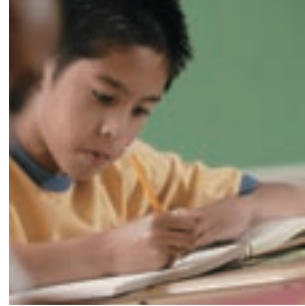


Vision2021

NAESP STRATEGIC FRAMEWORK

2008-2011



National Association of Elementary School Principals





Board of Directors pictured at the
U.S. Capitol, July 2007, Washington, D.C.
Not shown: Mark A. Kern and Robert Lewis Monson

The 2007-2008 Board of Directors of the National Association of Elementary School Principals approved this strategic framework in January 2008.

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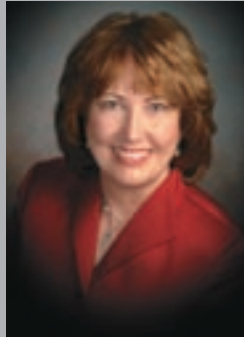
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Gail Connelly
National Association of Elementary
School Principals
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Message from the Executive Director



From **Gail Connelly**, Executive Director

National Association of Elementary School Principals

In fall 2008, millions of kindergartners will enter our nation's elementary schools. They will graduate in the year 2021, the same year the National Association of Elementary School Principals (NAESP) celebrates its 100th anniversary. Our nation's elementary and middle level principals will profoundly influence the foundation of learning these children develop now and will have for the rest of their lives.

This year NAESP embarks on an ambitious—and achievable—strategic plan to best lead, serve, and support elementary and middle level principals today and in the future. Over the next three years, NAESP will strive for nothing less than organizational transformation in our quest to be principal-led, member-driven, and business-focused.

With strong leadership, partners, staff, and relationships with our Affiliates, NAESP builds on a solid foundation to advance a national agenda on educational leadership. We know that our Association will only grow based on the quality and collective purpose of collaborative relationships that will transform a group of people working together into a true learning community.

We are excited about the future and confident in the strength of NAESP to grow and support principals with the issues, resources, and knowledge they need every day. We welcome the opportunity to create new partnerships and alliances to ensure success in our goals. Contact me at executivedirector@naesp.org with your input and ideas.

As our members look into the faces of their kindergartners in the fall and lead their learning communities to foster a love of learning in all children, we hope they will continue to rely on us as their partner and champion. Working in close collaboration with our Affiliates, NAESP is committed to providing the research, tools, learning experiences, and networking that enable our members to understand and prepare students to be highly adaptive learners in a rapidly changing world.

Intro



roduction

Vision 2021: NAESP Strategic Framework

Boldly and thoughtfully, NAESP has charted an ambitious path to lead advocacy and support for elementary and middle level principals. The Vision 2021 NAESP Strategic Framework culminates an 18-month process of research, analysis, and engagement. Approved by the NAESP Board of Directors in January 2008, the strategic framework articulates the aspirations and goals of principals for our professional Association.*

The **VISION GOALS** articulate NAESP's vision for 2021, the year our Association will celebrate its 100th anniversary. The long-range Vision Goals clearly define the core work of principals and of the Association: **leading** education on behalf of children; **learning** for continuous professional development; fostering **community** in and around schools, across the country, and around the world. To ensure these goals are achieved, NAESP has also developed a vision for organizational growth and capacity-building.

The **INTERMEDIATE GOALS** frame the direction of NAESP for 2008-2011. These goals are challenging, forward-thinking, and achievable. To ensure success in the short-term, NAESP intends to act deliberately and strategically with new types of relationships and a focus on resource development.

Only with strong partnerships with the State Affiliates will it be possible to achieve these goals. The board believes that strengthening the relationships between the national and state associations is critically important to this framework.

Strategic alliances with organizations with similar values and missions will be essential to the success of this plan. NAESP recognizes that strategic alliances can provide capacity and innovation to leverage and extend the reach of our Association. Partnerships with universities, education organizations, policy coalitions, and other associations are critical. And, powerful technology systems and applications will support and drive many of the strategies of this framework.

