



*SURVEY REPORT: 2013*

Report I:

# Teacher Evaluation

April, 2013

San Francisco Unified School District

## Summary

This survey report contains the results of the 2009-10, 2010-11, and 2011-12 Teacher, and Principal Surveys conducted by Stanford's Center for Education Policy Analysis (CEPA).

## NOTES ABOUT THE SURVEY

This report covers surveys that were administered to teachers and principals in the San Francisco Unified School District over the course of three consecutive academic years from 2009 to 2012.

This report appears in two parts, each highlighting some of the aggregated responses from the teachers, and from the principals, respectively.

For teachers, the sample size is: 1103 (2011-12), 1121 (2010-11), and 1649 (2009-10). Meanwhile, for principals: 50 (2011-12), 65 (2010-11), and 88 (2009-10).

For teachers, the survey response rate is: 35% (2011-12), 33% (2010-11) and 53% (2009-10). For principals: 43% (2011-12), 54% (2010-11) and 82% (2009-10).

## ABOUT CEPA

Stanford's Center for Education Policy Analysis (CEPA), an independent research center, unites an interdisciplinary array of nationally prominent scholars from across the campus to provide the depth and scale of research needed to affect education policy in meaningful ways. The core researchers are drawn from the fields of economics, law, political science, psychology, public policy, and sociology, and currently reside in the schools of Arts and Humanities, Business, Education and Law, as well as at the Hoover Institution. Their rigorous inquiry is based on the empirical realities of schools, well grounded in the needs of policy makers and education practitioners, and aimed directly at improving education for all students.

## LEGEND

<> Indicates a reference to the actual survey question number, linked to the appendix

>>> Indicates the context or framing of subsequent sub-question

An indent indicates this is a sub-question

► Indicates a bullet point, highlighting main points from the results

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## ABOUT THIS REPORT

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Questions or comments, please contact CEPA at: [contactcepa@stanford.edu](mailto:contactcepa@stanford.edu)

