

What are the most important ways the Superintendent can support schools and the employees who work in the district?

Ensure that All students receive a k-8 fine arts education.

"Value all teachers, counselors, nurses. Support pay raises for all employees"

"Listen to those who work closest with the students! Teachers and EAs, not those who are far removed such as big business and government and administration. Teachers' say should be most important."

"He or she must recognize that alternative schools have special needs and cannot be treated like other schools that serve the same grade levels. He or she must take a VERY STRONG position on the absurd school and teacher evaluation system perpetrated by the PED and its incompetent and unqualified secretary-designate. The disastrously wrongheaded educational policies of the governor and the PED are undermining the teaching profession in New Mexico. They must be resisted and overturned. As the leader of the largest (by far) school district in the state, the superintendent must show active political leadership to prevent the collapse of the state's education system."

"The effectiveness of the district office to support the schools needs the most improvement. The district offices are not aligned, and so the schools get conflicting requirements from the district offices - such as assessment not aligning with SAT and not talking to curriculum and instruction. There needs to be a cohesiveness which is definitely not there."

"collaboration
open to what works for teachers
been in teacher's shoes
team player"

"By practicing equity. It is also important to not become a pawn of the school board or community. Represent your employees and lead them...honestly, transparently, without hidden agendas."

They need to let the school employees decide what is best for the school. They aren't all alike and never will be. They need to also get rid of bad principals and assistant principals and promote good administrators to run the schools.

"union has done nothing for me, in fact they have hurt me badly!!! Spend more time in the classroom, and not just the elementary schools please. The teachers in this district are extremely highly qualified, people with their masters that have specialized in their field, and yet this district looks to others for input. The administrators are the managers, not the leaders, and they have an administrators license, they mostly have not specialized in any specific field.

And most importantly- TALK DIRECTLY WITH SPECIAL ED AND INTENSIVE SUPPORT PROGRAM TEACHERS!! They know the truth. Not the administrators, and definitely not the union."

Research new initiatives in education.

Always keep in mind the mission - educate kids - all else is secondary

We need someone who has an educational background for more than 15 years who will advocate for education.

"Understanding students' needs, understanding the needs of the community, understanding how to equip teachers at specific schools and in specific programs to address those needs. Providing a variety of methods to address the needs of struggling students, including the latest and most relevant research-based practices."

"I can say that I would like to see more resources funneled to schools where students are directly impacted. I see a lot of "workers" at City Centre, and quite frankly, I don't know what they do or how it directly and positively impacts students. I feel that if I am getting paid \$40,000 as a teacher and am constantly, frantically working to improve learning outcomes for my students and make improvements to my school, I would like to see folks at City Centre doing the same. In many cases they are making 2 to 3 times what I get paid and I see them on the news giving quaint interviews from their quaint, tidy offices, without a hair out of place. This is an injustice."

Stand up to Martinez/Skandera. Support teachers and advocate for a fair evaluation system. Stem the rising Charter School hoax.

Visit the schools and talk with the employees who provide direct services to the students. Communicate with community members.

"Set goals, make decisions and allocate resources based on "what is best for the student(s)."

To listen. And sometimes to do what the majority of what the teachers are wanting even if the superintendent does not always agree.

"The superintendent needs to take action against principals who proudly do not follow APS policies and procedures and have a toxic work environment where their response is either too heavy handed, or doesn't care....allowing staff who are bullies to rule."

Let school communities (who know their students' needs) develop customized programs for their students. Support excellence and innovation - don't try to make every school and course the same throughout the district.

"1. Understand the relationship between class sizes and how much time can be allotted for individual student attention

2. (This should be #1... it's EXTREMELY important)

The schedule the children are on (in high school) is setting them up to FAIL! They need a true block schedule... 4 classes a day, every day, for 1 semester. Switch classes for the following semester. It's expensive, but efficient. I went to Rio Rancho HS years ago and when that was done, we were prepared for college. If you care about these kids, you'll make it happen. Plain and simple."

Respect the hard work and long hours teachers put in on a daily basis. Make our jobs easier not more complicated.

Give autonomy administrators and educators to be leaders in the school and classroom.

S(he) needs to understand the culture of each school like the teachers do.

I think that is important that the superintendent does not do their job in isolation. They need to visit schools regularly and talk to teachers and principals. They need to see what it's like in the schools and in over crowded classrooms before they make unilateral decisions that effect us all.

The superintendent's primary job is to make schools a safe and effective location for students to learn. It is also important to provide students with the resources needed in the classroom so they can learn effectively. This also means that teachers are given the opportunity to improve their instruction through professional development.

"After all that we have been through with both this and previous superintendents, I think we need a superintendent who has all the qualities listed above. Of equal importance is that he/she conducts him/herself with integrity and character at all times."

By standing up to state policies that impugn teachers' professionalism and undermine our effectiveness in the classroom. By advocating for us in terms of pay commensurate

with our education levels and experience. By talking with the broader public about what we *actually* do in our classrooms every day.

"Make TRUST a cornerstone of the foundation. Remove blame and mistakes from the process of advancement. Demand and Expect professionalism. Encourage "thinking outside of the box" and eliminate no because of budget constraints. Educators encounter roadblocks when they are expected to change or improve. No to nontraditional paths does not allow for the change and improvements needed to re-shape traditional ways.....INSANITY is doing the same thing and expecting a different result?!?!"

"Listen to the needs of teachers. Let teachers drive the change, not City Center!!!! Listen to the front lines!!!!!!!"

- 1- the superintendent needs to have been an educator.
 - 2- the superintendent needs to start standing up for the educators, we do the best we can with what we are given. we teach what we are forced to teach and then our students are tested on different subject matter and using different verbiage. let the public know that they have a responsibility to help their children be successful in the academic field as well.
 - 3- find a way to start holding the parents accountable for their children
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Consult the people who work directly children and families!

"Direct attention, both monies and time, to the schools and the staff for them. Cut out the bloated budget of support staff that do not directly work with students. Centralize each school to give them the autonomy to make decisions based on the needs of their students."

By listening employees and then acting on the information he/she has been given.

Be our voice when the state asks for the impossible.
NOT BE SKANDERA

Say no to PED and Susana Martinez. One teacher evaluation per year. No more time consuming Teachscape! Teachscape is waste of time. We don't have the tech support and computers for Parrc.

Be bilingual and extensive knowledge of LRE and special needs of students.

"People who run this district are not thinkers, shakers and movers. They settle for mediocrity. They buy textbooks instead of giving in-depth, meaningful professional devel-

opment in language arts and math. I truly do not believe any of superintendents or assistant superintendents are risk takers or simply very smart people. Then again, we pay people horribly so we tend to stick with the "who you know" people instead of the "what you know" people."

Some ways in which the new superintendent can support teachers in the classroom. Having teachers and the new superintendent recognize the power they have to create horizontal communication, increasing the potential to relate to each other.

The first way that comes to mind is sustained dialogue matters. Relating- teacher to superintendent and superintendent to teacher- means reaching out to hear each other narratives. This can only happen if there is more " face-time" to hear each other's perspectives. A superintendent who understands comes with an investment of time and emotional energy. Scheduling informal time in schools connects with daily lives of teachers and students.

Social media matters. The professional learning field can be leveled inside social media so educators, regardless of position, "chat" together on equal terms without positional power trumping knowledge power. Social media create accessibility outside the educational bureaucracy as never before. Teachers can easily share resources and ideas with the superintendent vice versa- both learning from each other."

Listen to stakeholders and speak in their behalf... They should also be entitled to their own private lives and not so heavily scrutinized for private matters in the future!

I need a raise. I'm tired of being poor.

Visit each school once a school year.

hire within aps

"APS needs a super. with a business background. It is a company with 10,000 employees, yet operates on no business model or sensibilities. We need a CEO in charge, not a person with a degree in education. Most importantly, we need a super. from the area, someone from within the community with a history and investment in Albq. and APS and not some hack that just got canned from their last district."

"Visit the schools, get off the pedestal!"

"Open communication within all levels of the district, and"

"Visit and see what is going on in the classroom.
M & O"

Visit the schools and teachers. Improve teacher pay.

Work to end the huge amount of time spent on testing. Help teachers to get classroom materials so they can actually implement the standards.

"Listen to those who know the students best--those in daily contact with students--teachers, EA's, & on-site administrators."

fix this d!#* evaluation.

Stay connected with the teachers and children. Understand the impact of poverty and parent disconnect in classrooms. Appreciate the uniqueness of middle school and bring accountability to middle school grades to better prepare students for successful high school experiences.

"1) refocus the Central Office so that it adopts a supportive and respectful role when it engages with schools or vice versa
2) Provide support and training for principals with negative staff feedback. Such feedback describes a school environment in need of immediate and significant support. Said support cannot be in the form of "staff training" as that would further alienate the staff."

Finding ways to help teachers get more peer collaboration time during the school day.
"Sub for a few days a year (at all 3 levels, EI ,MS, HS) to stay connected to the realities of the classroom."

"Knowing about the contributions of his/her staff, promoting from within qualified personnel and revamp the application process for district employees wanting to move positions or schools/programs."

"The BIGGEST way is to work on getting rid of the awful, destructive, deleterious, morale-crushing evaluation system that PED has pushed on us, without any teacher input whatsoever. Meet with actual teachers on developing a new evaluation system. Another important thing is to be creative in budgeting, be willing to help pitch in and look everywhere for additional monies, to help schools in all ways possible to seek funding, to be creative in how funds can be procured, and then help some more by seeking out funding. One of the biggest negative impacts in our schools is how we are scraping by, barely able to afford materials & supplies. How can we focus on being great teachers when we can't make enough copies, for example?"

Listen to his/her teachers (those who are in the classrooms with children)

"Hands on, jump in and get your feet wet. Teach a class for a day, and see what teachers have do on a daily school day."

"Trust the great people you hire! Give us the resources we need to make amazing things happen! Stop abusing our students with unnecessary and politically motivated tests. Computers should be used for creating, not testing. Stop placing numerous hoops before us to trip us up and distract us from the task of teaching. Communicate to the public that teaching children is a community endeavor and we all need to do our part to fund schools, provide resources, and be responsible for the health, education, and welfare of America's children."

"I would like our new superintendent to be aware of the important role that speech-language pathologists play in the changing face of education. I would like to not be the lowest paid SLPs in the region--taking a \$20,000.00 a year pay cut to work in the schools is ridiculous. I would like the superintendent to value our contribution to the welfare of our students overall. I would like the new superintendent to recognize that SLPs require appropriate classroom/office space as well as the teachers and other related service providers."

"Visit the schools, talk to students, teachers, and admin."

"Must be able to balance the needs of the community, the students, educators and staff."

"An excellent superintendent listens. He treats everyone the same, whether it is a board member, principal, teacher, or custodian. An excellent superintendent is respectful of others as individuals not titles."

"The superintendent must be mindful of inequality across the different neighborhoods and schools in Albuquerque Public Schools. She or he must act on such inequality to ensure that an APS graduate has the same quality of education, no matter which school they graduated from. In order to support schools and employees, the superintendent must allocate resources (including funding for new textbooks, MEANINGFUL and PERSONALIZED professional development, and instructional leaders) to all schools, giving more when it is appropriate. A great superintendent will cause positive change in school climate by having clear, reasonable expectations, acting when those expectations are not met, and regularly communicating positive observations for all schools."

"Realize how over worked teachers are, especially Special Ed teachers who take on more responsibilities, have to accomplish everything a general ed teacher does and extra."

Address the current school administrators with poor work performance and really poor people skills.

"There seems to be much room for improvement in the ways that schools operate and, as such, that employees are forced into "fitting into the mold" in order to work in them and to "work in the system." One of the most important issues is the fact that there is too little paid time for teachers to plan for effective instruction. Often, the little bit of planning time that is incorporated into teachers' schedules is wasted time in which teachers are not planning but are spending inordinate amounts of time in pretty use-less meetings. We, as teachers, need time (perhaps 1 hour of protected, uninterrupted time) to plan and deal with the "nuts and bolts" involved in instruction. Of all of the col-leagues that I've spoken with, we all agree with this and it seems to be a universal need, all across teaching. In order to get any time to plan for instruction, we are forced to use countless hours of what should be personal time, especially since we are not getting paid for all of those hours. This issue can also take a toll on health, family, and personal issues.

I also think the superintendent and everyone else who makes decisions should realize the impact (social, emotional, mental-health, time, etc.) of forcing employees to in-corporate a multitude of changes at once. For example, this year, alone, we have a lot of new curriculum changes, the new Synergy system, etc. Many people are being forced (in order to be able to work somewhat effectively), again, to take countless hours of personal time in order to be able to begin to fulfill the demands of their jobs. It is not realistic or reasonable."

Provide funds for school supplies and work for teacher raises.

"Make sure schools have good leadership. Make sure the leadership has a job that is do-able. Don't pile so much on administrators that they can't support students and schools.

Make class sizes manageable. Work to ensure students with challenging behaviors get the support they need."

"Aside from providing resources that teachers need to be successful, teacher should get paid a high salary. The higher the salary, the better moral will be and the more se-rious a teacher will be when the district creates changes that affect us. It also tells us that we are appreciated and that we are not equal to someone who works a \$15.00 an hour job."

"Get rid of all the testing. Students are children, not test taking machines!"
He should do things in the best interest of students and not just listen to the loudest voice.

Ensure schools have the materials and financing they need.

"The administration of APS is too top heavy. From central office down, the focus of administrators needs to be that of supporting the faculty and staff of APS so that they can, in turn, focus on the students."

Know what is happening in the schools.

Listen to the teacher's concerns!!

Have input from teachers when making decisions.

"Allow the schools to have a voice in all aspects of the educational process. Allow teachers to teach well by giving them the tools and resources to do their job without threatening, demanding or demeaning the individual. Provide adequate numbers of adults to meet the needs of all students without having to be overcrowded, overburdened and asked to "teach" outside of their realm of comfort, knowledge and ability."

