

Superintendent Survey

Soon the APS Board of Education will hire a new superintendent. The Albuquerque Teachers Federation believes that the needs of the employees in APS should be considered first and foremost when selecting a new district leader. Please take a few minutes to fill out this important opinion survey. The results will be presented to the Board of Education and published in the ATF *Teachers' Voice*.

What type of leader do you want as the next superintendent of APS?

1. Traditional - Common Characteristics of a traditional leader include:
 - Runs a top down organization.
 - Believes in the chain of command.
 - Believes that power comes from their positional authority.
 - Makes final decisions for all levels of the organization.
 - Issues directives that are expected to be closely followed.
2. "Reform" - Common Characteristics of a reform leader include:
 - Believes in test-based accountability.
 - Advocates for merit pay.
 - Does not believe in unions.
 - Implements corporate reforms and programs in the classroom.
 - Supports market-based solutions for education.
3. Progressive - Common Characteristics of a reform leader include:
 - Believes in Labor/Management collaboration.
 - Places teachers and their students at the heart of the district.
 - Realizes the importance of social justice and educating for participation in the democratic process.
 - Reconfigures all Central Office departments toward a focus on serving schools and employees

Total Responses

1159

RESULTS

Traditional 0%

Reform 0%

Progressive 100%

The superintendent as an instructional leader

- Recognizes the breadth and complexity of teachers' roles and responsibilities in job profiles.
- Uses well-trained professional and administrative staff to help reduce the burden on teachers.
- Allocates resources such as materials, time, and staff assignments to advance instruction and to avoid diffuse, scattered improvement efforts.
- Recognizes that successful policy implementation requires policies, contracts, and procedures to meet the needs of school staffs by:
 - drawing on their cultural backgrounds and preconceptions
 - building on their knowledge and prior experiences
 - encouraging the development of strong teacher leadership and distributed leadership in schools
 - providing instructional supports that balance the need for teacher creativity and decision making with the need for some system wide consistency
- Visits schools and classrooms regularly.
- Makes early childhood education a priority.
- Celebrates the achievement of teachers and students.

	Very Important	Important	Somewhat Important	Not Important	No Response
Recognizes the breadth and complexity of teachers' roles and responsibilities in job profiles.	91.98%	6.47%	0.69%	0.17%	0.69%
Uses well-trained professional and administrative staff to help reduce the burden on teachers.	87.92%	9.49%	1.29%	0.26%	1.04%
Allocates resources such as materials, time, and staff assignments to advance instruction and to avoid diffuse, scattered improvement efforts.	75.67%	12.94%	1.38%	0.43%	9.58%
Recognizes that successful policy implementation requires policies, contracts, and procedures to meet the needs of school staffs by:	75.67%	17.69%	3.28%	0.69%	2.67%
○ drawing on their cultural backgrounds and preconceptions					
○ building on their knowledge and prior experiences					
○ encouraging the development of strong teacher leadership and distributed leadership in schools					
○ providing instructional supports that balance the need for teacher creativity and decision making with the need for some system wide consistency					
Visits schools and classrooms regularly.	42.19%	36.41%	16.65%	2.93%	1.81%
Makes early childhood education a priority.	66.18%	23.90%	6.56%	1.55%	1.81%
Celebrates the achievement of teachers and students.	66.70%	24.59%	5.87%	1.12%	1.73%

The superintendent as a managerial leader

- Manages change well by providing sufficient time and support before new initiatives are required.
- Ensures that employee workload is doable by only adding new requirements when a previous requirement is removed.
- Ensures that district departments are effective, friendly and helpful to school sites and individuals.
- Ensures each site has a positive school climate.
- Ensures each school has sufficient resources including books, supplies and technology.
- Works to attract and retain employees by:
 - Supporting professional autonomy
 - Improving working conditions
 - Advocates for higher salaries commensurate with education and experience for all employees
- Builds a culture of trust, openness and teamwork.
- Allows schools sufficient flexibility over their instructional program.
- Provides appropriate management and support of struggling principals, schools, and teachers.
- Increases flexibility and remove barriers.
- Promotes equity and adequacy of resources for neediest students.
- Hires the right qualified people.
- Listens to employees to improve delivery.
- Constantly seeks to improve Central Office.

