# DESE Teacher Candidate Survey 2023

### dese logo

### 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 teacher preparation program in the 2022-2023 academic year. DESE would like to know how well you feel your teacher preparation program prepared you for the classroom. The purpose of this survey is to (1) help DESE evaluate your preparation program and (2) provide your preparation 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 Teacher licensure area in which you were enrolled?

* 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-8
* Teacher of Students with Moderate Disabilities, 5-12
* 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 was the level of your program?

#### Baccalaureate (undergrad)

#### Post-Baccalaureate (after undergrad)

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

#### In-person on the main campus

#### In-person on satellite campus

#### Online

#### Hybrid

### Being a "Teacher of Record" means you were employed in the PK-12 school system as a teacher while you were in the program. This typically means you were seeking an additional license or were hired under the Provisional License or a Waiver.

#### 4) Were you a "teacher of record" while enrolled in this program?

#### Yes

#### No

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

#### I am employed under the license I was prepared for by my program.

#### I am employed in a PK-12 setting but not in the 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:

### rating scale ranging from agree to disagree

### ****Effective Educator:**** An educator who uses 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.**

#### 6) The educator preparation program's acceptance process required me to demonstrate a commitment to educating 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

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

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

#### 8) 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  |  |  |  |  |  |

#### 9) 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  |  |  |  |  |  |  |

#### 10) I knew who to reach out to when I needed additional support.

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

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

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

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

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

#### 13) Across courses, faculty/instructors consistently supported all candidates to be effective, anti-racist, and culturally and linguistically sustaining educators.

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

#### 14) 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

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

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

#### 16) Coursework prepared me to be fluent with state curriculum frameworks and learning progressions within my content area(s).

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

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

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

#### 18) The content of my courses centered anti-racist and culturally and linguistically sustaining practices.

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

#### 19) Coursework ensured that I developed the pedagogical skills needed to be an effective, anti-racist, and culturally and linguistically sustaining educator.

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

#### 20) Coursework ensured that I developed the ability to:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Disagree** | **Somewhat Disagree** | **Neither Agree nor Disagree** | **Somewhat Agree** | **Agree** |
| Use a variety of informal and formal methods of assessment to measure student learning, growth, and understanding, develop differentiated and enhanced learning experiences, and improve future instruction.  |  |  |  |  |  |
| Create and maintain a safe and collaborative learning environment that values diversity and motivates students to take academic risks, challenge themselves, and claim ownership of their learning.  |  |  |  |  |  |
| Collaborate with families and communities to create and implement strategies for supporting student learning and development both at home and at school.  |  |  |  |  |  |
| Use instructional planning, materials, and student engagement approaches that support students of diverse cultural and linguistic backgrounds, strengths, and challenges.  |  |  |  |  |  |
| Meet the needs of English Learners.  |  |  |  |  |  |
| Reflect on my practice to improve teaching and learning. ​​  |  |  |  |  |  |

#### 21) Coursework ensured that I developed the ability to:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Disagree** | **Somewhat Disagree** | **Neither Agree nor Disagree** | **Somewhat Agree** | **Agree** |
| Identify high-quality curricular materials.  |  |  |  |  |  |
| 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.  |  |  |  |  |  |
| Use curricular materials effectively to plan a lesson.  |  |  |  |  |  |
| 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.  |  |  |  |  |  |

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

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

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

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

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

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

#### 25) I had opportunities to practice using published curricula in my coursework.

* 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

**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.

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

#### I was placed at a pre-practicum or practicum site where my program already had established relationships.

#### I was placed at a pre-practicum or practicum site with a group of other candidates.

#### I was placed at a pre-practicum or practicum site with access to alumni from my program on the staff.

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

#### None of the above

#### 27) 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 |  |  |  |  |  |  |

#### 28) How often were the following types of curricular materials used by your pre-practicum/practicum sites?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Never** | **Some of the time** | **Most of the time** | **All of the time** |
| Materials developed by individual teacher(s)  |  |  |  |  |
| Materials developed by the district  |  |  |  |  |
| Materials from a published curriculum  |  |  |  |  |

#### 29) I had a strong working relationship with my Supervising Practitioner.

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

#### 30) My Supervising Practitioner modeled anti-racist and culturally and linguistically sustaining practices.

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

#### 31) My Supervising Practitioner modeled evidence-based practices.

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

#### 32) I felt welcome, safe, and affirmed in my Supervising Practitioner’s classroom.

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

#### 33) 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.

#### 34) My ****Supervising Practitioner**** provided me with robust supervision and support.

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

#### 35) 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

#### 36) My ****Supervising Practitioner**** prepared me to be an effective, anti-racist, and culturally and linguistically sustaining educator.

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

###

#### 37) My ****Program Supervisor**** provided me with robust supervision and support.

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

#### 38) 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

#### 39) My ****Program Supervisor**** prepared me to be an effective, anti-racist, and culturally and linguistically sustaining educator.

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

#### 40) I knew how to raise concerns about my Supervising Practitioner or Program Supervisor.

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

#### 41) Did you raise concerns about your Supervising Practitioner(s) and/or Program Supervisor(s)?

#### Yes

#### No

#### 42) [If yes] 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

#### 43) Through pre-practicum and practicum, I experienced key milestones throughout the PK-12 academic year, e.g. establishing classroom routines, parent-teacher conferences, IEP meetings, WIDA assessments, benchmark assessments.

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

#### 44) My pre-practicum and practicum experiences built towards readiness for full responsibility in my licensure role.

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

#### 45) My Program Supervisor and Supervising Practitioner used the Candidate Assessment of Performance (CAP) to ensure I was ready for my licensure role.

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

#### 46) The Candidate Assessment of Performance (CAP) helped me to improve my practice.

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

#### 47) 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  |  |  |  |  |  |

#### 48) I had opportunities in the field to observe, apply, and reflect on anti-racist and culturally and linguistically sustaining pedagogy.

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

#### 49) 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

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

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

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

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

#### 52) 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

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

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

#### 54) 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.

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

#### African American

#### Asian

#### Hispanic

#### Multi-racial

#### Native American

#### Native Hawaiian/Pacific Islander

#### White

#### Prefer not to say

#### 56) What is your gender?

#### Female

#### Male

#### Non-binary

#### Prefer not to say

### A first-generation college student is a student whose parent(s) did not complete a four-year college or university degree.

#### 57) Do you identify as a first-generation college student?

#### Yes

#### No

### Thank you.We value your feedback and time spent.If you would like to receive news and information from the Massachusetts Department of Elementary and Secondary Education, please [click here](https://www.doe.mass.edu/news/newsletter-signup.html).