

Introduction

Survey of SFUSD Principals

Welcome to the 2011 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: 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!

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 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 |
| Total | 0 | years |

3. During your time as an Assistant Principal, how much of your effort was focused in each of the following areas?

| | None | Little | Some | About Half | Most |
|-------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discipline | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. 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 |

5. 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"/> |

Teacher Hiring

Teacher Recruitment and Retention

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

6. 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.

7. Please rate your satisfaction with the QUALITY of teachers in each of 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. Laid off teachers who have been recalled | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. External (new) hires | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. 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"/> |
| k. Was this teacher hired by mutual consent of the teacher and the principal? | <input type="radio"/> | <input type="radio"/> |
| l. Was this teacher a laid off teachers who have been recalled? | <input type="radio"/> | <input type="radio"/> |

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

- Typical
- Somewhat typical
- Not at all typical

10. How many teachers did you hire who started teaching in your school in the 2010-2011 school year (either at the beginning of the school or during the school year)?

- 0
- 4
- 8
- 12
- 15
- 18

- 1 5 9 13 16 19
- 2 6 10 14 17 20+
- 3 7 11

11. 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

Teacher Compensation

12. 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 4th or 8th year of teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. 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):

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

| | No Hurt | 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
- c. RECRUIT high quality candidates in HARD-TO-FILL SUBJECTS
- 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"/> |
| <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"/> |

Teacher Performance

Teacher Performance

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

15. 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"/> |

16. 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"/> |

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

Is this teacher someone whom...

| | Yes | No |
|--|-----------------------|-----------------------|
| ...you hired? | <input type="radio"/> | <input type="radio"/> |
| ...has tenure? | <input type="radio"/> | <input type="radio"/> |
| ...has 5-10 years of teaching experience? | <input type="radio"/> | <input type="radio"/> |
| ...has more than 10 years of teaching experience? | <input type="radio"/> | <input type="radio"/> |
| ...teaches in a "hard-to-fill" area (e.g., math, science, bilingual education, Special Education)? | <input type="radio"/> | <input type="radio"/> |
| ...you think is ineffective but COULD improve? | <input type="radio"/> | <input type="radio"/> |
| ...you think is ineffective and CANNOT improve? | <input type="radio"/> | <input type="radio"/> |
| ...you have personally worked with to improve instruction? | <input type="radio"/> | <input type="radio"/> |
| ...you have sent to external professional development? | <input type="radio"/> | <input type="radio"/> |
| ...you have referred or will be referring to PAR? | <input type="radio"/> | <input type="radio"/> |
| ...you would like to remove from your school? | <input type="radio"/> | <input type="radio"/> |
| ...you have actively worked to remove from your school this past school year? | <input type="radio"/> | <input type="radio"/> |
| ...you think could be an effective teacher in a different school? | <input type="radio"/> | <input type="radio"/> |
| ...you think should leave the teaching profession? | <input type="radio"/> | <input type="radio"/> |
| ...you have explicitly told should move to another school or leave the profession? | <input type="radio"/> | <input type="radio"/> |
| ...has taken initiative to improve him/herself? | <input type="radio"/> | <input type="radio"/> |
| ...has found resources to improve his/her instruction? | <input type="radio"/> | <input type="radio"/> |
| ...has sought support from peers? | <input type="radio"/> | <input type="radio"/> |

18. 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 seem to care whether students learn or not |
| <input type="checkbox"/> Has poor subject matter knowledge | <input type="checkbox"/> Does not support the school's improvement strategy or instructional goals |
| <input type="checkbox"/> Has poor classroom management skills | <input type="checkbox"/> Does not put sufficient time or effort into teaching |
| <input type="checkbox"/> Does not behave professionally | <input type="checkbox"/> Has received many complaints from parents |
| <input type="checkbox"/> Does not get along well with other teachers | <input type="checkbox"/> Has received many complaints from students |
| <input type="checkbox"/> Is not a "team player" | <input type="checkbox"/> Has received many complaints from other teachers |
| <input type="checkbox"/> Is not responsive to feedback or open to change | <input type="checkbox"/> Does not seek opportunities to learn and improve practice |
| <input type="checkbox"/> Does not respect you as the school leader | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Does not interact well with students | |

19. Of the reasons you selected which one is the MOST important for why this teacher doesn't meet your expectations?

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

The following questions ask about the new evaluation template for teachers.

