

Assistant Principal Survey 2020

Number	As an assistant principal, would it be beneficial to participate in a New Assistant Principal Academy as a part of your induction process?	As a new assistant principal, would it be beneficial to receive performance coaching or mentoring during your induction process?	As a New Assistant Principal, how many years of support would be beneficial as a part of your induction process?	Please list the primary areas of learning focus that should be included in a New Assistant Principal Induction Academy. (3-5 Big Rocks)	Please list the primary areas of learning focus that should be included in the current Assistant Principal Academy. (3-5 Big Rocks)
1	Yes	Both	1 year	Discipline Communication Instruction	HR Portal (PATS) Continued learning of collaborative planning processes Engaging the Community
2	Yes	Both	2 years	Scheduling Testing Observations	More focus on instructional information Training on monitoring district level platforms: Classworks, AR, etc.
3	Yes	Mentoring	2 years	Scheduling Testing Leading PLCs Time management	Scheduling Testing Leading PLCs
4	Yes	Mentoring	2 years	responsibilities . Focus on different component of CRRPI and how your position	N/a

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5	Yes	Both	2 years	<p>Effective Leadership (What does this look like based on the stakeholders as well as for each area of responsibility)</p> <p>Supporting Social-Emotional Learning</p> <p>Supporting the planning, delivery and assessment of rigorous and engaging standards-based instruction</p> <p>Supporting Critical thinking and problem solving (via initiatives such as STEM)</p> <p>Supporting Continuous Improvement (Growth Mindset PD)</p>	<p>Tiered support for the above:</p> <p>Effective Leadership (What does this look like based on the stakeholders as well as for each area of responsibility)</p> <p>Supporting Social-Emotional Learning</p> <p>Supporting the planning, delivery and assessment of rigorous and engaging standards-based instruction</p> <p>Supporting Critical thinking and problem solving (via initiatives such as STEM)</p> <p>Supporting Continuous Improvement (Growth Mindset PD)</p>
6	Yes	Both	2 years	<ol style="list-style-type: none"> 1. Job-specific training (i.e. scheduling, testing) 2. Intro to the processes and protocol of "the dekalb way" 3. How to find resources/get help when needed 	<ol style="list-style-type: none"> 1. Networking opportunities 2. Job-specific training (i.e. scheduling, testing) 3. Best practices in instructional leadership (i.e. book study, bias training, culturally-responsiveness) 4. Tips and tricks from experienced colleagues
7	Yes	Mentoring	2 years	<p>Tips on Scheduling/Report Cards</p> <p>Tips on Testing</p> <p>Tips on Student Behavior/Teacher Behavior</p>	<p>How to improve leadership skills</p> <p>How to increase student growth</p> <p>How to increase teacher pedagogy</p>

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8	Yes	Both	2 years	<p>1) How to effectively observe teachers (i.e., what to look/listen for, what type of feedback to provide, etc.).</p> <p>2) Time management (i.e, what to and how to appropriately “triage” the workload).</p> <p>3) A snapshot of all possible responsibilities (i.e., instruction, scheduling, discipline, attendance, testing, budgeting, etc.). There are many times that APs get pigeonholed into one or two areas and never get the chance to grow and understand others.</p>	<p>1) School culture and climate</p> <p>2) Community outreach</p> <p>3) Laws and ethics (as they relate to staff and students)</p> <p>4) How to be “well-rounded” enough to move up, if one so wishes.</p>
9	Yes	Both	2 years	<p>Building Operations</p> <p>Title-1</p> <p>School Improvement</p>	<p>Infinite Campus Scheduling</p> <p>Finance</p> <p>Special Ed and 504’s</p>
10	Yes	Both	2 years	<p>Professional Etiquettes</p> <p>Documentation and Follow-up</p> <p>Understanding the multiple aspects of an Assistant Principal and the impact is has on the school organization.</p>	<p>Exposure to tasks and roles needed to support the Assistant Principal in their pursuit of school principal .</p>

