementary and Middle School Principals

In their commitment to Our Children - Our Schools - Our Future.

Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do was created by the National Association of Elementary School Principals in partnership with Collaborative Communications Group.

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The 28,500 members of the National Association of Elementary school Principals provide administrative and instructional leadership for public and private elementary and middle schools throughout the United States, Canada and overseas. Founded in 1921, NAESP is an independent professional association with its own headquarters building in Alexandria, Virginia. Through national and regional meetings, award-winning publications and joint efforts with its 50 state affiliates, NAESP is a strong advocate for both its members and for the 33 million American children enrolled in preschool, kindergarten and grades 1 through 8.

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Collaborative Communications Group is a strategic communications consulting firm built around the belief that public engagement is essential to the improvement of communities and, particularly, schools. Collaborative Communications Group work in three portfolio areas: defining and analyzing the nature and impact of civic engagement in the context of organizations, education and community change; developing tools to increase and improve the practice of engagement and improving the management and communications capacity of organizations that serve as primary initiators or supporters of engagement activities.

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**Forward** by Dr. Vincent Ferrandino

## **Improving Schools Requires New Thinking About School Leadership**

Although long seen as essential forces in school change, principals have largely been absent from conversations defining their own role as school leaders. For years we've had standards for students, but the principals' pivotal role in academic progress has for the most part been overlooked. In *Leading Learning Communities*, principals themselves identify six characteristics of instructional leadership that outline what their role in school improvement can and should be.

The National Association of Elementary School Principals (NAESP) believes that we cannot have first-rate schools without first-rate school leadership. Regardless of how charismatic or personable a school leader is, or how effective a manager, a principal is not going to improve academic achievement for all students unless she engages in her work differently. After a yearlong collaborative process with principals, we present these six standards for principal leadership.

The standards are directly related to the indicators of quality in schools. Influenced by the academic standards movement - which demands a sharpened focus on equity and instruction - school leaders are thinking anew about how to define quality in schools and how to create and manage environments that support it.

Academic standards indeed are driving new thinking about student and adult learning. This in turn is forcing us to rethink not only the principal's role as leader but also the principal as manager. Everything a principal does in school, whether observing instruction or ordering materials, must be focused on ensuring the learning of students and adults.

As professionals, principals welcome new kinds of accountability. But with that accountability must come policies, resources and supports to do the job well. We call on policymakers to support principals in efforts to improve their practice and their profession. Specifically, we encourage you to pay particular attention to the section "What Principals Need To Improve Student Achievement" (page 4). This is NAESP's call to action to policymakers and community leaders, describing 10 specific ways to support school leaders in their efforts to ensure the achievement of all students.

Clearly, we don't have all the answers. But we do have some. And we're committed to helping school leaders improve outcomes for all students. We welcome your support in our efforts.

*Dr. Vincent Ferrandino is the executive director for the National Association of Elementary School Principals (NAESP).*

## **Introduction**

# **The Need for an Expanded Role for Principals**

It may seem obvious that schools should be focused on learning. But the truth of the matter is that some students learn and progress, and some don't. Our collective experience has led us to believe that the most effective way to get all students to perform at higher levels in a short period of time requires agreed-upon standards for what they would know and be able to do.

The concept of standards - academic standards for students and professional standards for what constitutes quality in teaching - has broad appeal. Everyone from educators to business leaders is drawn to the notion of making public our expectations for students and adults, then holding people accountable to those expectations. The atmosphere of high-stakes accountability and testing has created significant political pressure to deliver on the standards movement's promise of improved student achievement.

The academic standards movement also has amplified the call for improved instruction.

Students achievement is at the center of the national dialogue about the effectiveness - indeed, the viability - of public schools. We've learned that it's meaningless to set high expectations for student performance unless we also set high expectations for the performance of adults. We know that if we are going to improve learning, we must also improve teaching. And we must improve the environment in which teaching and learning occur.

