

The Massachusetts Department of Elementary and Secondary Education (ESE) conducted a survey of Sponsoring Organizations in May and June 2016 to assess the effectiveness of the work of the Educator Preparation Team during the 2015-2016 academic year. The survey was designed to collect data that would drive the Ed Prep Team’s efforts at continuous improvement and aimed to:

1. Assess the engagement and interactions with the field
2. Improve the quality of ESE’s interactions with the field
3. Inform effective planning for future Ed Prep work
4. Gauge the depth of impact that key ESE initiatives have had on the field

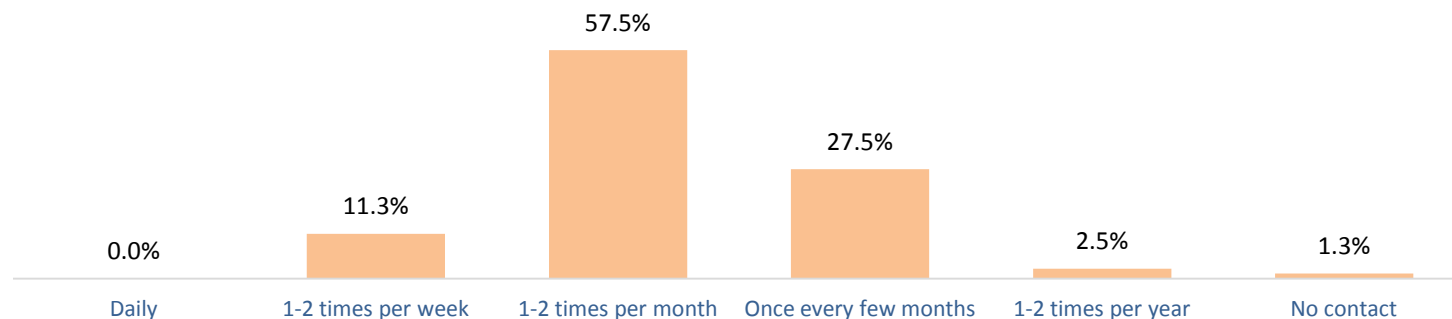
Eighty-one Sponsoring Organizations were surveyed. There were 70 organizations that responded (86%); more than one respondent replied for eight organizations. A total of 80 respondents answered the survey.

Data from the survey was compiled and analyzed with support from the Office of Planning and Research at ESE. The Office of Planning and Research prepared this report in support of the Ed Prep Team’s desire to make public and transparent the work and efforts of the team. The Ed Prep Team has prepared a response to the survey which can be found at [www.doe.mass.edu/edprep](http://www.doe.mass.edu/edprep).

