

2023 to 2025 Educator Preparation Program (EPP) Completer Supervisor Survey Report

[Josh McGee, Ph.D.](#) & Arslan Khalid, Ph.D.

[Office for Education Policy](#)

[Department of Education Reform](#)

University of Arkansas

[Sharlee Crowson, Ed.S.](#)

Educator Workforce Data Manager

[Office of Educator Effectiveness and Licensure](#)

Division of Elementary and Secondary Education

Arkansas Department of Education

10/2025



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION



UNIVERSITY OF
ARKANSAS

College of Education
& Health Professions
Education Reform

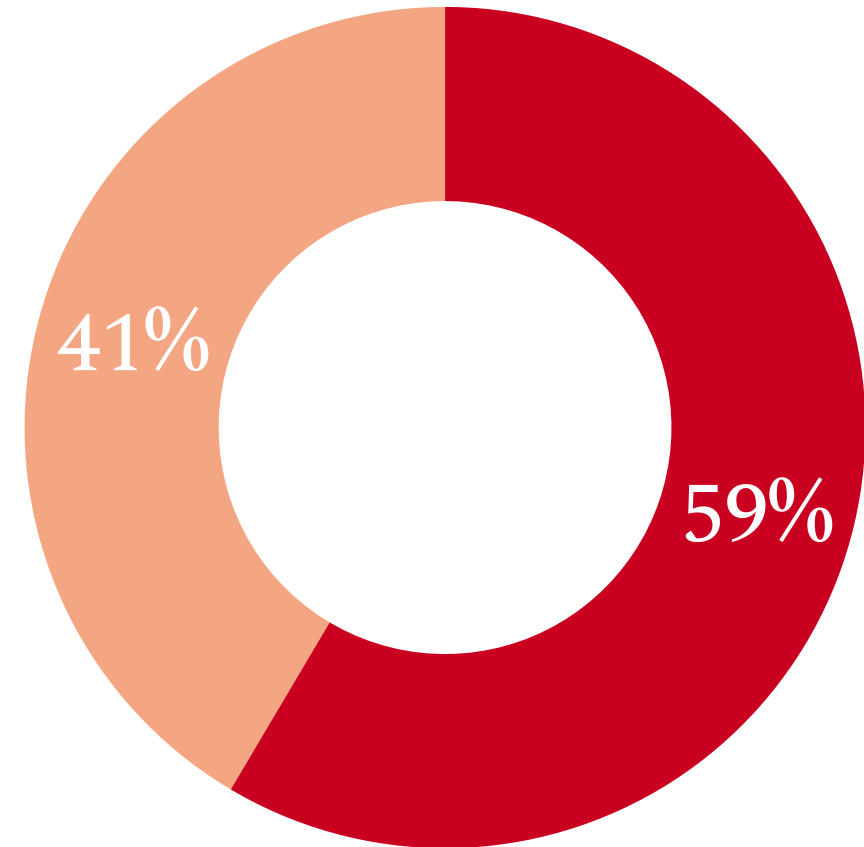


Table of Contents

- [Survey Response Rate and Respondent Makeup](#)
- [Teacher Excellence and Support System \(TESS\)](#)
 - [Domains 1-4: Overall Results](#)
 - [Domain 1: Planning and Preparation](#)
 - [Domain 2: Classroom Environment](#)
 - [Domain 3: Instruction](#)
 - [Domain 4: Professional Responsibilities](#)
- [Science of Reading](#)

Educator Preparation Program Completer Supervisor Survey response rate and program type.

- The surveys summarized in this report were administered to supervisors from the 2022, 2023, and 2024 cohorts of EPP completers.
- Total number of 2022, 2023, & 2024 completers employed as teachers in Arkansas Public Schools in the spring of the year after completing = 3,396
- Survey Respondents = 2,063
- Response Rate = 61%



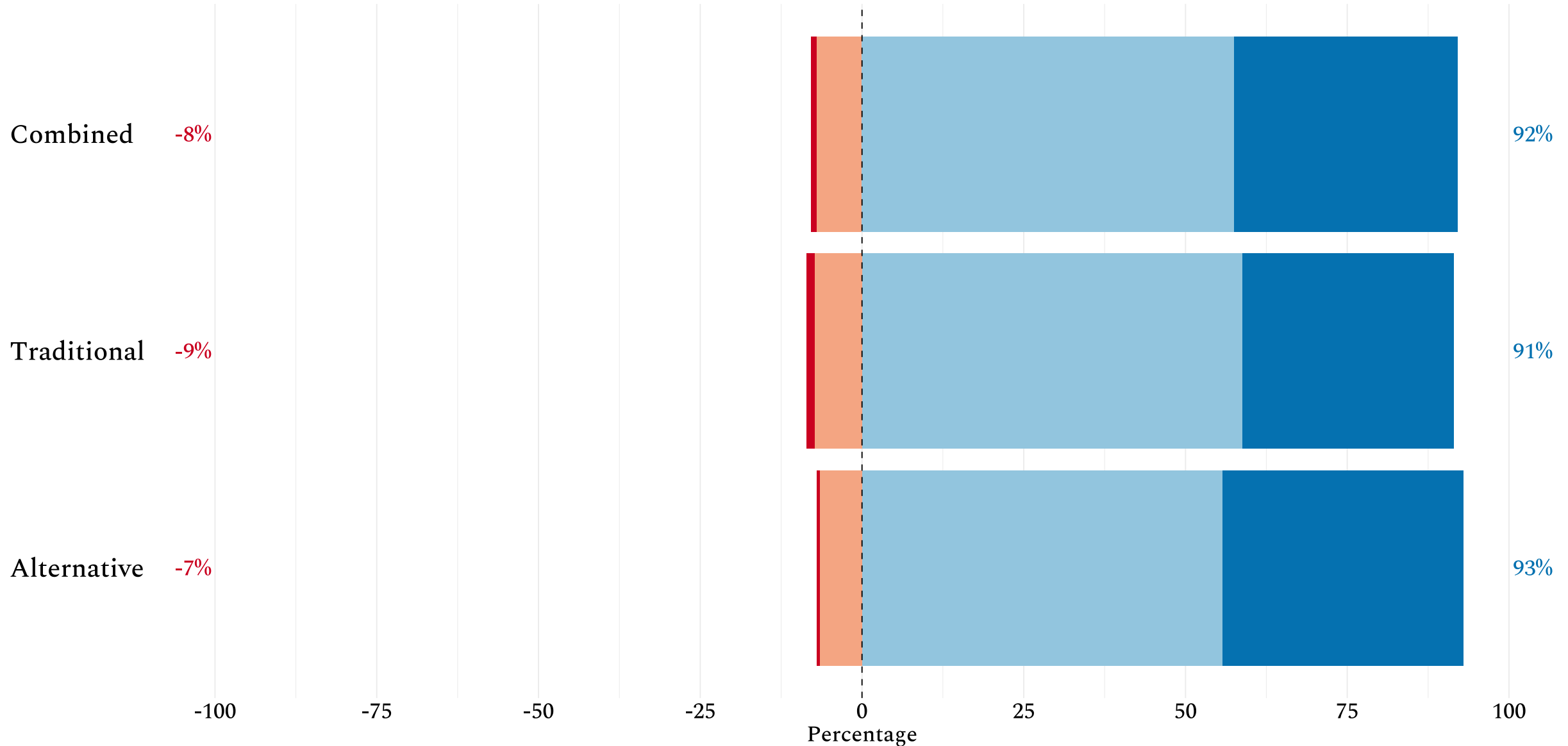
Alternative Traditional

Teacher Excellence and Support System (TESS)

- We asked supervisors how well prepared EPP completers were on each component of [TESS](#).
- TESS Domains:
 1. Planning and Preparation
 2. The Classroom Environment
 3. Instruction
 4. Professional Responsibilities

TESS Domains 1-4 Overall Results

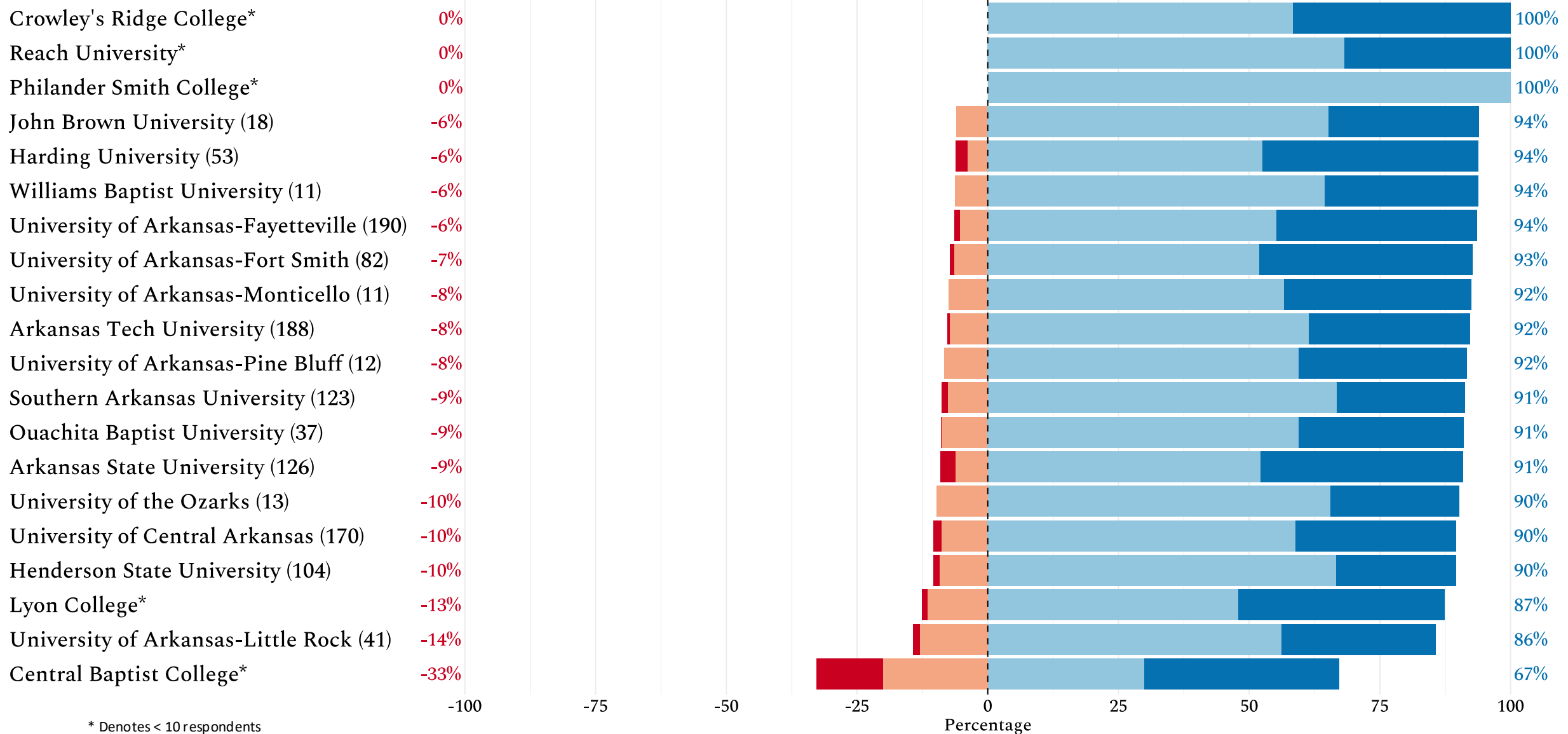
TESS Domains 1-4 – Overall Averages



Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

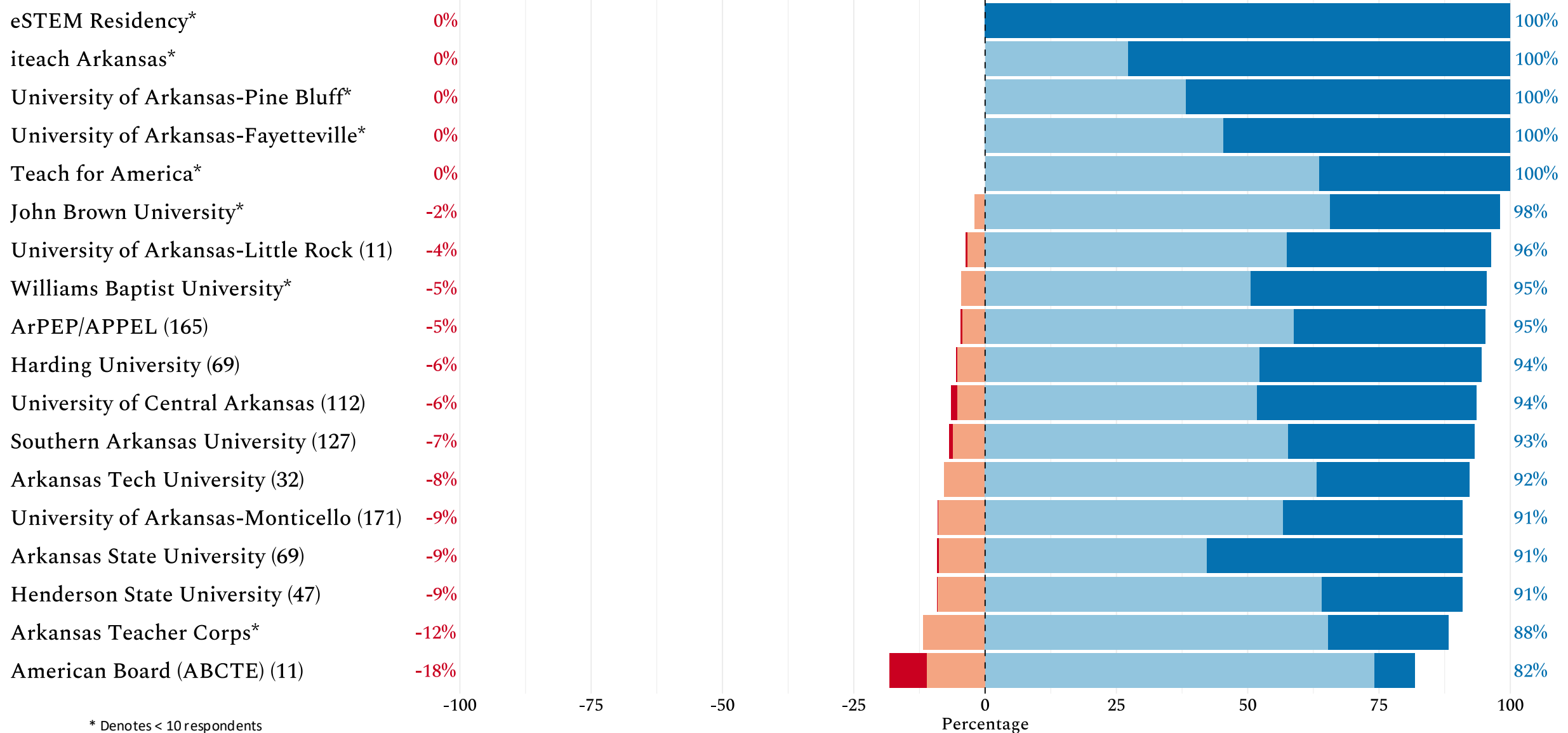
Strongly Disagree Disagree Agree Strongly Agree

TESS Domains 1-4 – Traditional EPP Averages



Strongly Disagree Disagree Agree Strongly Agree

TESS Domains 1-4 – Alternative EPP Averages



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

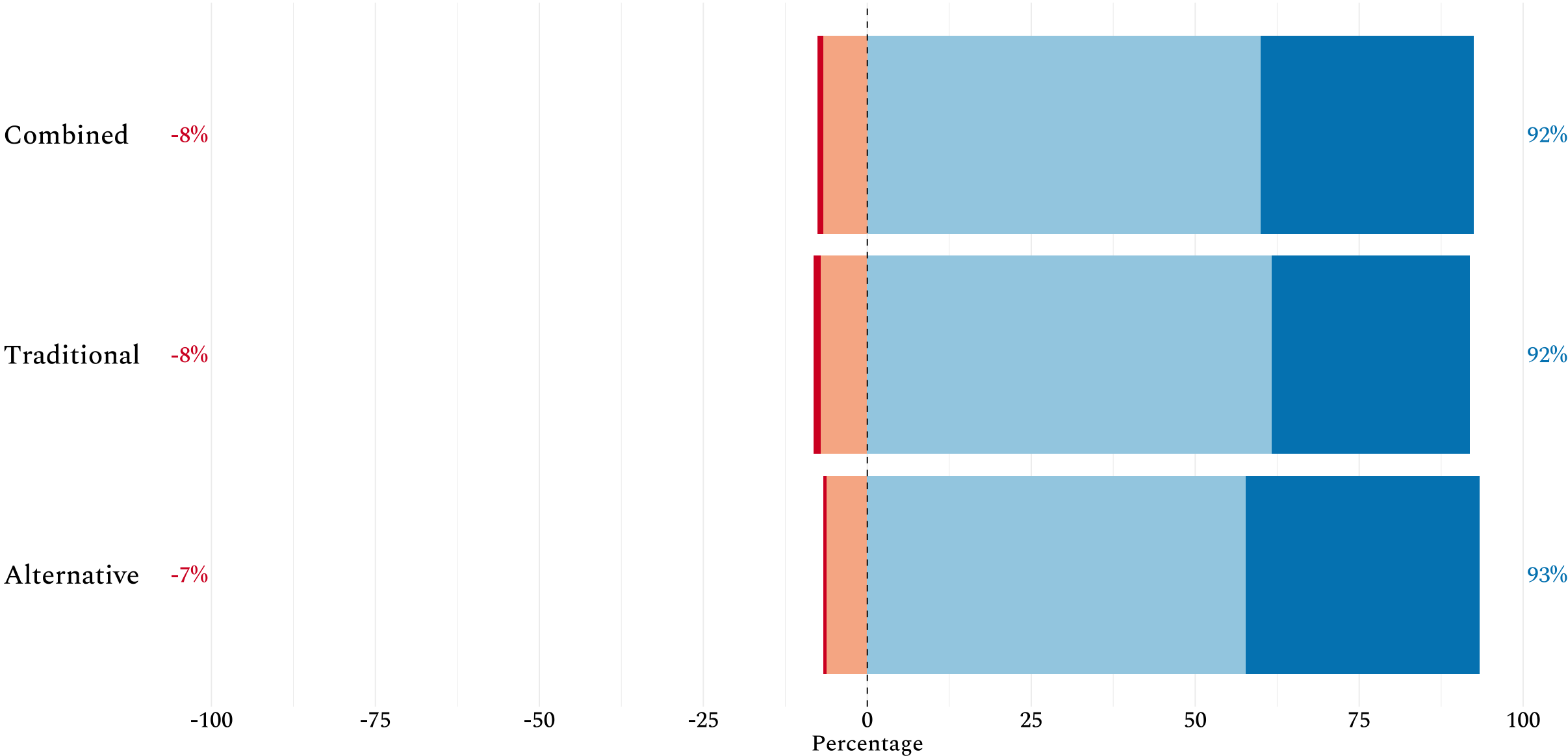
Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1: Planning and Preparation

For **TESS Domain 1**, we asked supervisors how well prepared recent EPP completers were to:

1. Demonstrate knowledge of content and pedagogy
2. Demonstrate knowledge of students
3. Set instructional outcomes
4. Demonstrate knowledge of resources
5. Design coherent instruction
6. Design student assessments

TESS Domain 1 – Overall Averages

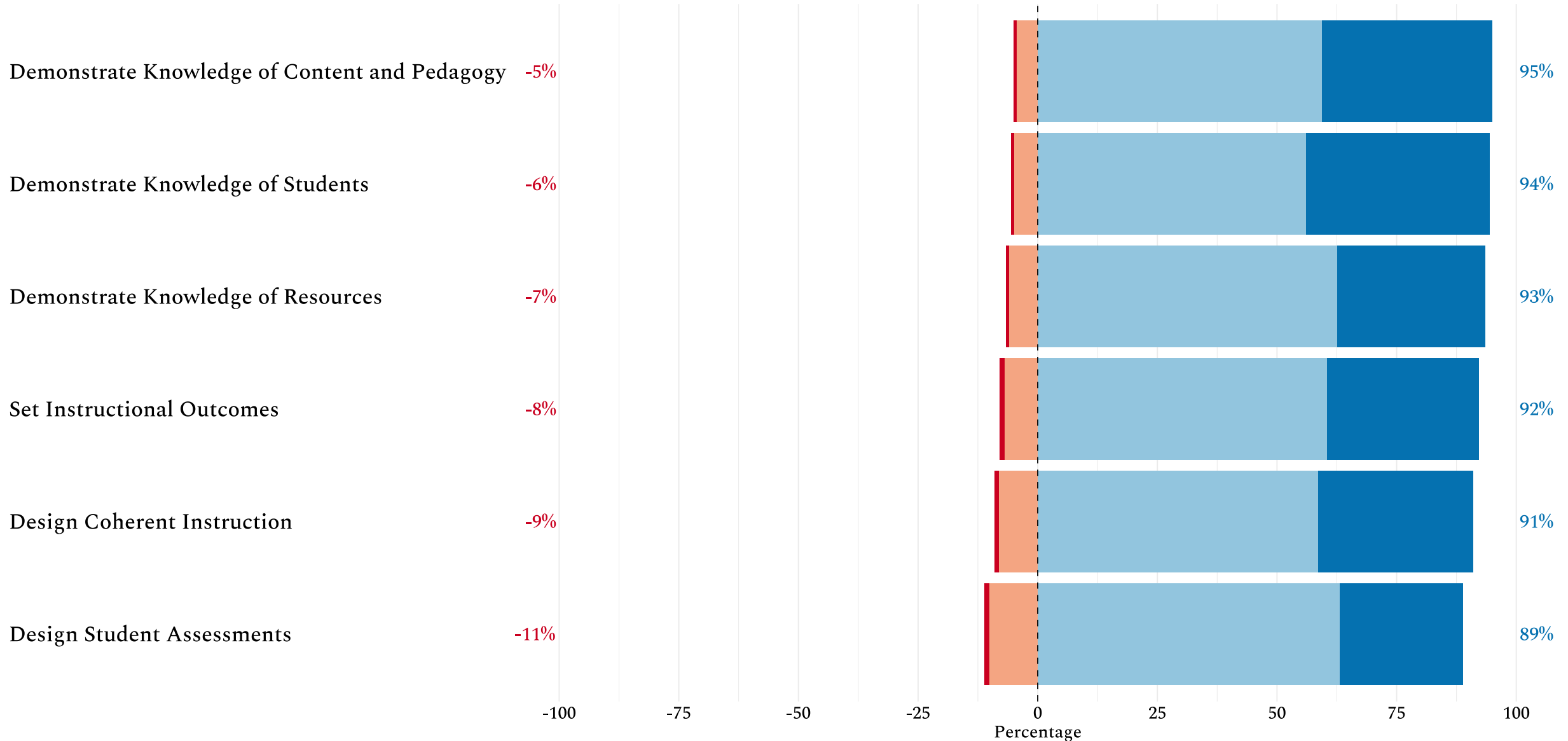


Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 - Statement Averages

_____’s EPP prepared them to:



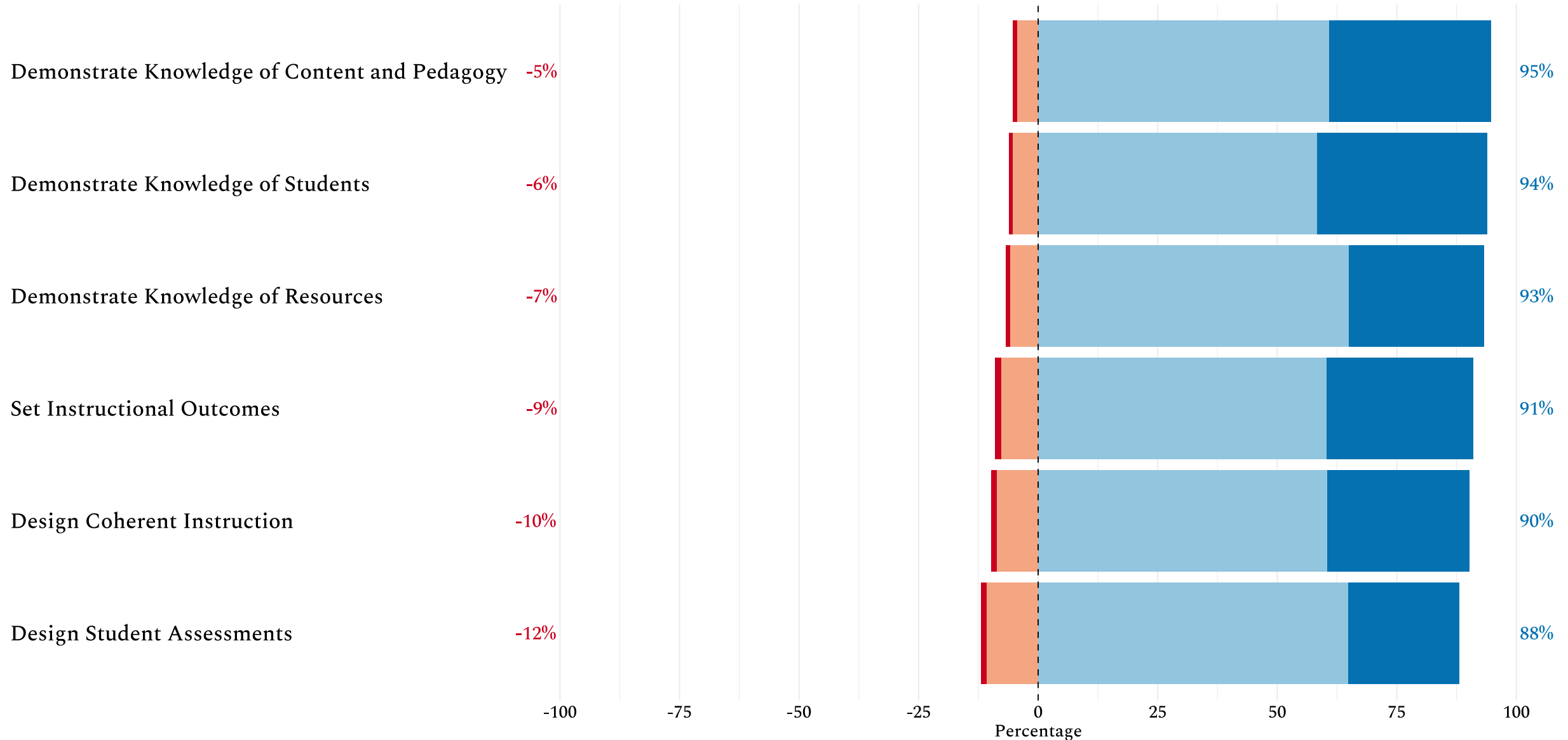
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1: Traditional EPPs

TESS Domain 1 – Traditional EPP Statement Averages

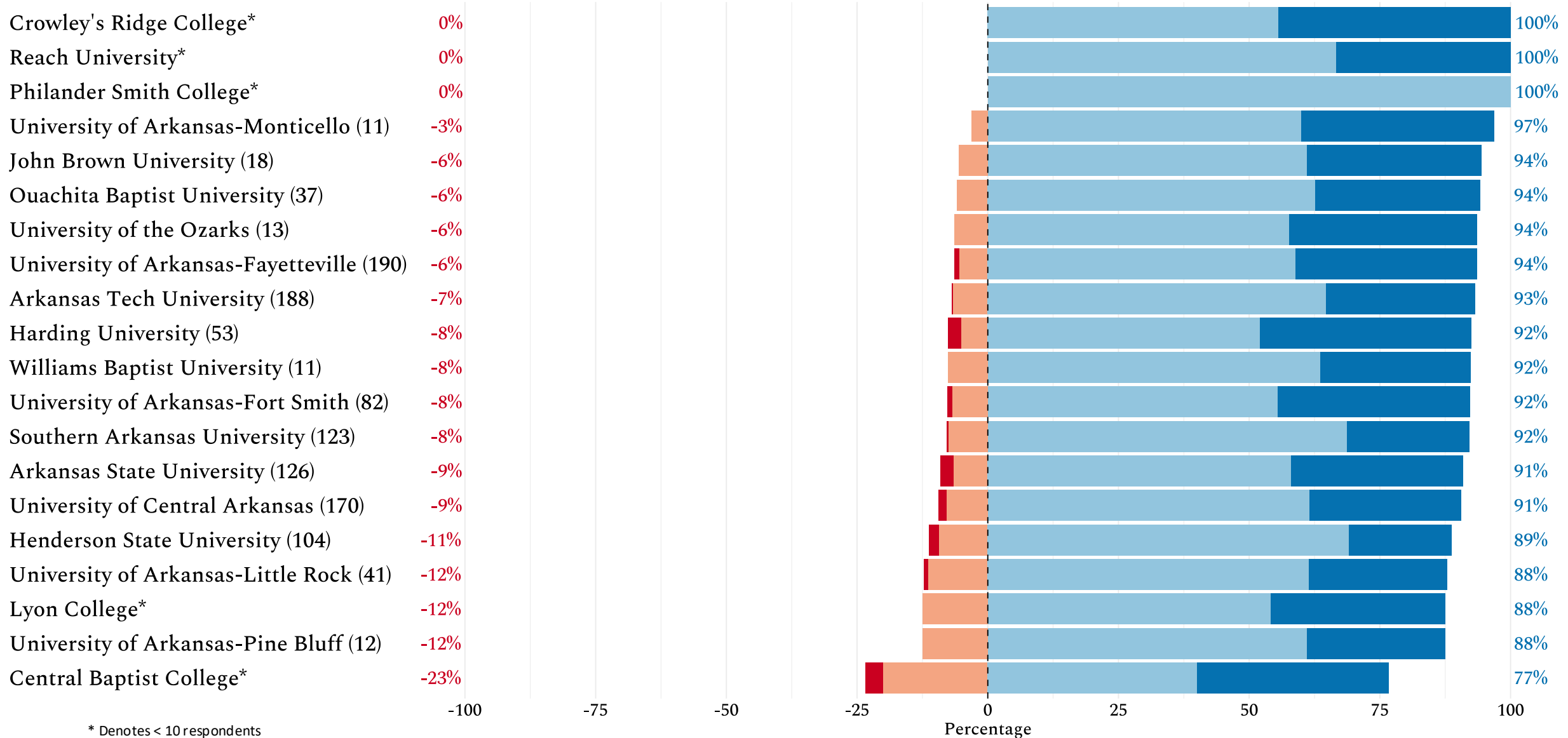
_____’s EPP prepared them to:



Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Traditional EPP Averages



* Denotes < 10 respondents

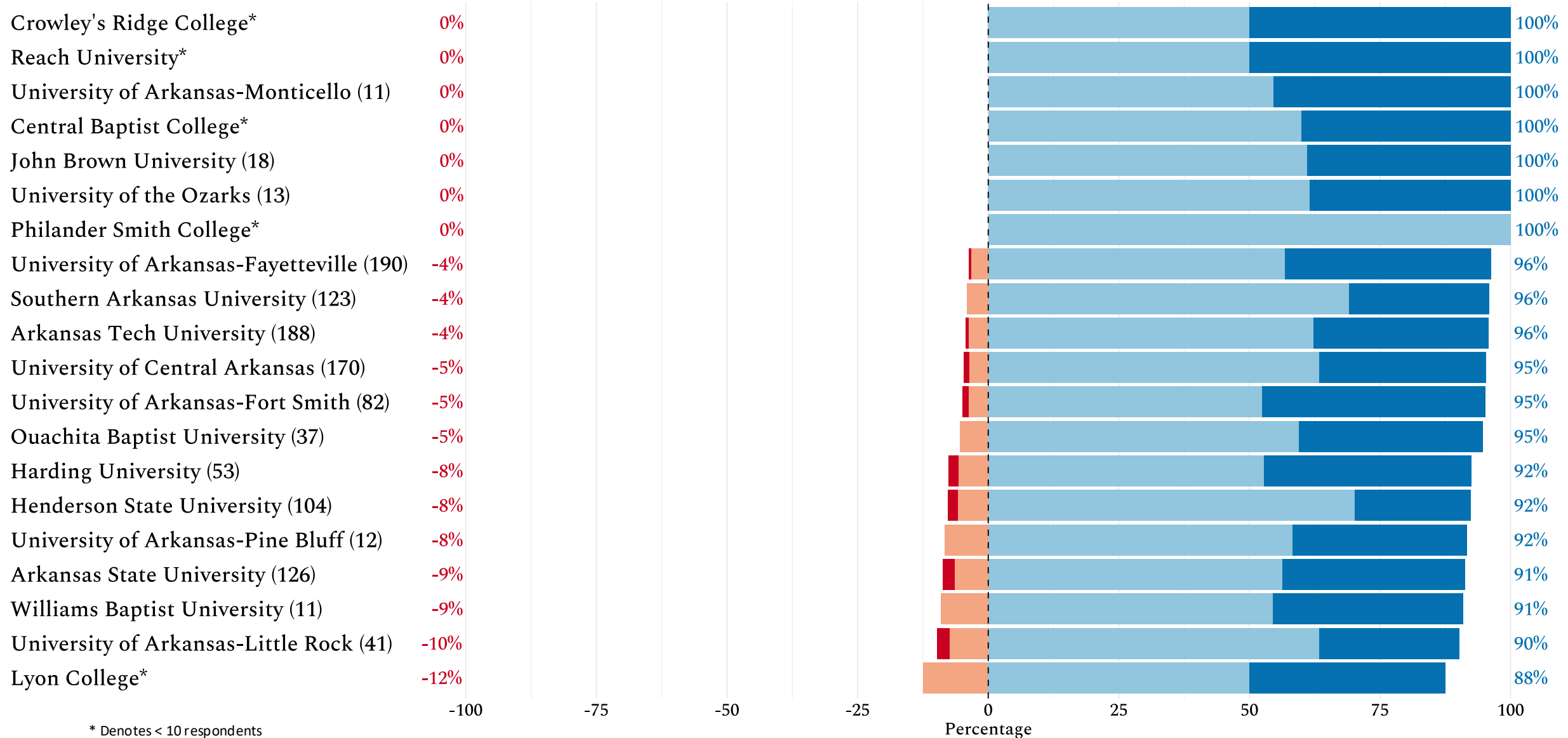
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 1, Traditional EPPs

_____’s EPP prepared them to demonstrate knowledge of content and pedagogy.



* Denotes < 10 respondents

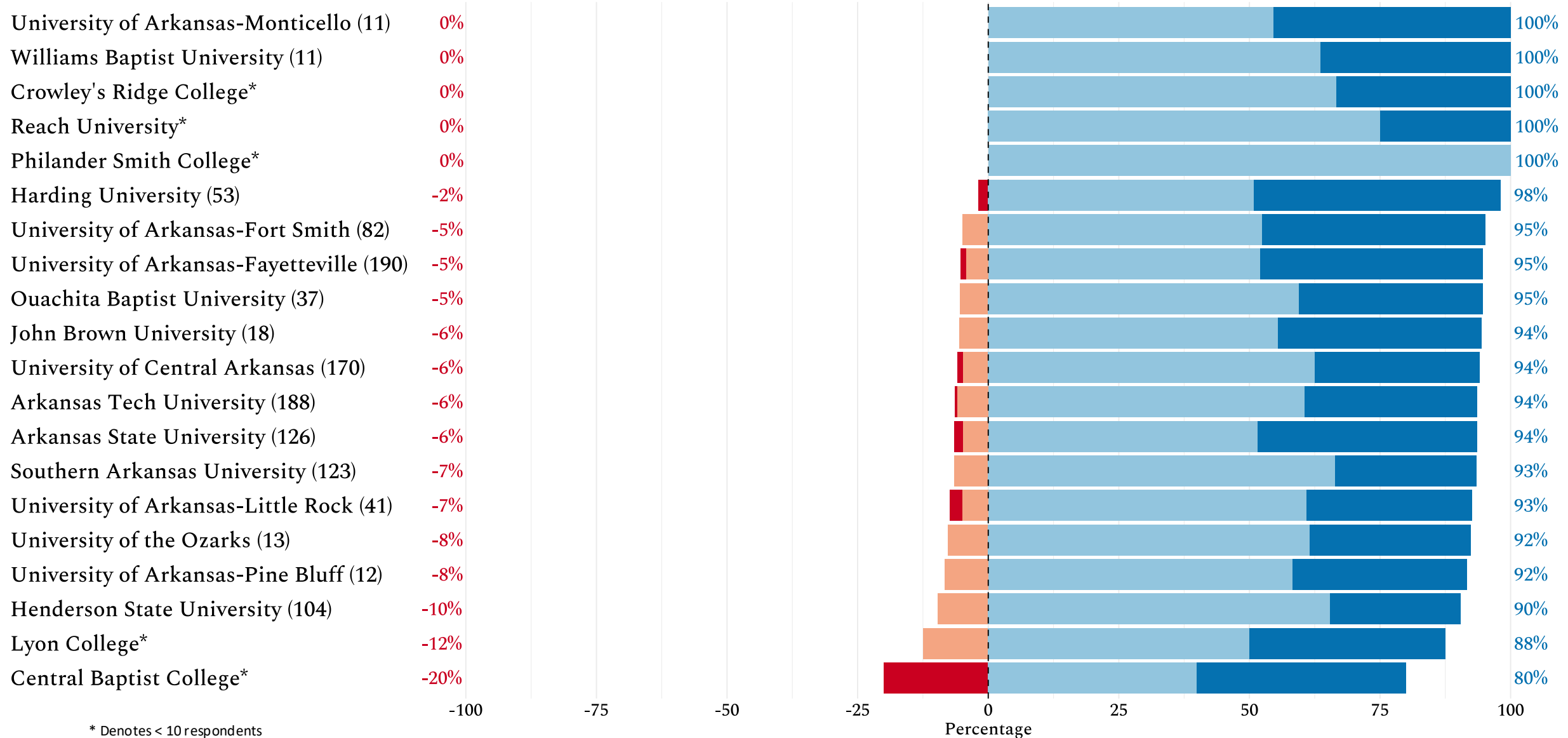
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 2 , Traditional EPPs

_____’s EPP prepared them to demonstrate knowledge of students.



* Denotes < 10 respondents

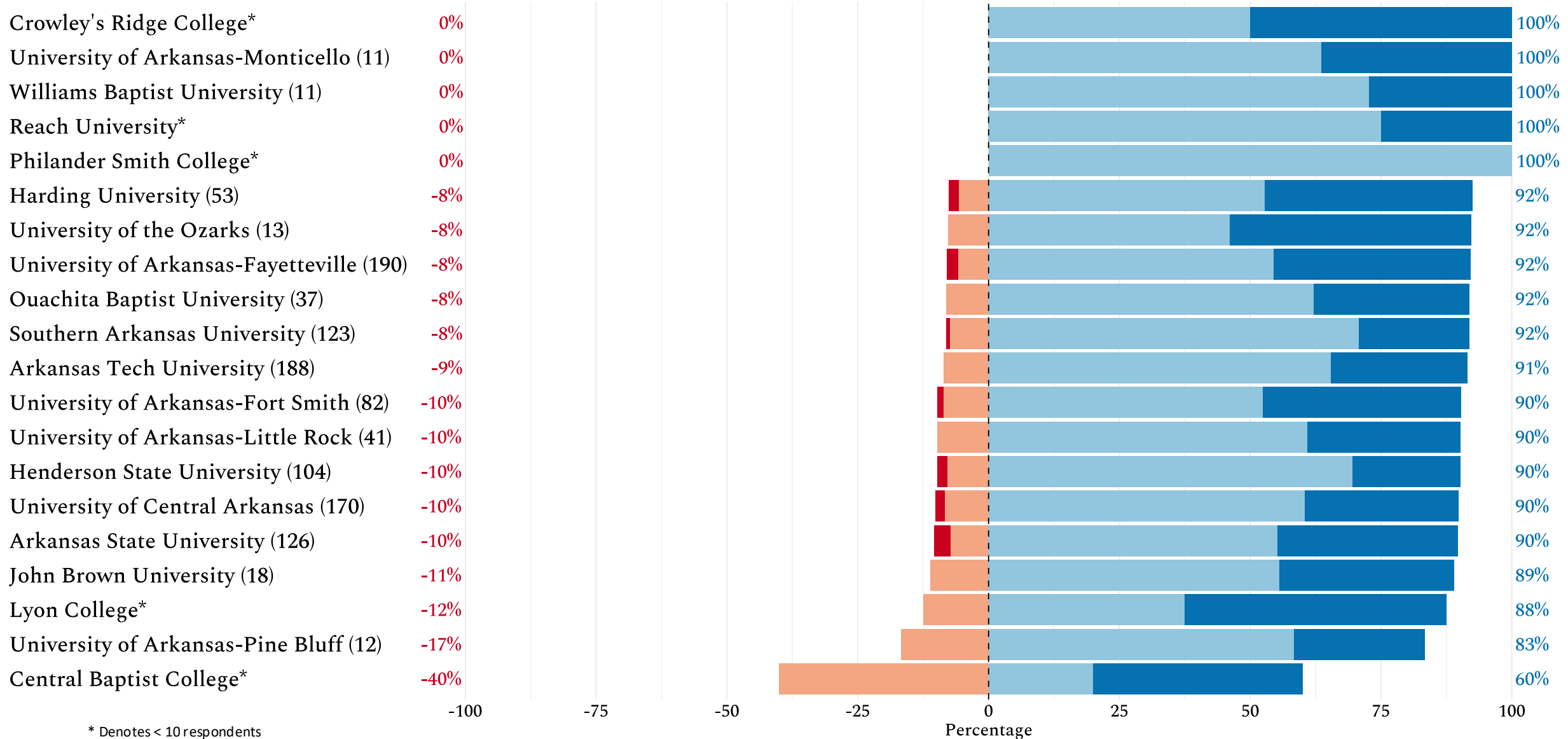
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 3 , Traditional EPPs

_____’s EPP prepared them to set instructional outcomes.



* Denotes < 10 respondents

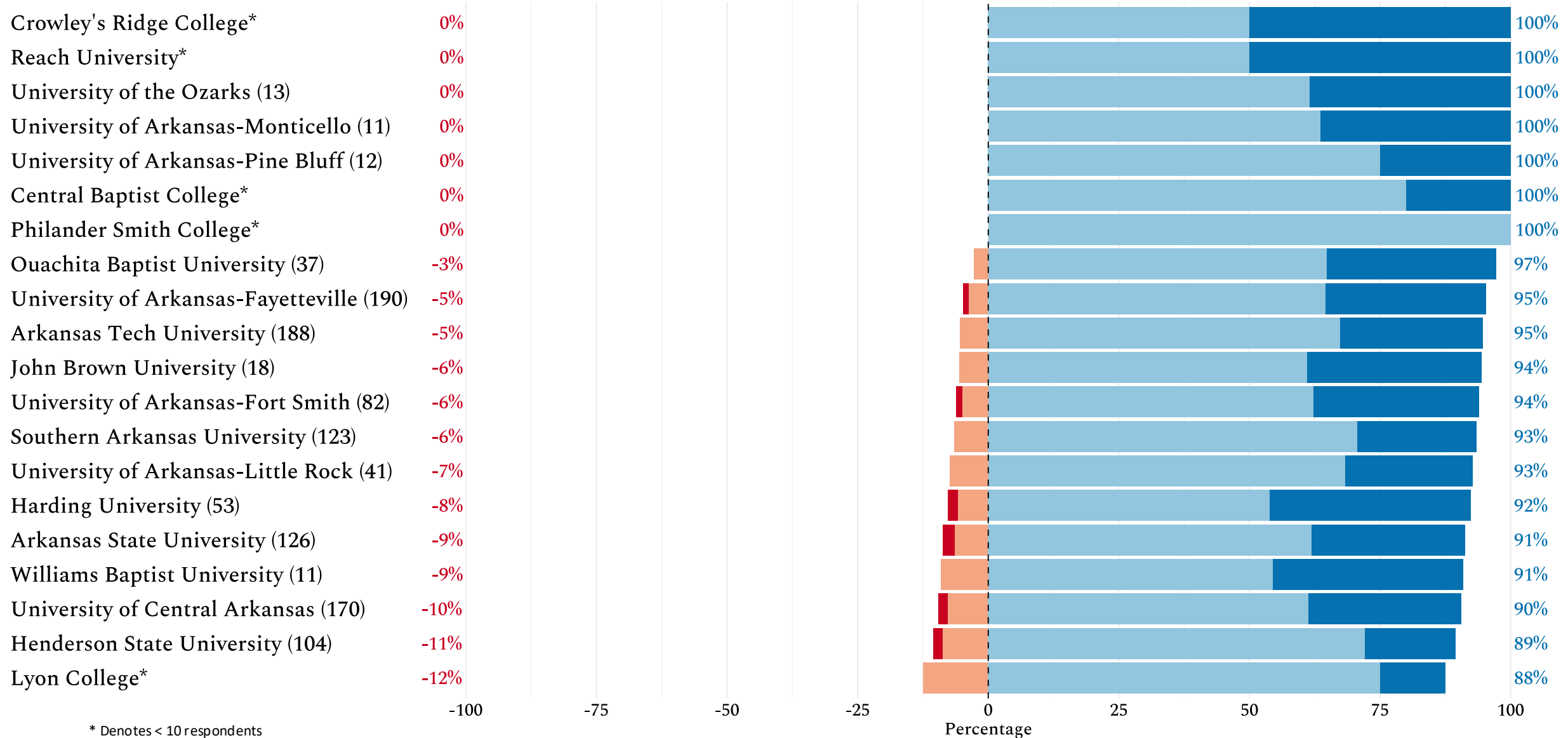
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 4 , Traditional EPPs

_____’s EPP prepared them to demonstrate knowledge of resources.



* Denotes < 10 respondents

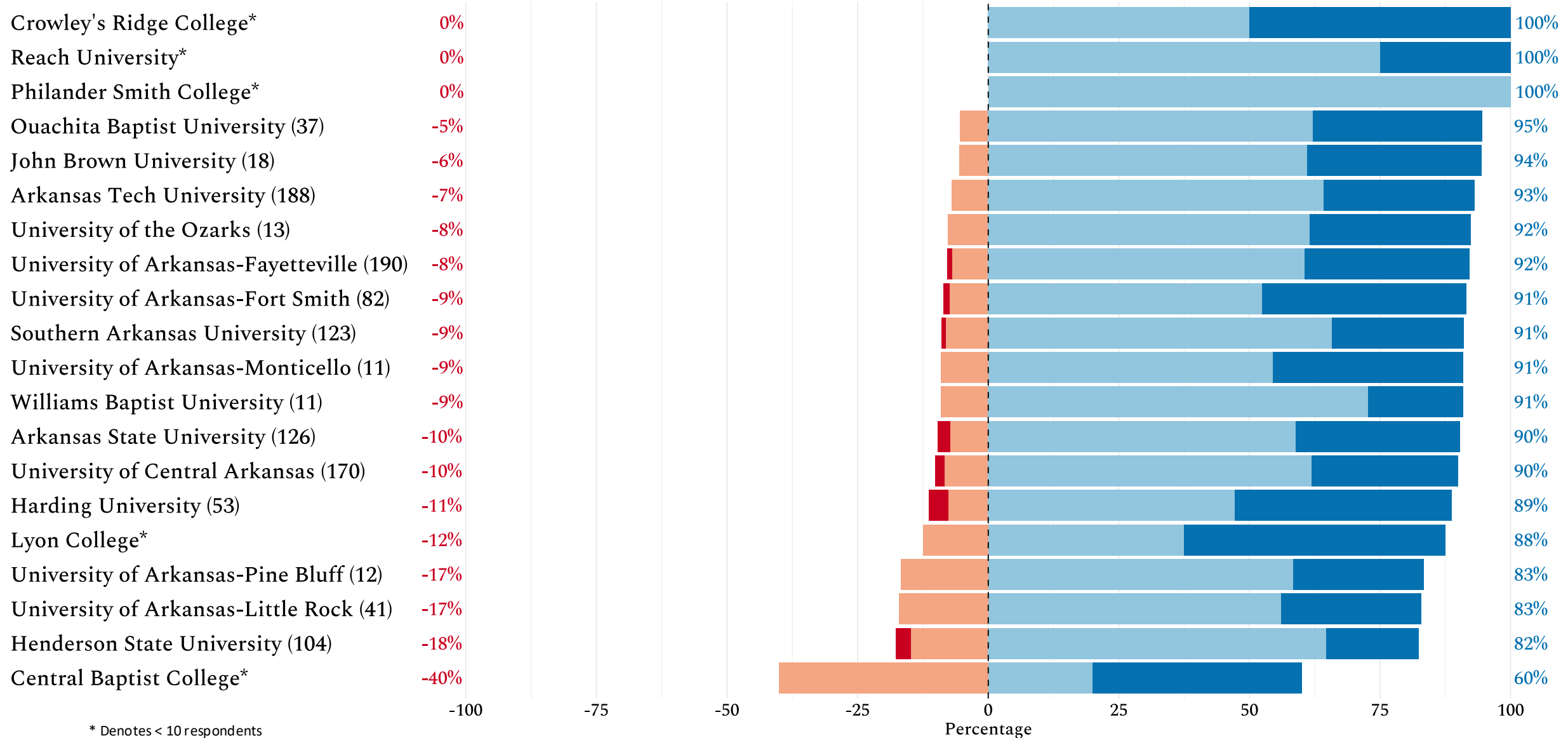
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 5 , Traditional EPPs