Elementary and middle school principals are essential to helping students reach standards. The business of schools has changed. Principals can no longer simply be administrators and managers. They must be instructional leaders focused on improving student achievement. They must be the force that creates collaboration and cohesion around school learning goals and the commitment to achievement those goals.

Creating new models of school leadership will require changes in practice. Student learning must be at the center of what schools are all about and should drive all the decisions school leaders make. Principals themselves must reflect on the way they work.

To accomplish this, the National Association of Elementary School Principals ensures that, at all levels (districts, state and national), principals receive the ongoing and high-quality professional development opportunities they need. Policymakers and administrators must create policies and resources that support principals' professional growth and, thus, student achievement.

# Indicators of Quality in Schools

There is a lot of discussion these days about providing a "high-quality education for all students." But "Quality" means different things to different people. Before schools can deliver high-quality curriculum, instruction and learning experiences, we must first define what we mean by quality in the first place. The following indicators represent what The National Association of Elementary School Principals believes defines quality in schools.

**Leadership that places student and adult learning at the center of school** A first-rate school depends upon first-rate leadership. Leadership is a balance of management and vision. Responsibility must be distributed, and people must understand the values behind various tasks. Effective leadership requires that principals have the autonomy to make decisions based on needs of individual schools and the authority to hold people accountable for results.

**Expectations for the commitment to high standards of academic performance** Everyone in the school must be clear about what students are expected to learn and what teachers are expected to teach. If anyone in the school does not believe that all children are capable of learning at high levels, then some children will continue to fall through the cracks.

**Safe and secure learning environments for students** Beyond rigorous academics, students need emotional and personal supports. Schools should provide common areas of learning, knowledge and understanding that help children function in society. Students need to know that someone cares about them in school. Students should feel safe at school

**Curriculum and instruction tied to school and student learning goals** Successful schools are organized around student learning. They set priorities for what teachers teach and what student learn. Schools that achieve high levels of student performance offer well-qualified personnel and resources that ensure student success. In addition, schools that are deliberate about rating the performance of all students regularly collect and analyze data to improve decision-making about instruction and student learning.

**Collaborative learning community for adults** If adults don't learn, then students won't either. No matter how good a school's goals are, they cannot be met if the school isn't organized to accomplish them. The school operates as a learning community that uses its own experience and knowledge, and that of others, to improve the performance of students and teachers alike. Instructional practices must be aligned with high standards.

**An engaged community** Engaged parents, business leaders, members of the neighborhood and other tax-paying citizens may not be essential to student success, but they sure help. All of these people have a stake in the success of the school and its students. Thus, school goals must be developed by and communicated to not just those who work in school but the community as well. Those with a stake in the school should have the opportunity to share in the decisions that affect them.

## Call to Action

# What Principals Need To Improve Student Achievement

Here are 10 ways districts, states and the federal government can support school leaders:

