#### 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!

PreKindergarten

Kindergarten

4th

5th

Warm-Up
Teaching Career
We are interested in how you came to teach in your current school and what influences your career decisions.
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.)

9th

10th

Elementary Specialist

Middle School Specialist

1st	6th	☐ 11th	High School Specialist
2nd	7th	12th	none of these
3rd	8th	Special Education	
0.5			01150
3. For how mai	ny years (including th	is one) have you been a TEA(	SHER
a. in your current school	ol?		0 years
b. in other schools with	in SFUSD (not your current sch	nool)?	0 years
c. in schools outside of	SFUSD?		0 years
Total			0 years
Support			

### **Teacher Support and Professional Development**

We are interested in learning more about the sources of support in your current school.

### 4. This school year, how OFTEN did you do each of the following?

	Never	Once	Twice	3-4 Times	5-9 Times	10 or More Times
Visit another teacher's classroom to watch him or her teach	$\bigcirc$	$\circ$	$\bigcirc$	$\bigcirc$	$\circ$	
Invite someone in to help your class						
Receive meantingful feedback on your teaching practice from another school leader (e.g., AP, instructional coach)	0	$\circ$	$\circ$	$\circ$	$\circ$	0
Have a colleague observe your classroom						
Receive useful suggestions for curriculum material from colleagues	$\circ$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Receive meaningful feedback on your teaching practice from colleagues	$\circ$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Go to a colleague to get advice about an instructional challenge you faced	$\circ$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Receive meaningful feedback on your teaching practice from your principal	$\circ$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$

#### More than once per week About once per month Less than once per term About once per week Every couple of months Never More than once per month but less About once per term than every week 6. In these meetings with other teachers in your same grade, to what extent have you done the following this year and how helpful did you find these meetings? Helpfulness **Extent Covered** Understanding district policies Discussing the needs of specific students Addressing classroom management and/or school discipline issues Discussing resources available to students outside of the classroom Reviewing formative assessment results Developing instructional strategies Developing or implementing professional development Coordinating curriculum and/or instruction across classrooms Reviewing state test results Developing curriculum and/or materials Reviewing students' classroom work 7. How frequently do you review formal assessment data (e.g., department -wide common assessments, standardized tests)? A Few About About 2 to 3 Times A times per Weekly or every 2 once a Never Year months month month More Independently With teachers in my grade level With teachers across grade levels With an instructional specialist With my principal

5. During this school year, how often did you meet with the other teachers in your grade-

level?

8.	How frequently	do '	vou review	student	work aside	from	formal	assessment	data?
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	Never	A Few Times A Year	About every 2 months	About once a month	2 to 3 times per month	Weekly or more
Independently	$\circ$	$\bigcirc$			$\bigcirc$	
With teachers in my grade level	$\circ$	$\bigcirc$				
With teachers across grade levels		$\bigcirc$				
With an instructional specialist	$\circ$					
With my principal	$\circ$					

#### 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				0
Collaborating with parents around student learning goals	$\circ$	0	$\circ$	0
Discussing student performance with parents	$\bigcirc$	0	$\circ$	$\circ$
Identifying promising practices				
Determining curriculum pacing				$\bigcirc$
Student placement (for example, into reading ability groups)	$\circ$	0	$\circ$	$\circ$
Informing curriculum changes				
Identifying students' skill gaps		$\bigcirc$		$\bigcirc$

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

	Almost Always	Sometimes	Occasionally	Almost Never
The school principal	0	0	0	$\circ$
Other teachers		$\bigcirc$		
Non-teaching school staff		$\bigcirc$		
Students' parents		$\bigcirc$		
Students			$\bigcirc$	
Family and friends				

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		$\circ$		
Other teachers				
Non-teaching school staff		$\circ$		
Students' parents				
Students		$\circ$		
Family and friends				

#### 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.	0	0	0	0
I am often aware of how others are judging the quality of my work.	0	$\bigcirc$	$\circ$	$\bigcirc$
I lack control over important decisions that affect the quality of my work.	0	$\bigcirc$	$\circ$	$\circ$
Changes in my job are accompanied by appropriate support and training.	0	$\bigcirc$	$\circ$	$\bigcirc$
I feel overwhelmed by unrealistic improvement targets or initiatives.	0	$\bigcirc$	$\circ$	$\bigcirc$
I usually feel secure that my job conditions will not worsen.				$\bigcirc$
I often struggle with uncertainty about my role and duties.				
I sometimes feel anxious about the stability of my job.				
I cope well with changes in my job.				
I have difficulty coping with the pace of organizational change.				
My ability to take initiative in my job is hindered by how I am monitored and evaluated.	0	$\circ$	$\circ$	0
I feel confident that the quality of my work has the reputation it deserves.	0	$\bigcirc$	$\circ$	$\bigcirc$