_____’s EPP prepared them to design coherent instruction.



* Denotes < 10 respondents

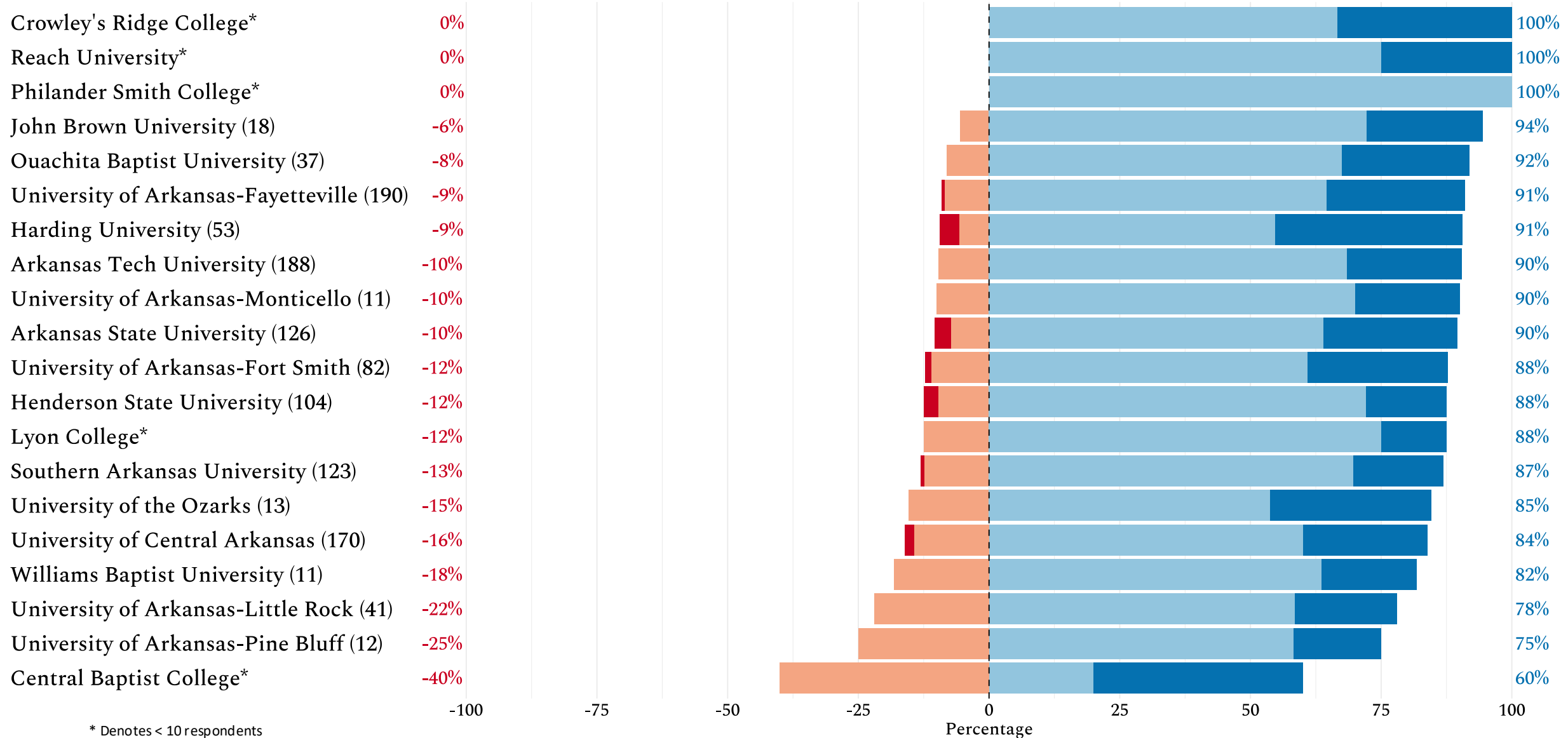
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 6 , Traditional EPPs

_____’s EPP prepared them to design student assessments.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

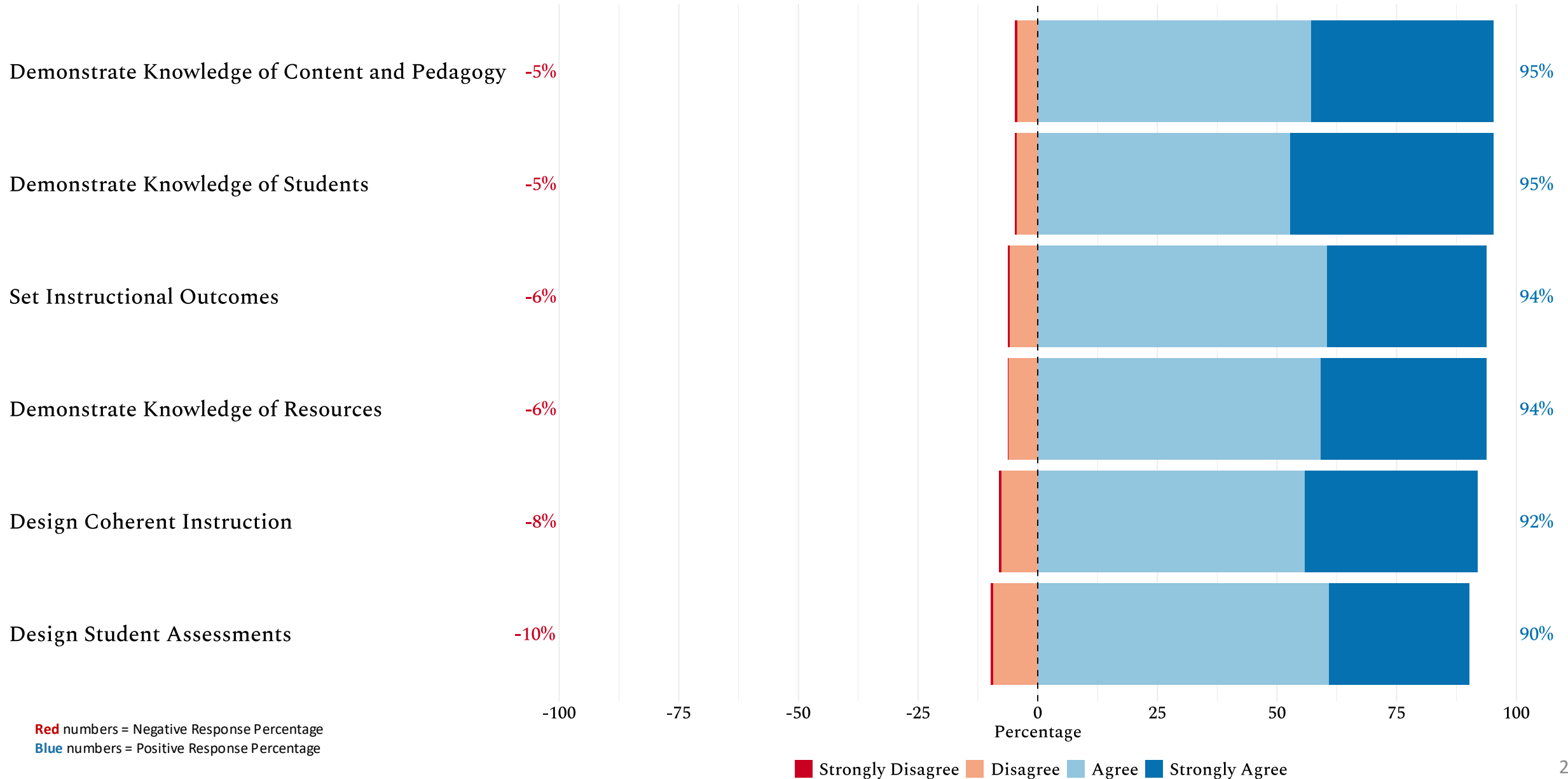
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

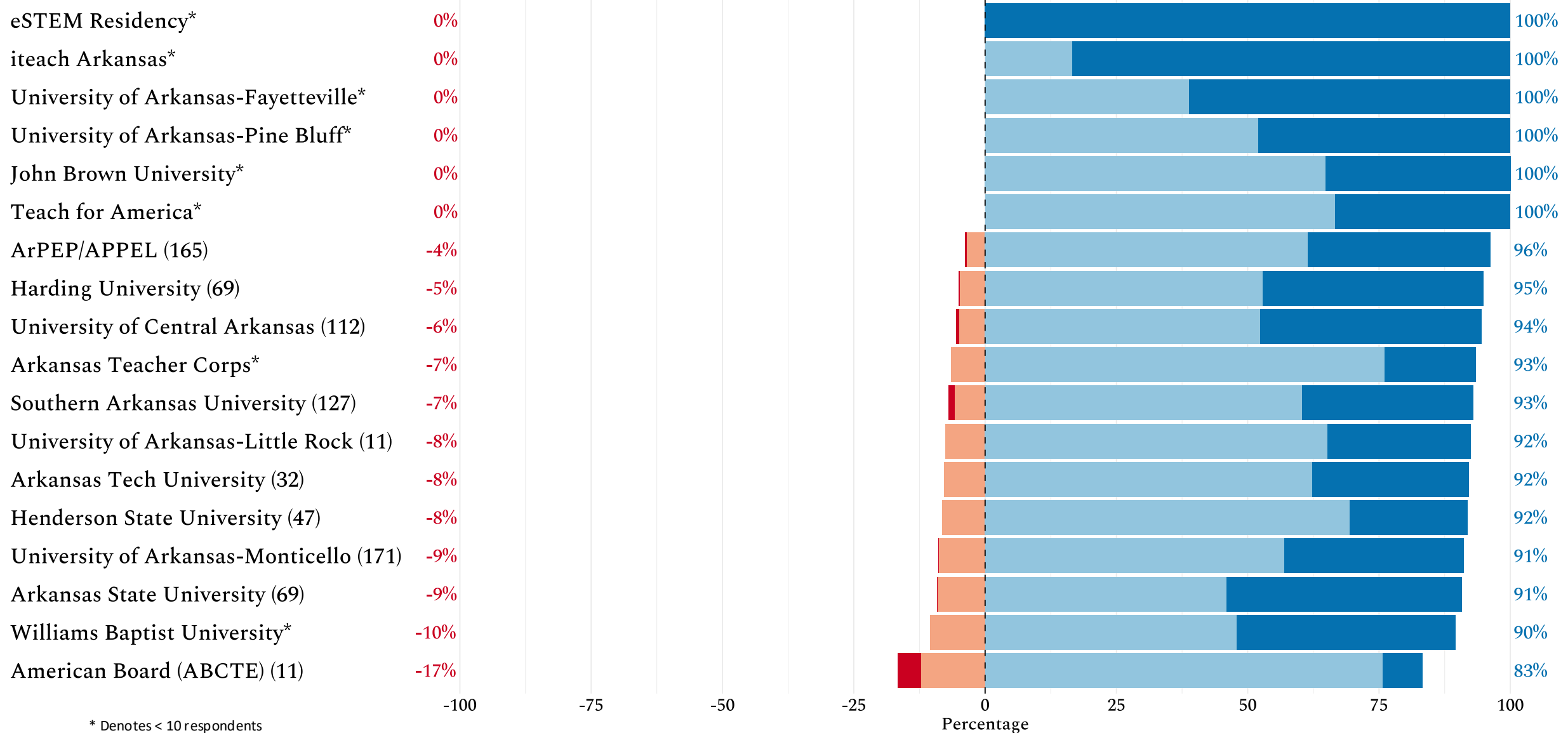
TESS Domain 1: Alternative EPPs

TESS Domain 1 – Alternative EPP Statement Averages

_____’s EPP prepared them to:



TESS Domain 1 – Alternative EPP Averages



* Denotes < 10 respondents

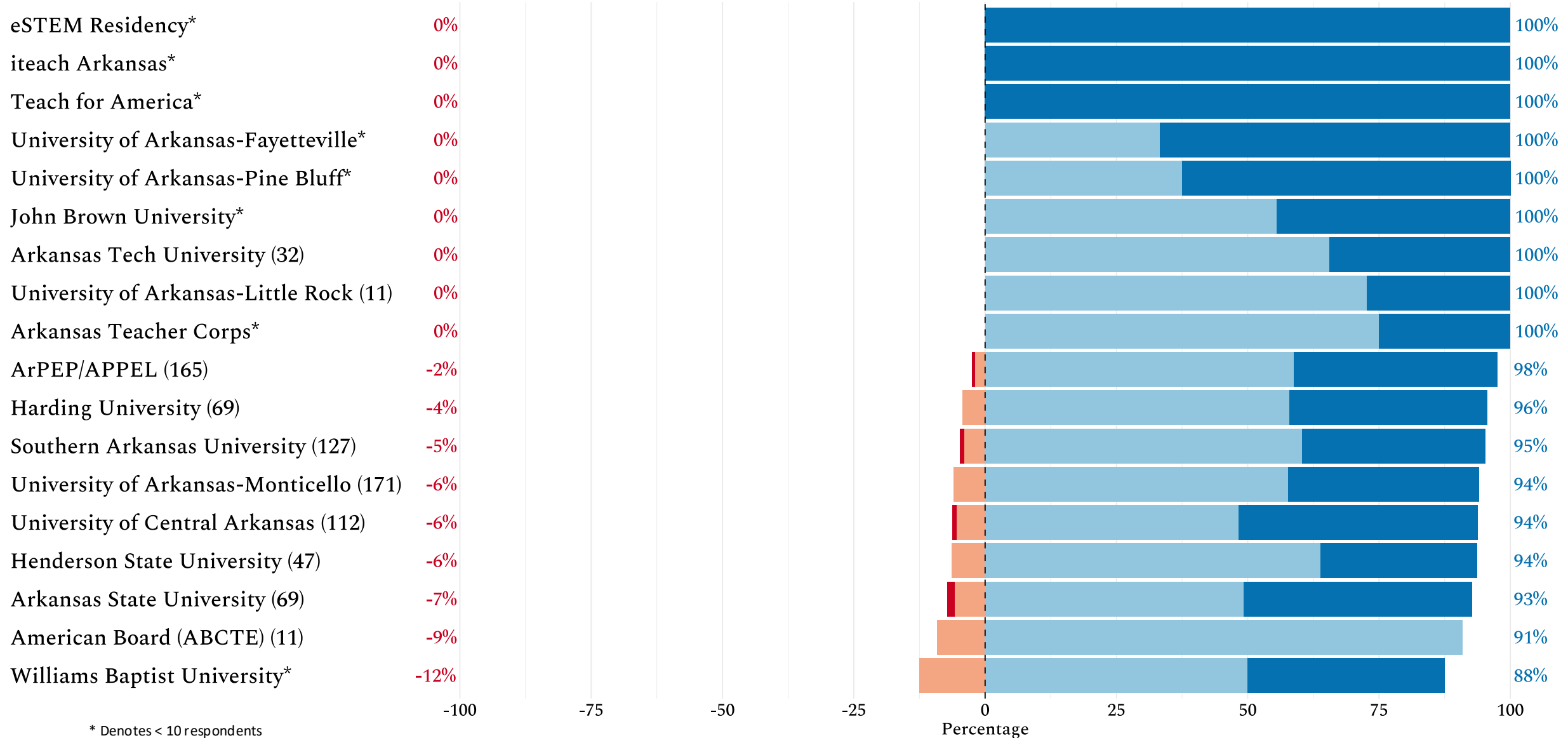
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 1, Alternative EPPs

_____’s EPP prepared them to demonstrate knowledge of content and pedagogy.



* Denotes < 10 respondents

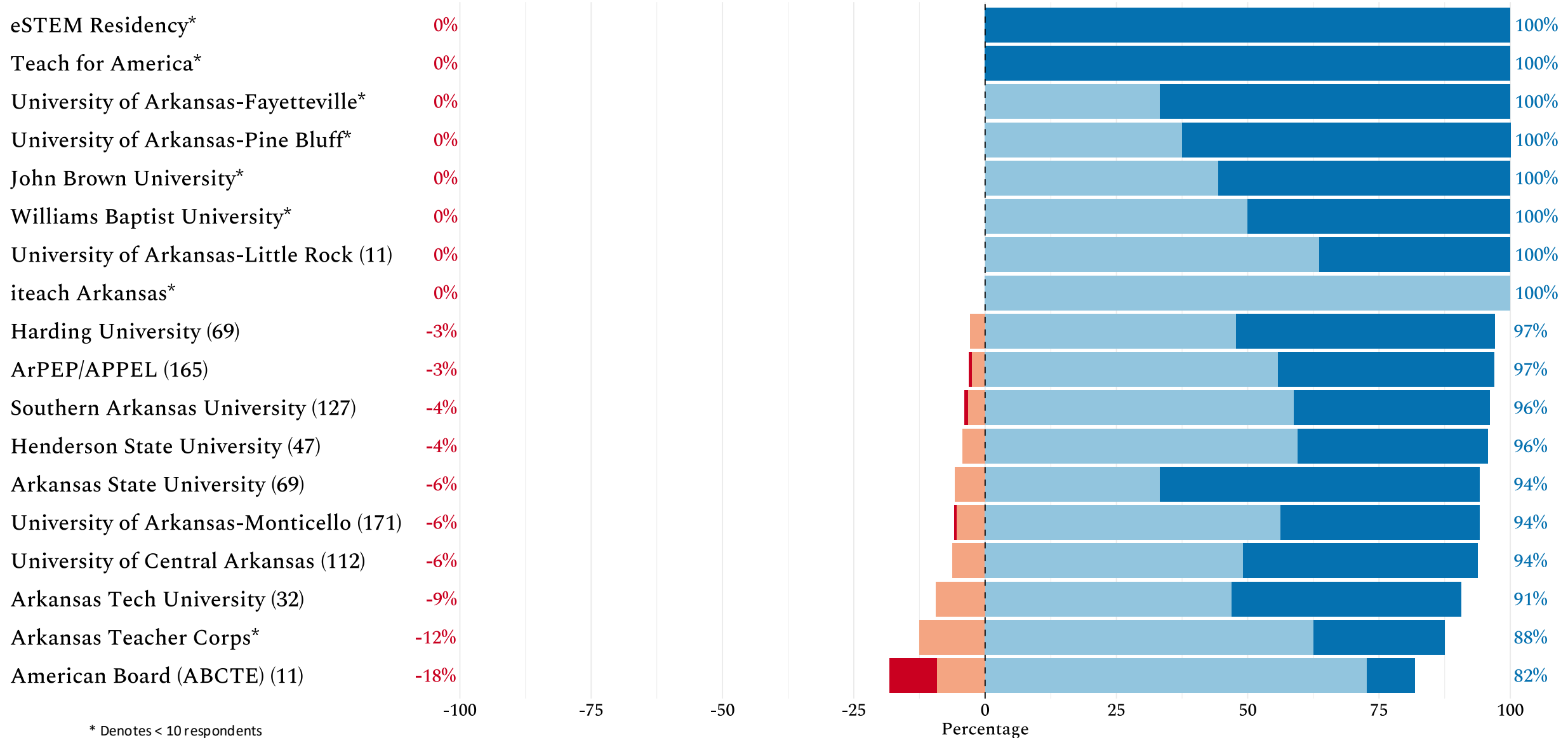
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 2 , Alternative EPPs

_____’s EPP prepared them to demonstrate knowledge of students.



* Denotes < 10 respondents

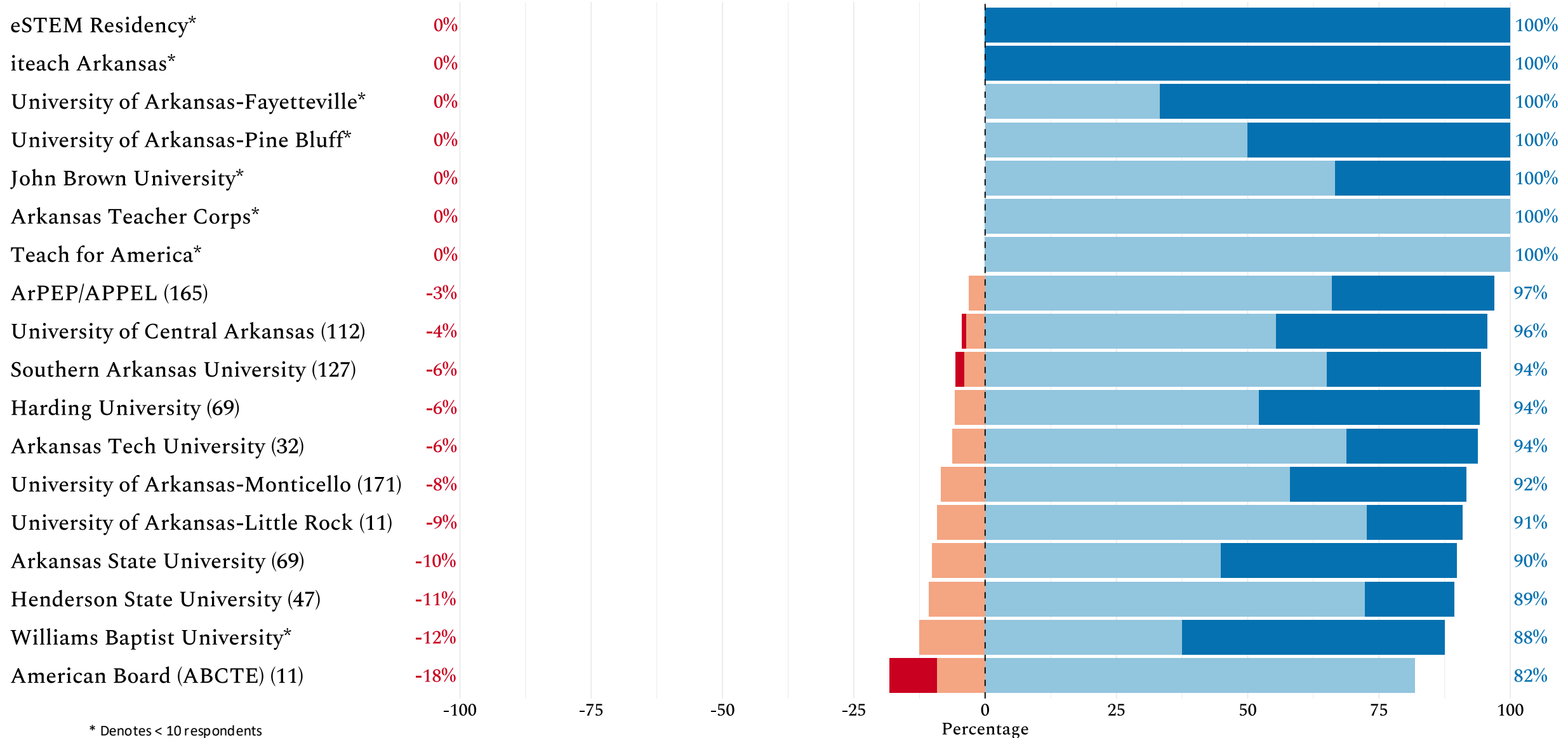
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 3 , Alternative EPPs

_____’s EPP prepared them to set instructional outcomes.



* Denotes < 10 respondents

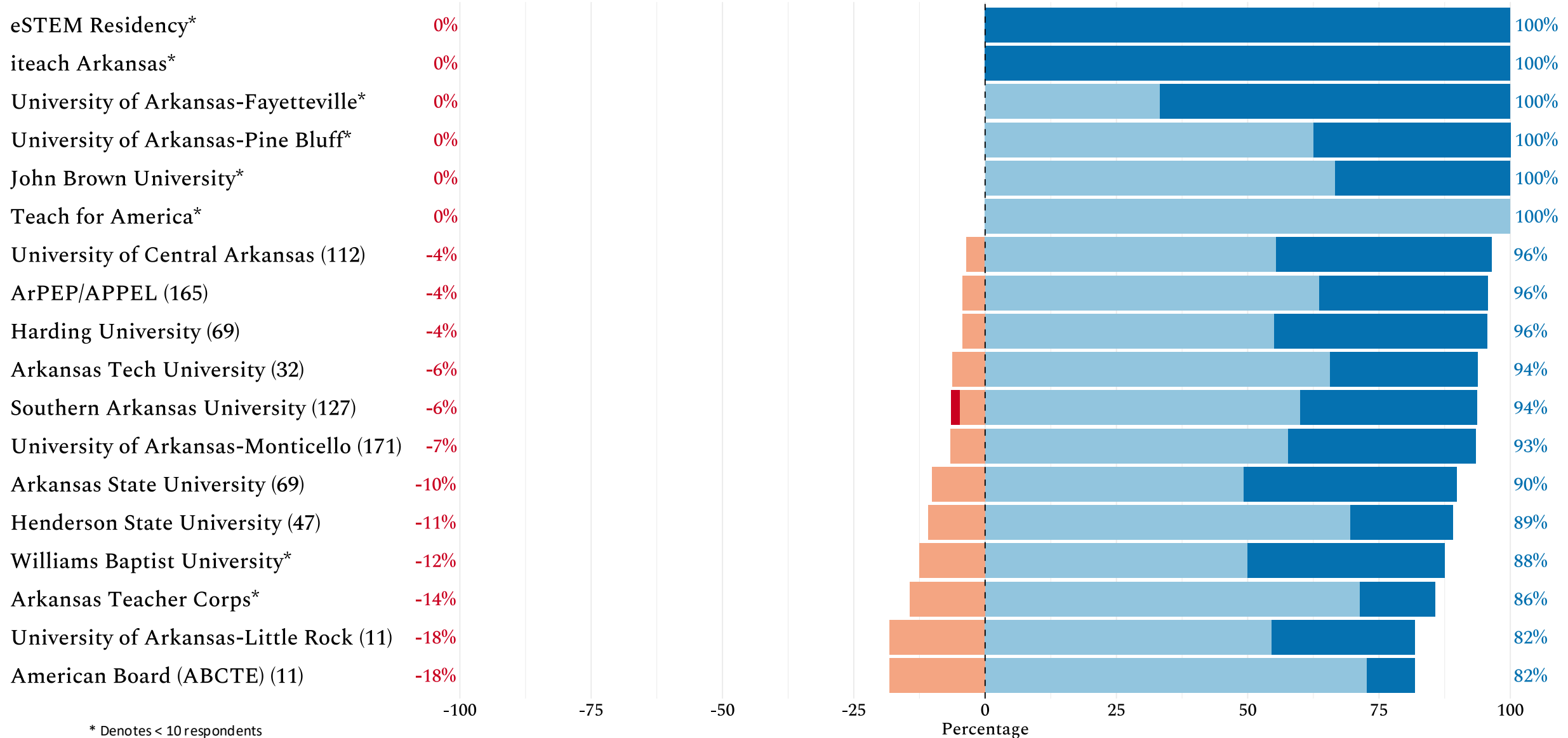
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 4 , Alternative EPPs

_____’s EPP prepared them to demonstrate knowledge of resources.



* Denotes < 10 respondents

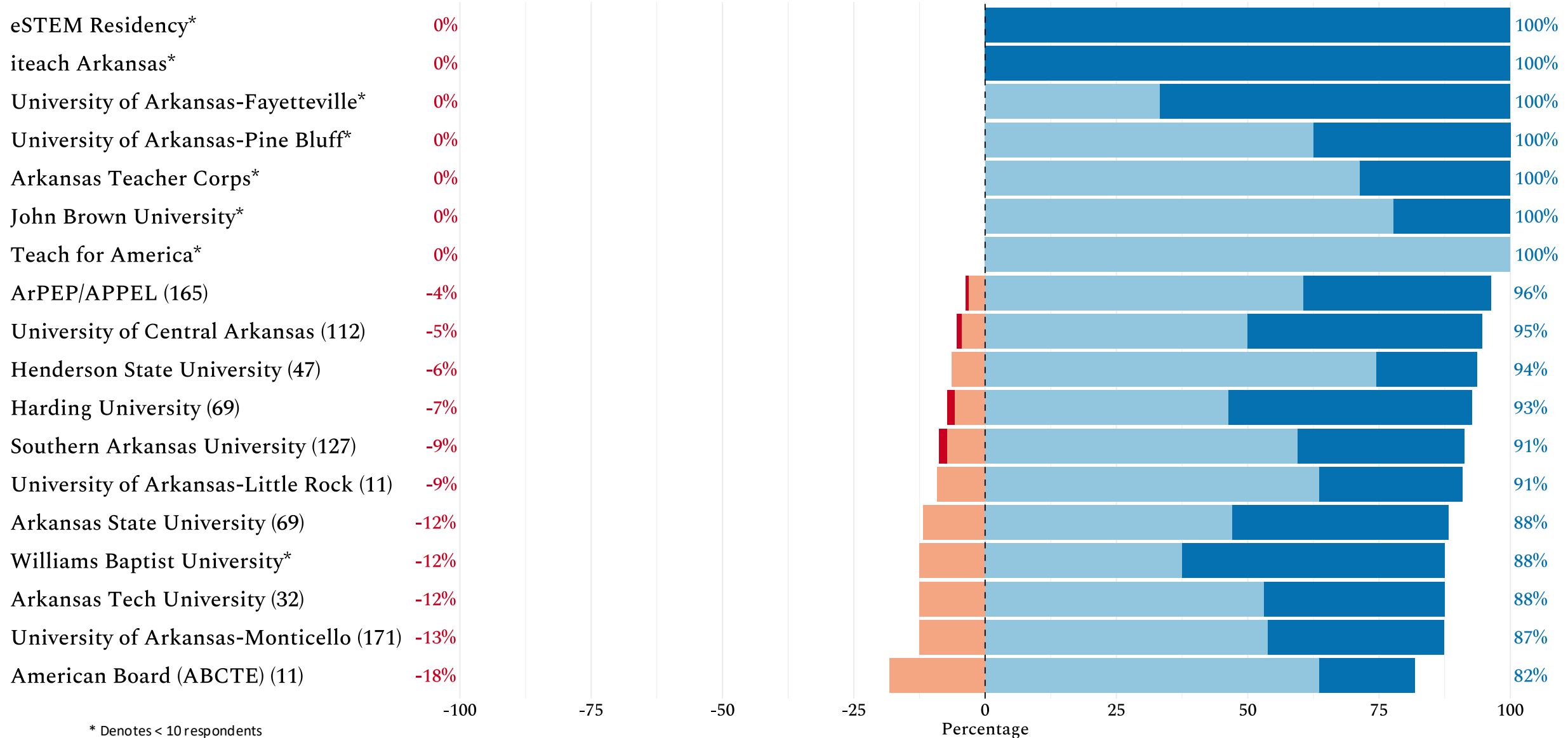
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 5 , Alternative EPPs

_____’s EPP prepared them to design coherent instruction.



* Denotes < 10 respondents

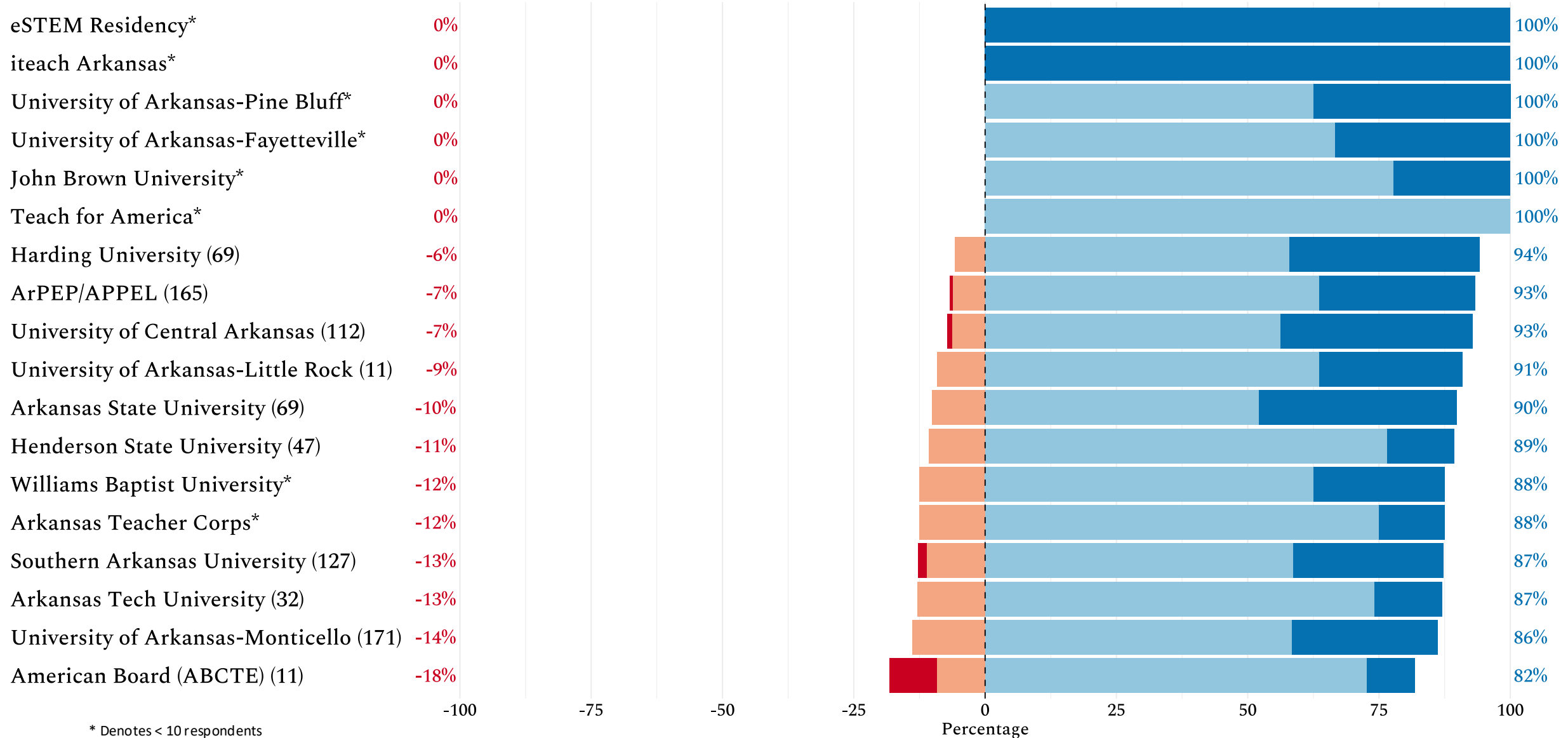
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 6 , Alternative EPPs

_____’s EPP prepared them to design student assessments.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

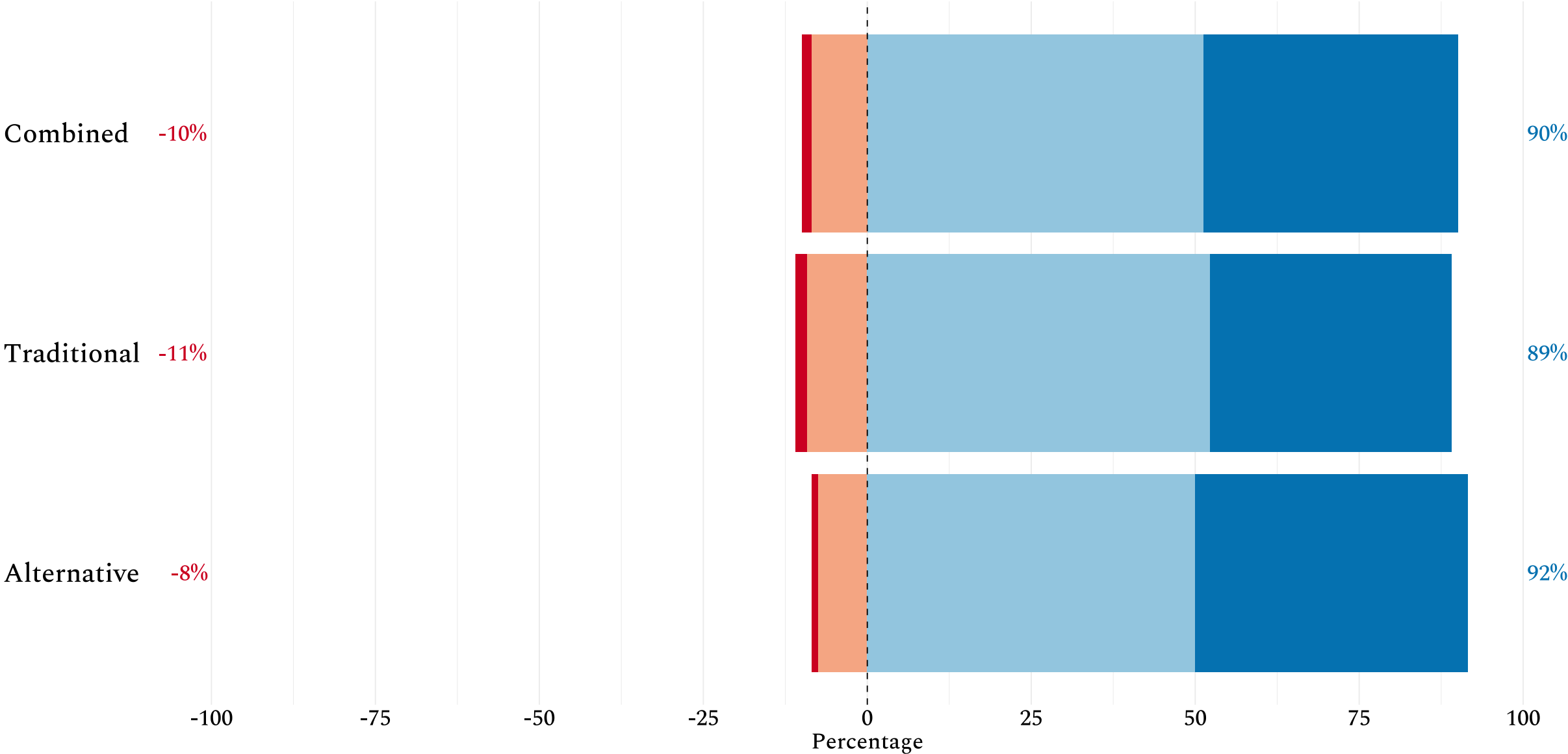
Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2: Classroom Environment

For **TESS Domain 2**, we asked supervisors how well prepared recent EPP completers were to :

1. Create an environment of respect and rapport
2. Establish a culture for learning
3. Manage classroom procedures
4. Manage student behavior
5. Organize physical space

TESS Domain 2 – Overall Averages

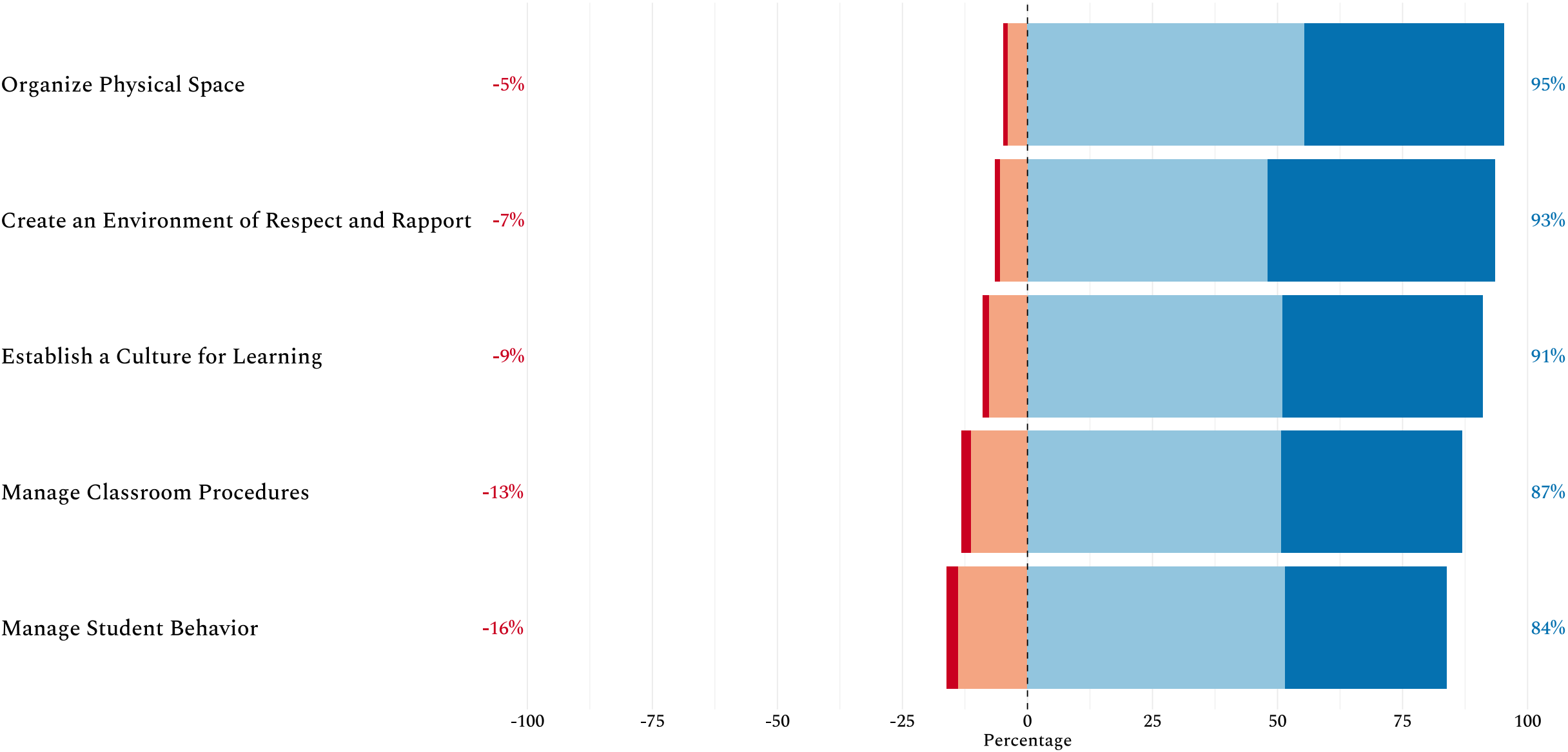


Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 - Statement Averages

_____’s EPP prepared them to:



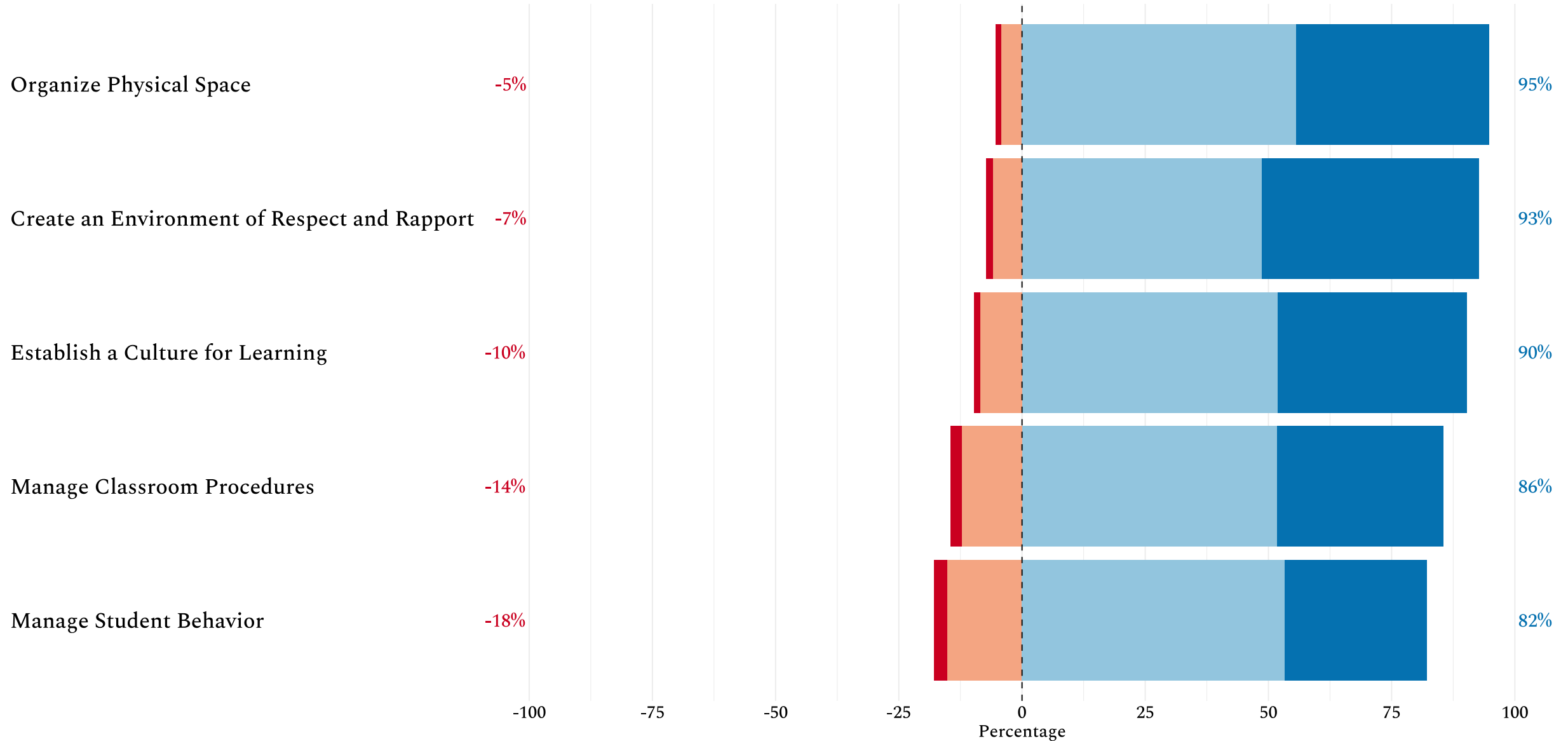
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2: Traditional EPPs