- 1. Build principals' capacity to provide instructional leadership.** Principals need resources and flexibility to consider a variety of ways to emphasize instruction including ways to increase time spent on instruction. These could include staff development days and before- and after-school programs focused on academics, reading and other specialties.
- 2. Provide support, funds and flexibility for alternative leadership arrangements.** Balancing leadership and management responsibilities requires new thinking about leadership structures in the school. First, all schools need a full-time, qualified principal. Principals also need assistants, lead teachers, guidance counselors and administrative officers.
- 3. Improve working conditions.** Principals need autonomy to develop their budgets and build and reward a talented staff. This should also include examining the relationships with school boards, improving contracts and tenure arrangements and creating pension portability from one district or state to another.
- 4. Improve salaries and pay structures.** Principals need salaries commensurate with other professionals with similar responsibilities. They should have financial incentives and the opportunity for other rewards.
- 5. Assess principals fairly.** Principals need meaningful, fair and regular evaluation of their performance. They should not be judged solely on students' standardized test scores, but on a variety of measures.
- 6. Demand greater accountability within established frameworks.** Principals see themselves as responsible for student and adult learning and need a clear understanding of the expectations for their work and how they are going to be held accountable for it.
- 7. Recognize and reward principals through a national certification process.** Principals need recognition for their efforts, both locally and nationally. At the national level, principals need a process for national certification.
- 8. Build learning opportunities and networks of principals.** Just as teachers are isolated in their classrooms, so are principals often isolated in their buildings. Districts, states and regions should provide a means of linking effective practices for principals, including mentoring, coaching, listserves, study groups and conferences.
- 9. Rethink principal preparation programs.** Principals need strong preparation programs that clearly define and describe the nature of instructional leadership. Principals must be extremely knowledgeable about how children learn and develop, how teachers teach, what kind of training helps teachers the most and what kind of interventions and support school leaders can provide.
- 10. Develop federal policies that strengthen principals' ability to serve all students.** Federal legislation that enhances student achievement and promotes excellence needs to consider the unique role of the principal in implementing these programs.

## **Standard One: Balance Management and Leadership Roles**

### **Effective principals lead schools in a way that places student and adult learning at the center.**

Schools, as representations of our larger society, are places of continual change. Many of these changes represent both serious challenges and wonderful opportunities:

- The growing diversity in our communities and schools adds a richness to the daily experience, but also stretches our capacity to address the needs of all children. The achievement gap of poor and minority populations continues to lag despairingly behind that of their more affluent counterparts.
- Vast leaps in technological change open new horizons and, at the same time, demand new learning.
- The academic standards movement is driving a focus on instruction. It is also creating a public backlash that is potentially a serious weapon against public schools that fail to help their students reach the standards.

Societal change is now so far-reaching that no amount of education can prepare adults to meet the demands that will be made on them. That reality is driving schools to prepare upcoming generations for their futures as lifelong learners; it is fundamentally changing the way society thinks about teaching and learning.

We do know that if we keep doing things the way we always have, we'll keep getting the same results. Thus, schools themselves require continual learning. Our notion of school leaders is also changing, requiring all leaders to focus on both instructional and managerial tasks.

The new model of a school leader is one who is continually learning. The leader's task is allowing people throughout the organization to deal productively with the critical issues they face and to develop mastery in learning disciplines.

In "Making Sense As a School Leader," authors Ackerman, Donaldson and Van Der Bogert write that leaders "who embrace open inquiry, the sharing of problems and solutions, and collective responsibility will foster creativity, resourcefulness and collaboration in the work of staff and the learning of children." These characteristics are the earmarks of leaders who seek to learn and to invent through questioning.

On the other hand, it is possible to see the role of principal as not so different from what it was before. After all, principals are still responsible for matters such as school safety, maintenance, fire drills, facilities and scheduling. They still must ensure that people get paid and that the buses get children home on time.

Learning how to balance these roles isn't something taught in university programs. And moving up from teacher to principal doesn't automatically mean that new skills and sensibilities come with the title.

The trick is not to do more, but to rethink how and why you're doing what you're doing. And to keep a simple concept in mind: Everything a principal does in school should be focused on ensuring the learning of both students and adults.

What would it look like if principals were balancing these management and leadership roles successfully? We would see principals who:

- ✍ Create and foster a community of learners
- ✍ Embody learner-centered leadership
- ✍ Seek leadership contributions from multiple sources
- ✍ Tie the daily operations of the schoolhouse to school and student learning goals

## Standard Two: Set High Expectations and Standards

**Effective principals set high expectations and standards for the academic and social development of all students and the performance of adults.**

If we are serious about helping all students achieve at high levels, then principals must rethink the what, how and why of schooling, organized around high expectations and high standards. And they must be given the authority to hold people accountable for results. All policies, planning and decisions must be based on the belief that every child — quite apart from the accident of whether they were born in a low-income family, as a racial or language minority or with a physical or learning disability can and will achieve at high levels.

