Introduction

Survey of SFUSD Teachers

Welcome to the 2012 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 2011-2012 school year? (Select all that apply.)
   - [ ] PreKindergarten
   - [ ] Kindergarten
   - [ ] 1st
   - [ ] 2nd
   - [ ] 3rd
   - [ ] 4th
   - [ ] 5th
   - [ ] 6th
   - [ ] 7th
   - [ ] 8th
   - [ ] 9th
   - [ ] 10th
   - [ ] 11th
   - [ ] 12th
   - [ ] Elementary Specialist
   - [ ] Middle School Specialist
   - [ ] High School Specialist
   - [ ] Special Education
   - [ ] none of these

Support

Teacher Support and Professional Development
We are interested in learning more about the sources of support in your current school.

3. **This school year, how OFTEN did you do each of the following?**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Once</th>
<th>Twice</th>
<th>3-4 Times</th>
<th>5-9 Times</th>
<th>10 or More Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visit another teacher's classroom to watch him or her teach</td>
<td></td>
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</tr>
<tr>
<td>Have a colleague observe your classroom</td>
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<tr>
<td>Invite someone in to help your class</td>
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<tr>
<td>Go to a colleague to get advice about an instructional challenge you faced</td>
<td></td>
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</tr>
<tr>
<td>Receive useful suggestions for curriculum material from colleagues</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Receive meaningful feedback on your teaching practice from colleagues</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Receive meaningful feedback on your teaching practice from your principal</td>
<td></td>
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</tr>
<tr>
<td>Receive meaningful feedback on your teaching practice from another school leader (e.g., AP, instructional coach)</td>
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<tr>
<td>Discuss with your principal what role the district should have in determining what goes on in your school</td>
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<td></td>
</tr>
</tbody>
</table>

4. **During this school year, how often did you meet with the other teachers in your grade-level?**

- [ ] More than once per week
- [ ] About once per month
- [ ] Less than once per term
- [ ] About once per term
- [ ] Every couple of months
- [ ] Never

5. **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?**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extent Covered</th>
<th>Helpfulness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing state test results</td>
<td></td>
<td></td>
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<tr>
<td>Understanding district policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewing formative assessment results</td>
<td></td>
<td></td>
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<tr>
<td>Addressing classroom management and/or school discipline issues</td>
<td></td>
<td></td>
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<tr>
<td>Discussing the needs of specific students</td>
<td></td>
<td></td>
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<tr>
<td>Developing curriculum and/or materials</td>
<td></td>
<td></td>
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<tr>
<td>Developing instructional strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussing resources available to students outside of the classroom</td>
<td></td>
<td></td>
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<tr>
<td>Coordinating curriculum and/or instruction across classrooms</td>
<td></td>
<td></td>
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<tr>
<td>Reviewing students' classroom work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing or implementing professional development</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
6. How frequently do you review formal assessment data (e.g., department-wide or grade-level common assessments, standardized tests)?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>A few times a year</th>
<th>About every 2 months</th>
<th>About once a month</th>
<th>2 to 3 times per month</th>
<th>Weekly or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With teachers in my grade level</td>
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<tr>
<td>With teachers across grade levels</td>
<td></td>
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<tr>
<td>With an instructional specialist</td>
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<tr>
<td>With my principal</td>
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</tbody>
</table>

7. How frequently do you review student work aside from formal assessment data?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>A few times a year</th>
<th>About every 2 months</th>
<th>About once a month</th>
<th>2 to 3 times per month</th>
<th>Weekly or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>With teachers in my grade level</td>
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<tr>
<td>With teachers across grade levels</td>
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<td></td>
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<tr>
<td>With an instructional specialist</td>
<td></td>
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<tr>
<td>With my principal</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Not at All Helpful</th>
<th>A Little Helpful</th>
<th>Helpful</th>
<th>Very Helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student placement (for example, into reading ability groups)</td>
<td></td>
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<tr>
<td>Monitoring students’ academic performance</td>
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<tr>
<td>Collaborating with parents around student learning goals</td>
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<tr>
<td>Identifying students’ skill gaps</td>
<td></td>
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<td></td>
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<tr>
<td>Determining curriculum pacing</td>
<td></td>
<td></td>
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<tr>
<td>Informing curriculum changes</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Discussing student performance with parents</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Identifying promising practices</td>
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</tr>
</tbody>
</table>

9. 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?