TESS Domain 2 – Traditional EPP Statement Averages

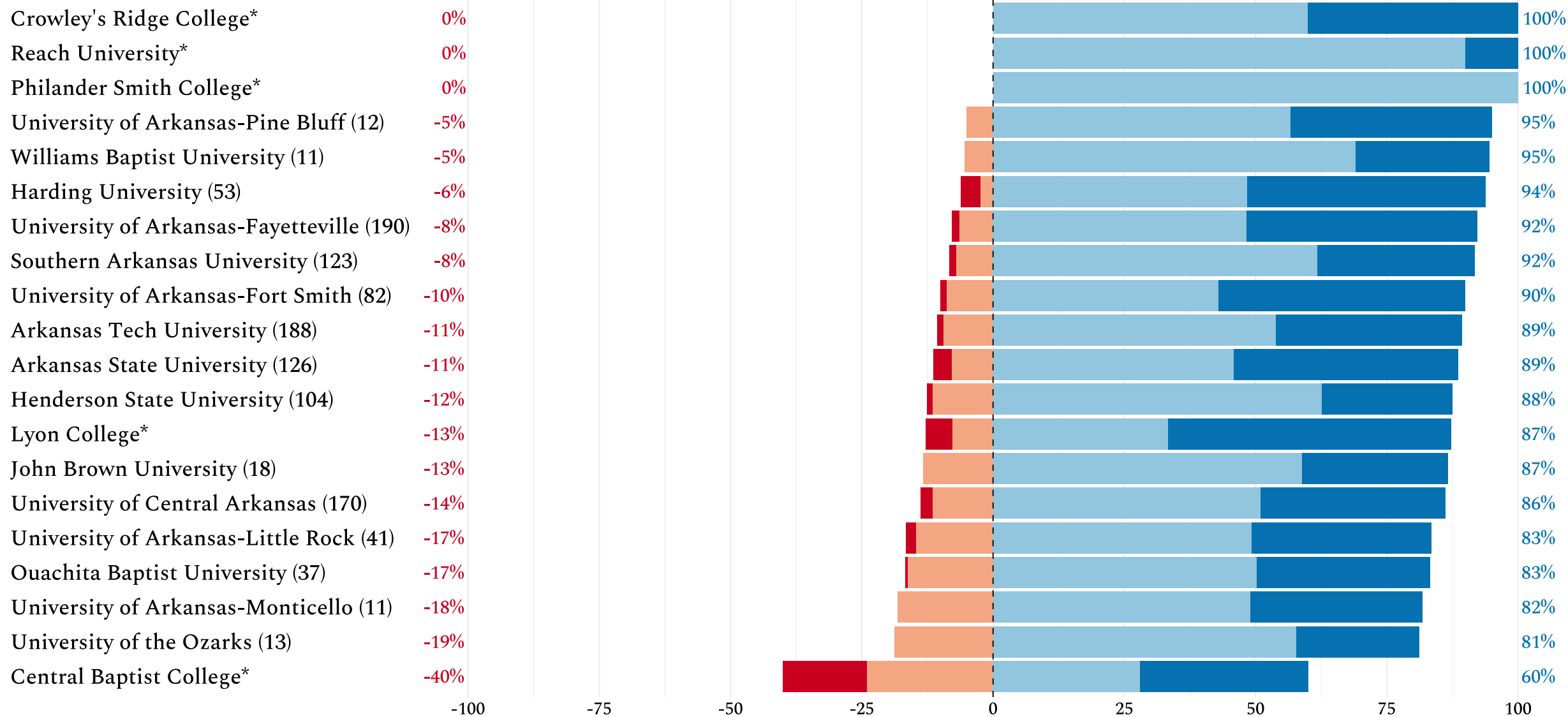
_____’s EPP prepared them to:



Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 – Traditional EPP Averages



* Denotes < 10 respondents

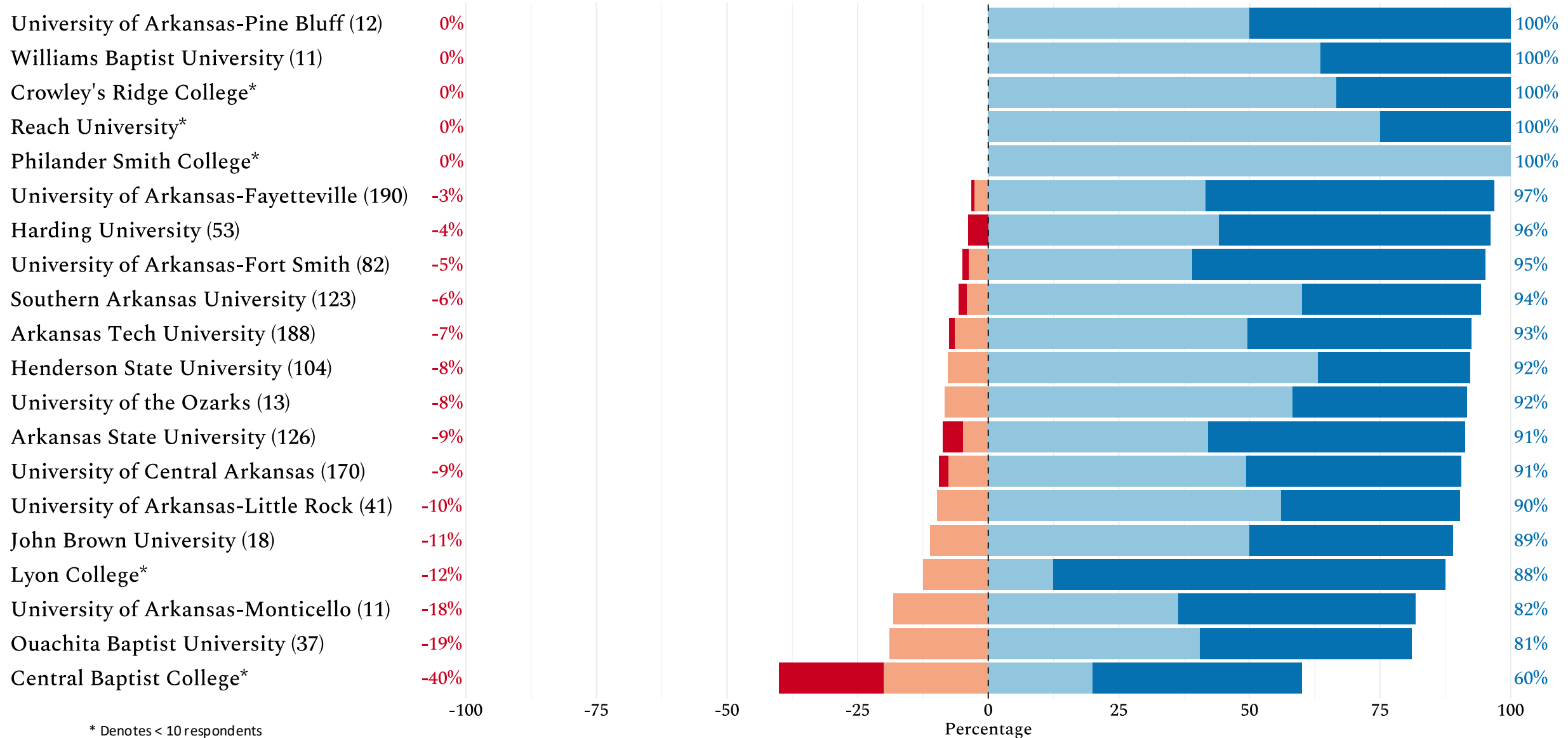
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 – Statement 1, Traditional EPPs

_____’s EPP prepared them to create an environment of respect and rapport.



* Denotes < 10 respondents

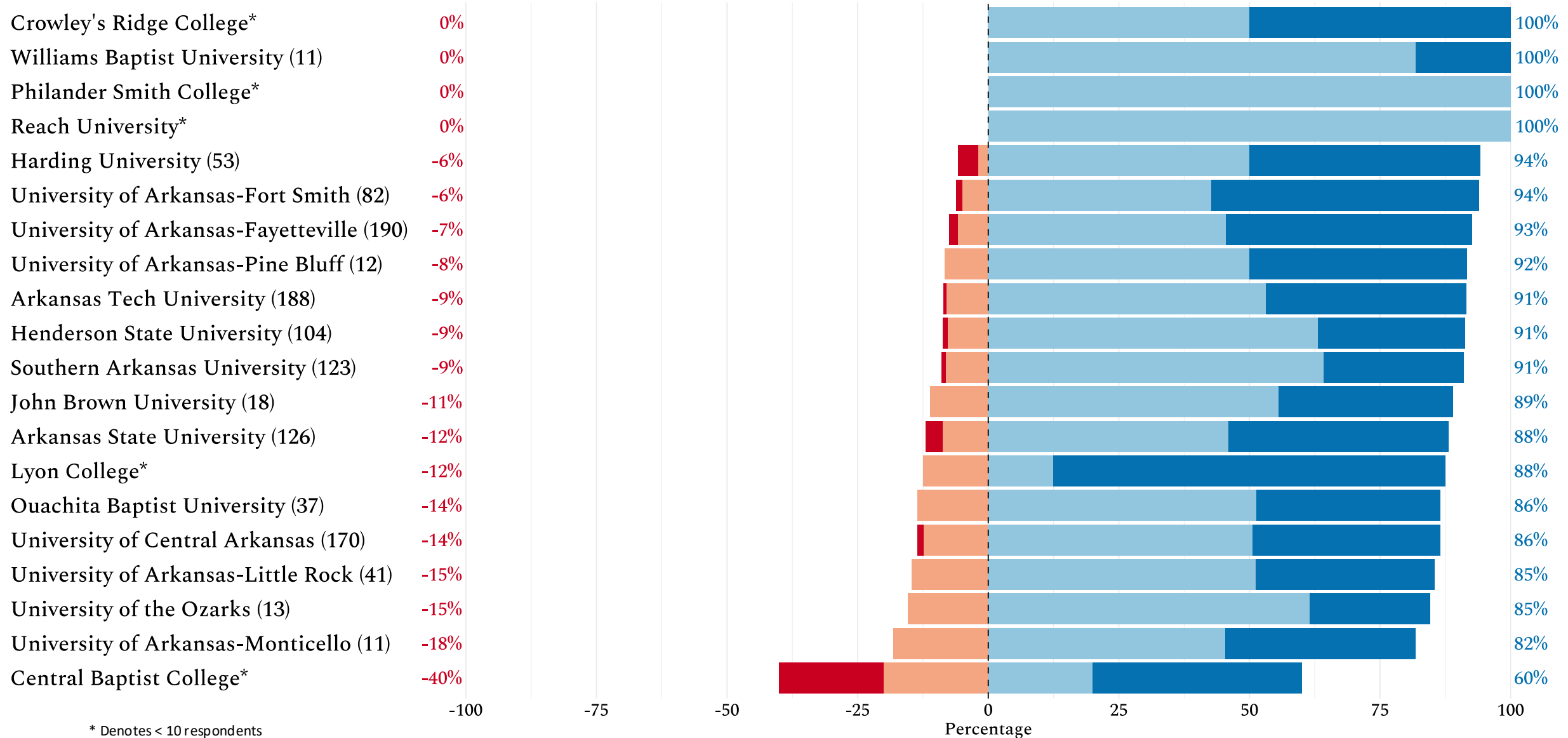
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 – Statement 2, Traditional EPPs

_____’s EPP prepared them to establish a culture for learning.



* Denotes < 10 respondents

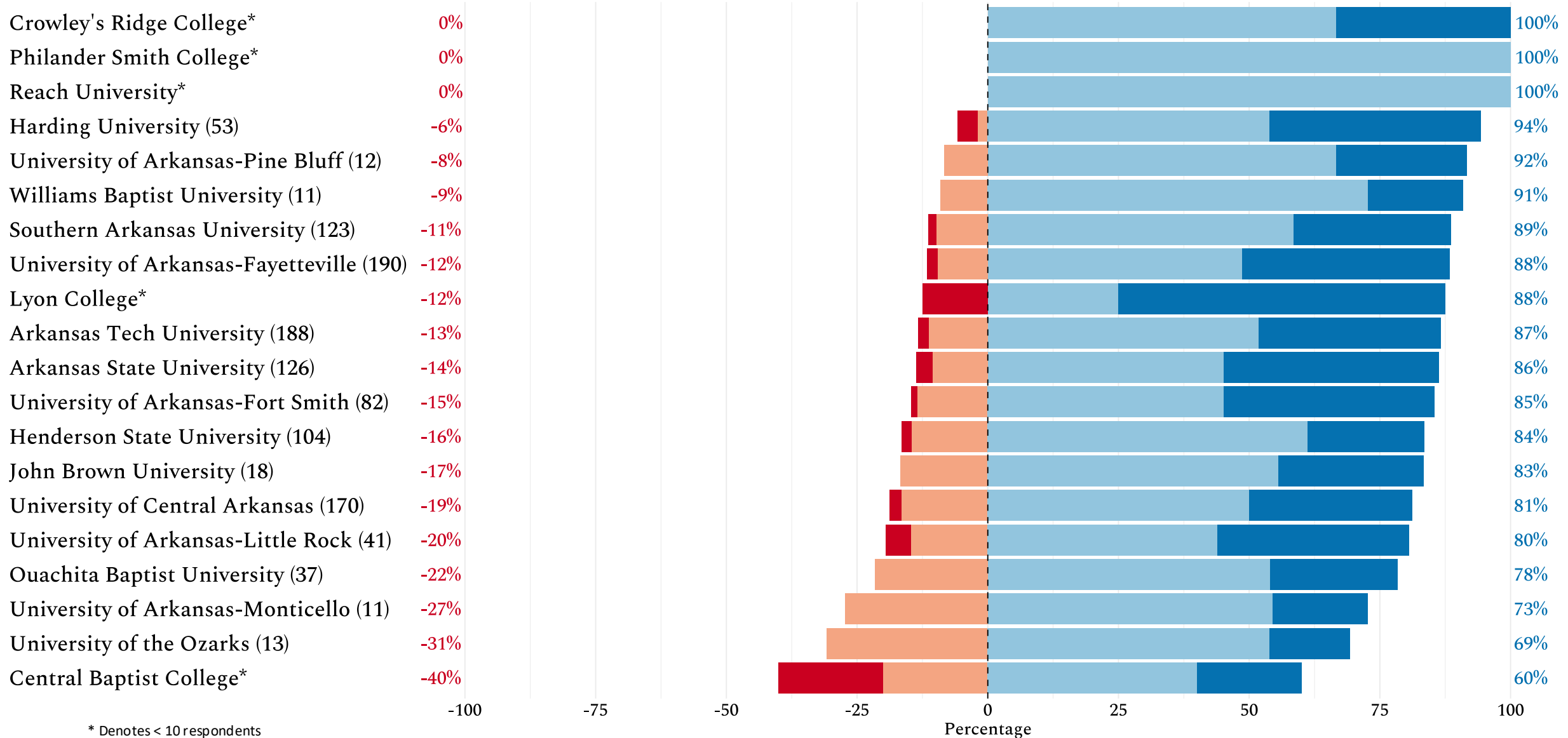
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 – Statement 3, Traditional EPPs

_____’s EPP prepared them to manage classroom procedures.



* Denotes < 10 respondents

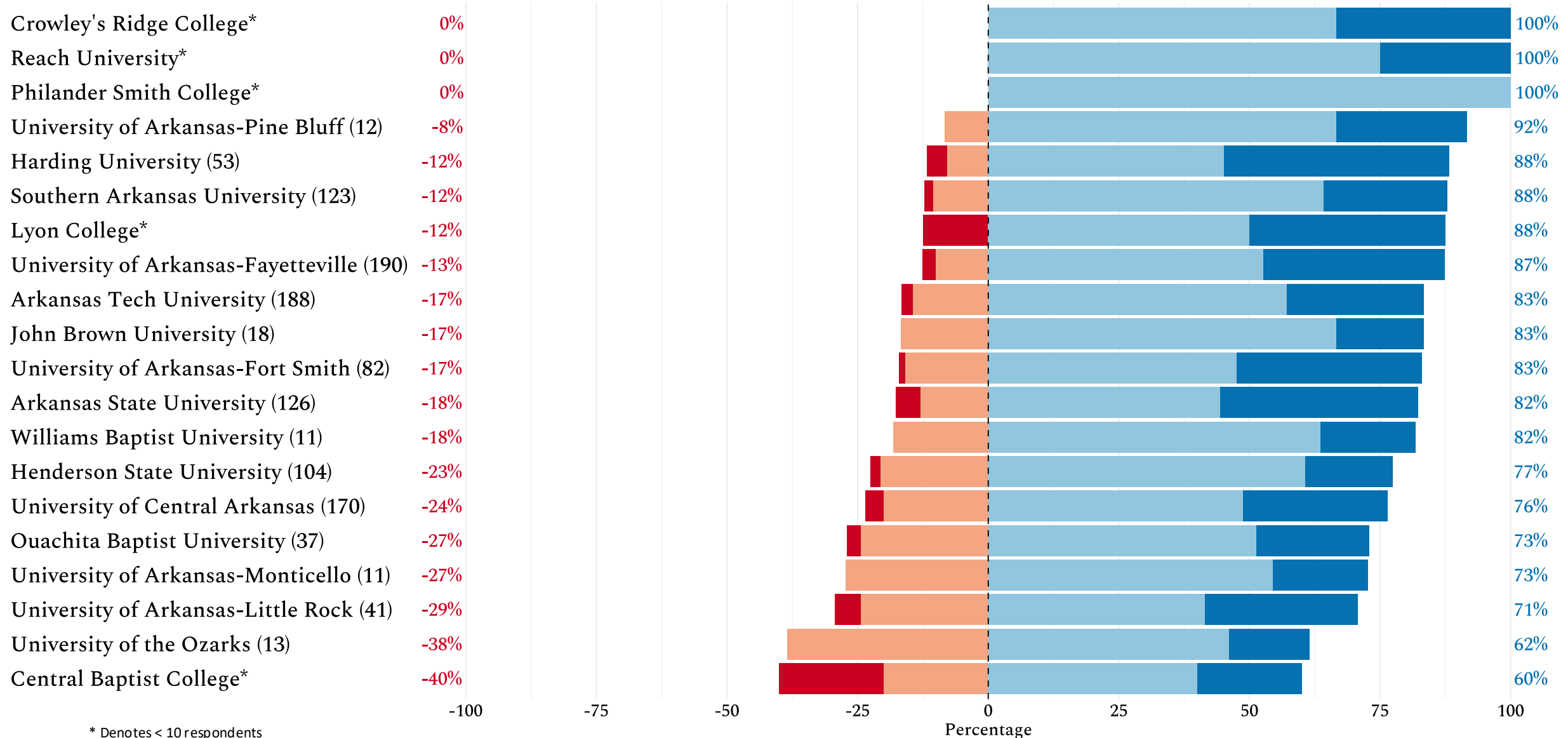
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 – Statement 4, Traditional EPPs

_____’s EPP prepared them to manage student behavior.



* Denotes < 10 respondents

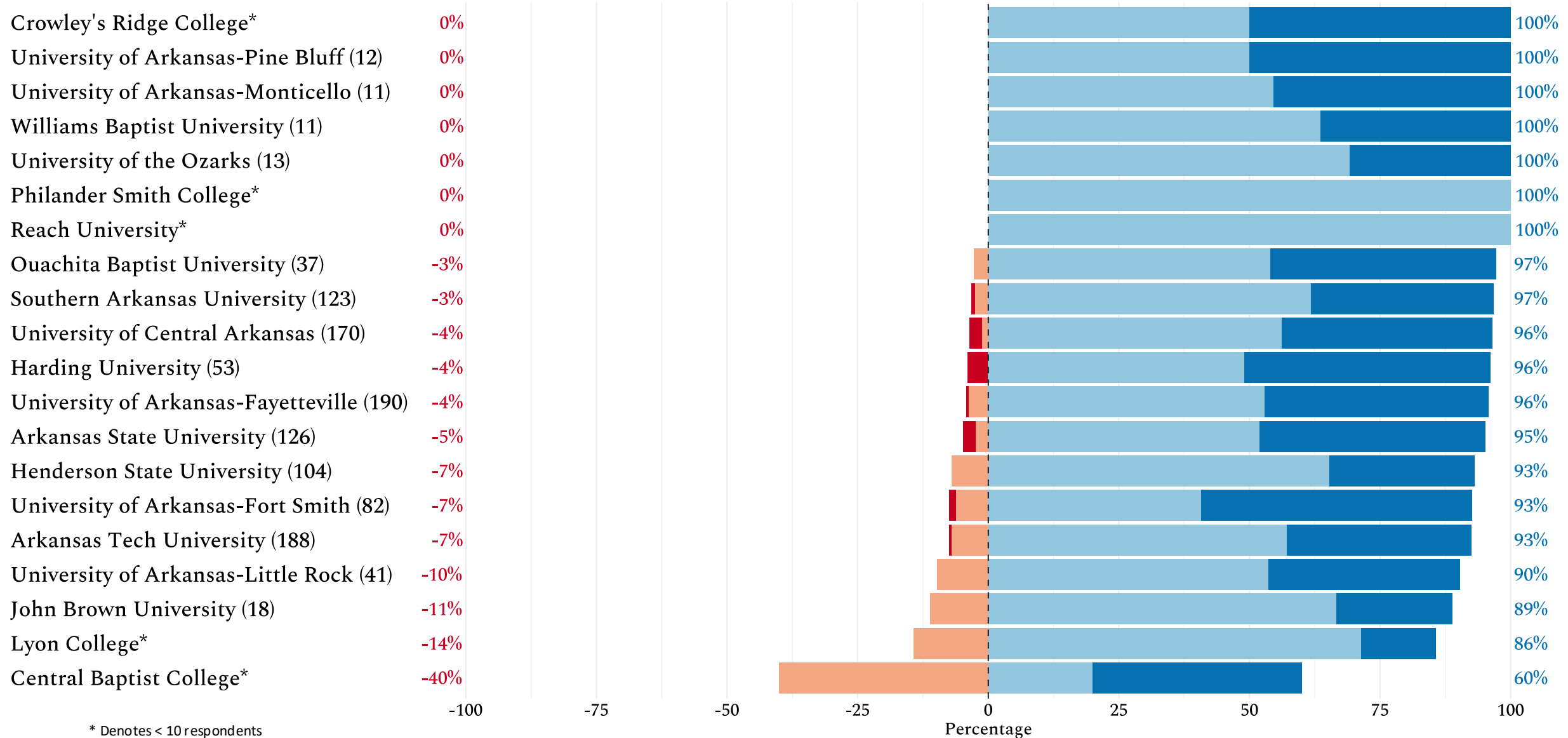
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 – Statement 5, Traditional EPPs

_____’s EPP prepared them to organize physical space.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

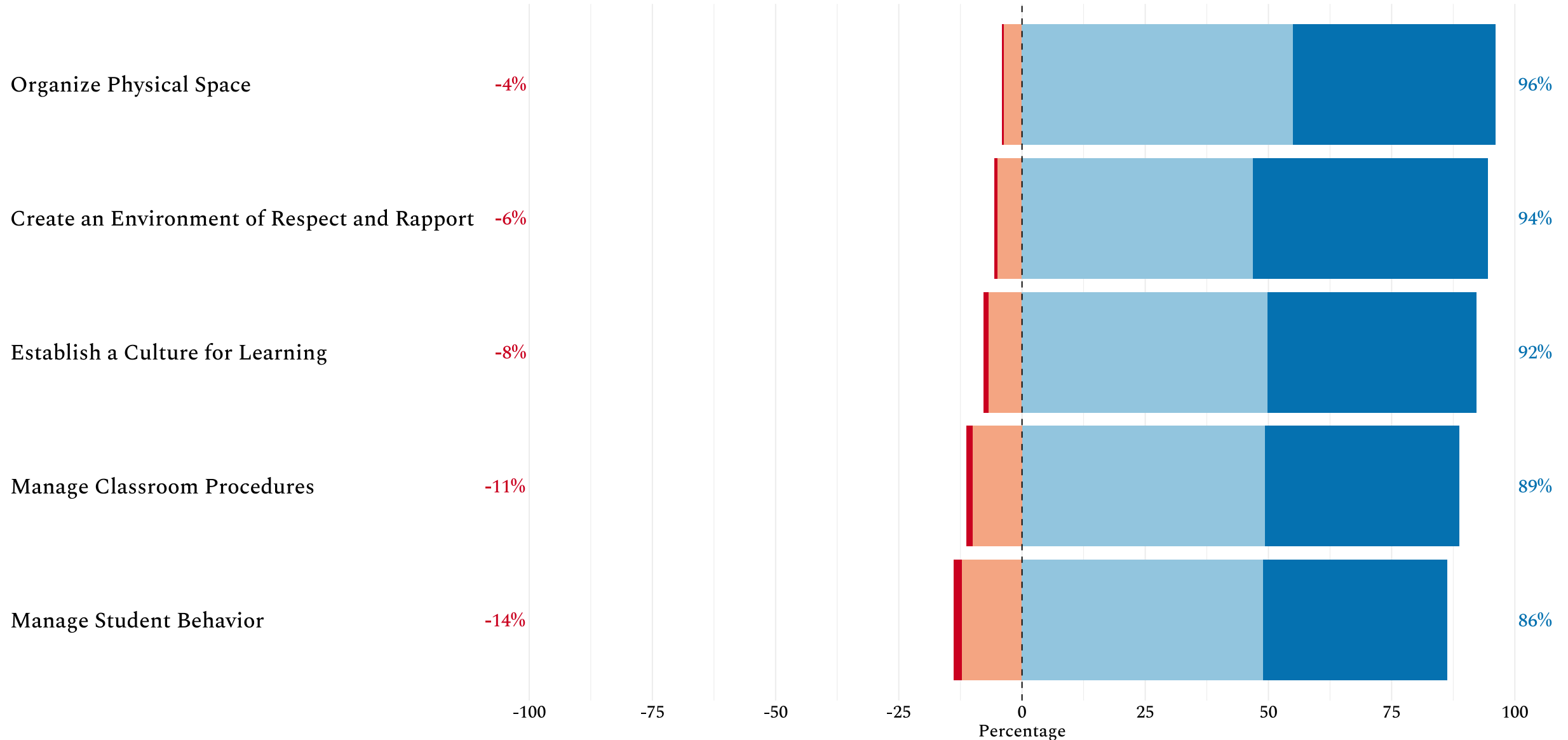
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2: Alternative EPPs

TESS Domain 2 – Alternative EPP Statement Averages

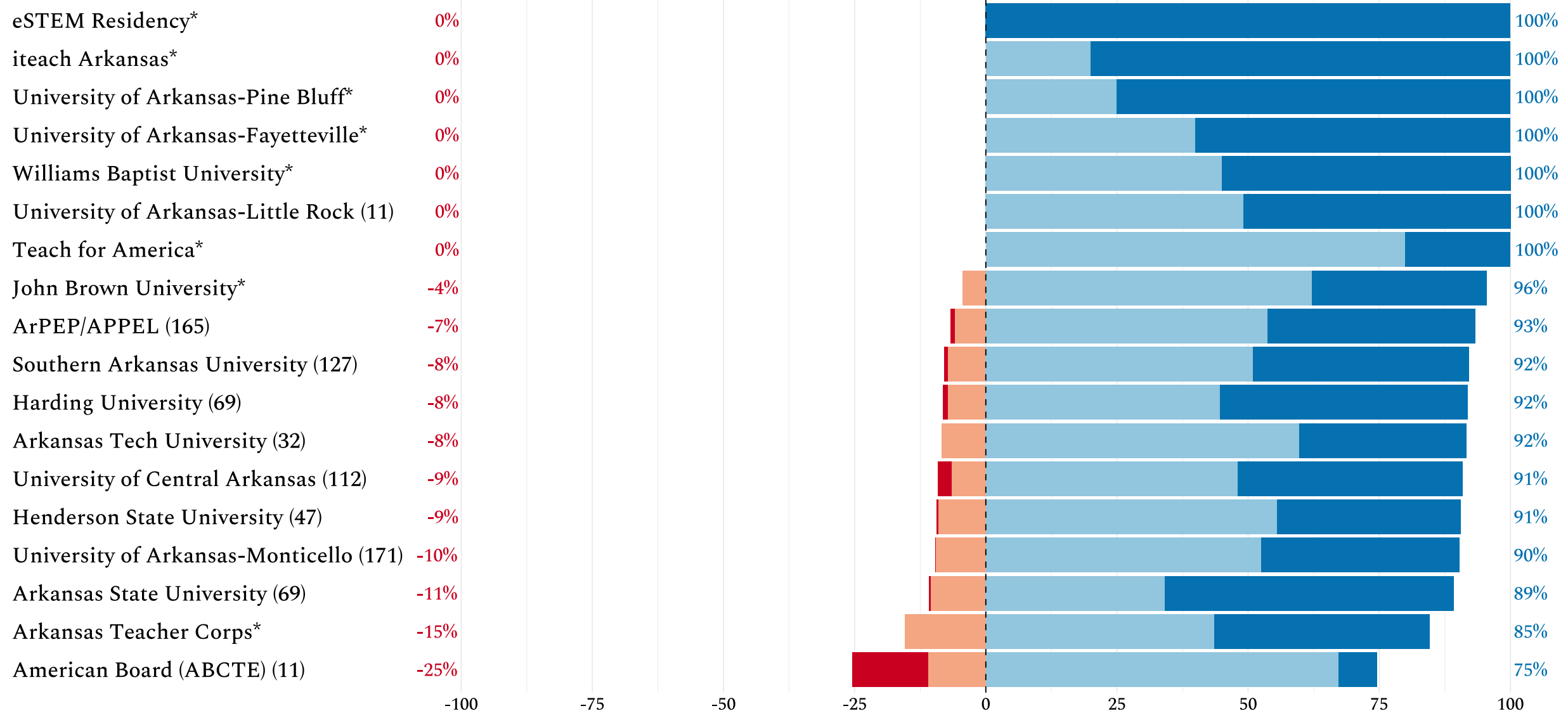
_____’s EPP prepared them to:



Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 – Alternative EPP Averages



* Denotes < 10 respondents

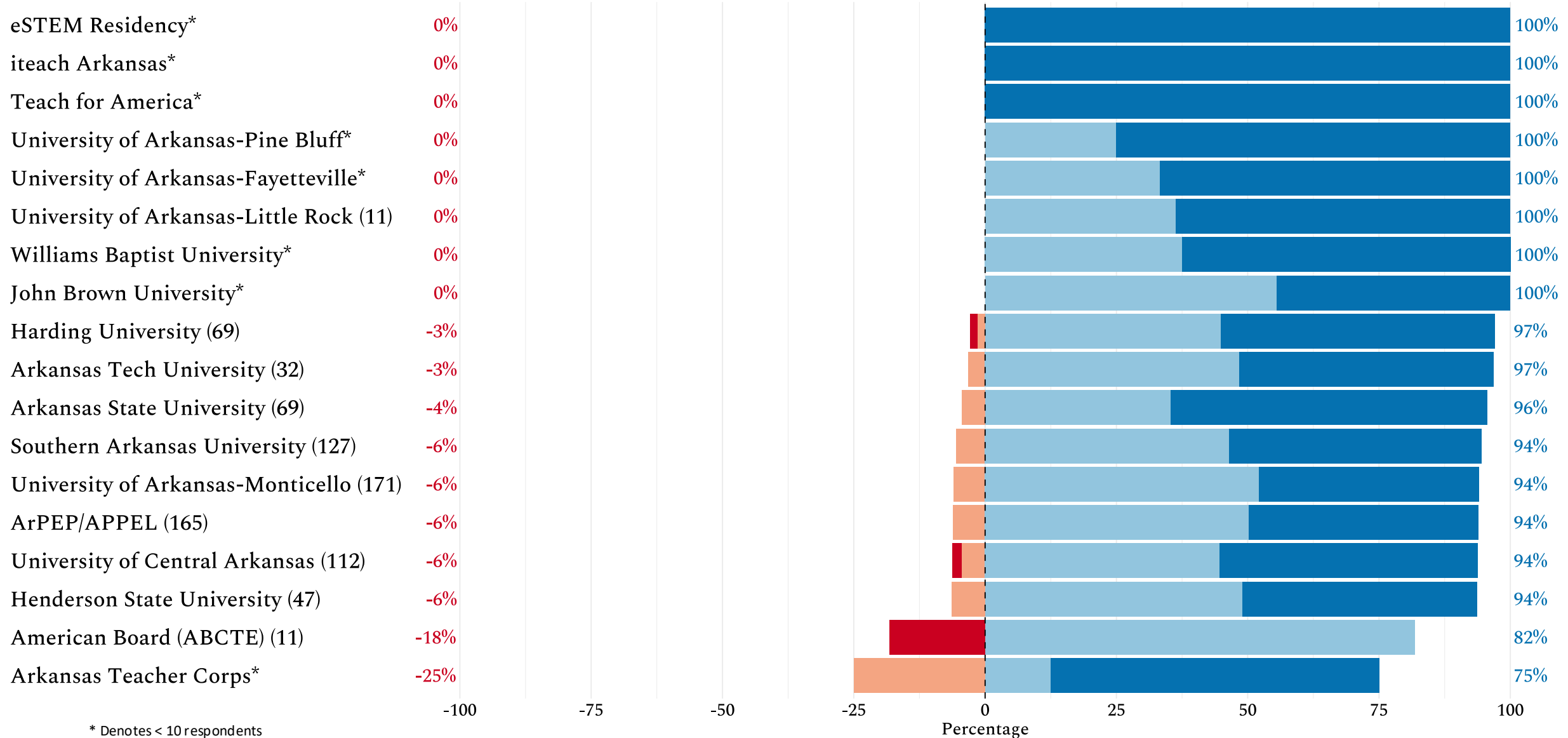
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

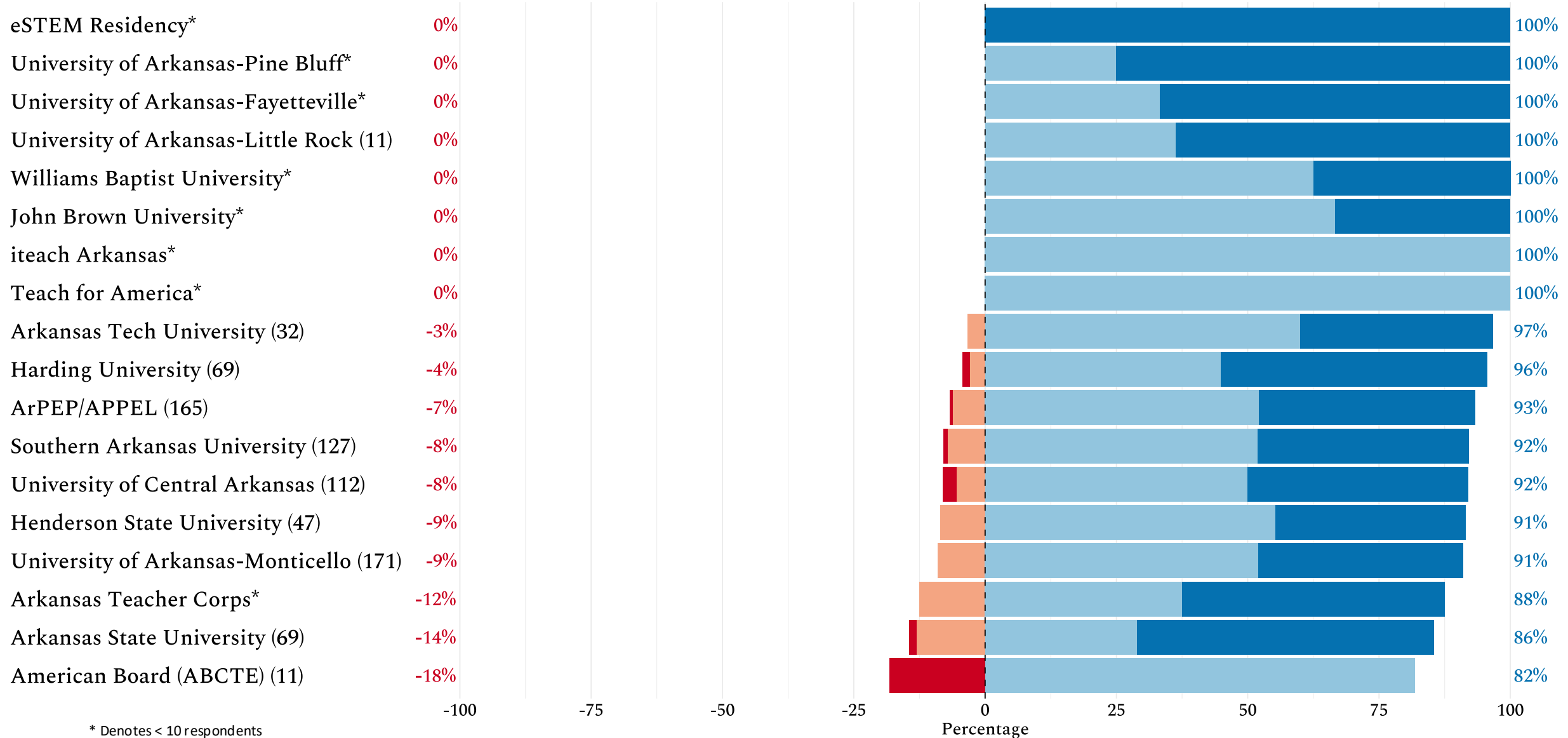
TESS Domain 2 – Statement 1, Alternative EPPs

_____’s EPP prepared them to create an environment of respect and rapport.



TESS Domain 2 – Statement 2, Alternative EPPs

_____’s EPP prepared them to establish a culture for learning.



* Denotes < 10 respondents

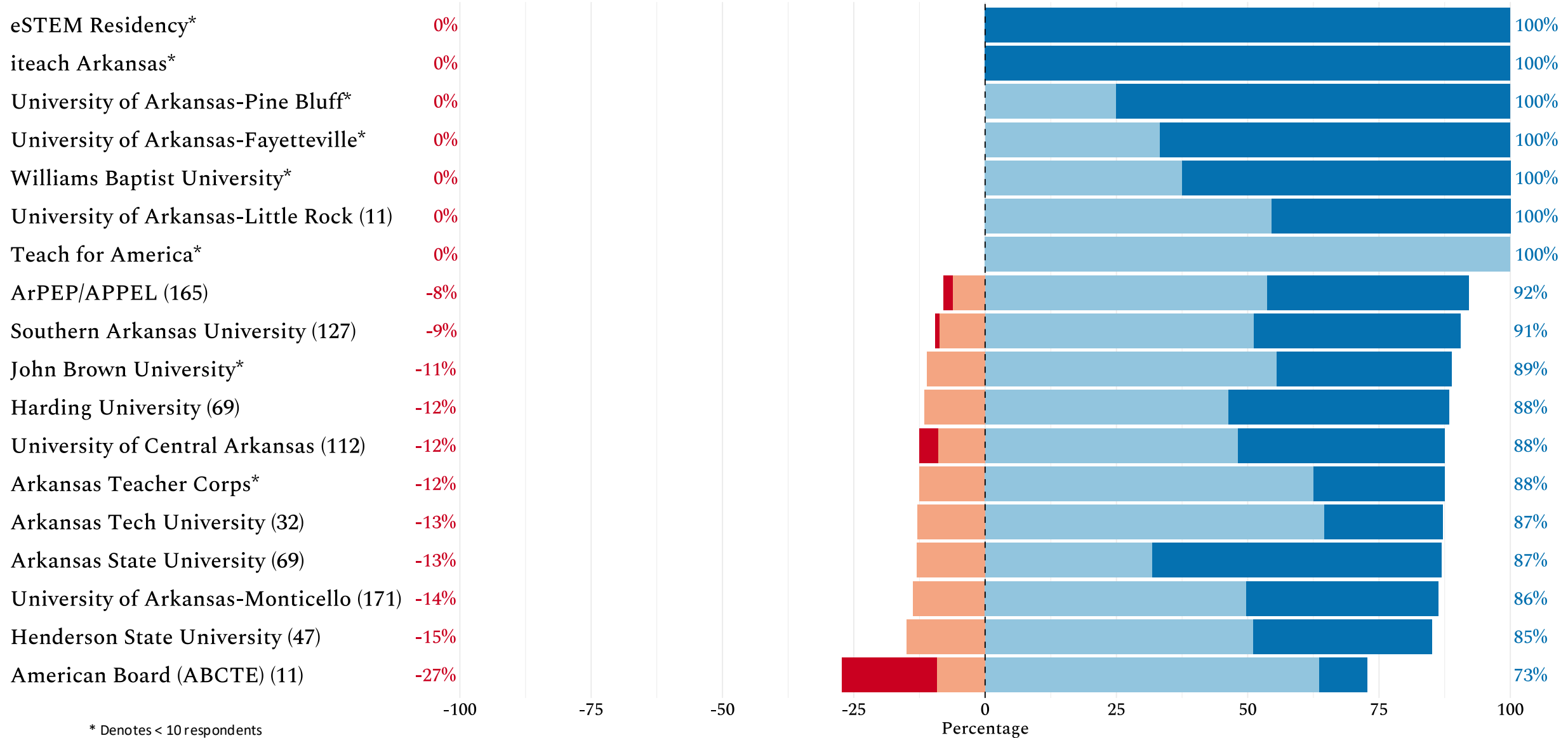
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 – Statement 3, Alternative EPPs

_____’s EPP prepared them to manage classroom procedures.



* Denotes < 10 respondents

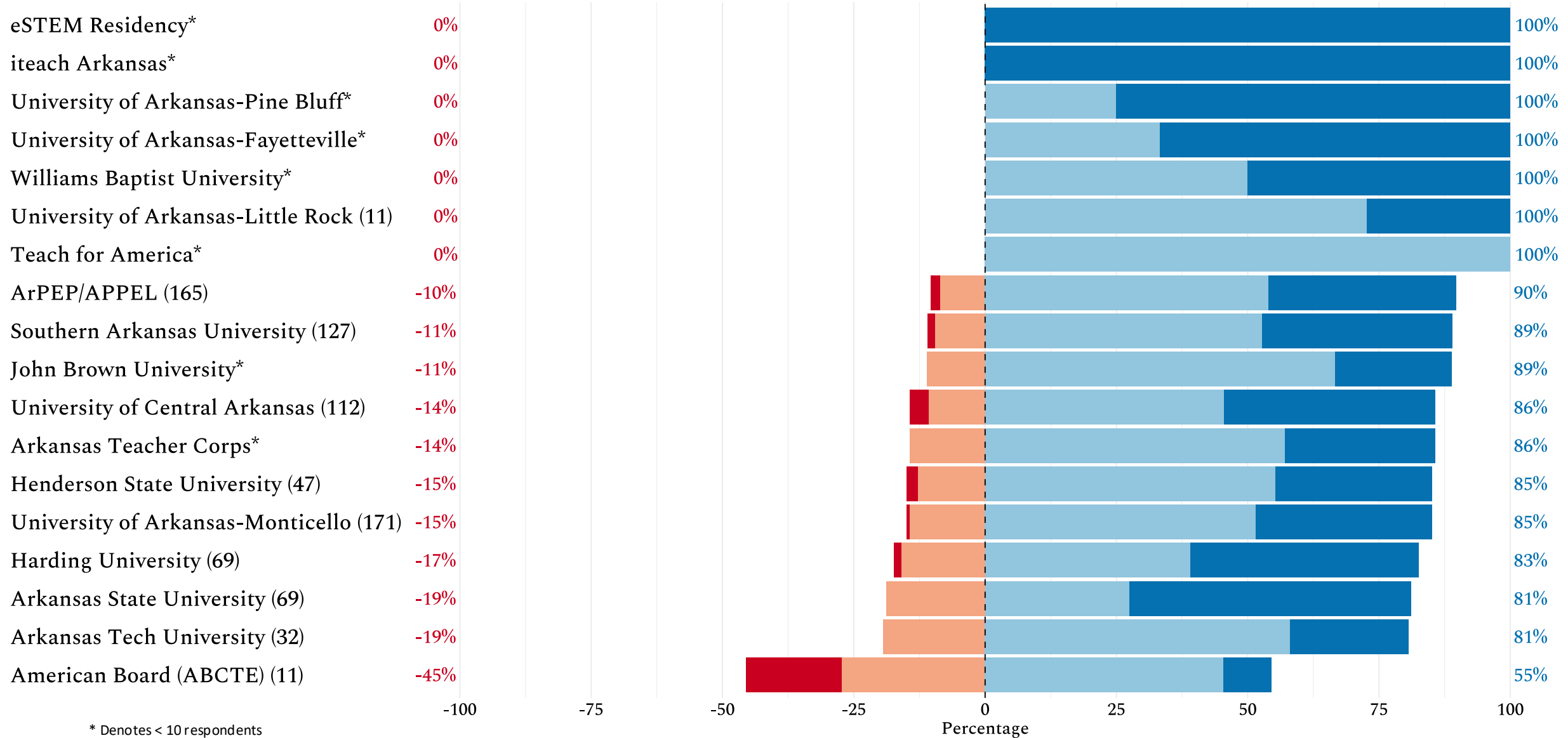
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 – Statement 4, Alternative EPPs

_____’s EPP prepared them to manage student behavior.



* Denotes < 10 respondents

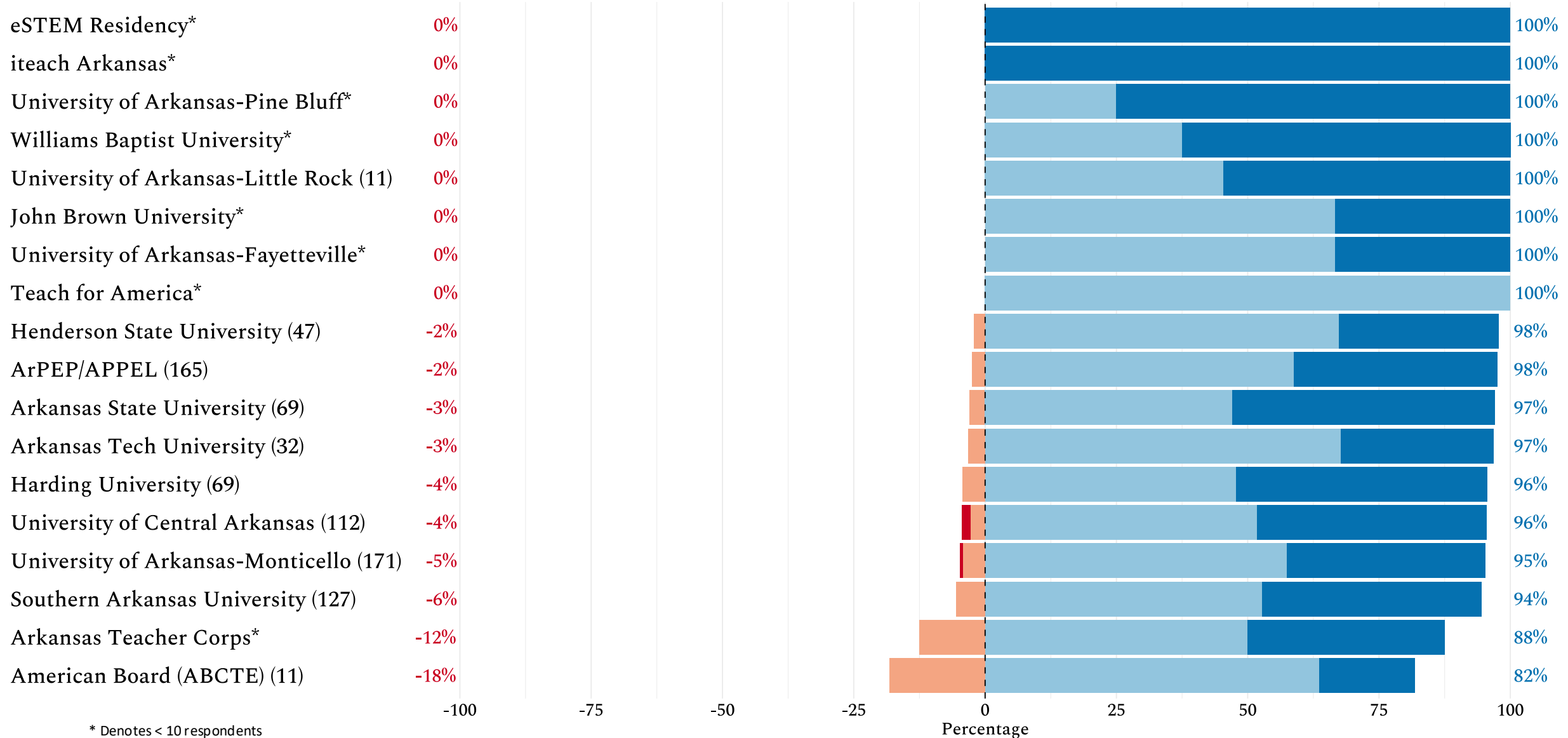
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 – Statement 5, Alternative EPPs

