Introduction

Survey of SFUSD Assistant Principals

Welcome to the 2015 Stanford University Survey of SFUSD Assistant Principals!

This online survey offers you the opportunity to confidentially share your views and insights about your experiences as an assistant principal in SFUSD. You will be asked questions about your leadership 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 and has an ongoing research partnership with SFUSD. 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. If you have any questions about the survey, please contact the researchers at sfusd-cepa-survey@stanford.edu.

Thanks for your participation!

Browser Meta Info

This question will not be displayed to the recipient.
Browser: Chrome
Version: 71.0.3578.98
Operating System: Macintosh
Screen Resolution: 1440x900
Flash Version: -1
Java Support: 0
User Agent: Mozilla/5.0 (Macintosh; Intel Mac OS X 10_14_0) AppleWebKit/537.36 (KHTML, like Gecko) Chrome/71.0.3578.98 Safari/537.36

Warm-Up

Are you currently an assistant principal in SFUSD?

☐ Yes
☐ No

You selected that you are not currently an assistant principal in SFUSD. At this time, we are only seeking responses from assistant principals, and we will not require further responses from you. Thank you for taking the time to enter the survey. Please press the NEXT button below to submit your response.

At which type of school do you work?

Elementary/Early Education School  Middle School  K-8 School  High School

Teacher Hiring
Teacher Recruitment

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

When was the last time your school hired a classroom teacher?

<table>
<thead>
<tr>
<th>This month</th>
<th>This spring</th>
<th>This past winter</th>
<th>Last fall</th>
<th>Last summer</th>
<th>Last spring</th>
<th>Before last spring</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How much did you participate in the hiring process the last time your school hired a classroom teacher?

- Not at all
- Minor participation
- Major participation
- Led the hiring process

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.

Are you concerned that your school will not find high quality teachers to fill all your vacant positions for next year?

- Yes, very much so
- Somewhat
- No

For which position are you most concerned?

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

<table>
<thead>
<tr>
<th>Pools</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidated teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Voluntary transfers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laid off teachers who have been recalled</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers returning from leave (from another school)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External (new) hires</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early hires (i.e. spring contracts for upcoming year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mid hires (i.e. early summer contracts for upcoming year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Late hires (i.e. late summer/early fall contracts for upcoming year)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To what extent do you agree/disagree with the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The hiring and transfer process allows my school to hire the teachers that create the best possible instructional team.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SFUSD Human Resources is helpful in staffing my school with high quality teachers.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>My school learns a lot about an applicant from his/her short answer questions (writing sample).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>My school learns a lot about an applicant from interviews with him/her.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>My school learns a lot about an applicant from his/her references.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>My school regularly speaks with the references of the applicants that we are considering.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

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, we have no problem retaining teachers.

Are you concerned that a staff member whom you would really like to stay will leave your school after this school year?

- Yes, very much so
- Somewhat
- No

Think about the staff member you are most concerned will leave. Have you used any of the following practices this past year as part of a strategic effort to keep this staff member 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):
- None of the above

Are there steps that the district could take to help you to retain him or her? (Please describe.)

Support

School Structure and Supports

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

On a typical day how many of each of the following types of staff members do you have available to help teachers?

<table>
<thead>
<tr>
<th>Staff Members</th>
<th>None</th>
<th>1-2</th>
<th>3-5</th>
<th>6-10</th>
<th>More than 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional specialists (e.g., coach, IRF, program specialist)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Aides/Para-professionals</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Volunteers</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

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

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. Check the last row if this is not part of your job.)

<table>
<thead>
<tr>
<th>Sources of Information</th>
<th>MOST (Check only ONE in this column)</th>
<th>SECOND MOST (Check only ONE in this column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing student work</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Monitoring student performance data</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Discussions with teachers about what happens in the classroom</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Targeted observations of specific teachers</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Formal evaluation process</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Unscheduled classroom walk-throughs</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Reports from other school leaders (e.g., AP, coach, teacher mentor)</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Reports from parents</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Reports from students</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Reports from other teachers</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>N/A - I don't need to find out about teachers’ instructional practices.</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

Student Achievement
Students

We are interested in learning what you think about student attendance and student achievement gaps.

Thinking of students at your school who have UNEXCUSED absences from classes (not counting absences due to illness or other excused reasons), how frequently are each of the following an important reason for unexcused absences among students at your school?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty with transportation to school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family obligations such as helping care for younger sibling(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student had a legitimate excuse but did not submit paperwork to excuse the absence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student chose to skip the class</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

There are a number of achievement gaps that may concern educators when they are deciding how to allocate their time and effort. Consider the gaps described below.

Please rank them according to the amount of effort YOU FEEL that YOUR SCHOOL should devote to each gap.

