# DESE Supervising Practitioner 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 supervising practitioners (also called mentor teachers) who worked with a teacher candidate enrolled in a Massachusetts teacher preparation program in the 2023-2024 academic year. DESE would like to know how well you feel the teacher preparation program at [contact('organization')] prepared the teacher candidate for the classroom. The purpose of this survey is to (1) help DESE evaluate the quality of the preparation program and (2) provide the preparation program provider with feedback that can be used to assess the strengths and areas for improvement within the program. **Individual responses will be kept confidential, and results will only be shared in the aggregate**. You may have supervised more than one program completer in 2023-2024. We ask that you complete this survey based on your experience with****[contact('first name')] [contact('last name')]**** who was prepared by ****[contact('organization')]****. If you have any questions, please contact EducatorPreparation@mass.gov. We appreciate your time and feedback.

#### 1) What program did you supervise this candidate for [contact('organization')]?

( ) Biology, 8-12

( ) Business, 5-12

( ) Chemistry, 8-12

( ) Dance, All levels

( ) Digital Literacy/Computer Science, PreK-6

( ) Digital Literacy/Computer Science, 5-12

( ) Early Childhood, PreK-2

( ) Earth & Space Science, 8-12

( ) Elementary, 1-6

( ) English, 5-12

( ) English as a Second Language, PreK-6

( ) English as a Second Language, 5-12

( ) General Science, 5-8

( ) General Science, 1-6

( ) Health/Family Consumer Sciences, All levels

( ) History/Social Science, 1-6

( ) History/Social Science, 5-12

( ) Latin & Classical Humanities, 5-12

( ) Library, All levels

( ) Mathematics, 1-6

( ) Mathematics, 5-8

( ) Mathematics, 8-12

( ) Middle School Humanities, 5-8

( ) Middle School Mathematics/Science, 5-8

( ) Music: Vocal/Instrumental/General, All levels

( ) Physical Education, PreK-8

( ) Physical Education, 5-12

( ) Physics, 8-12

( ) Speech, All levels

( ) Teacher of Students with Moderate Disabilities, PreK-2

( ) Teacher of Students with Moderate Disabilities, PreK-8

( ) Teacher of Students with Moderate Disabilities, 5-12

( ) Teacher of Students with Severe Disabilities, PreK-2

( ) Teacher of Students with Severe Disabilities, All levels

( ) Teacher of the Deaf and Hard-of-Hearing, All levels

( ) Teacher of the Visually Impaired, All levels

( ) Technology/Engineering, 5-12

( ) Theater, All levels

( ) Visual Arts, PreK-8

( ) Visual Arts, 5-12

( ) World Language or Foreign Language, PreK-6 (all languages)

( ) World Language or Foreign Language, 5-12 (all languages)

#### 2) What type of placements do you typically host for candidates from [contact('organization')]?

* Pre-practicum (early field experiences)
* Practicum (full student teaching)
* Both

#### 3) How many candidates have you supervised for [contact('organization')]?

* 1-5
* 6-10
* 11-15
* 16+

#### 4) Are you an alumnus of [contact('organization')]?

* Yes
* No

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

Please keep these definitions in mind when answering the questions in this survey.  
  
**Field-based experiences:**  
Pre-practicum and practicum  
  
**Pre-practicum:**  
Early field-based experiences prior to full student teaching

**Practicum:**  
Student teaching

**Supervising Practitioner:**  
The PK-12 educator employed in licensure role.

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

### ****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.

#### 5) Based on your experience with this candidate, what best describes the extent to which they are ready to meet the needs of students in your school?

* Not ready (unable to meet the needs of students)
* Minimally ready (limited success meeting the needs of students and improving outcomes)
* Moderately ready (needed additional support, training, and coaching to be successful)
* Mostly ready (able to successfully meet the needs of most students)
* Fully ready (immediately impactful with students)

#### 6) I was intentionally matched with this candidate.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree
* I do not know.

#### 7) Before the candidate was placed under my supervision, the educator preparation program ensured I was:

[ ] able to model evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices.