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11	No	Mentoring	1 year	School operations management Curriculum Models and Instructional pedagogy Coaching Teachers	Curriculum and Instructional Models School Operations Management: finances, Title 1, Title IX and more. Coaching and mentoring both novice and experienced teachers.
12	Yes	Mentoring	2 years	1. Instruction 2. Discipline 3. Attendance	1. Operation 2. Instruction 3. Discipline 4. Attendance 5. Title I/Parent Involvement
13	Yes	Both	3 years	Scheduling - creating the best master schedule for student population County Mandated Instructional Initiatives Discipline - in depth look at the Code of Conduct handbook Assessment and Accountability CSIP	Virtual learning/platforms Closing the Gap (best instructional practices for subgroups) Assessment and Accountability
14	No	Both	2 years	Instructional Leadership: 1. Data Driven Instruction 2. Instructional Learning Walks for Improved Delivery	1. Instructional Leadership 2. School Climate Planning and Assessments
15	Yes	Both	1 year	TKES	Assisting teachers with Verge and other district instructional technology, master scheduling

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16	Yes	Both	1 year	1) Dealing with conflicts among adults in the school house 2) Using restorative practices 3) How to process/write referrals correctly in Infinite Campus	1) Dealing with conflicts among adults in the school house 2) Using restorative practices 3) How to process/write referrals in Infinite Campus 4) Using data to improve your school
17	Yes	Mentoring	1 year	Scheduling, transitioning from coach to administration , and work-life balance	Coaching and support from an administrator stance , and effective virtual leadership
18	Yes	Both	1 year	scheduling assessment working with parents with student discipline building teacher leaders-coaching	implicit bias social emotional support
19	Yes	Both	2 years	Scheduling, Infinite Campus, Testing	Assistant principals need inclusion in learning about hire and firing procedures.

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20	Yes	Both	3 years	<ul style="list-style-type: none"> * How to deal with parents with advocates, and the IEP meetings with advocates * Testing accommodations for each test: MAP, Benchmarks, CoGat, Access, Milestones. What they are for each test and how to key the accommodations in for each test. Veteran APs have mentioned this as well. * Discipline training - protocol for writing up students / motivating difficult students * Scheduling * Time management / prioritizing 	Testing, Scheduling, Discipline, <i>professional development for teachers</i>
21	Yes	Both	2 years	<ul style="list-style-type: none"> Navigating through assessment trainings, scheduling and data dissemination Being guided through the scheduling process Time management 	<i>Building teacher capacity after observations</i>
22	Yes	Mentoring	1 year	<ul style="list-style-type: none"> <i>Effective Leadership</i> <i>Enhancing Communication Skills</i> Data Literacy 	<ul style="list-style-type: none"> <i>Effective Leadership</i> <i>Enhancing Communication Skills</i> Data Literacy

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23	Yes	Performance Coaching	1 year	<p>Instructional Focus District procedural requirements Assessment Legal Affairs Operational requirements TKES procedure LKES</p>	<p>Instructional Focus District procedural requirements Assessment Legal Affairs Operational requirements TKES procedure LKES</p>
24	Yes	Both	2 years	<ol style="list-style-type: none"> 1. Communication with stakeholders 2. Understanding cultural bias/competency 3. Balancing AP role as they support ALL stakeholders 	<ol style="list-style-type: none"> 1. Effective tips to support virtual teaching and learning 2. More training on using verge, microsoft teams, and google classrooms 3. Preparing Assistant Principals for principal role 4. Understanding cultural bias/competency 5. Effective communication with stakeholders
25	Yes	Both	2 years	<p>The primary areas of learning for new Assistant Principals should involve the following:</p> <ol style="list-style-type: none"> 1. Development and Implementation of Monitoring/Supervision Plans. 2. Creating an effective teacher support/TKES Observation Plan. 3. Building and learning the details of the Master Schedule. 	<p>The primary areas of learning for Assistant Principals should involve the following:</p> <ol style="list-style-type: none"> 1. Establishing effective modes of communication with stakeholders. 2. Building operations (finance, upkeep of the building/grounds) training. 3. Training on operating and providing instruction in a virtual world. 4. Training on effective de-escalation techniques with an emphasis on cultural competency. 5. Training on creating and maintaining a positive school environment.

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26	Yes	Both	2 years	Learning how to effectively manage their time within the school day, Engage students and parents in schools, How to support teachers, and Setting time aside for Instructional Leadership (Observations).	The primary areas of focus that should be included in the current Assistant Principal Academy are: Social Emotional Learning, Cultural Competency/Implicit Bias, Effective Ways to Collaborate with our School Community and Parents and Effective Ways to Implement Virtual Learning.
27	Yes	Both	3 years	Scheduling CCRPI Testing Collaborative Planning	Same as above
28	Yes	Both	1 year	Instruction, Evaluations , Discipline	Instruction, Evaluations, Discipline
29	Yes	Both	2 years	Leadership one on one Discipline	IC training
30	Yes	Mentoring	2 years	Overseeing/directing collaborative planning Assisting with proper lesson planning and standards based classrooms	Overseeing/directing collaborative planning Assisting with proper lesson planning and standards based classrooms

