Introduction

Survey of SFUSD Teachers

Welcome to the 2016 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 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!

Teaching Assignment

Are you currently in a teaching position in SFUSD?

- Yes, I am a classroom teacher
- Yes, I am a non-classroom teacher
- No, I am not currently a teacher

Browser Meta Info

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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

Teaching Assignment

What subject do you teach? (Check all that apply.)
At which type of school do you work? (Check all that apply.)

- Early Education School
- Elementary School
- Middle School
- K-8 School
- High School
- Other type of school/Central Office
- County/Continuation School

Including the current year, how many years have you worked as a teacher in SFUSD?

- This is my first year as a teacher in SFUSD.
- This is my second year as a teacher in SFUSD.
- I've taught in SFUSD 3-5 years.
- I've taught in SFUSD 6-10 years.
- I've taught in SFUSD for over 10 years.

Support

Teacher Support and Collaboration

We are interested in learning more about the sources of support in your current school, and the extent to which you collaborate with other teachers.

This school year, how often did you do each of the following?

<table>
<thead>
<tr>
<th>Visit another teacher's classroom to watch him or her teach</th>
<th>Never</th>
<th>Once</th>
<th>Twice</th>
<th>3-4 Times</th>
<th>5-9 Times</th>
<th>10 or More Times</th>
</tr>
</thead>
</table>
Have a colleague observe your classroom
Go to a colleague to get advice about an instructional challenge you faced
Receive useful suggestions for curriculum material from colleagues
Receive meaningful feedback on your teaching practice from colleagues
Receive meaningful feedback on your teaching practice from your principal
Receive meaningful feedback on your teaching practice from another school leader (e.g., AP, instructional coach)
Participate in Research and Design groups helping to build the SFUSD Core Curriculum in English language arts, science, and math
Identify common goals with other teachers in your school
Look at common evidence (e.g., student outcomes) with colleagues to see if you have achieved your goals
Make adjustments to instruction based on evidence of student outcomes

From where have you obtained materials that you use in your classes? (Check all that apply.)

☐ Textbooks
☐ The internet
☐ Research and Design groups
☐ Other teachers in your school
☐ Professional development experiences inside SFUSD
☐ Professional development experiences outside of SFUSD
☐ Other (please specify):
    

Do you have a school-issued laptop?

☐ Yes
☐ No

In a typical week, on how many days have you or any of your students had the following supports, either inside or outside of your classroom?

<table>
<thead>
<tr>
<th>Support</th>
<th>0 days</th>
<th>1 day</th>
<th>2-3 days</th>
<th>4-5 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aides/Paraprofessionals</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Volunteers/Parents</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Student teachers/interns</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>SPED/RSP/Speech support</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Intervention/RTI specialists</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
I am most interested in Professional Development offered in these **settings** (check all that apply):

- On-site
- Online
- Off-site
- In PLC’s or networks
- Other (please specify):

I am most interested in Professional Development offered in these **areas** (check all that apply):

- Differentiating Instruction/Universal Access
- EL Learners
- Equity/Race and Culture
- Classroom Management/Positive Behavior Support
- Restorative and Inclusive Practices
- Technology
- Common Core State Standards (ELA)
- Common Core State Standards (Math)
- STEM
- Smarter Balanced Assessments
- Lesson Study
- Facilitating and Coaching
- Other (please specify):

**School Climate**

We are interested in learning more about your views on the climate in SFUSD and at your current school or worksite.

To what extent do you agree or disagree with each of the following statements about the climate at your school?
The school administration’s behavior toward the staff is supportive and encouraging.

Academic expectations at my school are clear.

My school has a clear vision for the future.

Most of my colleagues share my beliefs and values about what the central mission of the school should be.

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

- Diversity is a priority in my school's recruiting and hiring efforts.
- Having staff with a range of backgrounds is essential to our school's success.
- Biases and stereotypes make it difficult for staff of particular backgrounds or identities to advance in SFUSD.
- Having staff with backgrounds similar to our students is essential to our school's success.