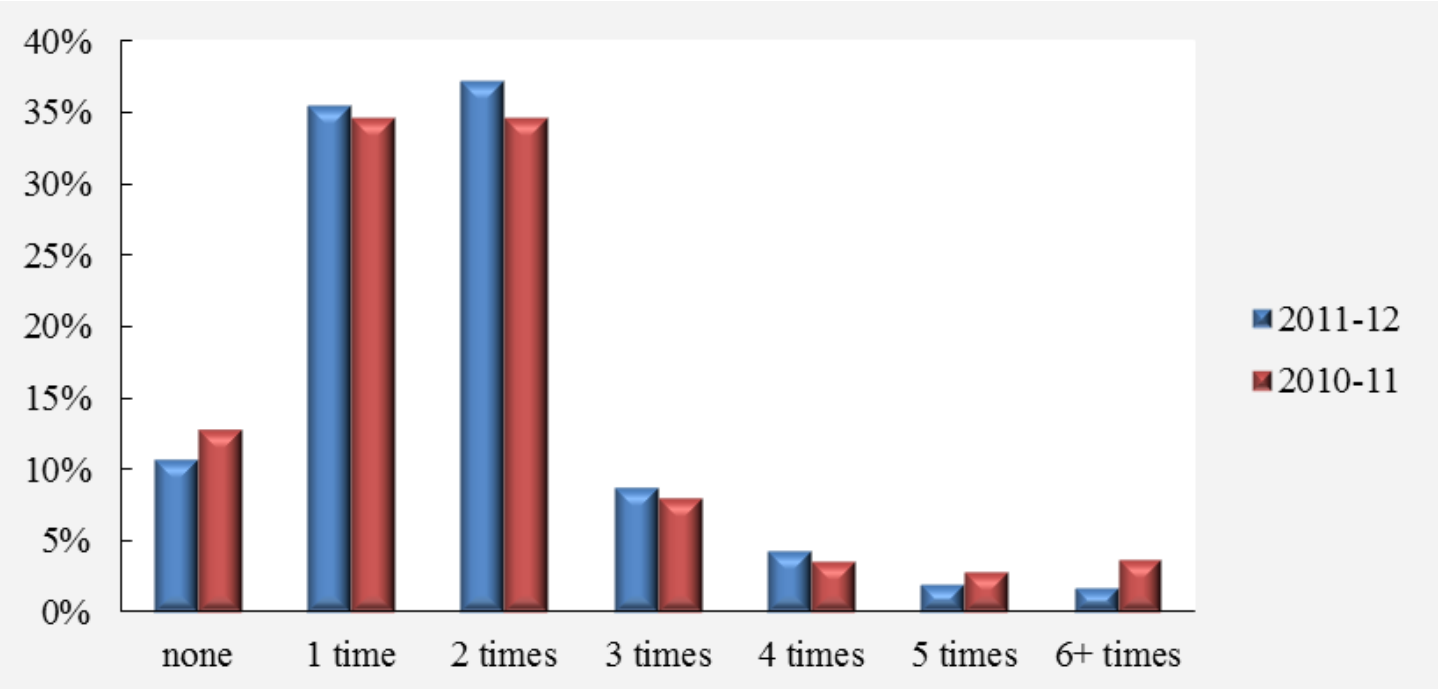
## A. SUMMARY OF TEACHERS' SURVEY RESPONSES

### SECTION I. Key Patterns & Trends

- ⇒ Majorities of teachers (>80%) were observed teaching at least once by the person who ultimately assigned them their evaluation ratings during 2011-12 school year and the pattern was similar in previous school year (Q12).
- ⇒ The average length of observation was between 31 to 60 minutes (Q13).
- ⇒ Overall, teachers had positive attitudes towards the evaluation system both in their current schools and in SFUSD. For instance, in 2011-12, 65 percent of teachers were satisfied with the evaluation system in their current schools. With regard to the evaluation system in SFUSD, 72 percent of teachers were confident in the evaluator's ability to observe and describe their instructional practices and 78 percent of teachers believed that they were evaluated fairly. Interestingly though, majorities of teachers viewed the evaluation as a way to dismiss tenured teachers for poor instructional performance (Q14, Q15).
- ⇒ Teachers' attitudes 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 were 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%) and only a quarter of teachers would refer their peers to PAR through UBC representative (Q18, Q19).

## SECTION II. SELECT SURVEY RESULTS

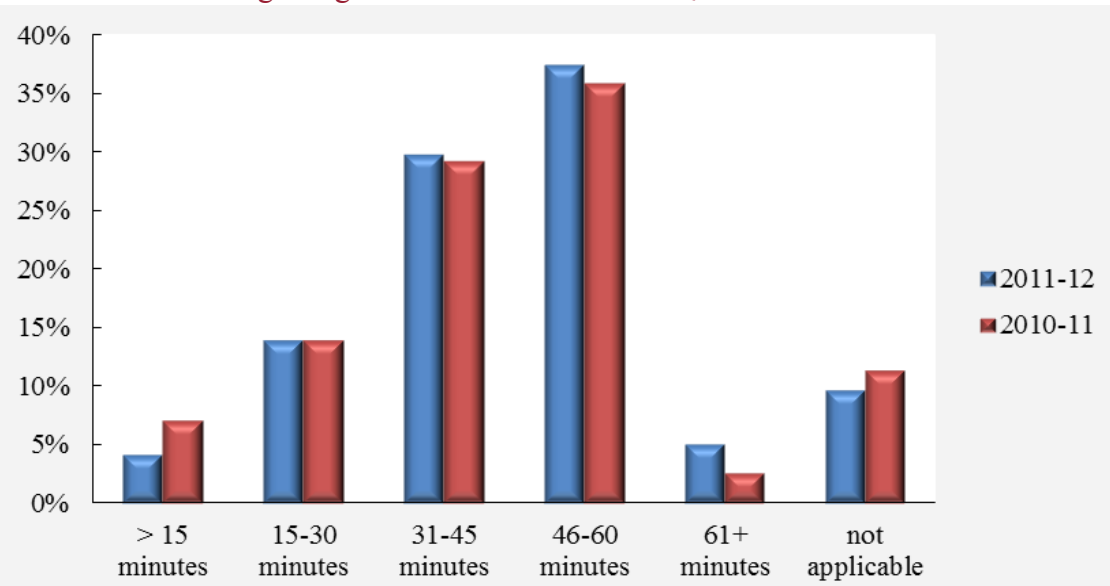
How many times were you observed teaching (for the purpose of evaluation) by the person who ultimately assigned you your most recent evaluation rating? <Q212>