Listen and support

Support and listen to teachers and principals.

"Give us time and materials. Cut the workload, I spend so much time going to meetings (and proving I am going to meetings), and doing paper work to prove what I am teaching that I have little time or energy to be creative and try new things. Also cut out the extra stress. I can't sleep or enjoy my personal time, which is down considerably for worry that I have not met some paper work deadline."

"As an Orchestra Teacher, I feel that the best help we could receive would be to assign a position for a Mentor or Music Evaluator to do at least some of our Evaluations each year. To come into the classroom but also to assist in fair and consistent Evaluations. We are being Evaluated by Administrators that no little or nothing about our content area. I am sorry, but I really do believe that I know more about teaching my students how to play a stringed instrument than any of my Evaluators. I end up having to take time to teach them as well."

Supporting the teachers and their roles within the schools

"Understand the needs of teachers, and school staff. Provide resources as needed, and remove burdens such as copy limits from teachers."

They can listen to the teachers and students.

"We need an advocate for public education who themselves has a great deal of experience as an administrator in the public, not private, educational setting."

"Genuinely care about individuals, cultures, and evolution of education."

"Honestly, I think a new superintendent needs to look at the people who are below them and manage the principals. From my experience as a teacher for the last 15 years in APS, I have worked with some truly great principals, and some truly bad. Currently, I have a principal that has a group of "favorites." in our teaching staff. It has created a horrible working environment for all. Teachers feel like they are pitted together and those not in the "favorites" group are feeling like they shouldn't even try any longer. A teacher tried to talk to a superintendent about it, Diane Kerschen, but couldn't even get through to her and then the principal was phoned by Kerschen's staff and the teacher had a negative reaction from the principal. So yes, a superintendent that is not afraid to actually manage the leadership team would be a wonderful change! Teachers need somewhere to go to decide issues and currently, the politics of superintendents (Associates) and APS principals leave a huge black void for teachers."

That they too were a teacher at one time in their career.

"By opening up lines of communication with the front lines, a superintendent can begin to understand the challenges that each classroom contains. The leaky roofs, the internet connectivity issues, a teacher's inability to make copies, etc. don't seem like real challenges unless a leader experiences these issues first-hand."

"Create a think tank made of teachers of all levels from schools across the APS district to come up with a new plan for APS. Consider the needs of the whole child: test achievement as well as life issue support. Consider the need to split APS into multiple districts that can be more effective. Consider education models in other countries that have rigorous academics as well as ample time for kids to be kids. Have the courage to be the leader with the vision who brings about a lot of much needed change in the most compassionate, effective, and informational way possible."

"Allow teachers to be creative and in charge of their teaching, not required to teach to a script. Give the teachers a voice and allow time for teachers to work in their classrooms before students arrive after breaks instead of taking up so much time with meaningless PD. Give teachers back teacher work days so they are able to collaborate and prepare to be the best they can be for their students."

"I feel a good superintendent appreciates teachers. He/she must be willing to go to bat for us against State policies that are set up to drive experienced and talented teachers out of the district. He/she must respect our collaborative agreement and work to improve teaching conditions for all students, especially underprivileged students."

"The superintendent can help to lighten the load for teachers. We are continually asked to take on more and more tasks that either take time away from our instructional time or force us to work outside of our duty day (which most of us already do). There

are simply not enough minutes in the day to accomplish all that is asked of us and still be the highly effective teachers who we strive to be and who our students deserve. Tasks that were previously managed by other positions are now our responsibility. We take it on because we have to and because we love our students, but it is far too much to maintain. The superintendent could work to eliminate unnecessary tasks and redistribute responsibilities when possible in order to make the teacher's job more manageable and more focused on actually teaching."

Listen to concerns and support teachers through resources and time!

"Give the elementary teachers as much prep time as middle and high school teachers get. We are expected to teach all subjects, grade all subjects, record all grades without daily prep time or teacher aids. The demand on teachers way exceeds the amount of time given to complete them all. This includes Teachscape, grading District assessments, planning, grading, communicating with families and teachers and teaching. I never use time when the children are in class to complete anything expect teaching, therefore, I am constantly spending hours (2-3) after school of my own time every day!"

"Do not move teachers from one school to another. Teachers become embedded in a community, and therefore, works harder for that school as well. It is important if elementary school teachers have the same amount of prep as middle and high school teachers in order to complete all that is required of us."

End the redundancy at City Center and in M & O.

Hopefully the next superintendent is not a Republican who supports all the over-testing and evaluation of teachers based on all the testing.

"Must be respectable. So many of the "administrators" in APS are do as I say not as I do. As a teacher/leader everything I do is under scrutiny by the students, families, principal(s), other teachers, the Dept. of Ed., the news agency and the public in general. I want to be able to respect the people I work worth based on their actions, not what they say."

He /she must visit with teachers and students to know who he or she is.

"The superintendent should never lose sight of what is what like to be a teacher. If he or she wasn't a teacher than he or she has no business being the superintendent. The superintendent should support the teachers at all costs, not his or her political party."

"A superintendent needs to focus on the backbone of the district, the teachers. Educational decisions should be teacher driven. Teachers should focus on student driven needs, etc. I don't need a person who has been out of the classroom (or perhaps who

has never been an educator) trying to tell me how things are, I know how things are, and mandating how I teach doesn't make me want to participate. I would also like to see more accountability placed on parents. Issues like attendance and truancy need to be addressed. Failing students who continue to "stay in the system" need to be addressed, and placed in environments where they can move forward, not just draining the school they attend."

"I don't think the superintendent is as important as s/he is made out to be. Really - schools (students and teachers) are only affected by the upper level administration because the constantly find ways to justify their importance and necessity. I can (and do) teach no matter who is in the upper-level offices; in fact, I really teach DESPITE them most of the time."

Our next leader needs to be from our home community of New Mexico.

Be consistent across the district. Teachers at any school should be able to work as a team of professionals who share the same students.

"They need to be just as accountable as any other employee. Any employee not found to be doing their job and who is "let go of" should not continue to get paid because they are on a "contract." If a regular employee is let go of they do not receive continued pay, they are cut off from being paid by the district as should be any higher up who is "let go of." It is a waste of money to continue to pay a Superintendent or anyone else who is no longer employed and doing their job. Continuing to pay these individuals creates a deficit in monies for the students and teachers."

"Support for all subject areas. Equity of support across ALL subject areas.
-Music AND Art every year at every school. I shouldn't have to explain why."

"To speak up for teachers and their needs along with the students. We need a superintendent who taught for many years. The person needs to be a teacher at heart, not an administrator."

Change the perception that teachers raise their students and bring the focus back on family and student accountability. Teachers are becoming resentful and belabored by the negative pr we're getting.

"Create an atmosphere of unity between, teachers, staff and City Center."
Value employees by respecting their professionalism and input.

Relieve unnecessary paperwork burdens

"An effective superintendent would value his teachers above all other personnel, especially given the climate of CCSS implementation and Teachscape."

Get rid of all of the standardized testing and continual punitive policies against teachers such as teacher grades. Special Educ. teacher will never have a chance to get a good grade if they are based on student testing.

LISTEN TO THE TEACHERS

"Look at the goals, and how to effectively use resources we have. Common core is nice, but the district did not foresee the increased need for copies and current text resources. For example, while teacher's copies are being monitored and criticized, a lot of paper is wasted frankly on crap that we don't really need, like at center. Plenty of information could be sent via e-mail or stored on cloud based technology. We have subscriptions to many digital resources such as databases, drop box, we have free resources like google drive, edmodo, and so many others. These are seriously under utilized. Meanwhile we can't buy the paper resources we really do need for our students, like consumables and texts that are current and challenging. PED is asking for Rigor, but we can't very well provide it with textbooks that are out of date, and not challenging enough for our students.

Summary: Money is being spent on the wrong resources, while resources that could help save money are being under utilized."

"Help us deal with the completely unfair and unmanageable state evaluation system"

"The superintendent needs to understand that employees are motivated when they get to pick which school they work in. Teachers are invested in the community they serve & know the needs of that community. Forcing a teacher to change schools is the quickest way to lose their support, loyalty & service. Teachers will leave APS if they are forced or coerced into teaching in a school they have not chosen."

Challenge the State Department of Education with regards to new assessments that are continually changing! Our students are being pushed to the limit with so much testing!!!

Evaluate them in a fair way.

Must communicate to all employees

"Extensive experience and respected within field of public education. Knows when to listen and when to lead. Respects (with sincerity) the calling-driven nature of the teaching profession, and envisages us as part of the solution instead of the problem. Trusts our profession sufficiently to listen to and respond to the people on the ground. Willing to take on the 'you're serving us' attitude that permeates educational administration

and management, from our APS City Center employees on up. Give teachers the courtesy of sufficient training and support if you're implementing change."

"I wish that the superintendent would realize the differences between classroom teacher and the other employees in the district. As a classroom teacher I don't have the option of just taking the day off, or the flexibility to make appointments in the middle of the day. We use many hours outside of the time we are not paid to make plans for the time we are not at work. To retain great teachers in the classroom, we who chose to stay should be paid more than those that have the flexibility to take a day off without lesson plans. I believe also if a teacher takes less than 10 days off we should be paid a bonus of \$200-\$300."

Listen to their employees. Allow employees to be a part of the decision making process. I would like to have a superintendent who has been a classroom teacher.

I can only HOPE for a Superintendent that will LISTEN to the teachers of his/her district.

Change the principal selection process to give building sites more voice.

The superintendent should speak Spanish

Understand that teachers need proper training with adequate practice and question time when implementing a new curriculum.

"No more teaching to the test!!! The teachers should be able to teach for learning, not because the students will be testing. Enough of tests and allow the students to learn. Support the teachers in this silly evaluation that we cannot even get sick without having big consequences in our evaluations. We are teachers because we love what we do, not for the money!"

"Make his/her presence known. Visit schools, walk on school campuses, speak with students/parents, and ask questions! Remember what it was like to work in a classroom!"

"TO LISTEN!!! The needs and concerns of teachers are too often ignored. WE are the ones in the trenches--our opinions and needs should matter. Of late--we don't! And education is going to directly, not indirectly, suffer. Teachers, who are the backbone of education AND it's heart and soul-- have been reduced to a disenfranchised, almost exploited, work force that is subject to every idiotic theory that comes along the pike. Creating absurd obstacles in our way inhibits growth and we need leadership that will fight for us and not docilely accept the questionable expectations of PED."

"Allow for site based decisions, teacher autonomy, and flexibility in attending to essential responsibilities for improving student performance."

"He or she needs to have a direct line for teachers to contact him/her regarding issues with school sites. Who do teachers go to when the Principal is at the root of the issue? Visit the schools - come see what we're doing & celebrate all of the GOOD things we're doing. He/she needs to develop a good relationship with the press so that everything in the news is not negative. Celebrate ALL teachers, not just the friends of principals."

"The superintendent needs to respect and value teachers and students. The superintendent should not behave in any way that expresses prejudice. I hope the board will consider a woman this time, or at least someone who respects women."

"Have a good understanding of the job employees do every day, what is required of them and how to support them so they can be most effective for the students."

"By spending more time in schools. By having the philosophy that the people that actually work with children are stake holders in their own right. That the function of Central Office is to support the people who do the heavy lifting, which are the people who directly serve children. Processes and resources need to make sense, and be primarily utilized by the practitioners in schools."

"Superintendents need to advocate for teachers, support them and encourage them to stay in the profession to ensure APS has high quality learning."

"Listen to the concerns of teachers, parents, staff, & students"

By prioritizing expenses to reflect student and classroom needs over highly paid upper administration.

"Unfortunately this survey was very limiting. It did not allow me to voice my opinion, thoughts, or ideas regarding qualities of a superintendent. In addition I feel a superintendent can have qualities from each area of a traditional, progressive, or reform leaders!"

Ensure that each school receives the money and teacher allocations as needed to fit the required student to teacher ratio. Somehow get more parents and families to support the students in their homework and independent school related activities.

"Actually listen to what the teachers have to say instead of just pushing their own agenda onto everybody. It would be good if the person has actually been a teacher to have an idea of what it is like to be in the classroom. They shouldn't just sit up in the

district offices without actually going into the classrooms. The Superintendent has a student council type thing, but not one with teachers. It would be nice if they actually fought for their teachers, but also knowing when a teacher does need to be sacked. We need more professionalism in the superintendent position."

A superintendent that knows the curriculum and programs available and chooses strong programs / directions for our schools so we are not changing direction every year. We need to begin building a STRONG education program in APS that is good for students and educators.

Make sure there is equity between schools regardless of the socio-economics of its neighborhood and students.

"Please, please, please respect teachers! Understand that teachers have numerous demands on their time, many of which take them away from their most important responsibility of continuously crafting and improving learning experiences for their students. Please help improve access to the materials and funds we need to include project-based-learning and field trips in our curriculum planning. Please support continued professional development by allocating funds for outside professional development so that teachers can seek out the best learning experiences and development opportunities for their individual professional practice. Please work with the community to cultivate a culture of respect for educators and our communal responsibility as parents, families, teachers and citizens. We all share the responsibility to strive for excellent learning opportunities for all students; in the classroom, in our communities, and within the homes of each student. Education is vital to the strength of our communities, and as such, is a community responsibility."

visits the schools

Critically evaluate hiring teachers on an I-license. Without intense mentoring these teachers and their students are being set up for failure.

Someone who is dedicated and honest.

Reduce the number and pay of persons who do not directly impact students' learning. The most important employees are the teachers and assistants- those who are impacting the students daily.

"Visit schools and listen to concerns! We are CONSTANTLY adding new things to the system, yet we aren't removing things. Teachers are more overworked/overloaded than ever with our new PED Teachscape Eval system. The superintendent should understand this and work to alleviate some of those burdens, whenever possible."

"Not only does the new superintendent need to be a strong leader, communicator, and analyze things from every possible angle, but this person must also develop and nurture a strong team of assistant superintendents. It is the team who stabilizes the district when the leader moves on."

