

## Introduction

# Survey of SFUSD Principals

Welcome to the 2012 Stanford University Survey of SFUSD Principals!

This online survey offers you the opportunity to confidentially share your views and insights about your experiences as a principal. You will be asked questions about your role as a leader, your opinions on district-level programs, and your perceptions of the challenges facing your school currently. Your responses will help inform future policy decisions in SFUSD.

**CONFIDENTIALITY:** Taking this survey is completely voluntary. Your responses are completely confidential. To protect confidentiality, survey results will be reported in aggregate form only and will never identify you.

**YOUR INDIVIDUAL RESULTS WILL NOT AT ANY TIME BE REPORTED BACK TO THE DISTRICT.**

Completing the survey indicates your consent to participate. This study's confidentiality protections have been reviewed and approved by the Institutional Review Board (IRB) at Stanford University. If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact the Administrative Panels Office, Stanford University, Stanford, CA (USA) 94305-5401, or by phone: (650) 723-2480 (you may call collect).

**ABOUT THE RESEARCHERS:** Center for Education Policy Analysis at Stanford University (<http://cepa.stanford.edu>) works with school districts across the country. Our mission is to support high quality, multi-disciplinary empirical research that is informed by collaboration with stakeholders and practitioners and that, in turn, informs the improvement of education policy and practice.

Thanks for your participation!

## Warm-Up

### 1. For how many years (including this one) have you been a PRINCIPAL...

a. in your current school?	0	years
b. in other schools within SFUSD (not your current school)?	0	years
c. in schools outside of SFUSD?	0	years
<b>Total</b>	0	years

### 2. For how many years were you an ASSISTANT PRINCIPAL...

a. in your current school?	0	years
b. in other schools within SFUSD (not your current school)?	0	years
c. in schools outside of SFUSD?	0	years
<b>Total</b>	0	years

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

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

**4. For how many years were you a TEACHER ...**

a. in your current school?	0	years
b. in other schools within SFUSD (not your current school)?	0	years
c. in schools outside of SFUSD?	0	years
<b>Total</b>	0	years

**5. In which of these grades have you had TEACHING experience? (Check all that apply.)**

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Post High-School
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**6. Which of these grades levels is represented in your current school? (Check all that apply.)**

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Post High-School
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Teacher Hiring**

**Teacher Recruitment and Retention**

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

**7. Is teacher HIRING a challenge for your school? (Check only one.)**

- Generally, yes.
- 
- No, we have no problem hiring teachers.

**8. Please rate your satisfaction with the QUALITY of teachers in each of the following pools.**

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	N/A
a. Consolidated teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Voluntary transfers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Laid off teachers who have been recalled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. External (new) hires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. Please think of the teacher you MOST RECENTLY hired when answering these yes/no questions.**

	Yes	No
a. Did this teacher transfer from another school in the district?	<input type="radio"/>	<input type="radio"/>
b. Was this teacher consolidated from another school in the district?	<input type="radio"/>	<input type="radio"/>
c. Did this teacher have any prior teaching experience?	<input type="radio"/>	<input type="radio"/>
d. Was there more than one applicant for the vacant position?	<input type="radio"/>	<input type="radio"/>
e. Did you attend a job fair to recruit for this position?	<input type="radio"/>	<input type="radio"/>
f. Did you interview the applicant(s)?	<input type="radio"/>	<input type="radio"/>
g. Did the applicant(s) perform a sample lesson?	<input type="radio"/>	<input type="radio"/>
h. Were any current teachers officially involved in the hiring process?	<input type="radio"/>	<input type="radio"/>
i. Was there consensus among the hiring team as to whom was the top choice applicant?	<input type="radio"/>	<input type="radio"/>
j. Was the teacher you hired the first teacher to whom the school made an offer? (i.e., was this person the hiring team's TOP choice?)	<input type="radio"/>	<input type="radio"/>
k. Was this teacher hired by mutual consent of the teacher and the principal?	<input type="radio"/>	<input type="radio"/>
l. Was this teacher a laid off teachers who have been recalled?	<input type="radio"/>	<input type="radio"/>

