

## Introduction

# Survey of SFUSD Assistant Principals

Welcome to the 2010 Stanford University Survey of SFUSD Assistant Principals!

This online survey offers you the opportunity to confidentially share your views and insights about your experiences as an assistant principal. You will be asked questions about your role as a leader, your opinions on district-level programs, and your perceptions of the challenges facing your school currently. 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 Institute for Research on Education Policy and Practice at Stanford University (<http://irepp.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!

## Warm-Up

**For how many years (including this one) have you been an ASSISTANT PRINCIPAL...**

a. in your current school?	0	years
b. in other schools within SFUSD (not your current school)?	0	years
c. in schools outside of SFUSD?	0	years
<b>Total</b>	0	years

**For how many years were you a TEACHER ...**

a. in your current school?	0	years
b. in other schools within SFUSD (not your current school)?	0	years
c. in schools outside of SFUSD?	0	years
<b>Total</b>	0	years

In which of these grades have you had TEACHING experience? (Check all that apply.)

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Post High-School
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Task Effectiveness of Self**

**Your School's Leadership**

We are interested in what you and your principal do as school leaders.

How EFFECTIVE do you consider YOURSELF to be in the following leadership tasks?

	Ineffective	A Little Effective	Effective	Very Effective
a. Filling teaching slots in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Finding the best teachers for my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Retaining Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Communicating with the district administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Getting parents involved in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Maintaining school facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Maintaining a safe environment in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Offering students high-quality instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Offering students supplemental services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Exercising control over the instructional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Exercising control over the budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Getting the community involved in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Managing student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Using data for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Dismissing low-performing teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Getting school staff to work together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Experimenting with new instructional approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Getting teachers the professional development they need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Task Effectiveness of Principal

How **EFFECTIVE** do you consider **YOUR PRINCIPAL** to be in the following leadership tasks?

	Ineffective	A Little Effective	Effective	Very Effective
a. Filling teaching slots in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Finding the best teachers for my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Retaining Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Communicating with the district administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Getting parents involved in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Maintaining school facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Maintaining a safe environment in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Offering students high-quality instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Offering students supplemental services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Exercising control over the instructional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Exercising control over the budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Getting the community involved in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Managing student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Using data for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Dismissing low-performing teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Getting school staff to work together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Experimenting with new instructional approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Getting teachers the professional development they need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Teacher Hiring

### Teacher Recruitment and Retention

We are interested in your school's personnel management practices - particularly how you recruit and retain good teachers.

Is teacher **HIRING** a challenge for your school? (Check only one.)

- Generally, yes.
- Yes, but only for certain positions (please specify):

No, we have no problem hiring teachers.

**What level of DISCRETION does the school administration have over HIRING teachers? (Check only one.)**

- Complete Discretion - We can hire whomever we would like.
- Complete (but Unofficial) Discretion - I feel that we can hire whomever we would like because we know how to work around the official system.
- Partial Discretion - We can hire whomever we would like from candidates provided by the district office.
- Limited Discretion - The district office places teachers at the school, but we can object to a placement.
- No Discretion - We have no say in which teachers the district office places at the school.
- Other (please explain):

**Please think of the teacher your school MOST RECENTLY hired when answering these yes/no questions.**

	Yes	No
a. Did this teacher transfer from another school in the district?	<input type="radio"/>	<input type="radio"/>
b. Was this teacher consolidated from another school in the district?	<input type="radio"/>	<input type="radio"/>
c. Did this teacher have any prior teaching experience?	<input type="radio"/>	<input type="radio"/>
d. Was there more than one applicant for the vacant position?	<input type="radio"/>	<input type="radio"/>
e. Did you attend a job fair to recruit for this position?	<input type="radio"/>	<input type="radio"/>
f. Did you interview the applicant(s)?	<input type="radio"/>	<input type="radio"/>
g. Did the applicant(s) perform a sample lesson?	<input type="radio"/>	<input type="radio"/>
h. Were any current teachers officially involved in the hiring process?	<input type="radio"/>	<input type="radio"/>
i. Was there consensus among the hiring team as to whom was the top choice applicant?	<input type="radio"/>	<input type="radio"/>
j. Was the teacher you hired the first teacher to whom the school made an offer? (i.e., was this person the hiring team's TOP choice?)	<input type="radio"/>	<input type="radio"/>

**How typical was the process for the teacher you MOST RECENTLY hired?**

- Very typical
- Somewhat typical
- Not at all typical

## Teacher Retention

Is teacher RETENTION a challenge for your school? (Check only one.)

