# 2019: DESE Administrator Completer Survey

## DESE Administrator Completer 2018-2019

In an effort to strengthen school leadership and bolster student achievement in Massachusetts, the Massachusetts Department of Elementary and Secondary Education (DESE) is administering a survey to individuals who completed a Massachusetts administrator preparation program and worked within Massachusetts as a first year administrator in 2018-2019.  
  
Now that you have had at least a year of experience, DESE would like to know how well you feel the Administrator Preparation Program at **[SO]** prepared you for the realities of the role. The purpose of this survey is two fold:

1. to help DESE evaluate the quality of your preparation program, and
2. to provide your preparation program provider with feedback that they can use to assess the strengths and areas for improvement within their program.

Specifically, DESE would like you to rate how well the Administrator Preparation Program prepared you to lead based on each of the four (4) Professional Standards of Administrative Leadership.  
  
Individual responses will be kept confidential and results will only be reported in the aggregate on the DESE website. The survey is designed to take 10-15 minutes.  Please see the rating scale descriptions below to help guide you in answering the questions.  
  
Again, we appreciate your time and feedback.  
  
If you have any questions, please contact the [Educator Preparation Team](mailto:edprep@doe.mass.edu?subject=2019%20Administrator%20Completer%20Survey) at [edprep@doe.mass.edu](mailto:edprep@doe.mass.edu?subject=2019%20Administrator%20Completer%20Survey). Thank you for your participation.

### Background

#### 1) Please select from the list below the name of your Administrator Preparation Provider:\*

#### 2) What type of position do you currently hold?\*

( ) An administrator position in a Massachusetts public school

( ) An administrator position in a Massachusetts public charter school

( ) An administrator position in a Massachusetts private or parochial school

( ) An administrator position outside of Massachusetts

( ) A teaching position in a Massachusetts public school

( ) A teaching position in a Massachusetts public charter school

( ) A teaching position in a Massachusetts private or parochial school

( ) A teaching position outside of Massachusetts

( ) A non-teaching position in education

( ) A position outside of the field of education

( ) Currently seeking an administrator position

( ) Currently seeking an non-administrator position

#### 3) What type(s) of licensure did you pursue during your preparation program? (Check all that apply.)\*

[ ] School Superintendent/Assistant Superintendent License

[ ] School Principal/Assistant Principal License

[ ] Supervisor/Director License

[ ] Special Education Administrator License

[ ] School Business Administrator License

#### 4) What were your reasons for choosing your administrator preparation program? (Check all that apply.)\*

[ ] Reputation of the program/organization

[ ] Program offering(s)

[ ] Scheduling of courses

[ ] Price/tuition

[ ] Location

[ ] Faculty

[ ] Campus environment

[ ] Program's partnership with specific/district

[ ] Other - Write In: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

#### 5) What was your primary reason for enrolling in an administrator preparation program?\*

( ) Obtain administrator license within the next 1-3 years

( ) Gain leadership skills generally (but not necessarily assume administrator position in the immediate future)

( ) Supported by my school or district to do so

( ) Other - Write In: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\*

#### 6) How long did it take you to complete your educator preparation program?\*

( ) 1 Year

( ) 2 Years

( ) 3 Years

( ) 4 Years

( ) 5+ Years

### Overall Experience

In this section, please think about your **overall experience** while enrolled in the administrator preparation program.  
  
For each question, please indicate the extent to which you agree or disagree with the following statements. As a reminder, most of the survey items use the following scale:

#### 7) My faculty/instructors were effective at preparing administrators\*

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

#### 8) The program ensured access to the resources required for learning (e.g., technology, facilities, personnel).\*

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

#### 9) The program solicited my feedback about the overall program.\*

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

#### 10) The program acted upon or made programmatic changes based on my feedback.\*

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

#### 11) I was effectively advised (including, but not limited to, advising about licensure requirements and career development and placement services that contributed to employment upon completion) through my program.\*

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

#### 12) There were checkpoints throughout the program to make sure candidates were meeting standards.\*

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

#### 13) The admission process rigorously screened candidates for skills and qualities that are important in the licensure role.\*

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree ( ) I Don't Know

### Administrator Preparation Coursework

In this section, we would like to know about the **impact** that your coursework had on your ability.  In other words, how did your coursework improve your ability as an educator?  Your answers here reflect the quality of coursework, not your ability in each area.  A separate survey section will ask you about the quality of your field-based experiences.  
  