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31	Yes	Both	2 years	<p>1. Time Management (Learning to Prioritize tasks)</p> <p>2. Instruction (Scheduling Observations and providing meaningful feedback in a timely manner)</p> <p>3. Discipline (Establishing discipline practices that are consistent and impartial)</p>	1. Administration in a Virtual Learning Environment (Do's, Don'ts etc)
32	Yes	Mentoring	2 years	My learning focuses for the New Assistant Principal Induction Academy are duties, mindset change, time management, mentors and self-care.	My learning focuses for the current Assistant Principal Academy are culture & climate of the school, working as a team w/principal, time management, and self-care.
33	Yes	Both	1 year	<p>Planning and Organizing</p> <p>Extensive training in the areas of assignment (attendance, discipline, scheduling, etc.)</p> <p>Communication with Stakeholders</p>	<p>How Instruction Improves Discipline</p> <p>Best Practices in Supporting Teachers and Support Staff</p> <p>Improving Your School's Culture and Climate</p>
34	Yes	Both	2 years	<p>Scheduling</p> <p>Discipline</p> <p>Operations</p>	<p>Scheduling</p> <p>Testing</p> <p>Operations</p>
35	Yes	Both	2 years	<p>Stakeholder Communication</p> <p>How do I support the Principal Role and Responsibilities: What Do I Do</p> <p>Teacher Support: Coaching</p> <p>Student Equity</p>	<p>Instructional Support: Coaching</p> <p>Fiscal Responsibility</p> <p>Instructional Responsive Culture</p> <p>Student Equity</p> <p>The Role of the Principal</p>

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36	Yes	Both	2 years	Scheduling, Assessment, Observation & Feedback, Communication	Ongoing C&I support, Data-informed decision making, Public school law/due process, communication
37	Yes	Mentoring	1 year	Discipline testing attendance and teacher evaluations	Technology assessment of data
38	Yes	Both	2 years	Balancing discipline referrals to the extent of when to give a consequence and to what level of the punishment.	Building relationships and supporting on all levels.
39	Yes	Both	1 year	Discipline Progress Monitoring Infinite Campus	Discipline Progress Monitoring Infinite Campus
40	Yes	Mentoring	1 year	Assessment and Testing Scheduling and building a successful instructional framework Organization and Time Management	see above list
41	Yes	Both	1 year	Attendance Protocol Discipline as it relates to CCRPI How to deal with non compliance How to implement change effectively	Discipline and Attendance as it relates to CCRPI Implementing change effectively Time Management
42	Yes	Both	1 year	Internal and External Protocol CCRPI Criteria Parent/Teacher Conference Region 4 Faculty and Staff Coaching/Staff Observations	Balanced Literacy refresher Tier 2 procedures and monitoring Instructional strategies for students below grade level

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43	Yes	Both	2 years	<p>How to complete Discipline Packets</p> <p>How to clear ETCH Reports (who are your immediate contacts in the event of questions/help)</p> <p>How to use Infinite Campus and retrieve available reports</p> <p>Sensitive to the diversity of student needs (working collaboratively with students/parents and not against them)</p> <p>The importance of working as a team member and learning all Assistant Principal roles (cross training within the school building)</p>	<p>The importance of working as a team member and learning all Assistant Principal roles (cross training within the school building) is crucial.</p> <p>Sensitive to the diversity of student's needs (working collaboratively with students/parents and not against them)</p> <p>Although, many of the responsibilities will be ongoing and on the job training, a mentor should be assigned to provide guidance/support, if needed.</p>
44	Yes	Both	2 years	Discipline, TKES, and <i>Instructional Leadership</i>	TKES, Virtual Learning, and <i>Instructional Leadership</i>
45	Yes	Both	2 years	<p>1. Establishing Relationships</p> <p>2. Getting Into Classrooms</p> <p>3. Understanding Others</p>	<p>1. Share responsibility for setting and meeting the school's budget.</p> <p>2. Set up the academic schedule for teachers and students.</p>
46	Yes	Both	2 years	<p>Discipline Process</p> <p>Evaluation of Teachers</p> <p>Communicating to Parents and Documentation</p>	<p>Discipline Process</p> <p>Shadowing other schools and discussing the educational process with other APs</p> <p>Having district personnel present the curriculum and expectations for each content area</p>