- Generally, yes.
- Yes, but only in certain subjects (please specify):  
|
- No, we have no problem retaining teachers.

In your efforts to retain teachers at your school, to what extent do you FOCUS your efforts on SPECIFIC teachers that you really want to keep?

- A lot
- A little
- Not at all
- N/A - we do not make efforts to retain teachers.

Have you used any of the following practices this past year as part of a strategic effort to keep a GOOD TEACHER at your school? (Check all that apply.)

- |   |  |
|---|--|
| <input type="checkbox"/> Verbal public recognition (e.g., at staff meeting) | <input type="checkbox"/> Funds for class projects                                  |
| <input type="checkbox"/> Private recognition                                | <input type="checkbox"/> Allowing them to choose the courses they want to teach    |
| <input type="checkbox"/> Release time for special projects                  | <input type="checkbox"/> Promoting them into leadership roles while still teaching |
| <input type="checkbox"/> Funds for additional professional development      | <input type="checkbox"/> Other (please specify):<br>                               |

## Teacher Performance

Are you responsible for being aware of teachers' instructional practices?

- Yes
- No

Of the following sources of information, what do you rely on the MOST and SECOND MOST to find out about teachers' instructional practices? (Check only one in each column.)

MOST (Check only ONE in this column.)	SECOND MOST (Check only ONE in this column.)

a. Unscheduled classroom walk-throughs	<input type="radio"/>	<input type="radio"/>
b. Targeted observations of specific teachers	<input type="radio"/>	<input type="radio"/>
c. Discussions with teacher about what happens in the classroom	<input type="radio"/>	<input type="radio"/>
d. Monitoring student performance data	<input type="radio"/>	<input type="radio"/>
e. Reviewing student work	<input type="radio"/>	<input type="radio"/>
f. Reports from other school leaders (e.g., AP, coach, teacher mentor)	<input type="radio"/>	<input type="radio"/>
g. Reports from students	<input type="radio"/>	<input type="radio"/>
h. Reports from parents	<input type="radio"/>	<input type="radio"/>
i. Reports from other teachers	<input type="radio"/>	<input type="radio"/>
j. Formal evaluation process	<input type="radio"/>	<input type="radio"/>

**How many of the following types of teachers do NOT meet your expectations?**

	None	1-2	A Few	Half	Most	All
a. Probationary teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tenured teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please consider the teacher who LEAST meets your expectations.**

**Is this teacher someone whom...**

	Yes	No
a. ...you or your principal hired?	<input type="radio"/>	<input type="radio"/>
b. ...has tenure?	<input type="radio"/>	<input type="radio"/>
c. ...has 5-10 years of teaching experience?	<input type="radio"/>	<input type="radio"/>
d. ...has more than 10 years of teaching experience?	<input type="radio"/>	<input type="radio"/>
e. ...teaches in a "hard-to-fill" area (e.g., math, science, bilingual ed, Special Ed)?	<input type="radio"/>	<input type="radio"/>
f. ...you think is ineffective but COULD improve?	<input type="radio"/>	<input type="radio"/>
g. ...you think is ineffective and CANNOT improve?	<input type="radio"/>	<input type="radio"/>
h. ...you or your principal have personally worked with to improve instruction?	<input type="radio"/>	<input type="radio"/>
i. ...you or your principal have sent to external professional development?	<input type="radio"/>	<input type="radio"/>
j. ...you or your principal have sent or will be sending to PAR?	<input type="radio"/>	<input type="radio"/>
k. ...you would like to see removed from your school?	<input type="radio"/>	<input type="radio"/>
l. ...you or your principal have actively worked to remove from your school this past school year?	<input type="radio"/>	<input type="radio"/>
m. ...you think could be an effective teacher in a different school?	<input type="radio"/>	<input type="radio"/>
n. ...you think should leave the teaching profession?	<input type="radio"/>	<input type="radio"/>

o. ...you or your principal have explicitly told should move to another school or leave the profession?