_____’s EPP prepared them to organize physical space.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

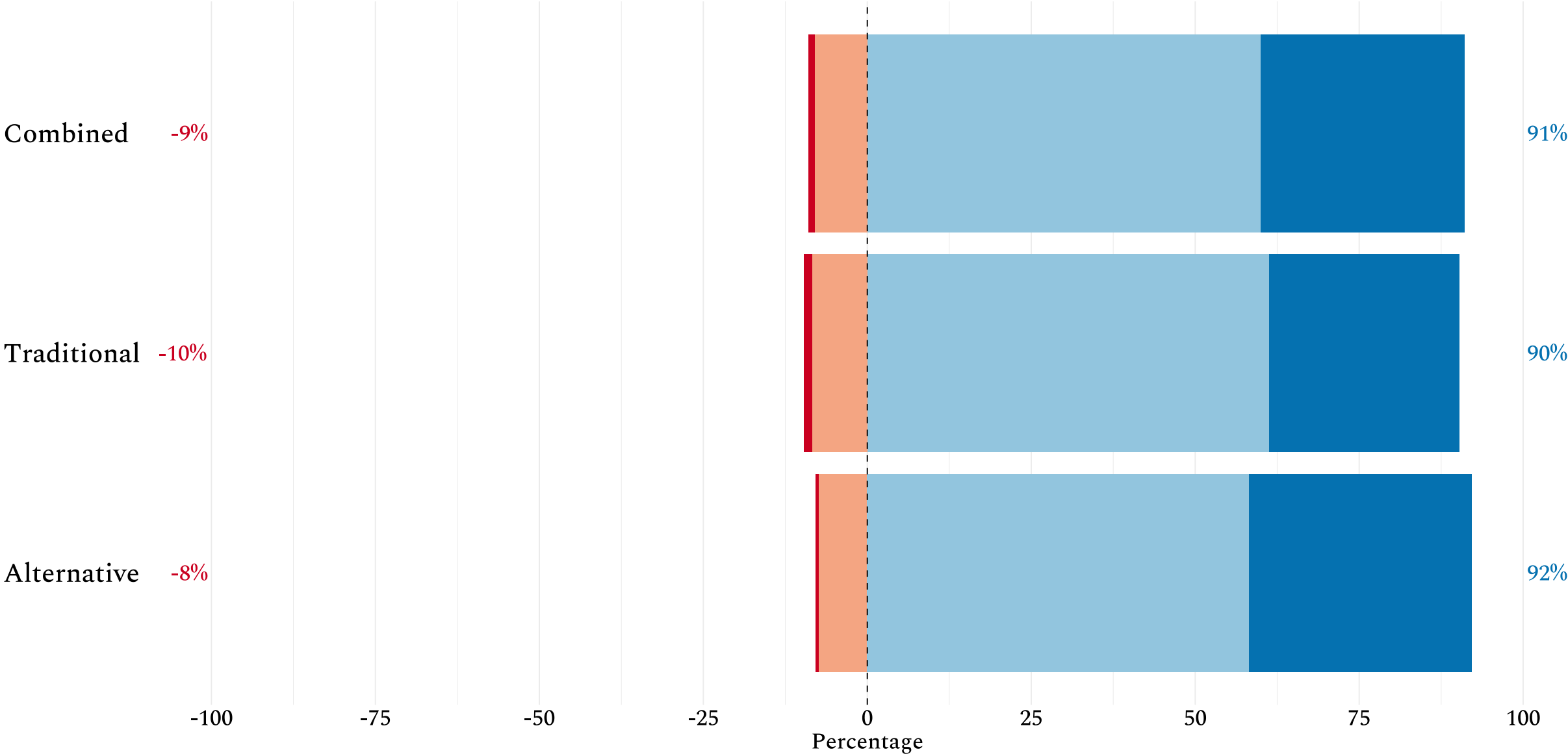
Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3: Instruction

For **TESS Domain 3**, we asked supervisors how well prepared recent EPP completers were to :

1. Communicate with students
2. Use questioning and discussion techniques
3. Engage students in learning
4. Use assessment in instruction
5. Demonstrate flexibility and responsiveness

TESS Domain 3 – Overall Averages

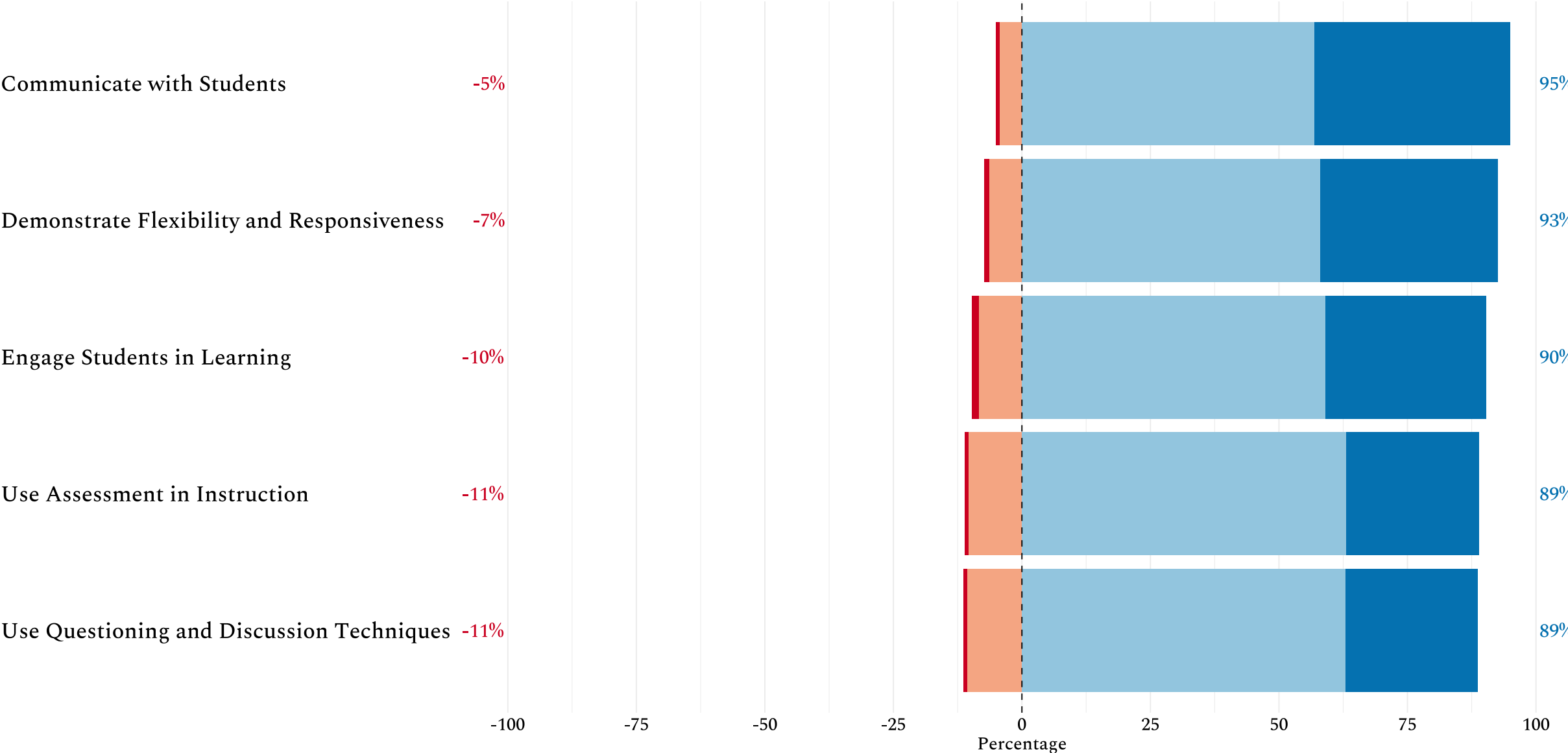


Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 - Statement Averages

_____’s EPP prepared them to:



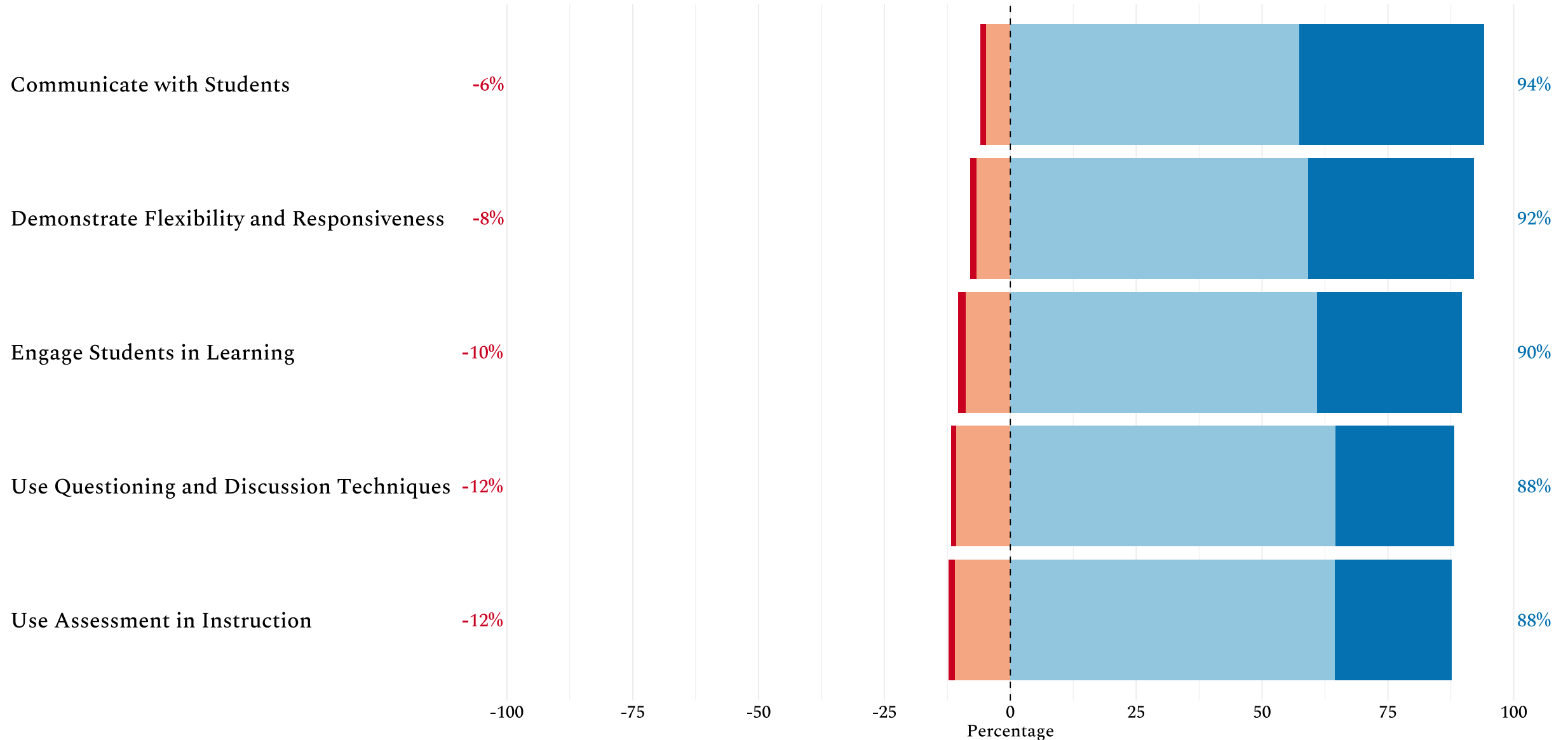
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3: Traditional EPPs

TESS Domain 3 – Traditional EPP Statement Averages

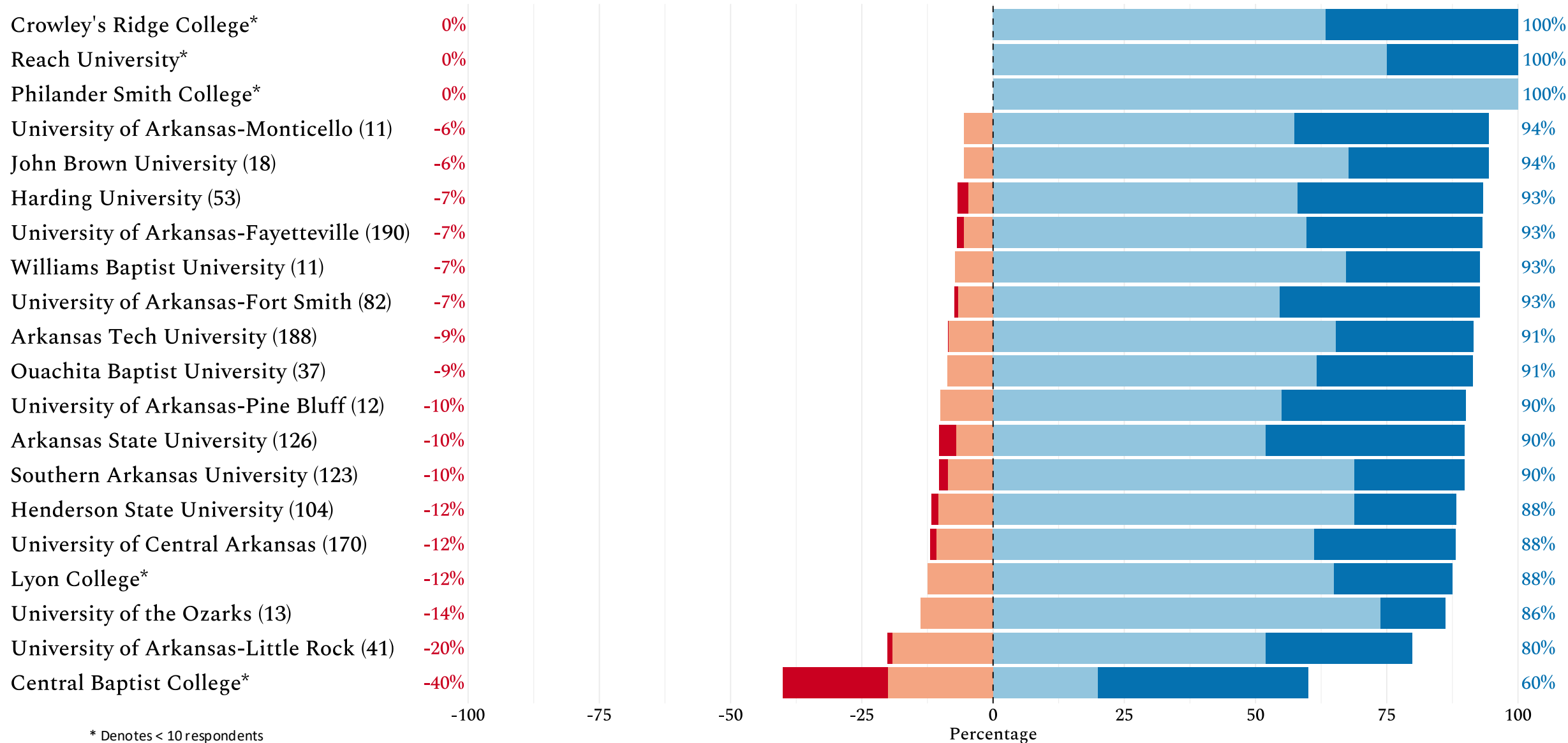
_____’s EPP prepared them to:



Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 – Traditional EPP Averages



* Denotes < 10 respondents

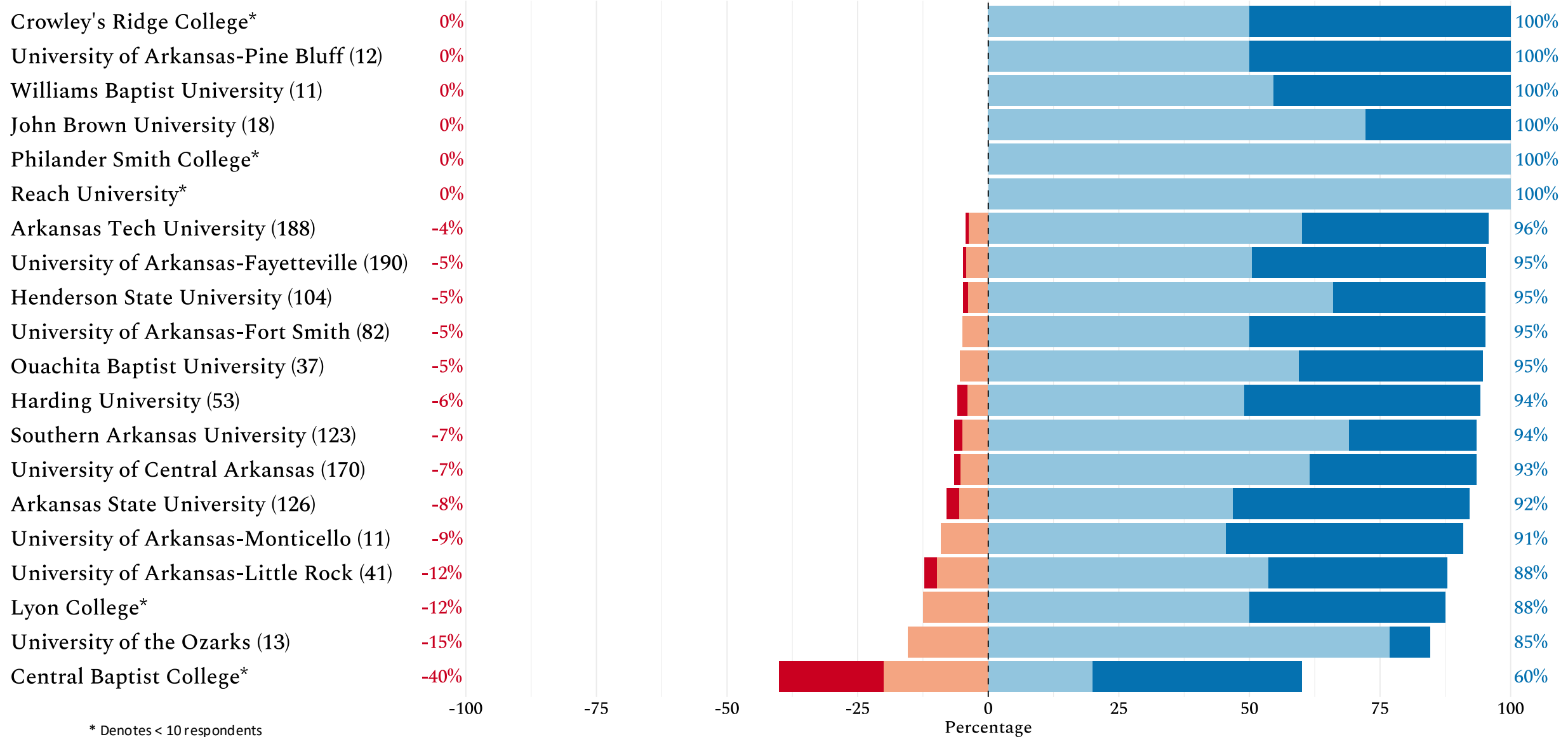
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 – Statement 1, Traditional EPPs

_____’s EPP prepared them to communicate with students.



* Denotes < 10 respondents

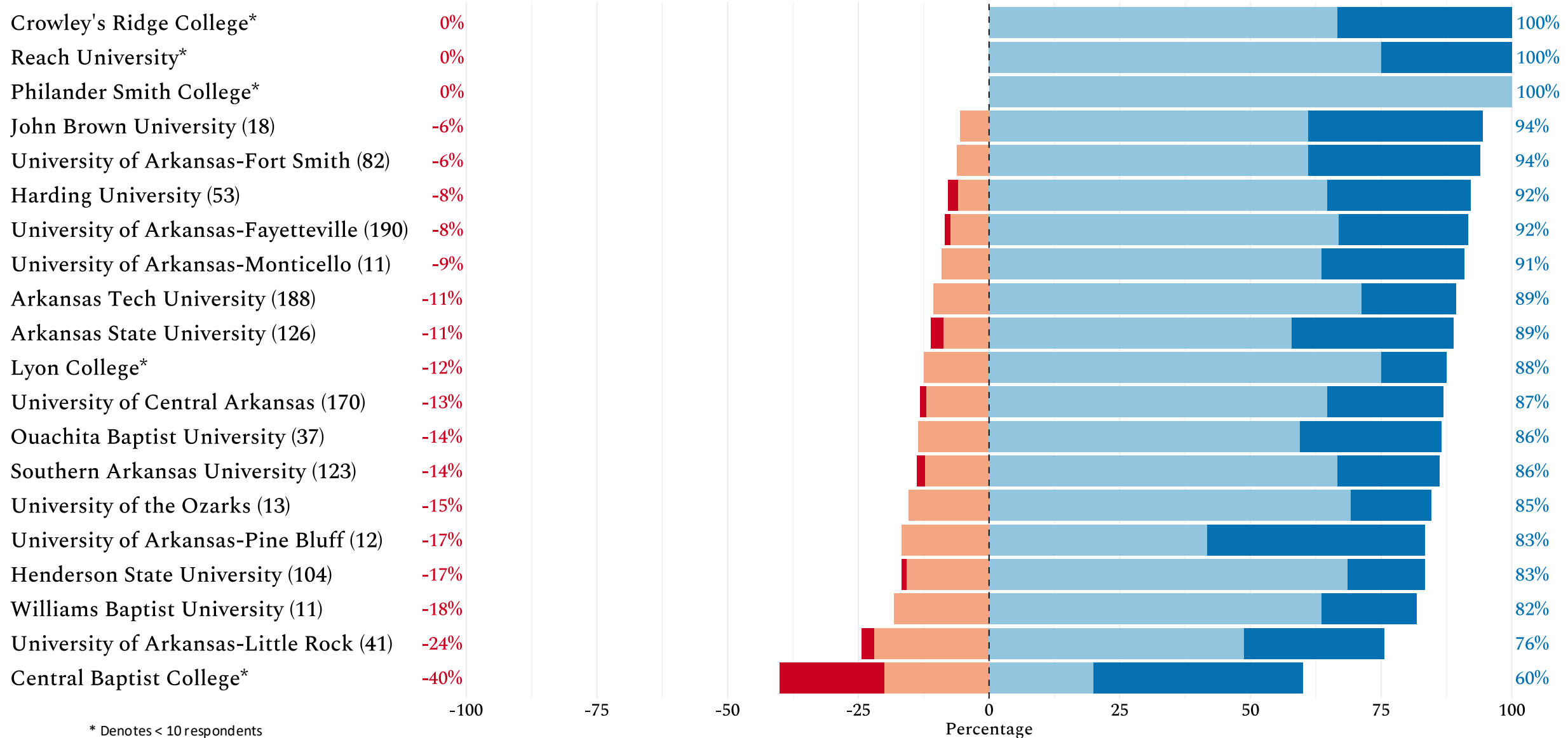
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

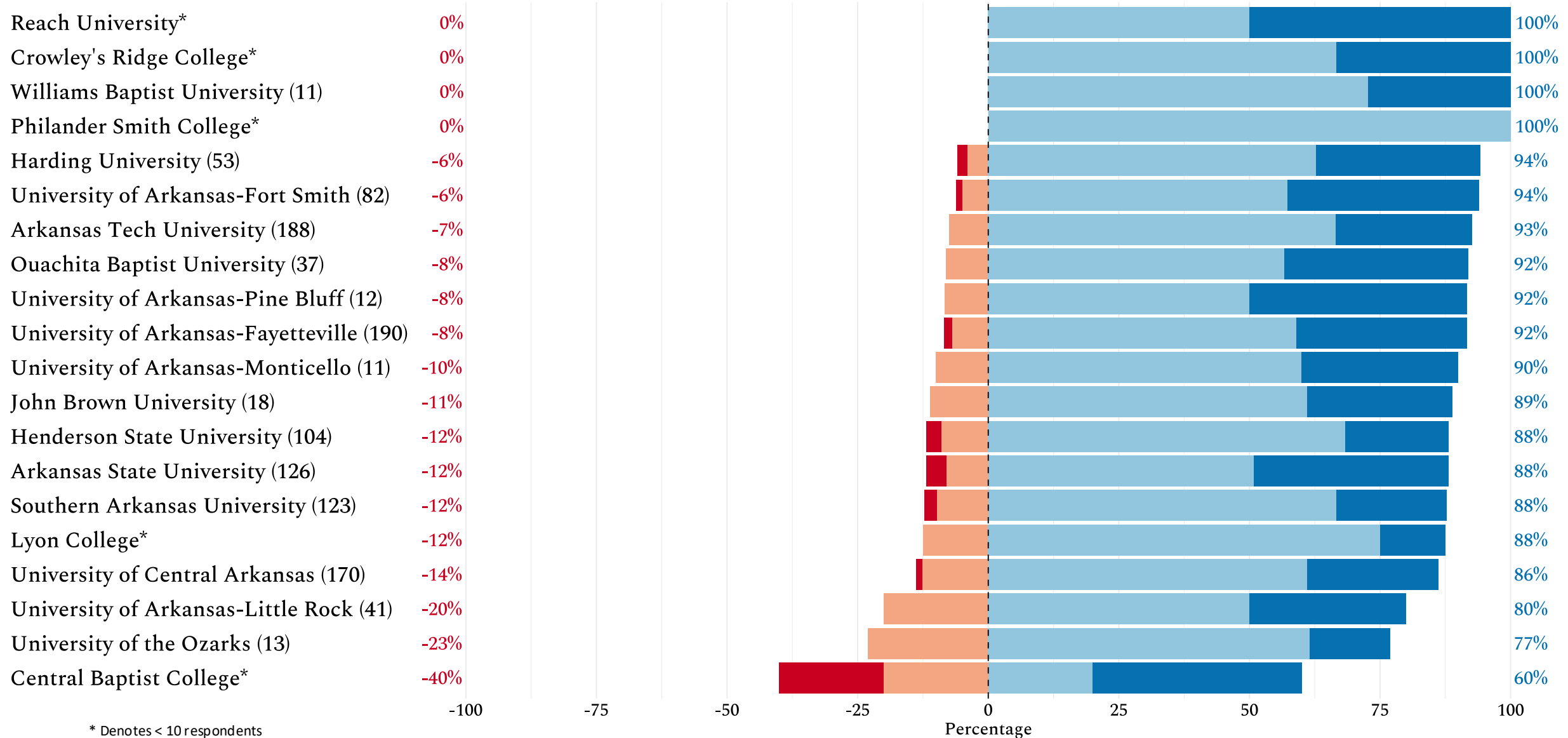
TESS Domain 3 – Statement 2, Traditional EPPs

_____’s EPP prepared them to use questioning and discussion techniques.



TESS Domain 3 – Statement 3, Traditional EPPs

_____’s EPP prepared them to engage students in learning.



* Denotes < 10 respondents

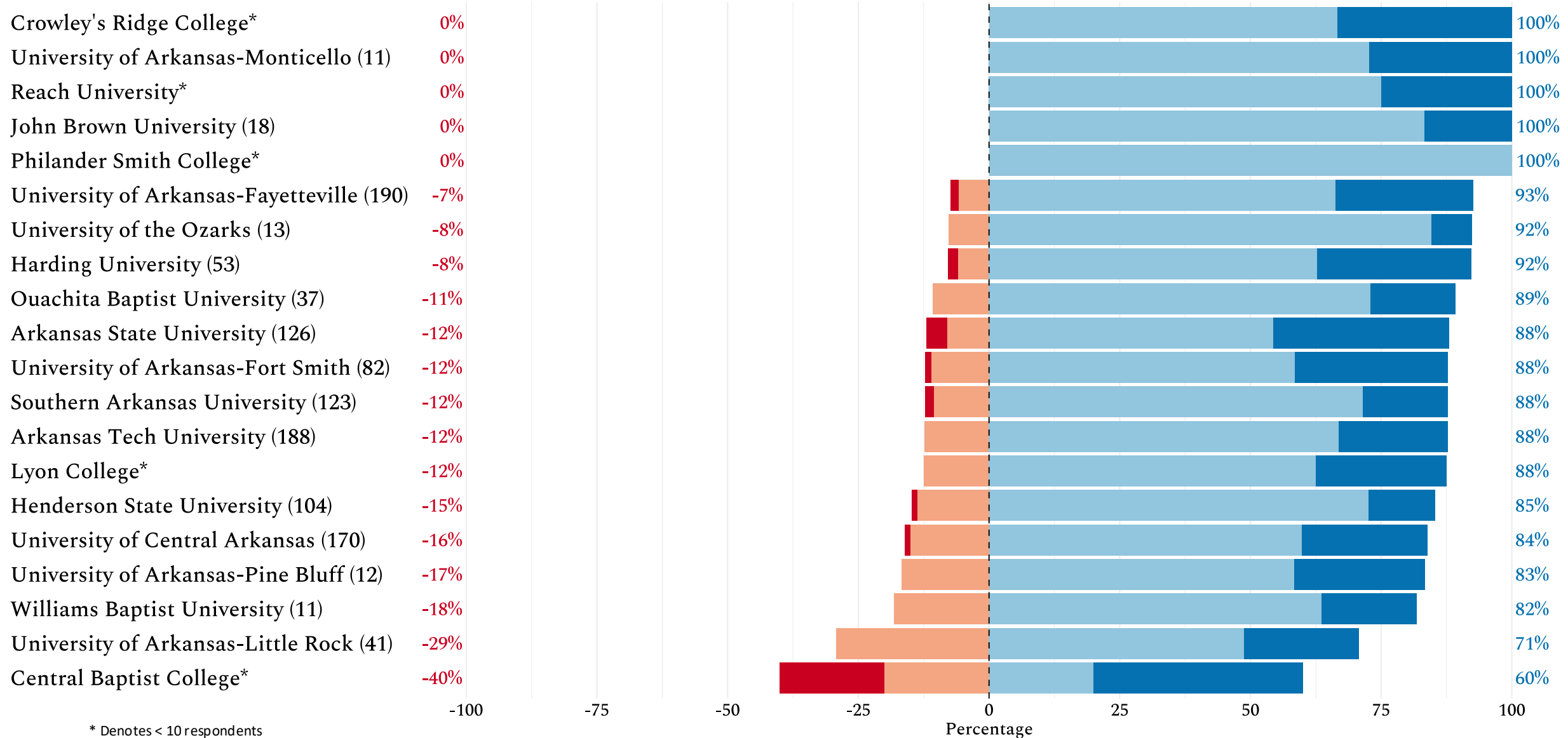
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 – Statement 4, Traditional EPPs

_____’s EPP prepared them to use assessment in instruction.



* Denotes < 10 respondents

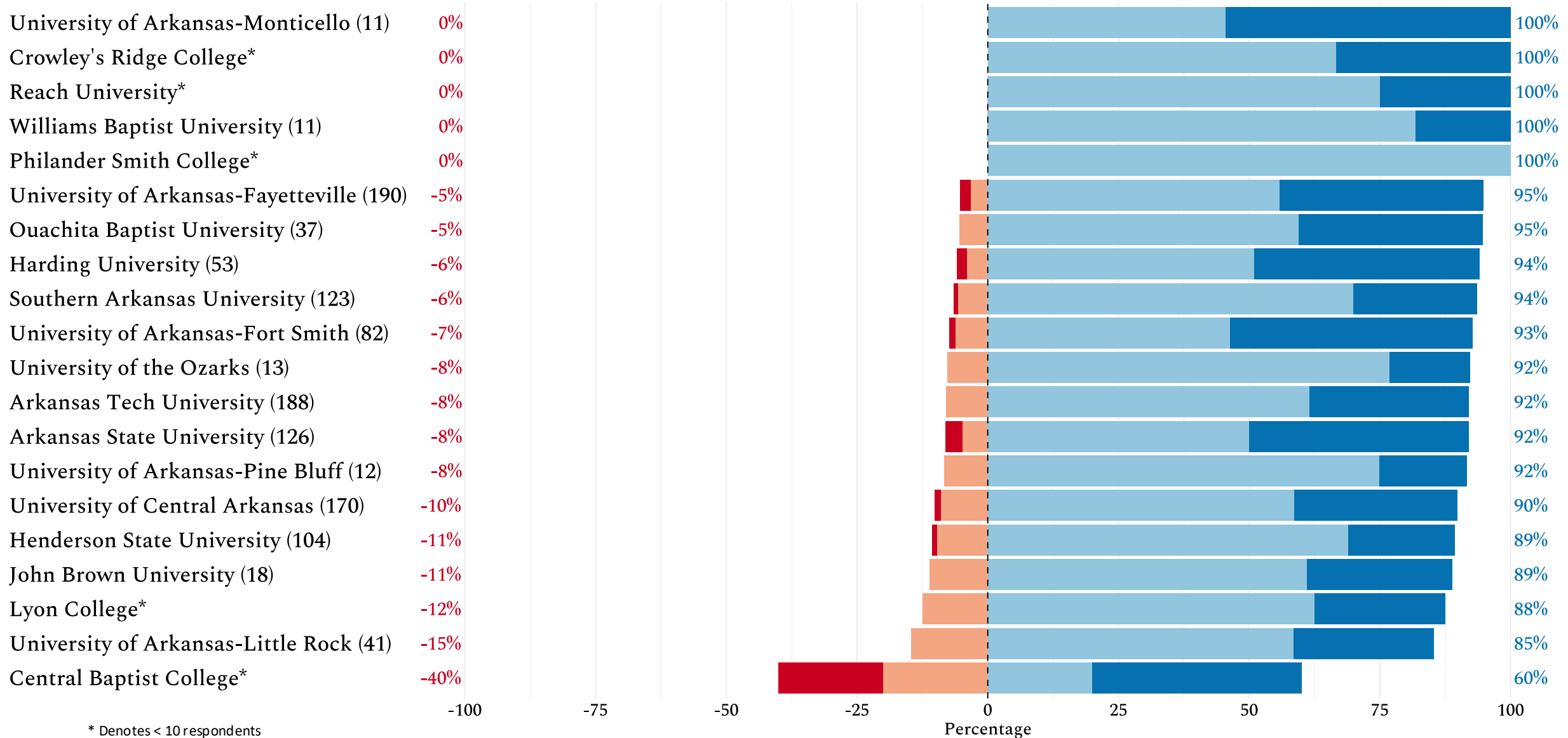
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 – Statement 5, Traditional EPPs

_____’s EPP prepared them to demonstrate flexibility and responsiveness.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

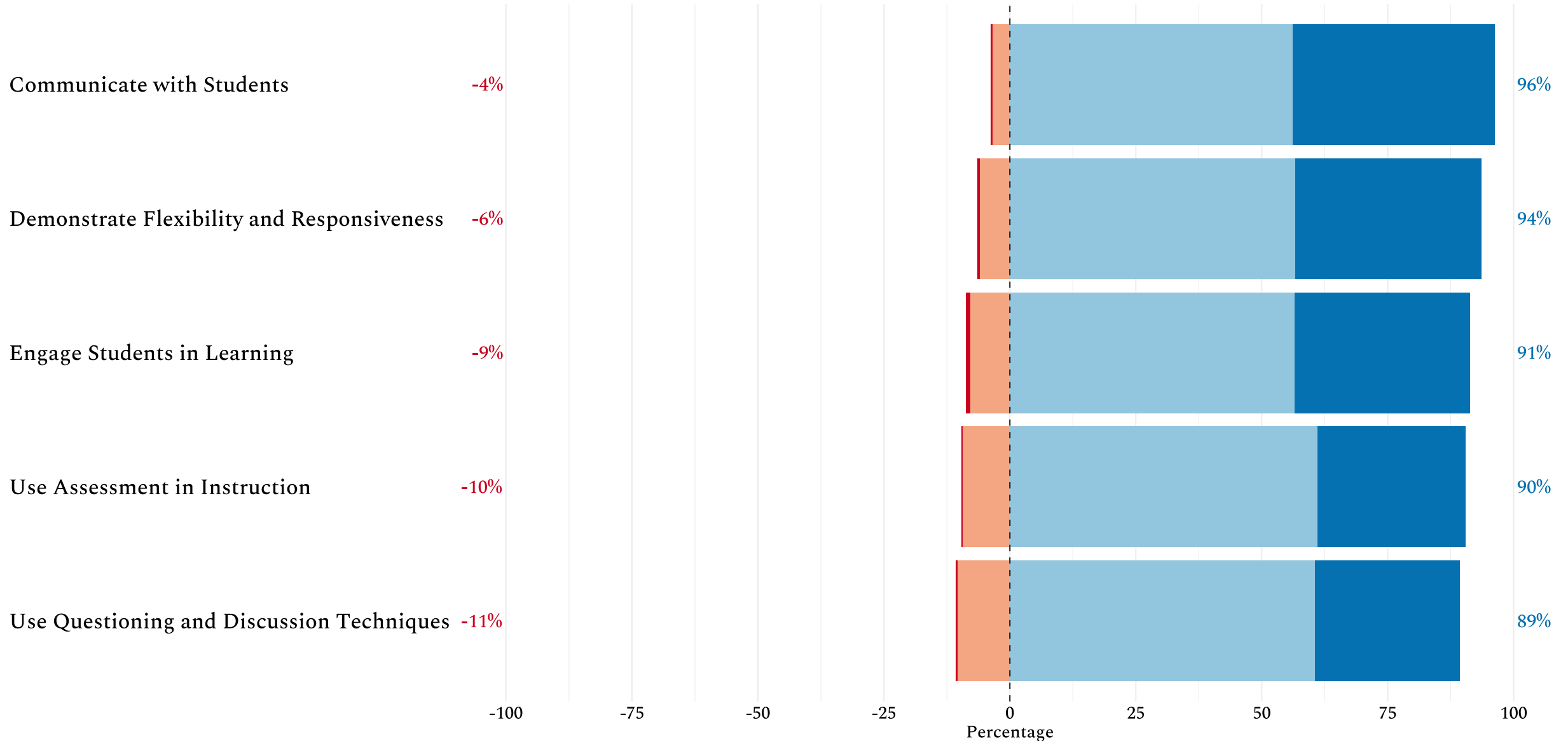
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3: Alternative EPPs

TESS Domain 3 – Alternative EPP Statement Averages

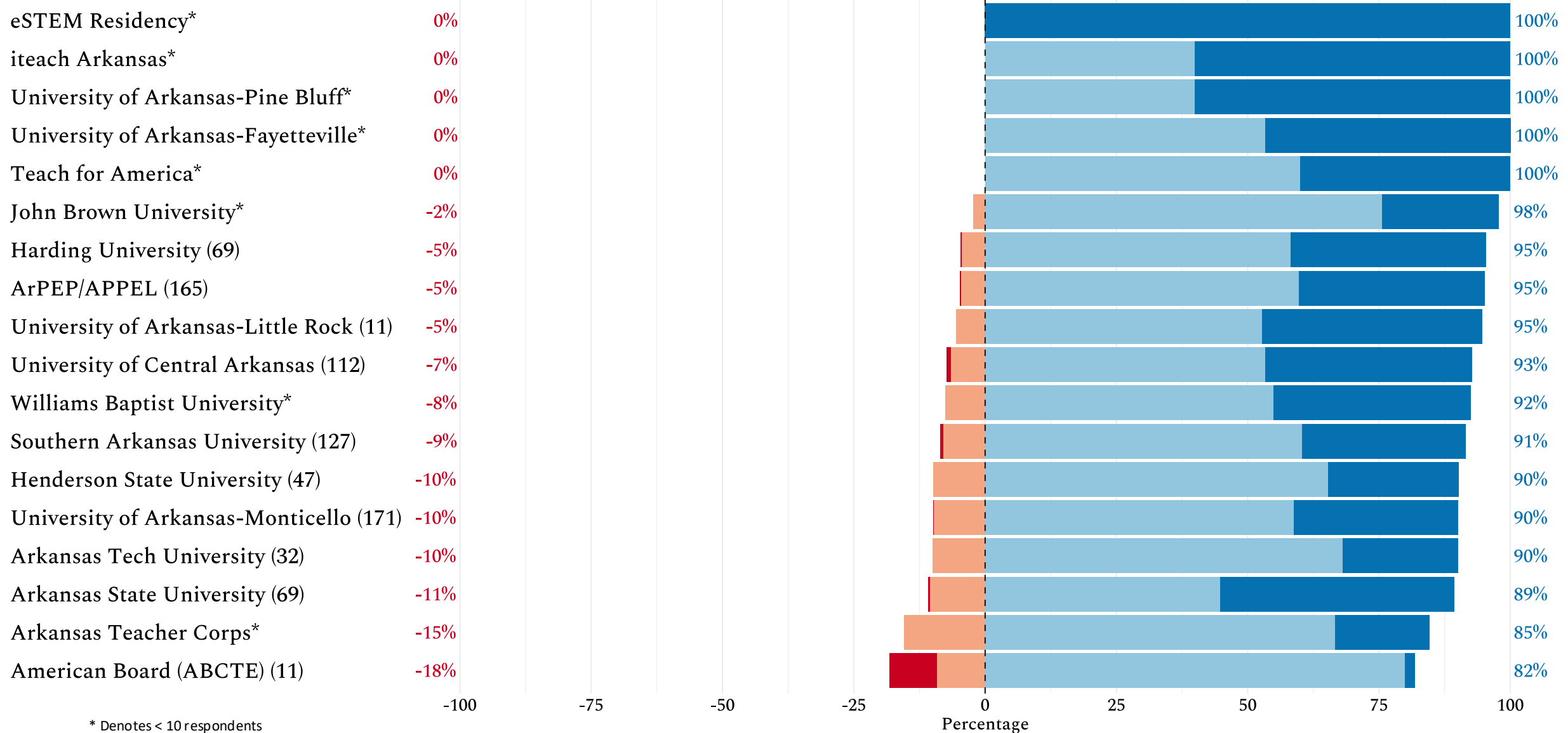
_____’s EPP prepared them to:



Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 – Alternative EPP Averages



* Denotes < 10 respondents

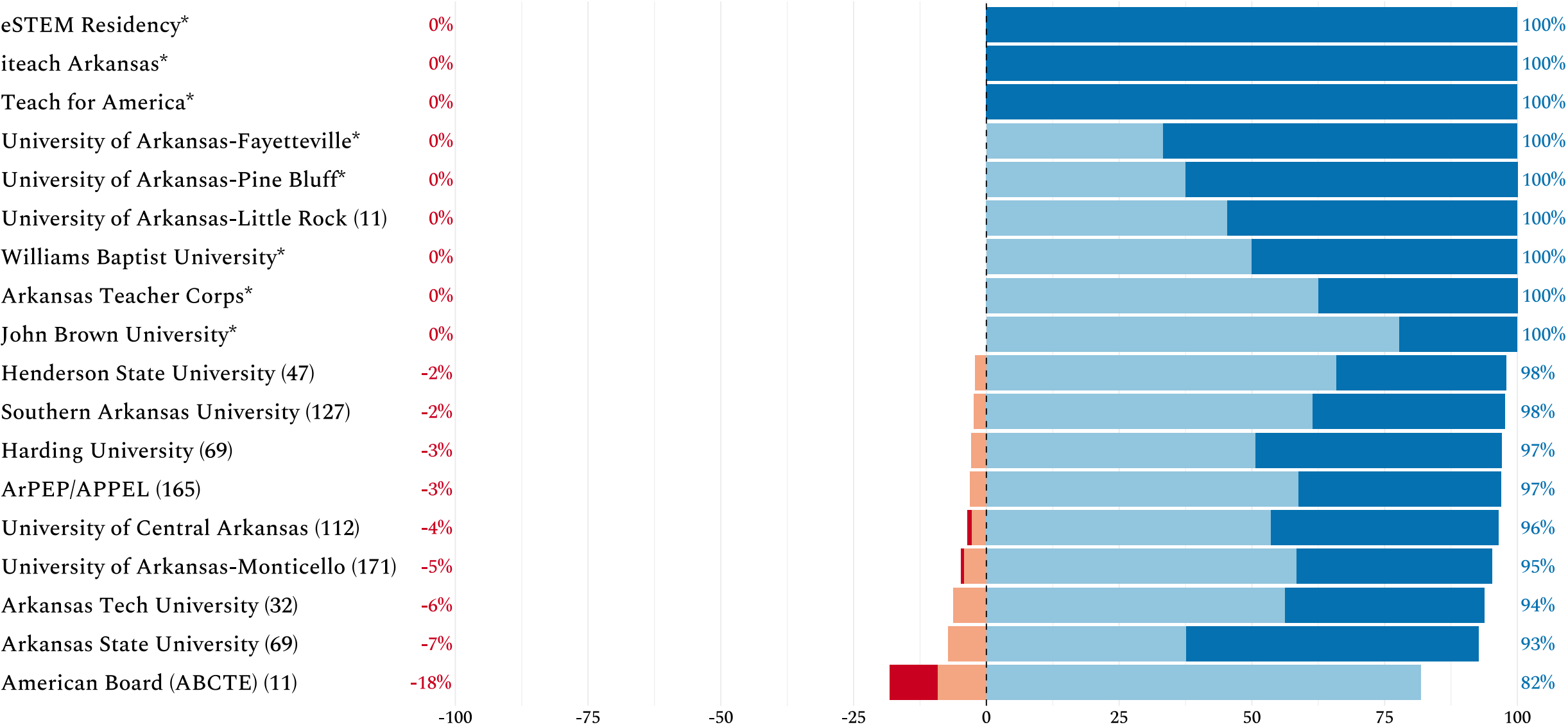
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 – Statement 1, Alternative EPPs

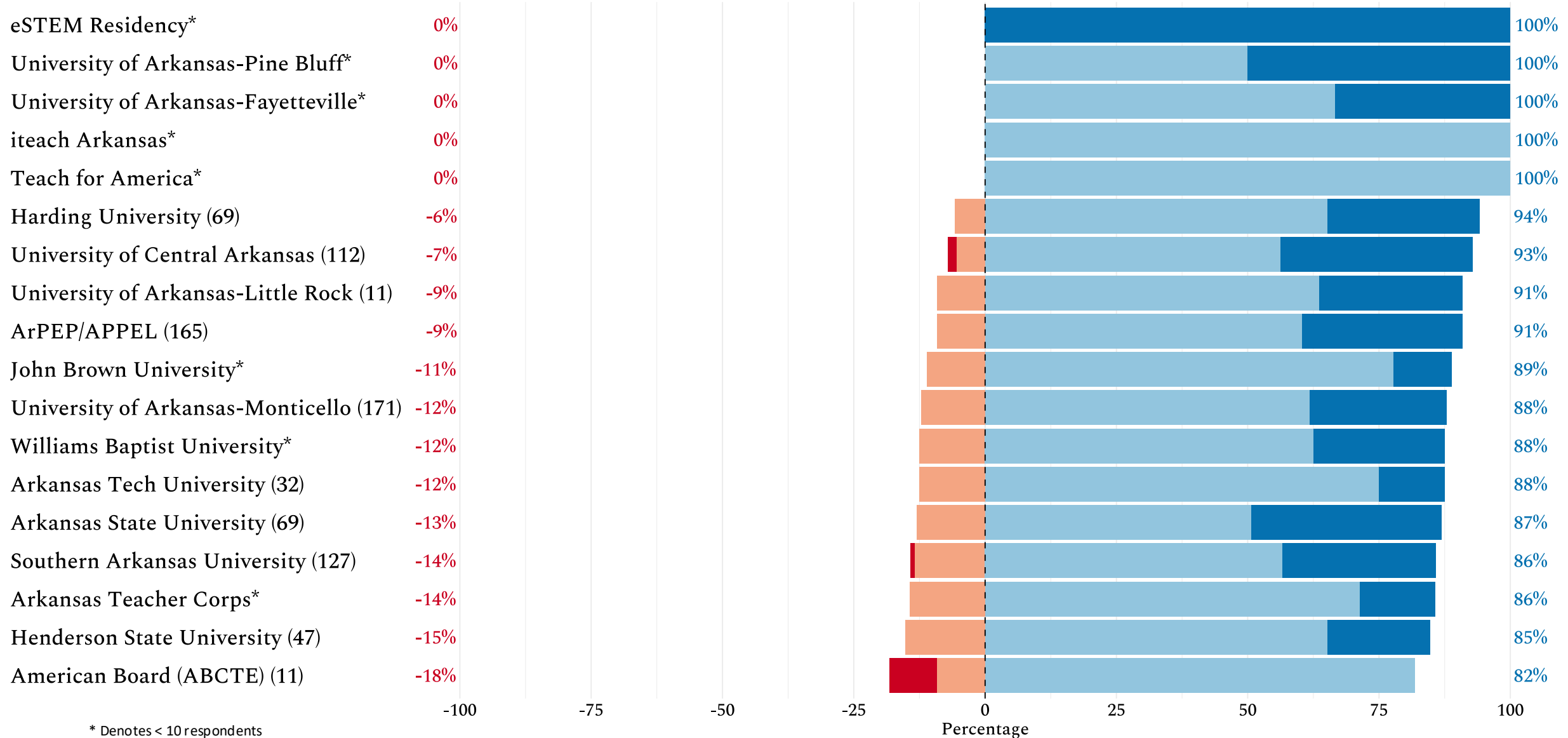
_____’s EPP prepared them to communicate with students.