"Someone that stands with their teachers and supports in any way possible. Realizes that the union is an ally not an "enemy""

"Trust that educators are in the classroom because it is a vocation not a job. We care about "our" students and want ALL to succeed being the best they were created to be. Our bar is set high because we know we can provide an environment that supports, encourages and is designed to develop motivated learners and involved, knowledgeable future leaders."

Be in touch with what is truly going on in the schools and with students. Get parents more involved with their student's learning goals and help them. Address the poverty problems of this district with tangible goals and family and teacher input. Respect the teachers and staff rather than put them down and blame them for all the problems of the system.

"The most important way that a superintendent can support schools and employees is to remember never isolate himself/herself from his/her teachers or students. A superintendent should be visible in the schools. It should not just be the governor that finds every opportunity to have her picture and face seen at every school. Just as a new principal should not go into a school ready to change the school to their own way of thinking, the superintendent should not come in and decide to change everything. They should realize that we have worked hard and not everything should be switched up to follow a "new" agenda. There needs to be good dialog with all parties. I feel that now is also a definite time to advocate for the schools and employees in light of many unreasonable PED requirements. Also, no one wants to hear the blame game on the past. We want someone to step to the plate in a very positive and professional manner."

Be open-minded to all ideas. Be culturally sensitive. Support mental health needs of students.

**Spend the budget equally across the district; it would be better if the most needy students and schools got a higher percentage than others, but a simple change to equality would be a big help.

*Filter through the demands of the Governor, Hannah Skandera, and the PED to mitigate the most egregious attacks on teachers and schools. Stand as an advocate instead of rolling over.

***Put students first!!!! (Not the existing bureaucracy, not the testing industry which suctions millions of dollars out of the system, not long-term directors and managers who know we've always done it this way and it's impossible to change.)"

"Speak out and support teachers. Speak out against the new evaluation system, punishment for absences, and all the testing and the money going in to testing, not the classroom! SPEAK OUT!!!"

Listen most closely to those nearest the students' instruction.
Reducing the standardized testing load so that teachers can truly implement the Common Core and teach deeply so that their students can get the best education possible during every day they are in attendance.

"While I don't think we should limit ourselves to an in-district or in state hire, I do believe that parents, teachers, employees, and the community are tired of bringing in a high paid person, who may have had "troubling situations" elsewhere., only to bring their baggage here. Too often this results in a huge buy out of contract for unprofessional behavior. Enough of that.

We need a superintendent who understands our city and has real plans to help our school system and community get off the bottom of all lists."

Integrity and competence

"In the past ten years the board has hired people in this position who are from out of state of New Mexico, and not familiar with the diverse needs of this population. In addition, the Board has managed to agree the salary levels that are not in line with how a manager should be paid. I would like to see a woman who is competent and familiar with the APS population and their unique need."

"I believe that the next superintendent needs to have had training in and a record of sincere and effective implementation of the thinking and practices articulated and promoted in adaptive schools and cognitive coaching--such skills as assuming positive intentions; able to genuinely listen and paraphrase; seeking data from our district and, with the help of others, interpreting the data; open to the ideas of others and not threatened; able to pose challenging questions in order to get to the bottom of issues, particularly contentious issues. A superintendent must have a sense of humor and the ability to take herself/himself with humor, not pomposity. This individual must be transparent--no double life--an emotionally healthy, psychologically healthy person."

"Listen to the teachers and understand how children develop. Also, they need to be aware that there is more that affects the way a child learns than just school. A child has a more difficult time learning if they have struggles at home, do not have enough food, and are in survival mode. Teacher's need to feel supported and not feel like we are being punished for everything that is out of our control. A superintendent needs to be willing to stand up for their teachers that work under them. We are on the front lines, we see what is happening in our communities, and we need to feel we have a voice and are being heard."

"By making schools and not their own position, the center of the district. They can see the importance of staffing schools, not minions around them. They see that the district administration is bloated and needs to be downsized and made more efficient."

"As the largest school district in New Mexico the superintendent should focus some political clout toward electing officials who have the best interest of students and their families. Additionally, I will add that I am truly tired of the attitude that teachers should be self-sacrificing martyrs who only became teachers for the love of teaching. I personally chose teaching because I enjoy teaching young children, but I didn't become a teacher because I wanted to volunteer every last ounce of my soul to a bloated bureaucracy. Public education will only flourish when teachers and parents are the leaders of curriculum and policy. New Mexico will only rise out of poverty when education becomes the number one priority in our state. A great superintendent will seek to put teachers first so they will be able to bring their best to the profession and help families attain a better life."

"Walk in our shoes before you give new mandates. Consider the effect on students before implementing new procedures and testing. Listen to us, be a good role model. Spend time in our schools. Change the attendance component of the evaluation. If you give me 10 days of sick leave, don't dock me for taking them."

"Show respect. Be patient, willing to listen. Be grateful for all good effort. Make choices that will make all of APS, and all of Albuquerque proud."

The Superintendent of any school system must encourage and support the relationship teachers establish with their students. That this relationship enables the teacher to marry district policies for teaching with the knowledge students bring to create true knowledge and a continuous dialogue between teacher and student. If we do not recognize this connection we will lose the true meaning of teaching and learning. No matter what program we adopt 80 -85 percent of the students do well. It's the other 15 to 20 percent that needs smaller (not special ed) classes for longer periods of time so that they get caught up so they can fully participate.

"Treat teachers as professionals who are educated and know what students needs based on experience and time of employment. Listen to the pulse of the various communities, one size does not fit all. The schools with more money are not the same as the schools without money - heights schools vs westside schools. Be sensitive to the needs of the communities and their students, their language and cultures, and what teachers are having to work with to provide students of low-families access to a good education."

Listen to educators. Encourage and support educators to be innovators to meet the educational needs of their students.

Realize that there are only so many hours in a day and that teachers and principals cannot do it all

"A superintendent who listens to those who teach, not follow the money or politics! We need a strong voice in these trying times. We need an advocate! We need a leader that does not back down to those who don't teach, who are not in the trenches. We need a leader that knows data isn't everything, relationships are!"

The superintendent needs to listen to teachers in order to determine what is needed at the school level and what would be best for students.

"Implement a school-wide dual-immersion program where English and Spanish are taught to all students from K-12. Increase pay for teachers while deflating salaries for top-heavy administrators at Central Office. Tuition remission so all teachers have a masters, minimum. Limit class sizes to 25 students, maximum. Limit principals to serving no more than 10 years at a school."

"Take away the top heavy positions that are not necessary, or appropriately compensate in relation to teachers and secretarial/faculty staff salaries."

Talk to me. Ask me what I think. Stop treating me like a serf.

Provide time to complete task and implement new programs

"I believe that the previous superintendents had NO IDEA about special education and led from a top down model with no understanding of the real special education classroom, special education teachers, special education students and related service providers."

"Be visible to staff, students and community visit all schools more often than just when needed be present to people support teachers"

"Superintendents need to make administrators accountable for their work, responsibilities and ethical behavior. No more "transferring" administrators who do things that would get others fired. APS should function as a real world system where actions are rewarded and given consequence accordingly. It is also time to have a leader who believes in equity. Its time for Special Education students to be regarded with as much value and equity as General Education students. It's also time to have a leader who understands Special Education and will advocate for fairness in testing and evaluation of both students and teachers."

"We don't need a superintendent that has been like the last few we have had. Brad Allison was a moron, Books I don't know how to explain he. I did like that he took on Skandera. Elizabeth Everett Was a great leader. We need an awesome caring person who really cares that teachers are struggling."

"The superintendent needs to visit different schools (not just for 30 min, but maybe an entire day) to see the needs of that school. All schools are different and have different needs. He/she needs to see what a day in a teacher's life looks like."
Respect teachers as the heart and sole of the district and as professionals that do not need to be told what to do. Listens to teachers and puts the needs and concerns of the students first. Fights for adequate funding for the classroom and to eliminate hostility and unfair practices by the state. Work with the union as equal partners in the educational process.

"By having the empathy, teaching experience, and confidence to support teachers, and set short, intermediate, and long term academic and professional goals for students and staffs."

"I think the most important thing is that the superintendent should have been an educator. Only an educator can understand how to support schools and employees. Preferably an elementary person! Also they need to fund more preschool programs in our schools. Especially our big schools where support is needed.
Lower class sizes. If they want kids to learn we need to quit overloading classes just because they don't want to pay and hire teachers. Our children would learn more if they would just have more attention and we could teach them so much more."

"Be willing to listen to the concerns of teachers and staff as well as parents and the community. All parties involved are needed to give students the best education possible. Know the needs of teachers, librarians, counselors and staff and have had classroom experience. Don't run the school as a business, giving into money and big corporate bullies. Remember this is about the future of our children who are the future of our cities, state and country."

"Get to know what it is he or she is dealing with. Populations, disabilities, etc. and the lack of resources to support change."

Appropriate funds and materials

"This may sound simplistic, but the superintendent truly needs to know that job we do. I would like to see the new superintendent enroll in the substitute services and take over a classroom for at least a full week to remember how it is, and to learn about the challenges we face...head-on. The superintendent candidate should do this without notice or fanfare so he/she is getting the full classroom experience in an under-resourced, low-performing school. This is the only way he/she can really grasp the problems we face trying to educate our students."

"Have an open door policy, visit schools, talk to employees, teachers, staff, students, parents - not just in photo-op kind of ways. Really listen and hear what teachers are experiencing and how the district needs to support their work."

The superintendent can support schools more effectively by routinely visiting the schools in our district and talking to the administration and faculty to discuss ways in which problems can be resolved.

Support his teachers and not let the political leaders in Santa Fe continue to ruin the teaching profession in NM!

"Having a structured process, a consistent approach, greater transparency in the administration office. A receptive staff at the administrative office that supports and assists all employees. The current culture is not supportive of employees. A simple example: would be pay stubs that include what pay grade or scale and your hourly pay and your annual hours, therefore being transparent from the onset of employment, this will avoid any misconceptions between payroll and employee."

"The new superintendent can help support our school and employees by having a place where teachers can be heard and listened too. We are the heart of what happens in APS and what makes our children great. So often teachers are not listened too and we feel like our voices are not heard. Teachers need to be apart of more of the processes that occur at the higher level. Those decisions trickle down to teacher and students. It's important to have a platform where once and for all our voices can be heard. We have great ideas and we want the best for our students. Help us be heard. In addition, I would like our superintendent to be a support for higher pay for teachers. Teachers need to be paid more in this state."

"Support change, but do not implement it all at once with no consideration for how difficult it makes the work environment for both teachers and students."

"- Ongoing communication with the APS students, staff members, Union, and community members.

- Ensuring resources are available to support the curriculum

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Treat teachers with the respect we deserve!!!!

"Send random invitations to teachers (three or five or ten etc.) in the district to "listen" to teachers about what is going on in the classroom, ask what they see as needs in their school and to evaluate the principal."

"The Superintendent must be able to stand-up for what we know via research as best practices in education regardless of political or public sentiment. The Superintendent must first and foremost be an active open advocate of best research based educational practices. The Superintendent must be able and willing to stand-up for the needs of teachers (without experienced teachers one does not have quality education). In SPED

the REQUIRED paperwork is now taking more hours per week than the actual teaching of students - this does not even include the standard planning, evaluating of lessons, or grading. Data keeping has become more time consuming and important than teaching - a Superintendent MUST be in touch with what really has to happen in any teachers day to meet their professional needs. A Superintendent must spend time/days in classrooms incognito (as much as possible) actually doing what the teacher must do - completing required paperwork, doing data recording, calling parents, etc so they actually know what they are demanding of teachers"

"By having a brain that understands that Albuquerque is comprised of some really uneducated people who do not value education, and someone who can also realize that teachers here do not make enough to support their families....and do something about these two things."

"A great superintendent allows teachers to teach, to allow the teachers to evaluate their own classroom demographics.

A leader who does NOT DEPEND on "boxed practices" (EDUCATIONAL PROGRAMS) and allows for BEST PRACTICES in education to take place.

Teachers must be able to use a flexible formative authentic assessment at will, when the teacher sees fit, and allows for summative assessments to be minimal and at the far end of the school year ONLY.

CRITICAL PEDAGOGY should be allowed back into the classrooms, I am adamant about that!"

"Allow schools to create great learning environments by working with their families and communities. One size fits all does not work. Do not use up all of the monies allotted by the legislature for district-mandated programs. Individual classroom teachers should have a yearly budget. We used to at my school, but for the past eight years at my school individual teachers have had no budget. Teachers know what materials will enhance instruction in their classrooms and yet we are not given a budget instead we have to continually dip into our own wallets."

Putting students first.

Trust the professional teachers! Support professional development.

"Teachers should get the exact same medical, dental, vision benefits of the superintendent, school board, administrators, and the union who represents them.

The Superintendent should make a new APS whistle blower policy where the whistle blower is not punished but rewarded. As it is now, and as it has been in the past, whistle blowers are punished and harassed.

The Superintendent should send out a questionnaire to teachers for evaluating their principals and assistant principals, six weeks into the first semester, one at the end of the first semester or at the beginning of the second semester, and another questionnaire in the second semester. All of the results of these questionnaires should be part of the evaluation and rehiring process of the principals and assistant principals for improving teacher performance.

The Superintendent should evaluate the teaching skills of their district personnel who are paid to teach classes to teachers. I have taken many classes, and most of the teachers have been very poor in their performance!

The Superintendent should weed out excess personnel in the district office, and use the saved money for teacher benefits and salary.

The Superintendent should change the policies regarding the hiring and evaluating of educational assistants. Educational assistants are role models and coaches for students.

Teachers should be allowed to be part of the evaluation and rehiring or reassigning process of educational assistants who work in their classrooms.

EA's who are working in classroom settings other than ISP, should be required to take and pass math competency tests without the use of a calculator, that is equivalent to what is required of a high school student in their PAARC or EOC tests, that includes questions on multiplication, division, percents, basic algebraic equations, etc.

