

## Introduction

# Survey of SFUSD Teachers

Welcome to the 2011 Stanford University Survey of SFUSD Teachers!

This online 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!

## Warm-Up

### Teaching Career

We are interested in how you came to teach in your current school and what influences your career decisions.

1. Are you currently a classroom teacher in SFUSD?

- Yes  
 No

2. In which grades have you taught during the 2010-2011 school year? (Select all that apply.)

- |  |                              |                               |   |
|--|------------------------------|-------------------------------|---|
| <input type="checkbox"/> PreKindergarten | <input type="checkbox"/> 4th | <input type="checkbox"/> 9th  | <input type="checkbox"/> Elementary Specialist    |
| <input type="checkbox"/> Kindergarten    | <input type="checkbox"/> 5th | <input type="checkbox"/> 10th | <input type="checkbox"/> Middle School Specialist |





**8. 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"/>

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

	Not at All Helpful	A Little Helpful	Helpful	Very Helpful
Monitoring students' academic performance	<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"/>
Discussing student performance with parents	<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 ability groups)	<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 students' skill gaps	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. 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"/>

**11. How often do you feel that you can rely on the following persons to obtain emotional**

**support when you are worried or stressed?**

	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"/>

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

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
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 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 lack control over important decisions that affect the quality of my work.	<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"/>
I feel overwhelmed by unrealistic improvement targets or initiatives.	<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 sometimes feel anxious about the stability of my job.	<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"/>
I have difficulty coping with the pace of organizational change.	<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 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"/>

**Master Teacher Program**

**MASTER TEACHERS**

**These next questions ask about Master Teachers.**

**13. In your school, \${e://Field/masterteacher} is the Master Teacher. Have you ever WORKED WITH this person in his/her role as a Master Teacher?**

- Yes
- No

**14. In your school, \${e://Field/masterteacher} are the Master Teachers. Have you ever WORKED WITH either of these people in their role as a Master Teacher?**

- Yes
- No

**15. What do you DO with the Master Teacher? If you work with multiple Master Teachers, please consider the Master Teacher you work with MOST FREQUENTLY. (Check all that apply.)**

- The Master Teacher and I observe each other teach and give each other feedback.
- The Master Teacher and I share information about instruction
- The Master Teacher and I share information about relating to students and student behavior issues.
- The Master Teacher and I discuss the progress and development of particular students.
- I participate in professional development that is organized by the Master Teacher.
- We plan and execute lesson study cycles, including curriculum development, observation, assessment, and reflecting together in a working group.
- Other (please specify):

**16. Why do you NOT work with the Master Teacher(s) working in your school? (Check all that apply.)**

- S/he works in a different subject area.
- We have different teaching styles.
- I didn't know s/he was working in this role.
- I don't have time to work with this teacher.
- Other (please specify):

**17. To what extent is the Master Teacher program USEFUL in helping you meet your personal instructional goals?**

Not at all Useful

A little Useful

Useful

Very Useful

**18. To what extent is the Master Teacher program ALIGNED with your school's improvement strategy?**

Not at all Aligned

A little Aligned

Aligned

Very Aligned

## Evaluation

### EVALUATION

**SFUSD is in the process of rethinking and improving evaluation for all staff. This section asks questions about your assessment of current evaluation.**

**19. Who assigned you your most recent evaluation rating? (Check all that apply.)**

- Principal / Site Administrator
- Assistant principal
- Peer
- Other (please specify)

**20. How many times were you observed teaching (for the purpose of evaluation) by the person who ultimately assigned you your most recent evaluation rating?**

- None
- 1
- 2
- 3
- 4
- 5
- More than 5 times (please specify how many times)

**21. What was the average length of each observation?**

- Less than 15 minutes                       31 - 45 minutes                       More than 60 minutes  
 16 - 30 minutes                               46 - 60 minutes                       N/A