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47	Yes	Both	1 year	Teacher evaluations and observations , parent contact and communication, building positive relationships with all stakeholders.	Guidance on new student support protocols, impact of instructional data on CCRPI scores and instructional strategies to assist teachers with improving student academic performance.
48	Yes	Both	2 years	TKES Evaluations Instructional Leading and Supporting Scheduling (k-12) AP Collaboration (cluster-aligned)	TKES Evaluations Instructional Leading and Supporting Scheduling (k-12) AP Collaboration (cluster-aligned)
49	Yes	Both	3 years	I believe the three focus areas should Instructional Leadership , Accountability and Assessment and Organizational Management.	I feel that Teacher/ Staff Evaluation, School Climate, and Community Relations are focus areas that should be included in the current Assistant Principals' Academy.
50	Yes	Both	1 year	1. Instruction 2. Testing 3. Curriculum 4. Building Working Relations (Teachers/Staff) 5. Data	1. Student-Centered 2. Parental Involvement 3. Discipline 4. Planning 5. Professional Learning
51	Yes	Both	1 year	Protocols and processes for duty assignments, extensive TKES evaluation training and strategies for dealing with challenging parents.	Instructional Learning Walks and strategies to improve student performance in the EOC content areas.

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52	Yes	Mentoring	1 year	Testing Discipline TKES C&I	C&I-learning progressions; looks more like what the instructional coaches get in PL CSIP alignment instructional strategies alignment with data and monitoring Facilitating and Monitoring Collaborative Planning
53	Yes	Both	2 years	1.) Processes/Protocols for documenting & logging discipline concerns in infinite campus; 2.) "Go to Procedures" (i.e., only admin. in building & "must do's" - close out procedures & directing support staff) 3.) Preliminary basics to scheduling & "MAXIMIZING FTE Funding, 4.) A good understanding of how "POINTS" (for a school's formula) are/could be managed effectively	1.) Sessions on how to utilize & understand points: Possibly allow scenarios for AP's to practice disseminating points collaboratively to complete a school's staffing. 2.) Assigning mentors, or some sort of "buddy" system with AP's from two different building sites/ two different grade bands (kk - 5 AP with a 6 - 8 AP). This could give valued "indirect" input to how each functions/functions differently
54	Yes	Both	2 years	Scheduling Testing Infinite Campus	Scheduling Testing Infinite Campus
55	Yes	Mentoring	2 years	How to properly manage adult staff. How to properly use /operate Infinite Campus for administrative purposes.	How to properly manage adult staff. How to properly use/operate Infinite Campus for administrative purposes.

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56	Yes	Both	1 year	Supporting teachers academically Monitoring of school improvement priorities Treating students equitably	Same as above
57	Yes	Both	2 years	-Evaluating standards based instruction -Providing specific actionable feedback -Discipline protocols	-Digital learning expectations -Scheduling
58	Yes	Both	2 years	Human Resources Budgets for the building FTE Process Teacher Keys Scheduling CSIP	All areas of budgeting Allotments for points Human Resources' Portal
59	Yes	Both	3 years	Scheduling; MAP Functions as well as other District assessments and resources overview; Impactful Coaching Strategies	Data Usage that improves student performance; Strategic Scheduling to increase points to provide more support to students; Building capacity in teachers
60	Yes	Both	2 years	DATA Talks, Building Leadership, Evaluation for Teachers (TKES) , and Identify meaningful collaborative and content Planning	Title I Budget, CSIP (Continuous School Improvement Plan),and DATA Talks
61	Yes	Both	3 years	Daily operations, scheduling, observe/evaluate teachers to determine areas of needs improvement, interpersonal skills/communication, discipline	Support (grow & build capacity within teachers) , effective communication, supervision of students (school safety)

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62	Yes	Mentoring	2 years	Budget Scheduling Testing	School Finance Conflict Management <i>Curriculum/Instruction</i>
63	No	Mentoring	2 years	Understanding how to handle issues with teacher push back without taking it personal, or getting caught up in your emotions.	
64	No	Mentoring	2 years	Mainly the policies and procedures that are expected in DCSD for assistant principals, especially at the elementary level. As an assistant principal for high school who transferred to the elementary level, almost every responsibility was new to me because responsibilities at the high school level are "departmentalized" based on jobs (i.e. testing, discipline, schedule, Title I, CCRPI, etc.).	<p>FULL training on Infinite Campus (scheduling, loading classes, registering, transcripts, etc.)-- not "quick reminders" of "things you should know," as some administrators were never trained and simply put in positions to "learn on the go."</p> <p>Actual policies in writing for reference when trying to respond to questions from parents and teachers. (Not a single one comes to mind right now, but much of what I've sought, I've gotten through word of mouth, and most of those administrators say stuff like: "I can't find it in writing, but this is what we practice," and such.)</p> <p>Built-in time for this support rather than trying to run to cover several different things at once, or struggling to complete tasks in order to try to get support.</p>

