Introduction

Survey of SFUSD Principals

Welcome to the 2013 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

Your background

We are interested in how you came to be a principal in your current school.

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

in your current school?	0 years
in other schools within SFUSD (not your current school)?	0 years
in schools outside of SFUSD?	0 years
Total	0 years

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

K	1	2	3	4	5	6	7	8	9	10	11	12
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

For how many years were you a TEACHER ...

in your current school?	0 years
in other schools within SFUSD (not your current school)?	0 years
in schools outside of SFUSD?	0 years
Total	0 years

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
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

In which subjects do you have experience teaching? (Check all that apply.)

- ☐ Multiple subject
- ☐ Math
- ☐ Science
- ☐ English Language Arts
- ☐ History/Social Studies
- ☐ Physical Education
- ☐ Art
- ☐ Foreign Language
- ☐ English as a Second Language
- ☐ Special Education
- ☐ Other (please specify): _____

Teacher Hiring

Teacher Recruitment

We are interested in your personnel management practices – particularly how you recruit good teachers.

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

- ◯ Generally, yes.
- ◯ Yes, but only for certain positions (please specify):

No, we have no problem hiring teachers.

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
Consolidated teachers							
Voluntary transfers							
Laid off teachers who have been recalled							
Teachers returning from leave (from another school)							
External (new) hires							

Please rate your satisfaction with the the level of DISCRETION you have to hire the teachers you want from the following pools.

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	N/A
Consolidated teachers							
Voluntary transfers							
Laid off teachers who have been recalled							
Teachers returning from leave (from another school)							
External (new) hires							

To what extent do you agree/disagree with the following statements?

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The hiring and transfer process allows me to hire the teachers that create the best possible instructional team for my school.						
SFUSD Human Resources is helpful to me in staffing my school with high quality teachers.						

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

- Yes
- No

Teacher retention

Teacher Retention

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

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

In your efforts to retain teachers at your school, to what extent do you focus your efforts on SPECIFIC teachers that you really want to keep?

Not at all	A little	A lot	N/A - I do not make specific efforts to retain teachers
○	○	○	○

Have you used any of the following practices this past year as part of a strategic effort to keep a GOOD TEACHER at your school? (Check all that apply.)

- ☐ Verbal public recognition (e.g., at staff meeting)
- ☐ Private recognition
- ☐ Release time for special projects
- ☐ Funds for additional professional development
- ☐ Funds for class projects
- ☐ Allowing them to choose the courses they want to teach
- ☐ Promoting them into leadership roles while still teaching
- ☐ Other (please specify): _____

Teacher effectiveness

Teacher effectiveness

This section asks questions about how you learn about teachers' instructional practices and how you manage teachers who do not meet your expectations.

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	○	○
Targeted observations of specific teachers	○	○
Discussions with teachers about what happens in the classroom	○	○
Monitoring student performance data	○	○
Reviewing student work	○	○
Reports from other school leaders (e.g., AP, coach, teacher mentor)	○	○
Reports from students	○	○
Reports from parents	○	○
Reports from other teachers	○	○
Formal evaluation process	○	○

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

	Not well	Pretty well	Well	Very well
» K	○	○	○	○
» 1	○	○	○	○
» 2	○	○	○	○
» 3	○	○	○	○
» 4	○	○	○	○
» 5	○	○	○	○
» 6	○	○	○	○
» 7	○	○	○	○
» 8	○	○	○	○
» 9	○	○	○	○
» 10	○	○	○	○
» 11	○	○	○	○
» 12	○	○	○	○

Considering teachers in the following grades, how effective do you think they are at improving student achievement?

Remember, this survey is completely confidential, and this information will not be shared with the school district. We will use your responses only to better understand teacher effectiveness across the district.

	Very Ineffective	Ineffective	Effective	Very Effective

» K				
» 1				
» 2				
» 3				
» 4				
» 5				
» 6				
» 7				
» 8				
» 9				
» 10				
» 11				
» 12				

What proportion of your current probationary and tenured teaching staff does not meet your expectations?

	0%	1-20%	21-40%	41-60%	61-80%	81-100%
Probationary teachers						
Tenured teachers						

Please consider the teacher who LEAST meets your expectations.

