

## Looking Ahead to Next Year

What are some of the supports you will need from your supervisor?

- Time and feedback
- Scheduling difficulties and support and time devoted to doing this.
- Time and organizational tools
- Time to meet to complete rubrics with staff, time management strategies and feedback with names, place and date.
- Walk through observations in writing and expectations for observations/artifacts.
- Targeted district level meetings focused on APPR and not on trivial issues.
- Meaningful discussions
- Supervisor who has time to review SLO and local assessments to determine appropriate outcomes.
- Support with walk through collecting evidence.
- Clarification and understanding APPR process guidance in implementing process.
- Focus administrative meeting
- Time for principals in district to meet so we are all on the same page with process.
- Support deciding if SLO/LATs are appropriate for approval.
- Extensive training in whatever evidence collection tool we decide to use.
- Time, PD for OASYS, SLOs, etc.
- Time, advice and guidance
- Understanding, guidance and lots of support.
- What to do with students who refuse to test.
- Continual district-wide check points for completion.
- Process to be complete – union/district agree to terms so it is ready to go.
- Support and patience
- Time! While it sounds trite, this is a major commitment of time and as a result, something has to give.
- Support for meeting with teachers at the start of the year, possible release times for teachers with “floating” subs.
- Prioritize – help/try to get things off plate.
- Carve out time
- Software – possible teach to assist with the management.
- Guidance in how to budget time to focus on student/parent needs while implementing this initiative.
- Will need to discuss/practice with new principals.
- Time for coverage to have meetings.
- PD, new strategies to evaluate teachers and network of schools providing resources.
- Tests, scoring, etc.
- Time management – we need to be shielded from all the outside distractions. This is necessary to ensure we are not only doing discipline.
- We need to have regular meetings or visits from the superintendent so we have on-going feedback.
- Someone to help with discipline and limit my time out of the building.
- Restructure meeting times to discuss/clarify, use faculty meetings/staff development and continued staff development for staff and administrators.
- Agreement with other buildings in district about what the process is going to look like.
- Time, money and understanding.

- Time and understanding of learning curve and all other aspects.
- Time and regular check-ins of where we are in evidence collection process to keep on track.
- I need continued support in understanding/keeping up with the changing regulations/guidance documents – specifically for those “tricky” folks, ELL, SWD, Speech...
- I need to be clearer on how the percentages can be changed for the inclusion classes as demonstrated in Jeff’s “meeting with the teacher.” There are a lot of concern over low-functioning SWDs, in particular.
- Please, please, please do what you can to take non-mission critical initiatives off of our plates.
- Please articulate a vision that is specific so that I may do your good work in a way that will help move our district towards that goal.
- Articulate and initiate district wide/district office protocols. We should have a hand book similar to what the teachers have.
- What can be removed from the plate?
- Discipline, parent feedback – when can this happen?
- I need another assistant principal, please.
- Time for the mass of teachers that will need to be evaluated.
- More staffing from other administrators to even out the numbers.
- Use of interns to do student management issues.
- Support for cognitive coaching.
- Time to be out of the main office.
- Summer institute to recap the 10 session and plot the year.
- Help line with questions/concerns.
- Continuous success/failures shared for the good of the whole group.
- More information about summative, how to document everything and continue to build trust even though were giving the rating.
- More information regarding setting target percentages and more time.
- More on actual initial teacher meeting, specifically on setting appropriate targets, summative evaluation, etc.
- With the time constraints/challenges, superintendent conference days/curriculum half days will need to focus on APPR.
- More involvement in teacher observations from district office.
- Support to align evidence and elements to ensure consistency throughout district, talking points and educate to help familiarize staff with rubric.
- Support with how to determine SLOs percentage scoring and continued discussion on how to interrupt rubrics.
- Time and minimize other past duties that are non-essential.
- Enough building support for tasks previously done by principal (not sure what those might be though) – would need to brainstorm this together.
- Ability to stick to our building teacher meeting schedules, not having to frequently change meetings for other meetings that come up.
- I would like to have SLOs/LAT created by grade level teams so we can have them before school starts. This way teachers will have time to study data to set accurate targets.
- Time, time, time
- Frequent conversations about process and use of instructional meeting time to discuss and share.