With the passion of the principals we serve, NAESP is committed to meeting the demands of today and ensuring excellence in the future for principals and children.

* See Appendix A: Vision 2021 Methodology



VISION

Vision for the Profession

Principals have the **vision, courage, wisdom,** and **professional knowledge** to lead learning communities that create opportunities for all children to achieve their highest potential. Principals ensure that all children have a meaningful and relevant foundation for learning. They empower children to become global citizens who can learn and work together.

Principals are recognized as advocates for learning in a society that depends on knowledge and talent. They take that responsibility and use their authority and influence to lead change. Principals are trusted to speak boldly for schools and effective systems of learning that serve all children.

Principals promote excellence in a profession that values collaboration and diversity. They seek knowledge and share best practices through a global network of colleagues. Principals mentor each other and celebrate accomplishments together. They inspire other leaders to follow them into a career rich in its contributions to children and society.



Mission

The mission of the National Association of Elementary School Principals is to lead in the advocacy and support for elementary and middle level principals and other education leaders in their commitment for all children.



“Principals need to have a strong vision of the environment that they want to create to lead their school communities.”

Principal, Boise, ID

Leading

Leading Vision Goal 2021

NAESP nurtures and supports all principals to demonstrate the vision, courage, and expertise to lead and advocate for effective learning communities in which all children reach their highest potential.

Intermediate Goals (2008-2011):

Voice of and for the Principal

Intermediate Goal One: NAESP will lead and vigorously promote excellence in the principalship and work with State Affiliates to educate and train members to be effective advocates for principals at the federal and state levels.

Principal Autonomy

Intermediate Goal Two: NAESP, working with State Affiliates and other education partners, will develop model legislation to enhance the principal's authority, autonomy, and responsibility to lead schools.

Equity for all Children

Intermediate Goal Three: NAESP will develop and broker resources for members to work effectively at the local, state, and federal levels toward achieving equity in public education.



“Quality instruction is about reaching every child. This new model takes a hard look at instructional practices.”

Principal, Baltimore, MD

Learning

Learning Vision Goal 2021

NAESP develops and supports all principals by providing on-demand learning opportunities that ensure access to the knowledge, skills, networks, and tools necessary to equip all students for the 21st century.

Intermediate Goals (2008-2011):

Leading Learning Communities

Intermediate Goal Four: NAESP's *Leading Learning Communities** standards are recognized as the performance guideline for principal practice. Principals should know and be able to:

Standard 1: Lead student and adult learning

Standard 2: Lead diverse communities

Standard 3: Lead 21st century learning

Standard 4: Lead continuous improvement

Standard 5: Lead using knowledge and data

Standard 6: Lead parent, family, and community engagement

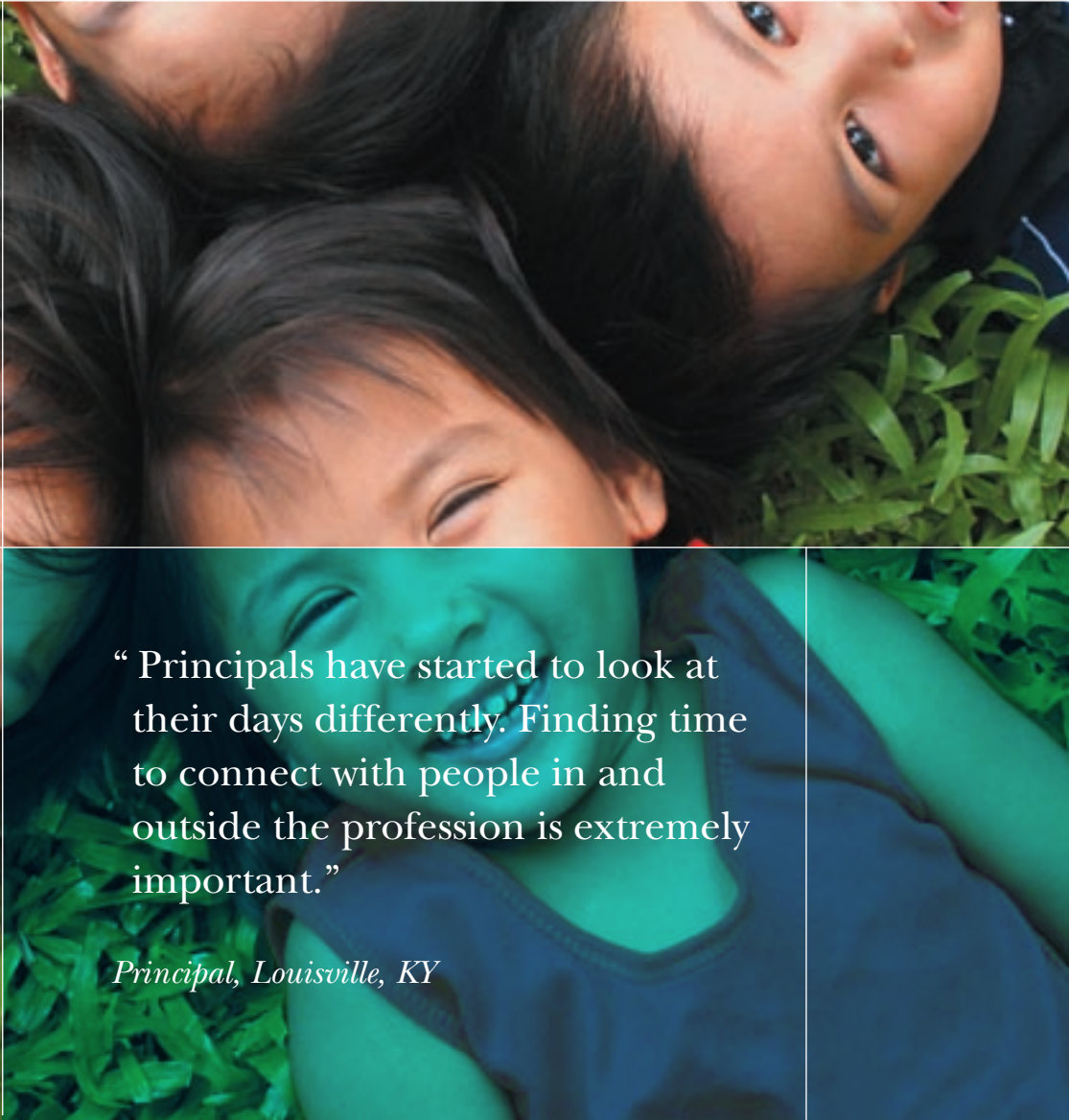
Principal Preparation

Intermediate Goal Five: NAESP integrates the *Leading Learning Communities* standards into educational leadership programs toward bridging the gap between preparation and practice for principals.

On-Demand Professional Development

Intermediate Goal Six: NAESP, working with State Affiliates and members, will become the leading hub for on-demand and online professional development for principals and other education leaders.

*See Appendix B: *Leading Learning Communities* Standards



“ Principals have started to look at their days differently. Finding time to connect with people in and outside the profession is extremely important.”

Principal, Louisville, KY

Communities

Communities Vision Goal 2021

NAESP develops and sustains local, state, national, and global networks that create powerful relationships for effective leadership and learning.

Intermediate Goals (2008-2011):

Principal Networks

Intermediate Goal Seven: NAESP creates networks of principals organized around similar knowledge, interests, experiences, and challenges (e.g. middle level, minority, rural, and urban principals).

State Affiliates Collaboration

Intermediate Goal Eight: NAESP will collaborate with and among State Affiliates to increase membership, expand services, and advance the profession.

National and International Alliances

Intermediate Goal Nine: NAESP will develop and sustain national and international alliances to advance learning for principals and students.

Local Learning Partnerships

Intermediate Goal Ten: NAESP will support principals in forming school- and community- level partnerships to develop the whole child.



Transfo

“NAESP has always been on the cutting edge of what we need to know to be better prepared for all the possibilities we must be ready for on a daily basis.”

