In an effort to strengthen teaching and bolster student achievement in Massachusetts, the Massachusetts Department of Elementary and Secondary Education (ESE) is administering a survey to experienced educators who supervise teacher candidates (student teachers) who completed a Massachusetts teacher preparation program in 2015-2016. A supervising practitioner is the educator who oversees a candidate during a practicum/student teaching placement. Individual providers may refer to supervising practitioners as “mentor teachers," "cooperating teachers," or other similar variations of the term.

The purpose of the Supervising Practitioner Survey is to provide ESE and individual preparation providers with feedback regarding your experience with the candidate and will help us assess the strengths and areas for improvement within each teacher preparation program. You will first be asked questions on your background. As you know, teachers in Massachusetts are evaluated on the Standards and Indicators of Effective Practice. ESE would like you to rate how well the Teacher Preparation Program prepared the teacher candidate to teach based on each of the four Standards of Effective Practice.

Your candor is appreciated. Individual responses will be kept confidential and results will only be reported in the aggregate on the ESE website. The survey is designed to take 10-15 minutes.

Again, we appreciate your time and feedback.

If you have any questions, please contact the Educator Preparation Team at medprep@doe.mass.edu. Thank you for your participation.

1) We recognize that you may serve as a Supervising Practitioner for any number of providers in the state. For the purposes of this survey, we ask that you complete the questions below based on your experience with the teacher candidate you most recently supervised. Given that, please select the provider.

2) How many years of experience do you have as a teacher?

- □ 16+ Years
- □ 11-15 Years
- □ 6-10 Years
- □ 3-5 Years
- □ 0-2 Years
3) How many candidates have you supervised for this provider?
☐ 16+
☐ 11-15
☐ 6-10
☐ 3-5
☐ 1-2

4) Have you supervised teacher candidates for other providers as well?
☐ Yes
☐ No

5) Do you work in a:
☐ Public School
☐ Charter School (Public)
☐ Private or Parochial School

6) What were your reasons for serving as a Supervising Practitioner? (check all that apply)
☐ Enjoy working with student teachers.
☐ Program’s partnership with my school/district.
☐ View it as part of my professional development.
☐ Enables me to stay current on latest innovations in teacher practice.
☐ Financial support received for participating.
☐ Path to assuming a leadership role in the school.
☐ Recommended by my principal.
☐ Expected of me by my school/district.
☐ Support the next generation of teachers
☐ Other
7) What was the length of the Candidate's practicum s/he completed?

☐ Fewer than 8 weeks

☐ 8 weeks

☐ 10 weeks

☐ 12 weeks

☐ 16 weeks

☐ Full year

☐ Other (please specify):

8) Indicate your level of agreement with each statement about the Candidate's practicum supervision:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I felt I was able to effectively support (e.g., materials, resources, inspiration) the Candidate.</td>
<td>☐</td>
<td>☐</td>
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<td>I feel confident that the feedback I gave to the Candidate improved her/his teaching.</td>
<td>☐</td>
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Quality of Preparation against Standards of Practice

Over the next few pages, we will ask you to address the extent to which the Candidate was prepared for a set of discrete knowledge and skills. There are several items to consider in each category, we believe that this level of detail will provide the most formative data back to programs for improvement purposes.

Overall, we will ask you to consider the Candidates readiness in:

**Standard 1: Curriculum, Planning and Assessment** (13 items)
**Standard 2: Teaching All Students** (18 items)
**Standard 3: Family and Community Engagement** (6 items)
**Standard 4: Professional Culture** (5 items)

In every standard, we ask you to rate the extent to which you think the Candidate was prepared in each area, by their preparation program. In identifying the extent of preparation provided per item, please consider both your observations and interactions with the Candidate. We begin each set of questions with the trigger statement: "Based on your experiences and interactions with the Candidate, the Candidate was able to..."

We appreciate your diligence in considering their preparedness in each area.
Standard I: Curriculum, Planning, and Assessment

**Standard Description:** Teacher promotes the learning and growth of all students by providing high quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an on-going basis, and continuously refining learning objectives.

Please be sure to respond with reference to how well the teacher preparation program prepared the Candidate in each skill or practice.

9) Based on your experiences and interactions with the Candidate, the Candidate was able to:

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<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>integrate language acquisition into content instruction so English Language Learner students learn as they build language skills.</td>
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<td>design formative assessments to check student understanding.</td>
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<td>use intellectual engagement strategies that require students to support their answers or reasoning in class.</td>
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<td>Strongly Agree</td>
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<td>consistently model and use academic language that can be understood by English Language Learner students at all proficiency levels so they can build their content knowledge.</td>
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<td>develop well-structured lessons that incorporated students' interests in the planning of class activities.</td>
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<td>consistently use assessment data to guide changes to my instructional practice.</td>
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<td>design units of instruction that help students develop many ways to think deeply about an activity or a problem.</td>
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<td>scaffold and unpack content so all students can understand the material.</td>
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<td>develop interdisciplinary curriculum.</td>
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<td></td>
<td>Strongly Agree</td>
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<td>Neither Agree nor Disagree</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
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<td>use assessment data to differentiate instruction for different groups of students within the classroom (e.g., English Language Learners, Special Needs).</td>
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<td>analyze student performance data to provide students with timely feedback that enables them to improve their work.</td>
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<td>use assessment methods that enable students to rate their own understanding of student learning objectives.</td>
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<td>use technology to analyze and track student achievement.</td>
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10) Overall, how would you rate the Candidate for Standard I:

- Exemplary
- Proficient
- Needs Improvement
- Unsatisfactory
Standard II: Teaching All Students

**Standard Description:** Teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency.

Please be sure to respond with reference to how well the teacher preparation program prepared the Candidate in each skill or practice.

