

2023 & 2024 Educator Preparation Program (EPP) Completer Survey Report

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Division of Elementary and Secondary Education

Arkansas Department of Education

8/28/2024



DIVISION OF ELEMENTARY
& SECONDARY EDUCATION



UNIVERSITY OF
ARKANSAS

College of Education
& Health Professions
Education Reform



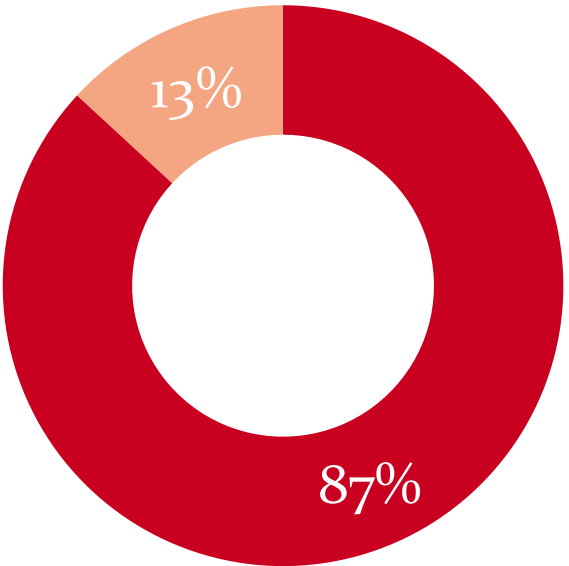
Table of Contents

- [Survey Response Rate and Respondent Makeup](#)
- [Employment](#)
- [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](#)
- [Licensure Exams](#)
- [Science of Reading](#)
- [High Quality Instructional Materials \(HQIM\)](#)

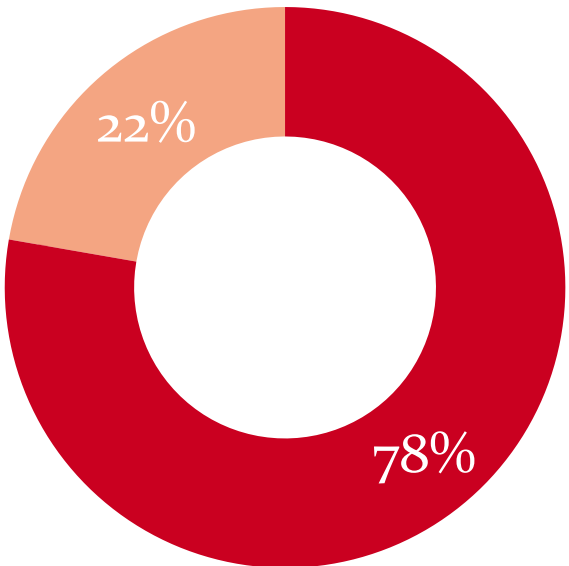
EPP Completer Survey Response Rate and Respondent Makeup

The surveys summarized in this report were administered to 2022 and 2023 EPP completers in the spring of the year after they completed.

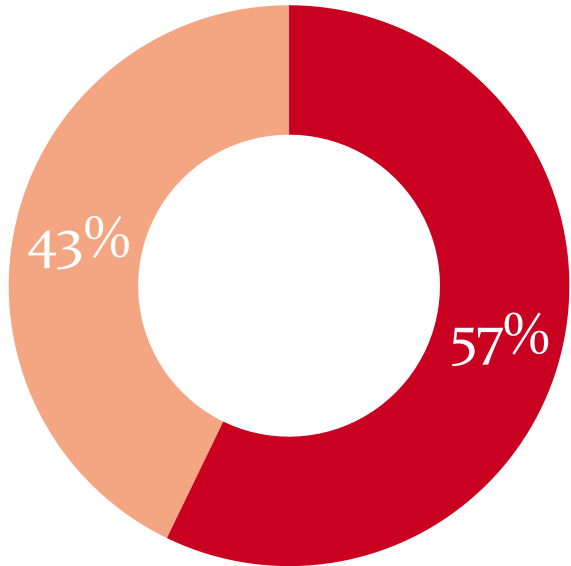
2022 & 2023 Completers = 3,792; Completers with valid email addresses = 2,881;
Survey Respondents = 1,644; Response Rate = 57%