Principal, Fargo, ND

Organizational

Organizational Transformation Vision Goal 2021

NAESP develops dynamic leaders, efficient systems, and creative resources that build capacity for long-term sustainability and adaptability in a rapidly changing world.

Intermediate Goals (2008-2011):*

Organizational Leadership Development

Intermediate Goal Eleven: NAESP will recruit and retain high-quality staff leaders with expertise in both principal leadership and association management.

Intermediate Goal Twelve: NAESP will examine its governance structures and identify and cultivate high-quality principals to serve in leadership positions.

NAESP Foundation Expanded Vision

Intermediate Goal Thirteen: NAESP will develop a powerful NAESP Foundation toward creating an endowment for the future of the Association.

Member Benefits and Services

Intermediate Goal Fourteen: NAESP will determine the feasibility of and be prepared to move forward with a differentiated dues structure.

Intermediate Goal Fifteen: NAESP will develop a more dynamic Web site that facilitates communication and collaborative practice among principals.

Intermediate Goal Sixteen: NAESP will upgrade and maintain financial systems and processes that ensure fiduciary accountability in service to members.

Intermediate Goal Seventeen: NAESP will maximize new technology infrastructures to drive organizational performance and member services.

* Summary of Board Approved Intermediate Goals



Prof



Profile of the NAESP Membership

Nearly 30,000 NAESP members lead elementary and middle schools across the country and around the world.

Gender

Female	62%
Male	38%

Location of School

Urban	23%
Rural	35%
Suburban	41%
Small Town	1%

Type of School

Parochial	2%
Private	2%
Public	96%

Average Number of Students in a School

1-299	22%
300-499	36%
500-999	39%
1000-2499	3%

Grade Span of School

Pre-K-K	1%
K-2	2%
K-6	55%
K-12	2%
1-9	8%
5-12	6%
Various configurations of grade levels	26%

Percentage of Members with Pre-K in the Building

26%

Other Data Points

The majority of members are currently active principals leading elementary and middle schools in the United States.

Members who lead schools outside the United States 3%

Members who are aspiring principals 4%

Members who are retired principals 2%



History of NAESP

The National Association of Elementary School Principals was founded in 1921 by a group of principals who sought to promote their profession and to provide a national forum for their ideas.

The group of 51 elementary school principals—34 women and 17 men—gathered at the historic Chalfonte Hotel in Atlantic City, New Jersey to plan a new organization for principals. They were a small group with a big vision—to help the nation’s schools by “**raising the standards of professional services they rendered.**” In just five years, the group grew to 3,000 members and today represents nearly 30,000 elementary and middle level principals.

In the 1930s, NAESP launched the *National Elementary Principal* which would eventually become *PRINCIPAL* magazine. NAESP also began to move beyond its early focus on defining the administrator’s role and status to include a consideration of related issues, such as community relations, controversies in educational standards and approaches, and other topics. Toward the end of the 1930s, the organization began to offer additional services, notably a two-week summer workshop dedicated to enhancing principals’ professional skills.

In the 1950s, NAESP had grown substantially and continued to press for professional recognition, to advocate for improvements in salaries and working conditions, and to provide resources and support services to its members. In the 1980s and 1990s, NAESP focused on outreach to corporate, public, and private organizations to further the Association’s goals.

Now with headquarters in Alexandria, Virginia, NAESP continues to build on this strong foundation while working to advance the profession into the future.



innovation

Incubating innovation, highlighting success, and connecting key partners, the NAESP Foundation supports and extends the work of the Association. The NAESP Foundation works to advance the profession for elementary and middle level principals leading learning communities.

The Foundation supports a variety of successful NAESP initiatives, including the National Distinguished Principals program, the overseas schools program, the Sharing the Dream project to foster parent and community engagement in schools, and multiple projects linking schools and after-school, including the professional development workshop, Aligning the Learning Day.

Always scanning the field for opportunity and linkages to NAESP's strategic goals, the Foundation is committed to recognizing and championing principal leadership, creating scholarships, and building an endowment for the future of the Association.