### Overview of Field and Ed Prep Interactions

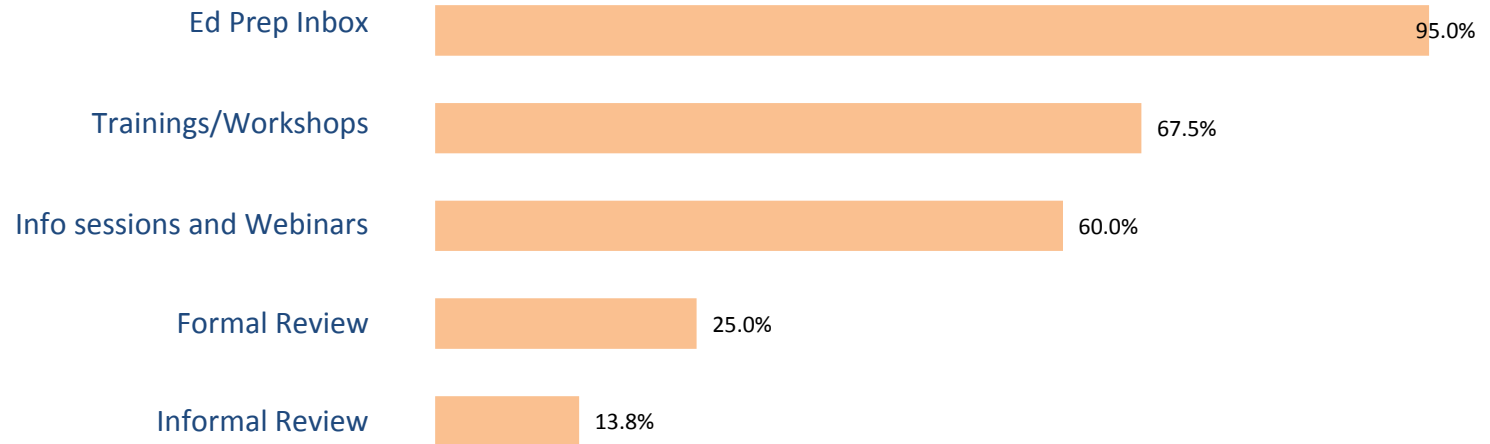
#### FREQUENCY OF INTERACTIONS

Most respondents indicated relatively frequent engagement with the educator preparation team, with over 65% of respondents having contact at least a few times a month.



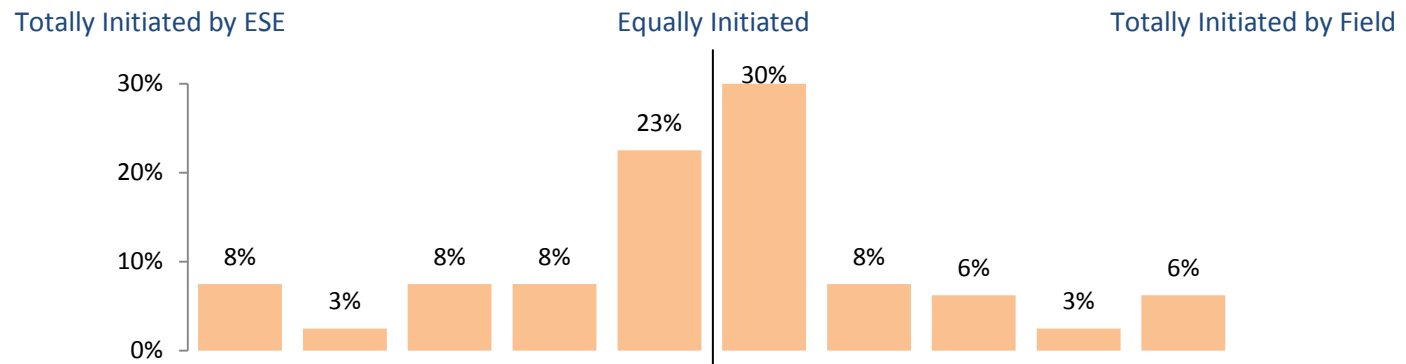
## TYPE OF INTERACTIONS

When asked to indicate the ways in which the field interacted with the Ed Prep team, the vast majority of respondents said that they used the Ed Prep Inbox.



## PRIMARY INITIATORS OF CONTACT

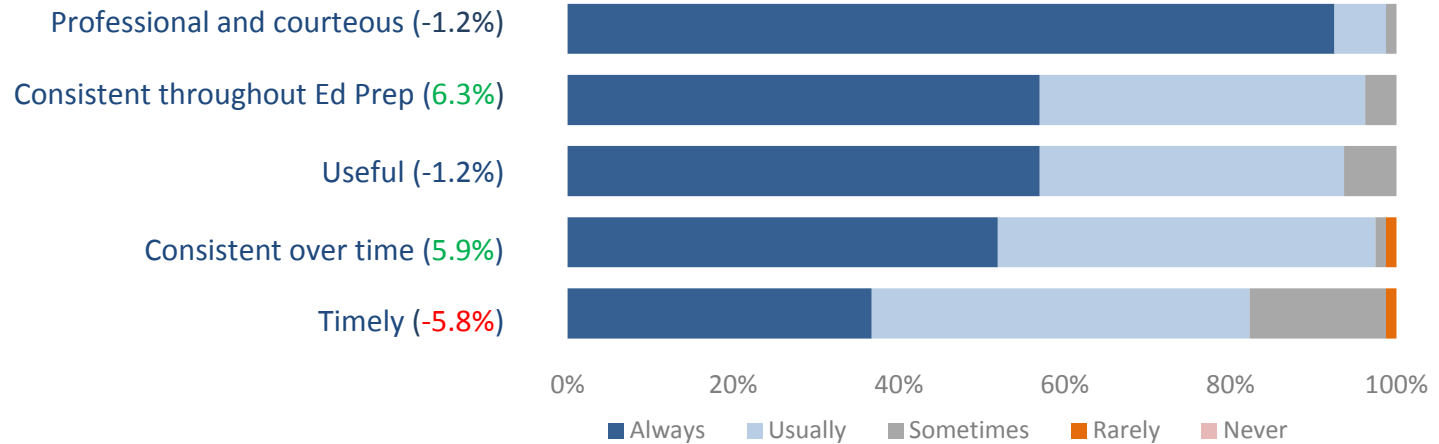
The respondents were asked to gauge the extent to which their engagement with ESE was initiated by ESE or by themselves (the field). Around half of the respondents reported that the contact was about equally initiated by both ESE and the field.