1 = Most effort; 4 = Least effort

<table>
<thead>
<tr>
<th>Gap</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gap between students from high- and low-income families</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gap between higher- and lower-achieving students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gap between students with more and less supportive home environments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gap between students from different racial groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How much do you agree with each of the following statements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most teachers who are new to my school come with the skills they need to close achievement gaps in my school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I (directly or indirectly) help teachers within my school develop the skills they need to close achievement gaps in my school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My school allocates teachers in ways that help close achievement gaps in my school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ work with students within their classrooms is the best lever for closing achievement gaps in my school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The non-teaching staff that students interact with outside of the classroom are my school’s best lever for closing achievement gaps.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Achievement 2

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Last Click: 0 seconds
Page Submit: 0 seconds
Click Count: 0 clicks

If you could set priorities for SFUSD, which of the following 5-year achievement trends for low and high income students do you think would be a more desirable goal?
If you could set priorities for SFUSD, which of the following 5-year achievement trends for low and high income students do you think would be a more desirable goal?

Satisfaction

*We are interested in your satisfaction as an assistant principal.*

To what extent are you SATISFIED with each of the following?
How satisfied are you with the amount of recognition you receive for your role as an assistant principal from each of the following sources?

<table>
<thead>
<tr>
<th>The District</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall recognition</td>
<td></td>
</tr>
<tr>
<td>Recognition of job difficulty</td>
<td></td>
</tr>
<tr>
<td>Recognition of job performance</td>
<td></td>
</tr>
</tbody>
</table>

Please tell us about your greatest success this year.


Future Plans

Future plans

These next questions ask about your future plans.

What are your plans for the coming 2015-2016 school year?

- Stay in SFUSD
- Leave of Absence
- Sabbatical Leave
- Retire
- Resign

If you retire, what do you think you will do?

- Exit the workforce
- Retire but continue working in SFUSD
- Retire but continue working outside of SFUSD

If you stay in SFUSD, what do you think you will do?

- Remain as an assistant principal in your current school
- Voluntarily transfer to another school within SFUSD as an assistant principal
- Involuntarily transfer to another SFUSD school as an assistant principal
- Be promoted to a principal position in SFUSD either at your current school or at a new school

https://gse.ca1.qualtrics.com/WROriginalSurvey/Questionnaire?action=GetSurveyPrintPreview
Have a central office job as part of district-level leadership

Have a different new position in SFUSD (e.g., other school leadership, teaching etc.) either at your current school or at a new school

If you do not return to SFUSD, what do you think you will do?

- Be an assistant principal or principal in a different district or private school
- Teach in a different district or private school
- Have a district leadership role in a different district
- Work in a different district or private school but not as a teacher, principal or district leader
- Work in education but not in another district or private school
- Work but outside of the field of education
- Seek additional training in the education field
- Seek additional training outside of the education field
- Exit the workforce

If you could have a position like yours at ANY SCHOOL IN THE DISTRICT other than the one you currently work in, what would be your FIRST choice school?

<table>
<thead>
<tr>
<th>Academy of Arts and Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alamo Elementary School</td>
</tr>
<tr>
<td>Alvarado Elementary School</td>
</tr>
<tr>
<td>Aptos Middle School</td>
</tr>
<tr>
<td>Argonne Early Education School (Pre-K &amp; T-K)</td>
</tr>
<tr>
<td>Argonne Elementary School (K-5)</td>
</tr>
<tr>
<td>Balboa High School</td>
</tr>
<tr>
<td>Bret Harte Elementary School</td>
</tr>
<tr>
<td>Brown: Willie Brown Jr. Middle School</td>
</tr>
<tr>
<td>Bryant Elementary School</td>
</tr>
</tbody>
</table>

Consider your FIRST choice school. Which of the following characteristics of that school are particularly APPEALING to you?

Please check your top 3 choices.

- Geographic location
- Resources provided to teachers to aid instruction
- School's teaching philosophy
- Quality of the facility
- Other leaders at the school
- Student academic performance
- Opportunity for a different assignment
- Student demographics
- Salary or bonuses
- School reputation
- The teaching staff
- Parental involvement
- School program

Background

This last set of questions ask about your own background and home life. As with other questions, your answers to these questions are only used in aggregate. They help us to understand the lives of SFUSD assistant principals more generally.
How do you normally commute to work?

- By car
- On foot
- By bike
- On public transportation
- Other (please describe):

How long is your daily commute? Please write in the number of minutes it usually takes you to get to work.

With whom do you live? (Choose all that apply)

- Alone
- With spouse/domestic/romantic partner
- With my children
- With roommates
- With other relatives

How many children do you have who are under the age of 5?

- 0
- 1
- 2
- 3 or more

How many children do you have who are between the ages of 5 and 18?

- 0
- 1
- 2
- 3 or more

Where did you graduate from high school?

School name
District
City
State

Was or is either of your parents a teacher?

- Yes
- No

Did either of your parents complete a bachelor's degree (e.g., B.A., B.S.) or a higher level of education (e.g. J.D., M.A., Ph.D., M.D.)?

- Yes
- No
LAST BLOCK (NEXT button becomes FINISH)

What was the total income for your household (you and anyone you live with who you consider family) in 2014?

- Under $50,000
- $50,000-$74,999
- $75,000-$99,000
- $100,000-$124,999
- $125,000-$149,999
- $150,000-$250,000
- Over $250,000