Sharing Resources

Helping State Affiliates reach their goals and serve all principals is a critical function of the NAESP Foundation. The Foundation identifies opportunities to share resources and revenues with Affiliates. The Speakers Bureau Fund program, for example, provides an innovative funding stream to enhance State Affiliates' conferences for principals.

Funding Support and Collaboration

The NAESP Foundation develops creative resources and partnerships. Foundations and corporations are a core source of funding, supporting strategic work of the Association and special projects. A spectrum of businesses, universities, and government agencies work in collaboration with NAESP to ensure principals have the tools, resources, and recognition they need to succeed. Individuals are invited to contribute through donations and planned giving.

Advancing the work developed in the Vision 2021 process, the NAESP Foundation is poised to make a difference for principals nationally and in their local communities to ensure all children reach their highest potential.

Highlight



nts of Programs and Activities

NAESP supports the continual development of principals with a variety of programs and activities, including:

Leading Vision Goal

- **Advocacy:** NAESP provides a strong unified voice to shape education policy and speak out for children and youth in schools and communities, through programs such as Leading Educators' Advocacy Dashboard (LEAD), the Key Contacts program, Capitol Contacts, and Federal Relations Coordinators.
- **Leadership and Communications:** NAESP represents the profession in a broad range of forums – from Capitol Hill to the media to international conferences. NAESP provides a public face for the principalship, explaining the complex work of school leaders and the policies and resources needed to support them.
- **NAESP Platform:** As a member-driven association, NAESP boasts a comprehensive policy statement that reflects the current beliefs and positions of NAESP members. Continually updated by a representative leadership committee, resolutions are adopted by the NAESP Delegate Assembly at convention each year.
- **Awards & Recognition:** NAESP honors principals and their schools and promotes the critical role of the principalship through the National Distinguished Principals program and the No Child Left Behind–Blue Ribbon Schools Program.
- **Standards Development:** Developed of, by, and for principals, NAESP's ground-breaking standards documents serve as guides for what principals should know and be able to do. The series includes: *Leading Learning Communities* (2008); *Leading Early Childhood Learning Communities* (2005); and *Leading After-School Learning Communities* (2006).

Highlig

Learning Vision Goal

- **Publications:** NAESP publications promote excellence in the principalship with examples, research, and best practice, including the award-winning *PRINCIPAL magazine*, *Communicator* newsletter, *Report to Parents*, *Research Roundup*, *Leadership Compass*, *Middle Matters*, *Before the Bell* newsletter, and *Just in Time Resources*.
- **Annual Convention & Exposition:** The largest gathering of elementary and middle level principals from around the world.
- **NAESP Leadership Academy:** Provides a gateway to principal professional development and includes the Leadership Academy Online, NAESP's Aspiring Principals Workshops, Principal's Exclusive Workshops, and an annual Summer Institute that focuses on leadership and school improvement.
- **National Principals Resource Center (NPRC):** Provides principals with the latest books and resources on topics such as curriculum, parent involvement, staff development, student motivation, management, and leadership.
- **Response to Intervention (RTI):** RTI enables educators to identify students at risk of falling behind and provides them with individualized instruction and additional support. NAESP works with the National Center for Learning Disabilities (NCLD) to make RTI Web-based resources available to members.

