

Introduction

Survey of SFUSD Teachers

Welcome to the 2013 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.

Are you currently a classroom teacher in SFUSD?

- Yes
 No

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

in your current school?

0 years

from colleagues

Receive meaningful feedback on your teaching practice from colleagues

<input type="radio"/>					
<input type="radio"/>					

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

- 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

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

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 Never	Occasionally	Sometimes	Almost Always
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"/>
Family and friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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"/>				
With teachers in my grade level	<input type="radio"/>	<input type="radio"/>				
With teachers across grade levels	<input type="radio"/>	<input type="radio"/>				
With an instructional specialist (e.g., coach, IRF, program specialist)	<input type="radio"/>	<input type="radio"/>				
With my principal	<input type="radio"/>	<input type="radio"/>				

To what extent is FORMAL ASSESSMENT DATA (e.g., department-wide or grade-level common assessments, standardized tests) helpful for the following activities?

	Not at All Helpful	A Little Helpful	Helpful	Very Helpful
Identifying promising practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student placement (for example, into reading ability groups)	<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"/>
Determining curriculum pacing	<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"/>
Informing curriculum changes	<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"/>
Monitoring students' academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School structures

School Structures and Resources

We are interested in learning more about the structures and resources to support instruction in your current school.

We would like to know what resources you have to support instruction in your classroom. In the past TWO WEEKS, how often have you had the support of the following people, either in your classroom, or serving your students?

	Never	A couple times	A few times	Almost every day	Every day
Instructional specialists (e.g., coach, IRF, program specialist)	<input type="radio"/>				
Aides/Para-professionals	<input type="radio"/>				
Volunteers	<input type="radio"/>				
Parents	<input type="radio"/>				
Other (please specify)	<input type="radio"/>				

How much actual control do you have IN YOUR CLASSROOM at this school over the following areas of your planning and teaching?

	No control	Minor control	Moderate control	A great deal of control
Evaluating and grading students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the amount of homework to be assigned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting content, topics, and skills to be taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting textbooks and other instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disciplining students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much actual influence do you think teachers have over school policy AT THIS SCHOOL in each of the following areas?

	No influence	Minor influence	Moderate influence	A great deal of influence
Establishing curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring new administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deciding how the school budget will be spent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the content of in-service professional development programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting performance standards for students at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring new full-time teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Setting discipline policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with each of the following statements?

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Most of my colleagues share my beliefs and values about what the central mission of the school should be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I worry about the security of my job because of the performance of my students or my school on state and/or local tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this school, staff members are recognized for a job well done.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a great deal of cooperative effort among the staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given the support I need to teach students with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of student tardiness and class cutting in this school interferes with my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school administration's behavior toward the staff is supportive and encouraging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my teaching salary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal knows what kind of school he or she wants and has communicated it to the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls or cafeteria) interferes with my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make a conscious effort to coordinate the content of my courses with that of other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Routine duties and paperwork interfere with my job of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal enforces school rules for student conduct and backs me up when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive a great deal of support from parents for the work I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation

Teacher Evaluation

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

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

Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
<input type="radio"/>					

How much do you agree with each statement regarding your most recent evaluation?

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
The evaluation process was worth the time and effort required of me to complete it.	<input type="radio"/>					
The evaluation process helped me improve my teaching practice.	<input type="radio"/>					
I was evaluated fairly (i.e., I would expect to be rated the same way by multiple evaluators).	<input type="radio"/>					
I was evaluated rigorously (i.e., the evaluation rating reflected my effectiveness as a teacher).	<input type="radio"/>					
I was confident in my evaluator's ability to observe and describe my instructional performance.	<input type="radio"/>					
My evaluator provided me with information and strategies that I could use to improve instruction.	<input type="radio"/>					

The rubric used to evaluate teachers in SFUSD is called the California Standards for the Teaching Profession (CSTP). How familiar are you with the CSTPs?

- Familiar
- Somewhat familiar
- Not at all familiar

During the formal evaluation process, how useful did you find the following activities?

If you did not engage in these activities, select N/A.

