



MISSION

Empowering leaders through exemplary programs and services that promote excellence in the education of all students.



VALUES

Leadership & Advocacy

Learning & Growth

Collaboration & Connections

Recognition & Celebration

Innovation & Excellence

Diversity & Inclusion



THEORY OF ACTION

IF CAS, grounded in a shared mission and values:

- engages school leaders in shaping the organization's priorities and fostering meaningful collaboration;
- delivers high-quality, research-based programs that attract, develop, and support current and future leaders;
- advocates for school leaders by promoting understanding of key legislative and policy issues;
- recognizes and showcases exemplary leaders and leadership practices across the state;
- creates equitable, inclusive interscholastic opportunities—both athletic and non-athletic—for all students; and,
- promotes student leadership and empowerment beyond the classroom,

THEN the capacity and effectiveness of school leaders and their teams will increase, resulting in improved student learning, well-being, and overall development.



FOUNDATIONAL BELIEFS

We believe that the intellectual, physical, social and emotional growth and development of students will improve and be sustained through strengthening and aligning organizational systems closest to the instructional core within schools. We also believe that athletics and other student activities enrich and support student engagement in the learning process.

We believe further that because improved student growth and learning are significantly influenced by adults, the primary responsibility of leadership is to improve the knowledge, skills, and dispositions of all adults within the school community. Finally, we believe that through effective support and accountability systems, school leaders can develop their instructional and organizational leadership capacities for the purpose of promoting high degrees of student learning.



BELIEF STATEMENTS

LEADERS

We believe leaders are central to shaping vibrant, equitable learning communities. Specifically, we believe leaders:

- must model the behaviors they expect others to follow.
- enlist others in creating a shared vision for the future.
- challenge the status quo, recognizing that meaningful change involves experimentation and risk-taking.
- foster collaboration, build trust, and strengthen the professional capacity of all.
- encourage humanity, recognize contributions, and celebrate values and victories.
- maintain a positive attitude that inspires, uplifts, and instills confidence in others.

*Adopted from Kouzes & Posner, *The Leadership Challenge*



BELIEF STATEMENTS

STUDENTS

We believe students are the heart of every learning community.
Specifically, we believe students:

- learn and achieve at high levels when provided with the necessary resources, support, and time.
- should be active participants in their own learning.
- have the potential to effect positive change in society through what they learn in school.
- enhance their learning through participation in extra-curricular activities, including community service.



BELIEF STATEMENTS

SCHOOLS

We believe schools are dynamic environments where learning, growth, and collaboration thrive. Specifically, we believe schools:

- exist to prepare students for meaningful lives as contributing members of society.
- maintain a positive school climate that supports both well-being and academic success.
- encourage athletics and other student activities as integral to the intellectual, social, emotional, and physical development of students.
- share responsibility with the broader community—including families—in supporting each child's education.
- are workplaces that prioritize high expectations, accountability, and the development of fundamental life skills.



BELIEF STATEMENTS

THE ASSOCIATION

We believe the association plays a vital role in supporting, connecting, and empowering educational leaders. Specifically, we believe the association:

- leads advocacy efforts and advances legislative policies that benefit students, staff, and leaders across the state.
- provides opportunities that enhance the capacity of school leaders to promote student growth and development.
- recognizes that, while the primary responsibility for developing effective educational programs rests with the school principal, diversified leadership is essential. As such, we strive to strengthen the capacity of school leaders at all levels of education.
- engages in systematic evaluation of leadership programs and student outcomes in order to foster continuous improvement and ensure our work aligns with our values.