Recognition, Satisfaction, & Perspectives on Teaching

Perspectives on Teaching

We are interested in learning more about your perspectives on teaching.

How satisfied are you with the amount of recognition you receive for your role as a teacher from each of the following groups?

<table>
<thead>
<tr>
<th>SFUSD Board of Education</th>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Superintendent and executive level district leadership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My school's leadership team</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other teachers at your school</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The families of your students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

If I could do it all over, I would definitely become a teacher.
I am discouraged by the state of the teaching profession.
I like being a teacher in SFUSD.
I like working at my current school.
I feel good about my performance as a teacher overall.

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

You are very limited in what you can achieve because a student's home environment is a large influence on their achievement.
Educators have an important role to play in challenging social inequities.
When it comes right down to it, you really can not do much because most of a student's motivation and performance depends on their home environment.
I help my students understand that growth and improvement are possible.
The amount a student can learn can change with the right school conditions.
The amount a student can learn is primarily related to family background.
It is unreasonable to try to reach the same academic level with children from different family backgrounds.
I can meet the academic needs of all of the students I teach regardless of their family background.

Prime

Student Achievement

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

Student Achievement

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that each student can achieve his or her maximum potential.
We are interested in learning what you think about student achievement gaps and equal opportunity.

Student Achievement

How important of a challenge are achievement gaps (e.g. by race, socioeconomic status) for SFUSD?

☐ The most important challenge facing the district
☐ One among a number of important challenges
☐ A moderately important challenge
☐ Not an important challenge at all

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

Please rank the gaps listed below according to the amount of effort YOU FEEL that YOU should devote to each gap.

1 = Most effort; 4 = Least effort

1 2 3 4

Gap between higher- and lower-achieving students (regardless of race, income, or home environment)
Gap between students with more and less supportive home environments
Gap between students from different racial groups
Gap between students from high- and low-income families

Please rank the gaps listed below according to the amount of effort you feel that YOUR SCHOOL wants you to devote to each gap.

1 = Most effort; 4 = Least effort

1 2 3 4

» Gap between students from high- and low-income families
» Gap between students from different racial groups
» Gap between higher- and lower-achieving students (regardless of race, income, or home environment)
» Gap between students with more and less supportive home environments

Student Achievement 2

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Page Submit: 0 seconds
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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?

Regardless of the cause of inequality, how much ability do each of the following have to close achievement gaps?
### Alllocate more time to students with more disadvantaged backgrounds

- None
- A little
- Some
- A lot

<table>
<thead>
<tr>
<th>Teachers in their classrooms</th>
<th>None</th>
<th>A little</th>
<th>Some</th>
<th>A lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School districts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State and federal education policies</td>
<td></td>
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<td></td>
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<tr>
<td>Other state and federal policies (e.g. regarding social services, health, taxes, etc.)</td>
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</tr>
</tbody>
</table>

### Among them all, who is MOST able to address achievement gaps? Who is LEAST able?

<table>
<thead>
<tr>
<th>Teachers in their classrooms</th>
<th>MOST (Check only ONE in this column)</th>
<th>LEAST (Check only ONE in this column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual schools</td>
<td></td>
<td></td>
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<tr>
<td>School districts</td>
<td></td>
<td></td>
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<tr>
<td>State and federal education policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other state and federal policies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### To get a good quality education in SFUSD, how important is each of the following?

<table>
<thead>
<tr>
<th>Home language</th>
<th>Not important</th>
<th>A little important</th>
<th>Important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luck of the school assignment system</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Initial ability</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family income</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Residential neighborhood</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Deciding how to allocate time and effort to students is a difficult problem. Which of the following best resembles how you typically allocate your time in your classroom? Do you...

- Allocate more time to students with more disadvantaged backgrounds
- Allocate more time to students who you think will benefit most from your efforts
- Allocate more time to students who put in the most effort
- Allocate equal time to all students
- Allocate more time to students who are low achieving

### Vignette

Now we would like you to think about a hypothetical scenario, and what your opinion would be if this scenario were real.
Suppose San Francisco voters pass a ballot measure allocating additional funds to SFUSD schools, and the district has two proposals for how to distribute the additional funds. Proposal A calls for giving each school roughly equivalent amounts, proportional to their number of students. Proposal B calls for identifying the 10% of schools serving SFUSD’s most disadvantaged students and dividing the funds among just those schools for targeted interventions. Which of these proposals would you prefer?