■ Non-Teacher ■ Teacher



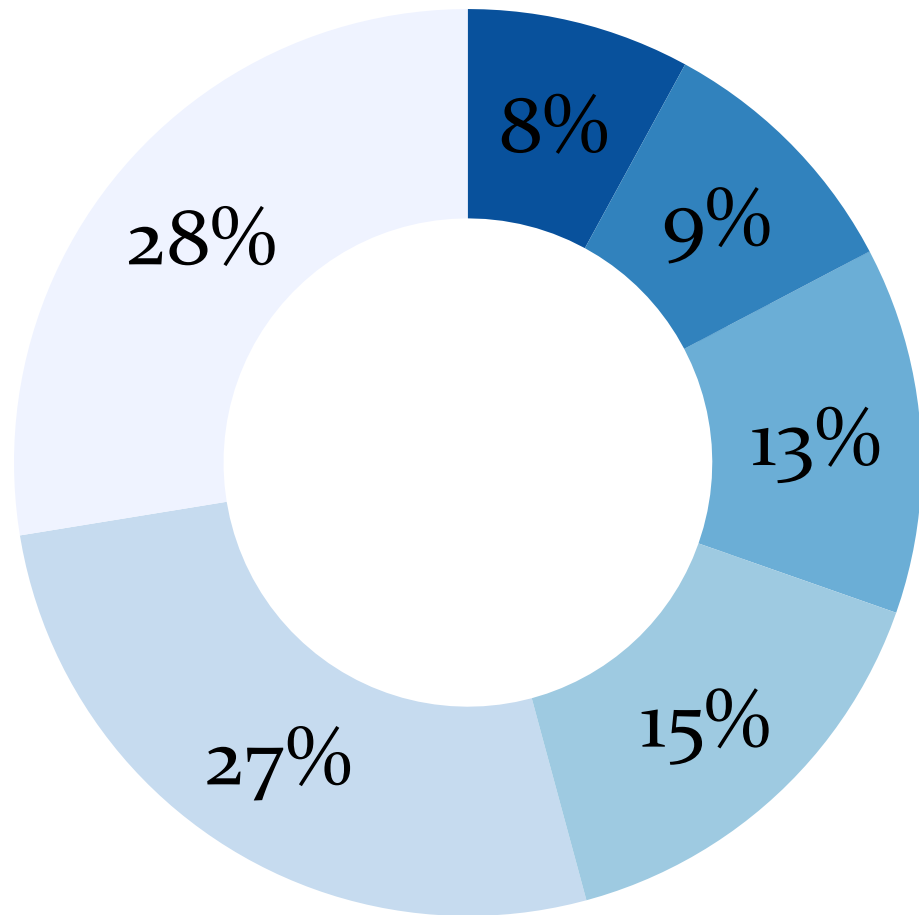
■ Non-Novice
■ Novice (0-2 years of experience)