Is this teacher someone whom…

	Yes	No
...you hired?		
...has tenure?		
...has 5-10 years of teaching experience?		
...has more than 10 years of teaching experience?		
...teaches in a "hard-to-fill" area (e.g., math, science, bilingual education, Special Education)?		
…you think is ineffective but COULD improve?		
…you think is ineffective and CANNOT improve?		
…you have personally worked with to improve instruction?		
…you have sent to external professional development?		
…you have sent or will be sending to PAR?		
...you would like to remove from your school?		

…you have actively worked to remove from your school this past school year?	○	○
...you think could be an effective teacher in a different school?	○	○
...you think should leave the teaching profession?	○	○
...you have explicitly told should move to another school or leave the profession?	○	○

Which of the following are reasons WHY this teacher doesn't meet your expectations? (Check all that apply.)

- ☐ Lacks general teaching skills (e.g., ability to teach a lesson clearly)
- ☐ Has poor subject matter knowledge
- ☐ Has poor classroom management skills
- ☐ Does not behave professionally
- ☐ Does not get along well with other teachers
- ☐ Is not a "team player"
- ☐ Is not responsive to feedback or open to change
- ☐ Does not respect you as the school leader
- ☐ Does not interact well with students
- ☐ Does not seem to care whether students learn or not
- ☐ Does not support the school's improvement strategy or instructional goals
- ☐ Does not put sufficient time or effort into teaching
- ☐ Has received many complaints from parents
- ☐ Has received many complaints from students
- ☐ Has received many complaints from other teachers
- ☐ Other (please specify): _____

Teacher evalutation

Teacher evaluation

This section asks questions about your experiences with the teacher current evaluation system, as well as how you think it could be improved.

To what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I feel confident in my ability to evaluate teachers rigorously.	○	○	○	○	○	○
I feel confident in my ability to evaluate teachers fairly.	○	○	○	○	○	○
I feel confident in my ability to provide teachers with information and strategies to improve their instruction.	○	○	○	○	○	○

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
Held CSTP-based pre-observation conversations	○	○	○	○
Reviewed the written lesson plan that was to be observed with the teacher	○	○	○	○
Shared your observation script with the teacher	○	○	○	○
Held CSTP-based post-observation conversations	○	○	○	○

If you were to design an evaluation system for teachers, which factors would you include? (Check all that apply.)

- ☐ Academic achievement of the students in their class(es) as measured by standardized tests
- ☐ Academic improvement of the students in their class(es) as measured by standardized tests (e.g., moving students from “basic” to “proficient”)
- ☐ School-wide academic achievement of the students as measured by standardized tests
- ☐ School-wide academic improvement of the students as measured by standardized tests (e.g., moving students from “basic” to “proficient”)
- ☐ Evaluations from administrator(s)
- ☐ Formal assessments by outside observers
- ☐ Student feedback
- ☐ Parent feedback
- ☐ Peer evaluations
- ☐ District evaluation of instructional plans/best practices
- ☐ District evaluation of student work/portfolios
- ☐ Other (please specify):

_____

Of these same options, what factor do you think would be MOST IMPORTANT to include in a teacher evaluation system? (Choose only one.)

- ○ » Academic achievement of the students in their class(es) as measured by standardized tests
- ○ » Academic improvement of the students in their class(es) as measured by standardized tests (e.g., moving students from “basic” to “proficient”)
- ○ » School-wide academic achievement of the students as measured by standardized tests
- ○ » School-wide academic improvement of the students as measured by standardized tests (e.g., moving students from “basic” to “proficient”)
- ○ » Evaluations from administrator(s)
- ○ » Formal assessments by outside observers
- ○ » Student feedback
- ○ » Parent feedback

- » Peer evaluations
- » District evaluation of instructional plans/best practices
- » District evaluation of student work/portfolios
- » Other (please specify): _____

Do you think teachers should be rewarded or incentivized if they demonstrate strong performance in the following areas?