#### **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?
O 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):

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  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  3  More than 5 times (please specify how many times)	17. To what extent is the personal instructional (	ne Master Teacher progra goals?	nm USEFUL in helping	you meet your
Not at all Aligned A little Aligned Aligned Very Aligned  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  3  5  More than 5 times (please specify how many times)	Not at all Useful	A little Useful	Useful	Very Useful
Not at all Aligned A little Aligned Aligned Very Aligned  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  3  5  More than 5 times (please specify how many times)	0	0	0	0
EVALUATION  SFUSD is in the process of rethinking and improving evaluation for all staft. 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  3  More than 5 times (please specify how many times)		ne Master Teacher progra	ım ALIGNED with you	r school's improvemen
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  3  More than 5 times (please specify how many times)	Not at all Aligned	A little Aligned	Aligned	Very Aligned
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  3  More than 5 times (please specify how many times)	0	0	0	0
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  3  More than 5 times (please specify how many times)	Evaluation			
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  3  More than 5 times (please specify how many times)	EVALUATION			
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 3 5 More than 5 times (please specify how many times)	asks questions about y	our assessment or curre	nt evaluation.	
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  3  More than 5 times (please specify how many times)	19. Who assigned you	your most recent evaluat	tion rating? (Check al	l that apply.)
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  3  More than 5 times (please specify how many times)	Principal / Site Administra	itor		
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  3  More than 5 times (please specify how many times)	<ul> <li>Assistant principal</li> </ul>			
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  3  More than 5 times (please specify how many times)	Peer			
person who ultimately assigned you your most recent evaluation rating?  None  3  More than 5 times (please specify how many times)	Other (please specify)			
person who ultimately assigned you your most recent evaluation rating?  None  3  More than 5 times (please specify how many times)				
More than 5 times (please specify how many times)				
1	None	<b>3</b>	<u></u>	
$\bigcirc$ 2	<b>0</b> 1	<b>0</b> 4		
	<b>2</b>			l

21. What was the average length of each observation?

Less than 15 minutes	31 - 45 minutes			More that	an 60 minute	es	
	46 - 60 minutes			○N/A			
22. How much do you agree v	with each statem	ent rega	rding the	e evaluati	on syster	n in	
310301		Strongly		Somowhat	Somewhat		Strongly
			Disagree		Agree	Agree	Agree
I was evaluated fairly (i.e., I would expessame way by multiple evaluators).	ect to be rated the	0	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
The evaluation process was worth the required of me to complete it.	ime and effort	0	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
The evaluation process was executed paccording to the rules and guidelines g process).		0	0	0	$\circ$	$\circ$	0
The evaluation process helped me imp practice.	rove my teaching	0	$\bigcirc$			$\bigcirc$	$\bigcirc$
The evaluation process is an important maintaining and developing a high qua at my school.		0	$\circ$	0	0	$\circ$	$\circ$
I was confident in my evaluator's ability describe my instructional performance.	to observe and	0	$\bigcirc$			$\bigcirc$	$\circ$
I was well-informed of the expectations required for the evaluation.	and standards	0	$\bigcirc$			$\bigcirc$	$\circ$
I was evaluated rigorously (i.e., the evareflected my effectiveness as a teacher		0	$\bigcirc$	$\bigcirc$		$\bigcirc$	$\bigcirc$
My evaluator provided me with informa that I could use to improve instruction.	tion and strategies	0	$\bigcirc$			$\bigcirc$	$\bigcirc$
Dismissing tenured teachers for poor in performance is an important part of ma developing a high-quality teaching staff	intaining and	0	$\circ$	$\circ$	$\circ$	$\circ$	
dovoloping a riigh quality todoriing olan	•						
23. How much do you agree	with the following	_					
		Strongly Disagree	Disagree	Somewhat Disagree		Agree	Strongly Agree
Dismissing tenured teachers for poor ir performance is an important part of ma developing a high-quality teaching staff	intaining and	0	0	0	0	0	0
24. Are there teachers in you	r school who you	ı think a	ro NOT E	DEDEODM	IING up t	a bio	ıh
enough standard?	i school who you	и иннка	IE NOI F	CKFOKIV	iiNG up to	J a mg	JII
○ Yes							
○ No							
I don't know							

