# A picture of the DESE logo.

# DESE Teacher Candidate 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 teacher preparation program in the 2023-2024 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-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 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: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.

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

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

#### 7) 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  |  |  |  |  |  |

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

#### 9) 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

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

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

#### 11) 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

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

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

#### 13) 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

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

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

#### 15) Coursework prepared me understand state curriculum frameworks and learning progressions within my content area(s).

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

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

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

#### 17) 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

#### 18) 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

19) Coursework ensured that I developed the ability to:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Disagree** | **Somewhat Disagree** | **Neither Agree nor Disagree** | **Somewhat Agree** | **Agree** |
| Demonstrate 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. |  |  |  |  |  |
| Use 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.  |  |  |  |  |  |
| Support 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.  |  |  |  |  |  |
| Create and maintain 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. |  |  |  |  |  |
| Partner 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.  |  |  |  |  |  |
| Reflect 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.  |  |  |  |  |  |

#### 20) Coursework 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 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. |  |  |  |  |  |

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

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

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

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

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

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

#### 24) I had opportunities to practice [curriculum literacy skills](https://www.doe.mass.edu/instruction/impd/curriculum-literacy.docx) 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

**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.

#### 25) 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

#### 26) 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 |  |  |  |  |  |  |

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

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

#### 28) 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

#### 29) I felt welcome, safe, and affirmed in my supervising practitioner’s classroom.

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

#### 30) 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

#### 32) 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

#### 33) My ****supervising practitioner**** prepared me to be an effective educator.

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

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

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

#### 35) 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

#### 36) My ****program supervisor**** prepared me to be an effective educator.

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

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

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

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

* Yes
* No

#### 39) 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

#### 40) 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

#### 41) 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

#### 42) 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

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

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

#### 44) 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  | ( )  | ( )  | ( )  | ( )  | ( )  |

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

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

#### 46) 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

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

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

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

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

#### 49) 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

#### 50) 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

#### 51) 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.

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

( ) African American

( ) Asian

( ) Hispanic

( ) Multi-racial

( ) Native American

( ) Native Hawaiian/Pacific Islander

( ) White

( ) Prefer not to say

#### 53) 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.

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

( ) Yes

( ) No

( ) Prefer not to say