	Yes	No
Academic achievement of the students in their class(es) as measured by standardized tests		
Academic improvement of the students in their class(es) as measured by standardized tests (e.g., moving students from “basic” to “proficient”)		
School-wide academic achievement of the students as measured by standardized tests		
School-wide academic improvement of the students as measured by standardized tests (e.g., moving students from “basic” to “proficient”)		
Evaluations from administrator(s)		
Formal assessments by outside observers		
Student feedback		
Parent feedback		
Peer evaluations		
District evaluation of instructional plans/best practices		
District evaluation of student work/portfolios		
Other (please specify):		

HOW do you think teachers should be rewarded or incentivized for their strong performance? (Check all that apply.)

- ☐ Increasing base salary
- ☐ Sabbatical
- ☐ Stipends
- ☐ Release time for special projects
- ☐ Private recognition
- ☐ Funds for additional professional development
- ☐ Promoting teachers into leadership roles while still teaching
- ☐ Verbal public recognition (e.g., at staff meeting)
- ☐ Allowing teachers to choose the courses they want to teach
- ☐ Funds for class projects
- ☐ Other (please specify): _____

PAR

Peer Assistance and Review (PAR)

These next questions ask about your perceptions and use of the PAR program.

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

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

- ◯ Yes
- ◯ No

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

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

- ◯ » I thought the teacher might improve with support.
- ◯ » 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.
- ◯ » The PAR coaches are able to give a level of support that I don't have time to give.
- ◯ » I wanted to remove this teacher from my school, and PAR is the first step to removing underperforming teachers.
- ◯ » Other (please explain):

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
There is a stigma associated with participating in PAR.	○	○	○	○	○
PAR coaches are effective mentors.	○	○	○	○	○
Participation in PAR is associated with teacher dismissal.	○	○	○	○	○
PAR helps teachers improve their classroom practice.	○	○	○	○	○
PAR results in significant extra work for the supervising principal.	○	○	○	○	○

Teachers are able to recommend their peers for referral through the Union Building representative. Is this something you encourage?

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

Support

School Structure and Supports

We are interested in learning about the structures and supports you have in place in your school.

Are the following used to provide teachers in this school with time for professional development during regular contract hours?

	Yes	No
Substitute teachers to cover teachers' classes	○	○
Early dismissal or late start for students	○	○
Professional days built in before the beginning of the students' school year	○	○
Professional days built in during the students' school year	○	○
Professional days built in after the students' school year	○	○
Common planning time for teachers for professional development		

Reduced teacher work loads (less time in the classroom with students or less time on assigned non-instructional duties) for professional development	○	○
Time for teachers to meet by grade-level or department	○	○

During this school year, how often were teachers provided with formal time built into the schedule to meet in grade-level or department teams?

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

Have you provided training or support to teachers to engage in the following kinds of activities in collaborative meetings? (Check all that apply.)

- ☐ Developing or implementing professional development
- ☐ Reviewing formative assessment results
- ☐ Coordinating curriculum and/or instruction across classrooms
- ☐ Discussing the needs of specific students
- ☐ Addressing classroom management and/or school discipline issues
- ☐ Reviewing students' classroom work
- ☐ Reviewing state test results
- ☐ Developing instructional strategies
- ☐ Understanding district policies
- ☐ Developing curriculum and/or materials
- ☐ Discussing resources available to students outside the classroom

How much actual influence do you think you have as a principal on decisions concerning the following activities?

	No influence	Minor influence	Moderate influence	Major influence	N/A
Setting performance standards for students of this school	○	○	○	○	○

Establishing curriculum at this school	○	○	○	○	○
Determining the content of in-service professional development programs for teachers of this school	○	○	○	○	○
Evaluating teachers of this school	○	○	○	○	○
Hiring new full-time teachers of this school	○	○	○	○	○
Setting discipline policy at this school	○	○	○	○	○
Deciding how your school budget will be spent	○	○	○	○	○

Satisfaction and Future Plans

Satisfaction

We are interested in your satisfaction as a principal.

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

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
Being a principal	○	○	○	○
Being a principal at your current school	○	○	○	○
Being a principal in SFUSD	○	○	○	○
Your performance as a principal at your current school	○	○	○	○

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
Being a teacher	○	○	○	○
Your performance as a teacher	○	○	○	○

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