* Denotes < 10 respondents
 Red numbers = Negative Response Percentage
 Blue numbers = Positive Response Percentage

TESS Domain 3 – Statement 2, Alternative EPPs

_____’s EPP prepared them to use questioning and discussion techniques.



* Denotes < 10 respondents

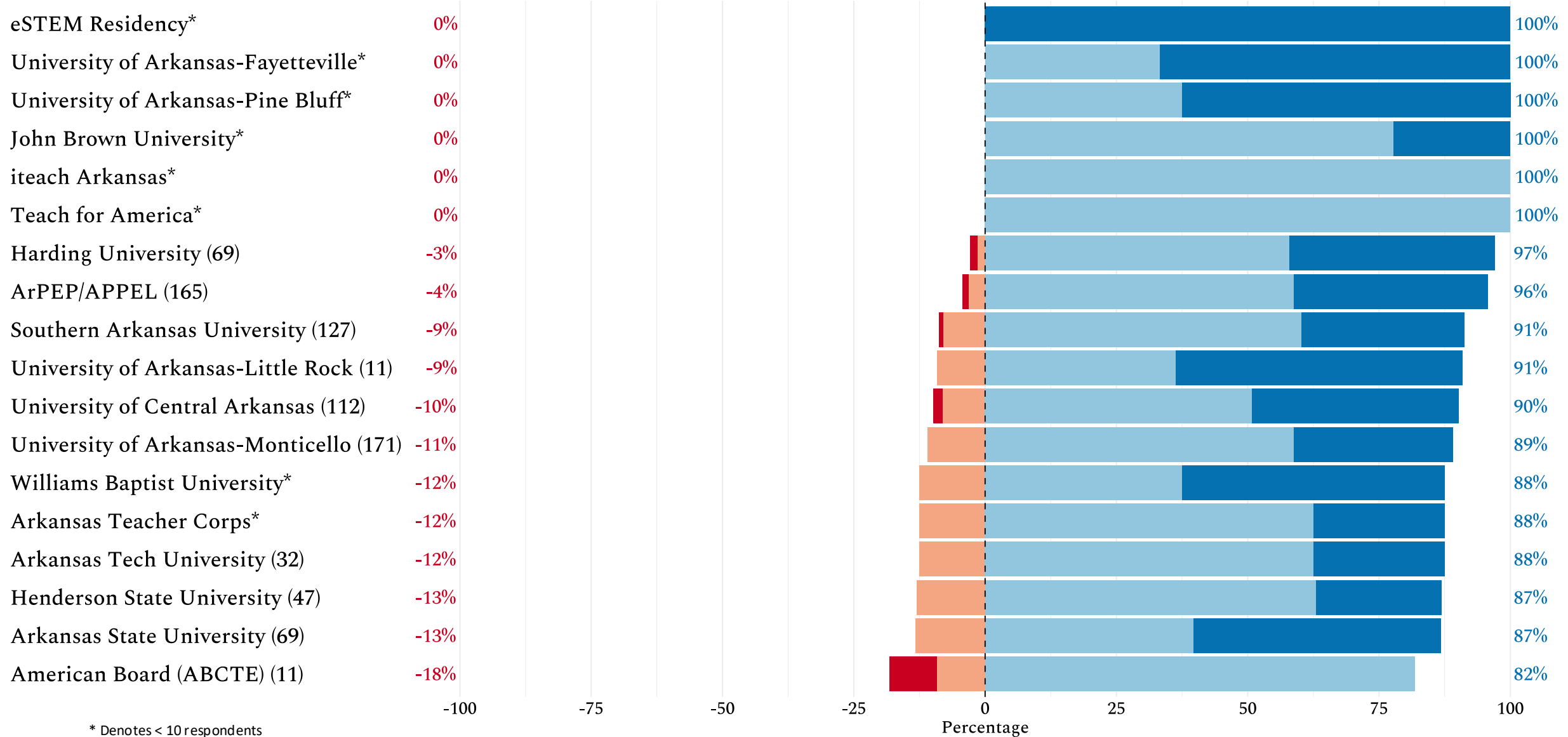
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 – Statement 3, Alternative EPPs

_____’s EPP prepared them to engage students in learning.



* Denotes < 10 respondents

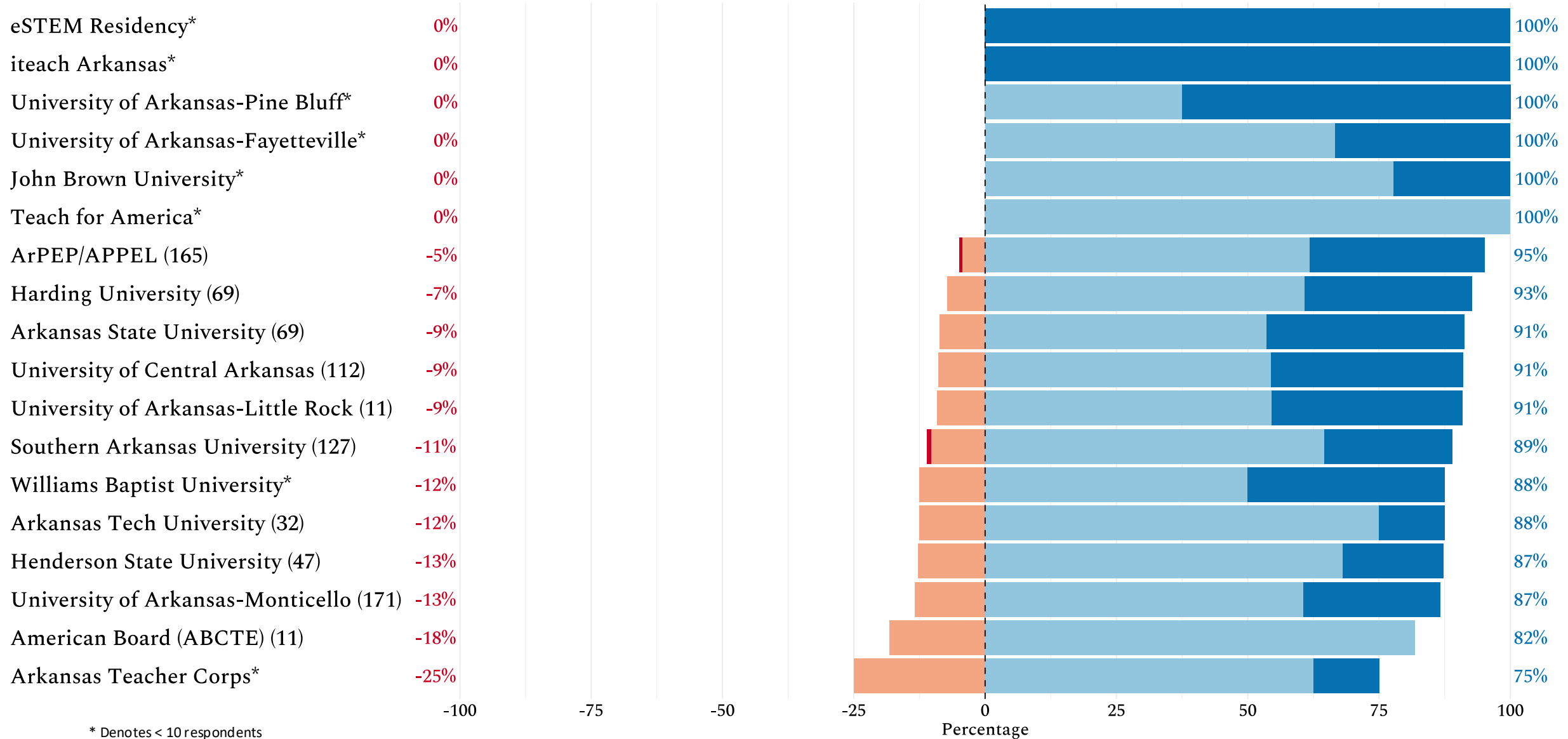
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 – Statement 4, Alternative EPPs

_____’s EPP prepared them to use assessment in instruction.



* Denotes < 10 respondents

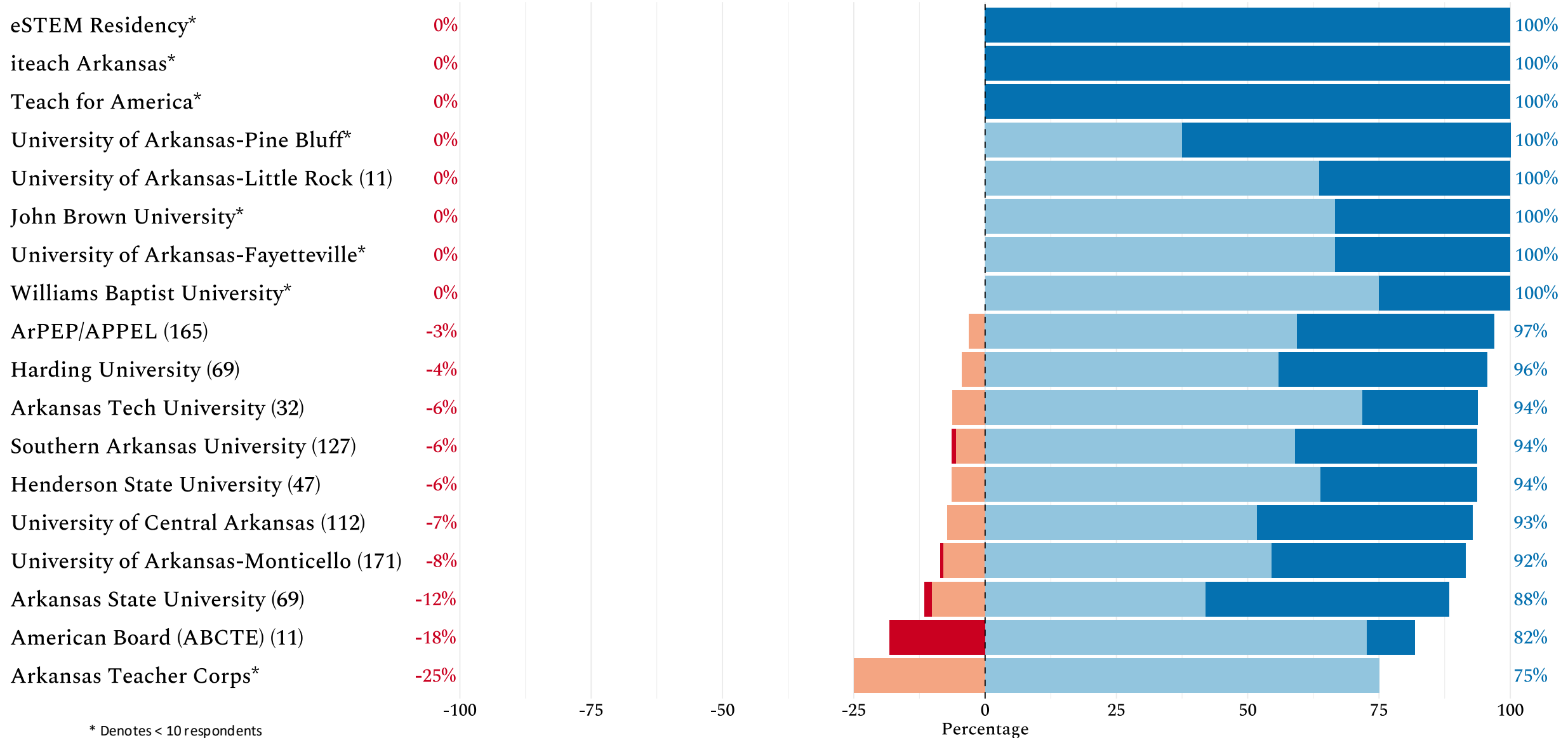
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 – Statement 5, Alternative EPPs

_____’s EPP prepared them to demonstrate flexibility and responsiveness.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

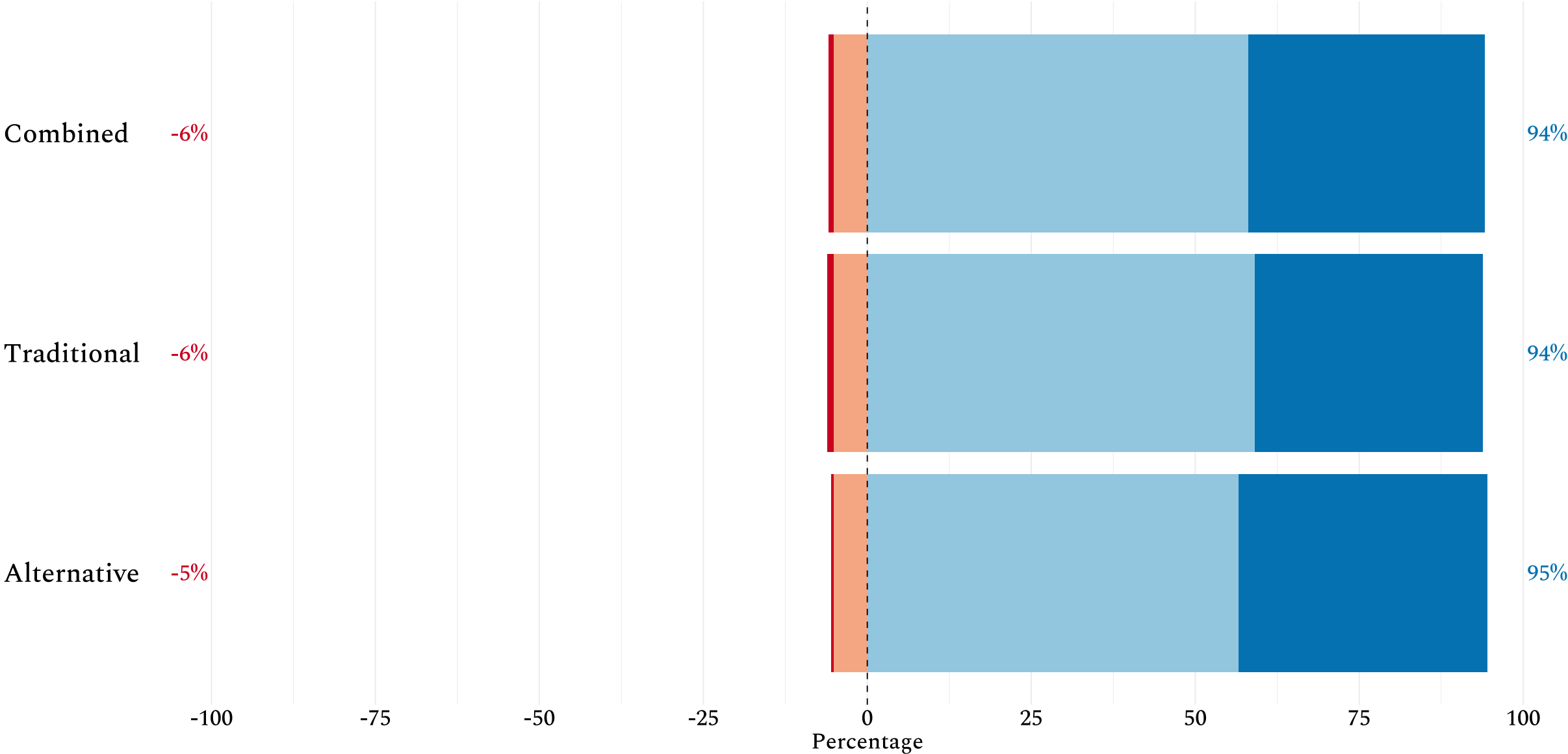
Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4: Professional Responsibilities

For **TESS Domain 4**, we asked supervisors how well prepared recent EPP completers were to :

1. Reflect on teaching
2. Maintain accurate records
3. Communicate with families
4. Participate in professional community
5. Grow professionally
6. Show professionalism

TESS Domain 4 – Overall Averages

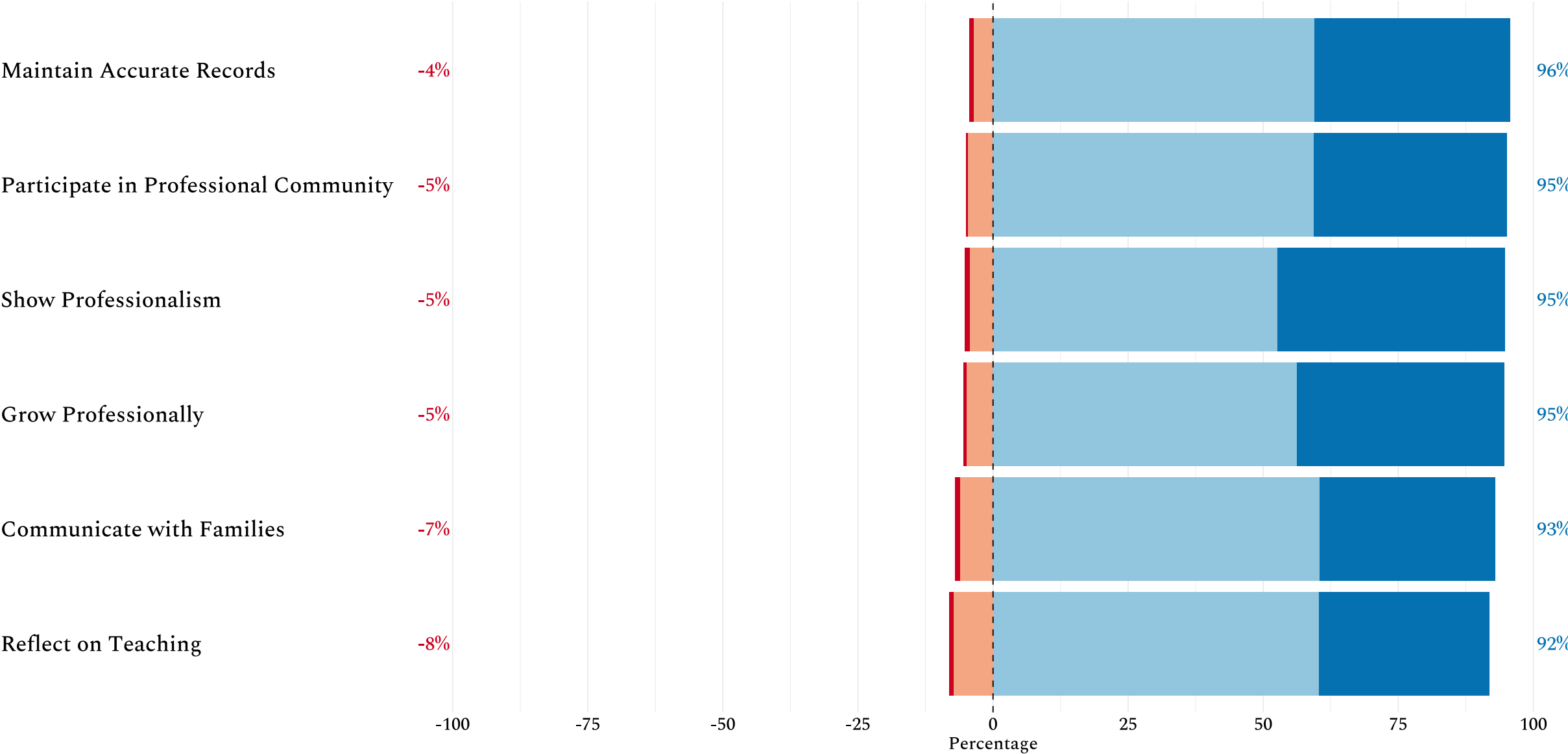


Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 - Statement Averages

_____’s EPP prepared them to:



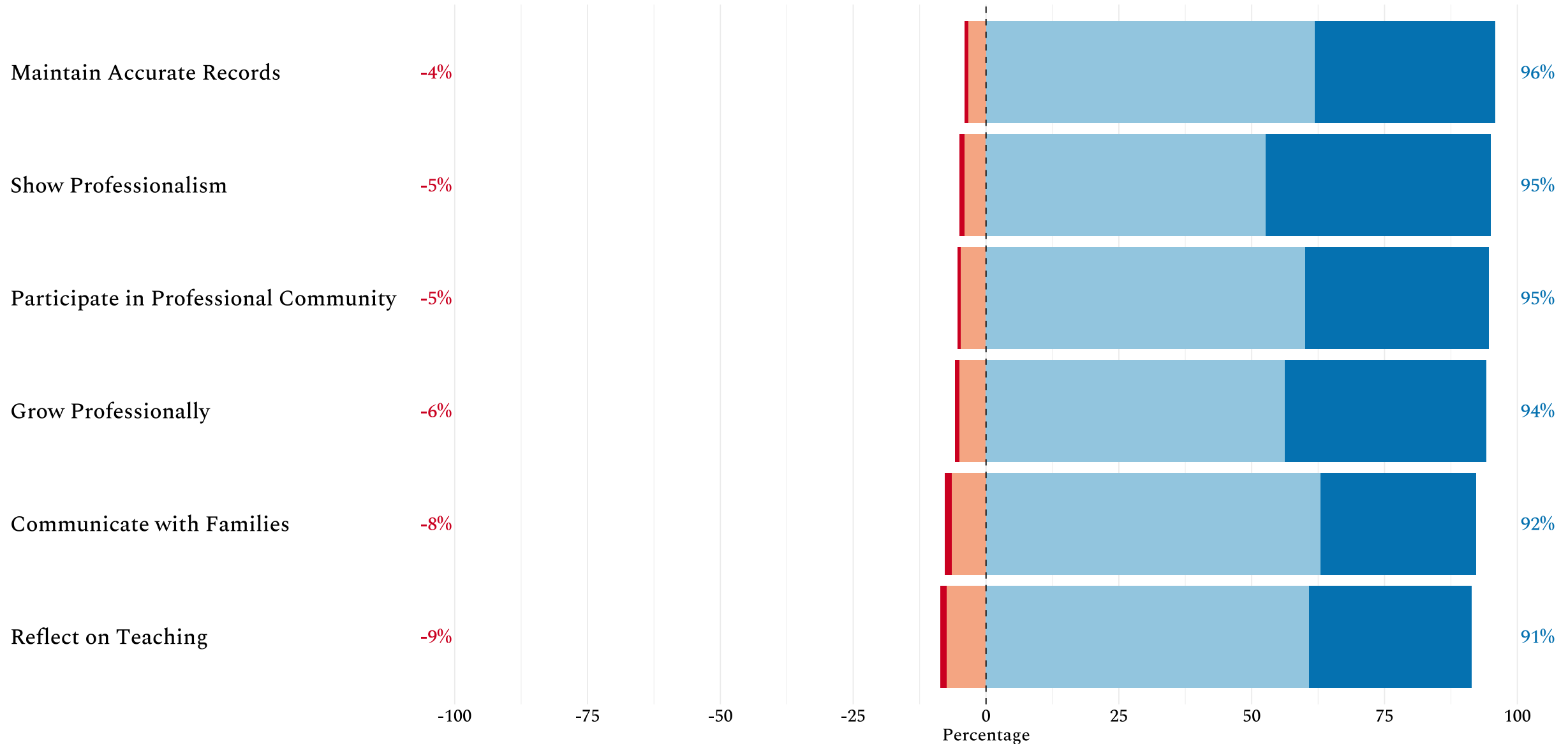
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4: Traditional EPPs

TESS Domain 4 – Traditional EPP Statement Averages

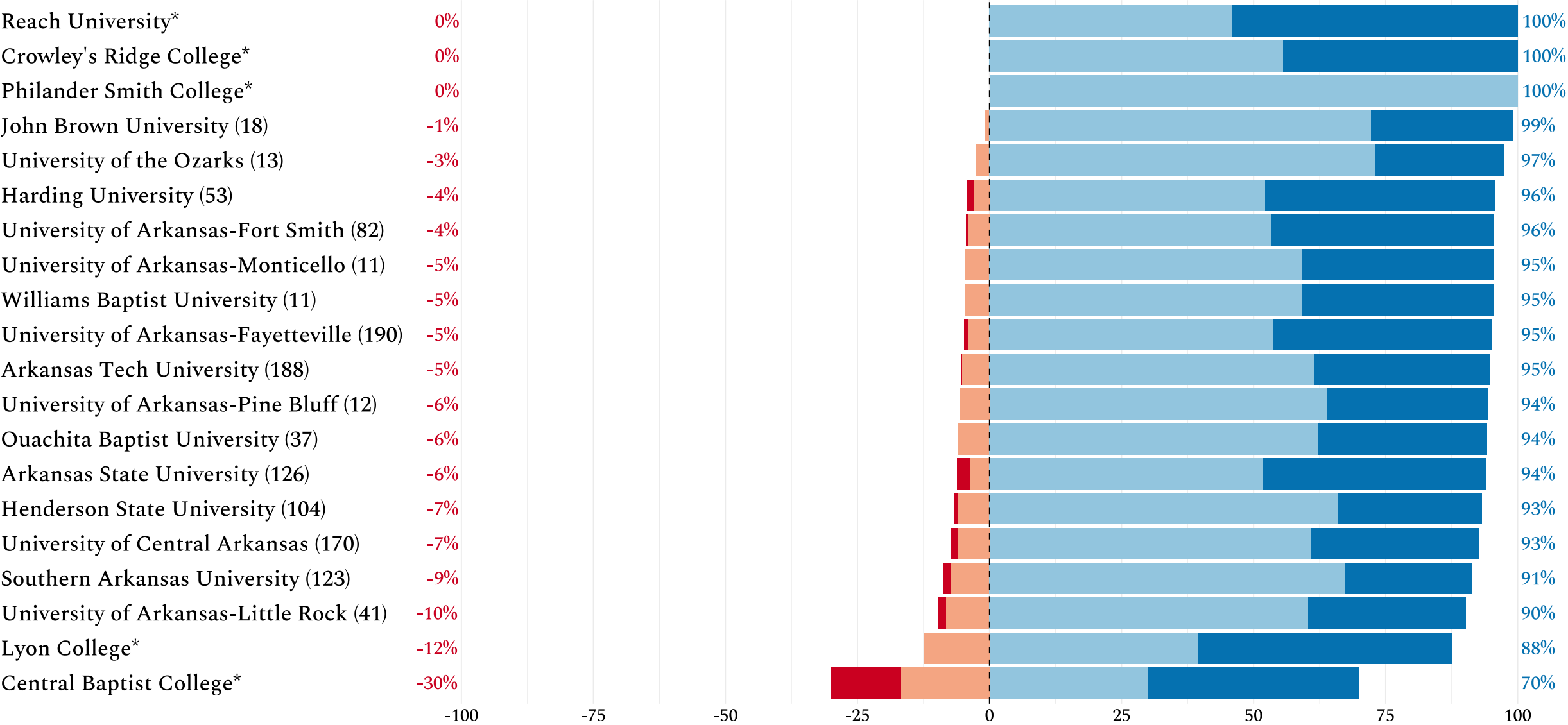
_____’s EPP prepared them to:



Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

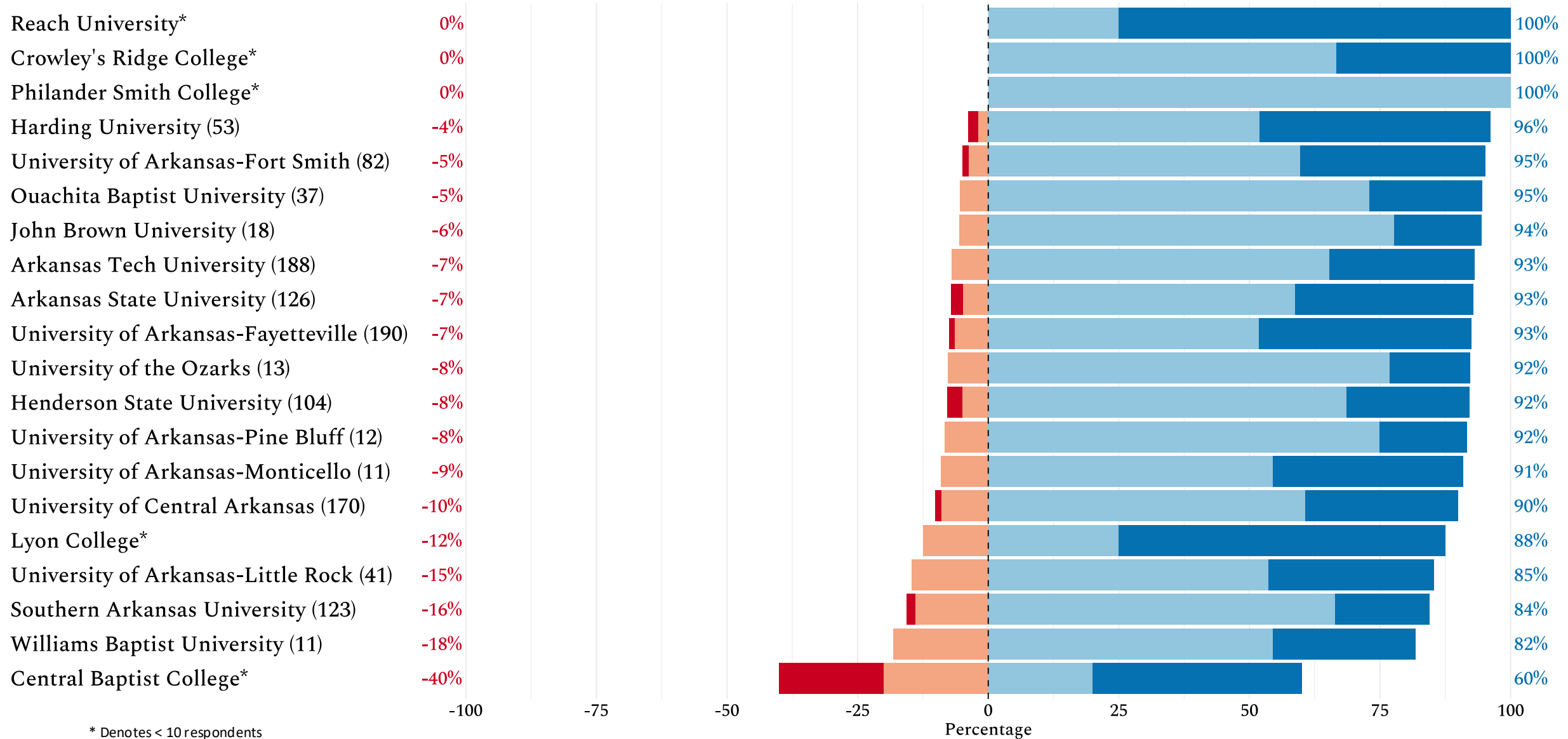
TESS Domain 4 – Traditional EPP Averages



* Denotes < 10 respondents
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

TESS Domain 4 – Statement 1, Traditional EPPs

_____’s EPP prepared them to reflect on teaching.



* Denotes < 10 respondents

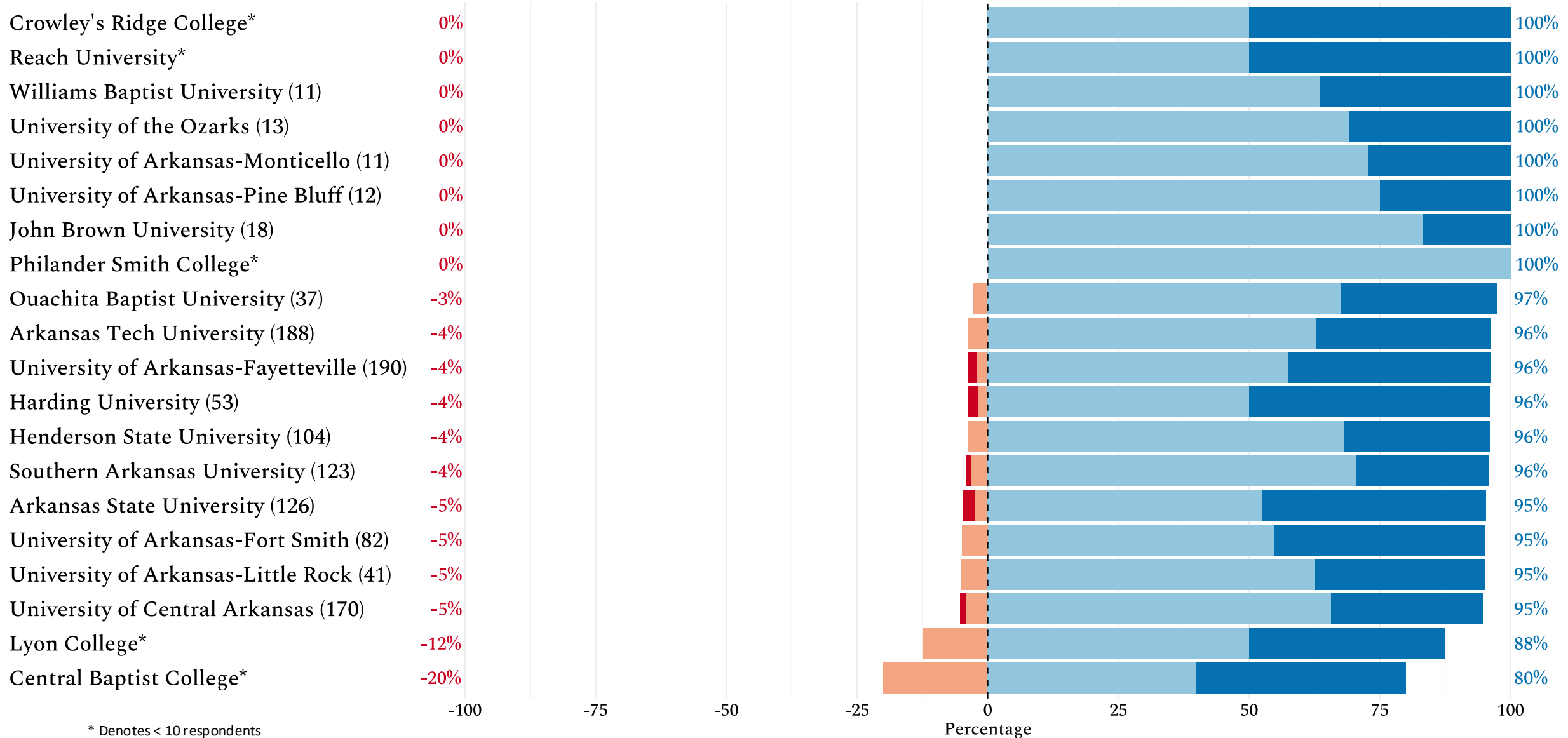
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 2, Traditional EPPs

_____’s EPP prepared them to maintain accurate records.



* Denotes < 10 respondents

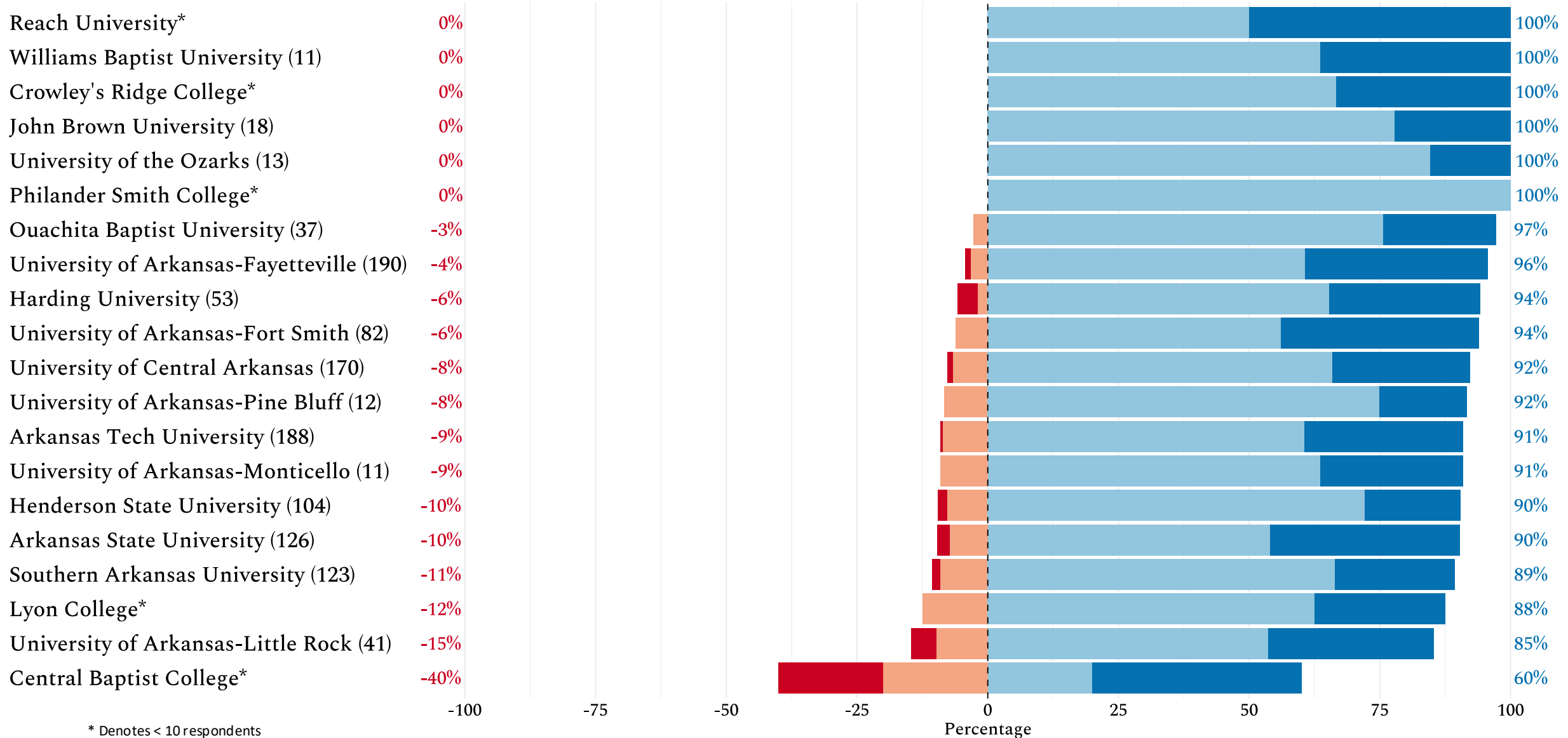
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 3, Traditional EPPs

_____’s EPP prepared them to communicate with families.



* Denotes < 10 respondents

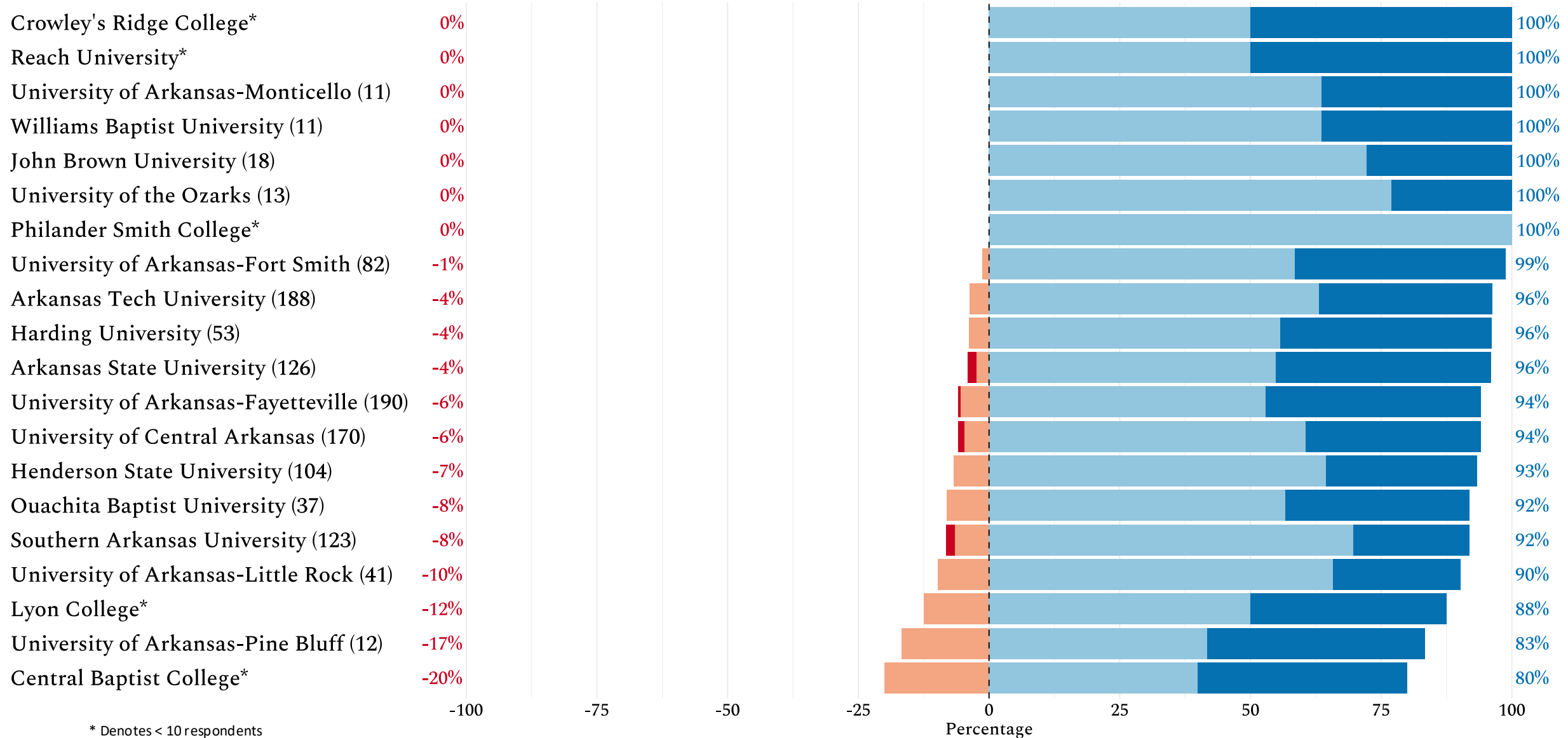
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 4, Traditional EPPs

_____’s EPP prepared them to participate in professional community.



* Denotes < 10 respondents

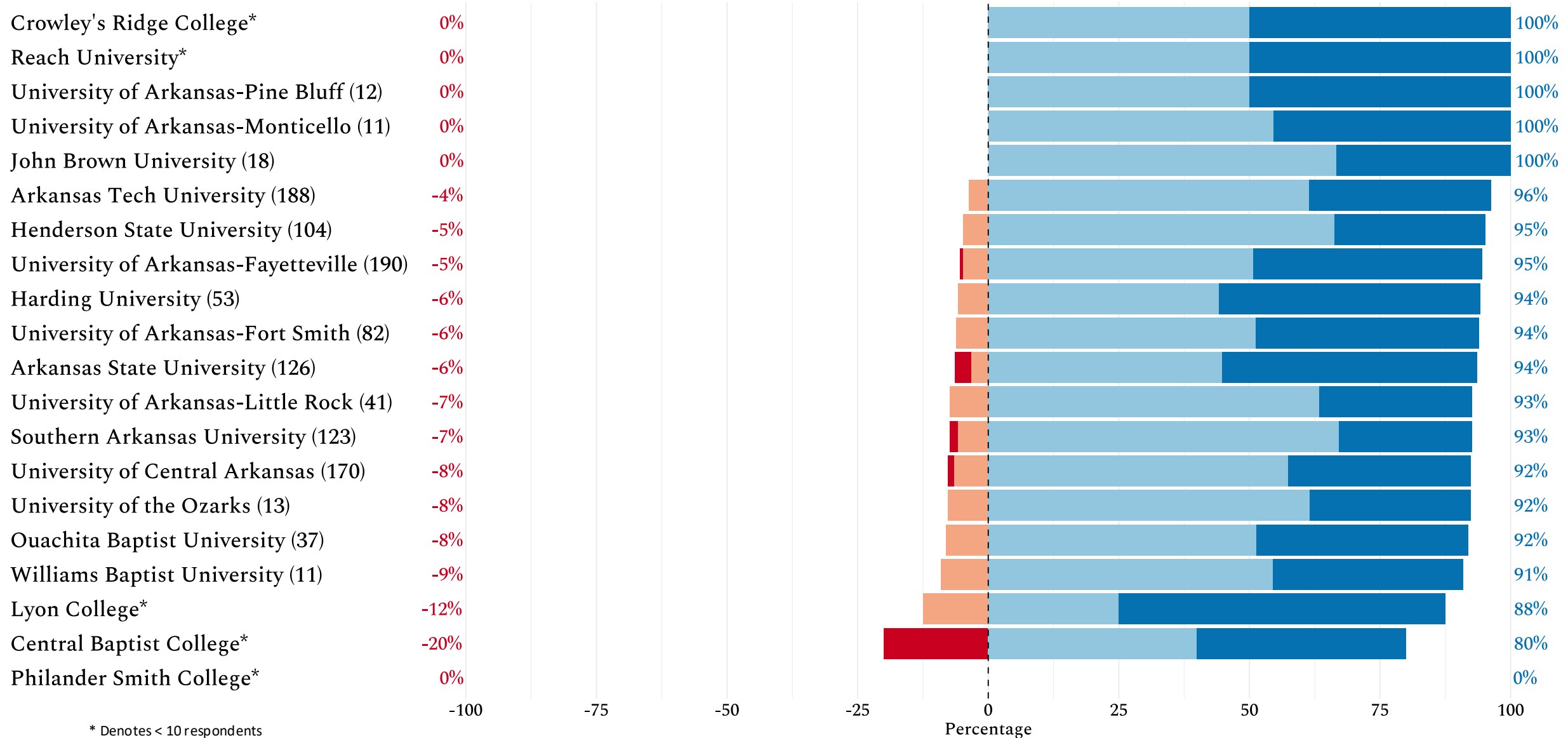
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 5, Traditional EPPs

_____’s EPP prepared them to grow professionally.



* Denotes < 10 respondents

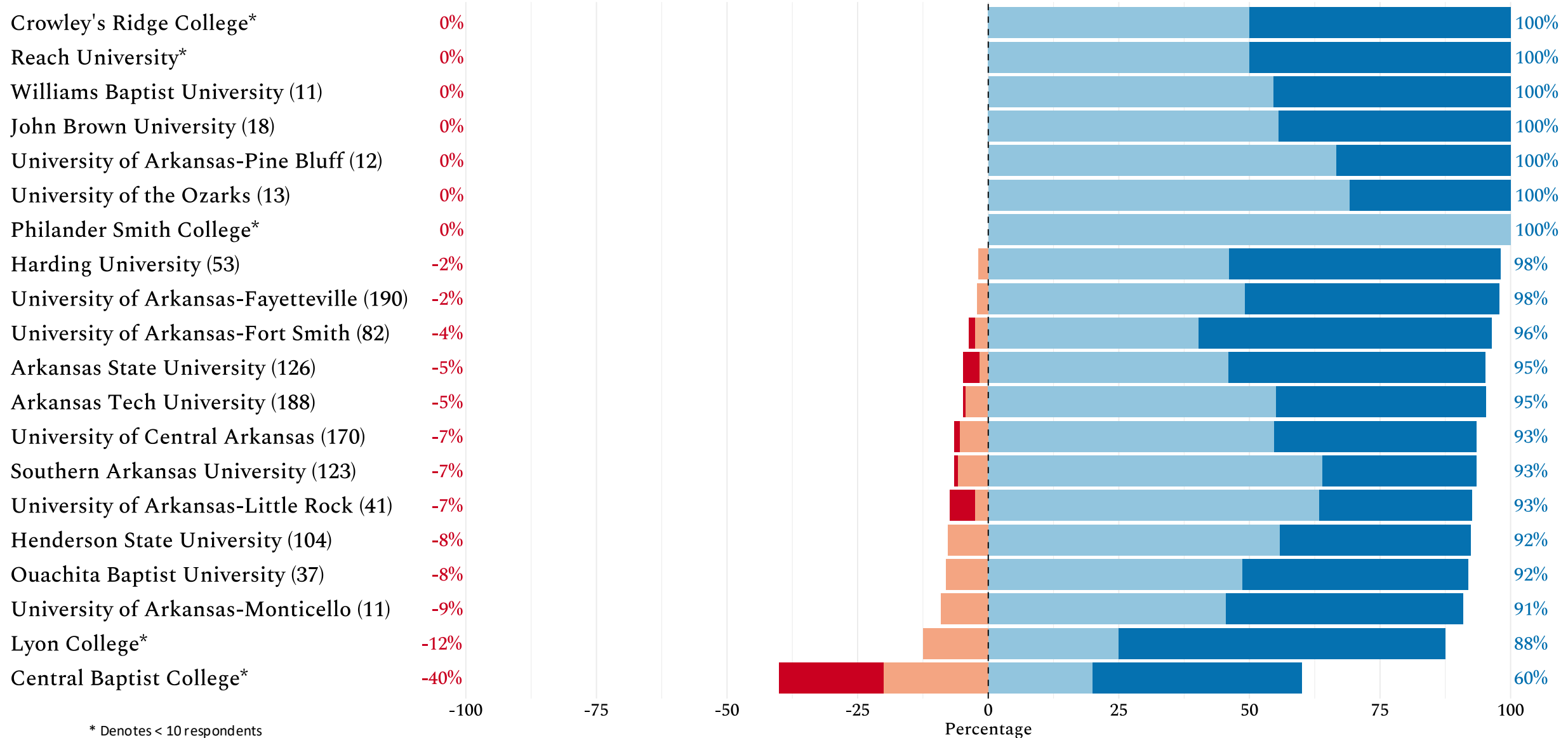
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 6, Traditional EPPs