With that in mind, to what extent do you agree or disagree with the following statements? As a reminder, most of the survey items use the following scale:

#### 14) The coursework provided me with the pedagogical content knowledge and skills necessary to be an effective administrator.\*

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

#### 15) Please rank the following topics in order of most time spent (#1) to least time spent (#11) during your coursework.  Please note do not include time spent on these topics while completing your practicum.\*

\_\_\_\_\_\_\_\_Budget

\_\_\_\_\_\_\_\_Curriculum, Instruction, and Assessment

\_\_\_\_\_\_\_\_Data Analysis

\_\_\_\_\_\_\_\_Educator Evaluation

\_\_\_\_\_\_\_\_Family and Community Engagement

\_\_\_\_\_\_\_\_Human Resources

\_\_\_\_\_\_\_\_Inclusive Practices

\_\_\_\_\_\_\_\_Instructional Leadership

\_\_\_\_\_\_\_\_Operations

\_\_\_\_\_\_\_\_Social Emotional Learning

\_\_\_\_\_\_\_\_Vision and Goal Setting

\_\_\_\_\_\_\_\_N/A

#### 16) How much time did you spend on each standard during your preparation experience? [total should equal 100%]\*

\_\_\_\_\_\_\_\_Standard I: Instructional Leadership

\_\_\_\_\_\_\_\_Standard II: Management and Operations

\_\_\_\_\_\_\_\_Standard III: Family and Community

\_\_\_\_\_\_\_\_Standard IV: Professional Culture

### Performance Assessment for Leaders (PAL)

In this section, we would like to know more about your experience with the Performance Assessment for Leaders (PAL). To what extent do you agree or disagree with the following statements? As a reminder, most of the survey items use the following scale:

#### 17) Did you complete PAL as an embedded component of your administrator preparation program?\*

( ) Yes

( ) No

#### 18) I was provided effective guidance on how to plan for and complete the Performance Assessment for Leaders (PAL).\*

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

#### 19) If you completed PAL during your administrator preparation program, approximately how long did it take you to complete each task?\*

*(Note: Only asked if answered “Yes” to question 17).*

|  | **Less than 10 hours** | **10-20 hours** | **20-40 hours** | **40-60 hours** | **More than 60 hours** |
| --- | --- | --- | --- | --- | --- |
| Task 1 | ( ) | ( ) | ( ) | ( ) | ( ) |
| Task 2 | ( ) | ( ) | ( ) | ( ) | ( ) |
| Task 3 | ( ) | ( ) | ( ) | ( ) | ( ) |
| Task 4 | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 20) If you did not complete the PAL during your administrator preparation program, when did you complete it?  By complete, we mean that you submitted all four tasks and received an overall summative passing score regardless of when you completed the tasks.\*

*(Note: Only asked if answered “No” to question 17).*

( ) Immediately following completion of my program

( ) 6-12 months after completing my program

( ) 1 year or more after completing my program

( ) I have not yet completed PAL

( ) I do not plan to complete PAL

#### 21) If you completed PAL after your administrator preparation program, approximately how long did it take you to complete each task?\*

*(Note: Only asked if answered “Immediately…,” “6-12 months…,” or “1 year or more…” to question 20).*