nts of Programs and Activities

Communities Vision Goal

- **Peer Assisted Leadership Services (PALS):** The NAESP PALS program is a network of school leaders dedicated to enhancing the future of the principalship through mentoring. The PALS program includes the Leadership Immersion Institute, the Principals' Help Line, and the National Principal Mentoring Certification program in collaboration with NOVA Southeastern University.
- **Diverse Learning Communities:** NAESP is dedicated to ensuring that members can turn to the Association for resources on developing all communities of learners and ultimately advancing opportunities for students to achieve their highest potential. The Sharing the Dream grant competition gives principals the opportunity to develop and fund community engagement projects to strengthen their relationships with parents, create a welcoming school climate, and connect students and families with needed resources.
- **Student Leadership:** NAESP works to develop students as global citizens, as well as recognizing students for excellence in leadership, citizenship, academics, and service learning. Resources include: The Honor Student Council Excellence Award, *Student & Community News Today*, The President's Education Awards program and the American Citizenship Award, The Dream! Reach! Succeed! Student Aspiration Awards, the National Elementary School Honor Society, and Student Council products such as the Student Leadership Kit.
- **Member Services:** Specialized services for NAESP members include a Legal Benefits program and include other optional insurance programs such as a Tax-Deferred Retirement program, automobile insurance, and a credit card program.
- **The Principals' Office:** The Principals' Office, NAESP's blog, covers topics such as the reauthorization of the Elementary and Secondary Education Act (ESEA), the future of schools and education, and educating the whole child.
- **NAESP Web Site:** The dynamic Web site, www.naesp.org, promotes a network of nearly 30,000 principals providing access to resources, research, forums, and membership information.



Funders

The National Association of Elementary School Principals is grateful to its funders and sponsors for their ongoing commitment to supporting and furthering the work of principals and the Association:

Major Corporate and Foundation Funders

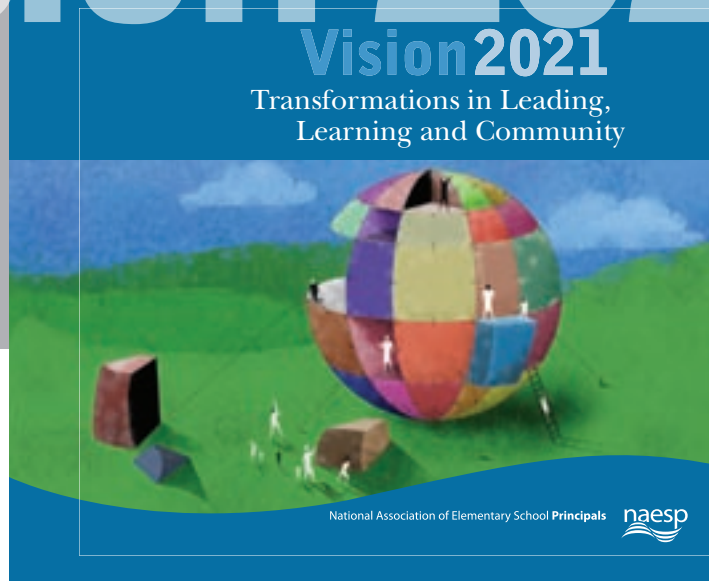
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In the year 2021, NAESP will celebrate one hundred years of service to principals in pre-K-8 schools. In preparation for this milestone, NAESP commissioned the Institute for Alternative Futures (IAF) to conduct a far-reaching futures project to help principals understand and prepare for potential changes in education. NAESP's Vision 2021 initiative asks the important questions: How will schools function in 2021? What will be the role of principals in 2021? What needs to be done today to prepare schools for the next generation of learners and leaders?

In fall 2006, IAF conducted an environmental scan of a broad range of issues including social, technological, environmental, economic, political, and values trends. Information was gathered from a variety of sources, such as literature reviews, expert interviews, focus groups, and surveys. The results of the environmental scan are available at http://vision2021.org/anticipating_the_future.pdf.

The Vision 2021 project tapped into the perspectives of such key groups as the 2006 National Distinguished Principals, a select advisory group, the NAESP Board of Directors, NAESP state leaders, and members attending the NAESP annual convention in spring 2007. Because NAESP valued an intense process of engagement with Vision 2021, the Association facilitated anticipatory learning experiences with more than 500 principals during the course of the project.