	Not at all useful	Somewhat useful	Useful	N/A
Holding CSTP-based pre-observation conversations with principal/administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having principal/administrator review my written lesson plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having principal/administrator share their observation script with me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Holding CSTP-based post-observation conversations with principal/administrator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

- | | |
|--|--|
| <input type="checkbox"/> Stipends | <input type="checkbox"/> Promoting teachers into leadership roles while still teaching |
| <input type="checkbox"/> Sabbatical | <input type="checkbox"/> Allowing teachers to choose the courses they want to teach |
| <input type="checkbox"/> Funds for class projects | <input type="checkbox"/> Private recognition |
| <input type="checkbox"/> Increasing base salary | <input type="checkbox"/> Release time for special projects |
| <input type="checkbox"/> Funds for additional professional development | <input type="checkbox"/> Other (please specify): _____ |

Verbal public recognition (e.g., at staff meeting)

Teacher effectiveness

Teacher Effectiveness

This section asks questions about how you learn about other teachers' instructional practices.

We are interested in how you learn about the work of other teachers in your school. Of the following sources of information, which do you rely on the MOST and SECOND MOST to find out about other teachers' instructional practices? (Check only one in each column.)

	MOST (Check only ONE in each column.)	SECOND MOST (Check only ONE in each column.)
Monitoring student performance data	<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 other teachers	<input type="radio"/>	<input type="radio"/>
Scheduled classroom observations of specific teachers	<input type="radio"/>	<input type="radio"/>
Reviewing student work	<input type="radio"/>	<input type="radio"/>
Reports from parents	<input type="radio"/>	<input type="radio"/>
Reports from students	<input type="radio"/>	<input type="radio"/>
Discussions with teacher about what happens in the classroom	<input type="radio"/>	<input type="radio"/>
Unscheduled classroom visits	<input type="radio"/>	<input type="radio"/>

Are there teachers in your school who you think are NOT PERFORMING up to a high enough standard?

- Yes
- No
- I don't know

Please consider the teacher who LEAST meets your expectations. 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 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): _____

PAR

Peer Assistance and Review (PAR)

These next questions ask about your familiarity with and perceptions 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

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"/>				
Participation in PAR is associated with teacher dismissal.	<input type="radio"/>				
PAR helps teachers improve their classroom practice.	<input type="radio"/>				
There is a stigma associated with participating in PAR.	<input type="radio"/>				

Teachers are able to recommend their peers for referral through the Union Building representative. Would you refer another teacher to PAR?

Yes (please specify why):

No (please specify why not):

I don't know

Future Plans 2

Satisfaction and future plans

These next questions ask about your satisfaction and future plans.

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"/>

How long do you plan to CONTINUE teaching within SFUSD? (Check only one.)

- None - I am leaving SFUSD after this school year
- One more year
- 2-3 more years
- 4-5 more years
- 6-10 more years
- 10+ more years
- Until I retire

Why do you plan to LEAVE teaching in SFUSD within the next five years? (Check all that apply.)

- Student behavior and motivation

- School-level administrative support for teachers
- Empowerment to make decisions
- Professional development
- Respect and acknowledgement from school leadership
- Amount of testing and accountability
- Pay / Benefits / Financial incentives
- Cost of living
- Involvement and culture of larger school community
- Peer support - informal, mentoring, or coaching
- Curricular support tools
- District-level services and administration
- Class size
- Planning or collaboration time
- Facilities
- My subject area or grade-level assignment
- School climate and safety
- Other (please specify): _____

Which is the MOST IMPORTANT reason why you are planning to leave teaching in SFUSD within the next 5 years? (Check only one.)

- » Curricular support tools
- » My subject area or grade-level assignment
- » Pay / Benefits / Financial incentives
- » Amount of testing and accountability
- » Empowerment to make decisions
- » Class size
- » Cost of living
- » Facilities
- » School climate and safety
- » Respect and acknowledgement from school leadership
- » Professional development
- » District-level services and administration
- » Student behavior and motivation
- » School-level administrative support for teachers

- » Peer support - informal, mentoring, or coaching
- » Involvement and culture of larger school community
- » Planning or collaboration time
- » Other (please specify):

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