# 2019: DESE Teacher Candidate Survey

## Teacher Candidate 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 individuals who completed a Massachusetts teacher preparation program in the 2018-2019 academic year.  
  
Now that you have completed your licensure program, [**teacher candidate**], DESE would like to know how well you feel your Teacher Preparation Program prepared you for the realities of the classroom. The purpose of this survey is twofold:

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 Teacher Preparation Program prepared you to teach based on each of the four (4) Standards of Effective Practice.  
  
**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.  
  
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%20Teacher%20Candidate%20Survey) at [edprep@doe.mass.edu](mailto:edprep@doe.mass.edu?subject=2019%20Teacher%20Candidate%20Survey). Thank you for your participation.

### Background

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

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

( ) 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 a teaching position

( ) Currently seeking a non-teaching position

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

[ ] Reputation of the program/organization

[ ] Program offering(s)

[ ] Scheduling of courses

[ ] Price/tuition

[ ] Location

[ ] Faculty

[ ] Campus environment

[ ] Admitted to the organization in a major other than education

[ ] Program's partnership with specific/district

[ ] Other

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

( ) 1 Year

( ) 2 Years

( ) 3 Years

( ) 4 Years

( ) 5+ Years

#### 5) Were you employed as a teacher of record before or during your teacher preparation program?\*

( ) No

( ) Yes

### Overall Experience

In this section, please think about your **overall experience** while enrolled in the teacher 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:

#### 6) My faculty/instructors were effective at preparing educators.\*

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

#### 7) 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

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

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

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

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

#### 10) I was effectively advised (including, but not limited to, being advised about licensure requirements and career development and placement services that contribute to employment upon completion) throughout my program.\*

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

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

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

#### 12) The admission processes 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

### 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 own ability in each area. The next 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:

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

( ) Agree ( ) Somewhat Agree ( ) Neither Agree nor Disagree ( ) Somewhat Disagree ( ) Disagree ( ) Not applicable

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

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

#### 15) Coursework prepared me to make a positive impact on PK-12 student learning.\*

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

### 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 Teachers.
* **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:

#### 16) My field-based experiences were explicitly connected to my coursework.\*

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

#### 17) 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

#### 18) My pre-practicum experience prepared me to assume full responsibility during student teaching.\*

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

#### 19) During pre-practicum, I was assessed on authentic teaching practices that are relevant to the first year of teaching.\*

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

#### 20) During my pre-practicum, I received high-quality, targeted feedback that improved my practice.\*

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

#### 21) Please rank the following five activities in order of most time spent to least time spent in pre-prac experience.\*

\_\_\_\_\_\_\_\_Observations

\_\_\_\_\_\_\_\_Small group work

\_\_\_\_\_\_\_\_One on one work

\_\_\_\_\_\_\_\_Whole class instruction

\_\_\_\_\_\_\_\_Meetings with school-based professionals

#### 22) To what extent do you agree or disagree with the following statements about your supervisors? Quick definition of terms: ****- Supervising Practitioners**** are the classroom teachers responsible for overseeing the practicum experience. - ****Program Supervisors**** are the liaisons from the ed prep program who also oversee the practicum.\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| My Supervising Practitioner was an effective educator. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 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. | ( ) | ( ) | ( ) | ( ) | ( ) |

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

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| My teaching practice improved as a result of going through CAP in my field-based experiences. | ( ) | ( ) | ( ) | ( ) | ( ) |
| I will use the feedback that I received as part of CAP to identify professional development, trainings, and other resources to improve my practice. | ( ) | ( ) | ( ) | ( ) | ( ) |
| CAP has given me a better understanding of my strengths as an educator. | ( ) | ( ) | ( ) | ( ) | ( ) |
| CAP has given me a better understanding of my areas for improvement as an educator. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 24) I benefited from the relationship that my program had with the school/district that I had my field-based experiences in.\*

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

#### 25) My field-based experiences prepared me to be an effective educator.\*

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

### Overall Benefit of Teacher Preparation Program

#### 26) Due to the experiences and courses in my teacher preparation program, I am able to:\*

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| Demonstrate sound knowledge and understanding of content and the pedagogy it requires | ( ) | ( ) | ( ) | ( ) | ( ) |
| Implement well-structured lessons | ( ) | ( ) | ( ) | ( ) | ( ) |
| Make adjustments to practice based on assessment data | ( ) | ( ) | ( ) | ( ) | ( ) |
| Meet the diverse needs of learners within the classroom | ( ) | ( ) | ( ) | ( ) | ( ) |
| Maintain an academic learning environment where students are unafraid to take academic risks | ( ) | ( ) | ( ) | ( ) | ( ) |
| Consistently enforce high expectations for all students | ( ) | ( ) | ( ) | ( ) | ( ) |
| Use self-reflection to improve practice | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 27) ****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 educator. | ( ) | ( ) | ( ) | ( ) | ( ) |
| My experience in this program prepared me to teach English Language Learners. | ( ) | ( ) | ( ) | ( ) | ( ) |
| My experience in this program prepared me to teach students with disabilities. | ( ) | ( ) | ( ) | ( ) | ( ) |
| I would recommend this program to others. | ( ) | ( ) | ( ) | ( ) | ( ) |

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

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### Quality of Preparation against Standards of Practice

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.  
  
If you were a teacher of record prior to completing your program, address the extent to which your practice improved relative to a set of discrete knowledge and skills as a consequence of your teacher preparation program.  
  
Overall, we will ask you to consider the your 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 you were ***prepared*** in each standard. Specifically, your readiness to teach in the skill must be as a consequence of participating in your preparation program (e.g., you may be skilled in classroom management but that skill may/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 teacher preparation program, I am able to..."   
  