Methodology

Like all sectors, education has its accepted assumptions about the future. IAF crafted **nine provocative forecasts** to challenge this thinking and demonstrate the potential of principals to shape the future:

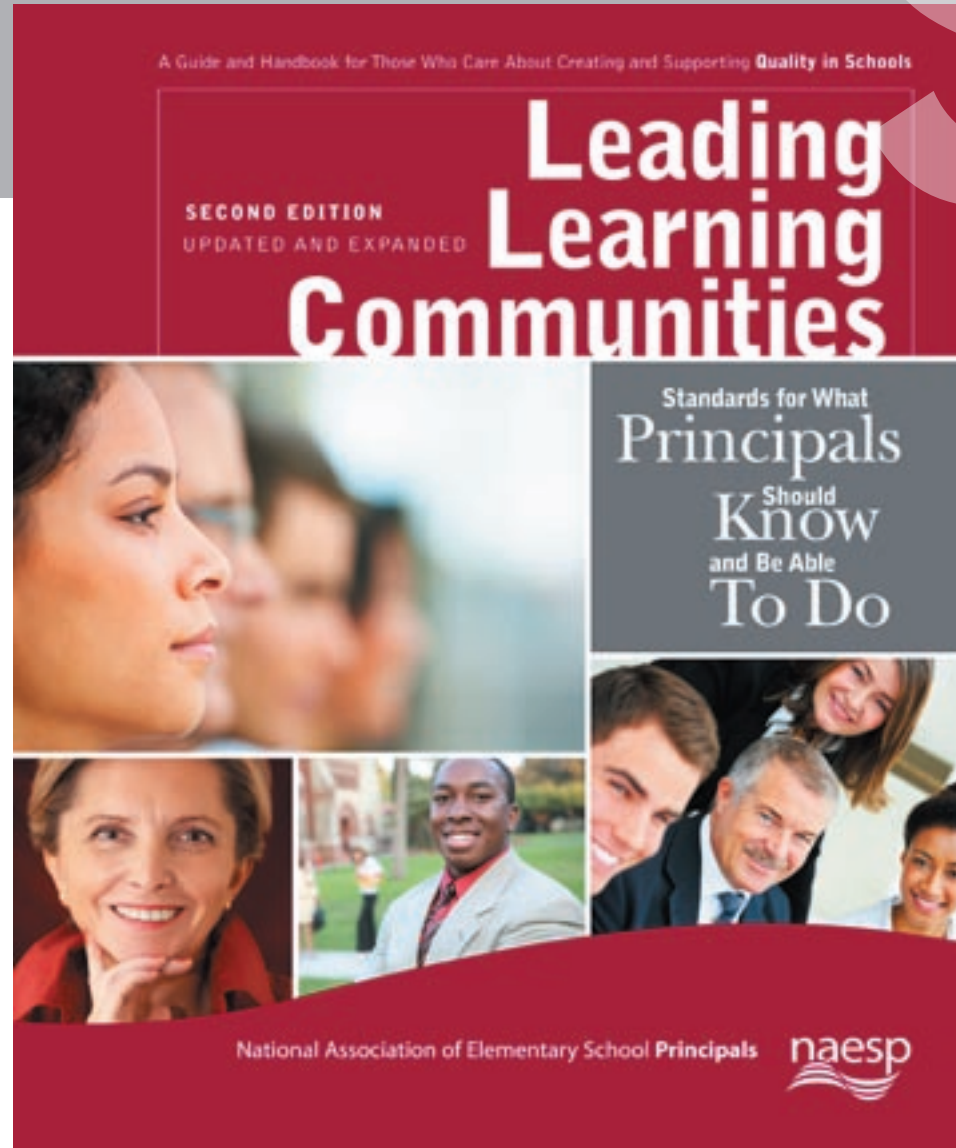
- 1. Schools become the learning portals to a global workplace.**
- 2. Free market forces favor school choice over educational equity.**
- 3. Hyperlinked learning explores meaning through multimedia.**
- 4. Scientific knowledge brings new understanding to child development.**
- 5. Holistic standards expand expectations for achieving student potential.**
- 6. Networks of learning innovation experiment with new learning strategies for children.**
- 7. Surveillance society links schoolhouses into electronic safety network.**
- 8. Society's mounting debts compromise future investments in education.**
- 9. Principals set the standard for chief learning officers.**

More details on these forecasts are available at http://vision2021.org/provocative_forecasts.pdf.