[ ] able to effectively and equitably support candidates of all races, ethnicities, identity groups, and backgrounds.

[ ] committed to meeting the Sponsoring Organization’s expectations of the role.

#### 8) The educator preparation program's support helps me to be an increasingly skilled supervisor.

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

#### 9) The educator preparation program oversees my work with this candidate to ensure I am an effective supervisor.

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

#### 10) The educator preparation program provides effective guidance and support related to:

[ ] providing candidates with high-quality feedback that is specific (evidence-based), concrete (related to quality, scope, and/or consistency of practice), useful (provides the candidate with clear next steps for improvement), and addresses areas of both strength and improvement.

[ ] implementing performance assessments.

[ ] calibrating ratings and feedback across supervisors.

[ ] effectively and equitably supporting candidates of all races, ethnicities, identity groups, and backgrounds.

[ ] supporting candidates to serve all students (with particular focus on those from systemically marginalized races, ethnicities, identity groups, and backgrounds).

[ ] supporting candidates to use evidence-based instructional practices, including anti-racist and culturally and linguistically sustaining practices.

#### 11) The educator preparation program provides guidance and support related to developing candidates’ understanding of evidence-based early literacy.

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

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

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

#### 13) The candidate understood state curriculum frameworks and learning progressions within their content area(s).

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

#### 14) The candidate demonstrated the evidence-based pedagogical skills needed to be an effective educator.

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

#### 15) The candidate had opportunities in the field to observe, apply, and reflect on theories they learned in coursework.

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

#### 16) The candidate I supervised had opportunities to practice curriculum literacy skills in this field-based experience.

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

#### 17) The candidate I supervised was exposed to a diverse group of PK-12 students (including racial, ethnic, socioeconomic, linguistic diversity, and diversity of ability) in this field-based experience.

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

#### 18) The candidate I supervised was exposed to an anti-racist and culturally and linguistically sustaining school culture in this field-based experience.

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

#### 19) The candidate I supervised was integrated into the school community (e.g., staff meetings, professional development, family engagement opportunities).

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

#### 20) The candidate developed the ability to:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Disagree** | **Somewhat Disagree** | **Neither Agree nor Disagree** | **Somewhat Agree** | **Agree** |
| Demonstrates sound knowledge of the subject matter by \* using evidence-based pedagogical practices that enable students to develop and apply grade-level knowledge and skills in authentic contexts; \* supporting students to make connections between the subject matter and real-world issues with impact on their communities and their world; and \* understanding the difference between social and academic language and the importance of this difference in planning, differentiating, and delivering effective instruction for English learners at various levels of English language proficiency and literacy. |  |  |  |  |  |
| Uses analysis and conclusions from a wide range of assessment data and feedback from colleagues, students, and families to adjust practice and implement differentiated and scaffolded supports for improved and more equitable student learning outcomes. |  |  |  |  |  |
| Supports all students to meet or exceed high expectations, produce high-quality work, and develop self-awareness and skills for independent learning by \* using evidence-based pedagogical practices to provide equitable opportunities for grade-level learning; \* providing supports, scaffolds, and tools to meet students’ needs; providing clear criteria for success (e.g., models, rubrics, exemplars); and \* reinforcing perseverance and effort with challenging content and tasks. |  |  |  |  |  |
| Creates and maintains a safe, supportive, and inclusive environment by \* co-creating meaningful rituals and routines with students; \* supporting student accountability for the impact of their actions; \* enabling students to take academic risks and share ideas freely; \* modeling and reinforcing respect for and affirmation of their own and others’ differences related to background, identity, language, strengths, and challenges (self- and social awareness); and \* seeking feedback from students on their experience of the classroom learning environment and making aligned adjustments to practice. |  |  |  |  |  |
| Partners with families to support students’ learning and well-being by \* leveraging families’ cultural and linguistic knowledge and expertise as assets; \* engaging with families about what students are learning in the classroom and expectations for student success; and \* collaboratively identifying, and seeking family input on, strategies and resources for supporting student learning and growth in and out of school. |  |  |  |  |  |
| Reflects on the effectiveness of instruction and how one’s identities, biases, and practices impact student learning and well-being; and works to improve practice and eliminate learning inequities across race, gender, ethnicity, language, disability and ability, and other aspects of student identities, such that all students can meet or exceed grade-level standards. |  |  |  |  |  |
| meet the needs of English Learners. |  |  |  |  |  |