Source: Stanford survey of teachers, 2011-12, 2010-11.  
 Number of valid responses: 642 (2011-12); 658 (2010-11).  
 Survey item not included in 2009-10 survey.

► Majorities of teachers (>80%) were observed teaching at least once by the person who ultimately assigned them their evaluation ratings during 2011-12 school year and the pattern was similar in previous school year.

What was the average length of each observation? <Q1.3>



► The average length of observation was between 31 to 60 minutes.

Source: Stanford Survey of teachers, 2011-12, 2010-11.  
 Number of valid responses: 642 (2011-12); 658 (2010-11).  
 Survey item not included in 2009-10 survey.

## How much do you agree with each statement regarding the evaluation system in SFUSD? &lt;Q14&gt;

	AGREE %	DISAGREE %
I was confident in evaluator's ability to observe and describe my instructions	72 (68)	28 (31)
I was evaluated rigorously	68 (64)	32 (34)
I was evaluated fairly	78 (77)	21 (22)
The evaluation process helped me improve my teaching practice	57 (53)	42 (45)
My evaluator provided me with information and strategies to improve instruction	62 (59)	37 (39)
The evaluation process was worth the time and effort required to complete it	61 (59)	39 (40)
The evaluation process was executed properly	75 (76)	24 (23)
The evaluation process is an important part of developing high quality teaching	73 (70)	26 (29)
I was well informed of the expectations and standards required for the evaluation	82 (82)	17 (17)
Dismissing tenured teachers for poor instructional performance	68 (73)	30 (26)

Responses from 2010-11 survey in parenthesis.

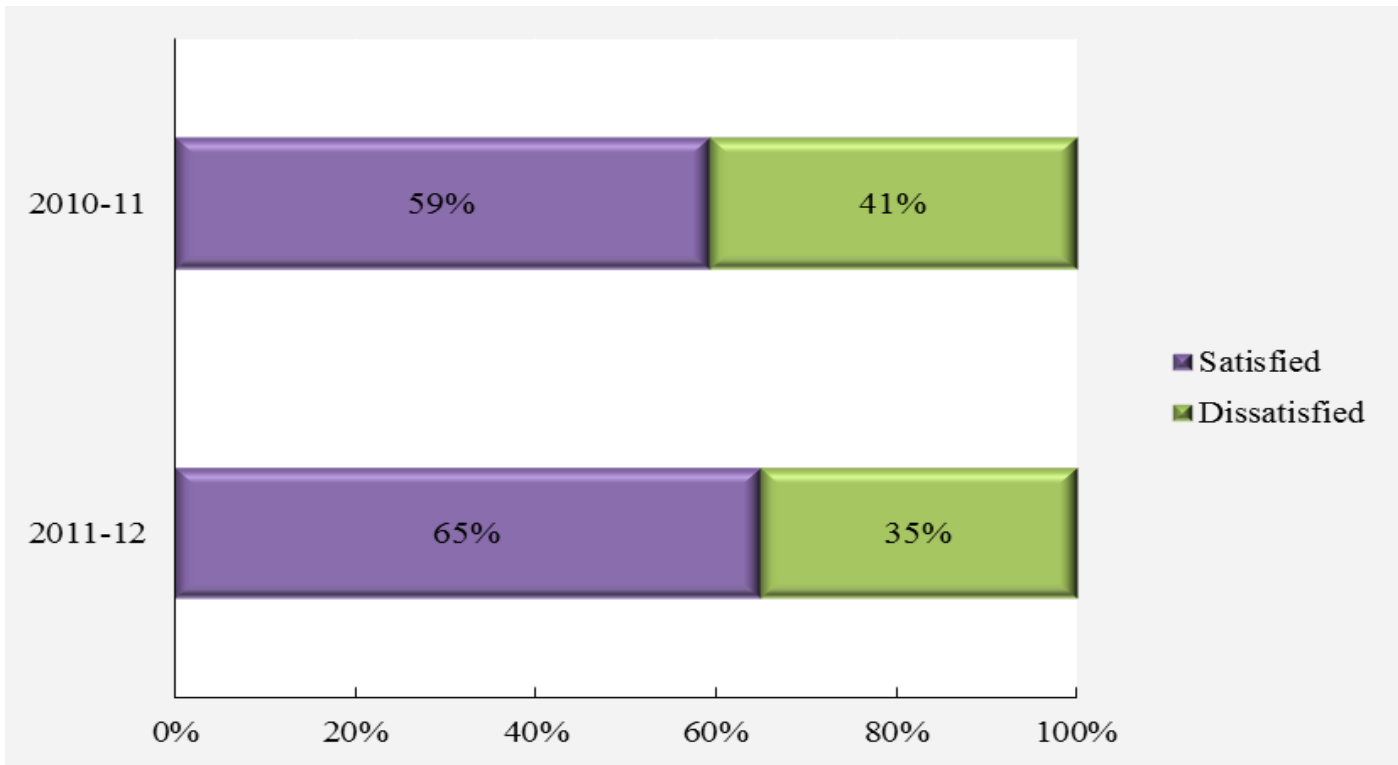
Source: Stanford Survey of teachers, 2011-12, 2010-11.