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65	Yes	Mentoring	2 years	Scheduling Testing Discipline	Scheduling Lesson Plan Feedback Testing Social and Emotional Learning Virtual Learning Protocols School Climate
66	Yes	Both	1 year	Time Management Performance Management Communication	Performance Management Community Relations Instructional Leadership
67	Yes	Both	3 years	1) Time management 2) office protocol 3) communication skills	1) Testing protocol 2) instructional best practices 3) discipline protocol
68	Yes	Both	1 year	Scheduling, Infinite Campus training on Attendance and Discipline	Refresher on Testing Administration, Scheduling and Infinite Campus
69	Yes	Both	1 year	Scheduling Testing Plans/Schedules Operational/Safety protocols	Instructional leadership Effective communication (crucial conversations) Establishing & maintaining school culture

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70	Yes	Mentoring	2 years	<p>Becoming an Instructional Leader (Leading in a different role) Building blocks to becoming a better/stronger leader.</p>	<p>Becoming a better instructional leader -Strong administrators or often overlooked because sometimes Principals pigeon hole them into the role of primary discipline manager. Without allowing them to display their wide array of abilities and knowledge.</p> <p>Building strong relationships with all stakeholders -Many teachers and administrators struggle in this area, therefore, placing the task of fostering strong relationships on the shoulders of 1 or 2 assistant principals.</p>
71	Yes	Mentoring	2 years	<p>Master Schedule Discipline Evaluations</p>	<p>Discipline Testing Supporting and evaluating teachers</p>
72	Yes	Mentoring	2 years	<p>Effective Parent Engagement, Conflict Resolution, Supporting SEL, Identifying Errors for Scheduling/FTE/...</p>	<p>Analyzing Error Reports, Leading in a Virtual Learning Environment</p>
73	Yes	Mentoring	3 years	<p>Instruction Testing Finance TKES Discipline Team Building</p>	<p>Virtual Learning</p>
74	Yes	Both	1 year	<p>Infinite Campus Training: Creating Reports and all functions of Infinite Campus</p> <p>365 Training</p>	<p>N/A</p>

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75	Yes	Mentoring	2 years	<p>*Support with documenting teacher performance and building professional learning plans</p> <p>*Building tiered plans of intervention for school leadership members, teachers, and staff to follow when dealing with behavior concerns</p> <p>*Strategies to support the Exceptional Education Department and the students that are served</p> <p>*Enhancing or developong teacher Professional Learning Communities using collaborate planning as a foundation.</p>	<p>* Virtual learning implementation and monitoring strategy</p> <p>*Supporting the whole child- intervention to utilize for emotional and behavior challenges</p> <p>*IEP Support for EBD students and students with BIPs</p>
76	Yes	Both	3 years	<p>Effective coaching/conferencing with teacher s</p> <p>Developing a Master schedule</p> <p>Effective discipline hearings</p>	<p>Using technology effectively as a leader</p> <p>Train Administrators on instructional platforms first before the teachers</p> <p>How to write professional development/growth plans</p>