20. To what extent has the new teacher evaluation template improved your ability to do each of the following:

| | Not at all | A little | Some | Quite a bit | A lot |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. To do objective evaluations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. To evaluate using California Standards for the Teaching Profession (CSTP Standards) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. To have conversations about instructional best practices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. To use rubrics to determine the ratings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. To use performance indicators to determine the ratings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. To make recommendations to teachers to move their practice forward | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. During your process for evaluating teachers how much did you do each of the following?

| | For no teachers | For some teachers | For most teachers | For all teachers |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Held a CSTP Standards based evaluation meeting with the teacher to be evaluated | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Had teachers self-assess using CSTPs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Held CSTP-based pre-observation conversations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Reviewed the written lesson plan that was to be observed with the teacher | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Shared your observation script with the teacher | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

f. Held CSTP-based post-observation conversations

22. With respect to teacher evaluation, did you do any of the following this year? (Check all that apply.)

- Asked peers for input
- Shared observation data with peers
- Shared thinking on rubric with peers
- Helped others in determining ratings using the rubrics and performance indicators
- Helped others to determine commendations and recommendations on teacher evaluations
- At Area Meetings, discussed teacher evaluation and best practices
- Was an outside evaluator or second pair of eyes evaluator this year
- Met ALL contractual deadlines for observations and conferences
- Met MOST contractual deadlines for observations and conferences

23. To what extent do you agree with the following statements about teacher evaluation?

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I am interested in moving to the revised 2009 CSTP. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I like the depth of using only 5-8 CSTP elements per observation cycle. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I would like to participate in peer feedback on my observation scripts, evaluation ratings and narratives. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I want to evaluate all elements each cycle. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. I need more training at using the rubric and performance indicators. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. I need more training holding "hard conversations". | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PAR

24. 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

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

- Yes
- No

26. 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):
|

27. 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):
|

28. 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 |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. PAR coaches are effective mentors. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. 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"/> |
| c. Participation in PAR is associated with teacher dismissal. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. 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"/> |
| e. PAR helps teachers improve their classroom practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. PAR is only useful for removing under-performing teachers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| g. 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"/> |
| h. 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"/> |
| i. Teachers only improve while they are participating in PAR. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. There is a stigma associated with participating in PAR. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

29. 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 |
|---|-----------------------------|------------------------------------|-----------------------|------------------------------------|--------------------------------|-----------------------|
| a. 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"/> |
| b. Amount of paperwork required for me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Ease of referring teachers into PAR | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. 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"/> |
| e. 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"/> |
| f. 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"/> |
| g. 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"/> |

Master Teacher Program

The next set of questions ask about Master Teachers.

This year, $\{e://Field/masterteacher\}$ served as a MASTER TEACHER(S) in your school. Please think of this person(s) in the role of Master Teacher when answering the following questions.

30. 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):

|

31. Do you feel that you had sufficient INPUT into the Master Teacher selection process?

- Yes
- No (please specify why not):

|

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

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

|

|

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

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

|

|

34. What does the Master Teacher DO in your school? (Check all that apply.)

- The Master Teacher and the teachers s/he works with observe each other teach and give each other feedback.
- The Master Teacher and the teachers s/he works with share information about instruction.
- The Master Teacher works with teachers to share information about relating to students and student behavior issues.
- The Master Teacher facilitates discussion about the progress and development of particular students.
- The Master Teacher organizes professional development that is attended by teachers in the school.
- The Master Teacher coordinates lesson study cycles, including curriculum development, observation, assessment, and reflection in a working group.
- Other (please specify):

|

35. To what extent is the Master Teacher program USEFUL in helping your school meet your instructional goals?

Not at all Useful

A little Useful

Useful

Very Useful

39. What do you consider the strengths of this team?

40. In what areas do you think it is most important for this team to improve?

Task Effectiveness

41. 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 (hiring) | <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"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Satisfaction and Future Plans

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

| | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Being a principal | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Being a principal at your current school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Being a principal in SFUSD | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Your performance as a principal at your current school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

43. 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"/> |

44. How satisfied are you with SFUSD's system for Principal Evaluation?

| | Very Dissatisfied | Dissatisfied | Satisfied | Very Satisfied |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Overall | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. The measures on which it is based | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The expectations for the speed of improvement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. The quality of the implementation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

45. Please tell us any thoughts you have about Principal evaluation in SFUSD

49. Please rate your satisfaction with the following:

| | Voluntary Transfers | New (External) Teachers |
|---|-------------------------------------|-------------------------------------|
| a. The PROCESS of hiring teachers from the following pools | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| b. The TIMELINE of hiring teachers from the following pools | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |

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

- Yes
- No

51. 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. Laid off teachers who have been recalled | <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"/> |
| e. External (new) hires | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

52. Over the past year, 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%

53. In the past year, have you ever concealed a known vacancy or postponed notifying HR of a known vacancy?

- Yes
- No

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

