# 2019: DESE Supervising Practitioner Survey

## Supervising Practitioner 2018-2019

In an effort to strengthen teaching and bolster student achievement in Massachusetts, the Massachusetts Department of Elementary and Secondary Education (DESE) is administering a survey to supervising practitioners who worked with a teacher candidate enrolled in a Massachusetts teacher preparation program in the 2018-2019 academic year.  
  
DESE would like to know how well you feel the teacher preparation program at **[SO]** prepared the teacher candidate for the realities of the classroom. The purpose of this survey is twofold:

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

We recognize that you may have supervised more than one candidate in 2018-2019. We ask that you complete this survey based on your experience with **[2017-2018 Teacher Completer First and Last Name]** who was prepared by **[SO]** specifically.  
  
Individual responses will be kept confidential and results will only be reported anonymously. The survey is designed to take 10-15 minutes.  
  
For most questions, the survey scale is as follows:   
  
  
  
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%20Supervising%20Practitioner%20Survey) at [edprep@doe.mass.edu](mailto:edprep@doe.mass.edu?subject=2019%20Supervising%20Practitioner%20Survey). Thank you for your participation.

### Background

#### 1) Please select the name of the Teacher Preparation Program associated with the Candidate you are providing feedback on:\*

#### 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 [SO]?\*

( ) 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 choosing to be 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**** he/she completed?\*

( ) Fewer than 8 weeks

( ) 8 weeks

( ) 10 weeks

( ) 12 weeks

( ) Full year

( ) Other (please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Field Based Experiences

To what extent do you agree or disagree with the following statements? As a reminder, most of the survey items use the following scale:

#### 8) The candidate's field-based experiences were explicitly connected to his/her coursework.\*

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

#### 9) The coursework provided the candidate with the content knowledge necessary to be an effective educator.\*

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

#### 10) During his/her field-based experiences, he/she worked with students from diverse ethnic, racial, socioeconomic and exceptional groups.\*

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

#### 11) The candidate's pre-practicum experience prepared him/her for his/her full student-teaching experience in the practicum.\*

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

#### 12) To what extent do you agree or disagree with the following statements about your supervision of the candidate?\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| I felt I was able to effectively support (e.g., materials, resources, inspiration) the candidate. | ( ) | ( ) | ( ) | ( ) | ( ) |
| I was effective in improving the teacher candidate's effectiveness. | ( ) | ( ) | ( ) | ( ) | ( ) |
| I received training that supports my ability to provide high-quality, targeted feedback to the candidate. | ( ) | ( ) | ( ) | ( ) | ( ) |
| I provided feedback that improved the practice of the candidate. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 13) To what extent do you agree or disagree with the following statements about the supervision of the candidate by the Sponsoring Organization's Program Supervisor? (Quick definition: Program Supervisors are the liaisons from the ed prep program who also oversee the candidate's practicum.) \*

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| The candidate's Program Supervisor was effective in improving the teacher candidate's effectiveness. | ( ) | ( ) | ( ) | ( ) | ( ) |
| The candidate's Program Supervisor was an effective supervisor. | ( ) | ( ) | ( ) | ( ) | ( ) |
| The candidate's Program Supervisor provided feedback that improved the practice of the candidate. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 14) The candidate benefited from the relationship that his/her program had with your school district. \*

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

#### 15) The candidate made a positive impact on student learning in your classroom.

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

#### 16) The candidate's field-based experiences prepared him/her to be an effective educator.\*

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

### Candidate Assessment

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:

#### 17) To what extent do you agree or disagree with the following statements about the Candidate Assessment of Performance (CAP)?\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| I received training on CAP that contributed to a consistent and rigorous assessment of the candidate. | ( ) | ( ) | ( ) | ( ) | ( ) |
| The candidate's teaching practice improved as a result of going through CAP in his/her field-based experiences. | ( ) | ( ) | ( ) | ( ) | ( ) |
| The candidate will use the feedback that he/she received as part of CAP to identify professional development, trainings, and other resources to improve their practice. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Participating in CAP in the candidate's teacher education program prepared him/her to participate in the Massachusetts Educator Evaluation system. | ( ) | ( ) | ( ) | ( ) | ( ) |
| CAP gave the candidate a better understanding of his/her strengths as an educator. | ( ) | ( ) | ( ) | ( ) | ( ) |
| CAP gave the candidate a better sense of his/her areas for improvement as an educator. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 18) How many times was the candidate observed and provided with feedback on his/her practice during the practicum?\*