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

- Typical
- Somewhat typical

Not at all typical

**11. How many teachers did you hire who started teaching in your school in the 2011-2012 school year (either at the beginning of the school or during the school year)?**

- |                         |                         |                          |                          |                          |                           |
|-------------------------|-------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| <input type="radio"/> 0 | <input type="radio"/> 4 | <input type="radio"/> 8  | <input type="radio"/> 12 | <input type="radio"/> 15 | <input type="radio"/> 18  |
| <input type="radio"/> 1 | <input type="radio"/> 5 | <input type="radio"/> 9  | <input type="radio"/> 13 | <input type="radio"/> 16 | <input type="radio"/> 19  |
| <input type="radio"/> 2 | <input type="radio"/> 6 | <input type="radio"/> 10 | <input type="radio"/> 14 | <input type="radio"/> 17 | <input type="radio"/> 20+ |
| <input type="radio"/> 3 | <input type="radio"/> 7 | <input type="radio"/> 11 |                          |                          |                           |

**12. Is TEACHER RETENTION a challenge for your school? (Check only one.)**

- Generally, yes.
- Yes, but only in certain subjects (please specify):  
\_\_\_\_\_
- No, I have no problem retaining teachers

**Teacher Compensation**

**13. This year, some teachers are receiving special SALARY BONUSES as a result of Prop A (The Quality Teacher and Education Act). Are teachers in your school receiving any of the following salary bonuses this year?**

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

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

	Hurt	No Effect	Helped a Little	Helped a Lot	I don't know
a. RECRUIT high quality candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. RETAIN high quality candidates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. RECRUIT high quality candidates in HARD-TO-FILL SUBJECTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. RETAIN high quality candidates in HARD-TO-FILL SUBJECTS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Teacher Performance

### Teacher Performance

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

15. Of the following sources of information, which do you rely on the **MOST** and **SECOND MOST** to find out about teachers' instructional practices? (Check only one in each column.)

	SECOND MOST (Check only ONE in this column.)	MOST (Check only ONE in this column.)
Unscheduled classroom walk-throughs	<input type="radio"/>	<input type="radio"/>
Targeted observations of specific teachers	<input type="radio"/>	<input type="radio"/>
Discussions with teacher about what happens in the classroom	<input type="radio"/>	<input type="radio"/>
Monitoring student performance data	<input type="radio"/>	<input type="radio"/>
Reviewing student work	<input type="radio"/>	<input type="radio"/>
Reports from other school leaders (e.g., AP, coach, teacher mentor)	<input type="radio"/>	<input type="radio"/>
Reports from students	<input type="radio"/>	<input type="radio"/>
Reports from parents	<input type="radio"/>	<input type="radio"/>
Reports from other teachers	<input type="radio"/>	<input type="radio"/>
Formal evaluation process	<input type="radio"/>	<input type="radio"/>

16. How many of the following types of teachers do **NOT** meet your expectations?

	None	1-2	A Few	Half	Most	All
a. Probationary teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Tenured teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Considering teachers in the following grades, how well do you think you understand their effectiveness at improving student learning?

	very well	well	pretty well	not well
» Pre-K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

» 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Post High-School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**18. Considering teachers in the following grades, much better do you think you understand their effectiveness at improving student learning this year relative to how well you understood it last year?**

	much better	better	a little better	a little worse	worse	much worse
» Pre-K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 9	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 10	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 11	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» 12	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Post High-School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following questions ask about the evaluation template for teachers.

