

Introduction

Survey of SFUSD Principals

Welcome to the 2010 Stanford University Survey of SFUSD Principals!

This online survey offers you the opportunity to confidentially share your views and insights about your experiences as a 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

1. For how many years (including this one) have you been a 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
Total	0	years

2. 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
Total	0	years

- | | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| b. Voluntary transfers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. External (new) hires | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teachers returning from leave (from another school) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. Please think of the teacher you 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"/>

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

- Typical
- Somewhat typical
- Not at all typical

Teacher Retention

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

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

10. 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 - I do not make specific efforts to retain teachers

11. 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): _____ |

Teacher Compensation

12. This year, some teachers' SALARIES INCREASED as a result of Prop A. How FAMILIAR are you with these changes?

- Familiar
- Somewhat familiar
- Not at all familiar

13. This year, some teachers are receiving special SALARY BONUSES as a result of Prop A. Are teachers in your school receiving any of the following salary bonuses this year?

	Yes	No	I don't know
a. Bonus for teaching in a hard-to-fill subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Bonus for teaching in a hard-to-staff school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Retention bonus after 3rd or 8th year of teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. For which SUBJECTS did teachers in your school receive the hard-to-fill subjects bonus this year? (Check all that apply.)

- Math
- Science

- Special education
- Bilingual education
- Other (please specify):

15. To what extent have the Prop A teacher SALARY INCREASE AND BONUSES affected your ability to do the following?

	Hurt	No Effect	Helped a Little	Helped a Lot	I don't know
a. RECRUIT high quality candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. RETAIN high quality candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. RECRUIT high quality candidates in HARD-TO-FILL SUBJECTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. RETAIN high quality candidates in HARD-TO-FILL SUBJECTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher Performance

Teacher Performance

We are interested in how you evaluate teacher performance and manage teachers who do not meet your expectations.

16. Of the following sources of information, which 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.)
Unscheduled classroom walk-throughs	<input type="radio"/>	<input type="radio"/>
Targeted observations of specific teachers	<input type="radio"/>	<input type="radio"/>
Discussions with teacher about what happens in the classroom	<input type="radio"/>	<input type="radio"/>
Monitoring student performance data	<input type="radio"/>	<input type="radio"/>
Reviewing student work	<input type="radio"/>	<input type="radio"/>
Reports from other school leaders (e.g., AP, coach, teacher mentor)	<input type="radio"/>	<input type="radio"/>
Reports from students	<input type="radio"/>	<input type="radio"/>
Reports from parents	<input type="radio"/>	<input type="radio"/>
Reports from other teachers	<input type="radio"/>	<input type="radio"/>
Formal evaluation process	<input type="radio"/>	<input type="radio"/>

17. 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"/>

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

Is this teacher someone whom...

	Yes	No
a. ...you 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 education, Special Education)?	<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 have personally worked with to improve instruction?	<input type="radio"/>	<input type="radio"/>
i. ...you have sent to external professional development?	<input type="radio"/>	<input type="radio"/>
j. ...you have sent or will be sending to PAR?	<input type="radio"/>	<input type="radio"/>
k. ...you would like to remove from your school?	<input type="radio"/>	<input type="radio"/>
l. ...you 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 have explicitly told should move to another school or leave the profession?	<input type="radio"/>	<input type="radio"/>

19. Which of the following are reasons WHY this teacher doesn't meet your expectations? (Check all that apply.)

- | | |
|--|--|
| <input type="checkbox"/> Lacks general teaching skills (e.g., ability to teach a lesson clearly) | <input type="checkbox"/> Does not interact well with students |
| <input type="checkbox"/> Has poor subject matter knowledge | <input type="checkbox"/> Does not seem to care whether students learn or not |
| <input type="checkbox"/> Has poor classroom management skills | <input type="checkbox"/> Does not support the school's improvement strategy or instructional goals |
| <input type="checkbox"/> Does not behave professionally | <input type="checkbox"/> Does not put sufficient time or effort into teaching |

- | | |
|--|---|
| <input type="checkbox"/> Does not get along well with other teachers | <input type="checkbox"/> Has received many complaints from parents |
| <input type="checkbox"/> Is not a "team player" | <input type="checkbox"/> Has received many complaints from students |
| <input type="checkbox"/> Is not responsive to feedback or open to change | <input type="checkbox"/> Has received many complaints from other teachers |
| <input type="checkbox"/> Does not respect you as the school leader | <input type="checkbox"/> Other (please specify): _____ |

PAR

20. The Peer Assistance and Review (PAR) program provides peer support for teachers. How familiar are you with PAR in SFUSD?

- Familiar
- Somewhat familiar
- Not at all familiar

21. In the past three years, have you referred a teacher to PAR?

- Yes
- No

22. Think about the most recent time you referred a teacher to PAR. Why did you refer that teacher to PAR? (Check all that apply.)

- I thought the teacher might improve with support.
- The PAR coaches are able to give a level of support that I don't have time to give.
- I have seen other teachers improve as a result of PAR participation.
- I hoped the objectivity of the PAR coach's evaluation would validate my own evaluation.
- I wanted to remove this teacher from my school, and PAR is the first step to removing underperforming teachers.
- Other (please explain): _____

23. What was the MOST IMPORTANT reason why you referred that teacher to PAR? (Check only one.)

- » I thought the teacher might improve with support.
- » The PAR coaches are able to give a level of support that I don't have time to give.
- » I have seen other teachers improve as a result of PAR participation.
- » I hoped the objectivity of the PAR coach's evaluation would validate my own evaluation.

