

Educator Preparation

Stakeholder Surveys

2016-2017 Statewide Summary of Results, Analysis and Trends



Overview

The Department of Elementary and Secondary Education (DESE) administered four educator preparation stakeholder surveys in the spring of 2017 to evaluate the perceptions of teacher readiness in the Commonwealth.¹ This is the second year of full survey administration. Considering and comparing the perceptions of key stakeholders is critical to a Sponsoring Organization's (SO) continuous improvement. This document outlines some of the major trends identified by the Department of Elementary and Secondary Education (DESE) from surveys of the following stakeholder groups:

Candidate Completer	Surveyed at the point of preparation program completion Individuals employed in a MA public school who are surveyed one year after program completion
Supervising Practitioner	Individuals who served as a supervisor to a candidate during the practicum experience
Hiring Principal	Individuals who hired a teacher completer before the start of the 2016-2017 school year

This summary has two main purposes:

1. To identify trends in survey results at the state level.
2. To give the general public access to important information about perceptions of teacher readiness across Massachusetts.

It is important to note that these surveys represent perceptions of readiness as reported by a subset of key stakeholders in the state who elected to take the survey and should not be considered representative of all stakeholders engaged in educator preparation. For more information on the different key stakeholder groups who took the survey as well as response rates, see Appendix A.

These data points included below were selected to provide a high level overview of perceptions of key stakeholders of educator preparation in Massachusetts.² These data do not cover all aspects of educator preparation. Rather they provide results of the key findings of the survey that mirror the six domains of DESE's [formal review process](#). They are as follows:

- **The Organization:** *Is the organization set up to support and sustain effective preparation?*
- **Partnerships:** *Is the organization meeting the needs of the PK-12 system?*
- **Continuous Improvement:** *Is the organization engaging in continuous improvement efforts that result in better prepared educators?*
- **The Candidate:** *Is the candidate's experience in the program contributing to effective preparation?*
- **Field-Based Experiences:** *Do candidates have the necessary experiences in the field to be ready for the licensure role?*
- **Instruction:** *Do candidates have the necessary knowledge and skills to be effective?*

¹ DESE prioritized the development and administration of surveys associated with initial teacher licensure as this is the largest group of program completers in Massachusetts every year.

² Full survey instruments with all items can be found on the [Ed Prep Web site](#).

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The Organization

These items from the survey align with the Organization domain:

	Candidate	Completer	Supervising Practitioner
<i>Percentage of stakeholders who selected "agree"</i>			
Faculty/instructors were effective at preparing educators	68% n = 849	63% n = 464	n/a
Program ensured access to resources required for learning	74% n = 849	71% n = 464	n/a

Takeaways:

Teacher educators interact with candidates in a variety of different ways, but when completers were asked to think about the effectiveness of faculty overall, 63% agreed they were effective. There is a gap between how completers perceived their faculty and how they perceived their Supervising Practitioner. For comparison:

- 79% of completers agreed their Supervising Practitioner provided them with feedback that improved their practice³.
- 78% of completers agreed that their Supervising Practitioner was knowledgeable about how to be a supervisor.

Additional survey analysis found that completers who perceived to have effective faculty also perceived strong content and pedagogical preparation such that they made an impact on student learning.

Action Steps:

As the data suggests, teacher educators (faculty and instructors) play a critical role in the preparation of educators. It is important that all teacher educators are fully supported to prepare the next generation of our teaching workforce. In support of this effort, through a collaborative effort with educator preparation providers in Massachusetts as well as national stakeholders, DESE has developed the [Teacher Educator Effectiveness Practices](#), a resource for identifying, developing, and supporting teacher educators. This framework is an optional resource that can be used within an SO to inform position descriptions and hiring protocols, professional development opportunities, observation protocols, self-assessment tools, and more.

³ See Field-based experience section for this data point.

