



San Francisco Unified School District 2013 Survey Brief

Summary

Since the 2009-10 school-year, Center for Education Policy Analysis (CEPA) at Stanford University administered Teacher, Assistant Principal and Principal surveys as part of SFUSD's evaluation of the Quality Teacher and Education Act (passed as Proposition A 2008). The findings from these surveys have informed District policy decisions on multiple levels. This brief gives SFUSD teachers, APs and Principals some exemplars of the findings from the 2009-10, 2010-11 and 2011-12 surveys. Here, we highlight three key findings from the surveys that influenced District decisions. To read about other findings from the survey you can go to the Year 1 and Year 2 evaluation reports of the Quality Teacher and Education Act. Also, CEPA published SFUSD survey reports highlighting a number of the statistics stemming from the survey.

QTEA Survey Brief

Based on Survey data from 2009-2010 to 2011-2012

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Assistant Principal Career Pathways

Over 60 percent of Assistant Principals were likely to become a school principal in their future career. Other noticeable career choices include working in education but outside of k-12 schools, and staying in education but not in SFUSD (see Figure 1). This finding helps inform SFUSD on career pathways for its Assistant Principals.

Figure 1 - How likely is it that you will do the following at some point in your future career?

	2011-12		2010-11		2009-10	
	Likely or very likely	Unlikely or very unlikely	Likely or very likely	Unlikely or very unlikely	Likely or very likely	Unlikely or very unlikely
Be a school principal	71%	29%	63%	38%	63%	37%
Work as a classroom teacher	42%	58%	54%	46%	45%	55%
Work in a school in another role	42%	58%	46%	50%	50%	45%
Work in the district office	42%	58%	46%	54%	50%	47%
Work in education, outside of k-12 schools	63%	38%	42%	54%	47%	47%
Leave education temporarily	21%	79%	29%	71%	29%	68%
Pursue a career outside of education	17%	83%	4%	96%	13%	84%
Stay in education but not in SFUSD	58%	42%	54%	46%	34%	58%
Remain an assistant principal until I retire	33%	67%	33%	58%	32%	61%

Source: Stanford Survey of AP, 2011-12, 2010-11, 2009-10.

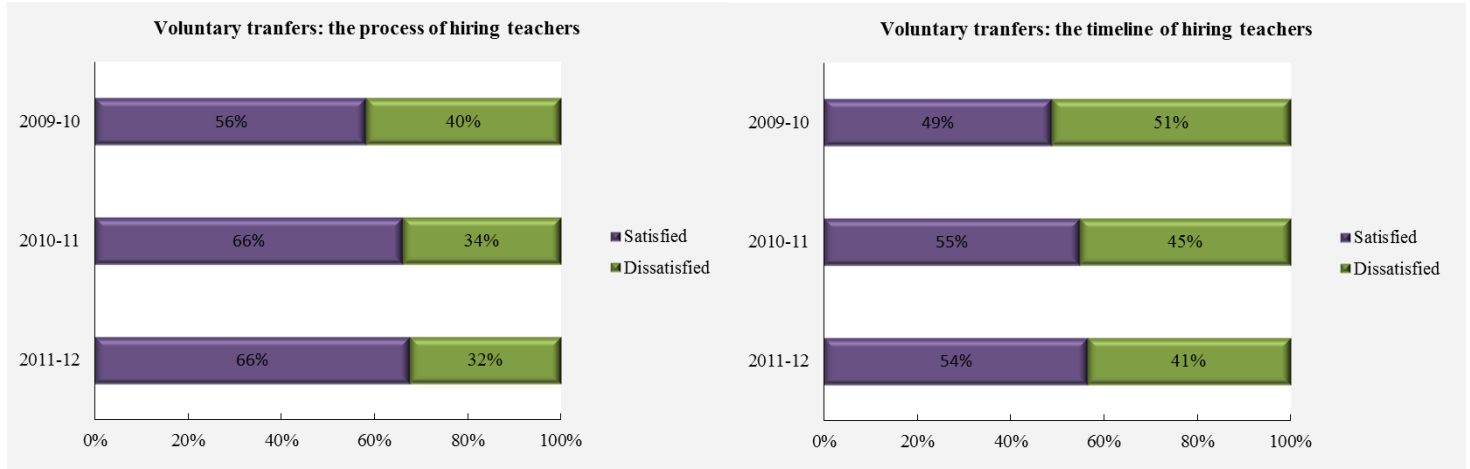
Number of valid responses: 24 (2011-12); 24 (2010-11), 38 (2009-10).