|  | **Less than 10 hours** | **10-20 hours** | **20-40 hours** | **40-60 hours** | **More than 60 hours** |
| --- | --- | --- | --- | --- | --- |
| Task 1 | ( ) | ( ) | ( ) | ( ) | ( ) |
| Task 2 | ( ) | ( ) | ( ) | ( ) | ( ) |
| Task 3 | ( ) | ( ) | ( ) | ( ) | ( ) |
| Task 4 | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 22) Please indicate your level of agreement regarding whether or not your program incorporates tasks or task related activities into your program of study?  If you have not completed the PAL, please select N/A when applicable.\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree or Disagree** | **Somewhat Disagree** | **Disagree** | **N/A** |
| --- | --- | --- | --- | --- | --- | --- |
| Task 1 - Leadership through a Vision for High Student Achievement | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Task 2 - Instructional Leadership for a Professional Learning Culture | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Task 3 - Leadership in Observing, Assessing, and Supporting Individual Teacher Effectiveness | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Task 4 - Leadership for Family Engagement and Community Involvement | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 23) To what extent did the PAL improve your practice as an administrator. If you have not completed the PAL, please select N/A when applicable.\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree or Disagree** | **Somewhat Disagree** | **Disagree** | **N/A** |
| --- | --- | --- | --- | --- | --- | --- |
| Task 1 - Leadership through a Vision for High Student Achievement | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Task 2 - Instructional Leadership for a Professional Learning Culture | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Task 3 - Leadership in Observing, Assessing, and Supporting Individual Teacher Effectiveness | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Task 4 - Leadership for Family Engagement and Community Involvement | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Overall - Performance Assessment for Leaders | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |

### Field Based Experiences

In this section, we would like to know more about the impact that your field-based experiences had on your ability.  In other words, how did your field-based experiences improve your ability as an educator.  Your answers here should reflect the quality of field-based experiences, not your own ability in each area.  
  
When responding to the questions below, please refer to the following definitions:

* **Pre-Practicum:** early field-based experiences with diverse student learners integrated into courses or seminars that address the Professional Standards for Administrative Leadership.
* **Practicum:** field-based experiences under the joint supervision of a Supervising Practitioner and a Program Supervisor from **[SO]**. During this experience, you are evaluated by both your Supervising Practitioner and Program Supervisor using a performance assessment (e.g., CAP).
* **Field-Based Experiences:** experiences in PK-12 settings such as observation of a variety of classrooms, pre-practicum, practicum/practicum equivalent, internship, apprenticeship, or administrative internship that are integral components of the program that cover a range of time periods within the school year.

With that in mind, to what extent do you agree or disagree with the following statements? As a reminder, most of the survey items use the following scale:

#### 24) My field-based experiences (practicum/internship) were explicitly connected to my coursework.\*

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

#### 25) During my field-based experiences, I worked with students from diverse ethnic, racial, socioeconomic and exceptional groups.\*

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

#### 26) How much of your time in practicum did you spend on the following activities?\*

|  | **Most of the Time** | **Some of the Time** | **Little of the Time** | **None** |
| --- | --- | --- | --- | --- |
| Classroom observations | ( ) | ( ) | ( ) | ( ) |
| Creating and executing professional development opportunities | ( ) | ( ) | ( ) | ( ) |
| Behavior Management | ( ) | ( ) | ( ) | ( ) |
| Building management (scheduling, duty schedules, operations) | ( ) | ( ) | ( ) | ( ) |
| Engaging with families and community members | ( ) | ( ) | ( ) | ( ) |

#### 27) Please indicate your level of agreement with the statements below. Quick definition of terms: ****- Supervising Practitioners**** are the building administrators responsible for overseeing the practicum experience. - ****Program Supervisors**** are the liaisons from the administrator preparation program who also oversee the practicum.\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| My Supervising Practitioner was an effective administrator. | ( ) | ( ) | ( ) | ( ) | ( ) |
| My Supervising Practitioner positively impacted my effectiveness. | ( ) | ( ) | ( ) | ( ) | ( ) |
| My Supervising Practitioner provided feedback that improved my practice. | ( ) | ( ) | ( ) | ( ) | ( ) |
| My Program Supervisor positively impacted my effectiveness. | ( ) | ( ) | ( ) | ( ) | ( ) |
| My Program Supervisor provided feedback that improved my practice. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 28) I benefited from the relationship that my program had with the school/district where I had my field-based experience.