**Which of the following are reasons why this teacher is not meeting your expectations? (Check all that apply.)**

- Lacks general teaching skills (e.g., ability to teach a lesson clearly)
- Does not interact well with students
- Has poor subject matter knowledge
- Does not seem to care whether students learn or not
- Has poor classroom management skills
- Does not support the school's improvement strategy or instructional goals
- Does not behave professionally
- Does not put sufficient time or effort into teaching
- Does not get along well with other teachers
- Has received many complaints from parents
- Is not a "team player"
- Has received many complaints from students
- Is not responsive to feedback or open to change
- Has received many complaints from other teachers
- Does not respect you and/or the principal as school leaders
- Other (please specify): \_\_\_\_\_

**PD Matrix**

**Teacher Professional Development**

**We are interested in your opinions about some specific teacher professional development programs that your school may utilize.**

**To what extent are each of the following programs USEFUL in helping your school meet your instructional goals?**

	Not at all Useful	A little Useful	Useful	Very Useful	N/A
a. APD (i.e., district-sponsored) professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Prop A professional development hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Master Teacher program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**To what extent are each of the following programs ALIGNED with your school improvement strategy?**

	Not at all Aligned	A little Aligned	Aligned	Very Aligned	N/A
a. APD (i.e., district-sponsored)					

professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Prop A professional development hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Master Teacher program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Education and Administrative Credential Program**

**About You**

**This is the final section of the survey. We are interested in finding out about you personally - specifically: your educational background, whom you turn to for support, how satisfied you feel, and your future plans.**

**Describe your educational background.**

**(Note: If you have more than one of each of these degrees, please describe your MOST RECENT in each area.)**

	Name of College/University	Year Degree Conferred (YYYY)	Major
Undergraduate Degree			<input type="checkbox"/>
Masters Degree			<input type="checkbox"/>
Other Graduate Degree			<input type="checkbox"/>

**Have you completed or are you completing an administration credentialing program?**

- Yes, I have completed an administrative credentialing program (please specify where):
- Yes, I am in the process of completing an administrative credentialing program (please specify where):
- No, but I plan to start an administrative credentialing program in the future.
- No, and I do not plan on ever enrolling in an administrative credentialing program.

**In your administrative credentialing program, how much opportunity did/do you have to learn the SKILLS AND KNOWLEDGE specifically related to the following areas?**

Spent  
Some Time  
Touched on    Discussing    Explored in  
Some    Extensive



	None	it Briefly	or Doing	Depth	Opportunity
a. What I use on a day-to-day basis in my job as an assistant principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Managing personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Budgeting and finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Analyzing and using quantitative data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Leadership or leadership development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Designing a curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Multiculturalism or diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Handling student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Evaluating teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Leading classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The history of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Educating for democracy or democratic values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Creating a safe school environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Handling interpersonal issues among staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Working with parents and community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Hiring staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Removing/counseling out staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Legal issues in education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Working with the teachers' union	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Support

Think about whom you turn to the MOST for help with the following.

	Who is this person?	How do you communicate with this person most of the time?	How satisfied are you with the level of information you get?
a. Improving curriculum or instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Hiring, retention, or dismissal of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Policies and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**If you could turn to ONE other person in YOUR SCHOOL for advice or assistance in how to handle an on-the-job problem or challenge, who would that person be?**

Person's Position/Role:

|

WHY is the person particularly helpful to you? (e.g., What personal qualities, experience, resources or knowledge does s/he possess which you value?)

**If you could turn to ONE other person in the DISTRICT (outside your school) for advice or assistance in how to handle an on-the-job problem or challenge, who would that person be?**

Person's Position/Role:

|

WHY is the person particularly helpful to you? (e.g., What personal qualities, experience, resources or knowledge does s/he possess which you value?)

### Preferences

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

First Choice School:

|

Second Choice School:

|

Third Choice School:

|

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

**Is there another district that you would prefer to work in?**

No

### Satisfaction and Future Plans

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

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Being an assistant principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being an assistant principal at your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your performance as an assistant principal at your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please think back to when you were a teacher. To what extent were you generally SATISFIED with each of the following?

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Being a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your performance as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How likely is it that you will do the following at some point in your FUTURE career?

	Very Unlikely	Unlikely	Likely	Very Likely
a. Be a school principal (or equivalent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Work as a classroom teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Work in a school in another role (e.g., curriculum specialist, instructional coach, counselor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Work in the district office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Leave education temporarily (e.g., sabbatical, child-rearing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Pursue a career outside of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Stay in education but not in SFUSD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Remain an assistant principal until I retire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>