Proposal A  Proposal B

Now we would like you to think about a hypothetical scenario, and what your opinion would be if this scenario were real.

Suppose San Francisco voters pass a ballot measure allocating additional funds to SFUSD schools, and the district has two proposals for how to distribute the additional funds. Proposal A calls for giving each school roughly equivalent amounts, proportional to their number of students. Proposal B calls for identifying the 50% of schools serving SFUSD’s most disadvantaged students and dividing the funds among just those schools for targeted interventions. Which of these proposals would you prefer?

Proposal A  Proposal B

Hard-to-Staff Schools Awareness

SFUSD has a policy of providing stipends to teachers who teach in hard-to-staff schools. How familiar are you with this hard-to-staff schools policy?

- Familiar
- Somewhat familiar
- Not at all familiar

Hard-to-Staff Schools Policy Experiment

The Quality Teacher Education Act (QTEA) provides SFUSD with additional funds for teachers in Hard-to-Staff schools. Fully credentialed teachers in these schools have the opportunity to earn an additional stipend of up to $2,000 per year in recognition of their work. The list of schools who receive this designation under QTEA is updated each school year and is available on SFUSD’s website.

As a reminder, the Quality Teacher Education Act (QTEA) provides additional funds for teachers in Hard-to-Staff schools. Fully credentialed teachers in these schools have the opportunity to earn an additional stipend of up to $2,000 per year in recognition of their work. The list of schools who receive this designation under QTEA is updated each school year and is available on SFUSD’s website.

Would you consider transferring to a hard-to-staff school?

- Yes, in part because of the salary stipend
- Yes, but not because of the salary stipend
Why would you NOT CONSIDER moving to a hard-to-staff school? (Check all that apply.)

- Yes, but only if the salary stipend were larger
- Maybe, if I knew more about the policy
- No
- I already teach in a hard-to-staff school and receive a salary stipend.

Hard-to-Staff Schools Policy Control

Would you consider transferring to a hard-to-staff school?

- Yes, in part because of the salary stipend
- Yes, but not because of the salary stipend
- Yes, but only if the salary stipend were larger
- Maybe, if I knew more about the policy
- No
- I already teach in a hard-to-staff school and receive a salary stipend.

Why would you NOT CONSIDER moving to a hard-to-staff school? (Check all that apply.)

- I am happy in my current position.
- I do not want to change schools.
- I do not want to work with a different student population.
- I do not feel confident that the stipend will persist throughout my career.
- The stipend amount is not enough for me to change from my current school.
- I do not want to change geographic location.
- Other (please specify):

Future Plans
Future plans

These next questions ask about your future career plans.

What are your plans for the coming 2016-2017 school year?

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

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

- Be a classroom teacher in your current school
- Voluntarily transfer to another school within SFUSD as a classroom teacher
- I received notice that I was consolidated
- Change to a new position in SFUSD (e.g., master teacher, math/literacy coach, Assistant Principal, etc.) either at your current school or at a new school

Which of the following do you think you will do?

- Exit the workforce
- Teach in a different district, charter, or private school
- Work in a different district, charter, or private school but not as a teacher
- Work in education but not in another district, charter, 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
- Retire, but continue working in SFUSD on contract

We are interested in whether moving into leadership positions appeals to you.

At some point in your career, are you interested in moving into the following positions?

<table>
<thead>
<tr>
<th>Leadership Position</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional leadership (e.g. TSA, master teacher, coach, or department chair)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School leadership (e.g. assistant principal or principal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>District leadership (e.g. working in the Central Office)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do you believe you do or will receive the support and opportunity to move into this position within SFUSD?

- Yes
- No

If you were talking to a group of prospective teachers about your current school, which of the following characteristics would you say are the most APPEALING characteristics of your school?