Very Satisfied	Satisfied	Somewhat Satisfied		mewhat satisfied	Dissatisfi	ed Very	Dissatisfie
O	Oatisiled		ı Dis			eu very	
26. If you were	to design an	evaluation syster	n for te	eachers, ho	ow much w	eight woul	d you pu
on the following	g five dimens	ions?					
			None	e Some	About Ha	If Most	All
Principal evaluations			0	0	0	0	0
Formal assessments	-						
Student achievement tudent characteristic		or differences III	$\bigcirc$	$\circ$	$\circ$	$\bigcirc$	$\circ$
tudent or parent fee	edback			$\bigcirc$		$\bigcirc$	$\bigcirc$
valuation of instruct	ional plans						
We are intereste	ed in your the	oughts on teacher				n the follo	wing
We are interested	ed in your the	think SFUSD is c	omparo	ed to other	· districts o		wing
We are intereste	ed in your the	think SFUSD is c				Much less competitive than other districts	-
We are interested	ed in your the	think SFUSD is c	ompare th more petitive n other	A bit more competitive than other	A bit less competitive than other	Much less competitive than other	
We are interested  27. How compedimensions?	ed in your tho	think SFUSD is c  Muc com tha dis	ompare th more petitive n other	A bit more competitive than other	A bit less competitive than other	Much less competitive than other	
We are interested  27. How compedimensions?  Overall salary calary for teachers in the centives for teaching math, science, speci	ed in your the	think SFUSD is c  Muccom tha dis	ompare th more petitive n other	A bit more competitive than other	A bit less competitive than other	Much less competitive than other	-
	etitive do you n hard-to-staff sch ng in high-deman ial education, bili	think SFUSD is c  Muccom tha dis	ompare th more petitive n other	A bit more competitive than other	A bit less competitive than other	Much less competitive than other	wing  I don't kno

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

		Yes	No	I don't know		
Bonus for teaching in a hard-	to-fill subject	0		0		
Bonus for teaching in a hard-	to-staff school					
Retention bonus after 4th or 8	8th year of teaching		$\bigcirc$	$\bigcirc$		
	IONAL SALARY will you hav SES? (Check only one.)	ve received in scho	ol year 201	0-11 as a		
None	\$1501-\$2000	\$35	\$3501-\$4000			
<b>\$1-\$500</b>	\$2001-\$2500	<b>\$40</b>	<b>\$4001-\$4500</b>			
\$501-\$1000	\$2501-\$3000	<b>\$45</b>	00+			
\$1001-\$1500	\$3001-\$3500	OI do	n't know			
30. How important wa	s salary and bonus in your	decision to COME	ΓΟ this sch	ool this year?		
Not at all Important	Somewhat Unimportant	Important	Important Very Imp			
$\circ$	0	$\bigcirc$		$\bigcirc$		

#### 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

**Teaching Placement: Voluntary Transfer** 

#### **SCHOOL TRANSFERS**

This section asks questions about teachers transfering between schools.

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

Yes

O No	
33. In the past year, have you CHAN	NGED SCHOOLS due to VOLUNTARY TRANSFER?
○ Yes	
○ No	
34. What CRITERIA did you use to application for voluntary transfer? (	decide which schools to apply to in your MOST RECENT 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	
PEER ASSISTANCE AND REVIEW ( These next questions ask about you	PAR) Ir perceptions and familiarity with the PAR program.
35. The Peer Assistance and Review How FAMILIAR are you with PAR in	พ (PAR) program provides peer support for teachers. SFUSD?
Somewhat familiar	
Not at all familiar	
36. To what extent do you AGREE v SFUSD?	vith the following statements about the PAR program in
	Strongly Strongly I don't Disagree Disagree Agree Agree know

