# A picture of the DESE logo.

# DESE Administrator Completer Survey 2024

### To ensure effective teaching and improve PK-12 student outcomes and experiences across the state, the Massachusetts Department of Elementary and Secondary Education (DESE) is administering a survey to individuals who completed a Massachusetts administrator program in the 2022-2023 academic year and were employed in a Massachusetts public school in the 2023-2024 academic year. DESE would like to know how well you feel your program prepared you for the classroom. The purpose of this survey is to (1) help DESE evaluate your program and (2) provide your program provider with feedback that can be used to assess the program.Individual responses will be kept confidential, and results will only be shared in the aggregate.If you have any questions, please contact EducatorPreparation@mass.gov.We appreciate your time and feedback.

#### 1) What best describes the Administrator licensure area in which you were enrolled?

( ) Principal/Assistant Principal, PreK-8

( ) Principal/Assistant Principal, 5-12

( ) School Business Administrator, All levels

( ) Special Education Administrator, All levels

( ) Superintendent/Assistance Superintendent, All levels

( ) Supervisor/Director

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

#### 2) What was the primary delivery method of your program?

( ) In-person on the main campus

( ) In-person on satellite campus

( ) Online

( ) Hybrid

#### 3) What best describes your current employment status?

( ) I am employed under the Administrator license I was prepared for by my program.

( ) I am employed in a PK-12 setting but not under the Administrator license I was prepared for by my program.

( ) I am not currently employed in a PK-12 setting.

### Many questions in this survey will ask you to rate the extent to which you agree or disagree with statements using this scale:

### A table with the ratings and perception with examples.

### ****Effective Educator:**** An educator who uses evidence-based practices, including anti-racist and culturally and linguistically sustaining practices, to nurture and cultivate academic achievement, cultural and linguistic competence, sociopolitical awareness, and emotional intelligence.****Anti-racist and culturally and linguistically sustaining practices:**** Practices that (1) demonstrate that all racial groups are equals in their differences and which resist and dismantle inequities due to individual and systemic racism to advance racial equity, (2) affirm and value students’ cultures and prior experiences, and (3) value multilingualism as an asset and honor the linguistic resources students bring to the classroom. The use of these practices fosters the development of an anti-racist and culturally and linguistically sustaining school/classroom culture.

### Please keep these definitions in mind when answering the questions in this survey.

#### 4) Overall, I received effective guidance and support throughout my program.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 5) I was well-informed about:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Disagree** | **Somewhat Disagree** | **Neither Agree nor Disagree** | **Somewhat Agree** | **Agree** |
| requirements for my program  |  |  |  |  |  |
| requirements for licensure  |  |  |  |  |  |
| career guidance and opportunities  |  |  |  |  |  |

#### 6) I was able to access the support/resources I needed in order to:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Disagree** | **Somewhat Disagree** | **Neither Agree nor Disagree** | **Somewhat Agree** | **Agree** | **Not Applicable** |
| be successful in my program |  |  |  |  |  |  |
| obtain licensure |  |  |  |  |  |  |
| get employed in my Administrator licensure role |  |  |  |  |  |  |

#### 7) I knew who to reach out to when I needed additional support in coursework, field-based experiences, or for my social and emotional well-being.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree
* Not applicable

#### 8) My experiences in courses across different faculty/instructors were consistently high quality.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 9) I received clear and cohesive communication from different members of the faculty and staff (instructors, advisors, placement coordinators, etc.).

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 10) Across courses, faculty/instructors consistently supported all candidates to be effective administrators.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 11) My experiences with personnel outside of coursework (advisors, placement coordinators, etc.) were consistently high quality.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 12) Coursework provided me with the content knowledge necessary to be an effective educator.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 13) The content of my courses represented diverse identities, experiences, and perspectives.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 14) The content of my courses centered evidence-based practices, including anti-racist and culturally and linguistically sustaining practices.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 15) Coursework ensured that I developed the evidence-based pedagogical skills needed to be an effective educator.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 16) The program of study ensured that I developed the ability to:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Disagree** | **Somewhat Disagree** | **Neither Agree nor Disagree** | **Somewhat Agree** | **Agree** |
| Ensure that instructional practices across all settings and disciplines reflect high expectations aligned with grade level standards for each and every student and are culturally responsive and personalized to accommodate and leverage diverse learning needs, interests, and levels of readiness. |  |  |  |  |  |
| Develops and implements effective plans, procedures, routines, and operational systems that honor students’ backgrounds, identities, and intellect, and address the full range of safety, health, and social-emotional needs of students |  |  |  |  |  |
| Support educators to engage in meaningful and ongoing collaboration with families that informs student learning and academic decisions both at home and at school.  |  |  |  |  |  |
| Plan and execute engaging, ongoing opportunities for collaboration with educators, staff, students, families, community members, and allies that focus on anti-racism and other matters of consequence, and engages participants in thoughtful and meaningful contributions to important school matters. Intentionally seek out viewpoints from all communities represented in the school, particularly members of historically marginalized communities (e.g., Black, Hispanic/Latino, Asian, Indigenous, and Multiracial communities). |  |  |  |  |  |
| Meet the needs of English Learners.  |  |  |  |  |  |
| Develop and nurture a culture in which staff members (i) continuously reflect on how their identities, biases, and practices impact instructional practice and student well-being, and (ii) use school data, current research, best practices and theory to continuously adapt instruction to be increasingly anti-racist, and model these behaviors in my own practice |  |  |  |  |  |

