SFUSD Assistant Principal Survey 2018

Survey of SFUSD Assistant Principals  Welcome to the 2018 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, your opinions on district and school programs, and questions that help us understand the lives of SFUSD staff more generally. Taking this survey is completely voluntary. The survey should take approximately 15-20 minutes to complete. As a token of appreciation, you will receive a $15 gift card to Amazon for completing the survey. Your responses will be part of a research study to help inform future policy decisions in SFUSD. We see minimal risks to your participation, though we cannot and do not guarantee or promise that you will receive any benefits from this study.

CONFIDENTIALITY: 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!
Are you currently an assistant principal in SFUSD?

- Yes (1)
- No (3)

Including the current year, how many years have you worked as an assistant principal in SFUSD?

- This is my first year as an assistant principal in SFUSD. (1)
- This is my second year as an assistant principal in SFUSD. (5)
- I've been an assistant principal in SFUSD 3-5 years. (2)
- I've been an assistant principal in SFUSD 6-10 years. (3)
- I've been an assistant principal in SFUSD for over 10 years. (4)

Which of the following BEST describes the leadership role you play in your school?

- My primary responsibility is to oversee a specific set of grade levels in my school (e.g., K-3 or 9&10). (1)
- My primary responsibility is to oversee a specific set of subjects in my school (e.g., math, arts programs). (2)
- My primary responsibility is to oversee a specific area of administrative tasks (e.g., instruction, discipline). (3)
- I have a general administrative role (i.e., I handle a broad set of tasks delegated to me by my principal). (4)
- Other (5)
What specific areas of administrative tasks are you responsible for? (Check all that apply)

☐ Student discipline (1)
☐ Curriculum (2)
☐ Instruction (3)
☐ Teacher evaluation (4)
☐ Human Resources (5)
☐ Other (please specify:) (6) ________________________________________________

You selected "Other." How would you describe your primary responsibilities in your school?

________________________________________________________________________
________________________________________________________________________
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________________________________________________________________________

Teacher Recruitment  
We are interested in your talent management practices – particularly how you recruit good teachers. These first questions ask about your general experience hiring teachers.

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

☐ Generally, yes. (1)

☐ Yes, but only for certain positions (please specify): (2)

☐ No, we have no problem hiring teachers. (3)
For which of the following areas are you concerned about staffing for the 2018-2019 school year? (Check all that apply.)

☐ Bilingual Spanish (1)
☐ Bilingual Chinese (2)
☐ Bilingual other (please describe) (3)

☐ Special Ed/Resource Specialist (4)
☐ Special Day/SDC (5)
☐ Math (6)
☐ Science (7)
☐ General Education (8)
☐ Social Studies (9)
☐ English Language Arts (10)
☐ Foreign Language (11)
☐ P.E. (12)
☐ Literacy Specialist/Intervention (13)
☐ Coaches/IRFs (14)
☐ Paraprofessionals (15)
☐ Other (please describe) (16) _____________________________________________
☐ None of the above (18)
Did you have to hire any teachers after the start of the school year for the 2017-18 school year?

- No (1)
- Yes (2)

How often are the following true?

<table>
<thead>
<tr>
<th></th>
<th>Never (1)</th>
<th>Sometimes (2)</th>
<th>Frequently (3)</th>
<th>Always (4)</th>
<th>Don't know (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The hiring and transfer process allows us to hire the teachers</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>that create the best possible instructional team for our school.</td>
<td>(1) o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>SFUSD Human Resources is helpful to us in staffing our school</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>with high quality teachers. (2)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Our school leadership team reviews files through SFUSD's online</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>interface (11)</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Our school leadership team reads applicants' short answer</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>responses from their application. (3)</td>
<td></td>
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<tr>
<td>Our school leadership team speaks with the references of the</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>applicants that I am considering. (9)</td>
<td></td>
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<td></td>
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<tr>
<td>Our school leadership team interviews applicants before hiring</td>
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<td>o</td>
<td>o</td>
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<td>o</td>
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<tr>
<td>them. (8)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Teacher applicants to my school perform a demonstration lesson as part of the interview process. (10) o o o o o o

Our school leadership team has teachers at our school interview candidates. (13) o o o o o o

Our school leadership team has parents at our school interview candidates. (14) o o o o o o

Our school leadership team has students at our school interview candidates. (15) o o o o o o

Were there other ways your school evaluated the teachers you hired last year as part of the application and recruitment process that were not listed above? If so, please describe them.