PAR is only useful for removing under-performing teachers.			$\bigcirc$		
PAR helps teachers improve their classroom practice.				$\bigcirc$	
Participation in PAR is associated with teacher dismissal.				$\bigcirc$	
PAR coaches are effective mentors.		$\bigcirc$		$\bigcirc$	
Participating in PAR is a good use of a teacher's time.		$\bigcirc$		$\bigcirc$	
Teachers can get the support they need through means other than PAR.	0	$\bigcirc$	$\bigcirc$	$\circ$	$\bigcirc$
There is a stigma associated with participating in PAR.		$\bigcirc$	$\bigcirc$	$\bigcirc$	
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 p would consider? (Check only one.)	articipate	in PAR.	Is this s	omethin	g you
Yes (please specify why):					
No (please specify why not):					
☐ I don't know					
40. Now teachers are able to REFER their peers to P Committee representative. Would you refer another to			nion Bui	ilding	
Yes (please specify why):					
No (please specify why not):					
☐ I don't know					

#### **Early Education Classrooms**

#### YOUR CLASSROOM

13. In a typical day, how much time do the children in this class spend in the following activities?

For some programs, time spent on individual activities may vary by day or by child. Please provide

your best estimate.

FILL IN THE NUMBER OF HOURS AND MINUTES FOR EACH ROW.
FOR EXAMPLE, " 1 hour, 30 minutes /day" OR " 0 hours, 45 minutes / day"

	Hours/day	Minutes/day
Whole class activities?		
Small group activities?		
Individual activities?		

14. How often do you separate the class into SKILL-BASED groups for reading and math activities or lessons?

For some programs, time spent on individual activities may vary by day or by child. Please provide your best

estimate. MARK ONE RESPONSE ON EACH LINE.

	Never	Less than Once a Week	1-2 times a week	3-4 times a week	Daily
Reading					
Math					

15. How many children in your class receive instruction in any of the following grouping formats in your school? MARK ONE RESPONSE ON EACH LINE.

	None	1 or 2	3-5	Less than half	About half	Most	All
Small group for regular instruction in reading	0	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\circ$	$\bigcirc$	$\bigcirc$

Individual tutoring in reading	$\bigcirc$						
Pull-out small group for instruction in reading for students who are behind	$\bigcirc$						
Small group for regular instruction in mathematics	$\bigcirc$		$\bigcirc$	$\bigcirc$	$\bigcirc$		
Individual tutoring in mathematics							
Pull-out small group for remedial instruction in mathematics	$\bigcirc$						
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)	0	0	0	0	0	0	0
In-class English as a Second Language (ESL) or English Language Learners (ELL) program	$\bigcirc$						
Gifted and talanted program	$\bigcirc$		$\bigcirc$				
Pull-out speech and language instruction (in English)	$\bigcirc$						
Special education program (do not include speech therapy)	0	$\circ$	$\circ$	$\circ$	$\circ$	$\circ$	$\bigcirc$

### 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	0	$\bigcirc$		$\circ$	0	
Writing own name (first and last)					$\bigcirc$	
Common prepositions such as over and under, up and down.	0	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Conventions of print (left to right orientation, book holding)	0	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Making predictions based on text						
Remembering and following directions that include a series of actions	0	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Communicating complete ideas orally					$\bigcirc$	
Composing stories with an understandable beginning, middle, and end	0	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\circ$
Conventional spelling						
Composing and writing complete sentences		$\bigcirc$	$\bigcirc$		$\bigcirc$	

### 17. 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 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
Composing and writing complete sentences	0			0	$\circ$	
Composing and writing stories with an understandable beginning, middle, and end	0	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Vocabulary						
Using context cues for comprehension.						
Conventions of print (left to right orientation, book holding)	0	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Matching letters to sounds						
Writing own name (first and last)						
Alphabet and letter recognition					$\bigcirc$	
Remembering and following directions that include a series of actions	0	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Identifying the main idea and parts of a story				$\bigcirc$	$\bigcirc$	

## 18. For this school year as a whole, please indicate how often each of the following MATH skills is taught in your class TO HIGHER-SKILLED STUDENTS? Please provide your best estimate. MARK

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
Reading three-digit numbers	0	$\circ$	0		0	
Identifying relative quantity (e.g., equal, most, less, more)	0	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$	$\bigcirc$
Counting beyond 100					$\bigcirc$	
Estimating probability					$\bigcirc$	
Subtracting single-digit numbers					$\bigcirc$	
Telling time					$\bigcirc$	
Ordinal numbers (e.g., first, second, third)					$\bigcirc$	
Adding single-digit numbers					$\bigcirc$	
Place value					$\bigcirc$	
Fractions (e.g., recognizing that ¼ of a circle is colored)	0	$\circ$	$\bigcirc$	$\circ$	$\bigcirc$	$\bigcirc$