**22. How much do you agree with each statement regarding the evaluation system in SFUSD?**

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I was evaluated fairly (i.e., I would expect to be rated the same way by multiple evaluators).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation process was worth the time and effort required of me to complete it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation process was executed properly (i.e., according to the rules and guidelines governing the process).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation process helped me improve my teaching practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation process is an important part of maintaining and developing a high quality teaching staff at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was confident in my evaluator's ability to observe and describe my instructional performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was well-informed of the expectations and standards required for the evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was evaluated rigorously (i.e., the evaluation rating reflected my effectiveness as a teacher).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My evaluator provided me with information and strategies that I could use to improve instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dismissing tenured teachers for poor instructional performance is an important part of maintaining and developing a high-quality teaching staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**23. How much do you agree with the following statement?**

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Dismissing tenured teachers for poor instructional performance is an important part of maintaining and developing a high-quality teaching staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**24. Are there teachers in your school who you think are NOT PERFORMING up to a high enough standard?**

- Yes  
 No  
 I don't know



**25. Overall, how satisfied are you with the evaluation system in your current school?**

Very Satisfied      Satisfied      Somewhat Satisfied      Somewhat Dissatisfied      Dissatisfied      Very Dissatisfied

                            

**26. If you were to design an evaluation system for teachers, how much weight would you put on the following five dimensions?**

	None	Some	About Half	Most	All
Principal evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal assessments by outside observers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student achievement gains adjusted for differences in student characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student or parent feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of instructional plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teacher Compensation**

**TEACHER COMPENSATION**

We are interested in your thoughts on teacher compensation in SFUSD.

**27. How competitive do you think SFUSD is compared to other districts on the following dimensions?**

	Much more competitive than other districts	A bit more competitive than other districts	A bit less competitive than other districts	Much less competitive than other districts	I don't know
Overall salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salary for teachers in hard-to-staff schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incentives for teaching in high-demand subjects (math, science, special education, bilingual education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Day-to-day working conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**28. This year, some teachers are receiving special salary bonuses as a result of Prop A. Are you receiving any of the following SALARY BONUSSES this year?**

	Yes	No	I don't know
Bonus for teaching in a hard-to-fill subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bonus for teaching in a hard-to-staff school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retention bonus after 4th or 8th year of teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**29. How much ADDITIONAL SALARY will you have received in school year 2010-11 as a result of these BONUSSES? (Check only one.)**

- |                                     |                                     |                                     |
|-------------------------------------|-------------------------------------|-------------------------------------|
| <input type="radio"/> None          | <input type="radio"/> \$1501-\$2000 | <input type="radio"/> \$3501-\$4000 |
| <input type="radio"/> \$1-\$500     | <input type="radio"/> \$2001-\$2500 | <input type="radio"/> \$4001-\$4500 |
| <input type="radio"/> \$501-\$1000  | <input type="radio"/> \$2501-\$3000 | <input type="radio"/> \$4500+       |
| <input type="radio"/> \$1001-\$1500 | <input type="radio"/> \$3001-\$3500 | <input type="radio"/> I don't know  |

**30. How important was salary and bonus in your decision to COME TO this school this year?**

- |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Not at all Important  | Somewhat Unimportant  | Important             | Very Important        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**31. How important was salary and bonus in your decision to STAY AT this school this year?**

- |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|
| Not at all Important  | Somewhat Unimportant  | Important             | Very Important        |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### Teaching Placement: Voluntary Transfer

#### SCHOOL TRANSFERS

This section asks questions about teachers transferring between schools.

**32. In the past year, have you APPLIED for a VOLUNTARY TRANSFER?**

- Yes

No

**33. In the past year, have you CHANGED SCHOOLS due to VOLUNTARY TRANSFER?**

Yes

No

**34. What CRITERIA did you use to decide which schools to apply to in your MOST RECENT application for voluntary transfer? (Check all that apply.)**

Student demographics

Opportunity for different assignment

Geographic location

Quality of facility

The principal

School reputation

Other teachers at that school

Student academic performance

School program

Other (please specify): |

Salary or bonuses

**PAR**

**PEER ASSISTANCE AND REVIEW (PAR)**

These next questions ask about your perceptions and familiarity with the PAR program.