11) Based on your experiences and interactions with the Candidate, the Candidate was able to:

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<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>provide learning experiences that encourage students to be supportive of each other's success.</td>
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<td>respond appropriately to misunderstandings between students that arise from difference in backgrounds, languages or identities.</td>
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<td>effectively guide students to refocus their efforts in class when they become distracted.</td>
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### Educator Preparation

#### Stakeholder Surveys

**2016 Supervising Practitioner (Short Form)**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>teach so, when asked, students can explain what they are learning and why.</td>
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<td>effectively engage students who resist wanting to learn.</td>
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<td>create a learning environment where the teacher has the same high academic expectations for her or his English Language Learner students as she or he does for her native English learners.</td>
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<td>use instructional practices that encourage students to challenge each other’s thinking in the classroom.</td>
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<td>use classroom management techniques that promote students' staying on task (e.g., routines, transition and response strategies).</td>
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<td>use student generated ideas to further student understanding during a lesson.</td>
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</table>
### Educator Preparation

**Stakeholder Surveys**

**2016 Supervising Practitioner (Short Form)**

<table>
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<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>connect students with socio-emotional problems with appropriate supports.</td>
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<td>instill in students a growth mindset (perseverance, learn from mistakes, high expectations valued) so all students believe in their ability to learn.</td>
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<td>detect and prevent potential behavioral problems from happening in the classroom.</td>
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<td>differentiate instruction so all students are challenged at all times during a lesson.</td>
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<tr>
<td>plan effective techniques (e.g., use of visuals, model discussion, group work) for making content accessible to English Language Learners such that English Language Learners of mixed proficiency can participate.</td>
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</table>
### Educator Preparation

**Stakeholder Surveys**

**2016 Supervising Practitioner (Short Form)**

<table>
<thead>
<tr>
<th>Comfortably take instructional risks (e.g., deviate from planned instruction) to make student learning more accessible.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<th>Translate knowledge of the diverse experiences that students bring to class to improve the effectiveness of my instruction.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<th>Choose instructional strategies (e.g., tiered instruction, scaffolding, connections) that support student understanding of complex concepts.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<th>Create a cooperative but cognitively demanding learning environment where students support each other to strengthen their work.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</table>

12) Overall, how would you rate the Candidate for Standard II:

- [ ] Exemplary
- [ ] Proficient
- [ ] Needs Improvement
- [ ] Unsatisfactory
### Standard III: Family and Community Engagement

**Standard Description:** Teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations.

Please be sure to respond with reference to how well you feel the teacher preparation program prepared the Candidate in each skill or practice.

13) Based on your experiences and interactions with the Candidate, the Candidate was able to:

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<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>make strategies available to parents so they can help support and reinforce student learning at home and in school.</td>
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<tr>
<td>listen to a parent's concerns regarding the progress of their child and use the information to adapt my instruction towards the child.</td>
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</tbody>
</table>
### Educator Preparation

**Stakeholder Surveys**

**2016 Supervising Practitioner (Short Form)**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>connect families to resources outside of school to support student learning in school.</td>
<td>![ ]</td>
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</tr>
<tr>
<td>communicate effectively with families from diverse backgrounds and cultures.</td>
<td>![ ]</td>
<td>![ ]</td>
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<tr>
<td>effectively implement two-way communication strategies (e.g., back-to-school nights, office hours) to include parent perspectives in the classroom.</td>
<td>![ ]</td>
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<tr>
<td>demonstrate cultural responsiveness when communicating with English Language Learner students' families.</td>
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</table>

**14) Overall, how would you rate the Candidate for Standard III:**

- [ ] Exemplary
- [ ] Proficient
- [ ] Needs Improvement
- [ ] Unsatisfactory
Standard IV: Professional Culture

Standard Description: Teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

Please be sure to respond with reference to how well the teacher preparation program prepared the Candidate in each skill or practice.

15) Based on your experiences and interactions with the Candidate, the Candidate was able to:

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<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tr>
<td>reflect on my practice to develop challenging professional practice goals.</td>
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<td>use evaluation data (e.g., your feedback) to diagnose my strengths and weaknesses and make adjustment to my practice (e.g., instructional goals, learning objectives).</td>
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<td></td>
<td>Strongly Agree</td>
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<td>Neither Agree nor Disagree</td>
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<td>Strongly Disagree</td>
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<td>reflect on my practice in order to identify areas for professional growth (e.g., professional development opportunities).</td>
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<td>when established, apply school expectations for student behavior.</td>
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<tr>
<td>effectively act upon colleagues' ideas and/or suggestions to improve my students' learning.</td>
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16) Overall, how would you rate the Candidate for Standard IV:

- [ ] Exemplary
- [ ] Proficient
- [ ] Needs Improvement
- [ ] Unsatisfactory
Overall Teacher Preparation Program Rating

17) Indicate your level of agreement with the following statements:

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<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>The teacher preparation program</td>
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<tr>
<td>prepared the Candidate to be an</td>
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<td>effective educator.</td>
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<tr>
<td>I would recommend the teacher</td>
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<td>preparation program to others.</td>
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18) Please provide any additional information you would like about your experience with the Candidate and/or Teacher Preparation Program. We would welcome suggestions for topics that you would like to include in this evaluation of the Candidate or Teacher Preparation Program.
Thank you for taking our survey! Your response is very important to us.