<table>
<thead>
<tr>
<th></th>
<th>Almost Always</th>
<th>Sometimes</th>
<th>Occasionally</th>
<th>Almost Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other teachers</td>
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<tr>
<td>Non-teaching school staff</td>
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<tr>
<td>Students’ parents</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>
SFUSD is in the process of rethinking and improving evaluation for all staff. This section asks questions about your assessment of current evaluation.

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

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

11. 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)

12. What was the average length of each observation?

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

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was evaluated fairly (i.e., I would expect to be rated the same way by multiple evaluators).</td>
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</tr>
<tr>
<td>The evaluation process helped me improve my teaching practice.</td>
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<tr>
<td>I was confident in my evaluator's ability to observe and describe my instructional performance.</td>
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</tr>
<tr>
<td>The evaluation process is an important part of maintaining and developing a high quality teaching staff at my school.</td>
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<tr>
<td>Dismissing tenured teachers for poor instructional performance is an important part of maintaining and developing a high-quality teaching staff.</td>
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<tr>
<td>My evaluator provided me with information and strategies</td>
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</tbody>
</table>
that I could use to improve instruction.

I was evaluated rigorously (i.e., the evaluation rating reflected my effectiveness as a teacher).

I was well-informed of the expectations and standards required for the evaluation.

The evaluation process was worth the time and effort required of me to complete it.

The evaluation process was executed properly (i.e., according to the rules and guidelines governing the process).

14a. Overall, how satisfied are you with the evaluation system in your current school?

Very Satisfied  Satisfied  Somewhat Satisfied  Somewhat Dissatisfied  Dissatisfied  Very Dissatisfied

14b. Please provide any further thoughts that you have on the evaluation system.

PAR

PEER ASSISTANCE AND REVIEW (PAR)
These next questions ask about your perceptions and familiarity with the PAR program.

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAR coaches are effective mentors.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers can get the support they need through means other than PAR.</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>PAR helps teachers improve their classroom practice.</td>
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<td></td>
</tr>
<tr>
<td>PAR is only useful for removing under-performing teachers.</td>
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<tr>
<td>Participating in PAR is a good use of a teacher's time.</td>
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<tr>
<td>Participation in PAR is associated with teacher dismissal.</td>
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<tr>
<td>There is a stigma associated with participating in PAR.</td>
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</tbody>
</table>

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

○ Yes (please specify why):
17. 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

Early Education Classrooms

YOUR CLASSROOM

10. 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”

<table>
<thead>
<tr>
<th>Whole class activities?</th>
<th>Hours/day</th>
<th>Minutes/day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small group activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual activities?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. 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.

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Less than once a week</th>
<th>1-2 times a week</th>
<th>3-4 times a week</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>None</th>
<th>1 or 2</th>
<th>3-5</th>
<th>Less than half</th>
<th>About half</th>
<th>Most</th>
<th>All</th>
</tr>
</thead>
</table>
Small group for regular instruction in reading
Individual tutoring in reading
Pull-out small group for instruction in reading for students who are behind
Small group for regular instruction in mathematics
Individual tutoring in mathematics
Pull-out small group for remedial instruction in mathematics
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)
In-class English as a Second Language (ESL) or English Language Learners (ELL) program
Gifted and talented program
Pull-out speech and language instruction (in English)
Special education program (do not include speech therapy)

12.b 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.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Never</th>
<th>Once a month or less</th>
<th>2-3 times a month</th>
<th>1-2 times a week</th>
<th>3-4 times a week</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing own name (first and last)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Conventions of print (left to right orientation, book holding)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Making predictions based on text</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matching letters to sounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Using context cues for comprehension</td>
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<td></td>
</tr>
<tr>
<td>Common prepositions such as over and under, up and down</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Alphabet and letter recognition</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Communicating complete ideas orally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhyming words and word families</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Composing and writing complete sentences</td>
<td></td>
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</tbody>
</table>

13. 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.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Never</th>
<th>Once a month or less</th>
<th>2-3 times a month</th>
<th>1-2 times a week</th>
<th>3-4 times a week</th>
<th>Daily</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common prepositions such as over and under, up and down</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
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<td></td>
<td></td>
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<tr>
<td>Conventional spelling</td>
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</tr>
<tr>
<td>Conventions of print (left to right orientation, book holding)</td>
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</tr>
</tbody>
</table>
Identifying the main idea and parts of a story
Making predictions based on text
Rhyming words and word families
Matching letters to sounds
Composing and writing stories with an understandable beginning, middle, and end
Communicating complete ideas orally