EA's who are working in classroom settings other than ISP, should be required to take and pass a written competency tests, without the use of a computer with spell check, grammar check, that is equivalent to what is required of a high school student in their PAARC or EOC tests.

EA's who are working in classroom settings other than ISP, should be required to take and pass a reading competency test that is equivalent to what is required of a high school student in their PAARC or EOC tests.

Educational assistants should be allowed to apply for a specific job, and not have that job changed. For example, EA's should be able to apply for and be hired to work in cross category special education classrooms, and not suddenly be changed mid semester to working in ISP classes where they are required to change diapers, etc."

"Require upper level administration to "substitute" when there are required district trainings. Upper level administration needs to stand up to the PED's unreasonable demands of increasing student performance while reducing instructional time. As a high school teacher, I'll be losing almost 6 weeks of instructional time to standardized testing.

Make sure that the facilities and infrastructure will support academics. Wouldn't it be nice if the district spent as much on the arts as they do on athletics? How about investing the same amount in a performing arts center as was spent on the new stadium?

Make sure that teacher allocations are correct. Our classes are all above recommended levels. The math support classes have disappeared. We don't have enough electives.

"I would hope that all changes that are made by the district would be well thought-out. It has been the practice of the district and the PED to start implementation and then go back to correct the problems. As a teacher I try to stay true to what is being asked of me, but to be constantly asked to change, or told what is expected with less than adequate time to meet the demands is both discouraging and demeaning. I take my responsibilities very seriously. To be asked to meet expectations, then change the expectations and then to be graded on the expectations is disheartening. I have been determined to not allow this incompetence to affect my work with children, but it has led to many long hours and diminished teaching time with children."

Teachers do care about students! We do not want someone to evaluate teachers who have never been in our shoes!

Making that teachers and students arrive at school to enjoy the process of teaching - learning and not an obligation.

To get rid of the formal observations and the time-consuming lesson plans and have many more walk through and let the teachers teach. The time-consuming lesson plans do not show how well teachers teach but how well we can write.

Respect the experience of teachers and listen to their concerns. Examine carefully what is not creating success within the district and be willing to seek change for the betterment of all school employees.

One of the best ways to affect change is to tap wonderful educators to become great principals. Principals are the backbone of any school and can make or break its success.

"Respect teachers as professionals. Include them in decision-making. Support individual student needs, desires, and innate passion for learning."

"The superintendent must not come in and change without listening- they must look forward and see the impact of changes. Programs that have been successful in other areas are not always successful here. They must be on the side of the teachers and they must be recent educators so they remember what it was like in the classroom and all of the burdens on the educator.

Teachers want to learn and become better and stronger teachers, but it is very difficult to attend trainings. The sub money falls back to the schools and there isn't money for that. It would be awesome for a superintendent to recognize that we want to better ourselves and support us."

Listen to teachers and their Union Representatives.

Create an environment of respect for teachers as professionals.

"Notice that teachers are important and usually we are very good at what we do. We want to be noticed and have someone who will stand up for us and say we are doing a great job no matter what the test show. Acknowledge that we are losing a lot of special education teachers that were very good at their jobs but keep getting blamed that their students are not doing better. Sometimes no matter what they are not going to get better, others will do great with the right teachers but it still won't be grade level.

Our student's need to be acknowledged for what they do every day as well. They are working very hard."

Recognize the social emotional needs of the staff and students as well as the academic needs.

"Super must be willing to work collaboratively with our teachers' union. Especially in these times adversity, the district and union must commit to working together to improve teaching and learning conditions."

"By walking a mile in our shoes...get into the classrooms to see how students and teachers collaborate and work together. Realistically look at the amount of time teachers want to spend teaching, not completing paperwork that does not pertain to the teaching of the lessons. Understand that we need textbooks and materials if both students and teachers are going to be successful and appropriate monies to address those needs. Keep principals on campus and not at city center in meetings every day of the week. Our students must have a connection with the principals and the faculty needs their support on campus daily."

"The superintendent can always go to schools and get to know his teachers, support staff and children with in the school and its environment. The superintendent must keep his/her word if they plan to visit a school on that particular day. I would like to see the superintendent know what salaries his people are making in one year. I have learned to respect the job that maintenance, secretaries, security and educational assistants do to help run a school smoothly by their interactions with the students and staff. Their pay should be increased as they deal with the public everyday being an ambassador for APS and they work hard with legal matters constantly on their minds. They deserve to be paid what they are worth. Thank you."

"Protect us against corporate agendas including frequent high stakes exams, merit pay, and all the other ways the state is presently causing good students and staff to leave."

"Visit schools, see what teachers do, how hard they work during and outside of work days, listen to them about their communities and about what types of cultures make up the schools, and take all these things into account when considering across the district changes."

"Ensure that the departments at City Centre are communicating. I have attended one too many PD trainings that explain to us that it is not our job...it is so and so's job, so you need to call them and ask them that question. So often, the right hand does not know what the left hand is doing."

A great Superintendent understands the teaching experience and effective can advocate for teachers while effectively managing the district.

"The superintendent needs to fight to have funding for reasonable class sizes. The superintendent needs to fight to set limits for a manageable special education student caseloads for regular education teachers where inclusion is being pushed."

"Be readily available through social media to respond to concerns from all schools, both small and big ones."

Recognize that changing educational outcomes means changing teachers' practices -- and that this complex process takes time and support.

Understand every position within the district without ignoring certain groups of teachers or grouping teachers into one category.

The Superintendent needs to stop at schools and talk to the teachers as a group and individually. Many school are dysfunctional and the Sup. needs to know what to do with these issues...It's not all celebration accomplishments. It's fixing problems that prevent students and teachers from doing their best.

The superintendent must be able to communicate within any given community at their level of understanding and value each learning community for what they will contribute in the future.

Oppose test-based evaluations. Resist PED mandates.

Listen to us! Learn from us! Gives us REASONS why he or she is doing what they are doing-

Have a non-threatening way for teachers to have input to him/her and a way that teachers an anonymously evaluate their administrative staff.

Protect us from PED

Listen to the concerns of the teachers and take their concerns and generate solutions that are most beneficial to the students and their school.

"The superintendent needs to recognize the diversity that exists within the APS school district. This diversity applies to the students, families, staffs, and communities of the

district. The superintendent should recognize the challenges and great opportunities that this diversity brings to APS. Supporting this diversity and standing up for what is right for the community, as a whole should be a primary goal of the new superintendent. Allowing for the status quo to continue to inundate our educational system and hold back the diverse Albuquerque community is travesty that will affect this great city and state for generations to come. The new superintendent needs to be one with the community, not above the community."

"Listening to staff at all levels and spending time 'in the trenches' is essential. Just as staff check in with students to see if they understand instruction, it would be important for the superintendent to rephrase and/or show he/she understands what he/she has heard staff say by taking action.

Stop the vague rhetoric around bilingual and multicultural issues and implement changes to have trainings that increase comprehension and acceptance of differences including awareness different socio-economic perspectives."

Put students and schools before politics.

I would like the next superintendent to have been a teacher at some time in his or her career NOT a business person with NO teaching experience.

True follow through on initiatives.

By being positive, not being so top down in leadership styles instead focusing on the fact that teachers are trained professionals who deserve some trust in their management and teaching styles.

The superintendent should recognize that the policies currently being issued from the PED and Governor's office are ruining public education in New Mexico and should act as an opposition leader. APS is the largest school district in the state and could be leading the way to positive reforms.

"Maintain a positive, open, and progressive stance on state politics."

Support open communication between teachers and administration. I feel very unwelcome when I try to talk to someone at the district office.

A "change leader" is old hat; change has become meaningless
Sustained progress and longevity of implementation to see progress or not is very important

"Include teachers from every grade level in reform. I want to find better ways to teach today's children and deal with today's families. For politicians, who have little to no education in the educational process, making massive decisions is ridiculous. For them to blame all the woes of society on educators is not only a waste of time but also ludicrous. We see the faces of these children every day and the vast majority of educators got into this business to help them. We cannot help the changes in families and society and would love to have help and support in dealing more effectively with today's issues."

tell PED to get an effective leader

Having all of the previous statements.

The superintendent regularly monitors and evaluates his employees.

"Resources-staff should not be doing the job of two people, but getting paid one salary."

Respect them as professionals.

"Be the ultimate advocate for children and how they learn at each developmental stage. Allow teachers and support staff the opportunities to engage students in a positive, creative learning environment."

Have good communication flow across all district levels that then flows down to the schools.

Listen to our concerns and take action on them.

By supporting teachers and identifying their strengths and building on them so teachers and staff feel appreciated for their hard work.

"I feel as if teaching has become a punitive profession, rather than one based upon respect for the time spent educating ourselves to facilitate students' learning. I would like to have the next superintendent be more supportive of teachers, even if it means circumventing a less than supportive principal. It seems as if everywhere you turn, someone is criticizing teachers and school, and yet they do not realize how difficult this job is."

"A great superintendent will value physical movement instructed by a physical education teacher who has been certified and trained in the art of physical education. A great

superintendent will not allow a regular education teacher to take a test and then teach PE. Would he do that for any other area like art, or music?"

"Listen to teachers, take information from them on what they see as the needs in the classroom. Also as to what works academically and what doesn't especially in the fact that they first hand deal with the issues."

Be an advocate for teachers and students.

"Give reasonable guidelines and AUTONOMY AND SITE-based and COMMUNITY-BASED power to implement adapting as needed and appropriate necessary SUPPORT STAFF ,COLLABORATION TIME CONSULTATION WITH MASTER TEACHERS/COUNSELORS FOR ALL STAFF, SUFFICIENT SUPPLIES FAR LESS TESTING FOR PROFIT!
Qualitative NOT USELESS Quantitative Data!!!!!!
GIVE INDEPENDENCE TO COMMUNITY SCHOOLS STAFF AND PARENTS
STOP OVERTESTING!!!!!!!!!"

"We need a superintendent who understands the methodology, pedagogy, best practices, and research of bilingual education. We need an APS leader who supports the education of our bilingual children using an additive language model, not subtractive."

By being on the side of the teachers: By treating us as professionals whose opinions are based on experience and reason.

Know the needs of the people in the classroom. Listen and learn from teachers.

"Listen to the variety of current needs of students and teachers. Make an honest effort to follow up on the variety of concerns. Promote equity and adequacy of resources for neediest students. Value and respect teachers as professionals. Believe that teachers truly do care and want the best possible education for every child in their classroom. Understand that positive support, training and parent involvement is needed to ensure all stake holders succeed in the endeavor. Collaborate with students, teachers, parents and unions to ensure that all aspects of the decision making process have been considered.

Do not get caught up in the political aspects but stay grounded. Remember the job you were hired to do will never make everyone happy. But those decisions always have to be in the best interest of the children."

"Support teachers. Recognize that the classroom is where the work is being done. It's the teachers who work to make this society better. The superintendent should listen to teachers' needs, and help to provide them."

"Be visible! Get in the schools and visit with a few teachers (without Administrators around). Meet with a few students (without teachers and administrators around). They will learn more about the school in a few short minutes talking to these groups than all the studies/"research"/polls put together."

I don't want to see another micro manager. Let the schools do what we are here to do. He/She should take care of the administrative side.

"Try to remember that teachers are the ones in the trenches. Just like students thrive on consistency, routines and positive feedback - teachers need the same. We need to be set up for success, not failure and blame. We are exhausted trying to keep up with mandates that change week to week because there is no leadership making any kind of solid decisions so consequently the PED bullies APS around. We are constantly feeling our voices going unheard about programs and more tests being adopted with no input from us and we've become testing robots. I miss having fun in the classroom. I am nationally board certified and extremely qualified and I feel like I'm not getting the respect I deserve from the PED. Teachers need to be heard. Students deserve to be treated like individuals. Parents deserve to have teachers who care about their kids and give 100% instead of exhausted, frustrated, overworked teachers not to mention long term subs because of the mass exodus of professionals here in New Mexico. This needs to be an inviting place to work in order to retain good teachers. If things don't change soon, I am taking my credentials elsewhere."

- "1. Get rid of excessive high stakes testing, standardized and otherwise. Excessive testing is killing the joy of learning and killing the joy of teaching.
 2. Refuse to comply with the punitive policies of the PED, especially faulty teacher evaluations and devastating school grading.
 3. Reduce class sizes at every grade level.
 4. Give teachers a well deserved and long overdue raise and don't negate it with increased premiums, and/or other contributions and deductions.
 5. Fully fund schools with the resources and materials they need to do their jobs. Do not waste any more money on tests.
 6. Give decision making capabilities back to schools. Schools know what they need and should be trusted to do it.
 7. Clear out the waste at City Center, including the plethora of unnecessary administrators.
 8. Implement the same strict accountability measures that teachers face for all staff and departments in APS"
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Allow teachers the flexibility to address the needs of their students.

Communication with school leaders.

Realize that some of the demands placed on teachers today cannot be met within our duty day. I'm extremely stressed out because I can't work a 12 hour day to accomplish the daily tasks expected of me.

live it for a month

Public support and advocate for teachers

The most important way a superintendent can support the district is to be an advocate for the school and employees by listening to suggestions or concerns then working to implement changes to address these issues.

Superintendent should listen to and support TEACHERS. Superintendent should be accessible and REAL. Superintendent should not condescend when interacting with teachers OR with students.

A superintendent must lead the district!

"Hire leaders who are still committed to what happens day-to-day in the classroom rather than those escaping burnout or who have very little actual classroom time. Most importantly-require implementation of assessments to be ready at the beginning of the school year, be thought out fully, to be considered by numerous teachers in numerous positions to bring up considerations of reasonableness and value, and to be communicated fully to teachers, ensuring coverage in the classroom for trainings. As teachers, we need to clearly understand what the tests are and how they are aligned to our standards and curriculum. Please don't allow on the fly changes to systems and assessments as we go along."