#### 17) The program of study ensured that I developed the ability to:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Disagree** | **Somewhat Disagree** | **Neither Agree nor Disagree** | **Somewhat Agree** | **Agree** |
| Understand how a curriculum builds student understanding of content over time. |  |  |  |  |  |
| Understand how specific curricular materials represent, reflect, affirm, and support many student identities including, but not limited to, race, ethnicity, language, religion, family structures, ability, gender, and sexual orientation. |  |  |  |  |  |
| Understand strengths and weaknesses of specific curricular materials, and ways the materials should be supported to address any weaknesses. |  |  |  |  |  |
| Implement materials effectively and skillfully (what to keep, what to emphasize, what to add, what to adjust, etc.) without undermining the coherence or rigor of the materials and addressing time constraints, specific student learning needs, etc. |  |  |  |  |  |
| Draw upon students’ cultural and linguistic backgrounds to enhance curricular materials and inform instructional decision making. |  |  |  |  |  |

#### 18) The sequence of preparation coursework supported my increased knowledge and skills.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 19) There were clear connections between the different courses in my program.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 20) The coursework was relevant for my specific Administrator licensure area.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

The following definitions will be used in the next sections.

**Field-based experiences:**
Pre-practicum and practicum

**Pre-practicum:**
Early field expriences prior to student teaching

**Practicum:**
Full student teaching

**Supervising Practitioner:**
The PK-12 educator employed in licensure role. Also called a mentor teacher.

**Program Supervisor:**
The liaison between the preparation program provider and student teaching placement site. Also called a mentor.

#### 21) Which of the following opportunities were available to you in your field-based experiences?Select all that apply.

[ ] My program already had established relationships at my pre-practicum or practicum site.

[ ] I had access to alumni from my program on the staff at my pre-practicum or practicum site..

[ ] I learned about open positions that I could apply for at the placement site after graduation.

[ ] None of the above

#### 22) My pre-practicum and practicum placement sites exposed me to:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Disagree** | **Somewhat Disagree** | **Neither Agree nor Disagree** | **Somewhat Agree** | **Agree** | **Not Applicable** |
| access to high-quality curricular materials |  |  |  |  |  |  |
| diversity of students (including racial, ethnic, socioeconomic, linguistic diversity, and diversity of ability)  |  |  |  |  |  |  |
| opportunities to integrate into all components of the school community (e.g., staff meetings, professional development, family engagement opportunities)  |  |  |  |  |  |  |
| an anti-racist and culturally and linguistically sustaining school culture |  |  |  |  |  |  |

**Supervising Practitioner:**The PK-12 educator employed in licensure role. Also called a mentor teacher.

**Program Supervisor:**The liaison between the preparation program provider and student teaching placement site. Also called a mentor.

#### 23) I had a strong working relationship with my supervising practitioner.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 24) My supervising practitioner modeled evidence-based practices, including anti-racist and culturally and linguistically sustaining practices.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 25) I felt welcome, safe, and affirmed in my supervising practitioner’s school/office/district.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 26) Please select the option that best describes how you were matched with your supervising practitioner:

[ ] I found my supervising practitioner on my own, and the program did not provide support/guidance.

[ ] I found my supervising practitioner on my own, then the program worked to ensure they met all expectations.

[ ] The program identified my supervising practitioner and paired us together.

[ ] The program identified potential supervising practitioner(s), and I met with and/or observed them to determine whether they were a good fit.

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

#### 27) My ****supervising practitioner**** provided me with robust supervision and support.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 28) My ****supervising practitioner**** gave me specific, concrete, and useful feedback that helped to improve my practice.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 29) My ****supervising practitioner**** prepared me to be an effective administrator.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 30) My ****program supervisor**** provided me with robust supervision and support.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 31) My ****program supervisor**** gave me specific, concrete, and useful feedback that helped to improve my practice.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 32) My ****program supervisor**** prepared me to be an effective administrator.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 33) I knew how to raise concerns about my supervising practitioner or program supervisor.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 34) Did you raise concerns about your supervising practitioner(s) and/or program supervisor(s)?

* Yes
* No

#### 35) When I raised concerns, my program stepped in to resolve the issue or improve my experience.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 36) I had opportunities in the field to:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Disagree** | **Somewhat Disagree** | **Neither Agree nor Disagree** | **Somewhat Agree** | **Agree** |
| observe the theories I learned about in coursework  |  |  |  |  |  |
| apply the theories I learned about in coursework  |  |  |  |  |  |
| reflect on the theories I learned about in coursework  |  |  |  |  |  |

#### 37) I had opportunities in the field to observe, apply, and reflect on evidence-based practices, including anti-racist and culturally and linguistically sustaining leadership practices.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 38) The sponsoring organization asked for my feedback about:Select all that apply.

[ ] coursework

[ ] field-based experiences

[ ] my program supervisor and supervising practitioner

[ ] advising

[ ] grading/evaluation

[ ] equitable or inequitable experiences

[ ] none of the above

#### 39) My experience in this program prepared me to be an effective educator.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 40) My field-based experiences prepared me to be an effective educator.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 41) This program prepared me to serve all students, with particular focus on those from systemically marginalized races, ethnicities, identity groups, and backgrounds.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 42) This program prepared me to be successful in my Administrator licensure role in any school/district in Massachusetts.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

#### 43) Overall, I would recommend this program to others.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree

### Responses to the following demographic questions will be used to better understand equity of experiences and outcomes in preparation programming. Only DESE will have access to this information, and it will be reviewed in the aggregate. Responses will not be used to identify individuals.

#### 44) What is your race/ethnicity?

* African American
* Asian
* Hispanic
* Multi-racial
* Native American
* Native Hawaiian/Pacific Islander
* White
* Prefer not to say

#### 45) What is your gender?

* Female
* Male
* Non-binary
* Prefer not to say