**35. 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

**36. To what extent do you AGREE with the following statements about the PAR program in SFUSD?**

---

Strongly Disagree   Disagree   Agree   Strongly Agree   I don't know

PAR is only useful for removing under-performing teachers.

PAR helps teachers improve their classroom practice.

Participation in PAR is associated with teacher dismissal.

PAR coaches are effective mentors.

Participating in PAR is a good use of a teacher's time.

Teachers can get the support they need through means other than PAR.

There is a stigma associated with participating in PAR.

<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"/>	<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"/>

**37. Are you currently PARTICIPATING in PAR?**

- Yes, I am participating voluntarily.
- Yes, I was referred by my administration.
- No, I am not currently participating.

**38. Have you PARTICIPATED in PAR in the past?**

- Yes
- No

**39. This year, teachers are able to VOLUNTEER to participate in PAR. Is this something you would consider? (Check only one.)**

- Yes (please specify why):
- No (please specify why not):
- I don't know

**40. Now teachers are able to REFER their peers to PAR through the Union Building Committee representative. Would you refer another teacher to PAR?**

- Yes (please specify why):
- No (please specify why not):
- I don't know



Individual tutoring in reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pull-out small group for instruction in reading for students who are behind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small group for regular instruction in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual tutoring in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pull-out small group for remedial instruction in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pull-out English as a Second Language (ESL) or English Language Learners (ELL) program (instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-class English as a Second Language (ESL) or English Language Learners (ELL) program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gifted and talented program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pull-out speech and language instruction (in English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special education program (do not include speech therapy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. For this school year as a whole, please indicate how often each of the following READING and LANGUAGE ARTS skills is taught in your class TO HIGHER-SKILLED STUDENTS. Please provide your best estimate. MARK ONE RESPONSE ON EACH LINE.**

	Never	Once a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
Matching letters to sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing own name (first and last)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Common prepositions such as over and under, up and down.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conventions of print (left to right orientation, book holding)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making predictions based on text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remembering and following directions that include a series of actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating complete ideas orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Composing stories with an understandable beginning, middle, and end	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conventional spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Composing and writing complete sentences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17. For this school year as a whole, please indicate how often each of the following READING and**



**19. For this school year as a whole, please indicate how often each of the following MATH skills is taught in your class TO LOWER-SKILLED STUDENTS? Please provide your best estimate. MARK ONE RESPONSE ON EACH LINE.**

	Never	Once a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
Identifying relative quantity (e.g., equal, most, less, more)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing and naming geometric shapes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mixed operations (e.g., $4+3-2=5$ )	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading simple graphs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Telling time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing simple data collection and graphing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making, copying, or extending patterns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ordinal numbers (e.g., first, second, third)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing the value of coins and currency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading two-digit numbers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**20. How often do children in this class use computers for the following purposes? 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	Once a month or less	2-3 times a month	1-2 times a week	3-4 times a week	Daily
To learn reading, writing, or spelling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn social studies concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn science concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn keyboarding skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To create art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For enjoyment (e.g., games)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To access the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**21. How often do you use the following to assess your children? MARK ONE RESPONSE ON EACH LINE.**

Once or twice a    1-2 times a    1-2 time a    3-4 times a



	Never	year	month	week	week
District or school mandated assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher-made tests or quizzes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual or group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tests from text book series (e.g., end-of-unit or chapter)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher observation of specific objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**22. How often do you give homework?**

- Never
- Less than once a week
- 1-3 times a week
- Most days

**23. What kind of homework do you give? (CHECK ALL THAT APPLY)**

- Work sheets
- Reading alone or out loud to parent
- Activities (e.g., measuring something at home; collecting objects that begin with a letter; interviewing parents)

**24. Please indicate the approximate number of students in your classroom who do the following.**

	None	Very Few	Less Than Half	About Half	More than Half	Almost All	All
Help their classmates by giving them hints or answers on assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Waste Time When Making Transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regularly participate in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are well disciplined in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pay a lot of attention in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Put a large amount of effort into understanding your explanations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**25. Last week (5 days of class) , in total how many hours in total did all volunteers in your classroom work?**