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Partnerships

These items from the survey align with the partnership domain:

	Candidates	Completers	Supervising Practitioners
<i>Percentage of stakeholders who selected "agree"</i>			
During field-based experiences, the teacher worked with students from diverse ethnic, racial, socioeconomic and exceptional groups	79% n = 827	79% n = 436	76% n = 949
The teacher benefited from the relationship the program had with the school/district the field-based experiences took place in	68% n = 827	62% n = 436	78% n = 949

Takeaway(s):

- While approximately 80% of candidates and completers agreed they had experience with diverse student groups, only about half of them agreed they felt well prepared to teach English Language Learners and students with disabilities.⁴
- Completers agreed they benefited from the partnership at a rate of 16 percentage points lower than Supervising Practitioners. This could be explained by the fact that the completers who responded to this survey may or may not have gained employment in the district they completed their practicum in, one important aspect of a partnership.

Action Steps:

SOs in Massachusetts can evaluate the extent to which their completers are gaining employment in the districts they are completing their practicum by comparing two data sets:

- **Edwin report 801:** Indicates what school and district a completer gained employment in
- **CAP Data:** SOs collect and report data on what school and district Recent Completers complete their performance assessment.

Understanding whether recent completers gain employment in the district they complete their practicum in will help SOs understand the extent to which recent completers are benefiting from the partnership as it relates to employment.

⁴ See overall section for more information on this data point.

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Continuous Improvement

These items from the survey align with the Continuous Improvement domain:

	Candidates	Completers
<i>Percentage of stakeholders who selected "agree"</i>		
The program solicited my feedback about the overall program	66% n = 849	59% n = 464
The program acted upon or made programmatic changes based on my feedback	29% n = 849	26% n = 464

Takeaway(s):

- Despite modest agreement as to the solicitation of feedback, both candidates and completers reported much lower levels of agreement that the educator preparation program acted upon that feedback. This could be because recent completers are not privy to the programmatic changes (they may have completed their program prior to the implementation of the change) or it could be that the SO is not responding, or not responding in a way that makes it not obvious to stakeholders.

The Candidate

These items from the survey align with the Candidate domain:

	Recent Completers	Completers 1-year out
<i>Percentage of stakeholders who selected "agree"</i>		
The admission processes rigorously screened candidates for skills and qualities that are important in the licensure role	47% n = 849	46% n = 464
I was effectively advised throughout my program	54% n = 849	63% n = 464
There were checkpoints throughout the program to make sure candidates were meeting standards	64% n = 849	61% n = 464

Takeaway(s)

- Candidates were more critical of their advising than completers, a reversal of the normal trend. The lower rate of agreement for recent completers regarding advising could be explained by the implementation of the Candidate Assessment of Performance (CAP), which was first implemented in 2016-2017, the same year survey takers completed their program. Candidates may have felt improperly advised on CAP as SOs fully implemented the performance assessment

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for the first time. However, other data points do not corroborate this: Seventy percent of recent completers said the training they received on the CAP contributed to a robust assessment,⁵ indicating that CAP training for candidates may not have contributed to the low rates of agreement for advising.

- Both recent candidates and completers reported similar levels of lower agreement that the admission process rigorously screened for candidates. Further analysis of this data point revealed that teachers who were already teacher of record prior to, or during their preparation program were more critical of their program’s admission requirements.
- Candidates and completers had higher rates of agreement that there were checkpoints throughout the program. What this survey does not capture is whether the program is exiting candidates that are not meeting program expectations.

Action Steps

- SOs in Massachusetts can evaluate the extent to which they are exiting candidates who are not meeting checkpoints throughout the program in [Edwin report 701 \(Pipeline Report\)](#).

Field-Based Experiences

We break down this domain into several components:

- Early field experience
- Supervision
- Performance Assessment
- Overall

Early Field Experience

	Candidates	Completers	Supervising Practitioners
<i>Percentage of stakeholders who selected “agree”</i>			
Pre-practicum experience prepared teacher for full student-teaching experience in the practicum	60% n = 827	62% n = 436	61% n = 949
Field-based experiences were explicitly connected to coursework	73% n = 827	74% n = 436	65% n = 949

Takeaway(s)

- Candidates and completers reported moderate agreement that their field based experience was connected to coursework, Supervising Practitioners agreed at a rate of ten percentage points

⁵ See field-based experiences section for more information on this data report.