This fundamental belief is the driving focus of a school community committed to continuous learning and improvement.

What would it look like if school communities were to act on the belief that all students could achieve a high levels? We would see principals who:

- Articulate a clear vision that reflects the beliefs, values and commitments of the school community
- Ensure that all students have adequate and appropriate opportunities to meet high standards
- Develop a school culture that is flexible, collaborative, innovative and supportive of efforts to improve achievement of all students.

Focus on Practice:

### **Building a Vision for All Children, Sunset Park Elementary School, North Carolina**

A peaceful revolution took place at Sunset Park Elementary School in Wilmington, North Carolina, when Principal Deborah Parker took the helm. Stunned by low test scores and a low-performing school designation just months after starting as principal, Parker set about invigorating the school community with a solid vision, plan and goals toward success.

“All children, 100 percent, will achieve at or above grade level,” declared Parker as she urged the school to adopt a new focus on literacy and character development. The plan to meet that vision included new programs, approaches and teaching strategies for this Title I school, at which 80 percent of the students qualify for free or reduced-price lunch.

Constantly preaching high expectations, Parker’s mantra was to “up the ante.” Again and again her students heard that they were the “best and the brightest.” Parker issued more than 140 press releases explaining how Sunset Park was a model of school improvement. And parents were brought into the school regularly for workshops and parenting classes.

“By setting high expectations for the entire learning community,” notes Parker, “and sharing a core set of values and beliefs, we have increased our overall proficiency from 40 percent to 85 percent in just four years.” The school moved out of a low-performing status and met expected growth in academic success each year since 1997. Parker is clear on her purpose: “Being a principal requires a tenacious leader who is a keeper of the vision.”



## Standard Three: Demand Content and Instruction That Ensures Student Achievement

### Effective principals demand content and instruction that ensure student achievement of agreed-upon academic standards.

Successful schools are organized around student learning. The ability of the principal to guide instructional improvement is key to creating standards-based change. Increasing pressure for student performance is pushing principals into bearing primary responsibility for school and instructional improvement. This role of instructional leadership in service to increased student learning is new to many principals.

Principals recognize that children learn at different paces, but they make sure that all children master key subjects and can read, write and calculate on or above grade level in preparation for moving on to higher levels of learning. Student effort is supported by rigorous content and instruction, which are continually assessed through multiple forms of assessment, regular observations and evaluation.

But as Elaine Fink of the San Diego City Schools says, “It’s not just about content, it’s about leadership. It’s about the message you send by what you do, by the urgency you create, by the hard honest conversations you have with people and the hard decisions you make and by acknowledging what you’re really seeing — and not sugar-coating it. You have to be able to inspire people if you want to lead. If they believe in you, they will go along with you.”

What would it look like if principals were providing leadership for high-quality instruction in schools and classrooms? We’d see principals who:

- Hire and retain high-quality teachers and hold them responsible for student learning
- Monitor alignment curriculum with standards, school goals and assessments
- Observe classroom practices to assure that all students are meaningfully engaged in active learning
- Provide up-to-date technology and instructional materials
- Review and analyze student work to determine whether students are being taught to standard

#### Focus on Practice:

#### **Walking Through and Talking About Instruction, Martin Middle School, Texas**

“What are your expectations in this classroom? How will I know if your students are learning?” asks Principal Rheba Jones as she talks to a teacher at Sterling B. Martin Middle School in Corpus Christi, Texas.

Jones leads a team of observers into every classroom of this 700-student school. As a group, they establish their purpose for visiting. They observe the student work on the walls, current assignments, cumulative portfolios and journals. Then, they debrief as a group, asking such questions as “What did we see today? Where are we moving as a school? Did you see evidence of progress in this classroom? Are we moving quickly enough?”