Number of valid responses: 629 (2011-12); 646 (2010-11).

This survey item was not included in the 2009-10 survey.

► 72 percent of teachers were confident in the evaluator's ability to observe and describe their instructional practices and 78 percent of teachers believed that they were evaluated fairly. Interestingly though, majorities of teachers viewed the evaluation as a way to dismiss tenured teachers for poor instructional performance.

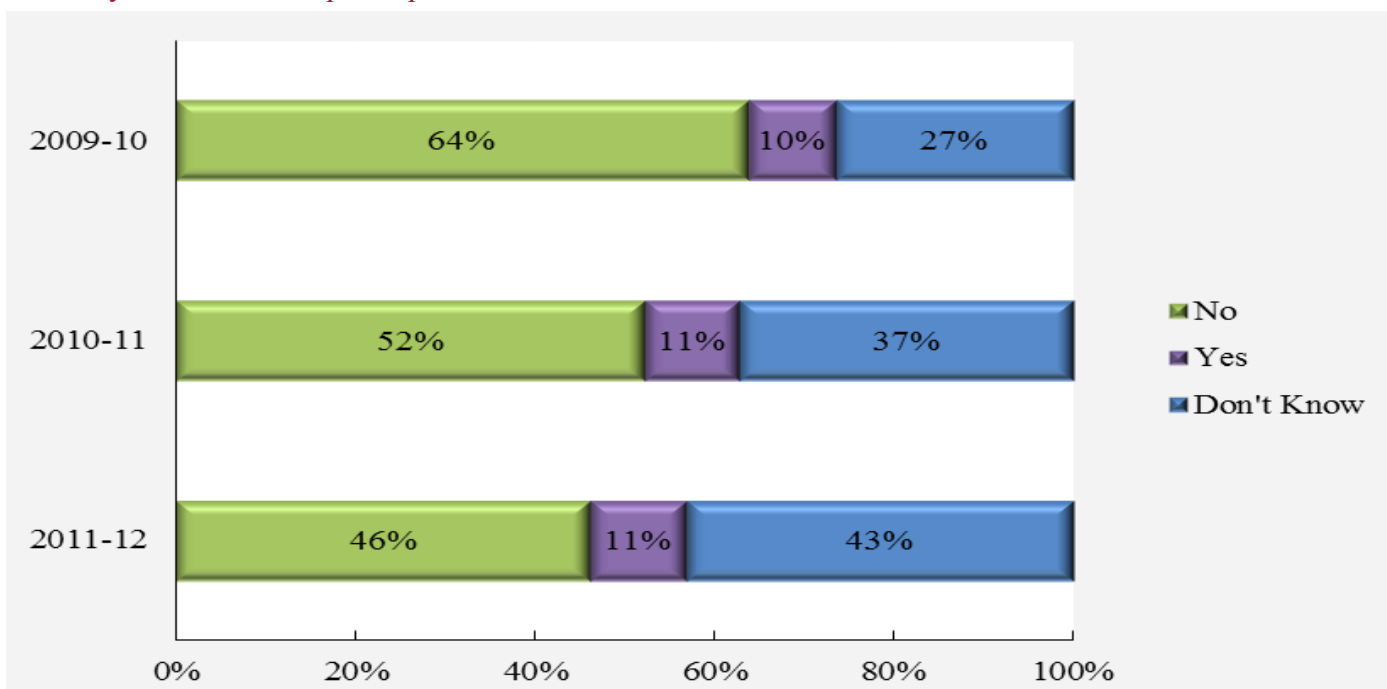
Overall, how satisfied are you with the evaluation system in your current school? <Q15>