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77	Yes	Neither	1 year	<p>At the minimum which will keep APs in the building: Once a month meetings for the new APs all year long. Meetings to be organized and led by the various departments within the Central Office. Each AIC leader would become known to the new building leaders with emphasis on their purpose, organizational structure and their contact information.</p>	<p>The major purpose of the meeting should inform and prepare APs for specific duties and responsibilities. Another purpose of the meetings should be to inform of state-wide and national trends and changes within the educational community in order to enhance our ability to lead.</p>
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78	Yes	Both	2 years	<p>Primary areas of learning focus:</p> <ol style="list-style-type: none"> 1. Evaluation techniques that create usable instructional feedback to promote better instructional practices and builds on the needs of the teachers, students, and school. Real talk and problem-solving conversations to create better teaching and learning opportunities. 2. Technology-driven learning updates for virtual learning. I truly enjoyed learning how to navigate Teams and VERGE to support and provide virtual assistance. However, many people are not comfortable or even knowledgeable regarding all the features of both Teams and VERGE. 3. Internal customer service techniques that foster team-building, collaboration, and overall student success. 4. Training on how to develop processes and procedures that help to create a culture of trust and support. 	n/a
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79	Yes	Neither	1 year	In General: *Managing People *Supporting Mission & Vision of Principal *TKES *Examining Data to guide Teaching and Learning *Understanding SPED, RTI (Consequences, supports, legalities)	Transition 9 Academic Supports Social Emotional Learning Social Justice Learning
80	Yes	Both	2 years	Professionalism Patience/Time Management Parents and Students Concerns Discipline	Data Equal division of tasks Support Less Discipline
81	Yes	Both	3 years	Supervising staff, Instructional leadership, discipline, and servant leadership.	Recognizing and keeping talented educators, supervising staff, instructional leadership , understanding CCRPI and how to increase scores.
82	Yes	Mentoring	1 year	TKES Discipline Infinite Campus (new permissions)	Scheduling Truancy procedures CSIP
83	Yes	Mentoring	1 year	TKES Data Analysis Resolving conflict	Data Analysis Closing achievement gaps RTI/MTSS
84	Yes	Mentoring	2 years	Scheduling Instructional Coaching Time Management	Sharing / Collaboration between AP's for current issues and upcoming items API share out of topics of areas of expertise

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85	No	Performance Coaching	2 years	<p>This would only work if it someone who can be there helping the New AP with his job. If you are going to pull them out of the building and lecture to them and or have them read a book then this Academy would be a waste of time. They should be provided a list of numbers to call if they have an issue.</p> <p>Training on software- like IC and all the modules- Attendance, discipline all the reports. etc</p> <p>Training on testing and scheduling.</p>	<p>Training on software- like IC and all the modules- Attendance, discipline all the reports. etc</p> <p>Training on testing and scheduling.</p>
86	Yes	Both	3 years	<p>1) How to Navigate Leadership Tools Needed to perform duties in Infinite Campus (eg. Attendance Protocol, Discipline Protocols, Scheduling Protocols)</p> <p>2) Training on how to build and maintain the Master Schedule for API - this is critical but not offered to new APIs</p> <p>3) <i>PLs on Leading and motivating Teachers</i></p>	<p>1) Every AP should know how to administer MAP Testing</p> <p>2) APs should have time allocated specifically to teach all teachers How to use their students' MAP data to improve instruction. This could be through differentiating instruction. Teachers need to be taught how to effectively differentiate their students instruction (recurring/ongoing PLs are needed) for both APs and Teachers</p> <p>3)How to Navigate Verge and effectively monitor students and teachers progress (during Online Learning)</p>

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87	Yes	Both	3 years	Time Management, infinite campus Reports, More In-depth with TKES, Social Emotional Learning	School Administrators' Communication Letters; Monitoring Instructional , Attendance, and Discipline Data; and Restorative Practices.
88	Yes	Mentoring	2 years	TKES observations guidance	professional learning
89	No	Mentoring	1 year	It should be geared towards what individuals need-not everyone clumped together. The primary areas of learning focus would depend on the area in which the New AP would be working.	See above comment- individualization is pertinent.
90	Yes	Both	2 years	Scheduling Observations Assessments/Organization	Special Education/IEP Scheduling TKES