It is all part of a walkthrough process based on inquiry developed by the Learning Research and Development Center at the University of Pittsburgh. “This process moved our school from defining clear expectations to academic rigor,” said Jones.

This urban middle school, which is 98 percent Latino and at which 78 percent of the students qualify for free or reduced-price lunch, has made significant progress. Just three years ago, the school barely held off the state’s low-performing designation. The school is now considered “exemplary,” with 80 percent of the students mastering statewide assessments.

Jones sees progress: “When we started this work we knew it needed to happen, but it was much bigger than we ever thought. We’re moving forward now.”

## Standard Four: Create a Culture of Adult Learning

### Effective principals create a culture of continuous learning for adults tied to student learning and other school goals.

Research shows that what teachers know about the subjects they teach and whether they have access to the latest research and materials on those subjects is essential to achieving high levels of student performance. Indeed, one study shows that every additional dollar spent on more highly qualified teachers produces greater increases in student achievement than dollars spent on things other than instruction.

The value of professional development once was measured by how many teachers attended an event and whether they indicated on a mimeographed page that they enjoyed it. Criteria for effective professional development have become more rigorous. Today, professional development activities are considered effective if they lead to changes in practice of adults and the performance of students

Simply providing more opportunities for professional development isn't enough. It's the quality of what's offered that counts. Professional development must be more focused on high-quality instruction and student work. It must happen in real time, in school, and be more team-based. It must be pegged to improved student learning.

Principals are key to providing the support and learning opportunities teachers and staff need to improve instruction and boost student achievement. Principals recognize that staff members are learners, just as they are teachers, and must have the instructional and development tools they need to pursue their own learning and growth.

An effective principal works to provide every teacher and staff member with the tools to learn and improve professionally. Development opportunities are not just for teachers, however, and principals, leading by example, should identify professional development opportunities to improve their own craft.

What would it look like if principals were successfully providing the culture and climate for continued adult learning and development the school? We would see principals who:

- Provide time for reflection as an important part of improving practice
- Invest in teacher learning
- Connect professional development to school learning goals
- Provide opportunities for teachers to work, plan and think together
- Recognize the need to continually improve principals' own professional practice

Focus on Practice:

#### **District-Level Professional Development for Principals in San Diego, San Diego City Schools, California**

San Diego City Schools concentrate significant resources to support the district's principals with coaching, mentoring and intensive content and leadership training.

The district's Educational Leadership Development Academy prepares educational leaders in the district with three important coaching resources: instructional leaders, mentor principals and coaching principals. The Academy also holds monthly conferences where principals receive significant literacy content training and use videotapes to analyze and improve leadership.

The district instructional leaders are coaches for principals in the same way principals are coaches for teachers: They coach principals while supervising them, they help them monitor the school's progress and they help them with personal and professional work-plans.

"These mentors, coaches and instructional leaders all help principals organize their school around instruction and manage their schools around what is best for kids. We believe this is the most important work our principals do," says Elaine Fink, executive director of the Leadership Development Academy.

## Standard Five: Use Multiple Sources of Data as Diagnostic Tools

### Effective principals use multiple sources of data as diagnostic tools to assess, identify and apply instructional improvement.

Effective school leaders are hunters, gatherers and consumers of information. They use every bit of information they can find to help assess where students are in relation to standards and school learning goals. Skilled principals lead their school communities in collecting, interpreting and using data to assess student achievement and factors that affect it. They know how to communicate the meaning of data and lead the school community in using data constructively to improve teaching and learning.

In the past, some schools and districts have collected data because it was an administrative requirement, not a method for making instructional improvements. Principals and teachers generally were not accustomed to looking deep into the data to evaluate their own practice and diagnose improvements. But in this era of heightened accountability and high-stakes tests, test scores are often the single evaluative measure of a school's performance. In this context, schools and principals need to pay closer attention to targeting areas for improvement in student and teacher performance.