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

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

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

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

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

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

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

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

**PAR**

**23. The Peer Assistance and Review (PAR) program provides peer support for teachers. How familiar are you with PAR in SFUSD?**

- Familiar
- Somewhat familiar
- Not at all familiar

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

- Yes
- No

**25. Think about the most recent time you referred a teacher to PAR. Why did you refer that teacher to PAR? (Check all that apply.)**

- I thought the teacher might improve with support.
- The PAR coaches are able to give a level of support that I don't have time to give.
- I have seen other teachers improve as a result of PAR participation.
- I hoped the objectivity of the PAR coach's evaluation would validate my own evaluation.
- I wanted to remove this teacher from my school, and PAR is the first step to removing underperforming teachers.
- Other (please explain):



**26. What was the MOST IMPORTANT reason why you referred that teacher to PAR? (Check only one.)**

- » I thought the teacher might improve with support.
- » The PAR coaches are able to give a level of support that I don't have time to give.
- » I have seen other teachers improve as a result of PAR participation.
- » I hoped the objectivity of the PAR coach's evaluation would validate my own evaluation.
- » I wanted to remove this teacher from my school, and PAR is the first step to removing underperforming teachers.
- » Other (please explain):

**27. To what extent do you agree with the following statements about the Peer Assistance and Review program in SFUSD?**

	Strongly Disagree	Disagree	Agree	Strongly Agree	I don't know
a. PAR coaches are effective mentors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers can get the support they need through means other than PAR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Participation in PAR is associated with teacher dismissal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Participating in PAR is a good use of a teacher's time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. PAR helps teachers improve their classroom practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. PAR is only useful for removing under-performing teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Having a teacher in PAR is a lot of work for the administrator.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The faculty in this school would be angry if I referred a teacher to PAR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Teachers only improve while they are participating in PAR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. There is a stigma associated with participating in PAR.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. PAR results in significant extra work for the supervising principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Support**

**SUPPORTS**

**We are interested in finding out the supports you have for your work.**

**28. Think about whom you turn to the MOST for help with the following.**

	Who is this person?	How do you communicate with this person most of the time?	How satisfied are you with the level of information you get?
a. Improving curriculum or instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Hiring, retention, or dismissal of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Policies and regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**29. Thinking about the PROFESSIONAL DEVELOPMENT activities you participated in over the last 12 months, how USEFUL did you find the following to improving your effectiveness as a principal?**

	Very Useful	Useful	A Little Useful	Not Useful	N/A - Did not participate in this type of PD
Attending conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits to other schools designed to improve your own work as principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University course(s) related to your role as principal that were part of a formal degree program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a training series related to specific aspects of your job as a principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working AS a mentor/coach to another principal as part of a formal arrangement that is recognized or supported by your school district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a principal network (e.g., a group of principals organized by an outside agency or through the Internet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working WITH a mentor/coach as part of a formal arrangement that is recognized or supported by your school district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending stand-alone workshops related to specific aspects of your job as principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University course(s) related to your role as principal that were NOT part of a formal degree program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**30. Please describe the degree of support you receive from SFUSD Central Office in the following areas:**

	None, but I do not require this support	None, but I would like this support	A little support	Some support	A lot of support
Building a culture of achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human resource issues (hiring, removing, or training teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Managing school budgets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing school operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging parent involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting professional development for your staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving college counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing academic and social support for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Long-range strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building a leadership team within your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**31. Who do you consider the primary members of your school's leadership team? (Please list their names.)**  
**This survey is completely confidential, and these names will not be shared with the school district. We will use your responses only to better understand the size and composition of school leadership teams across the district.**

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**32. What do you consider the strengths of this team?**

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

**Satisfaction and Future Plans**

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

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

**35. Please think back to when you were a teacher. To what extent were you generally SATISFIED with each of the following?**

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Being a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your performance as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

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

	Very Unlikely	Unlikely	Likely	Very Likely
a. Work as a classroom teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Work in a school in another role (e.g., curriculum specialist, instructional coach, counselor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Work in the district office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Leave education temporarily (e.g., sabbatical, child-rearing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Pursue a career outside of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Stay in education but not in SFUSD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Remain a principal until I retire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**39. 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:

**40. Consider your FIRST choice school (not including your own) and describe what about that school is particularly appealing to you.**



**45. Over the past year, what percentage of your vacancies have been filled by teachers placed by Human Resources (without your discretion)? (Check only one.)**

None

1-20%

21-40%

41-60%

61-80%

81-100%

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

Yes

No

**47. Is there anything else you would like to add?**