### 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)	0	$\bigcirc$	$\circ$	$\bigcirc$	$\bigcirc$	$\circ$
Recognizing and naming geometric shapes	$\circ$					
Mixed operations (e.g., 4+3-2=5)						
Reading simple graphs						
Telling time			$\bigcirc$			
Performing simple data collection and graphing						
Making, copying, or extending patterns						
Ordinal numbers (e.g., first, second, third)						
Recognizing the value of coins and currency		$\bigcirc$				
Reading two-digit numbers						

## 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						$\bigcirc$
To learn math					$\bigcirc$	$\bigcirc$
To learn social studies concepts						
To learn science concepts						
To learn keyboarding skills						
To create art						
For enjoyment (e.g., games)						
To access the Internet						

### 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	ye	ear	month	we	ek	week
District or school mandated assessments	0			$\bigcirc$			$\bigcirc$
Teacher-made tests or quizzes							
Individual or group projects							
Tests from text book series (e.g., end-of-unit or chapter)	0			$\bigcirc$			$\bigcirc$
Teacher observation of specific objectives	0			$\circ$			$\bigcirc$
OO Harraffara da waxa siya harrawaylo							
22. How often do you give homework?							
Never  Less than once a week							
$\mathbf{c}$							
1-3 times a week							
Most days							
23. What kind of homework do you give? (	CHECK A	LL THA	T APP	LY)			
	cting objects	s that beg ents in	gin with a your cl	letter; int	<b>n who</b> More	do the	
<ul> <li>─ Work sheets</li> <li>─ Reading alone or out loud to parent</li> <li>─ Activities (e.g., measuring something at home; collections)</li> <li>24. Please indicate the approximate number</li> </ul>	cting objects	s that beç	gin with a your cl	letter; int	<b>n who</b> More		
<ul> <li>Work sheets</li> <li>Reading alone or out loud to parent</li> <li>Activities (e.g., measuring something at home; collections)</li> <li>24. Please indicate the approximate number following.</li> </ul>	cting objects	ents in	gin with a your cl Less Than	letter; int	<b>n who</b> More  than	do the	
<ul> <li>Work sheets</li> <li>Reading alone or out loud to parent</li> <li>Activities (e.g., measuring something at home; colled</li> </ul> 24. Please indicate the approximate number following. Help their classmates by giving them hints or answers on assignments.	cting objects	ents in  Very Few	your cl Less Than Half	assrooi About	m who More than Half	do the	
Work sheets Reading alone or out loud to parent Activities (e.g., measuring something at home; colle  24. Please indicate the approximate number following.  Help their classmates by giving them hints or answers on assignments.	cting objects	ents in  Very Few	your cl Less Than Half	assroot About	m who  More than Half	do the	
Work sheets Reading alone or out loud to parent Activities (e.g., measuring something at home; colle  24. Please indicate the approximate number following.  Help their classmates by giving them hints or answers on assignments.  Waste Time When Making Transitions	cting objects	ents in  Very Few	your cl Less Than Half	About Half	m who  More than Half	do the	
<ul> <li>Work sheets</li> <li>Reading alone or out loud to parent</li> <li>Activities (e.g., measuring something at home; colled</li> <li>24. Please indicate the approximate number following.</li> </ul> Help their classmates by giving them hints or answers on assignments. Waste Time When Making Transitions Regularly participate in class	cting objects	ents in  Very Few	your cl Less Than Half	About Half	m who  More than Half	do the	