________________________________________________________________
________________________________________________________________
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________________________________________________________________
________________________________________________________________

What is something that works well about SFUSD's teacher hiring process for your school?
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
What is something that could be improved about SFUSD's teacher hiring process for your school?

__________________________________________________________________________
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**Teacher Retention**  
*We are interested in your talent management practices - particularly how you retain good teachers.*

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

- Generally, yes. (1)
- Yes, but only in certain subjects (please specify): (2)
- No, I have no problem retaining teachers. (3)

Which of the following do you think are important reasons that your school has trouble retaining good teachers? (Check all that apply.)

- The challenge of working with our student population (4)
- Difficult colleagues drive good teachers away (3)
- Teachers have insufficient training/preparation (7)
- Credential issues (5)
- Salary/compensation too low (8)
- Affordable housing (9)
- Lack of opportunities for within-school leadership (10)
- Career opportunities in the district central office (11)
- Other (please specify): (1) __________________________________________

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

- Yes, very much so (1)
- Somewhat (2)
Think about the teacher 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 teacher at your school? (Check all that apply.)

- Verbal public recognition (e.g., at staff meeting) (1)
- Private recognition (2)
- Release time for special projects (3)
- Funds for additional professional development (4)
- Funds for class projects (5)
- Allowing them to choose the courses they want to teach (6)
- Promoting them into leadership roles while still teaching (7)
- Other (please specify): (8) ____________________________________________
- None of the above (9)

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

________________________________________________________________________
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________________________________________________________________________

The past few years, some teachers are receiving special salary stipends as a result of Prop A (the Quality Teacher and Education Act) for teaching in hard-to-staff schools or hard-to-fill subjects.
To what extent have these stipends affected your ability to do the following?

<table>
<thead>
<tr>
<th></th>
<th>Hurt (1)</th>
<th>No Effect (2)</th>
<th>Helped a Little (3)</th>
<th>Helped a Lot (4)</th>
<th>I don't know (5)</th>
<th>N/A for my school (6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECRUIT high quality candidates</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<td>(1)</td>
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<tr>
<td>RETAIN high quality candidates</td>
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<td>(2)</td>
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<tr>
<td>RECRUIT high quality candidates in HARD-TO-FILL SUBJECTS</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<td>(3)</td>
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<tr>
<td>RETAIN high quality candidates in HARD-TO-FILL SUBJECTS</td>
<td>o</td>
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<td>(4)</td>
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</tbody>
</table>
**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 individuals do you have available to help teachers?

<table>
<thead>
<tr>
<th>Type of Individual</th>
<th>None (1)</th>
<th>1-2 (2)</th>
<th>3-5 (3)</th>
<th>More than 5 (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aides/Para-professionals (2)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Volunteers/Parents (3)</td>
<td></td>
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<tr>
<td>Student teachers/Interns (9)</td>
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<tr>
<td>SPED/RSP/Speech support (10)</td>
<td></td>
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<tr>
<td>Intervention/RTI specialists (1)</td>
<td></td>
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<tr>
<td>Therapists/Counselors/Social workers (6)</td>
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<tr>
<td>Other (please specify) (5)</td>
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</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 (1)
- Less than once per month (2)
- About once per month (3)
- Multiple times per month but less than every week (4)
- About once per week (5)
- Multiple times per week (6)
If you had a teacher who had to be out of the classroom for the day…