Put your faith in the teachers to provide accurate assessment of the quality of support they are receiving from administration. If there is a flood from a school of qualified staff coinciding with a change of administration this should count against the new administration and not against the hard working professional staff. The teachers should have professional input over what programs they find most effective for their teaching style in their own classrooms.

"I think that many times the "higher ups" and those surrounding the superintendent are people who have been far removed from the classroom for a long time. I think that classroom teachers and principals should have more regular access to the superintendent with the opportunity to influence change. IE: Synergy vs. Tienet - we have been told that SPED did not have any say in the change - it seems that SPED teachers (those who will be using the program) should have had a say."

Bottom up model. Support teachers

Implement their own policies to rate/grade teachers not PED's scheme.

By protecting the educational system from the attacks it is receiving from the conservative branch of the government.

fight ped policies that are clearly not based upon best practices

"By using Intelligence, Innovation, and Creativity
Pre-K will be mandatory in all public schools"

"Support the Arts and don't treat it like we are a dumping ground for "extra" students
or like it's less important than any other class."

Do not make decisions on issues until the voices of ALL parties have been taken into
consideration.

by allowing independence of thought and control pertinent to that school's needs.

Listen to the teachers. We are your eyes and ears on the ground

"Consult teachers on issues like synergy BEFORE it is purchased and will be imple-
mented. This has also occurred with implementation of CCSS--apparently only the
PED has a "correct" interpretation of how to implement the CCSS--which may or may
not actually benefit our students; this also seems to be true with SBA, PARCC, and
EoCs as well as teachscape.

Keep teachers apprised of information, mandates, "initiatives" from the PED--currently
the PED enjoys playing the blame game--enacting something like the incentivized pay
plan (bogus bonuses) which they do not communicate to teachers--then when Districts
do not apply, PED can say "we sent that information to Districts and Districts were
supposed to share it with teachers"

The Superintendent can support schools and the employees by listening to our needs
and advocating for our students. The superintendent should work collaboratively with
the ATF.

Stand up and speak truth to power when necessary. Stand up for the rights of his or
her teachers and students in the face of overwhelming disrespect for our profession
and our schools.

"A superintendent needs to really listen to, honor, and respect the teachers in the
trenches and stand up for them to the PED."

"Our schools should be run like an effective and efficient business. There should be
better organizational/departmental division and oversight. I believe with so many de-
partments, the person in charge can get overwhelmed. Each department should run as

a separate entity with major emphasis on listening/acting on customer feedback. We have too many in the "machine" that are out of touch with their beginnings, and lack consideration for the "working stiffs" that are far below administrative positions."

Employ Principals that want to work with teachers. Principals have been so focused on the bottom line that they have forgotten there are children involved.

Cut the staff at the top and hire more teachers! This district is too top heavy with over-paid administrators. Eliminate administrators that make our job even more difficult and hire more teachers to reduce class loads and stress levels

"I know a lot of amazing teachers who are thinking of leaving the profession because the atmosphere isn't very positive. Teachers don't feel respected. We are highly educated to do our job and then we are told what to do in a one-size-fits-all model that has proven to be ineffective. We need to be able to teach our students, but instead we spend a vast amount of time completing paperwork that is required and never used. These demands are not just from the state, they are from the district as well. We should also have the ability to purchase our own materials rather than the district purchasing extremely expensive programs that will be discarded once a teacher has mastered using those materials. If any progress is going to be made, class sizes need to be reduced. This is a constant topic that seemed to be discussed, but I have never actually seen it happen."

Visit each school and celebrate successes and provide extra help where needed.

The new superintendent can best support students and staff by understanding and sympathizing with how state and district mandates effect individual classrooms. What may work for some does not necessarily work for all and it is important to me that the superintendent understands that this approach is not effective or conducive to improving education.

Hire people to work for the district that have worked in the classroom and understand what it really means to be a teacher.

"A vision of reversing the top-down, scattered approach that is so entrenched in APS is the first priority, as this entrenched culture is the root of our severe systemic problems. Morale is terrible and people have lost hope - The first and most important way is to take a Principal led, school by school survey of all staff, and Department survey to identify needs. Specifically, changes in the pathways for resources and information to the staff members working with students."

Make teaching an easier job to address the needs of every student. Be willing to make a drastic change

"By listening to teachers and taking their ideas and comments seriously and implementing change that is appropriate for our community.
By creating 4 different districts out of our quadrants in the city."

"Work with NM teachers, unions and the State PED to reconsider common core and the testing protocols the state has imposed on teachers and schools. Push support to teachers & schools, don't waste it at the district level on more secretaries & maintenance workers."

"Have knowledge of teaching profession. Have a student-first philosophy (and not just a stated student-first policy). Have the ability and the energy to hold the PED accountable for it's curriculum and instruction ideas that are proven to be inaccurate and to lower morale. Have the knowledge to appropriate funds for programs that promote students first. The ability and compassion to understand that education does not exist in a vacuum, and that every student and teacher have complex and unique sets of strengths and challenges with regard to education."

Support the teachers who are on the front lines.

The superintendent needs to make sure that the district is not entering into contracts with expensive educational programs that are not useful to teachers. They can ensure that textbooks and other materials are provided. They can support teachers in fighting against unfair education policies required by PED.

"First and foremost, the superintendent should not only be an educator, but an educator who is keenly aware of the needs of students and the work that teachers, administrators, and supports staff must do to provide the highest quality education for each student. As an experienced educator, the superintendent will support students, teachers, and schools by providing leadership that is marked by a clear vision that will motivate and provide schools and teachers with the tools to better service students. Likewise, as an experienced educator and leader, the superintendent will be ready and able to defend and protect schools, teachers, and students from the corporate and political interests that too often derail focused, quality education."

It is important for the superintendent to be open to the views expressed by APS teaching and support staff as well as the views the school administrators

"Due to the importance of the job and the size of the school district I believe the next superintendent need to have both a business mind and a teacher mind. They can cut costs were it wont kill the teachers and the classrooms. It would be nice as teachers to have more paid professional development days, even if its in the summer time. When it is in the schools have it meaningful for all staff."

"The superintendent should evaluate how the Language Arts and Math teachers are treated unfairly. They are given more responsibilities than any of the other teachers. We have to prepare the students for the PARCC testing by implementing the Units of Study and their performance tasks. The tasks are complicated, and the directives do not follow the standards of English writing. For example, one of the directives that students on a seventh grade task states, "Use the text, "All the Luck" to summarize and describe how the author reveals the narrator's character through point of view." This directive uses "Point of View" incorrectly. One can only assume they mean, "Perspective" instead of Point of View. The verbiage of language used in the directions that students have to follow has set the children and teachers up for major frustration and overall failure. In addition to do these Units of Study, we have to administer the Practice PARCC test and the actual tests (two of them) in the spring. Language Arts and Math teachers need support from the superintendent so that we are treated fairly in our job responsibilities."

"Take the time to visit (physically or virtually) each school on a fairly regular basis. They should be known and recognized by staff, parents and students. This will encourage a better, more positive relationship between all and allow the superintendent to see how things ACTUALLY are not just how they are told/seem."

I think the superintendent can best support our schools and employees by not copying what our last superintendents have done!! Make a difference!!

"The superintendent must always have the teachers backs! The superintendent is to put what is best for students first, what is best for teachers second and him last."

Get out there and actually see what is happening in schools. Look at the inequities that often arise.

"Be present, talk to us, understand what the workload is, and what policies mean in the field. Ensure curriculum decisions are guided by research and are friendly to teachers."

"Support Indian education and convey this to principals and regular classroom teachers. Hire reading interventionists at all schools; allocate pay raises for all teachers. Make principals respect all teachers at schools, not just their favorite ones!"

all of the above

"Work to get a better teacher evaluation system
work to reduce the number of tests students are required to take"

"Provide adequate supplies in order for the teachers to provide appropriate instruction to the students. We need books, technology such as use of printers/copies that are unlimited and more computers in every school. Computers must be in working order.

Concerning the new evaluation system: it is ridiculous to place such emphasis on the teacher's time away from school (absences). It is crucial for teachers to be in their class every day but if there is a medical issue that needs to be taken care of, there must be some way to allow the teacher to take care of his/her health and also be involved in their families health care. There are many teachers battling cancer that receive lower evaluation grades because of their absences. I need to take time away from school to attend clinic meetings with my husband as he has End Stage Renal Disease. It is important as I am his caregiver for me to know what is being discussed at his clinic visits."

The superintendent can support schools and teachers by publicly expressing his belief in public education and not hesitating to speak out against harmful state or national initiatives

Listen to the teachers that are in the classroom! Support technology with tech teachers at elementary level.

"Understand what it's like on the front lines. Help restore public attitudes of respect for teachers. Visit and interact with teachers and students, not just for photo-ops. Fight against harmful policies with diplomacy and action when necessary. Support teachers by working with the union with an open mind and heart. Don't be afraid to try something radically different, but let teachers, administrators, parents, and even students help determine what that will be."

Understand what today's teacher is facing with all the testing and pressures of the evaluation system which are destroying the public school teacher. We need someone who understands the demands of the classroom and how excessive testing has eliminated meaningful instruction for our students. Private schools do not punish their students with stressful inappropriate testing.

I would love someone who is willing to reevaluate the necessity of all central office departments and personnel. I would also like to see more positive changes made in the interaction between central office and the schools.

"To listen to teachers, principals and all support staff and always know what is ACTUALLY going on in schools."

Understand work loads and support teachers when new policies are enforced.

"By reminding the public that teachers are very dedicated, hard working people. We have been put down enough in the news."

"Support the teachers and protect us from PED's ridiculous policies. Stand up for teachers Advocate for better pay for teachers, Understands the challenges teachers face. Advocate and encourage parents to become partners with teachers in helping their kids succeed. Stop blaming the teachers. Put greater expectations on parents to help educate the students instead of dumping the responsibility and accountability on teachers. Restore the teaching profession to the level of professionalism that teaching used to have. Now teachers are viewed as the enemy instead of seeing us as great contributors to the community and world at large. If it weren't for teachers this world would be in worse shape than it is. Teachers are seen and treated as "highly paid babysitters". Parents need to be held more accountable for their children and schools need to educate parents on how to do this if they don't know how to yet. A child's first teacher is the parents. Granted a teacher has a responsibility to the community, to the school, and most importantly the students but--teachers are only a part of the team. Parents have the first obligation to their kids. Teachers are the support. The community at large and society in general need to look at the deterioration of the family unit and consider how that is directly affecting the schools, society, and most importantly the students.

Perhaps society should consider the fact that some students are not interested in going to college. Many of them need to go to work to support the family they have already started. Perhaps we need to think about providing vocational options for students who are not interested academics but would rather go to work. Perhaps later on in life they may come to appreciate academics and possibly decide to seek further education---I did. It took me going out into the working world to appreciate higher academics. Until then, however, my first priority was to get a job and provide for my family. Gainful employment is better than sitting around depending on welfare programs to responsibility for my choices and decisions. I'd rather see people working at McDonalds or wherever ----than to have them sitting at home depending on social financial support.... and then----not helping the teachers or school system educate their kids. If you can't give the child what a child needs-----don't have one! It's very simple. We live in a world where there is birth control. There is no need in the USA to have unwanted pregnancies. Granted there are those exceptions: rape, incest, endangerment of life, etc. Where are the fathers of these children? As we know, many ---granted not all----but enough fathers (and mothers too) abandon their children and allow society to care for them. When is our society going to place the accountability where it belongs? Stop blaming the teachers. In fact, parents who are social support should be obligated to come to the school and help their children succeed. Staying at home, collecting \$\$ isn't the acceptable. Granted there are people in our society who need the financial support---okay---let's help them but, they need to give back---contribute---particularly when it comes to the children. They need to teach their children how to break out the cycle of poverty and despair. In fact, I would argue that the parents themselves would probably benefit from coming back to school themselves even if it's just to help their kids. Chances are that they might learn some things as well and begin to see that they can break out the cycle of poverty and apathy. Perhaps they would realize that the school and the teachers are their best support and the most promising way out of a life of despair. Granted not all parents fall into this. I'm not talking about those parents or individuals. I'm talking about the ones who don't. We all know they exist. Let's stop pretending they don't have a piece in all this mess! In the same way society has high expectations for teachers, society should expect the same from parents.

Finally, all admin from Main office and PED-----should come spend a month in the classroom as the teacher. I have a feeling they wouldn't last. Maybe then they would appreciate what teachers do and perhaps get a better picture of what teachers are really up against. Actually, teachers should stage a walk out. It would be interesting to see the ramifications of this. Imagine! Teachers walking out---who would babysit the students?...who would teach them?...Superintendents, principals, and PED heavy weights should be able to step in and take over a class if need be. Teachers should earn more than the living wage if we're expected to carry the weight of the world. Superintendents and PED directors should earn what teachers earn. Let's see how long they would last in the teaching profession before giving up. Instead of giving us more documentation and watching to see what we do wrong---they should see what we do right. There will always be something wrong or areas of improvement---that's a given in life---let alone a school---but casting the blame on teachers is the wrong approach. Society should genuflect when they see teachers. Imagine what a world of ignorant children and people would be like. Perhaps that's what society wants...ignorance. We are all in this together. Give teachers a break. They did not beget all these children. The parents did. It's their job to help us. It's the superintendent's job to bring these inequities to light. I wonder every day how much longer I can do this job. I think there are many many many more teachers who think this too. America needs to appreciate what teachers do. We aren't perfect by any means---but we're here.

If you'll notice, not everyone is a teacher nor wants to be one. I don't blame them----I often wonder why so many of us become teachers---perhaps we should consider this. Why would anyone who is intelligent want to subject themselves to an environment that is hostile and ungrateful? Maybe it is the teachers fault----after all we did choose this. A little support and gratitude would go a long way. We aren't asking for much. Case in point---we subject ourselves to this disdain and come to work anyway. What a mess. Thanks for what the union is doing for us. Let's see what the future brings. From the looks of it---things don't look too promising. Imagine an AMERICA with no teachers. What a shame. The country that prides itself on being the best in everything-----can't recognize the value teachers contribute to our society. No wonder there are multitudes of job openings in APS. Teachers are catching on that being a teacher is like going to war. You can't win no matter what."