Please check all that apply.

- Student demographics
- Quality of the facility
- Resources provided to teachers to aid instruction
- Salary or bonuses
- Parental involvement
- School program
- Student academic performance
- Other teachers at the school
- Opportunity to teach preferred classes
- School's teaching philosophy
- Geographic location
- The principal
- School reputation
- Other (please specify): 
- None of the above

Economic Anxiety

Financial Security & Concerns

*Economic security and the cost of living are on many people's minds in San Francisco, and we would like to understand how this is affecting SFUSD's educators. Some people worry a lot, while others feel more secure. We would like to understand how you feel about your own current financial situation.*

*As a reminder, these responses are confidential and will never be shared individually with the District.*

Think about your current financial situation. Which of the following best describes you?

- I am frequently anxious about my financial situation
- I am sometimes anxious about my financial situation
- I am rarely anxious about my financial situation
- I am never anxious about my financial situation
- Don't Know

Do you own or rent a home, apartment, or room?

- Own
- Rent
- Both
With whom do you live? (Choose all that apply.)

- Alone
- With a partner/spouse
- With my children
- With roommates
- With other relatives

How easy or difficult would you say it is for you to pay your rent or mortgage each month? Is it...

- Very easy
- Somewhat easy
- Somewhat difficult
- Very difficult
- Don’t know
- I don’t currently have rent or mortgage payments to make.

Suppose you were faced with an unexpected expense of one thousand dollars, how difficult would it be to pay that expense? Would it be...

- Very difficult
- Somewhat difficult
- Not at all difficult
- Don’t Know

If you were unable to pay the one thousand dollars, do you have a friend or family member you could turn to for help?

- Yes
- No
- Don’t Know

Which of the following statements reflect your current financial situation? (Check all that apply.)

- My salary from SFUSD provides the majority of my household’s income.
- I have family members (besides a partner/spouse) who support me financially on a regular basis.
- I am currently paying off student loans.
- I have already received or expect to receive an inheritance or other source of wealth.
I struggle to find affordable childcare.

☐ I have a second job (including part-time work) to help make ends meet.

☐ None of the above

What was the total income for your household (you and anyone you live with who you consider family) in 2015?

☐ 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

Background

This final set of questions asks about your own background and home life. As with other questions, your answers to these questions are only used in aggregate and are OPTIONAL. They help us to understand the lives of SFUSD teachers more generally.

How do you normally commute to work? (Check all that apply.)

☐ Car

☐ Walk

☐ Bike

☐ Motorcycle/scooter

☐ Public transportation

☐ Carpool/rideshare

☐ Other (please describe):

How long is your daily commute?

For the questions below, please write in the number of minutes your commute typically takes. For example, if it takes you an hour and 10 minutes, please enter 70. Please answer both questions, even if it takes the same amount of time in both directions.

How long does it take you to get to work in the morning?
How long does it take you to get home at the end of the day?

Do you identify as LGBTQIA?

- Yes
- No
- Prefer not to answer

As a child/student, was a significant portion of your schooling in (check all that apply)...

- An SFUSD school?
- A non-SFUSD school in the Bay Area?
- A school in other parts of CA?
- A school in another country?
- None of the above

At any point in your K-12 experience, did you qualify for free and reduced-price lunch?

- Yes
- No
- Don't know

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)

THANK YOU!

Your participation in this survey is a great help to SFUSD as it moves forward with district improvement and efforts to support schools, teachers, and students better. Below, please respond if you have additional comments to share. If you do not have additional comments, please press FINISH at the bottom of the page to submit your survey.

We are very interested in ideas about how to close achievement gaps in SFUSD. Please share any ideas you have here.
For example, do you have any suggestions about how to address inequality in SFUSD? What do you think you or your school would need in order to do more to promote equity goals?

Is there anything else you would like to add?

If you wish to explain any of your responses in more detail, or tell us about any aspects of your experience—in SFUSD or as a teacher—that we did not ask about, please do so here.

Would you be willing to be contacted about your responses? If so, please enter the best email or phone number with which to contact you. (If not, please leave blank.)