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lower. From their vantage point, Supervising Practitioners might not have as much exposure to coursework, which in and of itself is telling.

- There was modest agreement that experiences in pre-practicum prepared candidates for full student-teaching experience in the practicum (60% of candidates and 62% of completers agreed).
- As part of this survey, candidates were asked to rank pre-practicum activities in order of time most spent to least time. recent completers ranked as follows:
 1. Small group work
 2. Observations
 3. Whole class instruction
 4. One on one work
 5. Meetings with school-based professionals

Additional survey analysis indicates that candidates and completers who focused on small group work and one on one work were more likely to fully agree with the statement, “Pre-practicum prepared me for student teaching.”

Action Steps

The pre-practicum, is a critical time for candidates to apply learning from coursework into authentic practice in PK-12 settings. Historically, DESE has not put out strong guidelines for what pre-practicum must look like. As such, pre-practicum experiences vary greatly across providers.

[The 2018 Massachusetts Pre-Practicum Guidelines](#) seek to support pre-practicum experiences that include multiple opportunities to apply learning from coursework into practice through authentic teaching experiences.

Supervision

	Candidates	Completers	Supervising Practitioners
<i>Percentage of stakeholders who selected “agree”</i>			
	87%	83%	n/a
The Supervising Practitioner was an effective educator	n = 826 ⁶	n = 436	
	84%	79%	86%
Supervising Practitioner provided feedback that improved practice	n = 827	n = 436	n = 949

⁶ Note: n-size may have changed based on number of survey takers who answered the question. Although all survey items were mandatory, some survey takers may have stopped taking the survey. Their responses were still saved.

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	Candidates	Completers	Supervising Practitioners
<i>Percentage of stakeholders who selected "agree"</i>			
Program Supervisor provided feedback that improved practice	80% n = 827	78% n = 436	75% n = 949
Supervising Practitioner was knowledgeable about how to be a supervisor	79% n = 825	78% n = 436	73% n = 949

Takeaway(s)

- Overall, candidates and completers felt generally positive about their experience with Supervising Practitioners and Program Supervisors. Completers tended to be a more critical of both the effectiveness of their Supervising Practitioner as an educator and as a supervisor. The difference is relatively small, but notable (about five percentage points lower). This might be explained by the fact that completers have gained additional perspective about their practicum experience after working for a full year in the classroom.

Action Steps

DESE built out a set of [online modules](#) that SOs can use to support supervisors’ foundational understanding of the CAP process. Knowing that it can be a challenge to convene supervisors for training, this resource will allow SOs to focus their in-person training and spend less time on the logistics/overview of CAP and more on developing supervisors’ skills as teacher educators.

Performance Assessment – PPA or CAP

	Candidates	Completers	Supervising Practitioners
<i>Percentage of stakeholders who selected "agree"</i>			
Teaching practice improved as a result of undergoing an assessment in field-based experience	74% n = 827	62% n = 436	65% n = 927
The teacher will use feedback received as part of performance assessment to identify professional development, trainings, and other resources to improve practice.	79% n = 827	59% n = 436	65% n = 927
The training received on the performance assessment contributed to a consistent and rigorous assessment	70% n = 827	56% n = 436	38% n = 927
Participating in a performance assessment in the teacher education program prepared the teacher to participate in the Massachusetts Educator Evaluation system.	69% n = 827	63% n = 436	58% n = 927

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Takeaway(s)

