

SFUSD Teacher Survey 2012

Welcome to the 2012 Stanford University Survey of SFUSD Teachers! This survey offers you the opportunity to confidentially share your views and insights about your experiences as a teacher in SFUSD. You will be asked questions about your teaching career and your opinions on district and school programs. Your responses will help inform future policy decisions in SFUSD.

CONFIDENTIALITY: Taking this survey is completely voluntary. Your responses are completely confidential. To protect confidentiality, survey results will be reported in aggregate form only and will never identify you. YOUR INDIVIDUAL RESULTS WILL NOT AT ANY TIME BE REPORTED BACK TO THE DISTRICT. Completing the survey indicates your consent to participate. This study's confidentiality protections have been reviewed and approved by the Institutional Review Board (IRB) at Stanford University. If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact the Administrative Panels Office, Stanford University, Stanford, CA (USA) 94305-5401, or by phone: (650) 723-2480 (you may call collect).

ABOUT THE RESEARCHERS: The Center for Education Policy Analysis at Stanford University (<http://cepa.stanford.edu>) works with school districts across the country. Our mission is to support high quality, multi-disciplinary empirical research that is informed by collaboration with stakeholders and practitioners and that, in turn, informs the improvement of education policy and practice.

Thanks for your participation!

6. How frequently do you review formal assessment data (e.g., department-wide or grade-level common assessments, standardized tests)?

	Never	A few times a year	About every 2 months	About once a month	2 to 3 times per month	Weekly or More
Independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With teachers in my grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With teachers across grade levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With an instructional specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With my principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. How frequently do you review student work aside from formal assessment data?

	Never	A few times a year	About every 2 months	About once a month	2 to 3 times per month	Weekly or More
Independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With teachers in my grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With teachers across grade levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With an instructional specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With my principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. To what extent is formal assessment data helpful for the following activities?

	Not at All Helpful	A Little Helpful	Helpful	Very Helpful
Discussing student performance with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating with parents around student learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring students' academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying students' skill gaps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informing curriculum changes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying promising practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining curriculum pacing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student placement (for example, into reading groups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How often do you feel that you can rely on the following persons to obtain instructional support when you are faced with challenges in the classroom?

	Almost Always	Sometimes	Occasionally	Almost Never
The school principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-teaching school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family and friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3: Your Classroom

10. In a typical day, how much time do the children in this class spend in the following activities? For some programs, time spent on individual activities may vary by day or by child. Please provide your best estimate. FILL IN THE NUMBER OF HOURS AND MINUTES FOR EACH ROW. FOR EXAMPLE, "1 hour, 30 minutes /day" OR "0 hours, 45 minutes / day"

	Hours/day								Minutes/day												
	0	1	2	3	4	5	6	7	0	5	10	15	20	25	30	35	40	45	50	55	
Whole class activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small group activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How often do you separate the class into SKILL-BASED groups for reading and math activities or lessons? For some programs, time spent on individual activities may vary by day or by child. Please provide your best estimate. MARK ONE RESPONSE ON EACH LINE.

	Never	Less than once a week	1-2 times a week	3-4 times a week	Daily
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FIRST GRADE TEACHERS skip question 18

18. Please consider the learning of these kids in your class. For each of these students, indicate how well they have mastered each of the following:

	Youngest BOY in class			
	Little Understanding	Basic Understanding	Good Understanding	Mastery
Letter Recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beginning Word Sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rhyming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Youngest GIRL in class			
	Little Understanding	Basic Understanding	Good Understanding	Mastery
Letter Recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beginning Word Sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rhyming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Oldest BOY in class			
	Little Understanding	Basic Understanding	Good Understanding	Mastery
Letter Recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beginning Word Sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rhyming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Oldest GIRL in class			
	Little Understanding	Basic Understanding	Good Understanding	Mastery
Letter Recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Beginning Word Sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rhyming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

KINDERGARTEN TEACHERS skip question 19

19. Please consider the learning of these kids in your class. For each of these students, indicate how well they have mastered each of the following:

	Youngest BOY in class			
	Little Understanding	Basic Understanding	Good Understanding	Mastery
Letter Sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Youngest GIRL in class			
	Little Understanding	Basic Understanding	Good Understanding	Mastery
Letter Sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Oldest BOY in class			
	Little Understanding	Basic Understanding	Good Understanding	Mastery
Letter Sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Oldest GIRL in class			
	Little Understanding	Basic Understanding	Good Understanding	Mastery
Letter Sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Words	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading Comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4: Satisfaction

20. To what extent are you generally SATISFIED with each of the following?

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Being a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a teacher at your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a teacher in SFUSD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your performance as a teacher overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your performance as a teacher this year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. To what extent do you agree with each of the following statements?

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I lack control over important decisions that affect the quality of my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to take initiative in my job is hindered by how I am monitored and evaluated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy a reasonable degree of autonomy to do my work as I think best	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel anxious about the stability of my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually feel secure that my job conditions will not worsen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often struggle with uncertainty about my role and duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am often aware of how others are judging the quality of my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel overwhelmed by unrealistic improvement targets or initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident that the quality of my work has the reputation it deserves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have difficulty coping with the pace of organizational change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cope well with changes in my job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes in my job are accompanied by appropriate support and training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. To what extent do you agree with the following statements about your principal?

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My principal is doing a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pleased with the way my principal runs this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be happy to continue working with my principal in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 5: Future Plans

23. Will you be working in SFUSD next year?

- Yes No I don't know

If you answered YES to question 23, skip question 24

24. Why will you not be teaching in SFUSD after this school year? (Check only one.)

- I have been laid off or non-reelected.
 I have chosen to leave SFUSD.
 Other (please specify): _____

25. If you could work at ANY SCHOOL IN THE DISTRICT other than the one you are currently in, what would be your top three choices (in order of preference)?

First Choice School: _____

Second Choice School: _____

Third Choice School: _____

26. Consider your FIRST choice school (not including your own) and describe what about that school is particularly appealing to you.

Section 6: Background -- *This final section asks about your demographic information. These questions will only be used for research purposes and are completely voluntary.*

27. What is your current MARITAL STATUS? (Check only one.)

- Never married, no domestic partner
- Married
- Living with domestic partner
- Separated
- Divorced
- Widowed

28. How many CHILDREN do you have who are under the age of 5? (Select only one.)

- 0
- 1
- 2
- 3
- 4
- 5
- 6 or more

29. How many CHILDREN do you have who are between the ages of 5 and 18? (Select only one.)

- 0
- 1
- 2
- 3
- 4
- 5
- 6 or more

30. How long is your daily COMMUTE?

- 5-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- 60-90 minutes
- Over 90 minutes

31. Where did you graduate from high school?

32. Is there anything else you would like to tell us about your school or yourself?