Understand curriculum demands in order to make effective decisions regarding materials.

"Realize that there are only so many hours in a day, and that putting more and more demands on teachers is not going to help in the classroom."

"By creating teams of classroom teachers to make decisions on curriculum, data management systems, and allow them to set up specialized classes for Special Education students."

"An effective superintendent will be an advocate for students and teachers. He/she will show "courage" in speaking up to the PED for what is right and best for their district; will not hide behind a desk and ignore the needs of the teachers in classroom who

are trying to provide quality instructions to students. He/she will not let politicians dictate unreasonable expectations set out for teachers who are working in communities of financially burdened families. Rather, the superintendent will admit the poverty that plagues our families and insist the politicians address the true issues in the state (poverty and unemployment) instead of using teachers as scapegoats for ignored realities. A true superintendent will acknowledge and address truancy which plagues our school system."

Have a complete understanding of the district. Simplify where necessary. Identify what schools are using good ideas that are working and when applicable apply the working ideas to the district.

"Understand the district, the diversity in the community and all the different needs. the district also has many different professional positions and each can best provide services for the students."

Do not base evaluations on test scores. Have the superintendent and the board take the tests our students are required to take and post their scores.

Keep the public pressure on NMPED regarding the flaws of the testing system and its use as a mode of teacher evaluation

"The work load needs to be lessened. I have more mandates every week and nothing is removed. I work 10 hour days during the week at least and one or both days on the weekends. Half my school's staff is planning on leaving New Mexico or education. The superintendent needs to understand, support and extend dual language schools. The superintendent needs to be an advocate for teachers not a yes man for PED. The superintendent needs to lead the board in saying no to the PED policies. NEEDS TO DUMP DIBELS!!!!!! And not sell us out for profit. The superintendent needs to stop the no sick days or you are less effective policy, or ignore the results of the evaluations which I am told Santa Fe does. APS has gone from being a good pace to work to an abusive place to work."

"A superintendent can best support his/her district by trusting that the teachers and staff are doing what is best for students, their schools and communities. A superintendent must be cautious of new trends that can disrupt systems that have been proven to be successful, and make sure that schools have a rich curriculum to offer students, trends in education reform has left schools without choices in extracurricular classes in industrial arts, technologies, fine arts and libraries. A superintendent with the board has to be able to work together and fix our schools, and trust that teachers and administration can make these programs work."

"The most important ways that a superintendent can support schools and the employees that work in them is to effectively manage the district's financial resources and ensure that schools have as many human resources available as possible. For example,

our schools need many more teachers, counselors, social workers, and educational assistants. This would help to ensure that students receive the academic and social support that they need."

Give teachers the respect and acknowledgement they desire. Understand that for an educational system to function properly blaming teachers for the problems of the school and the failures of students beyond the teacher's control is counterproductive. Give to the teachers and school instead of take from them (e.g. teachers' transfer rights)

"The superintendent needs to understand that different schools with different demographics need curriculum that fit the academic and cultural needs of the students. Fidelity to expensive corporate made programs causes schools to fail due to lack of cultural relevance. Also, the superintendent needs to get with the times and push to support and expand bilingual programs in Albuquerque. The district needs to make equitable decisions regarding ESOL and bilingual students. The district needs more curriculum and testing materials in Spanish and other Languages as well as English."

The superintendent should know the unique and specific make up and dynamics of the various clusters he/she serves. APS is such an enormous district it seems that different needs for the different communities are not considered when mandates are imposed on the different schools.

"Support teachers and students with safe, clean, well-supplied, technically updated and maintained classrooms. Give employees time to implement changes before testing students on the changes or evaluating teachers on the changed policies. Help or get rid of bad principals and to know what a bad principal looks like you must have open dialog with the people who work under that principal. Make sure the administrators at City Center are there to support teachers and that they agree on policies. In special ed. we get conflicting info from different administrators or we get no information from them but are expected to know what they want. For example, the requirements for C-level gifted classes seem to be fluid depending on who you talk to and what their agenda might be. They constantly demand new things of teachers. We need more in-school tech support!"

"Use methods to evaluate teachers, principals and schools that are not as dependent on test scores. Reduce the amount of testing that students are required to participate in, e.g this year students are required to take: PARCC, SBA, End of Year tests and End of Course tests. So, it seems that about 1/2 of the 2nd semester will be devoted to testing, not teaching."

Evaluate administrators. They are the site leaders and many are not up to the task. They are weak in leadership skills and do not promote a positive working environment.

"Make intelligent, rational decisions"

"A great superintendent realizes that he/she is only as good as the teachers and students that he/she represents in the greater community. By positively supporting these school learning communities, he/she will be better off and our district will be better off. The superintendency should not be a stepping stone to a larger political position, but a position that builds, encourages and supports greater, better schools by supporting the teachers and students, not being a mouthpiece for the board, state, or federal honchos!"

"Through collaboration WITH teachers, support staff in all ways, evaluations that truly assist teachers continue to improve their craft ... and is willing to stand up against the desire to privatize public education!"

"Listen to teachers. We matter. We have great ideas!!!! Unfortunately, there are schools with Administrators who are downright RUDE and BULLYING their teachers. At ANY time if a teacher feels this way, that teacher should feel that there is someone they can "report it to" and NOT be worried about retaliation, etc. Sure, the Union will help members with some issues. But if SEVERAL teachers in a school feel like they need help with their MEAN Administrator, the teachers should be able to "report it" and truly have someone listen and care and DO SOMETHING ABOUT IT to make a POSITIVE change!!!!!!!!!"

"Resources like textbooks, workbooks etc."

Listen to the teachers!!

"Listen to us with an open mind. Hear our concerns and ask for our suggestions. We know our communities, so, hopefully our new superintendent will be a local candidate that is also aware of the challenges and concerns of families in Albuquerque. Lobby for increased funding for basic materials in the schools. Technology is amazing, however we still have a lack of basic materials like paper, printing supplies that need to happen since many funds for books/practice materials and testing materials have disappeared.

This particular issue is becoming critical....attendance!! We need more bite and follow-up to the law regarding mandatory attendance. The tardy and truancy issues are way out of hand. If the kids don't show up, how can they learn? Make families be accountable for getting their kids to school!!! Why are WE the educators being punished when kids aren't even showing up on a regular basis to partake in learning? Families know that if they just call in the absence, they are "excused." Maybe requiring home visits by administrators after 10 absences "excused or not" would begin to cut down on this gross negligence of responsibility. Imagine if teachers were surgeons and a patient didn't show up for their scheduled surgery.....is the doctor punished for not having a successful surgery??? Of course not....so why should we???? Thanks for administering this survey! Hope our replies make a positive difference!"

1. The new superintendent needs to be able to monitor the principals at each site. The administration also needs to be evaluated and who better to evaluate them than their staff. 2. Pilot programs need to be designated for schools that are making a passing grade. Failing schools need to focus on the fundamentals of learning and the support of a new superintendent is a necessity in this aspect. 3. Behavior problem children take away from the daily education of an entire class. An improvement needs to be made to support teachers with BD students so that an entire class does not lose out on their right to a good education each and every day!

Recognize the issues associated with high stakes testing and the putative nature of teacher evaluations, as they exist now. Work diligently to resolve these issues to the benefit of students and teachers.

Let people do what they do best without micromanaging. Positive and supportive. Has a sense of humor. Has a background in education and has taught.. that's the only way they know what we are experiencing.

Advocate for teachers and students.

"Know what it is like in the classroom, understand the pressures of being a "first-year" teacher as all teachers do. Know what it is like to have limited supplies and still be judged based on the improvements of students you have inadequate supplies for. Fight for what is right, even if it makes you unpopular."

"Be aware of what goes on every day in the classroom setting instead of using theory to guide decisions.

Listen to teachers concerns and provide assistance."

See all of the above. Progressive! Does this type of leader really exist?

Allow for school based decisions and policies if they are more conducive to the school's operations rather than insisting on following district policies.

"Hold parents accountable for their student's attendance and academic responsibility. Anymore, politicians and many parents blame the teachers for their students failures in school yet, very little is done to ensure that students attend school regularly and parents participate in their child's education.

As it is said, it takes a village to raise a child, many parents leave it to the teachers to raise their children, then blame us when they fail.

It doesn't help when the politicians initiate the negative thinking about teachers."

Listen to teachers

"Someone needs to understand that more cannot be put on the teachers plate without thought of time and overburdening them. So much is required of us all and everyday there is more to do. Take something off our overflowing plates. In special ed We are being buried in paperwork, testing, etc. Help us to be better teachers with time to teach!"

"Work with the teachers to get them the materials and resources needed to do the best we can. Also, work with us and not against us!"

"Take a public stance, as others have, that standardized testing harms students and that the goal of the district is to educate. Make authentic visits to schools-talk with students, teachers, and staff rather than travel with an entourage isolated in a room. Not requiring a buy out would be a great way to avoid wasting resources. Be forthright in explaining that education "reform" is corporate greed that is robbing children."

listen to them

"Have a sturdy set of political "ballocks" to deal with political nonsense, get more in touch with teachers at the school sites, work with the union, and the board and hire effective personnel to man the APS offices."

"The superintendent should constantly advocate for teachers, students and parents. In the immediate sense, we need a leader who can and will stand up to the ridiculous and often illegal schemes of the NMPED!"

"Superintendents make it easier on themselves by hiring more assistants while at the same time increasing the teacher's work load by demanding more and more paperwork. More planning is needed to implement CCSS; however, teachers are not given any additional time."

A superintendent that realizes that teaching time is golden.

The superintendent has GOT to work to improve the pool of school principals! Ineffective or poorly trained principals are at the heart of many of the negative issues at a school site.

"Our superintendent should listen to the concerns of teachers and parents on specific political issues and take a stand based on those comments. When I speak at a board meeting, I should feel like I am being heard by more people than just Kathy Korte."

"The superintendent can also be helpful by not being an embarrassment to the Education Profession. APS has had to fire multiple people (drug abuse, drunk driving, and

now sexual harassment). If the school board could hire someone that knows they could be let go at any time and only get an annual contract, that would be helpful. Our district loosing hundreds of thousands of dollars to buy out contracts of our Superintendent is a waste of money that we cannot afford and yet again.

Increase instructional time. Our leader needs to make choices that do not reduce instructional time. E.g RDA does not need performance assessments, the PED mandated short cycle assessments, EOC, and SBA should be sufficient.

Instructional choices like Discovery Ed for science text books are terrible choice especially in light of having to give the PARCC taking all computers for months at a time."

listen to the TEACHERS not the administrators or the district employees

"I need equipment to do my job -- access to computers for students, a document camera for the room."

"Work as a team, to improve students academic performance."

"I would like to see a superintendent that respects the professionalism, judgment and insights of classroom teachers. Instead of dictating to teachers, a great superintendent should be engaged in a dialogue with the actual practitioners, families and students. Staff are much more likely to invest themselves and their talents in a system in which they have had a voice in designing. That has not been the case in the recent past."

Give the teachers time to prep for classes and grow as individuals.

Superintendents need to listen to the voices of teachers. There are many factors that contribute to what it means to be successful. Test scores do not illustrate the struggles that students and teachers overcome on a daily basis and the successes that come with it.

Listen to teachers and help find funding to get the curriculum to support CCSS at all levels. Find district level testing materials that actually test on CCSS at the appropriate level.

"Recognize that our culture does not have "cookie cutter" schools...we have great diversity and should NOT be treated like we are all the same."

Communicate with schools to find out what is working and what isn't working before making changes.

"Trust teachers. Stop adding adding adding adding to teachers' plates. No more than one major new initiative per year, whether it's PED mandated, district-created, textbook adoption, whatever."

"Continually visit schools and classrooms throughout the district to inform a clear vision for public education. Work to establish productive partnerships with community and corporate resources to establish innovative programs that will connect high need, secondary-level students with opportunities for academic success and bridges into higher education. Most importantly, establish innovative programs that will address the needs of chronically disruptive students at the middle level where continual disruption to the learning environment often meets limited consequence unless someone gets physically hurt. Teachers in middle level schools should not have to wait for an injury or costly vandalism before chronically disruptive students receive additional behavior management supports or an alternative setting."

Minimize dictating the hows of teaching and reward creativity.

"Be careful what they publicize, research before making public statements and never twitter or facebook!"

He/she has to see first-hand what is going on in the schools. They cannot lead from a desk-they have to get into the schools and see what is going on!

"Listening
Supporting teachers
Communicating with the larger community (city and state)
Setting an agenda/system that is tailored to this city
Willing to set aside personal ideas"

"I think poverty is ignored in our district. My school, which is 100% free and reduced lunch, has lost seven staff members in the past year because of cuts due to low enrollment. Why has our enrollment fallen? Because we have a new principal and a big fat F smacked on our school. I am fed up with the fact that APS does not do anything (I am aware of) TO HELP OUR NEEDIEST STUDENTS. Putting them in classes of more than 25 certainly does not help. Teaching AND FACING THE STRESS AND TRAUMA OF POVERTY as it manifests in children requires ADULTS WHO ARE PASSIONATE ABOUT EDUCATION. The new superintendent NEEDS TO UNDERSTAND ALBUQUERQUE and the REALITY OF TEACHING IN HIGH POVERTY SCHOOLS. Also, the new superintendent should have to take and PASS EVERY TEST ADMINISTERED TO APS STUDENTS K-12."

"Listen, provide more time for teacher planning and material prep."

"provide a better salary. many teachers cannot support a family.
Food and Nutrition Services : Bring back "Kids Cook" to all schools
Science Distribution Center : great folks; wish they could expand the kit dates"

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1. Support the teachers by reducing class sizes.
 2. Make sure there is a spot at each school that is a designated time out for those students who constantly disrupt the classroom.
 3. Include teachers in decisions about teacher evaluations.
 4. Stop using student's scores to evaluate teachers.
 5. Stop funding positions at city center and put money toward classroom teachers.
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Put student's needs first!!