( ) 0

( ) 1

( ) 2

( ) 3

( ) 4

( ) 5

( ) 6+

### Overall Benefit of Teacher Preparation Program

#### 19) Relative to other candidates you have worked with, please indicate the extent to which this candidate's performance is significantly above or below average:\*

|  | **Top 1%** | **Top 10%** | **Top 25%** | **Typical** | **Bottom 50%** | **n/a: I have only supervised one candidate** |
| --- | --- | --- | --- | --- | --- | --- |
| Demonstrates sound knowledge and understanding of content and the pedagogy it requires | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Implements well-structured lessons | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Makes adjustments to practice based on assessment data | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Meets the diverse needs of learners within the classroom | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Maintains an academic learning environment where students are unafraid to take academic risks | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Consistently enforces high expectations for all students | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| Uses self-reflection to improve practice | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |

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

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| The candidate's experience in this program prepared him/her to be an effective educator | ( ) | ( ) | ( ) | ( ) | ( ) |
| I would recommend this program to others | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 21) Based on your experiences with this candidate, what best describes the extent to which he/she is ready to meet the needs of students in your school?\*

( ) Fully ready [able to be immediately impactful with students]

( ) Mostly ready [able to successfully meet the needs of most students]

( ) Moderately ready [needs additional support, training, and coaching to be successful]

( ) Minimally ready [limited success meeting the needs of students and improving outcomes]

( ) Not ready [unable to meet the needs of students]

#### 22) Please provide any additional information you would like about your experience with this candidate's teacher preparation program. We would welcome suggestions for topics that you would like to include in this evaluation of this teacher preparation program.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### 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 candidate's readiness in:  
**Standard 1: Curriculum, Planning and Assessment** (5 items)  
**Standard 2: Teaching All Students** (10 items)  
**Standard 3: Family and Community Engagement** (2 items)  
**Standard 4: Professional Culture** (3 items)  
  
In every standard, we ask you to rate the extent to which the candidate was ***prepared*** in each standard. Specifically, the candidate's readiness to teach in the skill must be as a consequence of participating in his/her preparation program (e.g., candidate may be skilled in classroom management but that skill may/may not be attributable to something specific in his/her 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 experiences in his/her teacher preparation program, the candidate is able to..."  
  
We appreciate your diligence in considering the candidate's 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.

#### 23) ****Please reflect on the candidate's experiences within the classroom and respond to the following statements (please be sure to respond with reference to how well you feel the [candidate’s] program prepared the candidate in each skill or practice).**** ****Due to experiences in his/her teacher preparation program, the candidate is able to:****\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| 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. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Design units of instruction that help students develop many ways to think deeply about an activity or a problem. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Scaffold and unpack content so all students can understand the material. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Use assessment data to differentiate instruction for different groups of students within the classroom (e.g., English Language Learners, Special Needs). | ( ) | ( ) | ( ) | ( ) | ( ) |
| Use assessment methods that enable students to rate their own understanding of student learning objectives. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 24) Standard I: ****Overall, the candidate was well-prepared by the program to meet the performance expectations outlined in Standard I.****\*

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

### **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 you feel [the candidate’s] teacher preparation program prepared the candidate in each skill or practice.**