In their focus on improving achievement, effective school leaders use multiple sources of information to assess performance, diagnose specific areas for improvement, design effective classroom lessons, make decisions about the school's goals and professional development opportunities and adapt best practices from other successful schools and teachers.

What would it look like if principals were using data as a tool for decision-making? We'd see principals who:

- Consider a variety of data sources to measure performance
- Analyze data using a variety of strategies
- Use data as tools to identify barriers to success, design strategies for improvement and plan daily instruction
- Benchmark successful schools with similar demographics to identify strategies for improving student achievement
- Create a school environment that is comfortable using data

Focus on Practice:

#### Teachers as Researchers, Thomas Metcalf School, Illinois

At Thomas Metcalf School, teachers are researchers. A K-8 lab school with 500 students and a diverse population on the Illinois State University campus, Metcalf includes in its mission a commitment to conducting research to drive and evaluate how students are learning.

Principal Glenn Schlichting believes that the buck stops with him. "I feel strongly that the principal is the key to school improvement. I am responsible for how our students perform." One of the ways he helps students and teachers perform better is to support action research.

"As we implement new programs and strategies, we want to find out if they're working. Research helps us answer the key question: 'How is student performance impacted by our changes in behaviors and strategies?'"

To measure the effect of a significant infusion of new reading materials for first-graders and training for their parents, teachers designed an action research project to answer the question:

"Can we improve the success of first-grade readers through the creation of an effective school-home partnership that uses books appropriately selected for the students' reading levels?"

Data were collected about student reading levels and the number of books read at home during the week. Results thus far have demonstrated that students read an average of more than 19 books each week, a nearly 600 percent increase from years before the implementation of the program. Pre- and post-testing also showed that the first-graders increased their reading levels by approximately 500 percent. The average first-grader ended the year reading beyond the third-grade level.

## Standard Six: Actively Engage the Community

### Effective principals actively engage the community to create shared responsibility for student and school success.

Schools and communities are inextricably intertwined, and the principal is the linchpin in creating a learning community that seamlessly integrates the work and expectations of students, teachers, parents, citizens, community and business leaders and policymakers.

Public schools are public institutions embodying the values and hopes of the community. Public schools play a key role as a model of democracy at work in our society. They do so by demonstrating that all students should have the opportunity to learn at high levels, regardless of where they are born, and by preparing them for equal chances at success as citizens and in life.

Public schools are, by definition, owned by the public. Parents, business leaders and other citizens have a stake in the product of public schools; they also have a say in decisions that affect the schools in their community. Effective principals understand that they must engage the entire community in conversations and decisions about the school. They promote two-way conversations where both sides are listening and acting. And they help the community define their role and responsibility for public education.

Communities have an expectation that schools will be safe places that are efficiently managed. They want to know that their tax dollars are being well-spent on a quality education for their children. They want the buses to run on time and healthy food to be served in the cafeteria. And they often expect schools to address problems of childcare, healthcare, and other issues beyond their historic charge.

What would it look like if a school were effectively engaging families and the community? We'd see principals who?

- Engage the community to build greater ownership for the work of the school
- Share leadership and decision making
- Encourage parents to become meaningfully involved in the school and in their own children's learning
- Ensure that students and families are connected to the healthy, human and social services they need to stay focused on learning

#### Focus on Practice

#### **Building Bridges to Spanish-Speaking Families, Talent Elementary, Oregon**

“Estamos constantemente aprendiendo y explorando. We are constantly learning and exploring,” exclaims the staff, students and families of Talent Elementary School in both Spanish and English. Nestled in the hills of Southern Oregon, Talent Elementary with 490 students boasts a “state of the art” two-way immersion program now in its eighth year.

When the Spanish-speaking student population jumped from 9 percent to 18 percent in three years, Principal Jeff Fagan encouraged the school to re-examine all of its approaches to teaching and learning. Knowing that family involvement is a critical factor for school success, the school and the PTA developed an intensive effort called “Los Puentes —Bridges” to involve Spanish-speaking families in their children's education.