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

#### 29) My field-based experiences prepared me to be an effective administrator.

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

### Overall Benefit of Administrator Preparation Program

#### 30) Indicate your level of agreement with the following statements:\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| My experience in this program prepared me to be an effective administrator. | ( ) | ( ) | ( ) | ( ) | ( ) |
| My experience in this program prepared me to support the teaching of English Language Learners. | ( ) | ( ) | ( ) | ( ) | ( ) |
| My experience in this program prepared me to support the teaching of students with disabilities. | ( ) | ( ) | ( ) | ( ) | ( ) |
| I would recommend this program to others. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 31) Please provide any additional information you would like about your experience with your administrator preparation program. We would welcome suggestions for topics that you would like to include in this evaluation of your administrator preparation program.\*

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### Quality of Preparation against the Standards of Administrative Leadership

Over the next few pages, we will ask you to address the extent to which you were 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 your readiness in:  
  
**Standard I:**  Instructional Leadership (18 Items)  
**Standard II:**  Management and Operations (7 Items)  
**Standard III:**  Family and Community Engagement (5 Items)  
**Standard IV:**  Professional Culture (7 Items)  
  
In every standard, we ask you to rate the extent to which you were **prepared** in each area, not necessarily your own skills/ability (e.g., you may be skilled in curriculum development but that skill may or may not be attributable to something specific in your preparation program). In identifying the extent of preparation provided per item, please consider both coursework and field-based experiences.  We begin each set of questions with the trigger statement:  "Due to the experiences and courses in my administrator preparation program, I am able to ..."  
  
We appreciate your diligence in considering your preparedness in each area.

### **Standard I:** Instructional Leadership

**Standard Description:**Promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes effective teaching and learning the central focus of schooling.

#### 32) Please reflect on your experiences over the past year and respond to the following statements (please be sure to respond with reference to how well you feel the program prepared you in each skill or practice). Standard I: Due to the experiences and courses in my administrator preparation program, I am able to:\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| Collaborate with stakeholders to develop a vision for the school that contains best instructional practices. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Ensure effective implementation of units and lessons that are aligned to state curriculum frameworks. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Support the continuous improvement of teachers' instruction to ensure high expectations for all students. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Clearly articulate what instructional approaches are most effective with learners based on their needs. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Support staff in their integration of culturally relevant pedagogical practices and associated materials. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Guide teachers' use of assessment data to support their students' academic growth. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Implement a unified assessment system (grade-level, school and district assessments; formative and/or summative) that measures student learning. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Provide detailed feedback on a teacher's strengths and weaknesses in order to inform his or her practice. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Evaluate multiple sources of evidence of practice in order to guide teachers on how to improve their students' learning. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Utilize evaluation tool to improve individual teacher's instructional practice. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Synthesize evidence from multiple sources (e.g., MCAS data, internal assessment data, classroom performance data) in order to set targets for student learning. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Collaborate with teachers in the evaluation of student work to ensure students are consistently engaged in rigorous classwork. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Collaborate with appropriate staff (e.g., guidance counselors, school adjustment counselors, support teachers, classroom teachers) to ensure students facing academic, social emotional, or behavioral challenges are provided with the support they need. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Ensure that districts/schools close proficiency gaps by identifying and addressing educational under-performance. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Collaborate with educator teams to analyze data and identify targeted intervention strategies to improve academic or behavioral performance. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Create a professional development plan for the school that includes job embedded opportunities for all staff. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Adapt curriculum, instruction, and programs to meet school and district goals. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Use research based practices in Sheltered English Immersion classrooms or settings to ensure English Language Learners have access to appropriate academic material to support their academic improvement. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 33) Standard I: ****Overall, my program prepared me to meet performance expectations outlined in Standard I.****\*

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

### **Standard II:** Management and Operations

**Standard Description:**  Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing and scheduling.  
  
Please be sure to respond with reference to how well you feel the administrator preparation program prepared you in each skill or practice.

#### 34) Standard II: Due to my experiences and courses in my administrator preparation program, I am able to:\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| Use appropriate strategies to enforce expectations for student behavior across the whole school. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Develop crisis management safety plans and procedures for a school in case of an emergency. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Provide opportunities for teachers to develop leadership skills. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Create a master schedule that optimizes time on instruction for all staff while maintaining time for team collaboration. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Manage the process used in collective bargaining process. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Given the resources available, develop and manage a school budget to support the school's and district's goals. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Develop, implement, and assess the effectiveness of school improvement plans and makes adjustments when necessary. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 35) Standard II: ****Overall, my program prepared me to meet performance expectations outlined in Standard II.****\*

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

### **Standard III:** Family and Community Engagement

**Standard Description:**  Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.  
  
Please be sure to respond with reference to how well you feel the teacher preparation program prepared you in each skill or practice.