- » I wanted to remove this teacher from my school, and PAR is the first step to removing underperforming teachers.
- » Other (please explain):
|

24. To what extent do you agree with the following statements about the Peer Assistance and Review program in SFUSD?

	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know
The faculty in this school would be angry if I referred a teacher to PAR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PAR is only useful for removing under-performing teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PAR helps teachers improve their classroom practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PAR coaches are effective mentors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers can get the support they need through means other than PAR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having a teacher in PAR is a lot of work for the administrator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers only improve while they are participating in PAR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a stigma associated with participating in PAR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in PAR is a good use of a teacher's time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. This year, some elements of the PAR program have changed. How do you think the following aspects of the PAR program COMPARE from last year to this year?

	Much Better LAST Year	A Little Better LAST Year	About the SAME	A Little Better THIS Year	Much Better THIS Year	I Don't Know
PAR's ability to improve underperforming teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of paperwork required for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ease of referring teachers into PAR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance level required of teachers for successful completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PAR's ability to remove chronically underperforming teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The stigma associated with referral to PAR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of PAR coaches to support teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher Support

We are interested in learning more about some of the teacher support programs you may have in place in your school.

26. This year, some teachers are receiving an additional 18 hours of PROFESSIONAL DEVELOPMENT through Prop A. Are these hours available to teachers in your school?

- Yes
- No
- I don't know

27. How many of your teachers are USING their additional professional development hours through Prop A? (Check only one.)

- | | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| None | 1-2 | A Few | Half | Most | All | I Don't Know |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Master Teacher Program

28. In the 2009-10 school year, the district office implemented a Master Teacher program. How many MASTER TEACHERS are currently working at your school? (Check only one.)

- None
- 1
- 2
- Other (please specify):
|
- I don't know

In answering the following questions, please think about the Master Teacher that you think is MOST EFFECTIVE in the role.

29. How was the Master Teacher SELECTED to work in your school? (Check all that apply.)

- I recommended this teacher for the job.

- I encouraged this teacher to apply.
- Another administrator encouraged this teacher to apply.
- The teacher pursued the opportunity with my support.
- The teacher pursued the opportunity without my support.
- I don't know - I was told that s/he would be working in my school.
- Other (please specify):
|

30. Do you think this Master Teacher is the BEST person for the job?

- Yes
- No (please specify why not):
|

31. Do you want Master Teacher(s) in your school NEXT YEAR? (Check all that apply.)

- Yes, I would like the same Master Teacher(s) to continue in the role.
- Yes, I have teacher(s) in mind that I would like to be Master Teacher(s).
- It is the teachers' choice.
- No (please specify why not):
|

32. Why do you NOT have a Master Teacher working in your school? (Check all that apply.)

- I have never heard of this program.
- The person I recommended didn't want to do it.
- The person I recommended was not selected.
- I didn't find out about the program in time to get a Master Teacher.
- I didn't want my teachers to spend time outside of the classroom.
- I didn't want the specific teacher who would have been the Master Teacher to serve in that role.
- Other (please specify):
|

33. Do you want Master Teacher(s) in your school NEXT YEAR? (Check all that apply.)

- Yes, I have teacher(s) in mind that I would like to be Master Teacher(s).
- It is the teachers' choice.

No (please specify why not):

|

PD Matrix

34. 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"/>

35. 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"/>

Support

About You

We are interested in finding out about you personally - specifically: whom you turn to for support, how satisfied you feel, and your future plans.

36. 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	<hr style="width: 100%; border: 0.5px solid #ccc; margin-bottom: 5px;"/> <div style="width: 50%; height: 10px; background-color: #4a86e8; margin-left: auto;"></div>	<hr style="width: 100%; border: 0.5px solid #ccc; margin-bottom: 5px;"/> <div style="width: 20%; height: 10px; background-color: #4a86e8; margin-left: auto;"></div>	<hr style="width: 100%; border: 0.5px solid #ccc; margin-bottom: 5px;"/> <div style="width: 10%; height: 10px; background-color: #4a86e8; margin-left: auto;"></div>

b. Hiring, retention, or dismissal of teachers



c. Policies and regulations



Task Effectiveness

37. How EFFECTIVE do you consider yourself to be in the following LEADERSHIP TASKS?

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

Satisfaction and Future Plans

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

	Very Dissatisfied	Dissatisfied	Somewhat Satisfied	Satisfied
a. Being a principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b.SFUSD Human Resources is helpful to me in staffing my school with high quality teachers.

41. Please rate your satisfaction with the following:

	Voluntary Transfers	New (External) Teachers
a. The PROCESS of hiring teachers from the following pools		
b. The TIMELINE of hiring teachers from the following pools		

42. In the past three years, has the pool of available NEW HIRES included enough teachers in HIGH NEED SUBJECT AREAS (Mathematics, Science, Special Education)?

Yes
 No

43. Please rate your satisfaction with the the level of DISCRETION you have to hire the teachers you want from the following pools.

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	N/A
a. Consolidated teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Voluntary transfers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. External (new) hires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers returning from leave (from another school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. Over the past three years, what percentage of your vacancies have been filled by teachers placed by Human Resources (without your discretion)? (Check only one.)

None 1-20% 21-40% 41-60% 61-80% 81-100%

45. In the past three years, have you ever concealed a known vacancy or postponed notifying HR of a known vacancy?

Yes
 No

46. Is there anything else you would like to add?