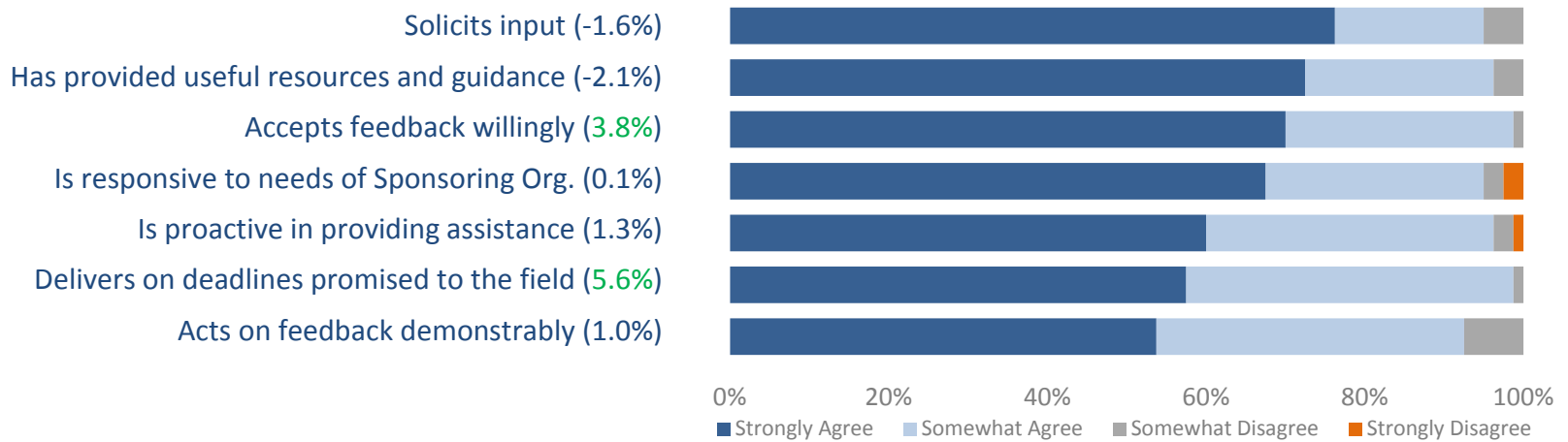
## Quality of Engagement with Ed Prep Team

The field was generally positive about its interactions with the Ed Prep Team.  
 Numbers in parentheses indicate changes from 2015 in % Always + Usually or % Agreeing.

### OVERALL QUALITY OF COMMUNICATION



### QUALITY INDICATORS FOR ENGAGEMENT



### WHAT WAS YOUR MOST EFFECTIVE INTERACTION?

When asked to identify the **most effective interaction** with the Ed Prep Team, more than any other factor, the field referenced helpful, personalized answers to their inquiries (44%). Many respondents (39%) recognized specific Ed Prep Team staff members for their excellent support.

*“Throughout the formal review process, I truly felt I had access to the ESE Ed Prep team for any question. Our specialist was fantastic and responsive. I also felt that our specialist was never working alone.”*

*“The most effective interactions have been in person, when we had opportunities to come together as Ed Prep programs, ask questions, walk through examples, and collaborate. For example, ESE hosted CAP office hours this year, which was a helpful space. The Ed Prep team was also willing to speak with me over the phone to talk through a few one-off complicated situations, and this willingness to differentiate communication and speak via phone was greatly appreciated.”*

### WHAT WAS YOUR LEAST EFFECTIVE INTERACTION?

On the other end, when asked about the **least effective interaction**, there were no high-frequency trends in the comments. A few respondents commented that they would prefer communications over the phone rather than by email.