<table>
<thead>
<tr>
<th>Would your school be able to find a substitute? (1)</th>
<th>Never (1)</th>
<th>Rarely (2)</th>
<th>Sometimes (3)</th>
<th>Most of the Time (4)</th>
<th>Always (5)</th>
<th>N/A (7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would this substitute know the students in the class? (3)</td>
<td></td>
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<tr>
<td>Would this substitute know the course content? (4)</td>
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<tr>
<td>Would this substitute be an effective teacher? (5)</td>
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<tr>
<td>Would you expect the teacher to communicate directly with this substitute before the absence? (6)</td>
<td></td>
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<tr>
<td>Would you expect the teacher to communicate directly with this substitute after the absence? (7)</td>
<td></td>
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</tbody>
</table>
When your school cannot find a substitute teacher to cover a teacher's absence, what is the most likely scenario?

- Students are split up into other classrooms with permanent teachers (1)
- A school administrator covers the class (2)
- A teacher with a prep period covers the class (4)
- Other: (3) ____________________________

For which of these scenarios is the quality of teaching likely better than if you were able to find a substitute teacher?

- Students are split up into other classrooms with permanent teachers (1)
- A school administrator covers the class (2)
- A teacher with a prep period covers the class (4)
- Other: (3) ____________________________
- None of these (6)

For which position or positions do you have the most trouble recruiting effective substitutes?

_________________________________________________________
### How much do you agree with each of the following statements about diversity?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Agree (3)</th>
<th>Strongly agree (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity is a priority in my school's recruiting and hiring efforts.</td>
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<tr>
<td>(4)</td>
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<tr>
<td>Having staff with backgrounds similar to our students is essential to my</td>
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<tr>
<td>school's success.</td>
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<tr>
<td>(3)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Having staff with a range of backgrounds is essential to my school's</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>success.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1)</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Biases and stereotypes make it difficult for staff of particular</td>
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<tr>
<td>backgrounds or identities to advance in SFUSD.</td>
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<tr>
<td>(2)</td>
<td></td>
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<tr>
<td>I would prefer that we just treat people as individuals rather than</td>
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<tr>
<td>focus on their race, ethnicity, or other background characteristics.</td>
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<td>(8)</td>
<td></td>
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</tbody>
</table>

Student Needs
We are interested in learning more about some specific needs your students may have, as well as how these needs are addressed.

This school year, how often did you need to actively work (e.g. conversations, class lessons, referrals, etc.) to keep your students safe from...

<table>
<thead>
<tr>
<th></th>
<th>Not at all (1)</th>
<th>Occasionally (2)</th>
<th>Often (3)</th>
<th>Very often (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>physical harm from each other? (1)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>physical harm that they might inflict on themselves? (2)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>physical harm from forces outside of school? (3)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>psychological harm from their peers at school? (6)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>cyberbullying? (4)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>alcohol? (8)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>marijuana? (9)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>other drugs? (10)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>e-cigarettes / tobacco? (11)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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</tbody>
</table>
Do you believe that any of the students in your school this year have been misidentified and misclassified as needing special education services?

○ Yes (1)
○ Maybe (2)
○ No (3)

Do you think that any of this misclassification was due to the student's behavior?

○ Yes (1)
○ No (2)

How much do you agree with each of the following statements about special education services?

<table>
<thead>
<tr>
<th>Strongly disagree (1)</th>
<th>Disagree (2)</th>
<th>Agree (6)</th>
<th>Strongly agree (7)</th>
<th>N/A (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The special education students in my school receive all the services that they need. (1)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>The special education students in my school receive lower quality services than they did last school year. (2)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>The quality of education for my non-special education students is lower because of the resources that go to special education students. (3)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
Classroom teachers in my school find it challenging to work with the adults serving special education students in their classrooms. (4)  

If I could reallocate resources, I would move resources away from special education students towards other students with academic challenges. (5)  

I feel confident in my staff’s ability to leverage technology to differentiate tasks for students. (6)
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 (1)</th>
<th>Rarely (2)</th>
<th>Sometimes (3)</th>
<th>Frequently (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty with transportation to school (14)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family obligations such as helping care for younger sibling(s) (15)</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Student/family concerns about safety (18)</td>
<td></td>
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<tr>
<td>Student had a legitimate excuse but did not submit paperwork to excuse the absence (16)</td>
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<tr>
<td>Student chose to skip the class (17)</td>
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</tbody>
</table>
Among the EL students at your school, what do you believe are the three largest obstacles to attending college?