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

None, I have no volunteers	○ 5 up to 10 hours	20 up to 25 hours
Less than 2 hours	10 up to 15 hours	25 up to 30 hours
2 up to 5 hours	15 up to 20 hours	○ 30 or more hours
Human Resources for K and 1		
Trainan Roosaroos for Raina 1		
YOUR SCHOOL		
This section asks questions a in your school	bout your school including the e	evaluation process experienced
26. Who assigned you your n	nost recent evaluation rating? (c	heck all that apply)
<ul><li>Principal / Site Administrator</li></ul>		
<ul> <li>Assistant principal</li> </ul>		
Peer		
Other		
	u observed teaching (for the pur ed you your most recent evaluat	
None	_3	<u></u>
<b>1</b>	<b>4</b>	More than 5 times
<b>2</b>		
28. What was the average len	gth of each observation?	
Less than 15 minutes	31 - 45 minutes	More than 60 minutes
15 - 30 minutes	46 - 60 minutes	○ 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 tea for poor instructional performance is an impo part of maintaining and developing a high-quali teaching staff.	ortant	0	0	0	0	0	0
The evaluation process helped me improve my teaching practice.		0	0	$\circ$	0	0	0
The evaluation process important part of maintant part of maintant developing a high teaching staff at my sch	aining quality	0	0	0	0	0	0
The evaluation process worth the time and efforequired of me to comp	ort	0	0	0	0	0	0
Yes No I don't know							
O No	satisfied are	e you wit	th the evalu	<b>ation syste</b> Somewhat	m in your cu	rrent scho	ool?
No I don't know	satisfied are	-	th the evalu	Somewhat dissatisfied	m in your cu		
No I don't know  31. Overall, how	Satisfied  O  o design an	Somew Somew	hat satisfied	Somewhat dissatisfied	Dissatis	sfied V	ery dissatisfied
No I don't know  31. Overall, how  Very satisfied  32. If you were to	Satisfied  O  o design an	Somew Somew	hat satisfied	Somewhat dissatisfied	Dissatis	sfied V	ery dissatisfied
No I don't know  31. Overall, how  Very satisfied  32. If you were to on the following to	Satisfied  O  o design an five dimensi	Somew Somew	hat satisfied	Somewhat dissatisfied	Dissatis	sfied V weight wo	ery dissatisfied
No I don't know  31. Overall, how  Very satisfied  32. If you were to on the following to student or Parent Feed Formal Assessments by	Satisfied  o design an five dimensi	Somew Somew	hat satisfied	Somewhat dissatisfied	Dissatis	sfied V weight wo	ery dissatisfied
No I don't know  31. Overall, how  Very satisfied  32. If you were to on the following formul Assessments bobservers  Evaluation of Instruction	Satisfied  O design an five dimension disack  Oy Outside  On Plans based	Somewood Som	hat satisfied	Somewhat dissatisfied	Dissatis	sfied V weight wo	ery dissatisfied
No I don't know  31. Overall, how  Very satisfied  32. If you were to	Satisfied  O design an five dimension districts dimension of the dimension	Somework Som	hat satisfied	Somewhat dissatisfied	Dissatis	sfied V weight wo	ery dissatisfied

Yes					
○ No					
34. In the past year, have you CH	ANGED SCHOO	DLS due to V	OLUNTAR	Y TRANSFI	ER?
∩ Yes					
○ No					
35. What CRITERIA did you use tapplication for voluntary transfer			apply to in	your MOST	RECEN
Student demographics		Opportunity for	different assi	gnment	
Geographic location		Quality of facili	ty		
The principal		School reputat	ion		
Other teachers at that school		Student acade	mic performar	nce	
School program		Other (please	specify):		
Salary or bonuses					
36. The Peer Assistance and Rev How FAMILIAR are you with PAR		ram provide	s peer sup	port for tea	chers.
Familiar	0. 002 .				
Somewhat familiar					
Not at all familiar					

38. Have you PARTICIPATED in The Peer Assis	tance and R	eview (PAR)	?	
Yes				
○ No				
39. This year, teachers are able to VOLUNTEER Review (PAR). Is this something you would con			er Assistand	ce and
Yes (please specify why):				
No (please specify why not):				
☐ I don't know				
40. Now teachers are able to REFER their peers Committee representative. Would you refer another			n Building	
Yes (please specify why):				
No (please specify why not):				
☐ I don't know				
Future Plans 2				
SATISFACTION These next questions ask about your satisfaction	on.			
,				
41. To what extent are you generally SATISFIED	with each o	f the following	ng?	
	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Being a teacher	0			
Being a teacher at your current school	0	$\bigcirc$	$\bigcirc$	$\bigcirc$
Being a teacher in SFUSD	0			