#### 36) Standard III: Due to my experiences and courses in your administrator preparation program, I am able to:\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| Engage all families in two way communication to enhance student learning. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Connect families to resources outside of school to support student learning in school. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Implement a system where teachers can consistently engage families in meaningful dialogue regarding their students' academic performance. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Sustain working relationships with community providers who help support students' academic progress. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Communicate effectively with families from diverse backgrounds and cultures. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 37) Standard III: ****Overall, my program prepared me to meet performance expectations outlined in Standard III.****\*

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

### **Standard IV:** Professional Culture

**Standard Description:**  Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.  
  
Please be sure to respond with reference to how well you feel the teacher preparation program prepared you in each skill or practice.

#### 38) Standard IV: Due to my experiences and courses in your administrator preparation program, I am able to:\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree or Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| Engage all stakeholders ( staff, students, families, and community members) in support of a shared educational vision of college and career readiness, civic engagement, community contributions, and responsible citizenship of every student. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Promote a school culture in which staff and students’ diverse backgrounds, identities, strengths, and challenges are respected. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Address critical challenges and lead transformational change through reflection and collaboration. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Resolve interpersonal conflicts in an appropriate and constructive manner. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Use relevant data, research, and best practices to regularly reflect on and improve my own leadership practice. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Build an effective leadership team that engages in collaborative decision-making and responsibility. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 39) Standard IV: Overall, how well were you prepared to meet performance expectations outlined in this standard?\*

( ) Exemplary

( ) Proficient

( ) Needs Improvement

( ) Unsatisfactory

#### 40) Standard IV: ****Overall, my program prepared me to meet performance expectations outlined in Standard IV.****\*

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree

### Additional Questions

Periodically, DESE includes items on this survey that are meant to inform research and/or policy. The following questions will ask you about your preparation experience relative to cultural responsiveness.

#### 41) Are you willing to spend 2 more minutes responding to the additional questions?\*

( ) Yes

( ) No

The following questions ask you about your preparation in **cultural responsiveness pedagogy**.

DESE expects that all educators are prepared to be culturally proficient. That is, to promote a school and classroom environment that is culturally respectful and bias-free. It is also DESE’s belief that educators should be [culturally responsive](http://www.doe.mass.edu/odl/e-learning/culturally-resp-sust/content/index.html#/) by drawing upon and leveraging students' cultures to improve and deepen learning. See the continuum below for more information about how these terms relate.

#### 42) To what extent do you agree or disagree with the following statements about how your educator preparation program prepared you to be a [*culturally responsive*](http://www.doe.mass.edu/odl/e-learning/culturally-resp-sust/content/index.html#/) educator?

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| My coursework prepared me to be a culturally responsive educator. | ( ) | ( ) | ( ) | ( ) | ( ) |
| I had field-based experiences in school(s) and/or classroom(s) that were culturally responsive. | ( ) | ( ) | ( ) | ( ) | ( ) |
| I received feedback and support during my field-based experiences focused on my readiness to be culturally responsive. | ( ) | ( ) | ( ) | ( ) | ( ) |
| My program prepared me to be a culturally responsive educator. | ( ) | ( ) | ( ) | ( ) | ( ) |
| My program prepared me to establish and support a culturally responsive school community. | ( ) | ( ) | ( ) | ( ) | ( ) |

### Thank You!

Thank you for taking our survey! Your response is very important to us.  
  
DESE sends occasional communications regarding state policies that affect educators, parents, and other community stakeholders, as well as opportunities for community members to participate in state initiatives.  
  
Please visit our [newsletter sign-up page](http://www.doe.mass.edu/resources/newsletter-signup.aspx) if you are interested in receiving news and information from the Department.