First the school listened carefully to the needs of the community and discovered that Latino families lacked the basic information they needed to help their children — both in academics and in the logistics of getting to and succeeding in school. Los Puentes worked with the school board to ensure that all communications were translated appropriate for every family in the community. Attendance at PTA meetings soared. Families were more connected to community resources geared toward Latinos. And students had the support they needed from their families.

## Ordering Information

The 96-page *Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do* is a guidebook for those who care about creating and supporting quality in schools. Key elements of the guide include:

- **Principals' Voices.** No one speaks with more authority about school leadership than principals themselves. Principals are honest, compelling spokespeople about the challenges and opportunities in their profession. The comments throughout the guide come from an online learning community of principals organized for the creation of the document.
- **Focus on Practice.** The guide shows that the theories and concepts really work. Each chapter includes stories of real people in real schools that exemplify the ideas outlined in the guide. There are vignettes reflecting a wide geographic and demographic spectrum.
- **Questions for Further Reflection.** Each standards section contains a list of practical guiding questions principals can ask themselves or a small group, at faculty meetings or with grade- or subject-level teams. Self-assessments are included at the end of each section to help principals think about strengths and areas that need additional attention.
- **Tools and Resources.** There are a variety of tools to help principals improve and deepen their practice. Tools include definitions, discrete ideas, Web pages and other useful tips. Each standards section concludes with a brief bibliography of key research and resources from NAESP. The full guide ends with a comprehensive bibliography.

To order *Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do*, or for additional copies of the Executive Summary, call 800-386-2377 or visit [www.naesp.org/nprc](http://www.naesp.org/nprc).

# State Associations

**The National Association of Elementary School Principals is pleased to work in collaboration with our state affiliates in creating and supporting quality in schools and the principalship.**

Alabama Association of Elementary School Administrators/CLAS	Maryland Association of Elementary School Principals	Oregon Elementary School Principals Association/COSA
Alaska Association of Elementary School Principals	Massachusetts Elementary School Principals Association	Pennsylvania Associations of Elementary & Secondary School Principals
Arizona School Administrators, Inc.	Michigan Elementary & Middle School Principals Association	Rhode Island Association of School Principals
Arkansas Association of Elementary School Principals/AAEA	Minnesota Elementary School Principals Association	South Carolina Association of School Administrators
Association of California School Administrators	Mississippi Association of Elementary School Administrators, Inc.	South Dakota Association of Elementary School Principals/SASD
Colorado Association of Elementary School Principals/CASE	Missouri Association of Elementary School Principals/MCSA	Tennessee Association of Elementary & Middle School Principals
Connecticut Association of Schools	Montana Association of Elementary & Middle School Principals/SAM	Texas Elementary Principals & Supervisors Association
Delaware Elementary School Principals Association/DASA	Nebraska Association of Elementary School Principals/NCSA	Utah Association of Elementary School Principals
District of Columbia Association of Elementary School Principals	Nevada Association of Elementary School Principals/NASA	Vermont Principals Association
Florida Association of Elementary & Middle School Principals/FASA	New Hampshire Association of School Principals	Virginia Association of Elementary School Principals
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Kentucky Association of Elementary School Principals/KASA		
Louisiana Association of Principals		
Maine Principals Association		



The National Association of Elementary School Principals' guide, *Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do*, presents the views of elementary and middle school principals who state their belief that everything a principal does in school must be focused on ensuring the learning of adults and students.

*Leading Learning Communities* identifies six standards that NAESP believes together characterize instruction leadership in schools. They are:

- Balance Management and Leadership Roles
- Set High expectations and standards
- Demand Content and Instruction That Ensure Student Achievement
- Create a Culture of Adult Learning
- Use Multiple sources of Data as Diagnostic Tools
- Actively Engage the Community

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