Source: Stanford Survey of teachers, 2011-12, 2010-11.  
 Number of valid responses: 626 (2011-12); 635 (2010-11).  
 Numbers do not add up to 100% due to missing entries.  
 This survey item was not included in the 2009-10 survey.

► Overall, teachers had positive attitudes towards the evaluation system both in their current schools and in SFUSD. For instance, in 2011-12, 65 percent of teachers were satisfied with the evaluation system in their current schools.

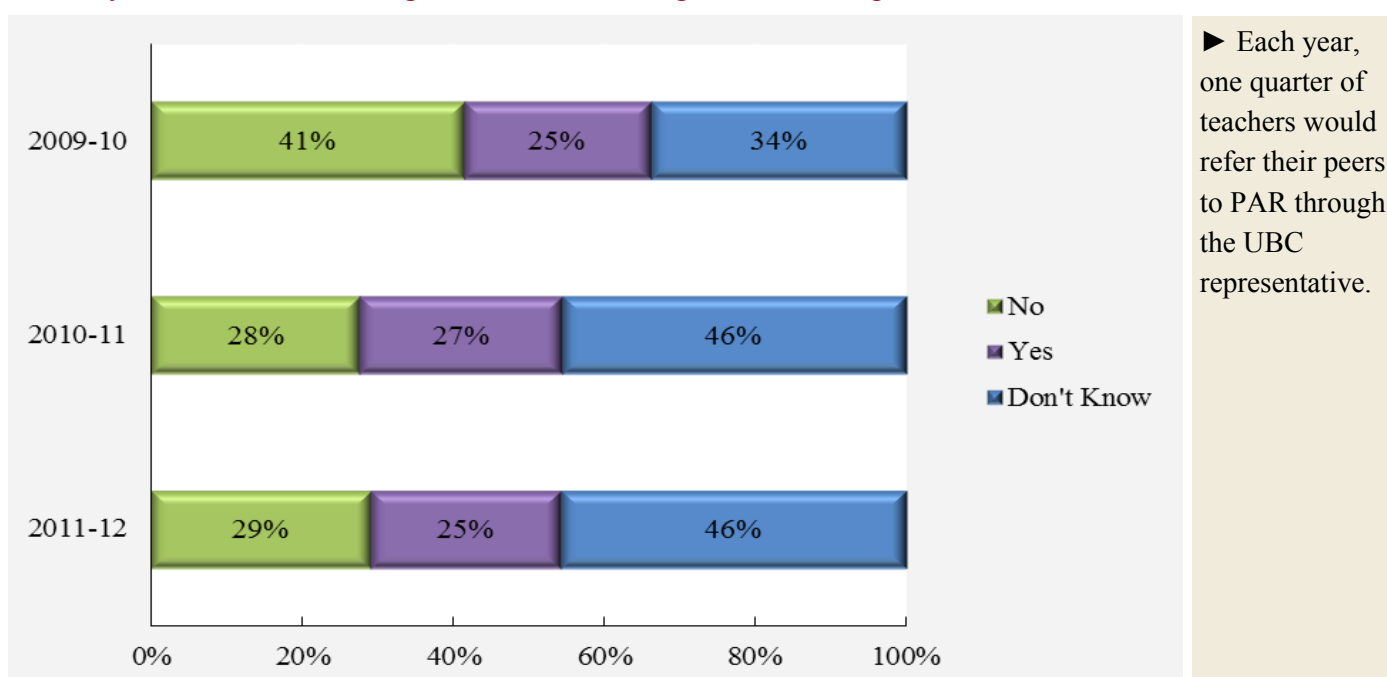
Would you volunteer to participate in PAR. <Q18>