One-third of respondents emphasized the generally positive nature of their interactions or noted that they could not identify any less effective interactions.

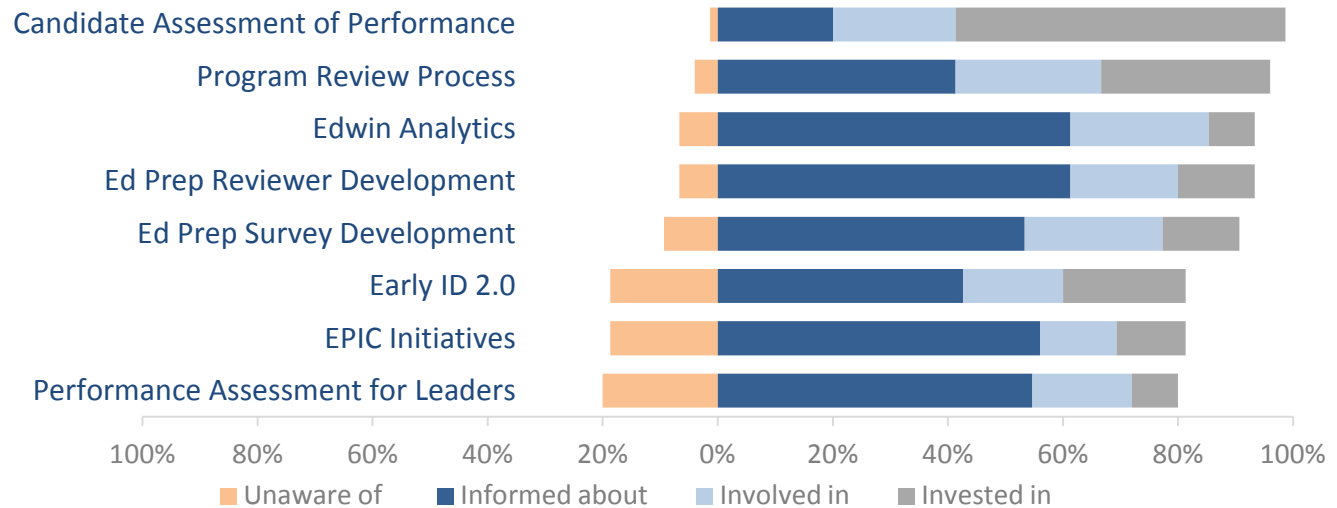
*“Although the inbox is helpful and my preferred method of communication, there are times when I wish I could reach Ed Prep team members over the phone.”*

*“Ed Prep does an outstanding job. We really have not had interactions that were less than effective.”*

## Engagement and Effectiveness of Key Initiatives

### ENGAGEMENT

The chart below shows the extent to which Sponsoring Organizations felt connected to key Ed Prep initiatives. Compared to 2015 data, several initiatives showed a slight increase in Sponsoring Organization involvement, including the Candidate Assessment of Performance and the Performance Assessment for Leaders.