#### 25) ****Due to experiences in his/her teacher preparation program, the candidate is able to:****\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| Provide learning experiences that encourage students to be supportive of each other's success. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Respond appropriately to misunderstandings between students that arise from difference in backgrounds, languages or identities. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Effectively guide students to refocus their efforts in class when they become distracted. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Effectively engage students who resist wanting to learn. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Use instructional practices that encourage students to challenge each other's thinking in the classroom. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Use student generated ideas to further student understanding during a lesson. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 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. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Comfortably take instructional risks (e.g., deviate from planned instruction) to make student learning more accessible. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Translate knowledge of the diverse experiences that students bring to class to improve the effectiveness of his/her instruction. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Choose instructional strategies (e.g., tiered instruction, scaffolding, connections) that support student understanding of complex concepts. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 26) Standard II: ****Overall, the candidate was well-prepared by the program to meet the performance expectations outlined in Standard II.****\*

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

### **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 candidate’s] teacher preparation program prepared the candidate in each skill or practice.**

#### 27) ****Due to experiences in his/her teacher preparation program, the candidate is able to:****\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| Make strategies available to parents so they can help support and reinforce student learning at home and in school. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Listen to a parent's concerns regarding the progress of their child and use the information to adapt his/her instruction towards the child. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 28) Standard III: ****Overall, the candidate was well-prepared by the program to meet the performance expectations outlined in Standard III.****\*

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

### **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 you feel [the candidate’s] teacher preparation program prepared the candidate in each skill or practice.**

#### 29) ****Due to experiences in his/her teacher preparation program, the candidate is able to:****\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| Reflect on his/her practice to develop challenging professional practice goals. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Use evaluation data (e.g., your feedback) to diagnose his/her strengths and weaknesses and make adjustment to his/her practice (e.g., instructional goals, learning objectives). | ( ) | ( ) | ( ) | ( ) | ( ) |
| Effectively act upon colleagues' ideas and/or suggestions to improve his/her students' learning. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 30) Standard IV: ****Overall, the candidate was well-prepared by the program to meet the 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 experience related to Candidate Assessment for Performance.

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

( ) Yes

( ) No

### Additional Questions

#### 32) How important were the following CAP activities in preparing the candidate to be an effective educator?

|  | **Extremely Important** | **Very Important** | **Somewhat Important** | **Not Important** | **I did not participate in this activity** |
| --- | --- | --- | --- | --- | --- |
| Conducting observations of the candidate. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Documenting evidence of performance on the Six Essential Elements. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Setting a measure(s) of student learning to be used in CAP. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Participating in three-way meetings with Program Supervisor and candidate. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Administering feedback surveys and/or supporting the teacher candidate to administer student feedback surveys. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Providing the candidate with calibrated formative assessment ratings. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Providing the candidate with calibrated summative assessment ratings. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Providing the candidate with feedback on his/her practice after each observation. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 33) How many announced observations have you conducted?

( ) 0

( ) 1

( ) 2

( ) 3

( ) 4

( ) 5

( ) 6+

#### 34) How many unannounced observations have you conducted?

( ) 0

( ) 1

( ) 2

( ) 3

( ) 4

( ) 5

( ) 6+

#### 35) To what extent do you agree or disagree with the following?

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** | **Too soon to know** |
| --- | --- | --- | --- | --- | --- | --- |
| The purpose and goals of CAP are clear and transparent. | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| I understand my role and responsibilities for CAP as a Supervising Practitioner. | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |
| CAP assessed authentic teaching practices that are relevant to the first year of teaching. | ( ) | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 36) Select the response that best describes your experience implementing CAP this year.

( ) I spend too much time on CAP

( ) I spend an appropriate amount of time on CAP

( ) I spend too little time on CAP

#### 37) In which areas, if any, would additional training and/or resources be helpful to support you in your role as Supervising Practitioner? (Check all that apply)

[ ] Purpose and goals of CAP

[ ] Roles and responsibilities of the Supervising Practitioner for CAP

[ ] Implementing the 5-step cycle

[ ] Conducting observations

[ ] Collecting and documenting evidence of performance for the six Essential Elements

[ ] Providing focused, actionable feedback to candidates about their performance

[ ] Identifying student learning measures and setting parameters for expected growth

[ ] Conducting effective Three-Way Meetings

[ ] Using student feedback surveys to provide feedback on candidate practice

[ ] Other - Write In (Required): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\*

[ ] There are no other areas in which I need additional training

### 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.