14. To what extent do you agree with the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>strongly agree</th>
<th>agree</th>
<th>disagree</th>
<th>strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the start of next year, I expect to have useful information about the instructional needs of incoming students.</td>
<td></td>
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</tr>
<tr>
<td>At the start of next year, the teachers at my school in the grade above me will have useful information about the instructional needs of students that were in my class this year.</td>
<td></td>
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</tr>
<tr>
<td>Overall, the benefits of using data for instruction outweigh the costs.</td>
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</tr>
<tr>
<td>The District provided useful support related to identifying my students’ instructional needs.</td>
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</tr>
<tr>
<td>Next year, I plan on using the District’s support for identifying my students’ instructional needs.</td>
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</tr>
</tbody>
</table>

15. How often do you give homework?

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

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

<table>
<thead>
<tr>
<th>Behavior</th>
<th>None</th>
<th>Very Few</th>
<th>Less Than Half</th>
<th>About Half</th>
<th>More than Half</th>
<th>Almost All</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste time when making transitions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are well disciplined in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help their classmates by giving them hints or answers on assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly participate in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put a large amount of effort into understanding your explanations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pay a lot of attention in class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

17. Please consider the learning of these kids in your class. For each of these students how well have they mastered each of the following:

<table>
<thead>
<tr>
<th>Youngest BOY in class</th>
<th>Youngest GIRL in class</th>
<th>Oldest BOY in class</th>
<th>Oldest GIRL in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
18. Please consider the learning of these kids in your class. For each of these students how well have they mastered each of the following:

<table>
<thead>
<tr>
<th></th>
<th>Youngest BOY in class</th>
<th>Youngest GIRL in class</th>
<th>Oldest BOY in class</th>
<th>Oldest GIRL in class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Sounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Words</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Future Plans 2**

**SATISFACTION**

These next questions ask about your satisfaction.

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

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being a teacher</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being a teacher at your current school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being a teacher in SFUSD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your performance as a teacher overall</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your performance as a teacher this year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

20. To what extent do you agree with the following statements about your principal?

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My principal is doing a good job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am pleased with the way my principal runs this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would be happy to continue working with my principal in the future.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

https://dc-viawest.qualtrics.com/ControlPanel/PopUp.php?PopType=SurveyPrintPreview...
I enjoy a reasonable degree of autonomy to do my work as I think best.
I sometimes feel anxious about the stability of my job.
I often struggle with uncertainty about my role and duties.
I have difficulty coping with the pace of organizational change.
I am often aware of how others are judging the quality of my work.
I cope well with changes in my job.
I usually feel secure that my job conditions will not worsen.
I lack control over important decisions that affect the quality of my work.
I feel confident that the quality of my work has the reputation it deserves.
Changes in my job are accompanied by appropriate support and training.
My ability to take initiative in my job is hindered by how I am monitored and evaluated.
I feel overwhelmed by unrealistic improvement targets or initiatives.

Future Plans

FUTURE PLANS
These next questions ask about your future plans.

22. Will you be working in SFUSD next year?
   ○ Yes
   ○ No
   ○ I don't know

22.b 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):
     _______________________________________

23. If you could work at ANY SCHOOL IN THE DISTRICT other than the one you are currently in, what would be your top three choices (in order of preference)?
   First Choice School: __________________________
   Second Choice School: __________________________
   Third Choice School: __________________________
24. Consider your FIRST choice school (not including your own) and describe what about that school is particularly appealing to you.

Demographics

BACKGROUND
This final section asks about your demographic information. These questions will only be used for research purposes and are completely voluntary.

25. What is your current MARITAL STATUS? (Check only one.)
- Never married, no domestic partner
- Separated
- Married
- Divorced
- Living with domestic partner
- Widowed

26. How many CHILDREN do you have who are under the age of 5? (Select only one.)
- 0
- 1
- 2
- 3
- 4
- 5
- 6 or more

27. 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

28. How long is your daily COMMUTE?
- 5-15 minutes
- 15-30 minutes
- 30-45 minutes
- 45-60 minutes
- 60-90 minutes
- Over 90 minutes

29. Where did you graduate from high school?
Is there anything else you would like to tell us about your school or yourself?