- English Language Skills – Writing (1)
- English Language Skills – Reading (4)
- English Language Skills – Speaking (5)
- Cognitive Strategies (e.g. problem solving, structuring arguments) (6)
- Content Knowledge (e.g. general background knowledge of math, science, literature) (7)
- Contextual Skills (e.g. knowledge of admissions process/financial aid, academic requirements) (8)
- Academic Behaviors (e.g. study skills, time management) (9)
- Responsibilities Not Related to School (e.g. family demands) (10)
- Immigration Issues (11)
- Financial Issues (12)
- Socioemotional Issues (13)

**Students**

*We are interested in learning what you think about student achievement gaps.*
How important of a challenge are achievement gaps (e.g. by race, socioeconomic status) for SFUSD?

- The most important challenge facing the district (1)
- One among a number of important challenges (2)
- A moderately important challenge (3)
- Not an important challenge at all (4)

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

- Gap between students from high- and low-income families (1)
- Gap between students from different racial groups (2)
- Gap between higher- and lower-achieving students (regardless of race, income, or home environment) (3)
- Gap between students with more and less supportive home environments (4)

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

<table>
<thead>
<tr>
<th>Strongly Disagree (1)</th>
<th>Disagree (2)</th>
<th>Agree (3)</th>
<th>Strongly Agree (4)</th>
</tr>
</thead>
</table>

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. (1) o o o o

You are very limited in what you can achieve because a student's home environment is a large influence on their achievement. (2) o o o o
The amount a student can learn is primarily related to family background. (3) o  o  o  o  o

It is unreasonable to try to reach the same academic level with children from different family backgrounds. (4) o  o  o  o  o

My school can meet the academic needs of all of the students we teach regardless of their family background. (5) o  o  o  o  o

Educators have an important role to play in challenging social inequities. (6) o  o  o  o  o

The amount a student can learn can change with the right school conditions. (7) o  o  o  o  o

Deciding how to allocate resources to students is a difficult problem. Which of the following best resembles how you typically allocate resources in your school? Do you...

- Allocate equal resources to all students (1)
- Allocate more resources to students from low-income families (2)
- Allocate more resources to African American and/or Hispanic students (3)
- Allocate more resources to students from less supportive home environments (4)
- Allocate more resources to students who are low achievers (6)
- Other (5) ________________________________
SFUSD advocates for educators' role in closing achievement gaps. As a school leader, which of the following strategies do you employ in order to promote a focus on equity among your school's teachers? (Please check all that apply.)

- [ ] Professional development on cultural or structural competencies (1)
- [ ] Recruiting new teacher hires based on their beliefs, attitudes, and/or fit with the school culture (2)
- [ ] Establishing an explicit school mission focused on equity (3)
- [ ] Focusing on equitable practices in the review and evaluation process (4)
- [ ] Collecting student/school data to monitor equity and inequality (5)
- [ ] Facilitating communication between teachers and our students' families (6)
- [ ] Some other strategy (please describe): (7)
- [ ] None of these (8)

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

**Overall, how satisfied are you with your job?**

- [ ] Very Dissatisfied (1)
- [ ] Dissatisfied (2)
- [ ] Satisfied (3)
- [ ] Very Satisfied (4)
Overall, how valued do you feel in your job?

- Not at all (1)
- A little (2)
- Somewhat (3)
- Very (4)

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

<table>
<thead>
<tr>
<th></th>
<th>Very Dissatisfied (1)</th>
<th>Dissatisfied (2)</th>
<th>Satisfied (3)</th>
<th>Very Satisfied (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being an assistant principal (1)</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Being an assistant principal at your current school (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being an assistant principal in SFUSD (3)</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Your performance as an assistant principal at your current school (4)</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
How satisfied are you with the amount of recognition you receive for your role as an assistant principal from each of the following groups?