- |  |   |   |
|--|---|---|
| <input type="radio"/> None, I have no volunteers | <input type="radio"/> 5 up to 10 hours  | <input type="radio"/> 20 up to 25 hours |
| <input type="radio"/> Less than 2 hours          | <input type="radio"/> 10 up to 15 hours | <input type="radio"/> 25 up to 30 hours |
| <input type="radio"/> 2 up to 5 hours            | <input type="radio"/> 15 up to 20 hours | <input type="radio"/> 30 or more hours  |

## Human Resources for K and 1

### YOUR SCHOOL

**This section asks questions about your school including the evaluation process experienced in your school**

**26. Who assigned you your most recent evaluation rating? (check all that apply)**

- Principal / Site Administrator
- Assistant principal
- Peer
- Other

**27. How many times were you observed teaching (for the purpose of evaluation) by the person who ultimately assigned you your most recent evaluation rating?**

- |                            |                         |   |
|----------------------------|-------------------------|---|
| <input type="radio"/> None | <input type="radio"/> 3 | <input type="radio"/> 5                 |
| <input type="radio"/> 1    | <input type="radio"/> 4 | <input type="radio"/> More than 5 times |
| <input type="radio"/> 2    |                         |   |

**28. What was the average length of each observation?**

- |  |                                       |  |
|--|---------------------------------------|--|
| <input type="radio"/> Less than 15 minutes | <input type="radio"/> 31 - 45 minutes | <input type="radio"/> More than 60 minutes |
| <input type="radio"/> 15 - 30 minutes      | <input type="radio"/> 46 - 60 minutes | <input type="radio"/> N/A                  |

**29. How much do you agree with each statement regarding the evaluation system in SFUSD?**

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Dismissing tenured teachers for poor instructional performance is an important part of maintaining and developing a high-quality teaching staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation process helped me improve my teaching practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation process is an important part of maintaining and developing a high quality teaching staff at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The evaluation process was worth the time and effort required of me to complete it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**30. Are there teachers in your school who you think are NOT PERFORMING up to a high enough standard?**

- Yes
- No
- I don't know

**31. Overall, how satisfied are you with the evaluation system in your current school?**

- Very satisfied      Satisfied      Somewhat satisfied      Somewhat dissatisfied      Dissatisfied      Very dissatisfied
- 

**32. If you were to design an evaluation system for teachers, how much weight would you put on the following five dimensions?**

	none	some	about half	most	all
Student or Parent Feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal Assessments by Outside Observers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluation of Instruction Plans based on student assessment data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Achievement Gains adjusted for differences in student characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal Evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**33. In the past year, have you APPLIED for a VOLUNTARY TRANSFER?**

- Yes
- No

**34. In the past year, have you CHANGED SCHOOLS due to VOLUNTARY TRANSFER?**

- Yes
- No

**35. What CRITERIA did you use to decide which schools to apply to in your MOST RECENT application for voluntary transfer? (Check all that apply.)**

- |  |   |
|--|---|
| <input type="checkbox"/> Student demographics          | <input type="checkbox"/> Opportunity for different assignment |
| <input type="checkbox"/> Geographic location           | <input type="checkbox"/> Quality of facility                  |
| <input type="checkbox"/> The principal                 | <input type="checkbox"/> School reputation                    |
| <input type="checkbox"/> Other teachers at that school | <input type="checkbox"/> Student academic performance         |
| <input type="checkbox"/> School program                | <input type="checkbox"/> Other (please specify):              |
| <input type="checkbox"/> Salary or bonuses             |   |

**36. 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

**37. To what extent do you AGREE with the following statements about the The Peer Assistance and Review (PAR) program in SFUSD?**

	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know
PAR is only useful for removing under-performing teachers.	<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"/>