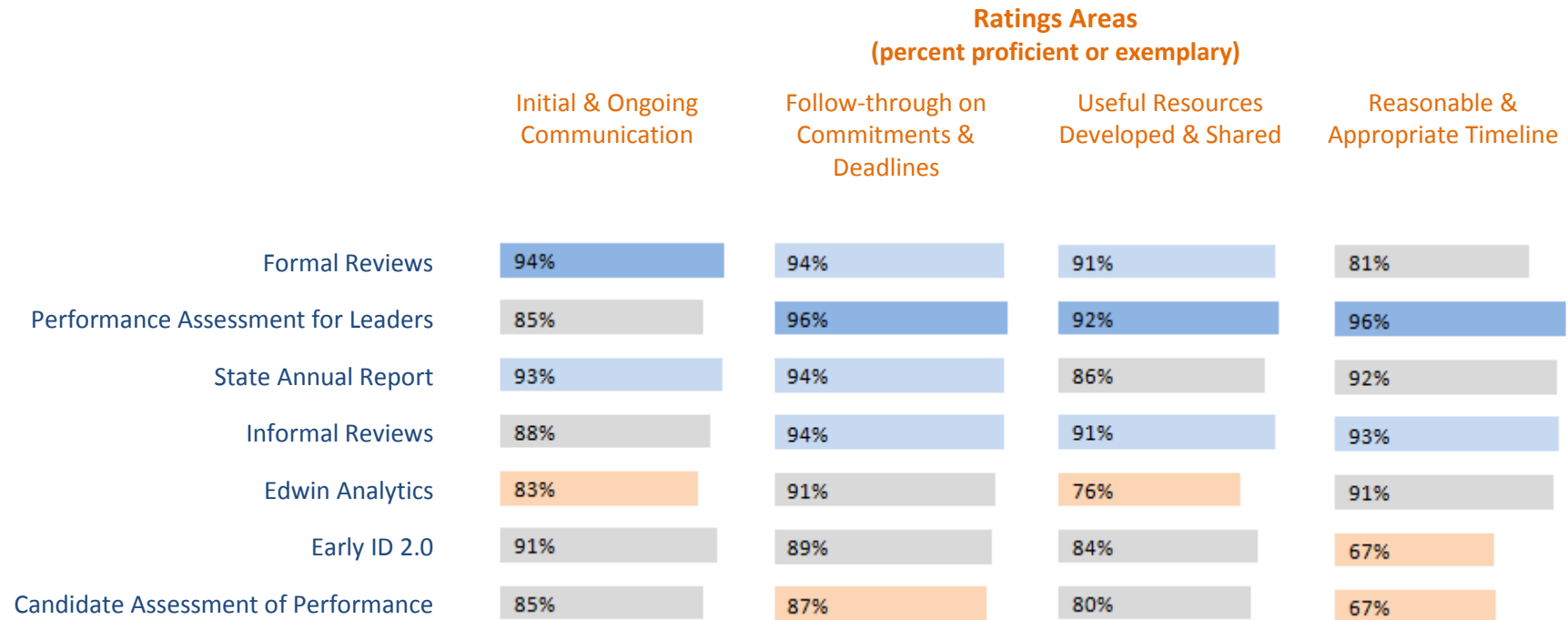


Ninety percent or more of respondents were informed, involved, or invested in the Candidate Assessment of Performance, the program review process, the Edwin Analytics system, Ed Prep reviewer recruitment, and Ed Prep survey development. Eighty percent or more noted some level of involvement with all initiatives surveyed. However, approximately 20% of respondents were unaware of the Performance Assessment for Leaders, the Early ID system 2.0, and the EPIC initiatives.

## EFFECTIVENESS

For each of the major initiatives the field engaged in this year, the Ed Prep Team wanted to know the quality of several components related to implementation. The field was asked to rate the overall effectiveness of each initiative across four categories:

- Initial and Ongoing Communication
- Follow Through on Commitments & Deadlines
- Useful Resources Developed & Shared
- Reasonable and Appropriate Timeline



Implementation of the Performance Assessment for Leaders was consistently rated proficient or exemplary by at least 85% of respondents across all four categories and received the highest effectiveness rating of all initiatives with 96% proficient/exemplary in two areas: Follow-through on Commitments & Deadlines and Reasonable & Appropriate Timeline. Follow-through on Commitments & Deadlines was also rated as the most effective rating area overall. The Candidate Assessment of Performance was rated among the least effective across each rating category.

## Ed Prep Team's Continuous Improvement Efforts

What is the most important thing the Ed Prep Team is doing that should continue?

- ★ A majority of comments indicated that the Ed Prep Team should continue to engage in strategies for effective communication, including consistency, timeliness, and transparency.
- ★ Several people highlighted that the Ed Prep Team should also continue to communicate through multiple avenues (email, webinars, in-person, etc.).
- ★ Others called on the Ed Prep Team to continue to develop and share CAP training materials.

What is the most important thing the Ed Prep Team can do to improve?

- ★ Highest frequency comment indicated that Ed Prep Team should slow down the timelines for implementing new policies. A few respondents pointed out CAP implementation as an example.
- ★ Several people called for better coordination between the Ed Prep and Licensure offices.
- ★ Others noted that the Ed Prep Team did not have to change or improve anything.