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91	Yes	Mentoring	2 years	<p>Primary areas of learning focus:</p> <ol style="list-style-type: none"> 1.) Deescalation tactics (to handle potentially adverse situations with parents and students) 2.) Testing/district benchmarks 3.) Familiarity with Infinite Campus regarding the behavioral management portion 4.) Protocol when students indicate self-harm or are in emotional distress (when to contact the counselor) 5.) Attendance (absenteeism - methods to minimize) 6.) Bullying (importance of paperwork and follow-up) 7.) Relationships with parents/community (the importance of, how to foster) 8.) How to evaluate teachers/feedback and how to support teachers 9.) Curriculum (providing leadership schoolwide - elementary, providing leadership in the content area assigned - middle) 10.) Data from assessments (the importance of looking at data and how to use the data) 11.) CSIP - becoming familiar with document and the significance of the document 	<p>Primary areas of learning focus: (I simply believe that these areas of focus can be revisited when an assistant principal has been in the position after year 1 and maybe for those that have been for a number years. It may be a welcomed refresher.)</p> <ol style="list-style-type: none"> 1.) Deescalation tactics (to handle potentially adverse situations with parents and students) 2.) Testing/district benchmarks 3.) Familiarity with Infinite Campus regarding the behavioral management portion 4.) Protocol when students indicate self-harm or are in emotional distress (when to contact the counselor) 5.) Attendance (absenteeism - methods to minimize) 6.) Bullying (importance of paperwork and follow-up) 7.) Relationships with parents/community (the importance of, how to foster) 8.) Evaluations/feedback and how to support teachers 9.) Curriculum (providing leadership schoolwide - elementary, providing leadership in the content area assigned - middle) 10.) How to use data from assessments 11.) CSIP - becoming familiar with document and the significance of the document
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92	Yes	Both	1 year	<p>Infinite Campus 101- Proper training with navigating Infinite Campus.</p> <p>Creating building schedule with maximizing instructional time</p> <p>Book studies that focus on human resource eg. Rookie Smarts by Liz Wiseman this is a great read that teaches how to work with the seasoned and young staff members.</p>	<p>How to properly document low performing teachers with preparation for exiting them from the organization.</p> <p><i>Building strong professional relationship with staff member to gain maximum performance</i></p> <p>Preparation for principalship with a major group project with a focus on Hot Topics in the educational arena. This will prepare APs with more experience outside of the daily job task (check list of duties). As well as building from within the organization.</p>
93	Yes	Both	2 years	Testing, <i>TKES</i> , Infinite Campus	Infinite Campus, Discipline, CSIP
94	Yes	Both	2 years	<ol style="list-style-type: none"> 1. Scheduling 2. Testing 3. Balancing what is being asked of you in the schoolhouse and what is being asked of you by different departments (scheduling, testing, etc.) 	<ol style="list-style-type: none"> 1. How to navigate your principal and the work you do to support him/her. 2. How to schedule to maximize FTE. 3. How to support SpEd more effectively. <p>I think APs really need to talk in a safe space and know that they have been heard.</p>
95	Yes	Both	1 year	<p><i>-Evaluating teachers and understanding TKES process</i></p> <p>-Time Management</p> <p>-Organizational skills</p> <p>-Learning how to read and analysis data</p>	<p>Behavior Management</p> <p>Reading and Analyzing data</p> <p>Academic accommodation for special needs students</p> <p>Engagement</p> <p>How to handle ongoing attendance problems students are having.</p>

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96	Yes	Both	2 years	<p>1) Scheduling 2) Testing 3) Discipline 4) Providing teacher support (coaching, observations, evals, etc.) 5) Prioritizing/organization</p>	<p>1) Providing teacher support (coaching, observations, evals, etc.) 2) Building/maintaining positive climate/culture 3) Effective leadership in best instructional practices, monitoring student achievement, and impacting change 4) Studies of current, relevant research</p>
97	No	Mentoring	1 year	<p>* What should be the focus for the first 60 days (for a new AP).</p>	<p>* Peer collaborative opportunities are important - as many AP's are responsible for supporting new district initiatives, and roll-outs and implementation strategies.</p>
98	Yes	Both	2 years	<p>Scheduling Infinite Campus Attendance and Discipline Giving Support to Staff</p>	<p>Review Testing biggest errors Scheduling headaches TKES Proficient vs Exemplary</p>
99	Yes	Both	2 years	<p>The primary focus that should be included in a New Assistant Principal Induction Academy includes learning to make application to the following: Exercise diplomacy; Becoming an effective communicator; Effective leader development; Learning critical skills in developing a healthy rapport with all stakeholders /helping to build a professional culture for the organization; Heightening technology skills and keeping abreast on new and innovative instructional strategies.</p>	<p>Continue heightening technology skills and keeping abreast on new and innovative instructional strategies.</p>