Source: Stanford Survey of teachers, 2011-12, 2010-11, 2009-10.  
 Number of valid responses: 612 (2011-12); 630 (2010-11), 834 (2009-10).

► Teachers' attitudes 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%).

Would you refer to PAR through the Union Building Committee representative? <Q19>



► Each year, one quarter of teachers would refer their peers to PAR through the UBC representative.

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

## B. SUMMARY OF PRINCIPALS' SURVEY RESPONSES

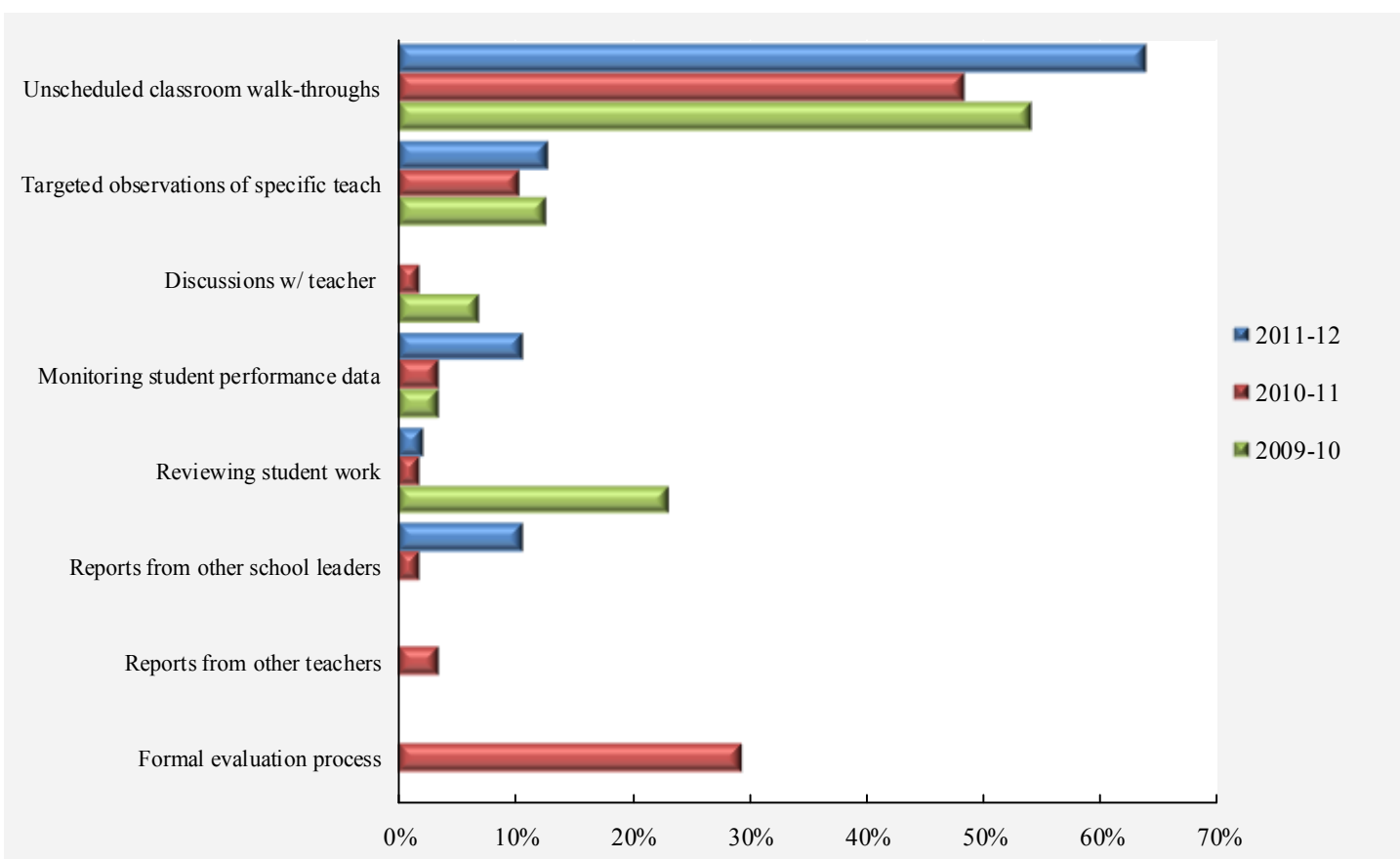
### SECTION I. Key Patterns & Trends

- ⇒ In 2009-2012, principals relied mostly on unscheduled classroom walk-throughs to find out about teachers' instructional practices. Interestingly, in 2010-11, about one-third of principals also reported the extensive use of formal evaluation process in determining teachers' instructional practices (Q15).
- ⇒ Majorities of principals believed that the new teacher evaluation template improved their abilities to evaluate teachers and make decisions based on evaluation ratings (Q19).
- ⇒ In 2011-12, majorities of principals held CSTP standards based evaluation meetings (89%), held CSTP based pre-observation conversations (84%), reviewed written lesson plans (60%), shared their observation scripts (64%), and held CSTP-based post-observations (62%) with all teachers. The numbers represent an increase from the previous year (Q20).
- ⇒ In 2011-12, most principals shared thinking on rubric with their peers (56%), discussed teacher evaluation and best practices at Area meetings (60%), and met all contractual deadlines for observations and conferences (73%). However, majorities of them did not ask their peers for input (51%), did not share observation data with peers (62%), did not help others in determining ratings using the rubrics and performance indicators (56%), and did not help others to determine commendations and recommendations on evaluation (64%). The pattern in previous school year was similar (Q21).