**38. Have you PARTICIPATED in The Peer Assistance and Review (PAR)?**

- Yes
- No

**39. This year, teachers are able to VOLUNTEER to participate in The Peer Assistance and Review (PAR). Is this something you would consider? (Check only one.)**

- Yes (please specify why):
- No (please specify why not):
- I don't know

**40. Now teachers are able to REFER their peers to PAR through the Union Building Committee representative. Would you refer another teacher to PAR?**

- Yes (please specify why):
- No (please specify why not):
- I don't know

**Future Plans 2**

**SATISFACTION**

**These next questions ask about your satisfaction.**

**41. 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"/>



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

	Very Unlikely	Unlikely	Likely	Very Likely
Remain a teacher until I retire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a school assistant principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a school principal (or equivalent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remain as a teacher and look for leadership opportunities I can do from the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Work in the district office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Leave education temporarily (e.g., sabbatical, child-rearing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pursue a career outside of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stay in education but not in SFUSD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Satisfaction and Future Plans**

**FUTURE PLANS**

These next questions ask about your future plans.

**43. Will you be working in SFUSD next year?**

- Yes
- No
- I don't know

**44. Which of the following options best describes why YOU DON'T KNOW if you will be working in SFUSD next year?**

- I received a pink slip (or a notice), and I am waiting to see if I will have a job next year.
- I am not sure if I want to come back.
- Uncertain personal circumstances.

Other (please specify):

**45. 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):

**46. Which of the following best describes your PLANS for the 2011-12 school year?**

Teaching in another public school district (please specify):

Teaching in a private, independent or charter school.

Working in a school in SFUSD in a role other than a teacher (please specify):

Working in K-12 education but not at a school site (please specify):

Working outside K-12 education (please specify):

Full-time student

Unemployed

Other (please specify):

**47. How long do you plan to CONTINUE teaching within SFUSD? (Check only one.)**

One more year

2-3 more years

4-5 more years

6-10 more years

10+ more years

Until I retire

**48. Why do you plan to LEAVE teaching in SFUSD within the next five years? (Check all that**

apply.)

- Amount of testing and accountability
- Class size
- Cost of living
- Curricular support tools
- District-level services and administration
- Empowerment to make decisions
- Facilities
- Involvement and culture of larger school community
- My subject area or grade-level assignment
- Pay / Benefits / Financial incentives
- Peer support - informal, mentoring, or coaching
- Planning or collaboration time
- Professional development
- Respect and acknowledgement from school leadership
- School climate and safety
- School-level administrative support for teachers
- Student behavior and motivation
- 

**49. Which is the MOST IMPORTANT reason why you are planning to leave teaching in SFUSD within the next 5 years? (Check only one.)**

- » Amount of testing and accountability
- » Class size
- » Cost of living
- » Curricular support tools
- » District-level services and administration
- » Empowerment to make decisions
- » Facilities
- » Involvement and culture of larger school community
- » My subject area or grade-level assignment
- » Pay / Benefits / Financial incentives
- » Peer support - informal, mentoring, or coaching
- » Planning or collaboration time



- » Professional development
- » Respect and acknowledgement from school leadership
- » School climate and safety
- » School-level administrative support for teachers
- » Student behavior and motivation
- 

**50. Why do you plan to CONTINUE teaching in SFUSD? (Check all that apply.)**

- Amount of testing and accountability
- Class size
- Cost of living
- Curricular support tools
- District-level services and administration
- Empowerment to make decisions
- Facilities
- Involvement and culture of larger school community
- My subject area or grade-level assignment
- Pay / Benefits / Financial incentives
- Peer support - informal, mentoring, or coaching
- Planning or collaboration time
- Professional development
- Respect and acknowledgement from school leadership
- School climate and safety
- School-level administrative support for teachers
- Student behavior and motivation
- 

**51. What is the MOST IMPORTANT reason why you plan to continue teaching in SFUSD? (Check only one.)**

- » Amount of testing and accountability
- » Class size
- » Cost of living
- » Curricular support tools



**54. 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

**55. How long is your daily COMMUTE?**

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

**56. Where did you graduate from high school?**

---

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