NAESP also wanted a powerful learning tool to help principals gain further insight into the future, so IAF developed four scenarios that principals can use to forecast and help create a preferred future. This tool, developed following a scenario workshop in spring 2007 with about 60 NAESP state and national leaders, is now available from NAESP for members to use in their schools and communities.

To gain a deeper understanding of these trends in leadership, society, and education, NAESP partnered with Collaborative Communications Group. Collaborative surveyed the latest research, conducted interviews with thought leaders in the fields of education and leadership, and wrote *Vision 2021: Transformations in Leading, Learning and Community*. This report, now available from NAESP, presents a vision of the future for principals and shows how that vision will transform schools, teaching, and learning.

With the January 2008 adoption of the vision for the profession and a set of four goals for the Association, NAESP is preparing to lead principals into a preferred future that will help all students achieve to their highest potential. The Association is now moving into the fourth phase of anticipatory learning—working with principals and educators to execute the innovations that will transform learning.



Communities

Six Standards That Characterize Effective Leaders of Learning Communities

With the help of principals and other education leaders, and through extensive research on emerging knowledge and trends affecting education, NAESP has updated and expanded our standards for what principals should know and be able to do. Individually and collectively, these six standards define leadership for learning communities: places where adults and young people are continuously learning and striving to improve their knowledge and skills.

Effective leaders of learning communities:

Lead schools in a way that places student and adult learning at the center.

Set high expectations for the academic, social, emotional, and physical development of all students.

Demand content and instruction that ensure student achievement of agreed-upon standards.

Create a culture of continuous learning for adults tied to student learning and other school goals.

Manage data and knowledge to inform decisions and measure progress of student, adult, and school performance.

Actively engage the community to create shared responsibility for student performance and development.

Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do, now in its second edition, sets priorities for and provides specific tools and resources to help principals meet standards of effective leadership and structure efforts within learning communities to ensure that all students and adults learn and perform at high levels. Order copies from the National Principal Resource Center at 1-800-386-2377 or www.naesp.org.

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NAESP acknowledges and thanks these organizational partners for their expertise, guidance, skills, and support.

The Center for Educational Leadership and Technology (CELT), NAESP's IT architect and partner in strategic technology planning and implementation, has worked with NAESP's executive staff and stakeholders to assess technological needs, streamline processes, enhance member services, and serve as an advisor on technological initiatives. Working with the vision, mission, and goals of educational organizations, CELT, a leading information technology architect and systems integrator, assists with the implementation of technology in support of organizational effectiveness. CELT's goal is to help learning organizations integrate the highest quality IT programs and services in the most timely, efficient, and cost-effective way possible using the latest information technology architecture, ultimately to improve student achievement. Special thanks to Jim Goodell, Executive Vice President. www.celt.org

The Institute for Alternative Futures (IAF) developed and facilitated the VISION 2021 process for NAESP. IAF is a nonprofit research and educational organization founded in 1977. IAF and its for-profit subsidiary, Alternative Futures Associates (AFA), specialize in aiding organizations and individuals to more wisely choose and create their preferred futures. IAF works with clients to create forecasts, scenarios, goals, and strategies that are the essential tools for transforming organizations to succeed in times of rapid change. Special thanks to Marsha Rhea, Senior Futurist. www.altfutures.com

Collaborative Communications Group provides guidance and support to NAESP on organizational development and works with the NAESP board, executive director, and senior staff. Collaborative Communications Group is a strategic consulting firm that builds the capacity of individuals, organizations, and networks to work collaboratively to create solutions that are better than any single entity could produce on its own. Through strategic consulting, dialogue, and convening, creation of publications and tools, and community conversations, Collaborative helps organizations and networks to identify, share, and apply what they know in ways that increase productivity and effectiveness. The ultimate objective of Collaborative's work is the improvement of the quality of public education and community life. Special thanks to Terri Ferinde Dunham, Partner, and Kris Kurtenbach, Founding Partner. www.collaborativecommunications.com

Collaborative Communications Group developed and designed the strategic framework document. Special thanks to Bill Glover, Creative Director.



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