- ⇒ Majorities of principals were interested in moving to the revised 2009 CSPT, however, they prefer to use only 5-8 elements per observation cycle. They were also interested in participating in peer feedback on their observation scripts, evaluation ratings and narratives. Also, half principals think they need more training at using the rubric and performance indicators and at holding hard conversations (Q22).



## SECTION II. SELECT SURVEY RESULTS

What do you rely on the most to find out about teachers' instructional practices? <Q15>



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

Number of valid responses: 47 (2011-12); 58 (2010-11), 87 (2009-10).

► In 2009-2012, principals relied mostly on unscheduled classroom walk-throughs to find out about teachers' instructional practices. Interestingly, in 2010-11, about one-third of principals also reported the extensive use of formal evaluation process in determining teachers' instructional practices.

### To what extent has the new teacher evaluation improved your ability to do each of the following? <Q19>

	Not at All %	A Little %	Some %	Quite a Bit %	A Lot %
To do objective evaluation	13 (17)	18 (19)	31 (24)	31 (26)	7 (15)
To evaluate using CSTP	7 (11)	2 (15)	18 (15)	47 (31)	27 (28)
To have conversations about instructional best practices	9 (13)	7 (13)	33 (35)	38 (22)	13 (15)
To use rubrics to determine the ratings	7 (11)	13 (11)	22 (35)	44 (28)	13 (15)
To use performance indicators to determine the ratings	13 (15)	13 (11)	18 (28)	49 (31)	7 (15)
To make recommendations to teachers to move their practice forward	7 (11)	4 (15)	36 (35)	42 (19)	11 (19)

Source: Stanford Survey of principals, 2011-12, 2010-11.  
 Number of valid responses: 45 (2011-12); 54 (2010-11).  
 Responses from 2010-11 survey in parenthesis.  
 This survey item was not included in the 2009-10 survey.

