

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.)

- | | | | |
|--|------------------------------|--|---|
| <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 |
| <input type="checkbox"/> 1st | <input type="checkbox"/> 6th | <input type="checkbox"/> 11th | <input type="checkbox"/> High School Specialist |
| <input type="checkbox"/> 2nd | <input type="checkbox"/> 7th | <input type="checkbox"/> 12th | <input type="checkbox"/> none of these |
| <input type="checkbox"/> 3rd | <input type="checkbox"/> 8th | <input type="checkbox"/> Special Education | |

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?

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

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 week
- Every couple of months
- Never
- More than once per month but less than every week
- About once per term

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?

	Extent Covered	Helpfulness
Reviewing state test results	<input type="checkbox"/>	<input type="checkbox"/>
Understanding district policies	<input type="checkbox"/>	<input type="checkbox"/>
Reviewing formative assessment results	<input type="checkbox"/>	<input type="checkbox"/>
Addressing classroom management and/or school discipline issues	<input type="checkbox"/>	<input type="checkbox"/>
Discussing the needs of specific students	<input type="checkbox"/>	<input type="checkbox"/>
Developing curriculum and/or materials	<input type="checkbox"/>	<input type="checkbox"/>
Developing instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>
Discussing resources available to students outside of the classroom	<input type="checkbox"/>	<input type="checkbox"/>
Coordinating curriculum and/or instruction across classrooms	<input type="checkbox"/>	<input type="checkbox"/>
Reviewing students' classroom work	<input type="checkbox"/>	<input type="checkbox"/>
Developing or implementing professional development	<input type="checkbox"/>	<input type="checkbox"/>

6. How frequently do you review formal assessment data (e.g., department-wide or grade-level common assessments, standardized tests)?

	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"/>

7. 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"/>

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

	Not at All Helpful	A Little Helpful	Helpful	Very Helpful
Student placement (for example, into reading ability groups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Identifying students' skill gaps	<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"/>
Informing curriculum changes	<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"/>

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?

	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"/>

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).

<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"/>

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?

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

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):

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Identifying the main idea and parts of a story	<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"/>
Rhyming words and word families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Matching letters to sounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Composing and writing 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"/>
Communicating complete ideas orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	strongly agree	agree	disagree	strongly disagree
At the start of next year, I expect to have useful information about the instructional needs of incoming students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the benefits of using data for instruction outweigh the costs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The District provided useful support related to identifying my students' instructional needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Next year, I plan on using the District's support for identifying my students' instructional needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

	None	Very Few	Less Than Half	About Half	More than Half	Almost All	All
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"/>
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"/>
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"/>
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"/>
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"/>
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"/>

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

	Youngest BOY in class	Youngest GIRL in class	Oldest BOY in class	Oldest GIRL in class
Letter				

recognition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beginning Word Sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rhyming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Youngest BOY in class	Youngest GIRL in class	Oldest BOY in class	Oldest GIRL in class
Letter Sounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading Comprehension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Future Plans 2

SATISFACTION

These next questions ask about your satisfaction.

19. 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"/>

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

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My principal is doing a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pleased with the way my principal runs this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be happy to continue working with my principal in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

<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"/>	<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"/>

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):

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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:

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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
- Married
- Living with domestic partner
- Separated
- Divorced
- 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?