Assistant Principal Survey 2020

100	Yes	Mentoring	1 year	Courageous conversations Balance Shared leadership TKES evaluations	Courageous conversations Balance All encompassing Fidelity
101	Yes	Both	2 years	Scheduling, Testing, Communicating & Connecting with your staff, how to handle critical conversations	<i>How to get the best results out of your staff, communicating & connecting strategies, how to build student agency</i>
102	No	Both	1 year	how to schedule how to use TKES effectively building relationships	More time to share ideas with each other and less time for presentations.
103	Yes	Mentoring	2 years	Discipline, <i>Observations, Feedback</i> , Infinite Campus, Testing I do feel like I received some training on some of these thing in various ways.	I think the day to day life. Dealing with parents and communicating with them was a huge thing for me so tips on processes with that would be good. Also, in my region we did scenarios with different incidents that could happen in the building and I found this to be good preparation.
104	Yes	Both	2 years	*Toolkit for Responding to Covid-19 to help with designing remote/digital learning and teaching executive function strategies to students. *Effective communication for transparency, team building (shared purpose), and networking with colleagues *Using Data to Drive instruction through active monitoring of teaching and learning	*Toolkit for Responding to Covid-19 to help with designing remote/digital learning and teaching executive function strategies to students. *Keeping abreast with trends in the profession and continue to communicate shared purpose with stakeholders <i>*Coach and monitor the use effective strategies in teaching and learning with a high focus on balanced data to evaluate the effectiveness of instruction</i>

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105	Yes	Both	1 year	1. Scheduling 2. Testing	1. How to Support your principal (strategies) 2. Shared Leadership with Principal
106	No	Both	2 years	Teacher observations Assessment Logistics Master Scheduling/FTE	Building positive working relationships Budgets Building operations
107	Yes	Both	2 years	Scheduling, testing, infinite campus, Duties and responsibilities	Scheduling, testing, and infinite campus review Instructional updates Duties and responsibilities/expectations
108	Yes	Both	2 years	1. Time Management 2. Communication Tips 3. Alternative Discipline Strategies	1. Time Management 2. Communication Tips 3. Alternative Discipline Strategies
109	No	Both	2 years	Understanding Discipline as Teacher Support Understanding Scheduling, FTE, and Gradebook as Essential Functions Understanding Testing...Nuts and Bolts Successful Parent Meetings & Crucial Conversations Successful Conferences with Teachers- Providing Supportive Feedback	Understanding how to Support your Principal, Budgets, Building and Staff Management Understanding Scheduling, FTE, and Gradebook as Essential Functions Understanding Testing...Nuts and Bolts Successful Parent Meetings & Crucial Conversations Successful Conferences with Teachers- Providing Supportive Feedback
110	No	Neither	1 year	Curriculum, Discipline, Operations and Community Awareness / Involvement.	Curriculum, Discipline, Operations, Testing , Data Review and Community Awareness / Involvement.

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111	No	Performance Coaching	1 year	<p>Discipline Processes and Procedures (Data Entry for discipline Referrals, data entry for bullying allegations) It's helpful for assistant principals to know how to enter the data, even if he or she has a secretary.</p> <p>TKES Evidence (When to ask for uploaded evidence and when not to ask) Seasoned assistant principals do not always follow the state trainer's advice.</p> <p>Learn how to use the Verge Platform in the same manner as a teacher</p>	<p>Learn how to use the Verge Platform in the same manner as a teacher, so we can assist with new teachers who are having trouble. I know designated teachers can assist, but it would be an enrichment for APs to learn different processes, as well as be able to help teachers. In other words, veteran APs need to be more tech saavy.</p>
112	Yes	Mentoring	1 year	<p>Maximizing the master schedule</p> <p>Creating testing groups</p> <p>Managing your time during the school day</p> <p>Prioritizing tasks</p>	<p>Prioritizing tasks</p> <p>Time management</p> <p>Providing AP's with updates (instructional and system-wide) (keeping us in the loop)</p> <p><i>Keeping us current with the latest instructional strategies / world issues in education (implicit bias, decision making, etc)</i></p> <p><i>Building capacity</i></p>

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113	Yes	Both	1 year	<i>Teacher observation strategies</i> Discipline procedures <i>Instructional support techniques</i>	<i>How to support and improve marginal teachers</i>
114	Yes	Mentoring	2 years	Scheduling!	I don't really know.
115	Yes	Both	1 year	Time Management, Organization, Planning	MTSS, <i>Best Instructional Practices</i> , <i>Monitoring of Instruction</i> , Discipline Process, TKES, Conflict Resolution (between students AND between teachers)
116	Yes	Both	2 years	Guidance and mentorship Expectations of an AP with specific strategies Training on how to use the "permissions" we are privvy to.	Not sure.
117	Yes	Both	1 year	Assessments (data analysis of local and state assessments) Scheduling (Navigating Infinite Campus) Learning Management System (Verge to support teachers and monitoring their work) Discipline	<i>Providing Quality Feedback</i> CSIP and STAP Process Infinite Campus Tools (Gradebooks, Discipline, Scheduling, Supporting Parents and Students)