- Time to collaborate with my colleagues.
- System to collect data on observations.
- Updates on SED regulations and more importantly the changes.
- Support for subs in building in order to have meetings with teachers on observations and SLOs progress.
- Support to develop formative/common/assessments for grades and content areas that are not getting state composite scores.
- Electronic data collection tool, subs for teachers so we can meet with them and time to collaborate with our in-district administrators.
- Some sort of system to help with time and efficiency – Teachscape.
- Time built in or additional time to collaborate and share during the year between administrators in a district.
- Would like a consistent process/forms for principals to use across buildings in a district to avoid teachers/union to complain/create concerns.
- Ways to organize time for meetings.
- APPR specifics clear to all stakeholders from expectations to conversion of point to ineffective to highly effective.
- Teachscape computer program and district-wide plan.
- A smaller laptop with 4G wireless service (or iPad).
- Time management – planning
- Careful look at meetings.
- Support and feedback throughout the year.
- Guidance, clarification and time.
- Four half days at BOCES and go to Growth Producing Feedback and the APPR.
- Meet once a month with district office to keep me on track.
- Time and secretarial support.
- Time to collaborate/discuss/problem solve dialogue, template for use and common practice.
- Training in using technology/tools of evidence collection.
- A common form of evidence collection (tool).
- Professional development for rubric and evidence collection tool.
- Time to discuss how things are going through the year as an administrative group.
- Time – meetings, supervisory duties, etc. have to be put on the back burner or lessened to allow time for all the observations, conversations and write-ups.
- Modeling – how should it be done correctly or acceptably?
- Concise approach to 12-13 work/initiative.
- Building coverage during “meeting days” with teachers.
- Align master schedule to “meeting days” to eliminate over burden of after school or evening activities.
- Attendance by principals at Board of Education meetings only 1 time per month.
- Time for PD and time for evidence collection and documentation.
- Ongoing dialogue about APPR at administrative team meetings.
- Sharing of best practices about how to “fit it all in.”
- Help keep morals high and help keep us focused on tracking and learning.
- Talk with me on how things are going.
- An assistant principal and no added responsibilities/roles.
- No added responsibilities due to budget cuts and time.
- How will we get done what must be done, while still being visible and effective?

- I will need understanding when the whole process or part of the process is done less than perfect.
- No new initiatives and time to learn and grow/share.
- Develop technology plan to collect data/evidence.
- Time free from Board of Education reports, minimize the lists, technology and software for record keeping.
- Staff Development
- Less meetings (internal meetings) – less is more.
- Dean of Students/another administrator
- Time in leadership council meetings to calibrate ourselves.
- No new initiatives other than APPR.
- Narrow focus of staff development days to APPR.
- Develop technology plan that is supportive of administrator data collection.
- Time and support from other administrators to help with the process.
- Professional Development – collecting evidence and scoring.
- Less new district wide initiatives.
- Understanding about other duties that are job related.
- Professional Development for administrator and teachers should continue throughout the year.
- Finalized APPR Plan
- On-gong professional development with rubric.
- Consider “Principal on Special Assignment” to assist building administrators with individualized PD’s and provide staff development on the APPR model and rubrics to teachers.
- Continued guidance throughout first year process.
- Professional Development for all staff on CCLS and SLOs.
- Technology and less time out of building for district level meetings, support of Assistant Principals for discipline load.
- Scheduled half day professional development days.
- Technology to record evidence.
- Regular administrator meetings (weekly)
- Superintendent in district more often to help cover administratively while conducting teacher meetings/observations.
- Conversation with all faculty (support faculty) about their responsibilities possibly increasing to take some off of principal.
- Data support, technology support, professional development on technology, way to record evidence, good planning time this summer and possible sub for principals.
- Support in the actual implementation of these plans. What is an appropriate SLO, etc.?
- Make this the primary focus for principals and limit introduction of other initiatives.