- During this survey administration year (2016-2017), candidates and Supervising Practitioners experienced the first full implementation of CAP. Completers may have been assessed under the CAP or the Pre-Service Performance Assessment (PPA). As such, the considerable positive differences may be explained by the assessment change. Although we cannot fully attribute the gain to the implementation of CAP, we can conclude that CAP is moving candidate experience in the right direction. That is, recent completers who experienced the CAP expressed greater satisfaction with the quality of their teaching practice, feedback from their supervisor, and, training on their performance assessment.
- An area of improvement, as indicated by the survey, is training on the performance assessment for Supervising Practitioners as only 38% agreed they received training that contributed to a rigorous assessment. This is further corroborated by the fact that the [most commonly given finding in the 2016-17 cohort of reviews was training for supervisors](#). Despite this, about 70% of recent completers agreed their CAP training was sufficient.
- **Further survey analysis indicates that candidates who perceived they received quality training on their performance assessment also perceived that their teaching practice improved as a result of undergoing the performance assessment.**

Action Steps

DESE continues to invest resources in supporting SOs' implementation of CAP. In partnership with Abt Associates, the research team that conducted a study of the implementation of the Massachusetts Educator Evaluation system, DESE is conducting a study of the CAP implementation study to understand what implementation practices are yielding stronger results for teacher candidates (and, by extension, the students they teach). To read more about the CAP Implementation Study, please see the [research overview](#).

Overall

	Candidates	Completers	Supervising Practitioner
<i>Percentage of stakeholders who selected "agree"</i>			
Field-based experiences prepared the teacher to be an effective educator	86% n = 827	75% n = 436	77% n = 927
Preparedness to teach English Language Learners	57% n = 811	48% n = 434	n/a
Preparedness to teach students with disabilities	60% n = 811	52% n = 434	n/a
Preparedness to be an effective educator	85% n = 811	74% n = 434	69% n = 923

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<i>Percentage of stakeholders who selected "fully ready"</i>	Hiring Principals	Supervising Practitioner
Readiness to meet the needs of students in your school	44% n = 1,074	55% n = 923

Takeaway(s)

- Candidates were more favorable about their field-based experience overall as well as their overall preparedness to be an effective educator. This split persisted regarding preparedness to teach English Language Learners and students with disabilities. This could likely be due to the fact that the realities of the classroom influenced the completers' responses. It is noteworthy, however, that only about half of completers agreed they were prepared to work with ELs and students with disabilities.
- Less than half of principals who hired completers felt that they were fully ready to meet the needs of their school. Supervising Practitioners also expressed low rates of agreement with that statement.

Instruction

These items from the survey align with the Instruction domain:

<i>Percentage of stakeholders who selected "agree"</i>	Candidate	Completer	Supervising Practitioner
The coursework provided the teacher with the pedagogical content knowledge necessary to be an effective educator	68% n = 844	64% n = 459	n/a
The coursework provided the teacher with the content knowledge necessary to be an effective educator	62% n = 844	51% n = 459	62% n = 949
Coursework prepared the teacher to make a positive impact on PK-12 student learning	78% n = 844	68% n = 459	n/a

Takeaway(s)

On all survey items, completers reported less agreement than candidates. Only half of the completers agreed that the coursework provided them with the content knowledge necessary to be an effective educator. Whereas candidates reported higher levels of agreement that their coursework prepared them to make a positive impact on PK-12 student learning, completers reported slightly lower levels. In coming years, SOs will be updating their coursework to reflect new [Subject Matter Knowledge](#)

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[requirements](#) that are based on the recently updated [Math and ELA Massachusetts Curriculum Frameworks](#).

Preparation on Professional Standards for Teachers (PSTs)

	Candidates	Completers	Supervising Practitioners
<i>Percentage of stakeholders who selected "Exemplary" or "Proficient"</i>			
<i>Overall, how well prepared was the teacher to meet performance expectations outlined in...</i>			
Standard 1: Curriculum, Planning, and Assessment	95% n = 358	92% n = 213	86% n = 462
Standard 2: Teaching All Students	94% n = 349	89% n = 197	85% n = 458
Standard 3: Family and Community Engagement	78% n = 348	80% n = 192	77% n = 453
Standard 4: Professional Culture	96% n = 344	96% n = 192	89% n = 452

Takeaway(s)

Stakeholders felt the most prepared to meet expectations in standard 1 and standard 4, but least prepared in standard 3. For many candidates, it is difficult to gain access to members of the community or family in a practicum setting. In response to this finding that has persisted over time, DESE has designed and developed four new Massachusetts avatars in a mixed-reality classroom simulator to reflect the Commonwealth's unique context and population. One of these avatars is a parent to grant candidates access to a low-stake environment to practice speaking to a student's parent.