We appreciate your diligence in considering your 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.  
  
**Please reflect on your experiences within the classroom over the last year and respond to the following statements (please be sure to respond with reference to how well you feel [the initial licensure] program prepared you in each skill or practice).**

#### 29) ****Standard I: Due to the experiences and courses in my teacher preparation program, I am 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. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 30) 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: 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 initial licensure]  teacher preparation program prepared you in each skill or practice.**

#### 31) ****Standard II: Due to my experiences and courses in my teacher preparation program, I am 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 my instruction. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Choose instructional strategies (e.g., tiered instruction, scaffolding, connections) that support student understanding of complex concepts. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 32) 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:** 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 initial licensure] teacher preparation program prepared you in each skill or practice.**

#### 33) ****Standard III: Due to your experiences and courses in your teacher preparation program, I am 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 my instruction towards the child. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 34) 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:** 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 initial licensure] teacher preparation program prepared you in each skill or practice.**

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

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

#### 36) 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 experience related to curricular materials, the Candidate Assessment for Performance, mixed reality classroom simulations, and cultural responsiveness pedagogy.

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

( ) Yes

( ) No

### Additional Questions

**The following series of questions will ask you about your experience with curricular materials in your preparation program.**

#### 38) To what extent do you agree with the following statements about the PK-12 curricular materials used in your program:

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| My experience in this program familiarized me with curricular materials that are well aligned to Massachusetts learning standards. | ( ) | ( ) | ( ) | ( ) | ( ) |
| My experience in this program prepared me to evaluate curricular materials for alignment to Massachusetts learning standards. | ( ) | ( ) | ( ) | ( ) | ( ) |
| My experience in this program prepared me to adapt and supplement curricular materials as needed to ensure alignment to Massachusetts learning standards. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 39) Please select the activity that describes what your program had you spend the most amount of time on when engaging with PK-12 materials:

( ) Developing or creating curriculum

( ) Modifying existing curriculum

( ) Identifying and/or evaluating curriculum

( ) None of the above

#### 40) Please list the PK-12 curricular materials you worked with most frequently in your program (e.g., Eureka Math, Reading Wonders):

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The next series of questions will ask you about your experience with the **Candidate Assessment for Performance (CAP)**.

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

|  | **Extremely Important** | **Very Important** | **Somewhat Important** | **Not Important** | **I did not participate in this activity** |
| --- | --- | --- | --- | --- | --- |
| Completing an individual self-assessment. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Developing goals. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Participating in three-way meetings with my Program Supervisor and Supervising Practitioner. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Participating in at least two announced observations. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Participating in at least two unannounced observations. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Engaging in evidence collection to help document performance on the Six Essential Elements. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Receiving feedback from my Program Supervisor and Supervising Practitioner based on observations of my practice. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Participating in the formative assessment meeting. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Collecting student feedback as part of CAP. | ( ) | ( ) | ( ) | ( ) | ( ) |
| Participating in the summative assessment meeting. | ( ) | ( ) | ( ) | ( ) | ( ) |

#### 42) Based on your experience with CAP this year, indicate your level of agreement with the following statements:

|  | **Agree** | **Somewhat Agree** | **Neither Agree nor Disagree** | **Somewhat Disagree** | **Disagree** |
| --- | --- | --- | --- | --- | --- |
| The purpose and goals of CAP are clear and transparent. | ( ) | ( ) | ( ) | ( ) | ( ) |
| The feedback my Supervising Practitioner provided this year has helped to improve my teaching practice. | ( ) | ( ) | ( ) | ( ) | ( ) |
| The feedback my Program Supervisor provided this year has helped to improve my teaching practice. | ( ) | ( ) | ( ) | ( ) | ( ) |
| My supervisors have directed me to specific supports and resources based on information gathered from the evaluation process. | ( ) | ( ) | ( ) | ( ) | ( ) |
| CAP assessed authentic teaching practices that are relevant to the first year of teaching. | ( ) | ( ) | ( ) | ( ) | ( ) |

The next series of questions will ask you about your experience with **mixed reality classroom simulations** (if applicable).

#### 43) During your program, how many times did you interact with a mixed reality classroom simulator through Mursion technology? (Directly means you were interacting with avatars):

( ) 0

( ) 1

( ) 2

( ) 3

( ) 4

( ) 5+

#### 44) At what point during the program did you first directly interact with the classroom simulator?

( ) Beginning of coursework

( ) Middle of coursework

( ) During practicum

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

#### 45) What kind of feedback did you receive after you interacted with the simulator? (Select all that apply):

[ ] I received verbal feedback from my peers.

[ ] I received written feedback from my peers.

[ ] I received verbal feedback from a faculty member.

[ ] I received written feedback from a faculty member.

[ ] I did not receive feedback.

#### 46) Relative to other types of feedback you received during the program about your teaching practice, feedback from the simulator was:

( ) Much more useful than other feedback I've received about my teaching practice.

( ) Somewhat more useful than other feedback I've received about my teaching practice.

( ) Similarly useful to other feedback I've received on my teaching practice.

( ) Somewhat less useful than other feedback I've received about my teaching practice.

( ) Much less useful than other feedback I've received about my teaching practice.

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.

**Culturally Responsive Continuum
Culturally Proficient: Schools and classrooms are bias-free and respectful of diverse backgrounds, identities, strengths, and challenges (also called culturally competent).
Culturally Responsive:  Schools and classrooms actively draw upon students' diverse backgrounds, identities, strengths, and challenges to deepen learning.
Culturally Sustaining:  Schools and classrooms seek to foster and explicitly support students' diverse backgrounds, identities, strengths, and challenges.
**

#### 47) 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. | ( ) | ( ) | ( ) | ( ) | ( ) |

### 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.