Believe in us.

"Allow for flexibility in instruction, provide resources for classroom teachers, provide training and opportunity for ongoing education for teachers, provide time for collaboration and examining practices, respect teachers and parents voices, educate community on need for education (ie why children should stay in school), get the training from the source (no more train the trainer), improve teacher working conditions (limit class size, supply necessary resources, new furniture, improve buildings, fully staff sites)."

Get out of the way of teachers. The admin is support staff for the teachers; they should deal with the federal and state bureaucracy in such a way that teachers can focus on teaching.

He/she must have been in the classroom recently.

"Let teachers decide what and how to teach, not book publishers.
Use the money spent on expensive programs to hire more teachers.
The superintendent should be a former teacher!"

The superintendent should be a former teacher of at least TEN YEARS experience teaching in several grade levels.

"It's the job of central office staff to make our jobs easier, not harder. Stop foisting new things onto our plates without taking something off. Listen to teachers when we give input on curriculum and textbook concerns."

"Meet our students, staff and community"

"Please make the Assistant Superintendents accountable to their jobs. Let's get rid of ineffective principals. Let's make a greater effort to attract principals that are highly qualified and experienced with leadership. It seems everyone wants teachers to be

accountable, but nobody above teachers has to be accountable. Principals are expected to put bad teachers on improvement plans, but when they don't and aren't doing their job, nobody puts them on an improvement plan. There are some really horrible principals in this district. They are the first contact for teachers, parents, and the community. They make or break the moral of their schools as well as determine whether this district can retain highly qualified effective teachers."

"Be more visible at schools and communicate more directly with teachers. See what's happening in the classrooms, be a part of the classroom environment from time to time. Show some sense of connectedness with the students and teachers who are under the superintendent's leadership."

Having a true understanding of teacher workload.

"I would like to see a superintendent that doesn't advocate for change simply for the sake of change.

I would like to see a superintendent that advocates for US citizen and legal resident children before children that are living in NM in violation of federal immigration laws. We spend lots of resources providing education (especially ESL, dual-language and special education) for people who should not even be living here in New Mexico, i.e. they live here in violation of our laws. Meanwhile arts programs and foreign language programs for US citizen and legal resident children get cut to accommodate people who should not even be here. Simply because Plyer vs. Doe forces schools to provide a free education for these children does not mean they are living here legally. And yet all of our last few superintendents and superintendent aspirants behave as if they do!

I would like to see a superintendent thinks rationally with his/her head instead of his/her feelings and that makes decisions based on logical reasoning and scientific evidence instead of liberal progressive ideologies or right-wing religious beliefs. Currently our schools are flooded with cultural Marxist ideas like social justice and political correctness that are never allowed to be questioned or debated. Our students our trained in what to think rather than in how to think and analyze. This leads to hypersensitivity and the ad hominem insult of "racist" toward any person that does not agree with the groupthink. At the same time our schools are flooded with religious ideas like allowing the celebration of Dia de Muertos and Las Posadas in our schools along with turning a blind eye to overtly religious clubs and organizations for students while trying to discourage atheist groups. In short, I would like to see a superintendent that thinks for himself and uses rationality and evidence from science as standards in decision-making rather than kowtowing to ideologies."

A superintendent would do well to understand a school's climate from the teacher-perspective and the student-perspective in order to effectively manage administrators. Let us teach. Let students love to learn again. Let their graduation credits alone allow them to graduate high school. I was forced to test my students 11 times last year. Nei-

ther the students nor I had a voice. We need consistency in the classroom. We cannot be evaluated if we are not allowed to do our job.

A closer connection to teachers.

"STOP all the unfunded, unsupported mandates. Treat teachers like trustworthy professionals. Acknowledge all that teachers do beyond their paid day. Know what it costs teachers in money, time, real and psychic energy to do a good job. Realize that we love our vocations. Realize that Teachers are easy to blame because they are the people doing the actual work. By viciously and publicly blaming teachers for everything we find lacking in children, we give a free pass to parents. We send out the cultural message that parents don't have to toe the line and sacrifice for their child's well being. When their child fails, it's because of "bad" schools or unaccountable teachers. There is not a teacher alive who would not change the circumstances of a child who is suffering or on a destructive path. We all wish that we were that powerful. We all wish we could deliver a wake -up call to parents who refuse responsibility for their progeny and regurgitate the slime of blame cooked up and served to them by our culture."

Understand what their teachers face every day...GET IN TO THE CLASSROOMS! You can't effectively run a district without having firsthand knowledge of its inner-workings.

1. protect students from unfair policies that stand in their way for success, such as spending money too much money on databases, testing, and computers, instead of highly trained teachers in small class sizes with quality textbooks, library resources, fine arts teachers, etc.
 2. protect teachers so that they can best teach their students instead of getting pulled in too many other directions that divert their energy, time, and focus from real teaching and responding to student needs
 3. provide steady raises and benefits, so that teachers can feel they are not sacrificing their own families to be a teacher
 4. support quality libraries staff with trained certified librarians that are content, reading, and research experts
 5. have professional development for teachers based on real pedagogy content vs. managerial theory. For example, teachers should be trained on the Lucy Calkins writing workshop to utilize with students NOT sit through a Continuous Improvement How to Write Norms meeting"
-

Show up. Step into classrooms and STAY for a while... long enough to see a lesson to progress or be completed. LISTEN and respond to the concerns of those who are doing the work in the schools every day.

Collaborate and listen to effective leaders within schools. Follow through with consequences for ineffective leaders.

Understanding our diverse cultural backgrounds that are unique to Albuquerque. Our new superintendent should recognize the difference between the native Hispanic stu-

dents whose families have lived here in New Mexico for centuries and other students (immigrants) who are arriving recently from various countries. These are different cultures that only someone who really understands our Albuquerque history will be able to understand. I HIGHLY encourage our next superintendent be an Albuquerque or New Mexico native or resident for a minimum of 25 years.

Expect realistic improvement.

Make changes gradual and not all in one year. Stop tying tests scores to everything including teacher pay!

"He or she needs to listen to teachers and support how they feel, not what the Governor thinks is best for them, especially when they have no knowledge of being an educator!"

be accessible

Get rid of the negativity surrounding teachers and our schools.

Support teachers through making working conditions better. Funding the arts and the creative processes of learning.

Listen

By supporting teachers

"A superintendent must have faith that employees are doing their jobs, and help create a more positive environment between teaching staff and administration."

"He or she can consider the new state requirements and avoid piling on district requirements, especially those that involve more testing.

He or she can identify that the resources between teachers and school are in no way equitable and attempt to address this problem.

He or she can be accessible to APS employees via email or meetings at the schools.

He or she can read through some of the insane documents created by some of the departments listed below such as the units of study available on AIMS.

He or she can bring back the term developmentally appropriate.

The amount of stress that the current health plan has caused me to endure surpasses the stress of the new evaluation system. I hope that the new superintendent and board will consider revising this."

"Examining programs currently in place vs adding new initiatives, which can compound the amount of documentation, etc. required. Working with various departments to streamline paperwork-ie: duplication of information for one department and another requesting the same info. (ie: Expro, Principals, State)."

He or she needs to lead the community in showing respect for the profession of teaching and trusting that the majority of teachers know what they are doing and care very much about their students.

"The superintendent should prove that he/she values the employees by seeking appropriate funding to prove that their employees are valued. Adding more responsibility without compensation is not acceptable in the public and or private sector, why is it OK to make such demands on teachers when they have so much depending on them and are scrutinized so unfairly."

"Give back site-based management."

Support teachers by allowing us to do our REAL job: educating students. Take away the redundant, ineffective and time-wasting paperwork requirements. Make decrees that make sense."

Understand that each school is in different communities and has different needs. Recently all schools have been treated the same and we need more flexibility at our own schools.

"We are the schools, and the face of education. Treat teachers with respect, and empathy."

"I think the question above talking about initiatives is extremely important. I believe that many people holding administrative jobs have forgotten what it is like to teach a class of 25 to 35 kids. Having a new program given to us (teachers) with little to no direction or professional development, TWO days before we start school with students, is not beneficial to anyone! Teachers are learners too!!! We learn differently and need time to learn, experiment, develop, and then be able to model programs. It takes some time to do so! I understand that some programs are mandated and some are chosen, but take the opinions of the people who are teaching the program to heart. Listen to us! We know what is happening in the rooms and we are the very first person that the community comes to if something is NOT working. Also, be reasonable! Was APS ready to adopt a Tech based (only) math program? NO - we have had issues with WiFi and internet connections for years and then you adopt a program that is based on that problem. Who thought that was a good idea? The superintendent needs to be a leader, needs to have an education background, needs to be able to make decisions, and stick to them! He or she needs to feel secure enough to make tough decisions, stand behind them, and move principals when needed. He or she needs to accept challenges and problem solve in a timely manner. Finally, politics is important if you are a poli-

itioner. Teachers and principals are educators, politics should not be a source in schools. Meaning, clean up the principals that have "friends" and only hire friends! It's like working for a politician and they don't put the needs of the students first."

Proper and equitable use and allocation of special education resources such as educational assistants across the district.

"Hire administrators that have academic leadership. Some APS administrators are nice people, good at their respective job, but not academically motivated to recognize good teaching. They check squares on observations without understanding what it is like to be a teacher, design and deliver lessons and assess students continually. They do not focus on academics, they do "their" job."

"In my opinion, a Superintendent needs to know what actually happens in classrooms. They need to get into the schools and visit classrooms, students and teachers. Too often, a Superintendent forgets that public education is all about the students."

"Listen to teachers. Take their feedback to the board and encourage the board to listen to teachers. This past year has been the most discouraging because the superintendent did not step up and fight for his teachers, nor did all the members of the board. Schools are not a business and this is what it has been treated as. Personal politics does not belong in the board room."

I feel the most important type of support for teachers is that each one has a suitable classroom to teach in. This includes art and music teachers.

"Listen to employees, especially teacher leaders about what works in schools. Work to change teacher evaluations so that they are not punitive, capricious and arbitrary, and not tied to student test scores."

Be consistent and pick a few areas to improve.

Reduce turnover

Not pander but simply stay on course"

The superintendent needs to hire people in positions for which they are sufficiently trained. For example at this point the people who have power over gifted education have no experience or education in gifted education. The people who are gifted resource teachers are given no power. The superintendent needs to know the purpose of certain positions and hire accordingly. At this time instructional managers have be-

come obstructionists and are a waste of resources to the district as well as a potential risk for litigation.

Advocate for adequate resources and the teaching profession. Advocate for a professional salary. Advocate for a rigorous teacher preparation program in NM. Realize that we have families and a life also. We are not robots that can spew out teaching to the test and common core standards. We want to teach and be accountable without having to continually prove our professionalism.

Give us time and adequate supplies.

"A great superintendent will help the state to realize how wrong it is to measure the success of schools with letter grades to categorize the schools. A great superintendent will recognize the different sub-cultures of Albuquerque, and take into account how those sub-cultures define their schools. When district and state school administrators finally understand that what makes schools successful is what the students of those schools get from home. I think a great superintendent will finally change the amount of support kids get from home."

"Encourage professional behavior at school sites. Monitor behavior of administrators at school sites.

Have a sample of school sites complete climate surveys. Complete anonymity is critical.

The superintendent should shadow administrators."

"Do not burden us with the latest cool new thing (or hair-brained scheme) unless it will really improve teaching and learning rather than just making it look like we are complying with some state or federal demand. And, if doing it really makes sense, do it with teachers not to us. Then think what old tired initiative can be scrapped so that the net effect of the cool new thing is not an increased workload."

"Stop the continual adding of duties to the teacher. Understand that there is a difference between duty day and work day. New responsibilities are continually added, but the duty day does not get longer. The district and principals assume you don't mind giving up your evenings and weekends to work."

"The superintendent must listen and take to heart the true needs of the school, specifically the students. We are here for the students, not for accolades or what is convenient for the educator, etc. The superintendent needs to focus on the bottom and not align with those at the top, those who are furthest from the student."

Think outside the box. Realize that this is 2014 and we shouldn't continue to do things simply because they've been done in the past. Look at private companies that are doing so well. What practices of theirs can we modify and use in the school system?

"Clear communication, clear goals, listen to teacher needs"

Come see the great things that are going on in our schools! Quit focusing on the negative and celebrate the successes!

"making sure resources are available at all levels. Collaboration of student scores in order to change instruction. And lastly, allowing teachers to use professional scholarly journals that can replace teachscape."

"Please acknowledge teachers as the degreed, licensed, experienced professionals that they are. They are the ones who know what works and what doesn't work in the classroom. Please listen to their voices; work to reduce class sizes; and work to restore funding directly to classrooms."

"Seems most administrators have not seen a living breathing student in decades. Instead of a principal telling a guest administrator who to observe, they should be randomly selected. They should visit an entire class period so that they will see more than a "dog and pony" show. They should ask teachers who have not be "pre-selected" what is good and not-so-good about their school."

"Reduce class sizes and make sure the schools and teachers have enough resources to efficiently work with. This should be for all schools, not just Title 1 schools."

"At this moment, the point most in the forefront of my concerns, seems to be the spontaneous or secretive implementation of things. It almost seems as though an idea is revealed in a dream or during a meeting and is delivered as a mandate immediately without much thought and certainly without planning. Programs are implemented without foresight or consideration for conditions or student needs. Testing is implemented without advance notice to teachers about materials to be tested or ample time or training to teach the material beforehand, then deadlines are given without consideration of the district realities. This clearly sets up students and teachers for failure. If student success is in fact the focus of this district, it is most certainly a well hidden fact. At"

Be a great leader...the strength of a school and district is a direct reflection on its leadership

Cut upper level bureaucracy and get supplies and textbooks to the classroom

"Listen to teachers and parents, in a variety of ways and situations."