<table>
<thead>
<tr>
<th>Group</th>
<th>Very Dissatisfied (22)</th>
<th>Dissatisfied (21)</th>
<th>Satisfied (20)</th>
<th>Very Satisfied (19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SFUSD Board of Education (4)</td>
<td></td>
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</tr>
<tr>
<td>The Superintendent and executive level district leadership (1)</td>
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<tr>
<td>Other school leaders (2)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Teachers at your school (6)</td>
<td></td>
<td></td>
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<tr>
<td>The families of your school's students (10)</td>
<td></td>
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<td></td>
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<tr>
<td>Society (5)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Over the **last two weeks**, how often have you been bothered by any of the following problems?

<table>
<thead>
<tr>
<th>Problem</th>
<th>Not at all (1)</th>
<th>Several days (2)</th>
<th>More than half the days (3)</th>
<th>Nearly every day (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little interest or pleasure in doing things (1)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Feeling down, depressed or hopeless (2)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Trouble falling or staying asleep, or sleeping too much (3)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Feeling tired or having little energy (4)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Poor appetite or overeating (5)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Worries about being in physical danger while at school (9)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

To what extent do you think that having the option to arm teachers or school administrators would change your outlook about being in physical danger while at school?

- ○ It would reduce worries a lot (2)
- ○ It would reduce worries somewhat (4)
- ○ It would neither reduce nor increase worries (5)
- ○ It would increase worries somewhat (6)
- ○ It would increase worries a lot (3)

**Future plans**

*These next questions ask about your future plans.*
What are your plans for the coming 2018-2019 school year?

- Stay in SFUSD (1)
- Leave of Absence (2)
- Sabbatical Leave (3)
- Retire (4)
- Resign (5)

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

- Remain as an assistant principal in your current school (1)
- Voluntarily transfer to another school within SFUSD as an assistant principal (2)
- Be promoted to a principal position in SFUSD either at your current school or at a new school (6)
- Change to a central office job as part of district-level leadership (4)
- Change to a new position in SFUSD (e.g., other school leadership, teaching etc.) either at your current school or at a new school (5)
Which of the following do you think you will do?

- Exit the workforce (7)
- Be an assistant principal or principal in a different district, charter, or private school (1)
- Work in a different district, charter, or private school but not as an assistant principal or principal (2)
- Work in education but not in another district, charter, or private school (3)
- Work but outside of the field of education (4)
- Seek additional training in the education field (5)
- Seek additional training outside of the education field (6)
- Retire, but continue working in SFUSD on contract (8)

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 staff more generally.

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

- Car (1)
- Walk (2)
- Bike (3)
- Motorcycle/scooter (7)
- Public transportation (4)
- Carpool/rideshare (6)
- Other (please describe): (5) ________________________________________________
How many minutes, on average, does it take you to...

<table>
<thead>
<tr>
<th>0</th>
<th>12</th>
<th>24</th>
<th>36</th>
<th>48</th>
<th>60</th>
<th>72</th>
<th>84</th>
<th>96</th>
<th>108</th>
<th>120</th>
</tr>
</thead>
<tbody>
<tr>
<td>get to work in the morning? ()</td>
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<tr>
<td>get home at the end of the day? ()</td>
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</tbody>
</table>

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 (1)
- No (2)

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

- Yes (1)
- No (2)
- Don't know (3)

At any point in your K-12 experience, were you classified as an English Learner?

- Yes (1)
- No (2)
- Don't know (3)

Do you currently speak a language besides English fluently or close to fluently?

- Yes (1)
- No (2)
- Don't know (3)
What language(s)? (Please check all that apply.)

☐ Spanish (1)
☐ Mandarin (2)
☐ Cantonese (3)
☐ Arabic (5)
☐ Filipino (6)
☐ Korean (7)
☐ Vietnamese (8)
☐ French (9)
☐ Other (please specify) (4) ________________________________________________

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 to these open-ended questions. If you do not have additional comments, please press FINISH at the bottom of the page to submit your survey.

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 an assistant principal—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.)