Numbers do not add up to 100% due to missing entries.

Principal Sentiments about Hiring

In 2009-10, most principals (56%) were satisfied with the process but not the timeline (49%) of hiring voluntary transfer teachers. In 2010-11 and 2011-12, most principals were satisfied with both the process and the timeline of hiring voluntary transfers (see Figure 2). SFUSD central office administration uses these findings to track Principal sentiment for changes made to these processes in hopes that they will see more favorable results over time.

Figure 2 – To what extent are you satisfied with the process and timeline for hiring voluntary transfers?

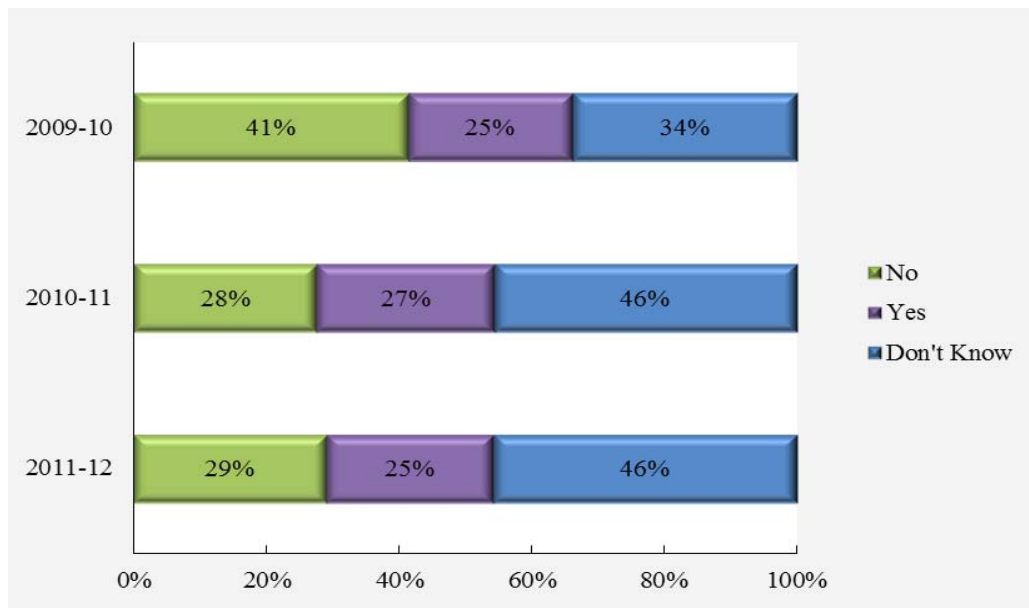


Source: Stanford survey of teachers, 2011-12, 2010-11, 2009-10.
 Number of valid responses: 41 (2011-12); 53 (2010-11); 82 (2009-10).
 Some numbers do not add up to 100% due to missing entries.

Teachers Sentiments Towards PAR

Teachers’ attitude toward PAR changed over the years. In 2009-10, majorities of teachers (64%) would not volunteer to participate in PAR. In 2011-12, the number decreased to 46%. At the same time, the share of teachers who are uncertain (i.e, reported “do not know”) increased from 27% to 43%. The share of teachers who would participate in PAR stays roughly the same across years – 11% (see Figure 3). The District pays close attention to Teacher sentiment toward PAR – this finding helps the District track teacher sentiment and inform communication about PAR.

Figure 3 - Would you volunteer to participate in PAR?



Source: Stanford Survey of teachers, 2011-12, 2010-11, 2009-10.
 Number of valid responses: 611 (2011-12); 632 (2010-11), 854 (2009-10).

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