"The superintendent is not fork tongued, says one thing to employees and the other to PED. The person needs to support the teachers first Pay should not be the supt main concern."

Please visit the schools throughout the district so that you fully understand what teachers and students in the low socio economic schools are dealing with.

"Spend a significant amount of time IN the schools with the students we serve, not just for photo opportunities."

The most important way that a superintendent can support schools and employees is by having cultural relevance and understanding of the community we serve and the people who work in our schools.

"Maintain communication with those of us "in the trenches" More open communication with teachers about the realities of the classroom.

Allow schools flexibility in scheduling etc. Different school cultures may require more flexibility"

"Instead of going top down, he/she must go bottom up. Teachers know the situation better than any administrator."

Manage funds better. Less money and positions at the district level and more at the school level.

Make unscheduled visits to see the working conditions/environment. We teach in filthy classrooms and filthy restrooms.

"Know what the climate and culture of the school is and how each of the schools differ. Without this knowledge, policies can't be fair. Things that will work in one school, won't work in some of the others. they need to know the district and it's diversity."

Trust parents and local schools to make decisions for their students. Don't micro-manage.

"Make sure there are sufficient resources for the schools: copies, books, supplies and support personnel."

Listen to employee concerns and take action as needed.

"A new superintendent needs to come in and dismiss those people in the central office and other areas of the district who are not doing their jobs. I have so many road blocks placed in front of my teaching because of people in central office and other areas being incompetent and unable to complete their job with any sort of competency. Maybe those people need to be put on a stringent evaluation system like teachers, and see if they are able to turn their work ethics into helping the teacher instead of being a hindrance of those in the classroom. I have never seen a state that does not care about their work performance and how it affects other people, in other states they would be fired, but not in New Mexico. Where mediocrity is ok, and it shows in the daily lives of the people who live here. Also it shows in the education system. This is why we are 50 in the ranking order of the United States. When people cannot take pride in their work or in themselves that breeds no self worth. Therefore, until parents and their children realize that school and being educated is hard work this state will always be first in the negative studies and last in the positive studies. The companies of this state should be scared of the future employees they will need to hire, because most of the students coming can barely read, write, and complete simple math skills. They are lazy and unmotivated. So before the new superintendent can move forward with any sort of plan, He or she needs to really look at who is helping the educators of the district and how they bring any worth to the future of APS students. Then move a part of the plan how to get students and their parents on a positive path to being educated."

Be aware of what is happening in each school and know how each school environment can be entirely different.

"Listen, collaborate"

The next superintendent can support schools and the employees who work in them by knowing what is going on in the schools and classrooms around the district.

"Stop loading teachers and all employees that are face to face with children with tasks that are only important to those in the ivory tower who need their jobs justified. Get rid of the excess in APS bureaucracy, and streamline processes!"

"The best way a superintendent can support schools in Albuquerque is by first and foremost already knowing the Albuquerque community. Therefore, the next superintendent should be selected from the existing APS family of personnel."

Be a leader who embodies professionalism, intelligence, compassion, and strength.
Be a leader who inspires the APS community through his/her words and actions.
Be a leader who NEVER forgets that he/she represents teachers who are professional
> DO NOT embarrass us with thoughtless words and actions.

Be a leader who makes teachers and students proud to be members of the APS community.

Be a leader who can bring out the best in us and show us that we can make our district one to emulate, not disparage."

Take a definitive stand against the fraudulent VAM teacher evaluation system.

Insure that the administrators at school sites are effective and equitable leaders.

"We need someone who can listen to all sides and MAKE A DECISION! We are tired of inertia and indecision. Yes, we really need to do something about . . . fill in the blank. And then nothing is done. We need someone with a heart for both children AND teachers!!"

See us. Hear us.

Understanding/appreciating students with special needs.

"Assess new students upon entering any grade level and ensure they enter the grade most appropriate for them to improve and advance in, and have enough councilors available to work with students and their parents to quickly arrange this, be realistic with teacher work-loads, Become much more firm with the rules of courtesy and etiquette in the classroom, and enforce school rules quickly with students-then get their parents involved so problem students can be moved and the rest of the class can begin learning without so much distraction; this includes training for new (or experienced) teachers in classroom management, and empowering Principals to do something with children that continually disrupt and slow down learning in the classroom, and sometimes are dangerous to other students as well as teachers."

The superintendent can support our work by removing the barriers to accomplishing or work.

"Look out for students. Spend money on students and teachers and not on testing testing testing multi-million dollar evaluation systems that hurt teachers, administrators and in turn students. Stand up against the backwards money driven reform culture that is ruining our educational system and driving good teachers out of the profession.

Allow for voices to be heard and not squashed through threats of job loss."

understand what it is like to be a teacher and understand how little we get paid.

By staying out of the headlines.

"Time, time, time...and technology, resources...paper, conveniently located printers"

Validate employees' hard work and dedication. Treat teachers with professionalism and value their input. Remember that the bottom line should be the education of students; that policies and procedures should be designed to enable and support teachers to provide the best program possible for the children. I believe that the new superintendent should be one that promotes a feeling of trust with the employees; that the superintendent has had extensive experience teaching so that he/she has a true understanding of the tremendous job it is to teach.

"fire administrators and hire teachers
actively engage in politics on behalf of teachers"
Stands up for teachers against unfavorable state policies

"The superintendent needs to be responsive to teachers, not the governor. The ability to stand up for educators is critical in this demoralizing atmosphere."

"Communication and collective bargaining
Understanding the difficulties that teachers, schools, parent, and students face
Protect teachers from politically driven agendas and try to lighten our load"
Give the teachers the classrooms and materials to be as successful as possible.

"Let us do our job. Remove barriers and obstacles to that happening. I don't care if he or she is an eloquent speaker. I want to see actions that support teachers and keep schools clean, safe, and well supplied."

Allow site-based management. Prevent district bureaucrats from mandating programs and teaching methods in teacher's classrooms.

"STOP THE WASTE. SO MANY EDUCATORS IN OUR DISTRICT NEED RESOURCES BUT ARE GIVEN TOOLS THEY DID NOT ASK FOR AND CANNOT OR DO NOT USE. Money is spent on beautification and art projects when teachers don't even have furnaces and coolers that actually work. Like a corrupt small town, our district spending represents friendships and pandering rather than NEED."

"Listen to teachers
Be knowledgeable about curriculum"

"Support students and teachers without allowing business leaders or politicians (who have never taught school) to overly influence programs. Willing to fight ridiculous laws

and pseudo programs. Provide equitable funding in a timely manner to all schools so that none lag behind in capital and physical projects, books or staffing. Give teachers the space they need to educate students without undue pressure regarding useless standardized (and overdone) testing. We spend in excess of 30 school days preparing and administering tests that students know have not effect on graduation and therefore do not buy into. Provide protection for all employees from frivolous attacks by profit seeking parents, dangerous students and an uninformed press."

"Speaking out publicly and often against Martinez, Skandera, and the legislature for allowing that woman to remain in her position for so long. Recognize that for the most part our job is impossible and the move to common core has made it worse. A typical student is now at least 2 years below where they should be. We have no curriculum, the training has been haphazard and mostly useless, and there is NO understanding by our building administrators. The new evaluation system is inherently demoralizing and we are evaluated harshly by our administrators so that THEY can show that they've helped the teachers in their schools improve. (I received better scores from Martinez and Skandera then I did from my principal-I would actually do better under an evaluation system based only on test scores.) On top of this teachers are used as political pawns and the "respect" we receive from parents, administrators, and the general public is mostly lip service. He should look at some serious retention packages - teachers are leaving in droves and it's going to get worse. I'm a "highly effective" math teacher and I'm actively looking for a different line of work."

APS needs a clear understandable vision and plan to support professional development of teachers. Teachers are hungry for quality Professional Development not just the latest idea from one person but a system-wide plan to make sure teachers have the skills and mind set to provide quality instruction.

Superintendent can support schools by cutting on bureaucracy at the top level. He/she should give trust and power back to teachers while at the same time giving them accountability. A superintendent should support school based decisions because the staff knows their community better than anyone else.

"They need to be someone who has actually taught at some point..... Most import!!!! - --- NOT HAVE FORGOTTEN what is like to be in the classroom.
I suspect several of the people involved in the layers of our district have never been in the classroom or have forgotten what being in the classroom is like AND just may have not been the strongest teachers themselves (or left the classroom because they didn't like it, and therefore tend to believe that anyone who ACTUALLY LIKES teaching must be kind of "stupid" if they stay unable to "rise above" the classroom position) Just because a few teachers struggle DOES NOT mean we all struggle and need to be "helped" or "retrained".
The salaries for the multitude of middle layer people could go a looooooong way toward supplies , etc..... SMALLER CLASS sizes...."

Defend teachers against Skandara's policies. Prioritize classroom resources in the budget!

"Recognize that many schools offer programs that are non-mainstream such as Special Ed, ESL, and Dual Language and make sure that materials, curriculum, and assessments reflect this diversity with as much respect as the other mainstream programs."

"Keep in mind that what we do and why we do what we do is for the children. We as teachers need support, materials, and the time to teach and not worry about all the other stuff!"

Listen to and understand the needs of teachers
Listen and respond to student feedback
Improve school climate"

"Support Public Education - Put the money here, not in charter schools."

Listen to them!

Support reading and school libraries. Hire qualified personnel for school libraries. Support professional development for ALL staff members - not just classroom teachers.

Understanding our needs. The SAT process and needed programs needs to be expedited and improved.

Listening to the needs and opinions of all stakeholders rather than government and corporations.

Listen to his teachers not force change from top down

"Work politically to stop legislation and board decisions that conflict with free, public schools and teacher professionalism."

"Recognize all the responsibilities of a classroom teacher and listen, understand and take action to what the needs are in the classroom"

Be brave and stand up for teachers and students. Be knowledgeable in the realm of education and educational politics.

"Restructure the money allocated for the district. Put more money into the schools - lower student-teacher ratio, improve buildings, provide adequate supplies. Consolidate departments at the district level - get a core of people who work together well and efficiently at the main office."

"Listen with an open mind, and seek out ways to support the schools and employees within the district to enable them to reach their full potential and effectiveness in a climate without fear."

Acknowledge that school employees are human beings who care about doing their jobs well and need all the support they can get to do so in today's social and political environment

Listen then respond.

"listen, discern, implement. Support the teachers so they can support the students and the communities."

"Speak up on behalf of APS teachers and students...especially to PED. Yes, cooperation is essential with PED and other administrators, but a superintendent must also be the voice of all of us."

"They need to understand the profession of teaching and the needs of students. That can only come from time in the classroom. They need to understand the changing world we live in and that the demands of life, college and work are not always the same for everyone. A strong and flexible relationship between the schools, community, and unions is a must."
Put teachers and students first

"Listen to the people working in the schools, take into account their needs and suggestions and show them they are valued."

Having needed resources for instruction and more updated technology in each classroom (for committees).

"Give support to teachers as to time needed to learn and acquire skills that are new or evaluated differently. Give the tools, and resources to allow teachers to do their work well. Put bigger accountability towards deadbeat parents that allow their children to skip school, send them to school ill-prepared to learn and not support the school community when open-house invitation is given. Give schools the resources to educate parents and students to become equipped with expected skills to function academically and socially in the school community. Be my voice to all forums that promote the importance of learning and teaching."

"-The superintendent can recognize the diverse and unique needs of APS students and work to implement change according to those needs. He/she must recognize that a "one size fits all" policy will not be effective in a district that has such varying n.
-He/she must realize that in order to improve the quality of our education and the proficiency of our students, that we must focus more on instruction. Simply assessing more or in different ways will still give us the same results. To make our students grow, we must feed them more, not weigh them more.

-He/she can recognize that continually introducing new policies, programs, initiatives, etc before they are fully developed is NOT beneficial. Work smarter, not harder." Defend teachers and staff against the governor's ridiculous school/teacher evaluation system. Be an advocate for less testing of our students and more teaching. Stand up for teachers/staff and stop letting politicians demoralize the public education system.

Spend time in each and every school. Meet and talk to teachers on a regular basis.

"Stand up for schools, teachers and students. Be visible in their support and be seen in the schools and classrooms."

Do something about giving teachers compensation for their sick days accumulated over the years so they don't rush to use them up on their last year of retiring.

"Listen to important people outside the educational community, but listen equally to those professionals that are trained in and experienced in education for more voice in the direction to educate our students."

"I felt this was a very loaded survey and it did not allow me to share my ideas on effective leadership. Really-a progressive, reform, or traditional leader? Is there really an option to choose? It is apparent what the union values in a leader, and the survey required me to validate this. The section from the Great City Schools was the only section that did not come with an agenda.

The leader of our school district better have a doctorate degree in education! She better be well educated and informed on the best instructional practices, curriculum, and learning theory."

"I believe what we need in a superintendent now is someone who will help this school system stand up to the unfair policies of the PED. Other school districts in the state are fighting their mandates, but APS is the biggest school system in the state, and as long as we are cooperating with the PED's mandates, they will survive. We need a superintendent who will truly do what is best for students and teachers, even if it means taking on the governor and the PED."

The super is not the issue. The board is. They have continually failed and failed again to provide effective leadership and academic proficiency has remained the same, a tick up or down is bullshit.

Yet. they will suffer no consequence for the decisions they make that affect thousands of lives and the future of NM and the US. Mr. esquibel is a weasel. And he will come back because most people do not vote in school board elections, nor city council and other local or county offices.

The board not the super they hire, is the problem. Except when they hire a boy that will kiss their ass for a quarter of a million dollars and perks.....Winston and marty esquibel you SOB's.

And the proof.....look at the academic proficiency, not the graduation rates.....don't be stupid on purpose anymore.

Half of all graduates have to take remedial classes in college!!!!!!!
Are you listening?

No one is REALLY SPEAKING TRUTH TO ANY;ONE, MUCH LESS POWER."

"lobby for better pay for school-site employees
take attendance (sick, personal, etal) out of the evaluation"