_____’s EPP prepared them to show professionalism.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

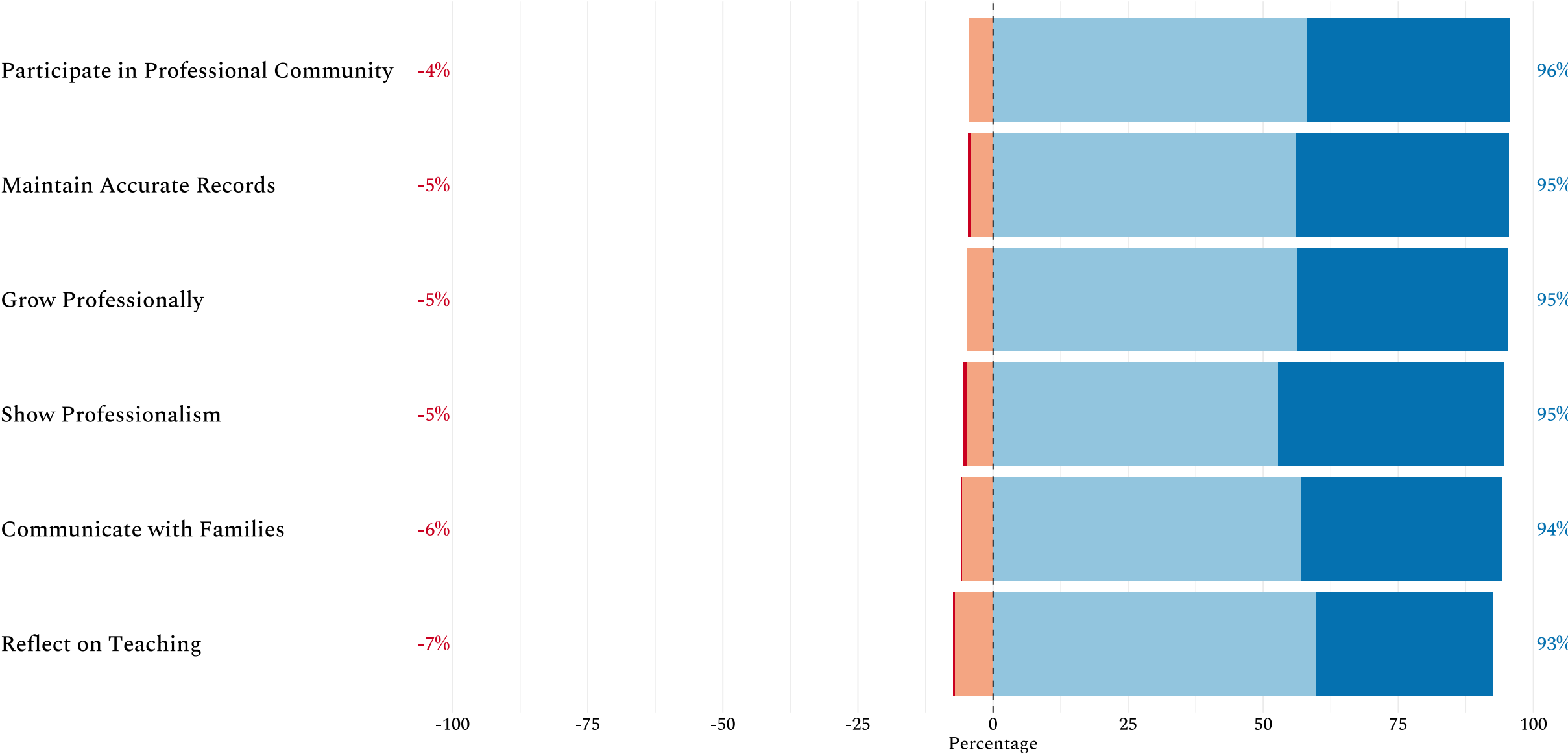
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4: Alternative EPPs

TESS Domain 4 – Alternative EPP Statement Averages

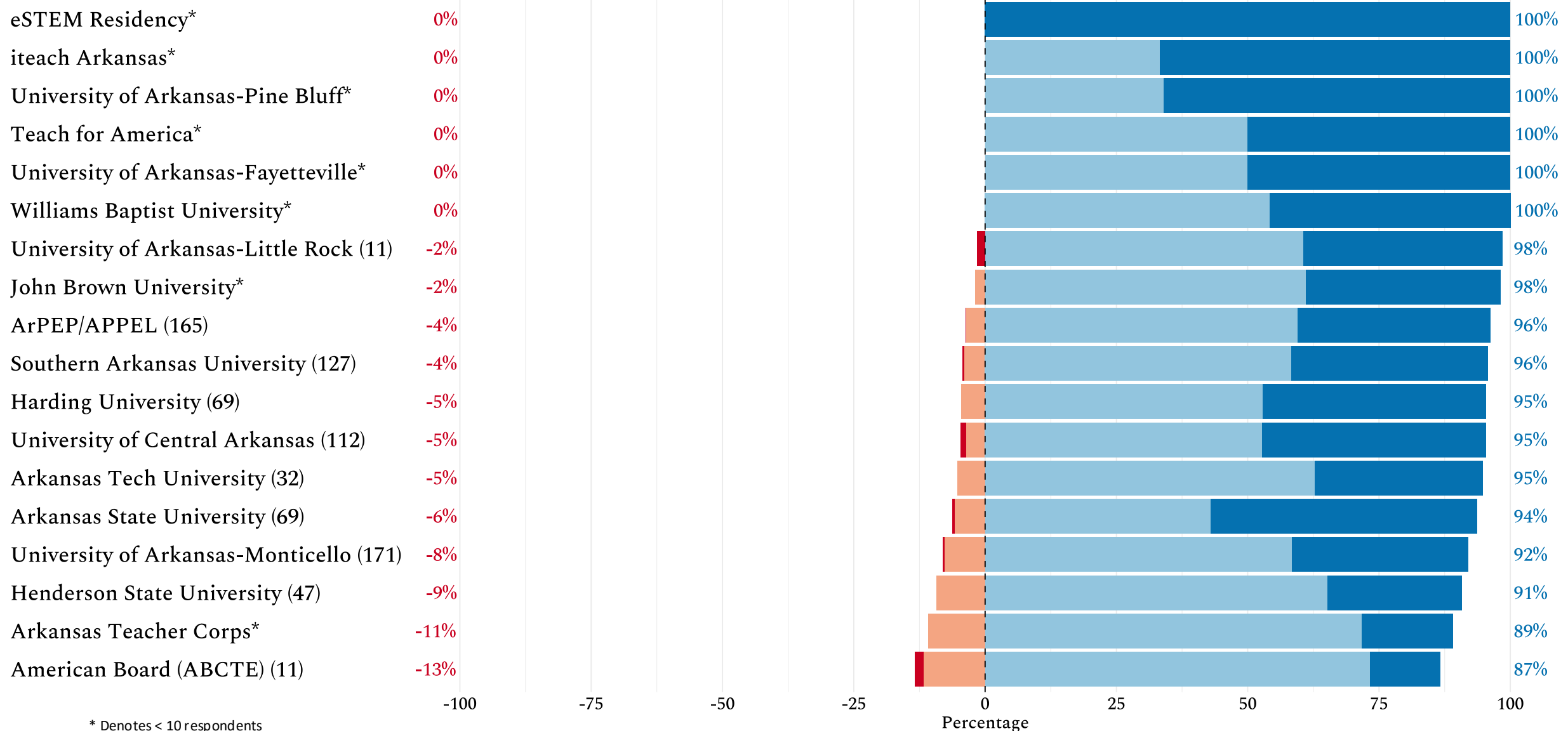
_____’s EPP prepared them to:



Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Alternative EPP Averages



* Denotes < 10 respondents

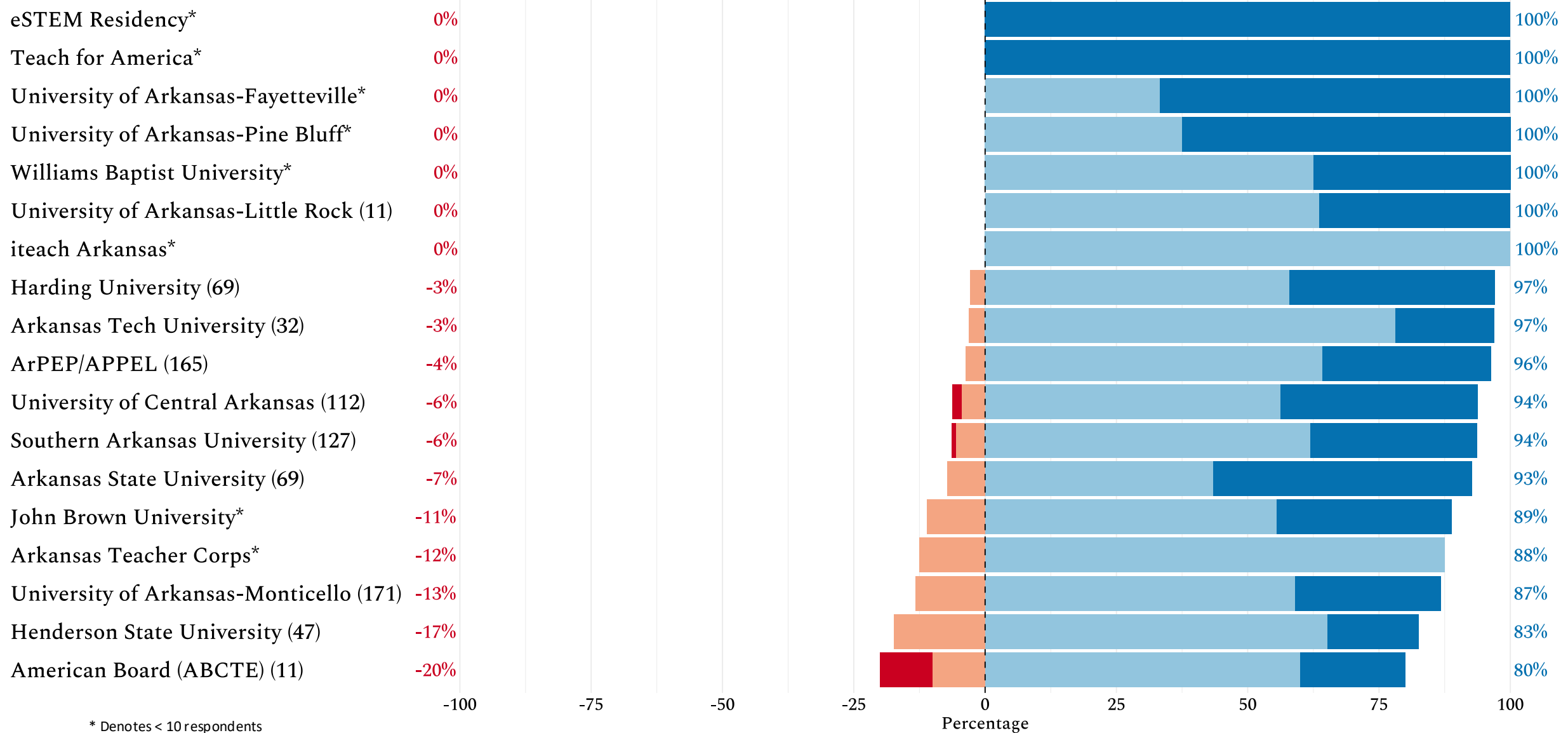
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 1, Alternative EPPs

_____’s EPP prepared them to reflect on teaching.



* Denotes < 10 respondents

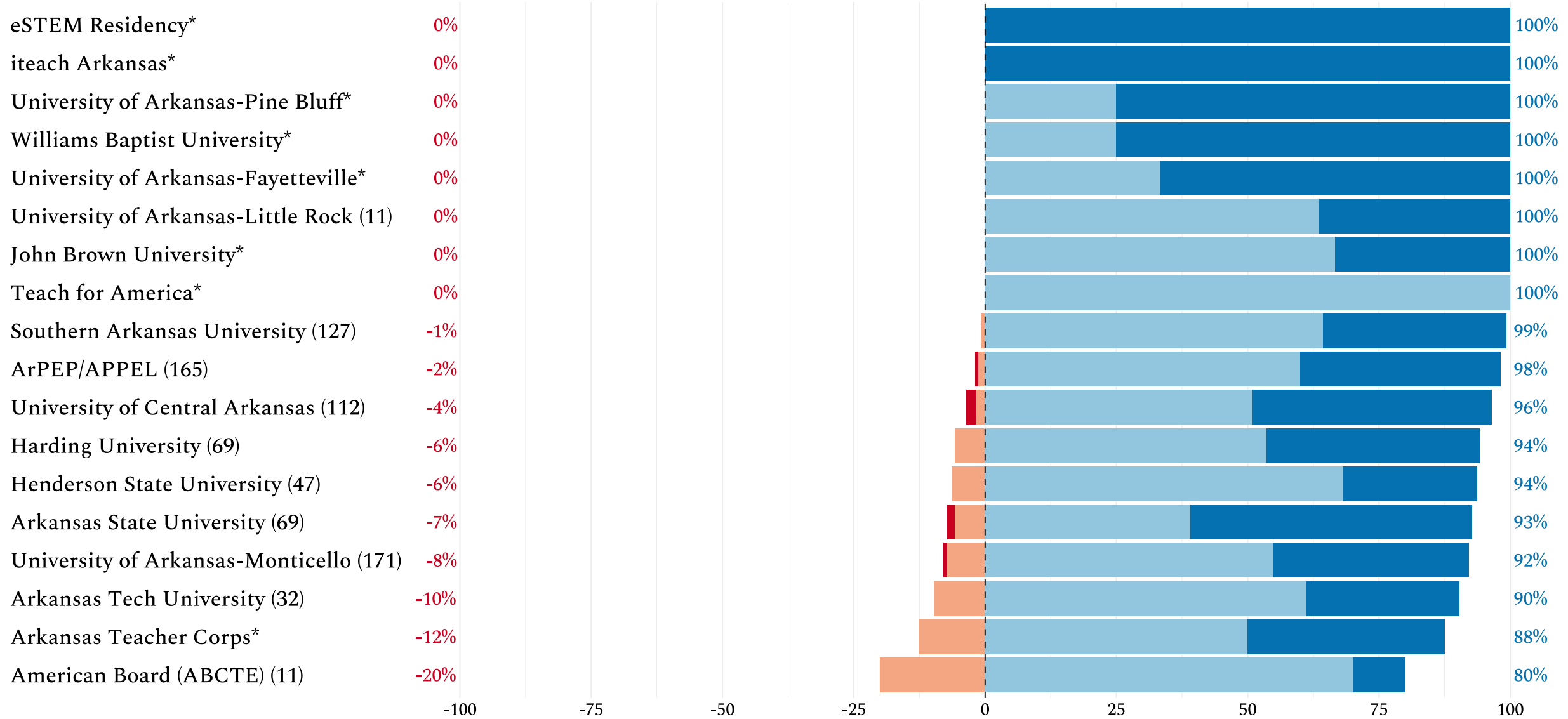
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 2, Alternative EPPs

_____’s EPP prepared them to maintain accurate records.



* Denotes < 10 respondents

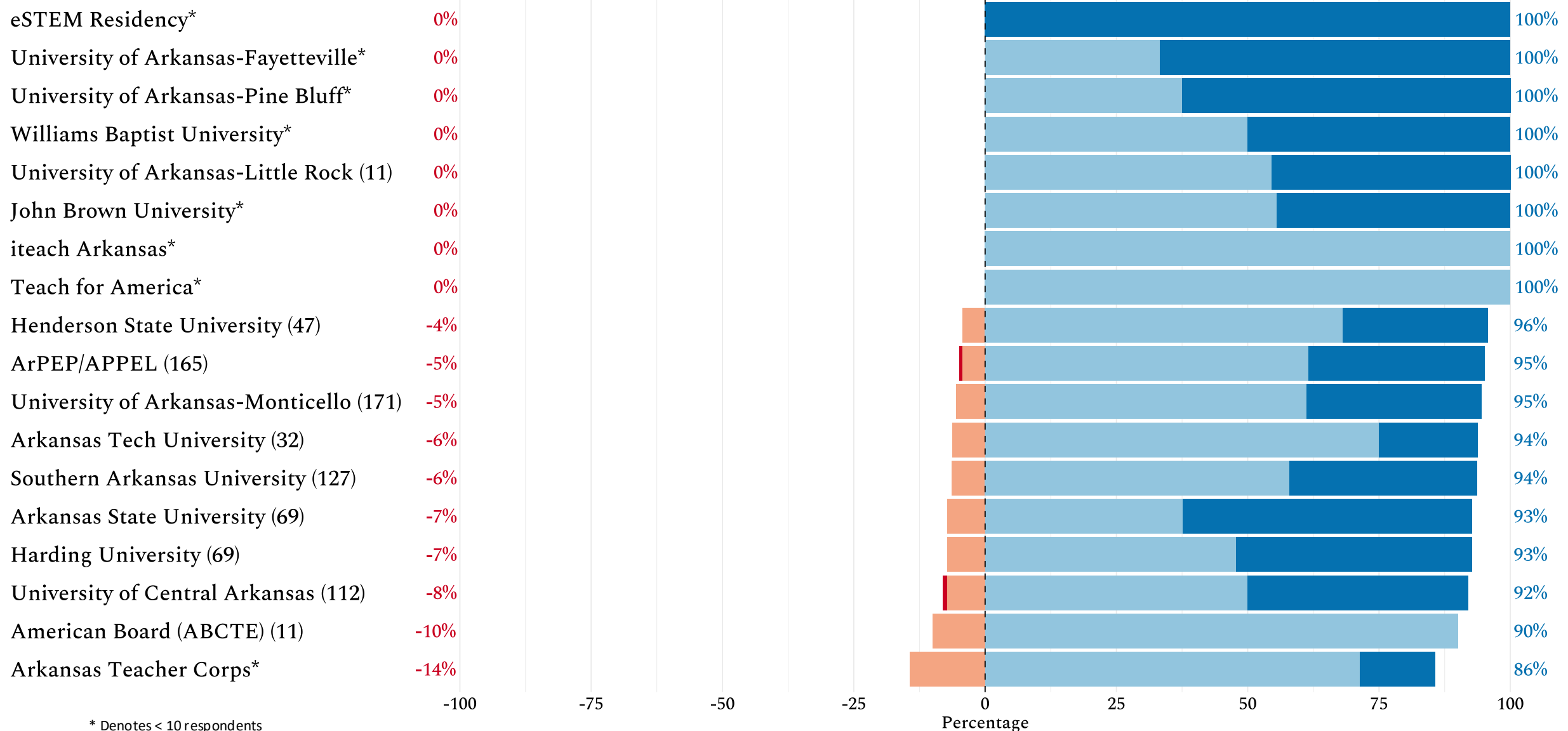
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 3, Alternative EPPs

_____’s EPP prepared them to communicate with families.



* Denotes < 10 respondents

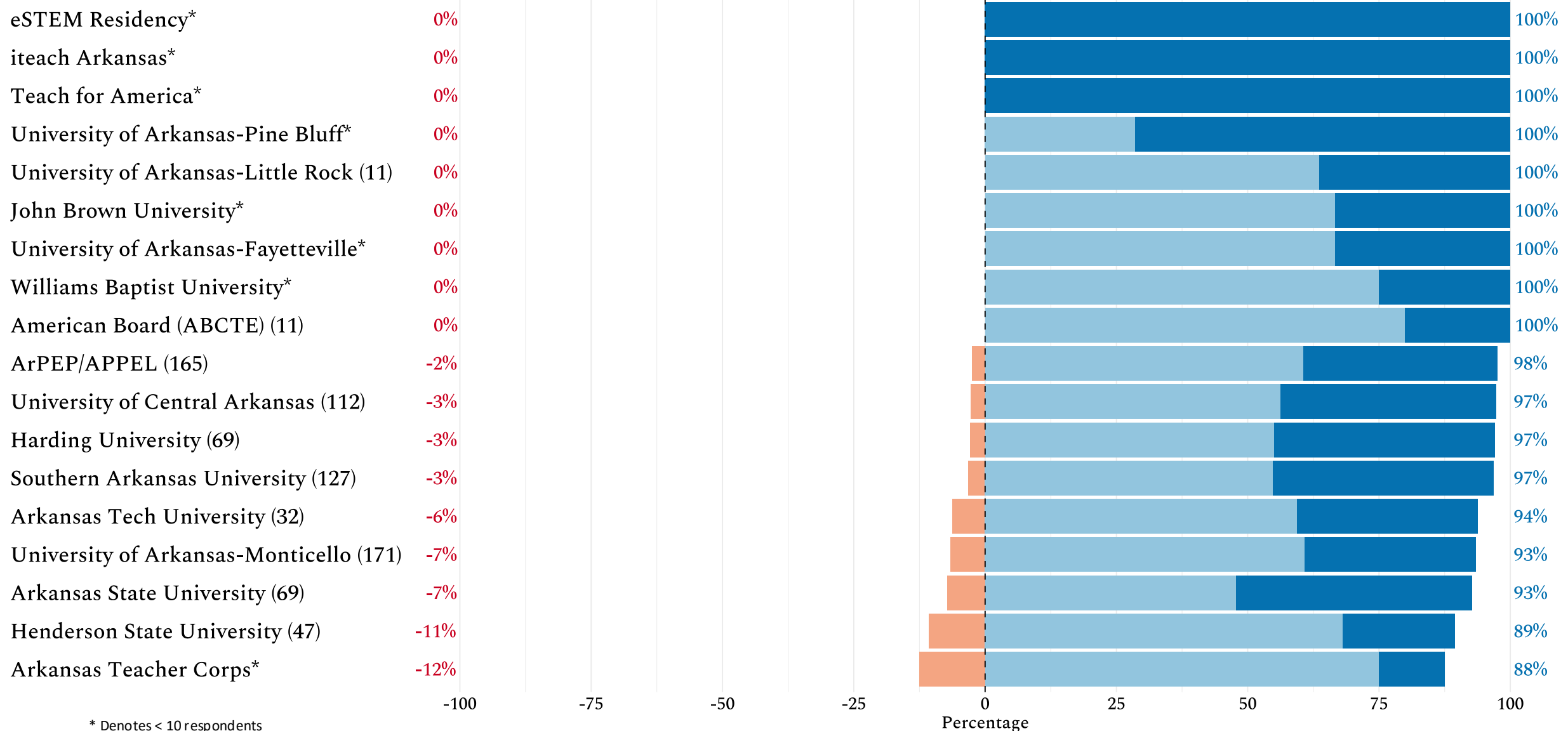
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 4, Alternative EPPs

_____’s EPP prepared them to participate in professional community.



* Denotes < 10 respondents

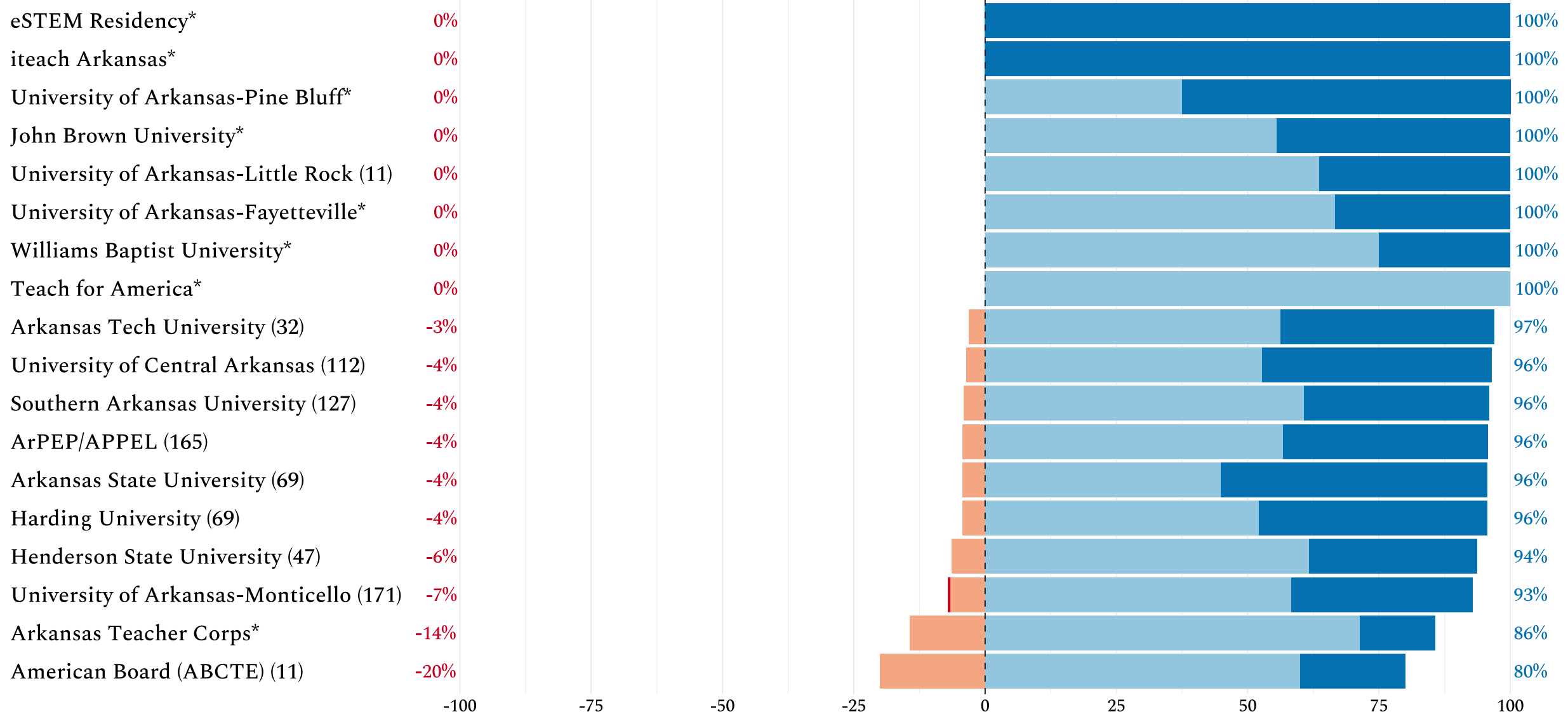
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 5, Alternative EPPs

_____’s EPP prepared them to grow professionally.



* Denotes < 10 respondents

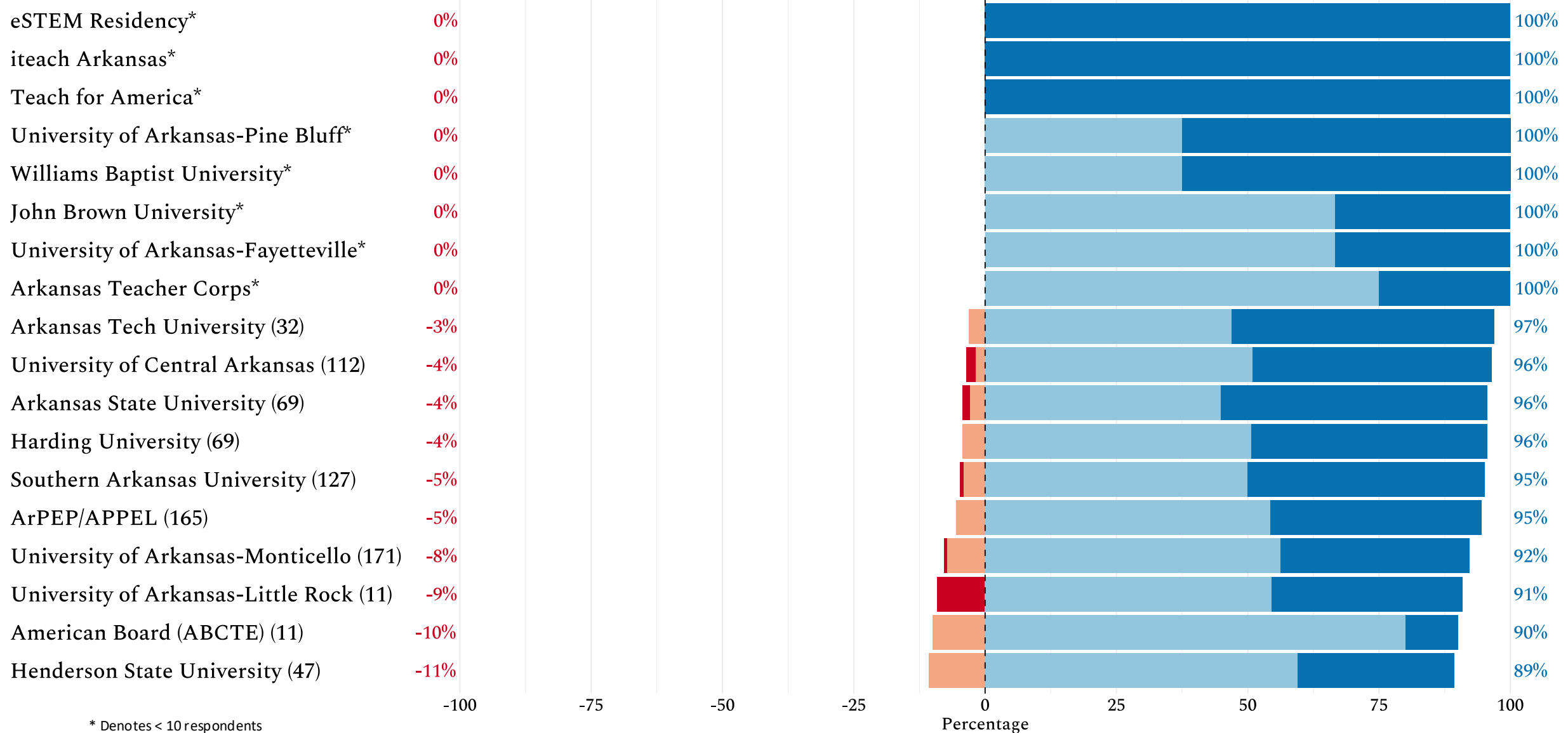
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 6, Alternative EPPs

_____’s EPP prepared them to show professionalism.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

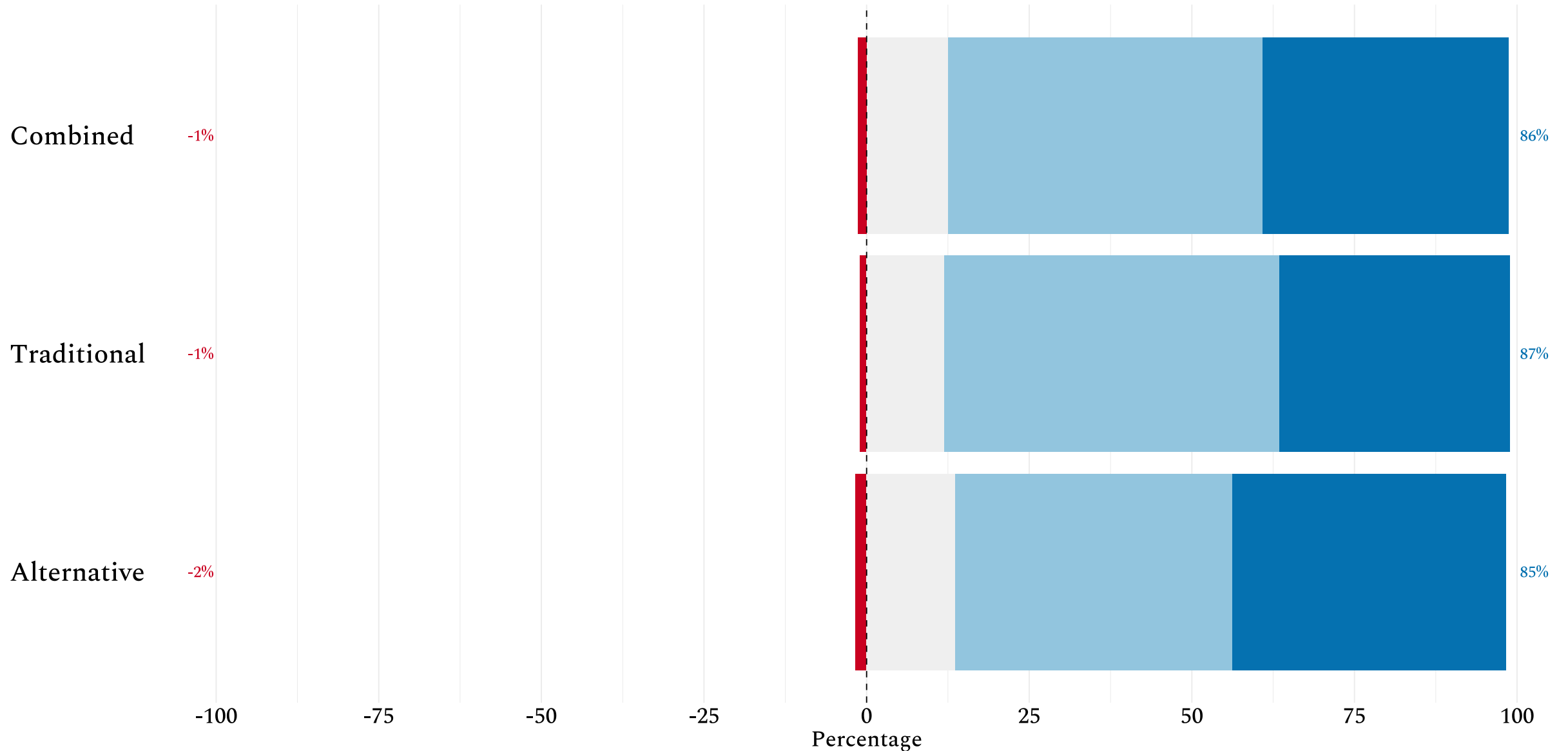
Science of Reading:

Respondents only include supervisors of 2023 and 2024 Elementary (K-6) and SPED (K-12) completers employed in Arkansas Public Schools in 2024 and 2025.

We asked supervisors how well prepared recent Elementary (K-6) and SPED (K-12) EPP completers were to provide high-quality instruction in the following areas:

1. Oral language
2. Concepts of print
3. Phonemic awareness
4. Phonics
5. Explicit, systematic literacy instruction
6. Vocabulary acquisition and text comprehension
7. Writing

Science of Reading Instructional Preparation – Overall Averages

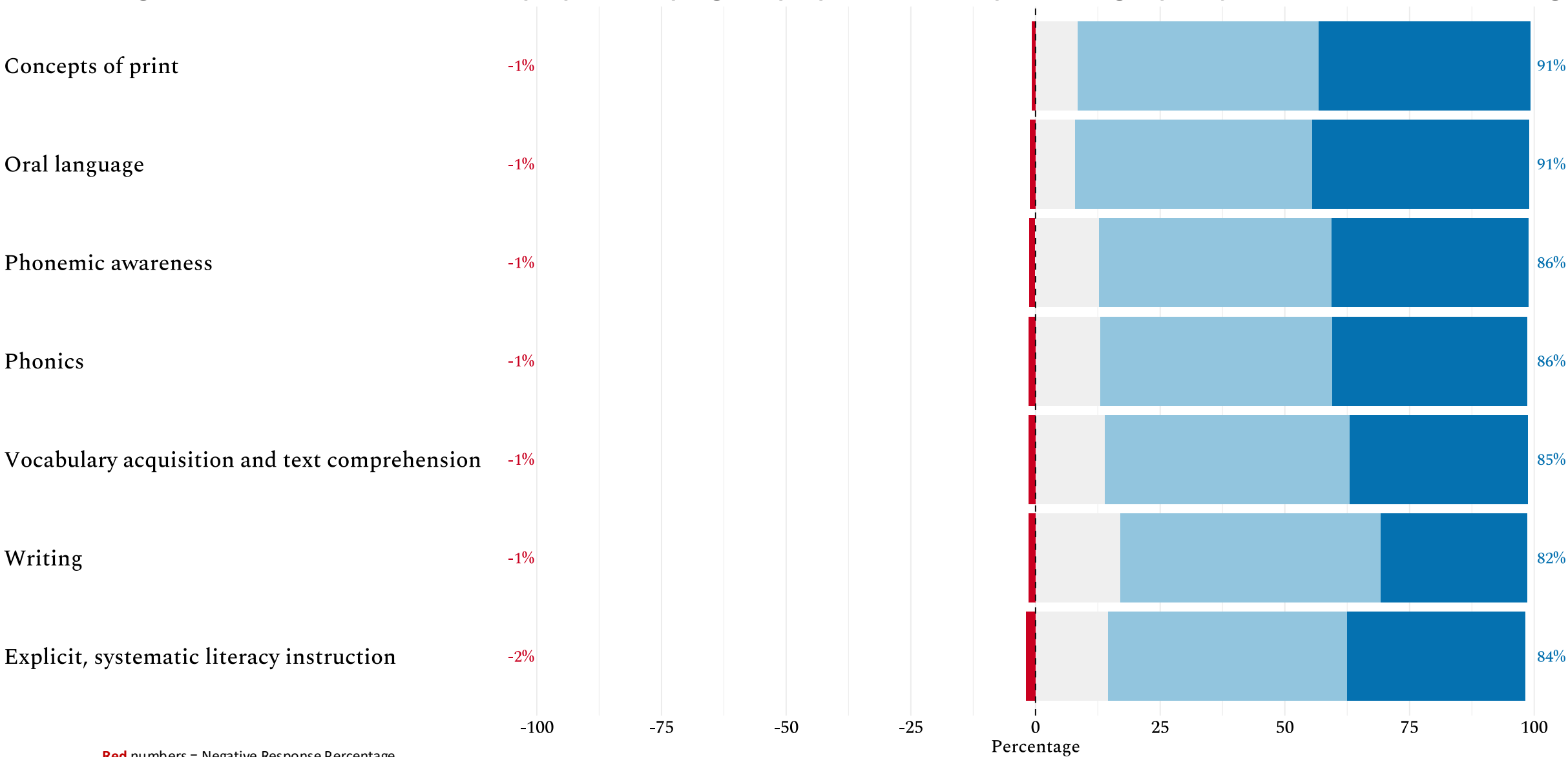


Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Not well at all Slightly well Moderately well Very well

Science of Reading Instructional Preparation - Question Averages

Rate the degree to which _____’s educator preparation program prepared them to provide high-quality instruction in the following:



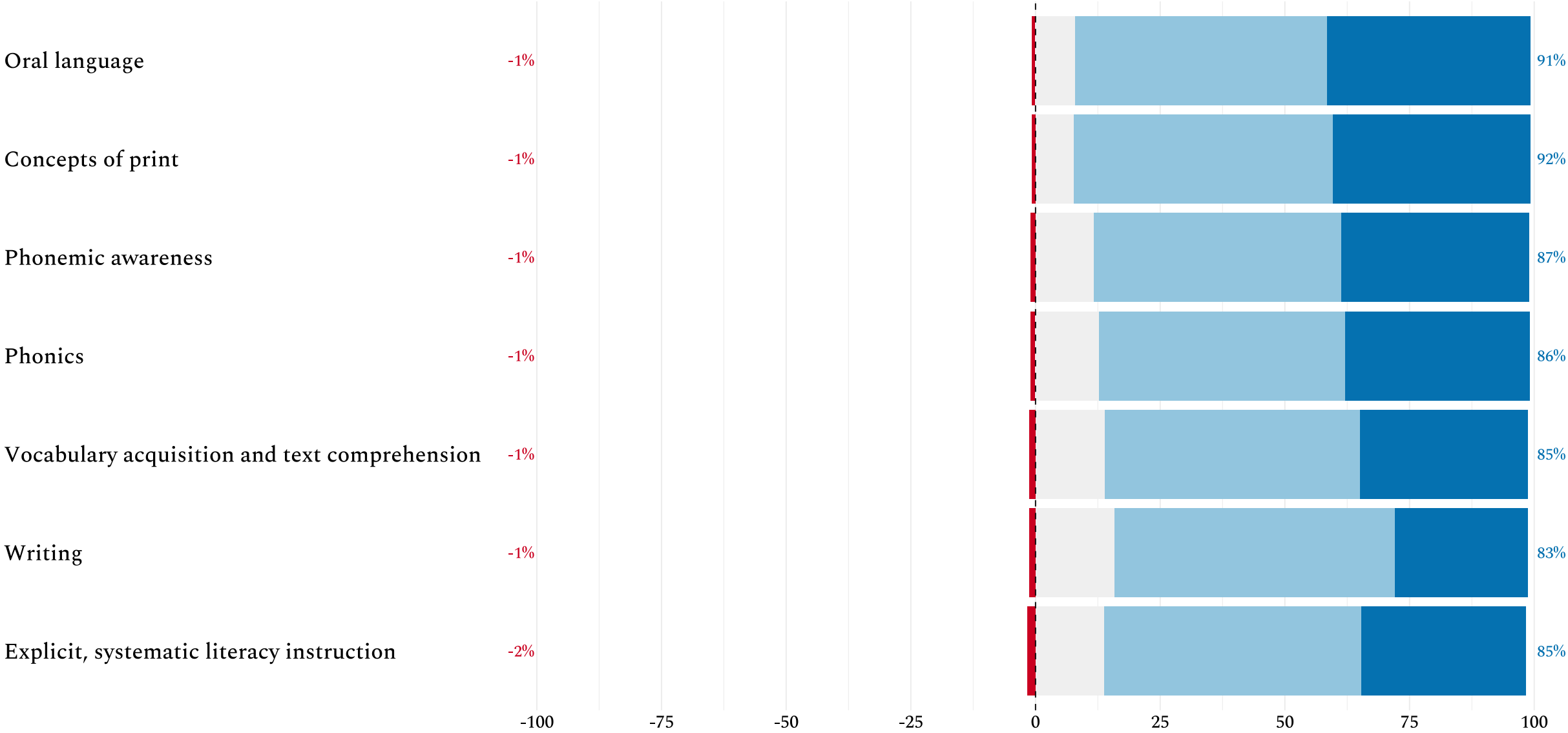
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly well = Neutral

Not well at all Slightly well Moderately well Very well

Science of Reading Instructional Preparation: Traditional EPPs

Science of Reading Instructional Preparation – Traditional EPP Averages

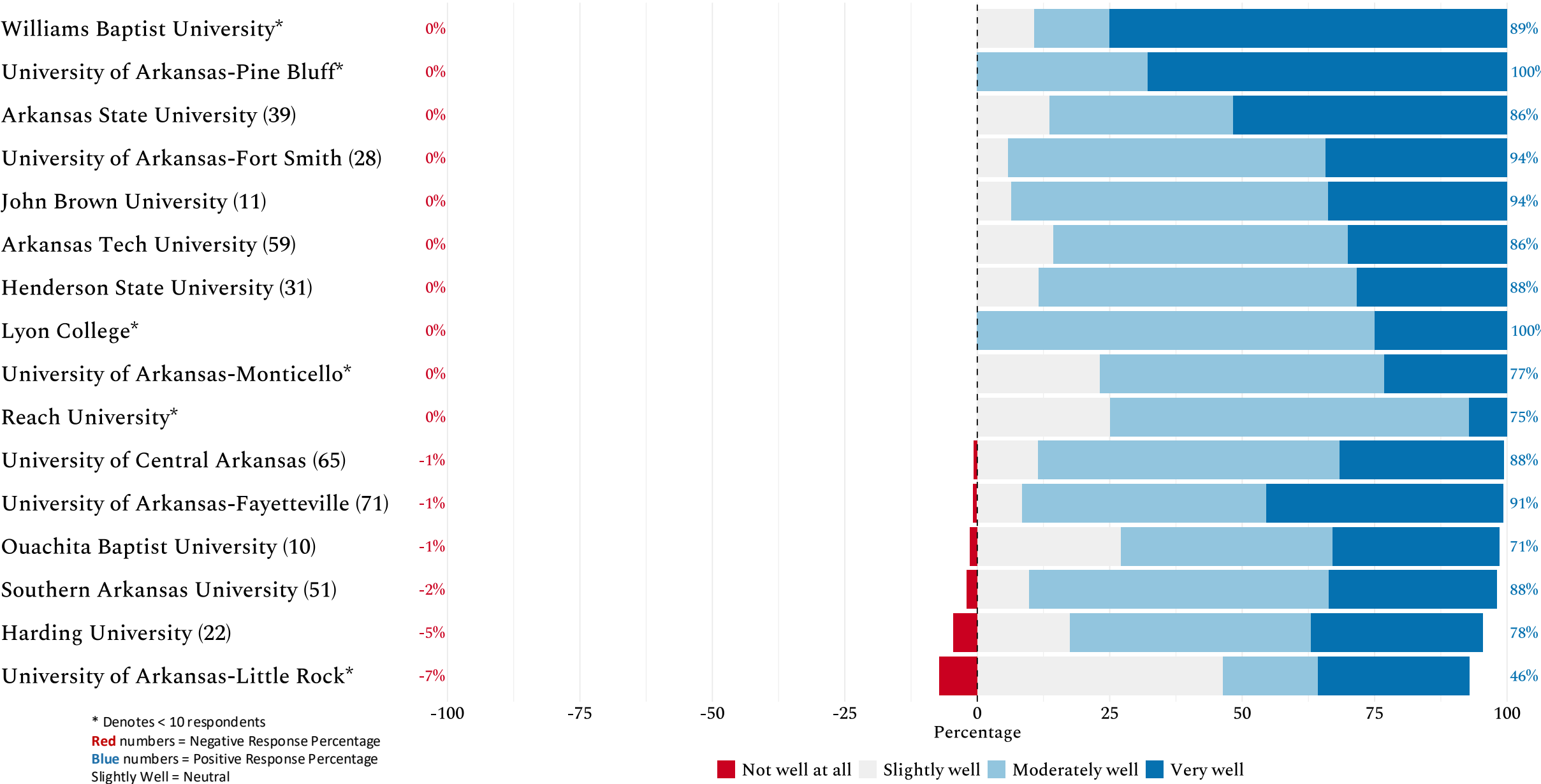
Rate the degree to which _____’s educator preparation program prepared them to provide high-quality instruction in the following:



Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly well = Neutral

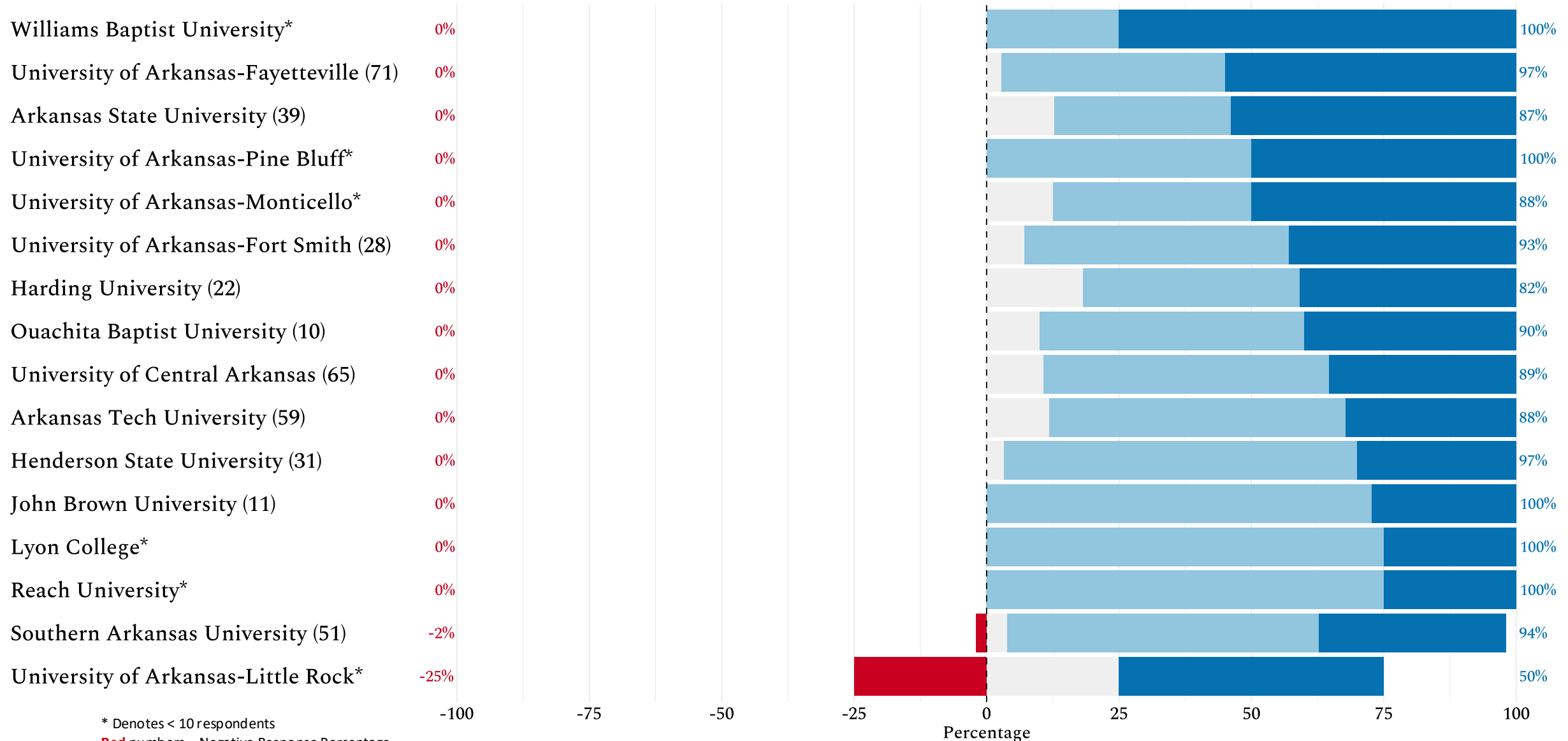
Not well at all Slightly well Moderately well Very well

Science of Reading Instructional Preparation – Traditional EPP Averages



Science of Reading Instructional Preparation – Traditional EPPs

Rate the degree to which _____’s educator preparation program prepared them to provide high-quality instruction in oral language.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

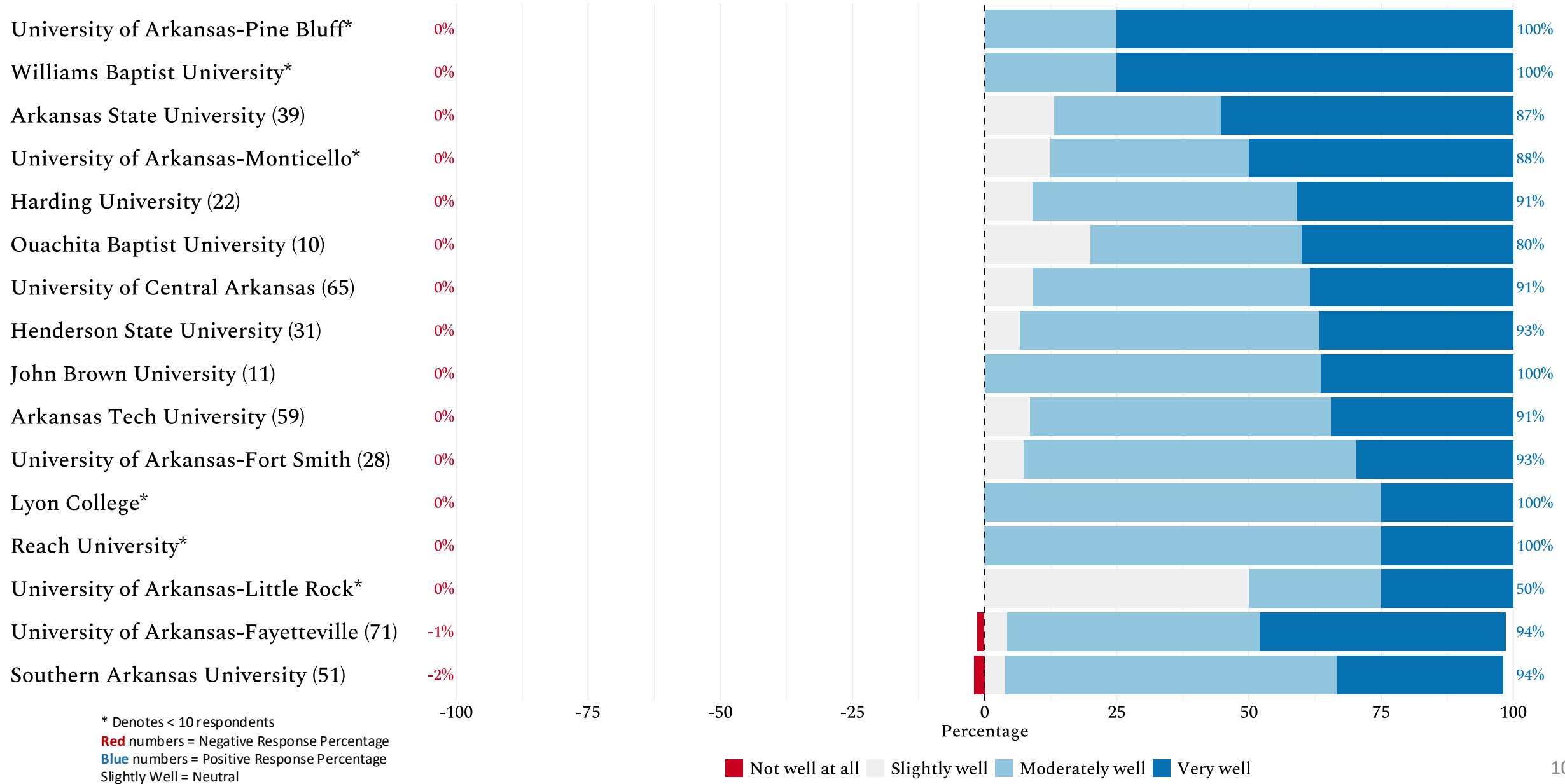
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

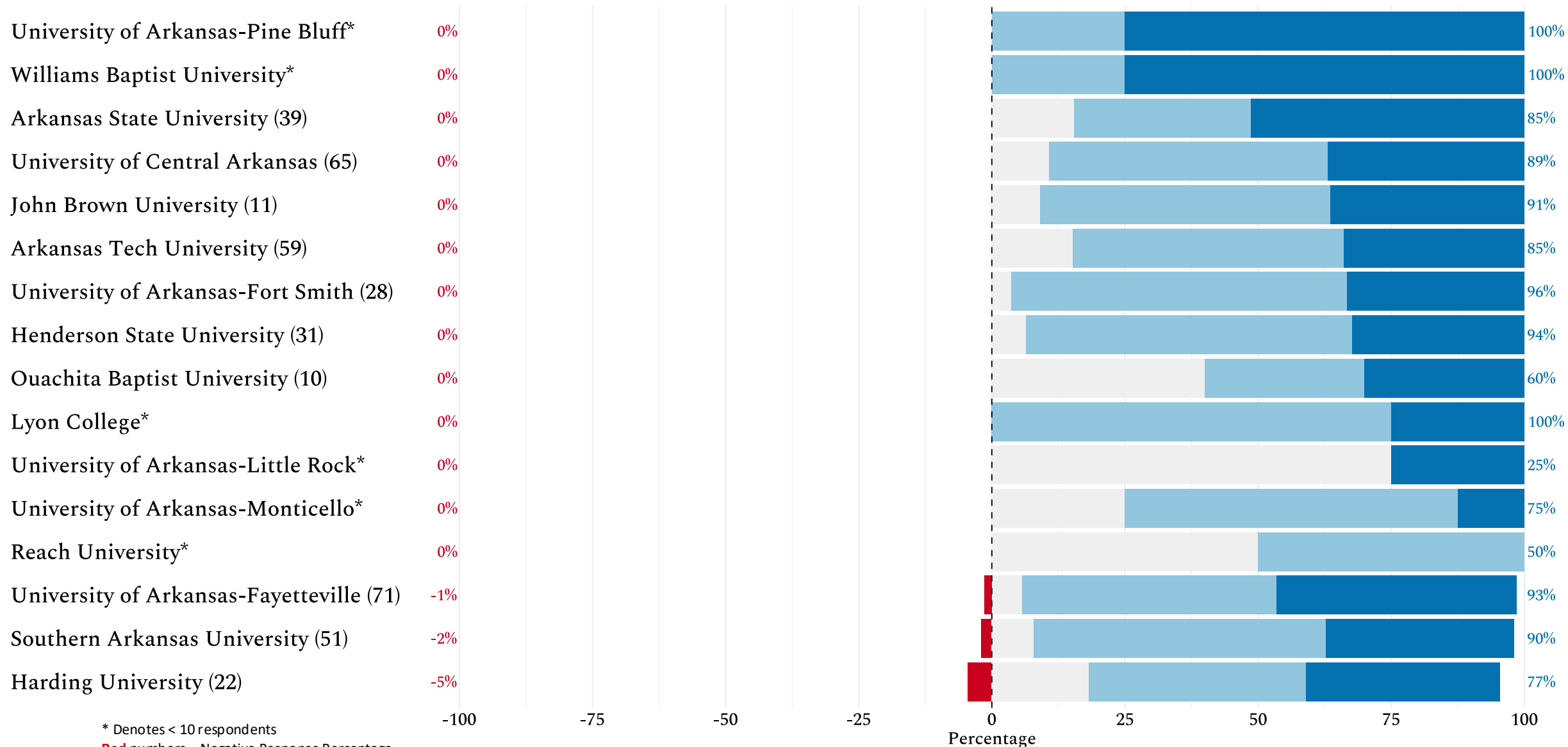
Science of Reading Instructional Preparation – Traditional EPPs

Rate the degree to which _____'s educator preparation program prepared them to provide high-quality instruction in concepts of print.



Science of Reading Instructional Preparation – Traditional EPPs

Rate the degree to which _____’s educator preparation program prepared them to provide high-quality instruction in phonemic awareness.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

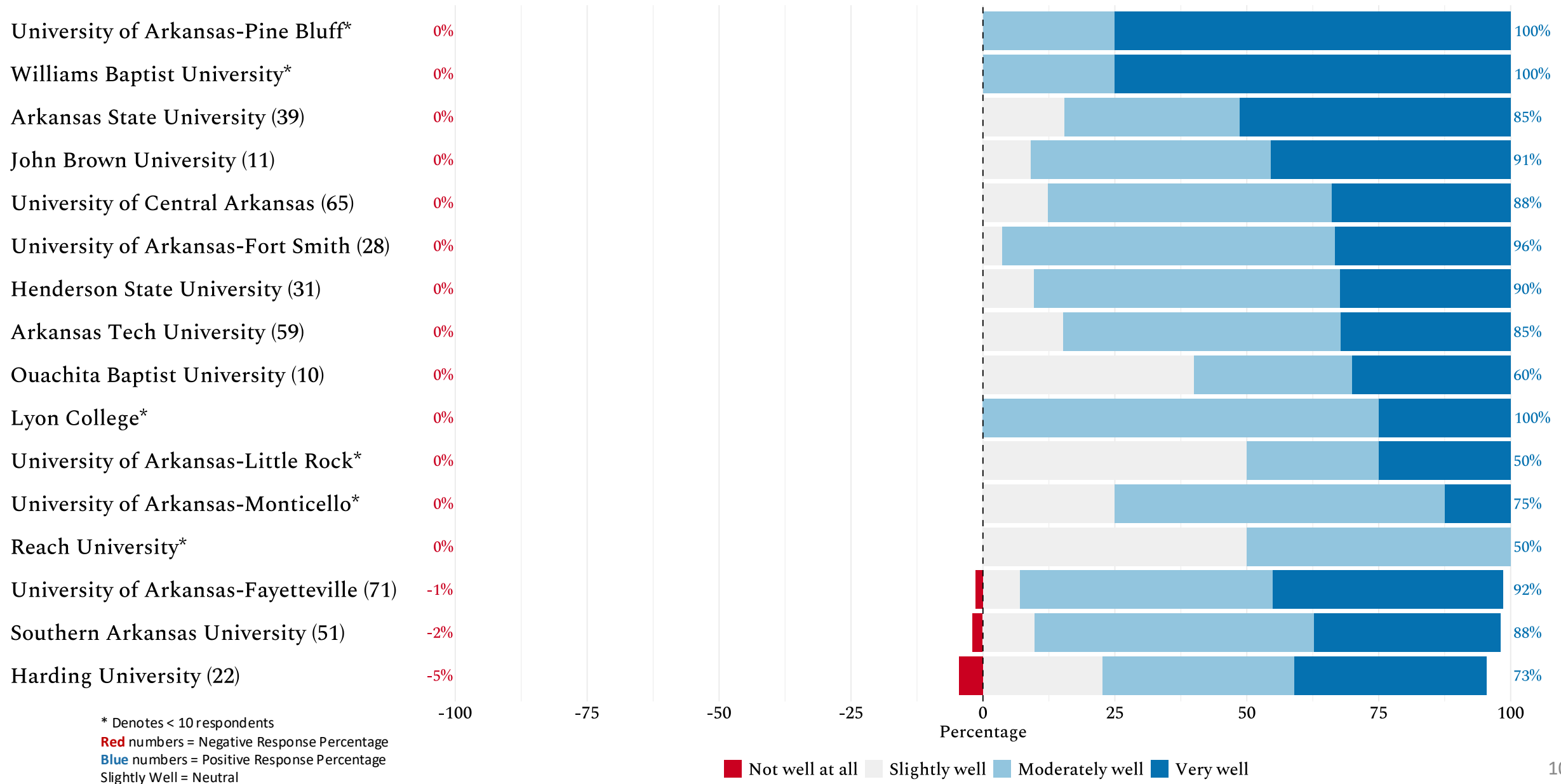
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

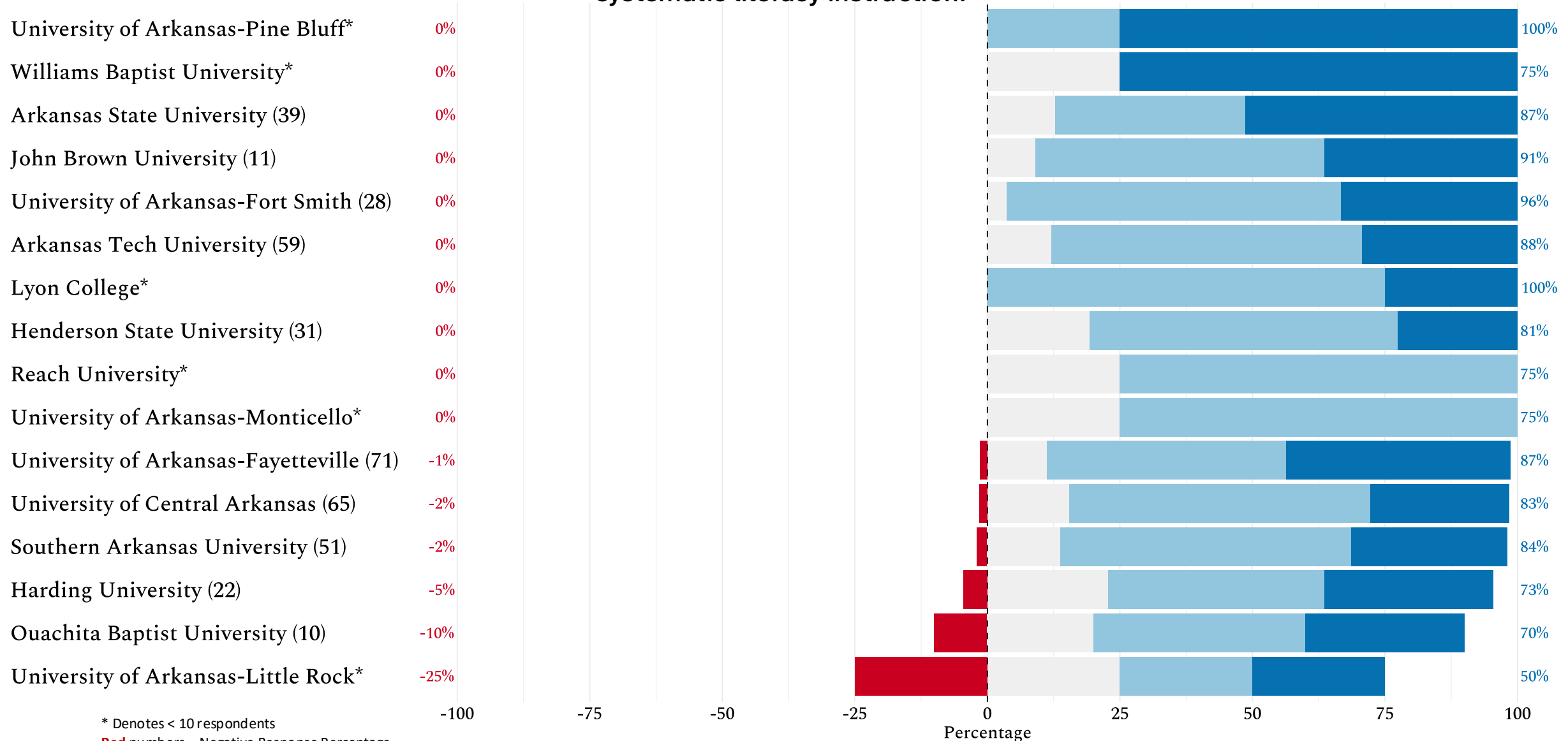
Science of Reading Instructional Preparation – Traditional EPPs

Rate the degree to which _____’s educator preparation program prepared them to provide high-quality instruction in phonics.



Science of Reading Instructional Preparation – Traditional EPPs

Rate the degree to which _____’s educator preparation program prepared them to provide high-quality instruction in explicit, systematic literacy instruction.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

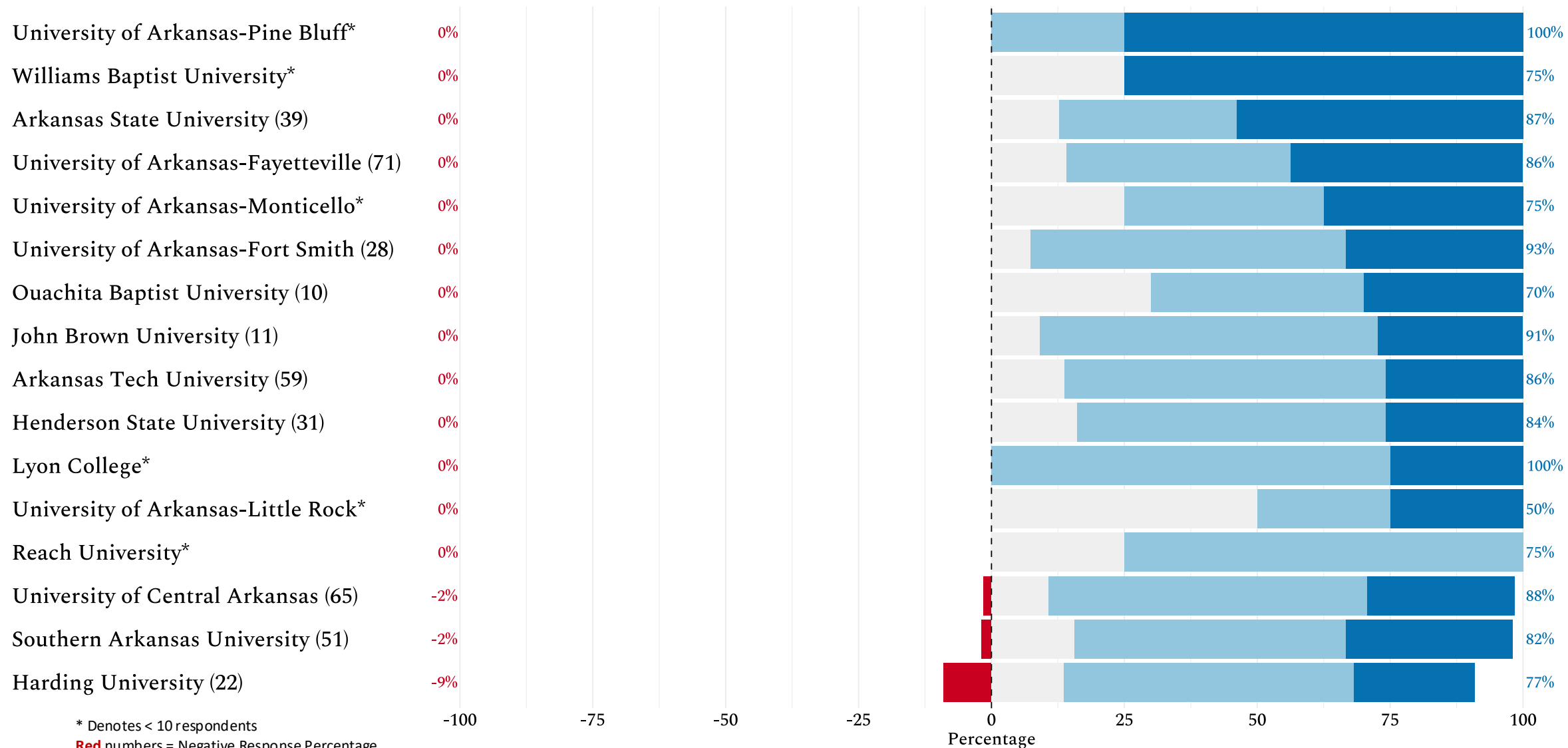
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

Science of Reading Instructional Preparation – Traditional EPPs

Rate the degree to which _____’s educator preparation program prepared them to provide high-quality instruction in vocabulary acquisition and text comprehension.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

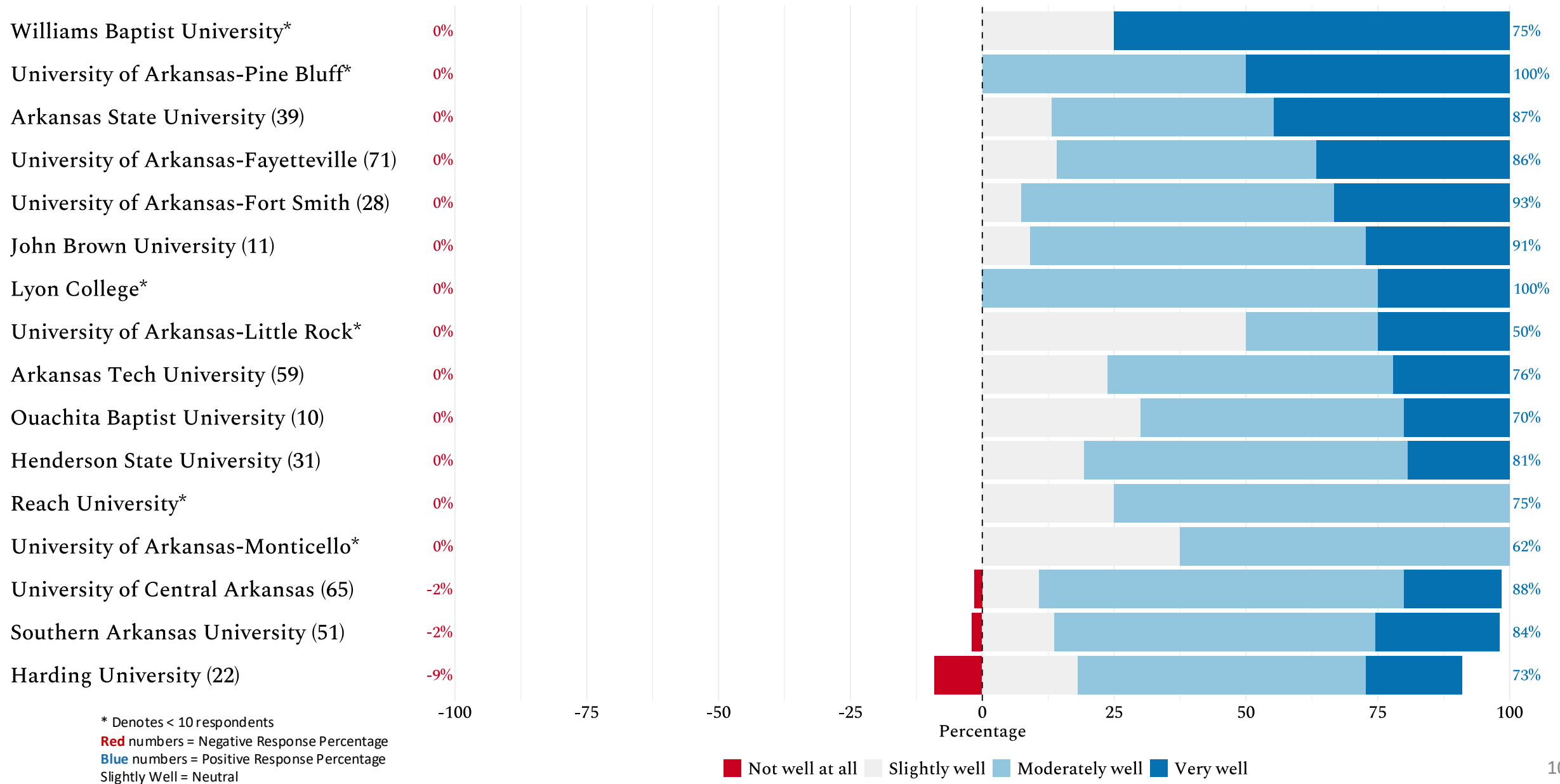
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

Science of Reading Instructional Preparation – Traditional EPPs

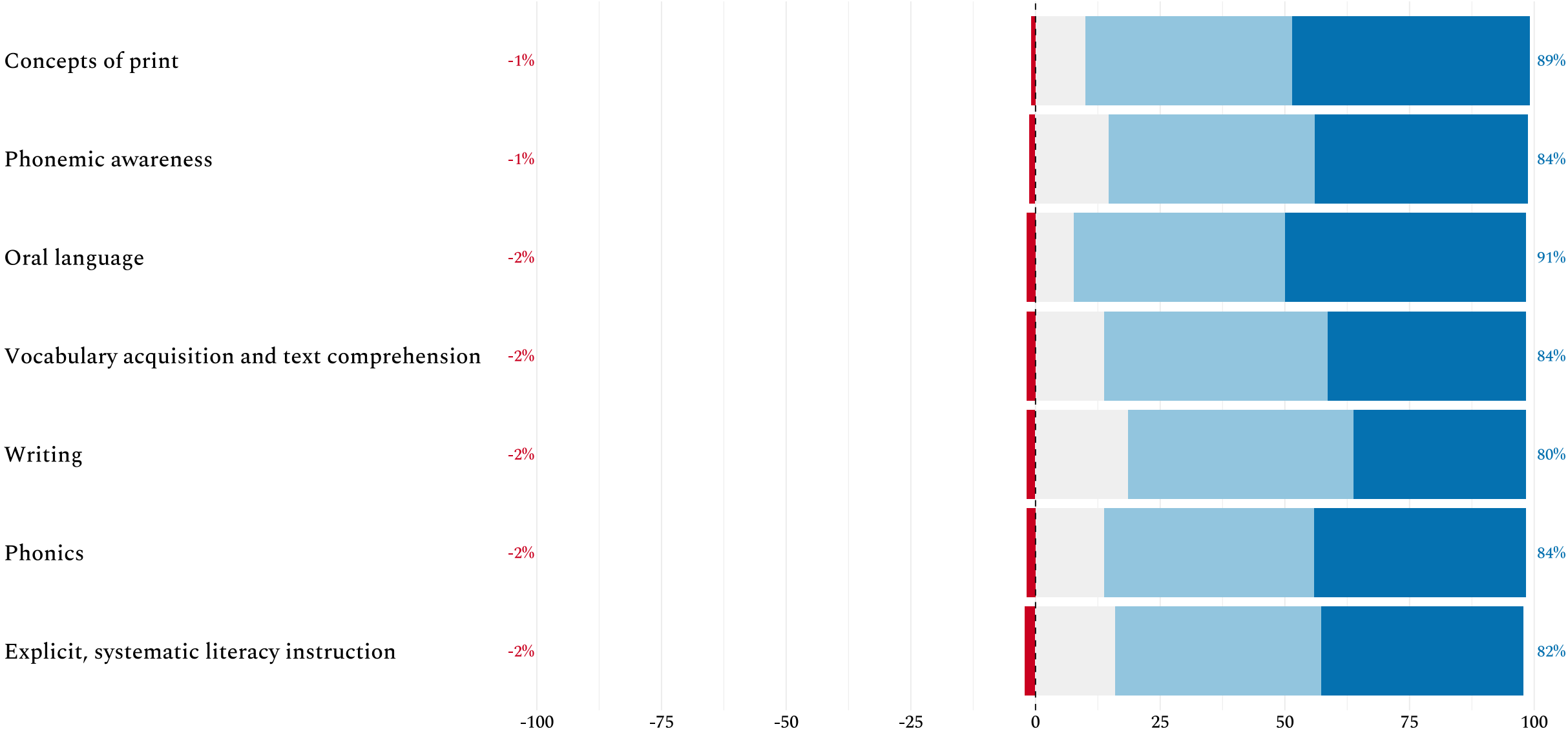
Rate the degree to which _____'s educator preparation program prepared them to provide high-quality instruction in writing.



Science of Reading Instructional Preparation: Alternative EPPs

Science of Reading Instructional Preparation – Alternative EPP Averages

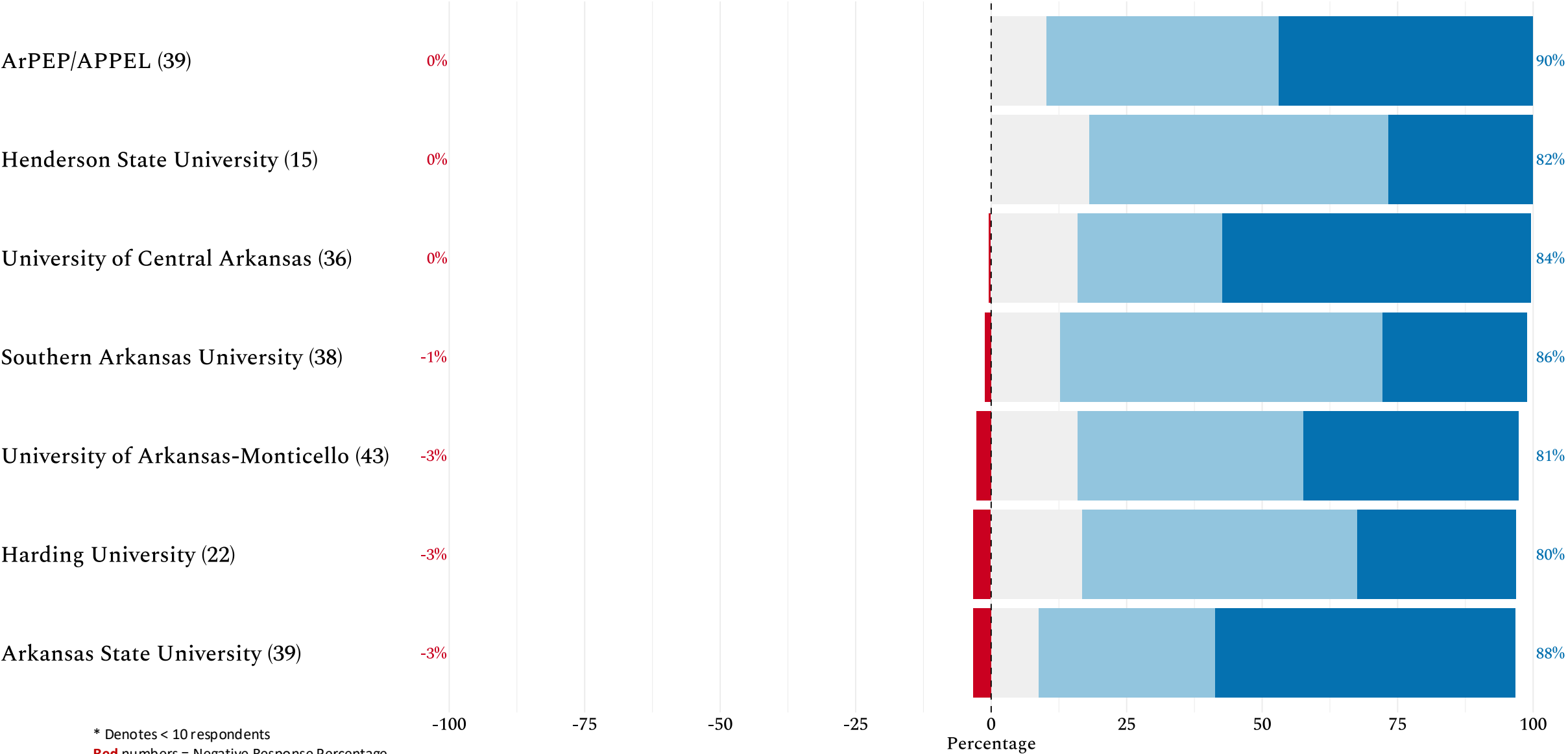
Rate the degree to which _____’s educator preparation program prepared them to provide high-quality instruction in the following:



Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly well = Neutral

Not well at all Slightly well Moderately well Very well

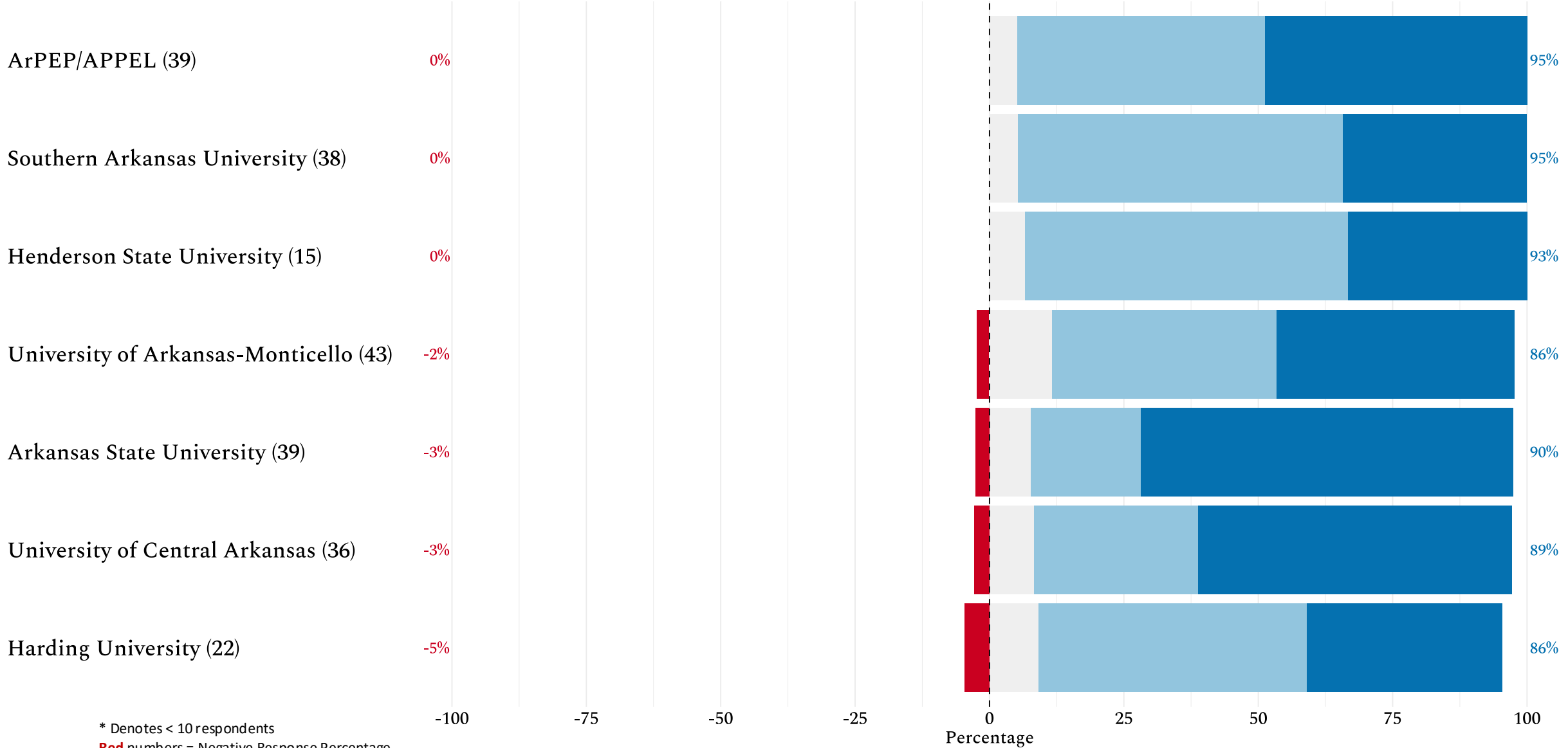
Science of Reading Instructional Preparation – Alternative EPP Averages



* Denotes < 10 respondents
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly Well = Neutral

Science of Reading Instructional Preparation – Alternative EPPs

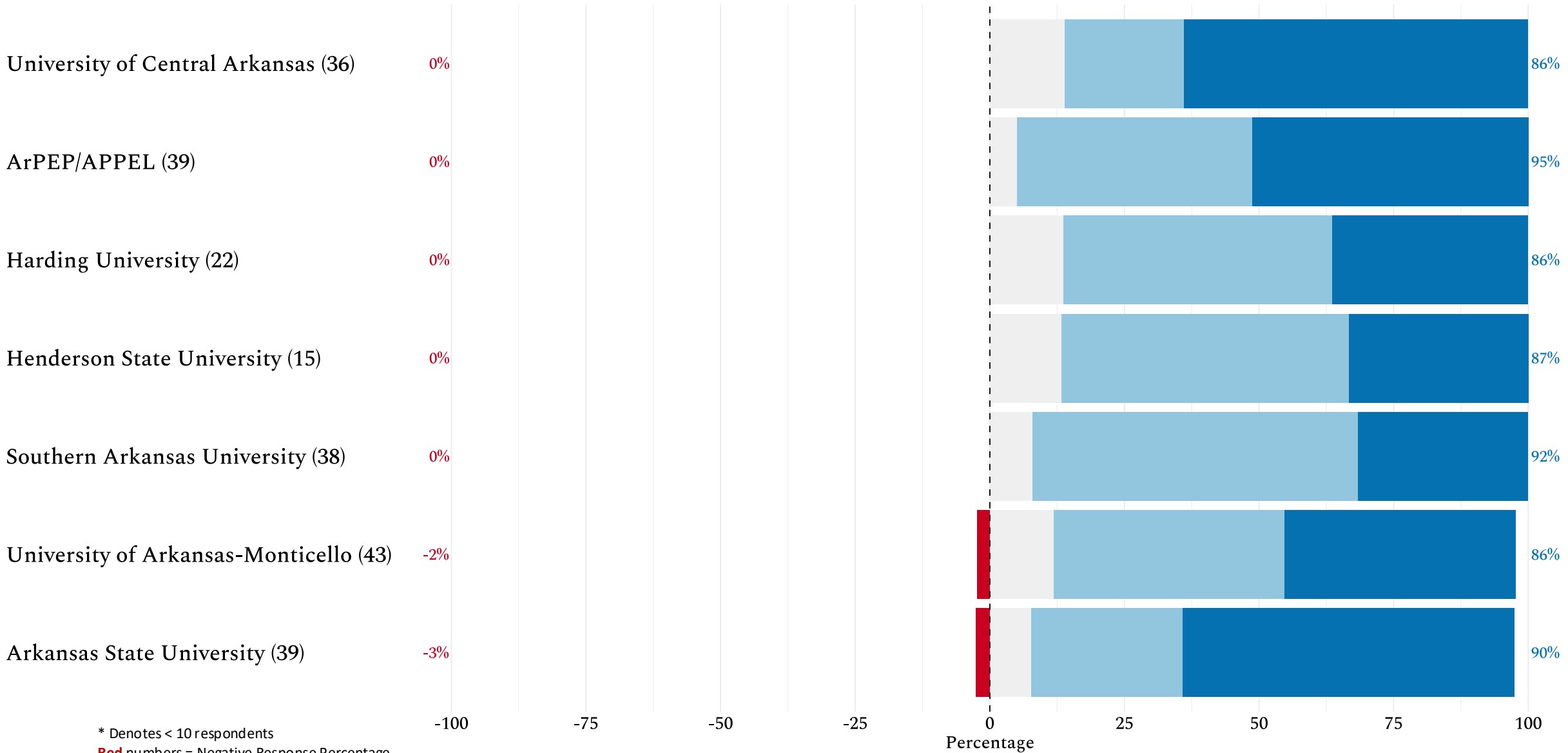
Rate the degree to which _____’s educator preparation program prepared them to provide high-quality instruction in oral language.



* Denotes < 10 respondents
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly Well = Neutral

Science of Reading Instructional Preparation – Alternative EPPs

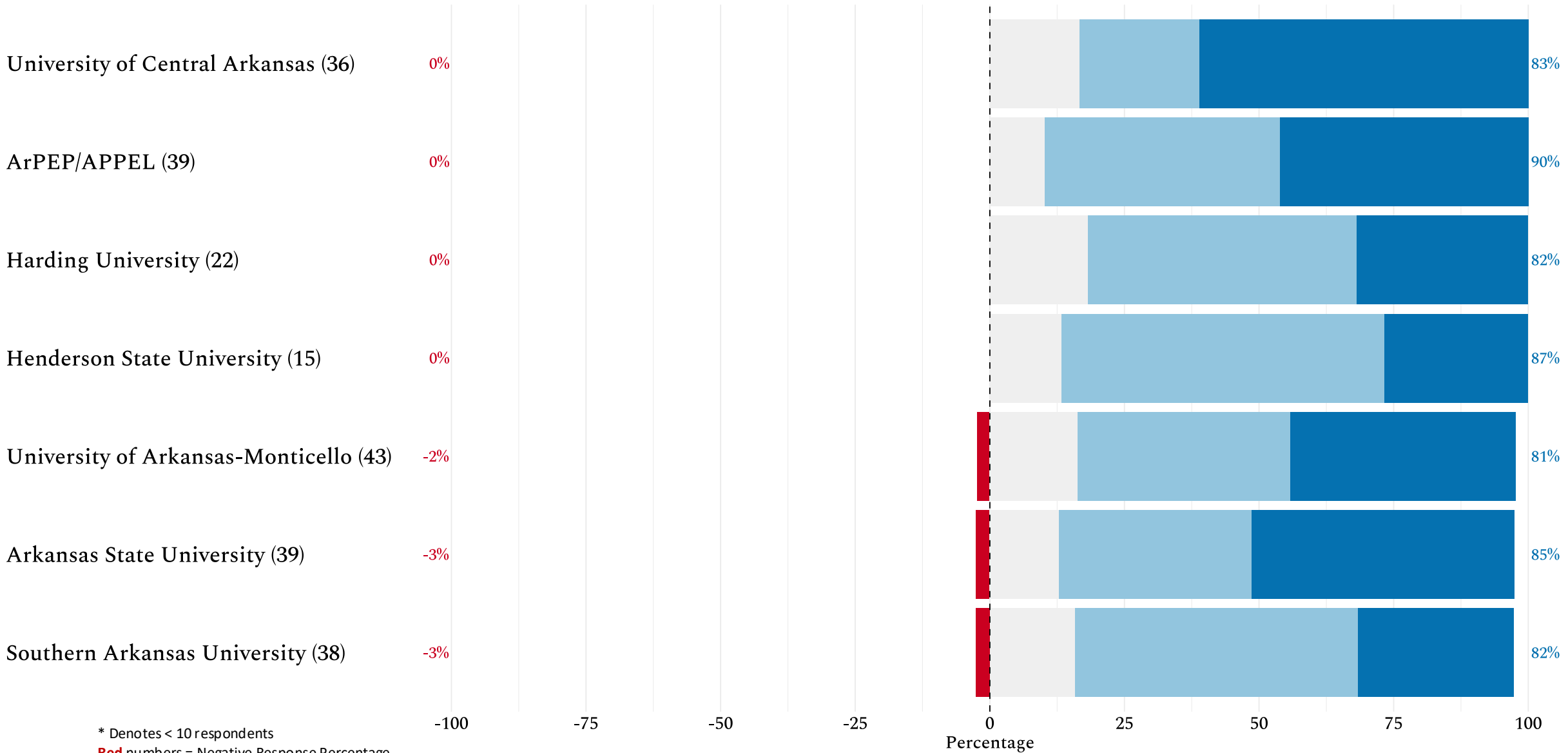
Rate the degree to which _____’s educator preparation program prepared them to provide high-quality instruction in concepts of print.



* Denotes < 10 respondents
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly Well = Neutral

Science of Reading Instructional Preparation – Alternative EPPs

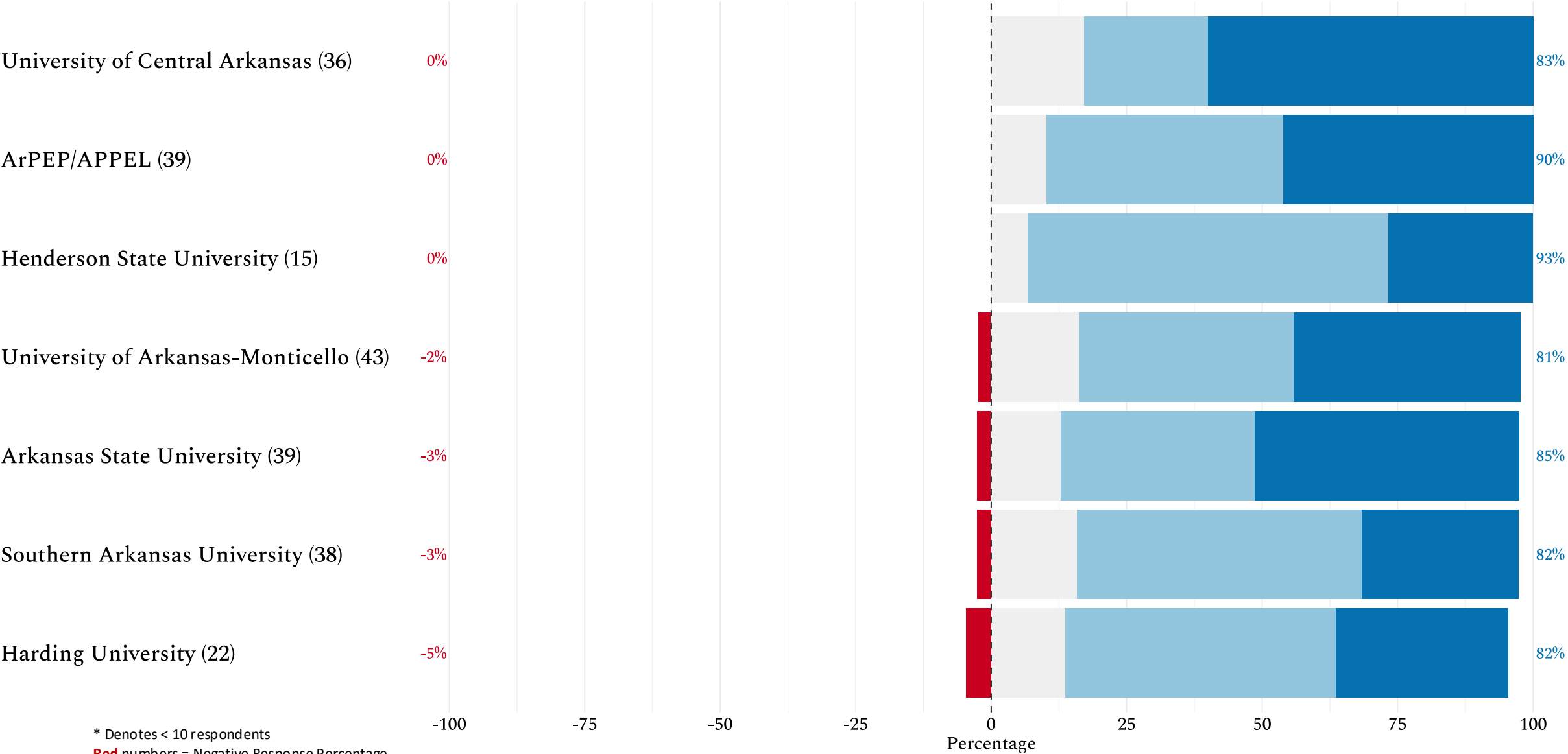
Rate the degree to which _____’s educator preparation program prepared them to provide high-quality instruction in phonemic awareness.