	Very Important	Important	Somewhat Important	Not Important	No Response
	86.71%	10.09%	1.38%	0.09%	1.73%
	82.14%	12.94%	2.33%	0.78%	1.81%
	77.83%	18.29%	1.55%	0.35%	1.98%
	77.39%	18.21%	2.16%	0.26%	1.98%
	92.23%	5.09%	0.26%	0.17%	2.24%
	89.39%	6.47%	0.69%	0.17%	3.28%
	83.87%	12.94%	0.60%	0.26%	2.33%
	73.68%	21.14%	2.93%	0.43%	1.81%
	76.62%	19.50%	1.38%	0.35%	2.16%
	69.97%	22.69%	3.54%	0.78%	3.02%
	73.68%	19.93%	2.85%	0.78%	2.76%
	81.71%	14.67%	0.60%	0.17%	2.85%
	82.31%	13.29%	1.64%	0.35%	2.42%
	64.02%	26.75%	5.35%	0.95%	2.93%

The superintendent as a political leader

- Takes a public stance on state policies.
- Listens to the community.
- Understands the educational issues.
- Builds relationships with Board.
- Creates a positive working relationship with the Unions that represent employees.
- Cultivates on-going interactions with leaders of business and community groups.

	Very Important	Important	Somewhat Important	Not Important	No Response
	56.86%	29.25%	9.32%	2.67%	1.90%
	74.03%	20.10%	2.93%	0.52%	2.42%
	92.58%	4.49%	0.09%	0.09%	2.76%
	57.98%	32.53%	6.04%	0.60%	2.85%
	78.69%	15.53%	2.42%	0.78%	2.59%
	47.71%	37.27%	10.61%	1.12%	3.28%

Do you want the next superintendent to be a “change leader”?

- Successful change leaders clearly articulate the need for change to a variety of audiences in ways that are intellectually coherent and emotionally compelling.
- Effective change leaders clearly understand and communicate what will be demanded of their graduates – what skills, what habits of mind, and what dispositions. They recognize the rapidly changing world of work, and the accelerating pace of the commoditization of knowledge. They realize that the world no longer cares how much students know, but rather what they can do with what they know.
- Effective change leaders understand is the world of students. They have studied how students learn and what makes the particular students with whom they work unique – their culture and their community. They also appreciate the importance of students’ intrinsic motivation for learning and achievement. Finally, they seek out and listen carefully to students to better understand their classroom and school experiences.
- Effective change leaders bring their understanding of these two worlds into the classroom every single day. They use these two criteria to continuously assess and improve instruction. They know what good teaching looks like, and they are relentless in their expectations. They understand that their job is, first and foremost, to be an instructional leader and coach.
- Successful change leaders know that “isolation is the enemy of improvement.” They understand that teachers need to work in teams and to have an effective coach in order to transform their lessons. Teachers must be given the working conditions that will enable them to improve and to be successful. They need time to learn and to collaborate.
- The most effective change leaders take calculated risks. Historically, education has been a highly risk-averse profession—which is one reason why we have seen so little change through the years. Managers do not take risks. Leaders do. They model the behaviors of learning, collaboration, effective teaching, and risk-taking that they expect of their teachers.

	Extremely Important	Important	Somewhat Important	Not Important	No Response
	57.38%	31.32%	6.82%	1.04%	3.45%
	62.12%	27.61%	4.57%	0.78%	4.92%
	69.03%	21.92%	3.62%	0.26%	5.18%
	65.49%	24.16%	4.06%	0.69%	5.61%
	68.68%	20.53%	4.14%	1.55%	5.09%
	57.98%	30.03%	5.69%	1.12%	5.18%

Signs of an Effective Superintendent

According to the Council of Great City Schools, the following are the signs of an effective superintendent. To what extent do you agree:

- A great superintendent has a clear vision for the district.
- A great superintendent is an instructional leader.
- A great superintendent is an effective communicator.
- A great superintendent is a good manager. He or she directs administrators to accomplish the goals of the district, monitors their progress and evaluates their performance.
- A great superintendent is a good listener. He or she must listen and take into account differing viewpoints of various constituencies, and then make the best decision.
- A great superintendent is not afraid to take risks or make a commitment.
- A great superintendent is flexible. He or she needs to be able to manage the politics of the job.

	Completely Agree	Mostly Agree	Somewhat Agree	Disagree	No Response
	71.70%	20.79%	2.59%	0.17%	4.75%
	69.37%	20.88%	4.57%	0.43%	4.75%
	80.33%	13.46%	1.04%	0.09%	5.09%
	71.87%	20.62%	1.81%	0.17%	5.52%
	81.62%	12.34%	0.69%	0.00%	5.35%
	67.73%	24.16%	2.50%	0.17%	5.44%
	73.86%	18.98%	1.38%	0.35%	5.44%

(The Council of Great City Schools is a national organization exclusively representing the needs of urban public schools. Composed of 67 large city school districts, its mission is to promote the cause of urban schools and to advocate for inner-city students through legislation, research and media relations.)

Open-ended comment section

What are the most important ways the superintendent can support schools and the employees who work in them?

See 'Comments' file