#### 21) The candidate 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 strengths and weaknesses of specific curricular materials and ways the materials should be supported to address any weaknesses. |  |  |  |  |  |
| 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. |  |  |  |  |  |
| adapt and use curricular materials effectively (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. |  |  |  |  |  |

#### 22) The educator preparation program uses the Candidate Assessment of Performance (CAP) to improve candidates’ practice.

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

#### 23) The educator preparation program uses the Candidate Assessment of Performance (CAP) to ensure that only candidates who are ready to serve all students (with particular focus on those from systemically marginalized races, ethnicities, identity groups, and backgrounds) are endorsed for licensure.

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

#### 24) The educator preparation program provided clear expectations for the reasons to identify a candidate as needing additional support in fieldwork or for their social or emotional well-being.

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

#### 25) The educator preparation program provided clear expectations for the process to identify a candidate as needing additional support in fieldwork or for their social or emotional well-being.

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

#### 26) Candidates in need of additional support receive the help needed to improve.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree
* I do not know.

#### 27) Candidates who are not ready to be effective educators are not endorsed for the licensure role.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree
* I do not know.

#### 28) Candidates who are not ready to serve all students (with particular focus on those from systemically marginalized races, ethnicities, identity groups, and backgrounds) are not endorsed for the licensure role.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree
* I do not know.

#### 29) The educator preparation program asks about my schools’ needs.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree
* I do not know.

#### 30) The educator preparation program responds to my schools’ needs, e.g., increasing the racial diversity of educators, supporting the use of anti-racist and culturally and linguistically sustaining practices, developing new programs for high-needs subject areas, offering professional development, or providing services for students.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree
* I do not know.

#### 31) My school’s partnership with the educator preparation program positively impacts my own opportunities for learning and growth.

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

#### 32) The educator preparation program solicits my input to identify the preparation program's strengths and areas for growth.

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

#### 33) The educator preparation program asks for my feedback about:

[ ] the candidate(s) I supervise.

[ ] the candidate(s)’s Program Supervisor.

[ ] my experience serving as a supervisor.

[ ] the content or structure of the preparation program curriculum.

[ ] the content or structure of field-based experiences.

[ ] implementation of the performance assessment, i.e. the Candidate Assessment of Performance (CAP).

[ ] equitable or inequitable experiences.

[ ] none of the above

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

#### 34) The educator preparation program makes evidence-informed, equity-centered decisions that lead to improved experiences and outcomes for candidates (with particular focus on those from systemically marginalized races, ethnicities, identity groups, and backgrounds).

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree
* I do not know.

#### 35) The educator preparation program takes actions to improve candidate’s preparation experiences and outcomes based on provided input, e.g. aligning preparation curriculum, strengthening field-based experiences.

* Disagree
* Somewhat Disagree
* Neither Agree nor Disagree
* Somewhat Agree
* Agree
* I do not know.

#### 36) The candidate's experiences in this program prepared them to be an effective educator.

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

#### 37) The candidate's field-based experiences prepared them to be an effective educator.

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

#### 38) Candidates who complete this program are prepared 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

#### 39) Candidates who complete this program are ready to be successful in their licensure role in any school/district in Massachusetts.

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

#### 40) 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.

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

( ) African American

( ) Asian

( ) Hispanic

( ) Multi-racial

( ) Native American

( ) Native Hawaiian/Pacific Islander

( ) White

( ) Prefer not to say

#### 42) What is your gender?

( ) Female

( ) Male

( ) Non-binary

( ) Prefer not to say