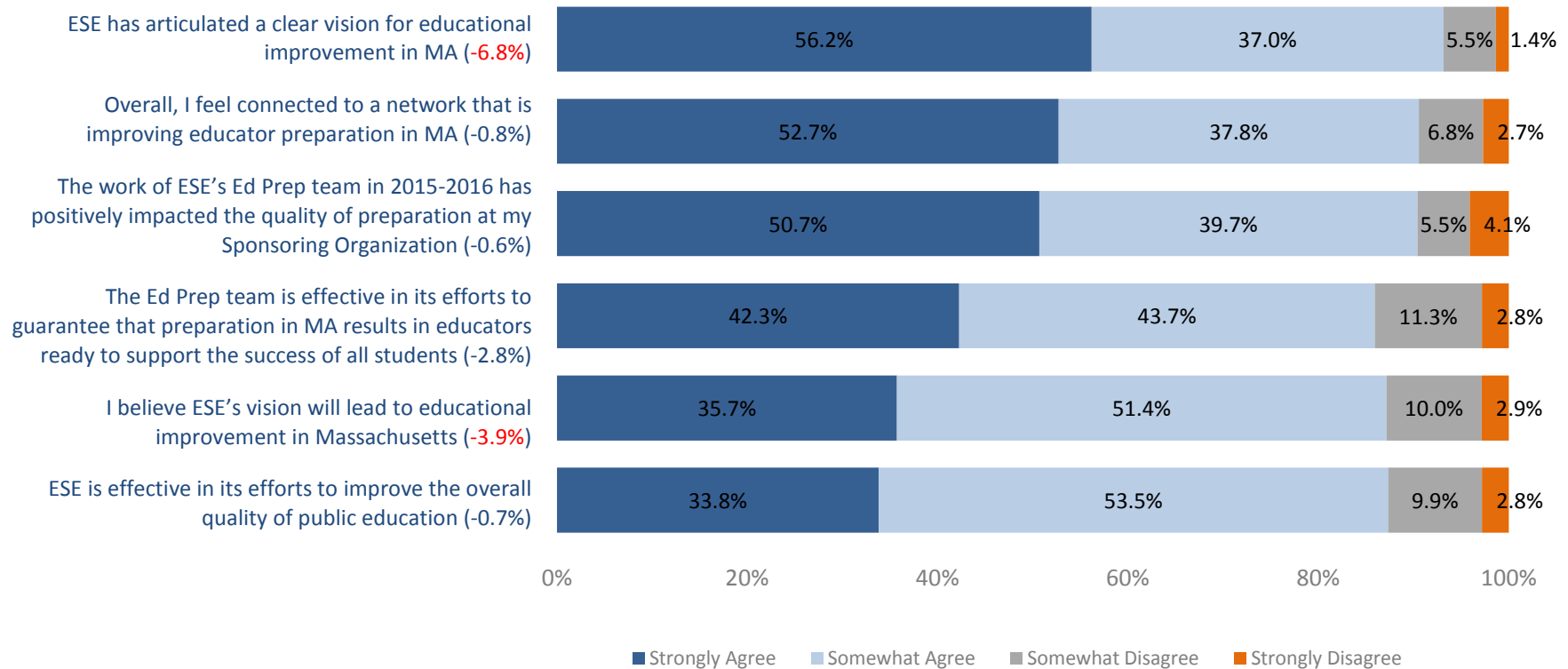
*"The Ed Prep team seems to be genuinely focused on producing quality teacher prep programs, and improving ease of use for those in the field."*

*"Continue to seek feedback and be open to revisions and improvements regarding CAP while also examining the strengths of PPA with regards to teaching skills and categories."*

## ESE Vision for Educational Improvement

The majority of respondents agreed that ESE has articulated a clear vision which will lead to educational improvement, and the Ed Prep Team has positively impacted the quality of preparation at their organizations.

*Numbers in parentheses indicate changes from 2015 in % Agreeing.*



## Conclusion

ESE is grateful to the respondents from the field that completed the survey. The Ed Prep Team will use the data from the survey to improve the supports it provides to preparation providers and increase the overall effectiveness of those efforts to guarantee that preparation in Massachusetts results in effective educators. The next annual feedback survey will be issued in May 2017.

Please contact [edprep@doe.mass.edu](mailto:edprep@doe.mass.edu) with questions or comments.