Your performance as a teacher overall

Your performance as a teacher this year

 $\bigcirc$ 

 $\bigcirc$ 

 $\bigcirc$ 

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

	Manufilation	I I a Planta	1.9 1.	Manual Back
	Very Unlikely	Unlikely	Likely	Very Likely
Remain a teacher until I retire				
Be a school assistant principal		$\bigcirc$		
Be a school principal (or equivalent)				
Remain as a teacher and look for leadership opportunities I can do from the classroom	0	$\bigcirc$	$\circ$	$\circ$
Work in a school in another role (e.g., curriculum specialist, instructional coach, counselor)	0	$\bigcirc$	$\circ$	$\circ$
Work in the district office				
Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor)	0	$\circ$	$\circ$	$\circ$
Leave education temporarily (e.g., sabbatical, child-rearing)				
Pursue a career outside of education	0		$\bigcirc$	$\bigcirc$
Stay in education but not in SFUSD				

#### **Satisfaction and Future Plans**

#### **FUTURE PLANS**

These next questions ask about your future plans.

43.	Will	VOU	he	working	in S	SFUS	iD ne	xt vear?

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.

$\bigcirc$	Other (please specify):
45.	Why will you not be teaching in SFUSD after this school year? (Check only one.)
$\bigcirc$	I have been laid off or non-reelected.
$\bigcirc$	I have chosen to leave SFUSD.
$\bigcirc$	Other (please specify):
46.	Which of the following best describes your PLANS for the 2011-12 school year?
$\bigcirc$	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):
	The first of the first trace of
	Working in K-12 education but not at a school site (please specify):
$\bigcirc$	Working outside K-12 education (please specify):
	Full time attudant
0	Full-time student
0	Unemployed  Other (places enecify):
$\bigcirc$	Other (please specify):
47.	How long do you plan to CONTINUE teaching within SFUSD? (Check only one.)
$\bigcirc$	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.)
<ul> <li>Amount of testing and accountability</li> </ul>
O » Class size
O » Cost of living
Curricular support tools
» District-level services and administration
» Empowerment to make decisions
» Facilities
Involvement and culture of larger school community
<ul> <li>» My subject area or grade-level assignment</li> </ul>
Pay / Benefits / Financial incentives
Peer support - informal, mentoring, or coaching
Planning or collaboration time

» Professional development
» Respect and acknowledgement from school leadership
<ul> <li>» School climate and safety</li> </ul>
<ul> <li>» School-level administrative support for teachers</li> </ul>
» 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
O » Class size
O » Cost of living
Curricular support tools

$\bigcirc$	» District-lev	vel services and a	administration					
$\bigcirc$	» Empoweri	ment to make de	cisions					
$\bigcirc$	» Facilities							
$\bigcirc$	» Involveme	ent and culture of	larger school com	nmunity				
$\bigcirc$	» My subjec	ct area or grade-le	evel assignment					
$\bigcirc$	» Pay / Ben	efits / Financial ir	ncentives					
$\bigcirc$	» Peer supp	oort - informal, me	entoring, or coachi	ing				
$\bigcirc$	» Planning	or collaboration ti	me					
$\bigcirc$	» Profession	nal development						
$\bigcirc$	» Respect a	and acknowledge	ment from school	leadership				
$\bigcirc$	» School cli	mate and safety						
$\bigcirc$	» School-lev	vel administrative	support for teach	ers				
$\bigcirc$	» Student be	ehavior and motiv	vation					
Demo	ographics							
	<b>.</b>							
BA	ACKGROUI	ND						
Th	is final sec	ction asks abo	out vour demo	ographic infor	mation. These	auestions w	ill only be	
us	ed for rese	earch purpose	es and are con	npletely volur	ntary.	4		
52	. What is y	our current i	MARITAL STA	105? (Check	only one.)			
Never married, no domestic partner				Separated				
				O Divo	rced			
Living with domestic partner			Widowed					
53	. How mar	ny CHILDREN	do you have	who are unde	r the age of 5?	(Select only	one.)	
	0	1	2	3	4	5	6 or more	
	$\bigcirc$			$\bigcirc$	$\bigcirc$			

54. How m one.)	any CHILDREN	do you have	who are betwo	een the ages o	f 5 and 18? (	Select only						
0	1	2	3	4	5	6 or more						
$\bigcirc$	$\circ$		$\circ$		$\bigcirc$							
55. How lo	ng is your daily	COMMUTE?										
5-15 minu	ites											
15-30 min	nutes											
30-45 min	nutes											
45-60 minutes												
○ 60-90 min	60-90 minutes											
Over 90 n	Over 90 minutes											
56. Where	did you gradua	ite from high s	school?									
57. Is there anything else you would like to tell us about your school or yourself?												