► Majorities of principals believed that the new teacher evaluation template improved their abilities to evaluate teachers and make decisions based on evaluation ratings.

### During your process for evaluating teachers how much did you do each of the following? <Q20>

	For No %	For Some %	For Most %	For All %
Hold a CSTP standards based evaluation meeting with teacher	4 (5)	2 (5)	4 (13)	89 (75)
Had teachers self-assess using CSTPs	33 (29)	20 (18)	11 (13)	36 (38)
Held CSTP-based pre-observation conversations	2 (4)	4 (4)	9 (20)	84 (71)
Reviewed the written lesson plan with the teacher	9 (9)	18 (7)	13 (13)	60 (71)
Shared your observation script with the teacher	16 (9)	13 (20)	7 (15)	64 (56)
Held CSTP-based post observations	2	9 (13)	27 (22)	62 (64)

Source: Stanford Survey of principals, 2011-12, 2010-11.  
 Number of valid responses: 45 (2011-12); 55 (2010-11).  
 Responses from 2010-11 survey in parenthesis.  
 This survey item was not included in the 2009-10 survey.

► In 2011-12, majorities of principals held CSTP standards based evaluation meetings (89%), held CSTP-based pre-observation conversations (84%), reviewed written lesson plans (60%), shared their observation scripts (64%), and held CSTP-based post-observations (62%) with all teachers. The numbers represent an increase from the previous year.

With respect to teacher evaluation, did you do any of the following this year? <Q21>

	NO %	YES %
Asked your peers for input	51 (44)	49 (56)
Shared observation data with your peers	62 (65)	38 (35)
Shared thinking on rubric with your peers	44 (53)	56 (47)
Helped others in determining ratings using the rubrics and performance indicators	56 (72)	44 (28)
Helped others to determine commendations and recommendations on evaluations	64 (74)	36 (26)
At Area Meetings, discussed teacher evaluation and best practices	40 (37)	60 (63)
Was an outside evaluator or second pair of eyes evaluator this year	89 (79)	11 (21)
Met all contractual deadlines for observations and conferences	27 (28)	73 (72)
Met most contractual deadlines for observations and conferences	71 (74)	29 (26)

Source: Stanford Survey of principals, 2011-12, 2010-11.

Number of valid responses: 45 (2011-12); 57 (2010-11).

Responses from 2010-11 survey in parenthesis.

This survey item was not included in the 2009-10 survey.

► In 2011-12, most principals shared thinking on rubric with their peers (56%), discussed teacher evaluation and best practices at Area meetings (60%), and met all contractual deadlines for observations and conferences (73%). However, majorities of them did not ask their peers for input (51%), did not share observation data with peers (62%), did not help others in determining ratings using the rubrics and performance indicators (56%), and did not help others to determine commendations and recommendations on evaluation (64%). The pattern in the previous school year was similar.

## To what extent do you agree with the following statements about teacher evaluation? &lt;Q22&gt;

	AGREE %	DISAGREE %
I am interested in moving to the revised 2009 CSPT	77 (83)	9 (13)
I like the depth of using only 5-8 CSTP elements per observation cycle	80 (72)	18 (28)
I'd like to participate in peer feedback on my observation scripts, evaluation ratings & narratives	73 (65)	23 (35)
I want to evaluate all elements each cycle	25 (39)	66 (57)
I need more training at using the rubric and performance indicators	50 (54)	48 (44)
I need more training holding hard conversations	50 (56)	48 (44)

Source: Stanford Survey of principals, 2011-12, 2010-11.

Number of valid responses: 44 (2011-12); 54 (2010-11).

Responses from 2010-11 survey in parenthesis.

This survey item was not included in the 2009-10 survey.

► Majorities of principals were interested in moving to the revised 2009 CSPT, however, they prefer to use only 5-8 elements per observation cycle. They were also interested in participating in peer feedback on their observation scripts, evaluation ratings and narratives. Also, half of principals indicated that they need more training at using the rubric and performance indicators and at holding hard conversations.

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