Conclusion

These survey results offer valuable information for the continuous improvement of teacher preparation programs in Massachusetts as it highlights areas of current strengths and areas for improvement. Sponsoring Organizations are offered several comparison points with these surveys. They can compare the perceptions of key stakeholders across several points in time to identify trends within or across stakeholder groups. DESE will administer these surveys every year and will continue to monitor the validity and reliability of the instruments.

For more information, please see our [survey page](#).

All questions should be directed to edprep@doe.mass.edu

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Appendix A: Response Rates and Stakeholder Group Definitions

The response rates in the first full implementation of the stakeholder surveys exceeded that of any of the previous pilots conducted. DESE will continue to work to ensure the highest possible survey response rates.

Stakeholder Group	Stakeholder Group Defined	Possible survey takers	Completed Survey	Partial Complete	Response Rate ⁷
Candidate	Surveyed at the point of preparation program completion	2230	810	56	36%
Completer	Individuals employed in a MA public school who are surveyed one year after program completion	2127	433	37	20%
Supervising Practitioner	Individuals who served as a supervisor to a candidate during the practicum experience	2843	920	36	32%
Hiring Principal	Individuals who hired a teacher completer before the start of the 2016-2017 school year	2135	1060	30	49%
Total:		9335	3223	159	35%

In 2016-2017, the survey section related to the Professional Standards for Teachers (PSTs) was optional. Stakeholders opted in to take this section of the survey at the following rates:

- Recent Completers = 42%
- Completers 1-year out = 44%
- Supervising Practitioners = 49%

DESE developed this suite of surveys in order to triangulate perceptions across different stakeholders at varying points in time. For this survey administration year (2016-17), survey takers were:

- **Teacher Preparation Recent Completers:** Recent program completers who completed a program in 2016-17 and were not employed as teacher of record⁸ before or during their initial teacher preparation program.
- **Teacher Preparation Completers 1-year out:** Teachers who completed a program in 2015-2016 and were employed in an MA public school in 2016-2017 and were not employed as teacher of record before or during their initial teacher preparation program.
- **Hiring Principals:** Hired a program completer who was not already teacher or record before or during their initial teacher preparation program in 2016-2017
- **Supervising Practitioners** Supervised the candidates during the 2016-2017 year while they were in their practicum.

⁷ The response rate is calculated using the number of respondents who completed the survey divided by the total number of possible survey takers. Survey takers who only partially completed the survey are not included in the response rate calculation.

⁸ A Teacher of Record is a teacher who is assigned primary responsibility for a student's learning in a subject, grade or course.

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Appendix B: Survey Scales

Blank copies of the surveys are available [here](#).

Sections: Coursework, Field-Based Experience, Candidate Experience, Supervision and Overall Readiness

2016-2017 Program Evaluation Criteria Items:

Disagree	Somewhat Disagree ⁹	Neither Agree or Disagree	Somewhat Agree ¹⁰	Agree
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2015-2016 Program Evaluation Criteria Items:

Strongly disagree ¹¹	Disagree	Neither agree or disagree	Agree	Strongly agree ¹²
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Section: Preparation on Professional Standards for Teachers

Professional Standards for Teachers Items:

Unsatisfactory	Needs Improvement	Proficient	Exemplary
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Section: Overall Readiness

Principal Survey Items:

Not ready	Minimally ready	Moderately ready	Mostly ready	Fully ready
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⁹ Response category **added** for 2017 survey administration

¹⁰ Response category **added** for 2017 survey administration

¹¹ Response category **dropped** for 2017 survey administration

¹² Response category **dropped** for 2017 survey administration