* Denotes < 10 respondents
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly Well = Neutral

Science of Reading Instructional Preparation – Alternative EPPs

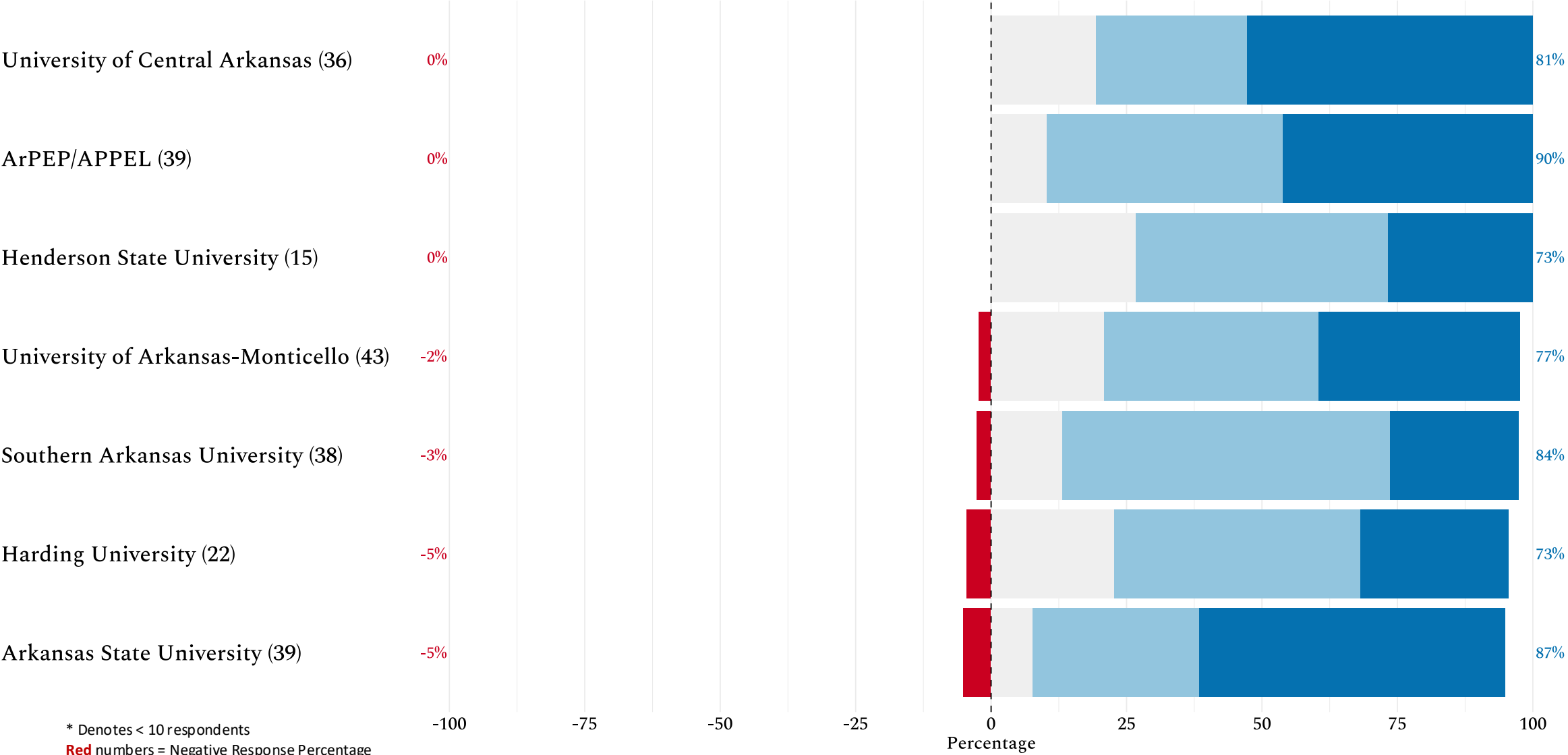
Rate the degree to which _____’s educator preparation program prepared them to provide high-quality instruction in phonics.



* Denotes < 10 respondents
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly Well = Neutral

Science of Reading Instructional Preparation – Alternative EPPs

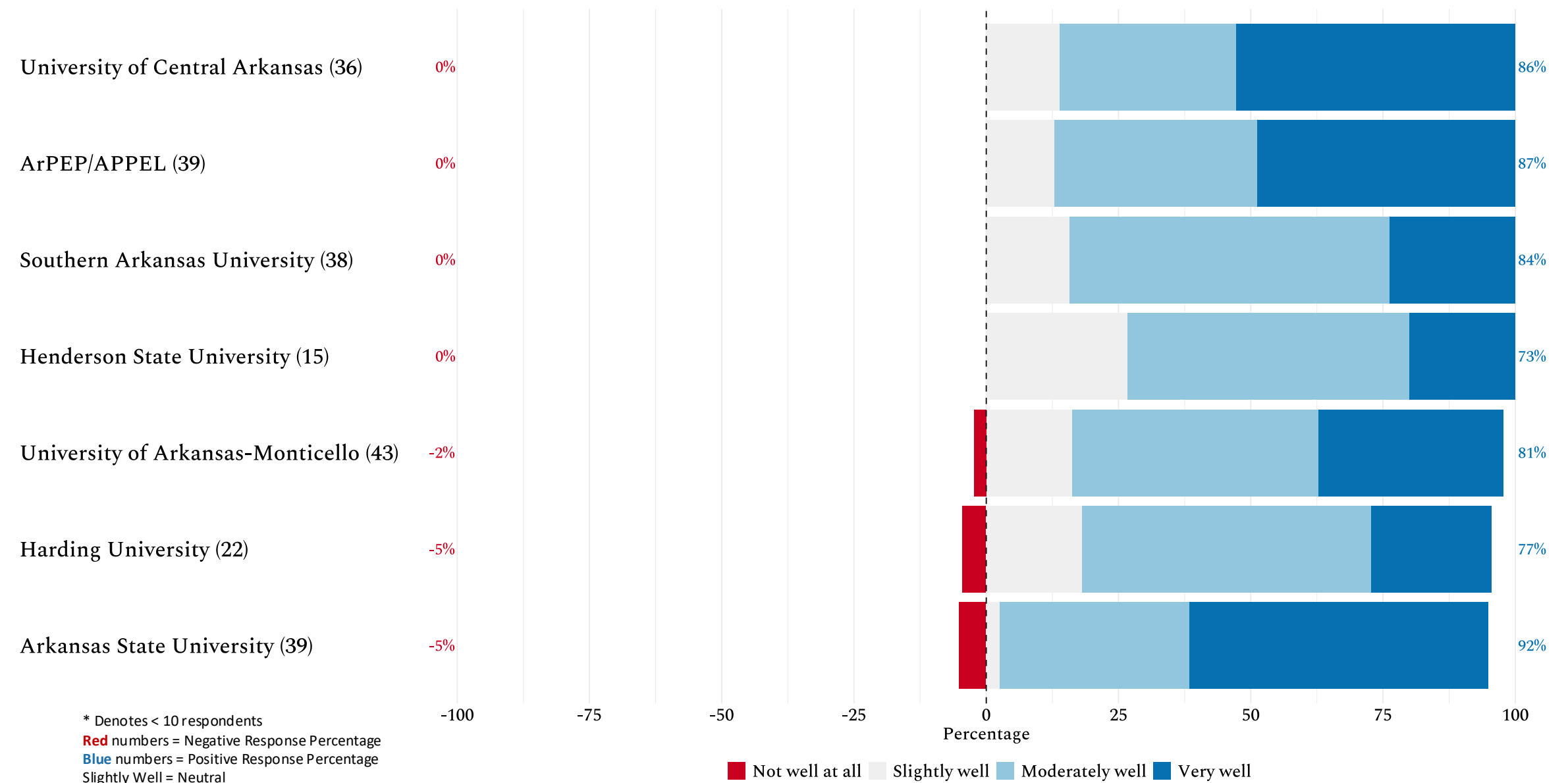
Rate the degree to which _____’s educator preparation program prepared them to provide high-quality instruction in explicit, systematic literacy instruction.



* Denotes < 10 respondents
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly Well = Neutral

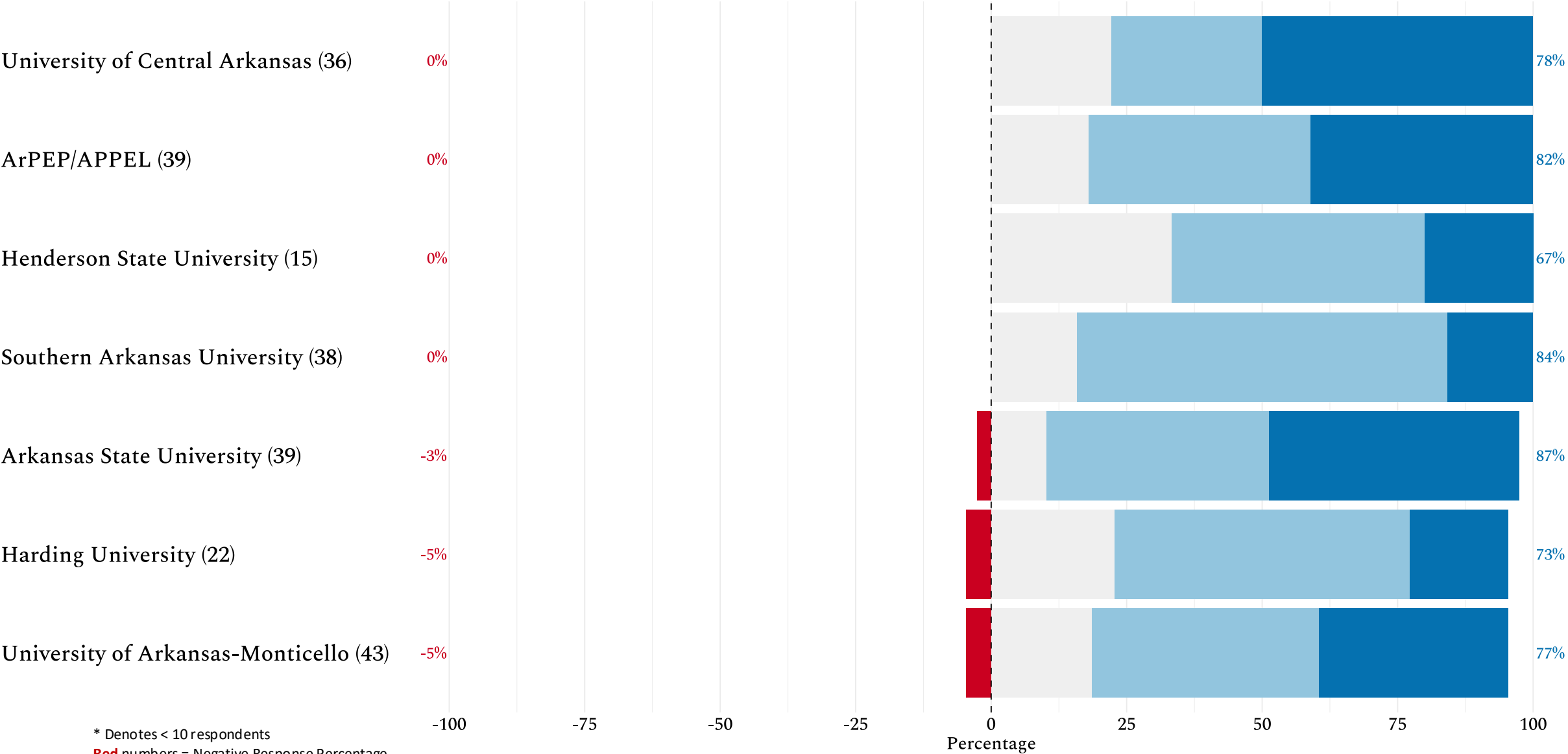
Science of Reading Instructional Preparation – Alternative EPPs

Rate the degree to which _____’s educator preparation program prepared them to provide high-quality instruction in vocabulary acquisition and text comprehension.



Science of Reading Instructional Preparation – Alternative EPPs

Rate the degree to which _____’s educator preparation program prepared them to provide high-quality instruction in writing.



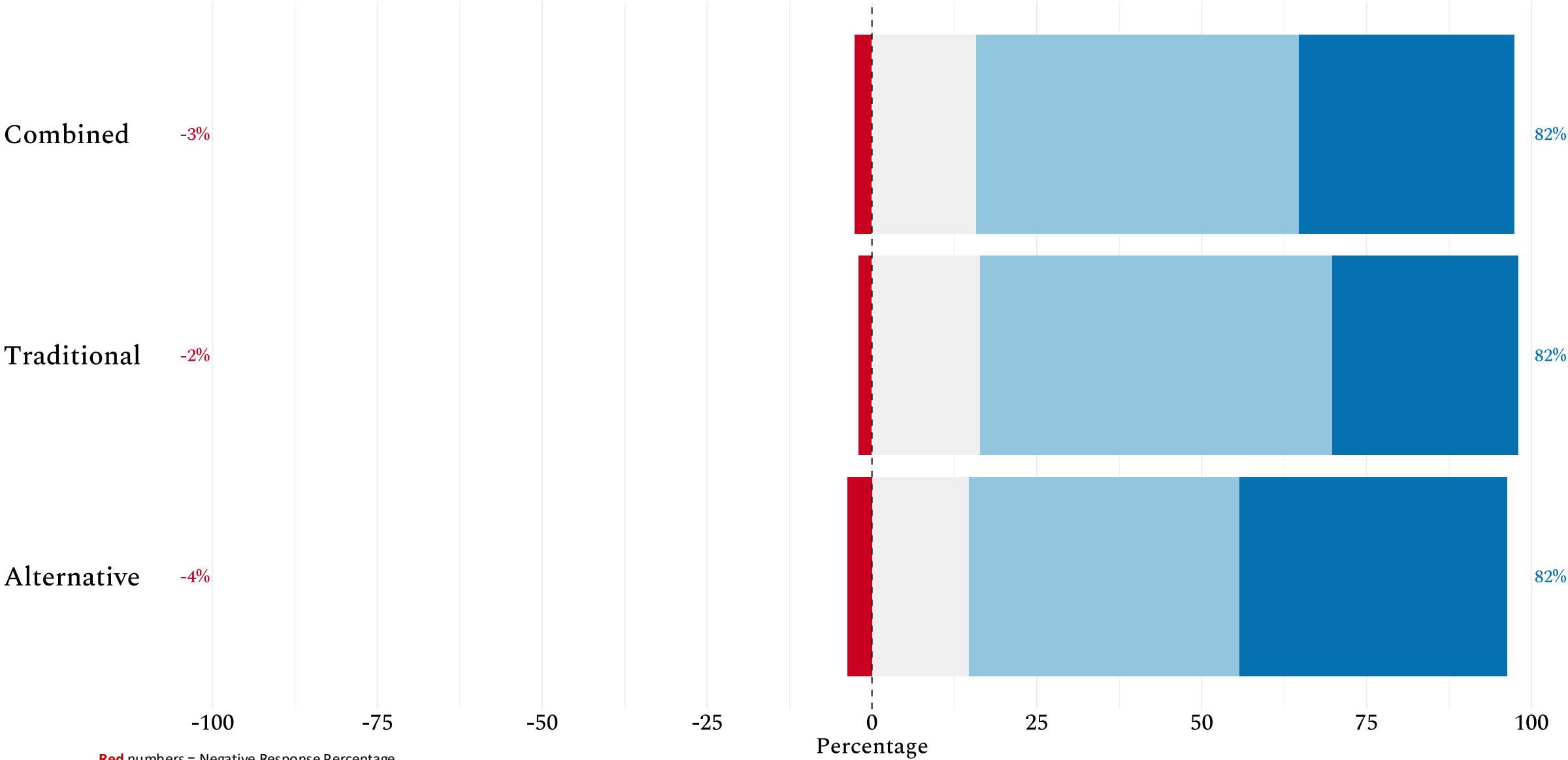
* Denotes < 10 respondents
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly Well = Neutral

Science of Reading Diagnostics and Support

We asked supervisors how well prepared recent Elementary (K-6) and SPED (K-12) EPP completers were to:

1. Administer and interpret diagnostic reading assessments for phonemic awareness, phonics, and oral reading fluency.
2. Support diverse learners (e.g., neurodiversity, linguistically diverse, gifted and talented, etc.) with reading instruction and interventions.

Science of Reading Diagnostics and Support – Overall Averages



Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly well = Neutral

Not well at all Slightly well Moderately well Very well

Science of Reading Diagnostics and Support - Question Averages

Rate the degree to which _____'s educator preparation program prepared them to:

Administer and interpret
diagnostic reading
assessments

-2%

Support diverse learners with
reading instruction and
interventions

-3%

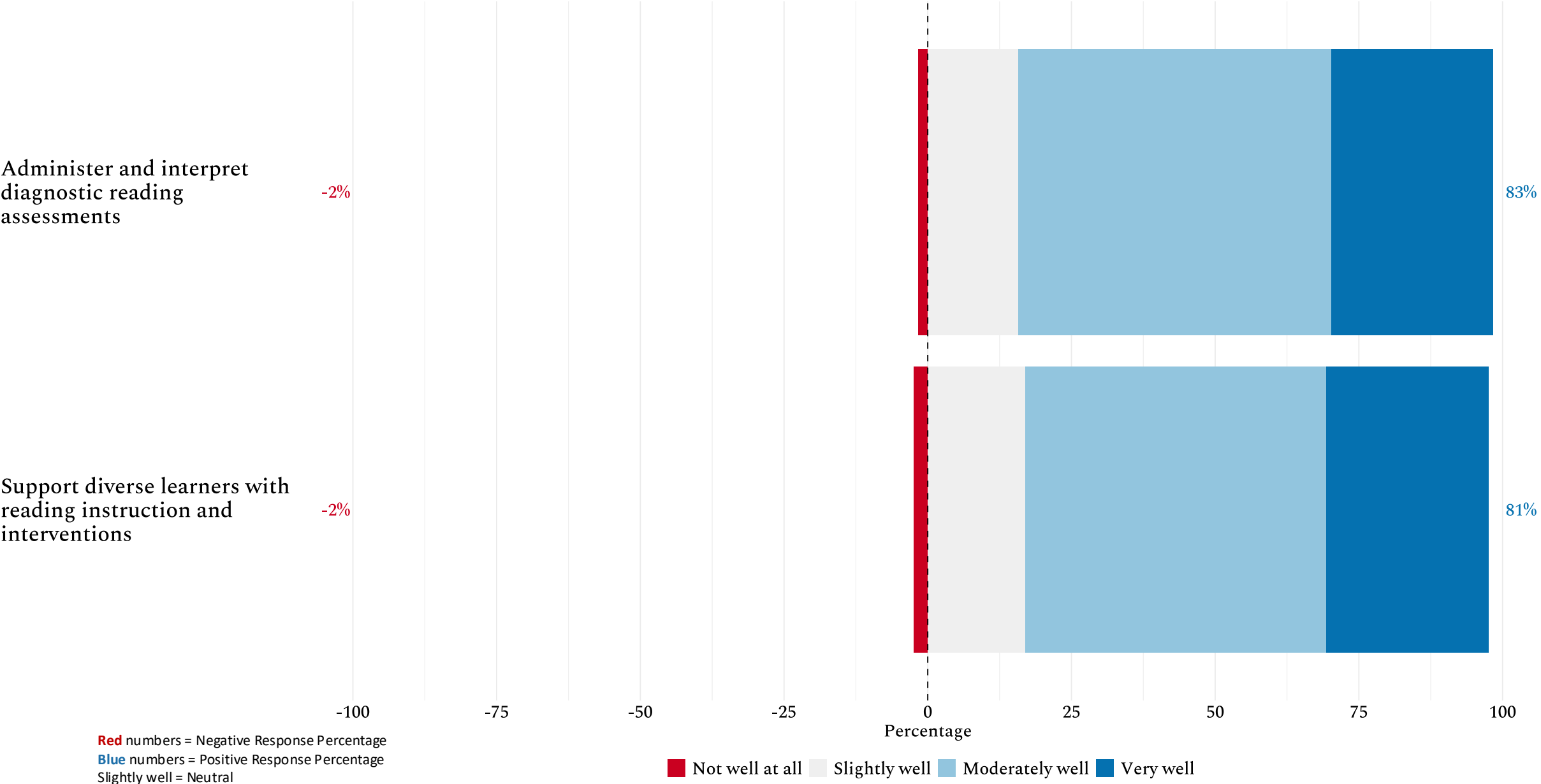
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly well = Neutral

Not well at all Slightly well Moderately well Very well

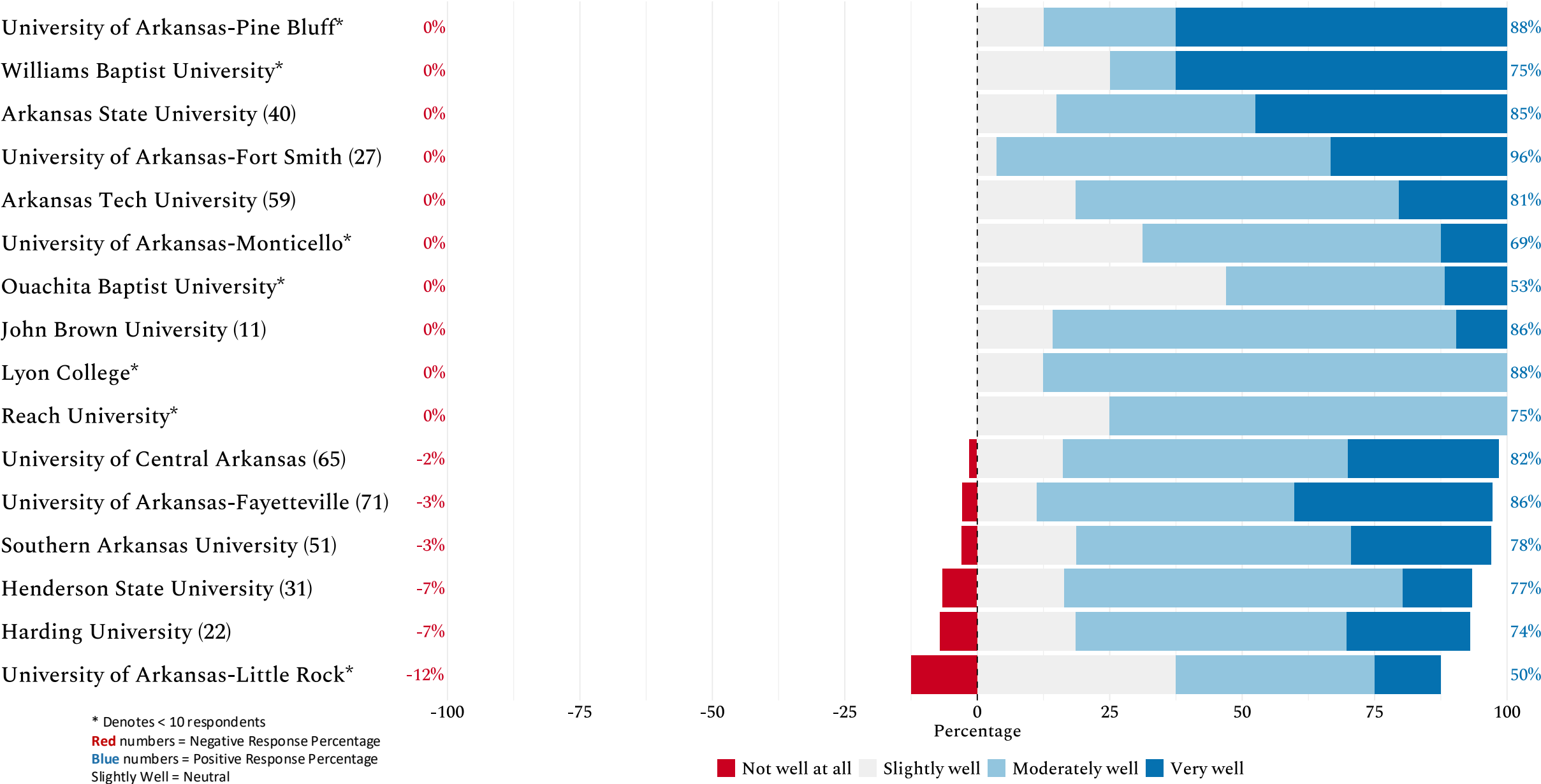
Science of Reading Diagnostics and Support: Traditional EPPs

Science of Reading Diagnostics and Support – Traditional EPP Averages

Rate the degree to which _____’s educator preparation program prepared them to:

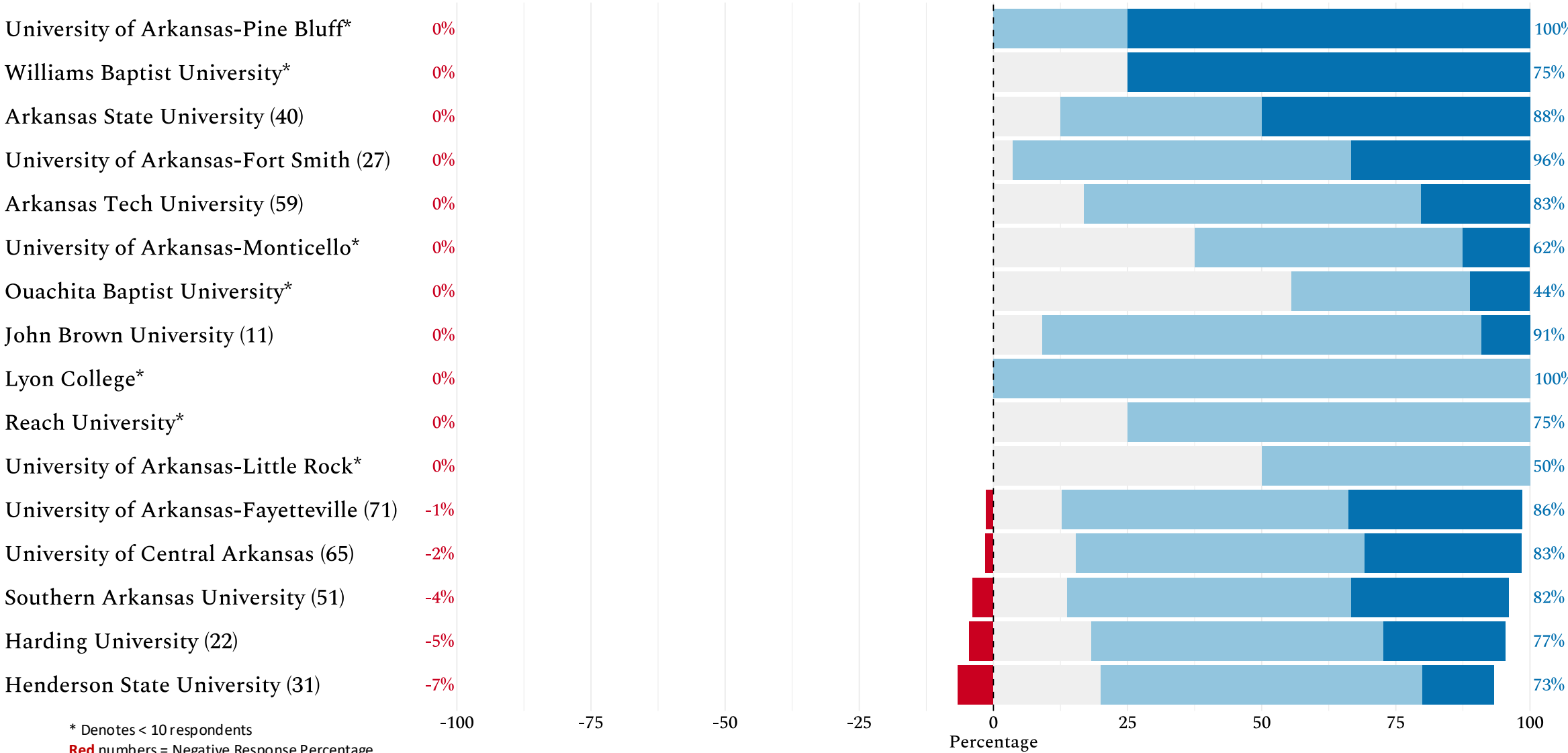


Science of Reading Diagnostics and Support – Traditional EPP Averages



Science of Reading Diagnostics and Support – Traditional EPP Averages

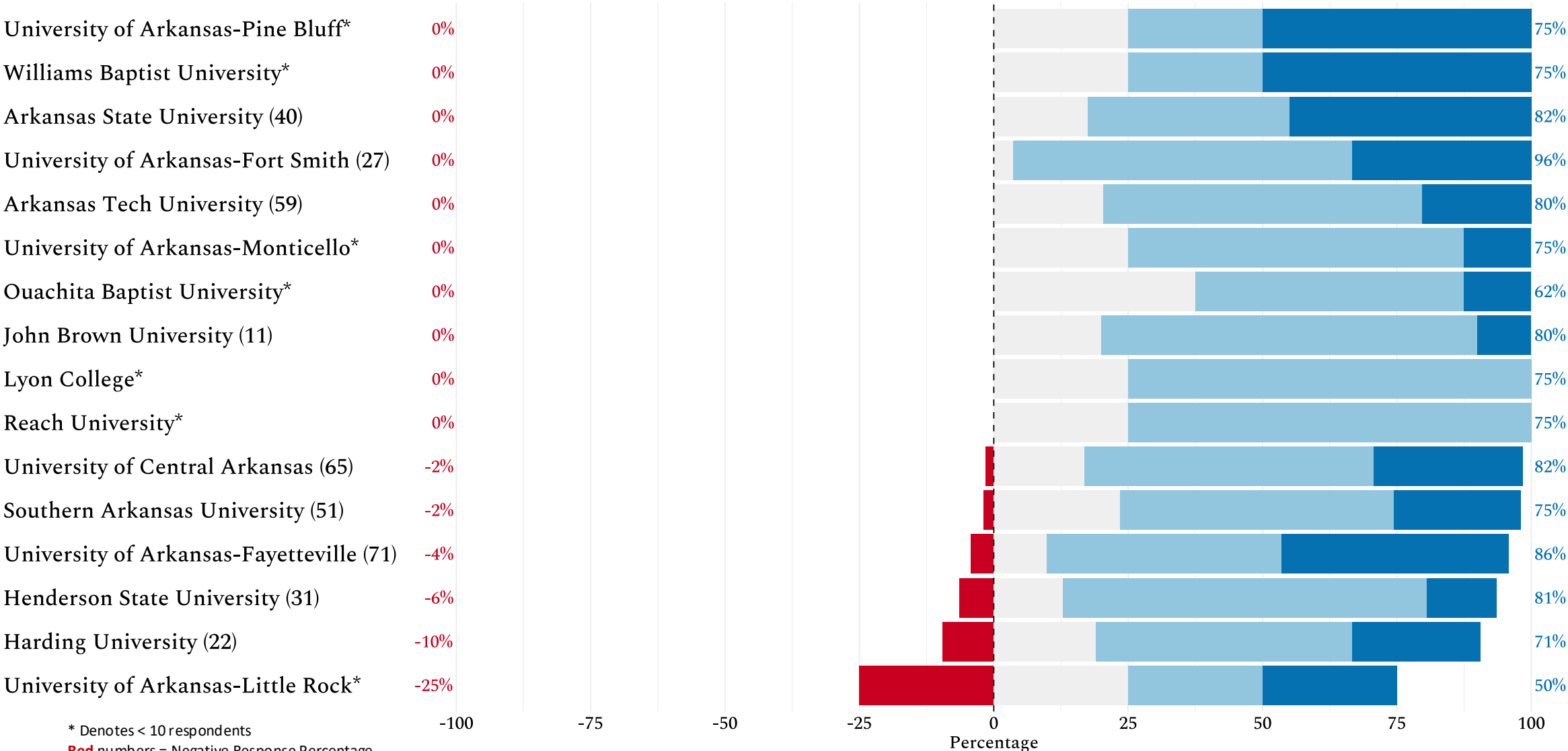
Rate the degree to which _____’s educator preparation program prepared them to administer and interpret diagnostic reading assessments for phonemic awareness, phonics, and oral reading fluency.



* Denotes < 10 respondents
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly Well = Neutral

Science of Reading Diagnostics and Support – Traditional EPP Averages

Rate the degree to which _____’s educator preparation program prepared them to support diverse learners (e.g., neurodiversity, linguistically diverse, gifted and talented, etc.) with reading instruction and interventions.

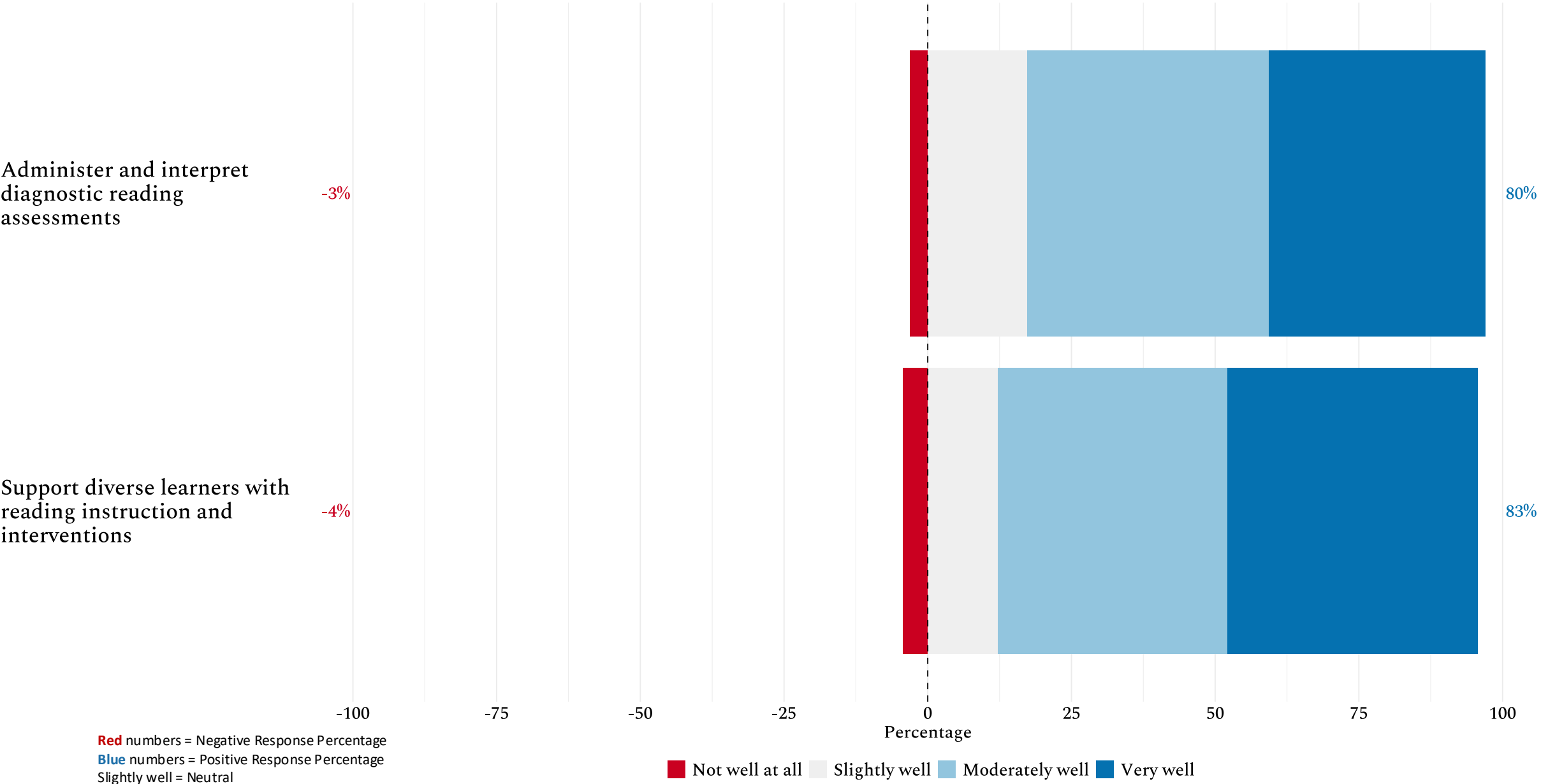


* Denotes < 10 respondents
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly Well = Neutral

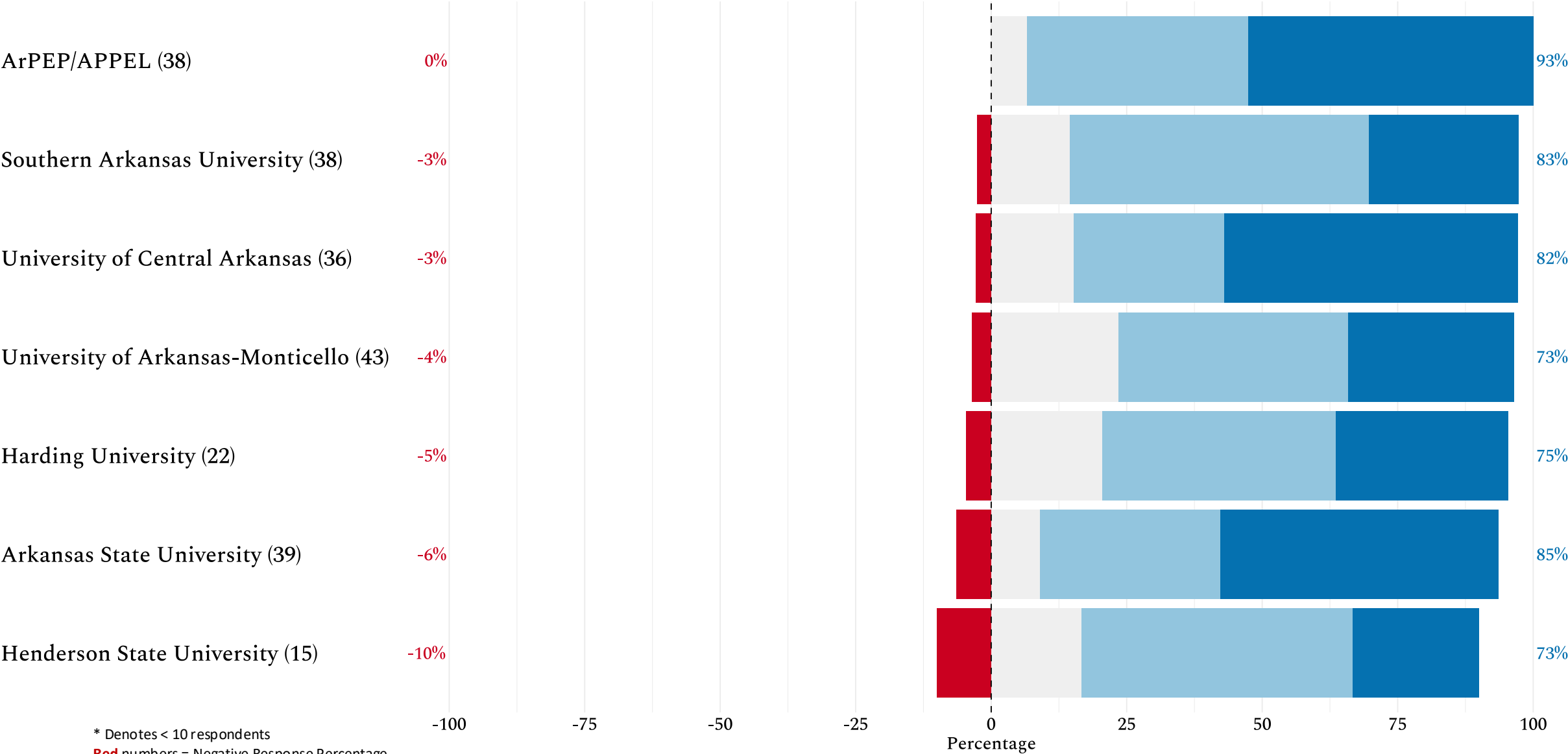
Science of Reading Diagnostics and Support: Alternative EPPs

Science of Reading Diagnostics and Support – Alternative EPP Averages

Rate the degree to which _____’s educator preparation program prepared them to:



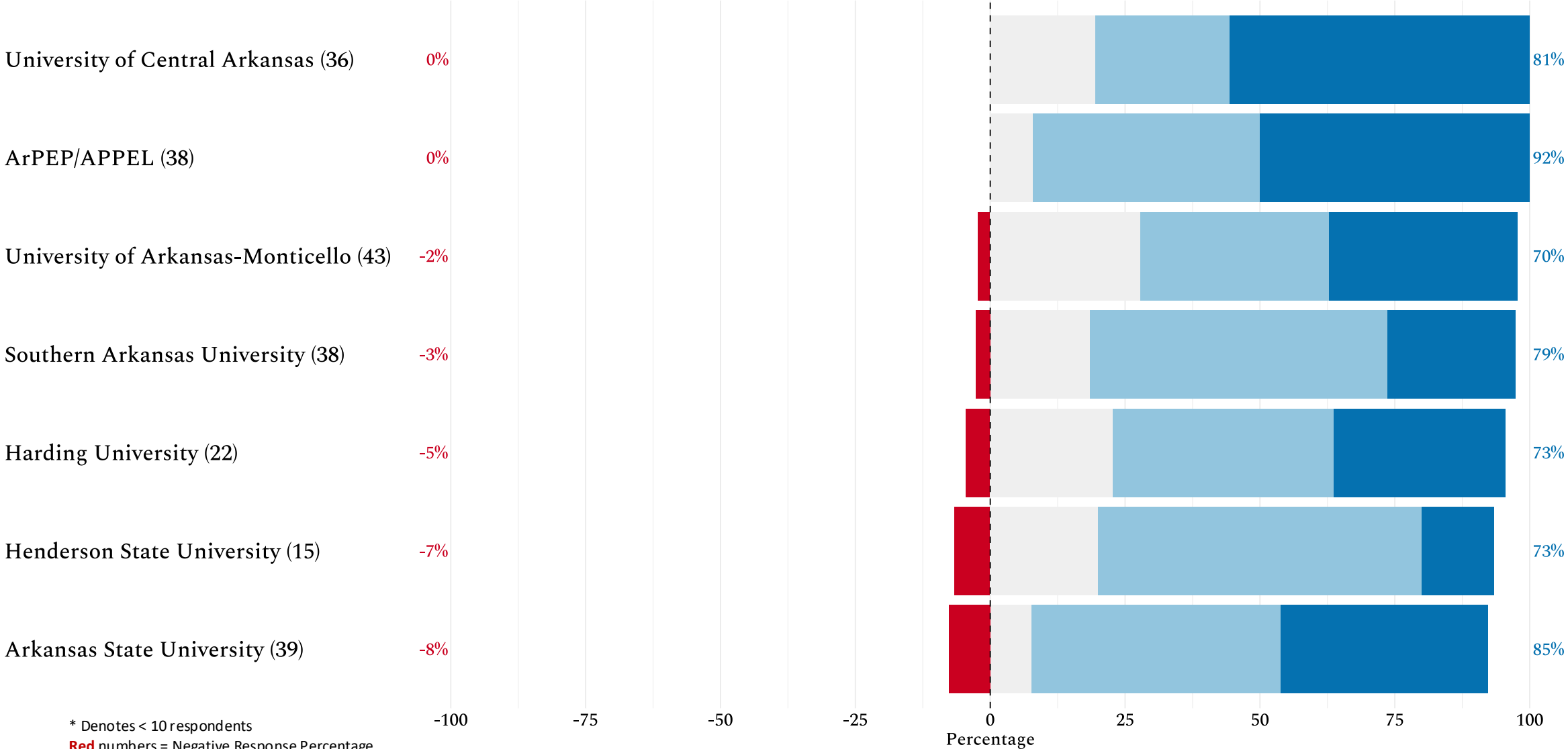
Science of Reading Diagnostics and Support – Alternative EPP Averages



* Denotes < 10 respondents
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly Well = Neutral

Science of Reading Diagnostics and Support – Traditional EPP Averages

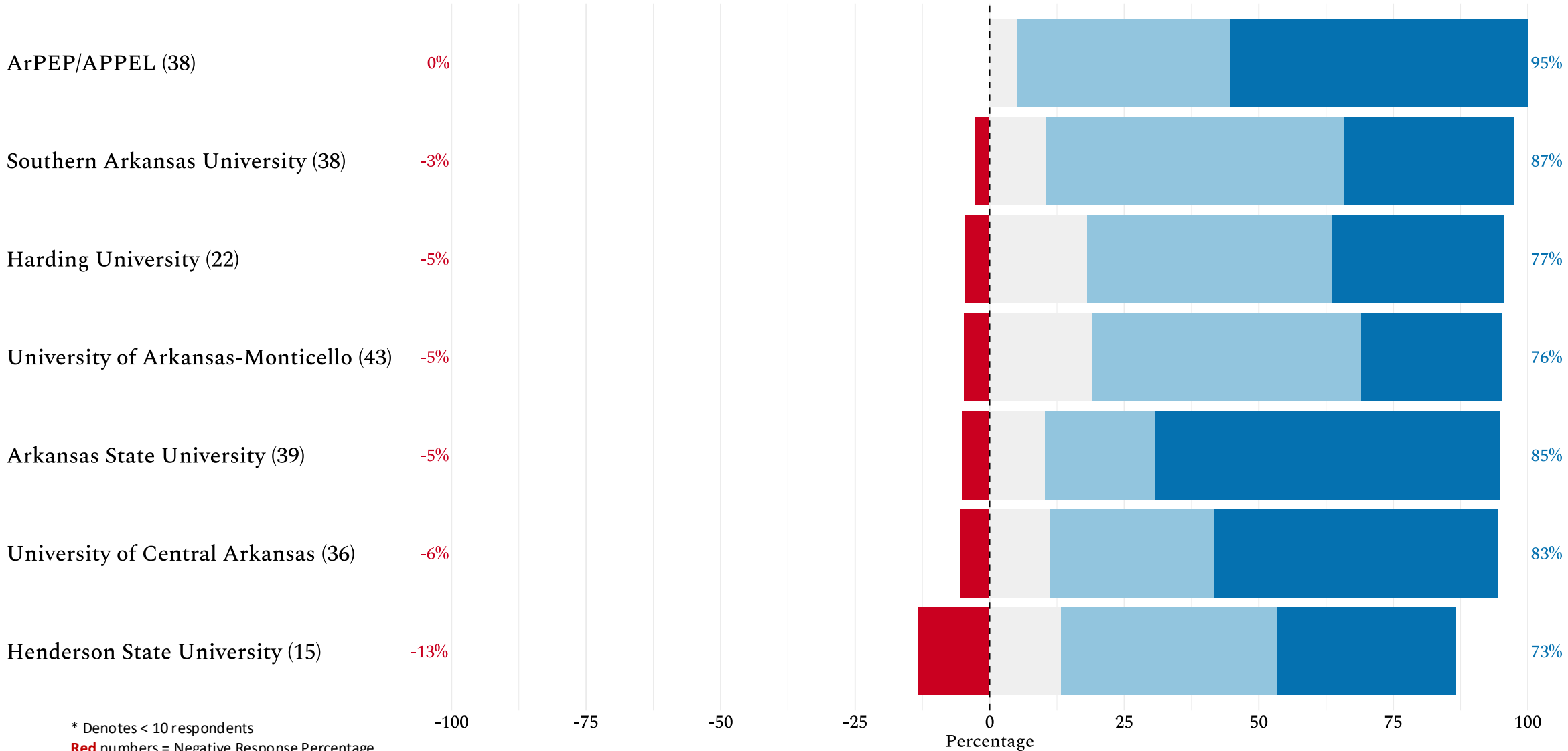
Rate the degree to which _____’s educator preparation program prepared them to administer and interpret diagnostic reading assessments for phonemic awareness, phonics, and oral reading fluency.



* Denotes < 10 respondents
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly Well = Neutral

Science of Reading Diagnostics and Support – Alternative EPP Averages

Rate the degree to which _____’s educator preparation program prepared them to support diverse learners (e.g., neurodiversity, linguistically diverse, gifted and talented, etc.) with reading instruction and interventions.



* Denotes < 10 respondents
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly Well = Neutral