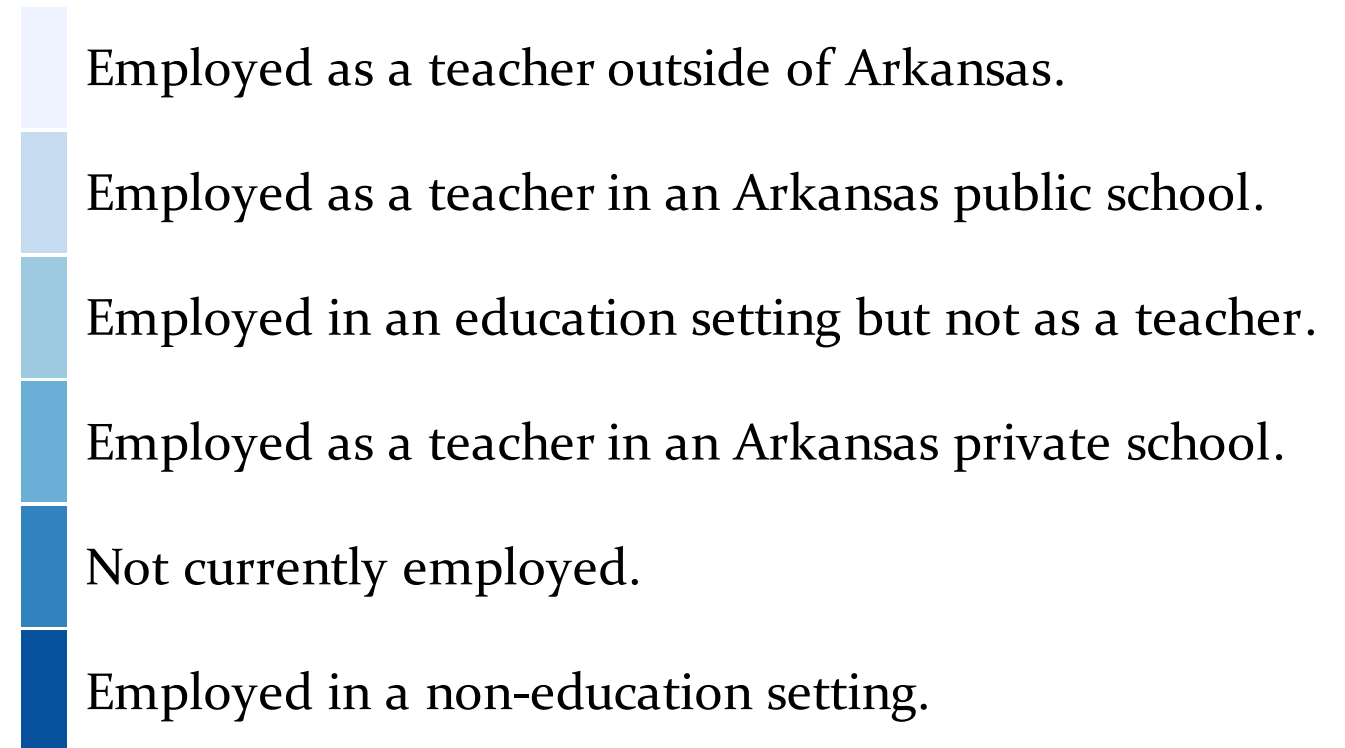
■ Alternative ■ Traditional

Employment

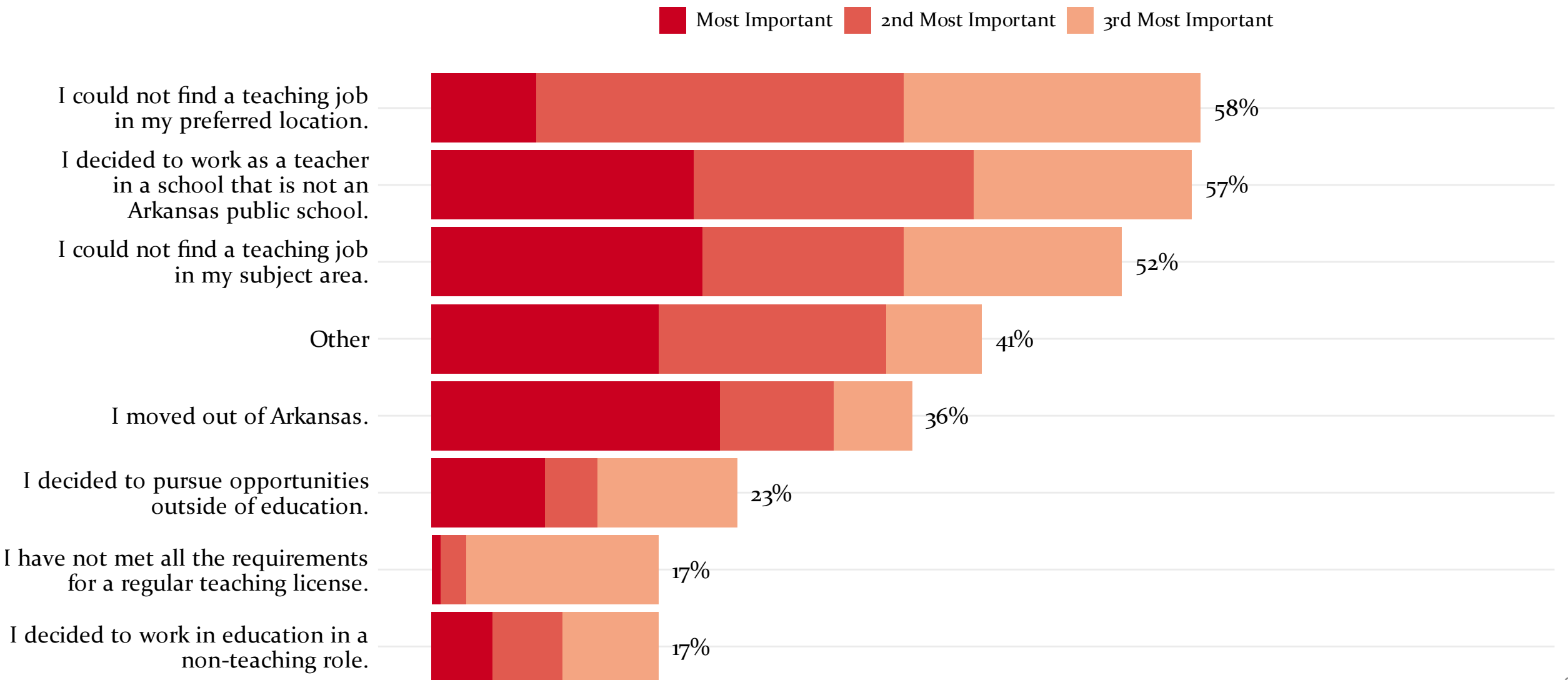
We asked completers who were not listed in state data as the teacher of record in an Arkansas public school about their employment. (n=214)



Which best describes your current employment?
I am...



We asked completers who were not employed as a teacher in an Arkansas public school to rank the top three reasons why they were not. (n=153)

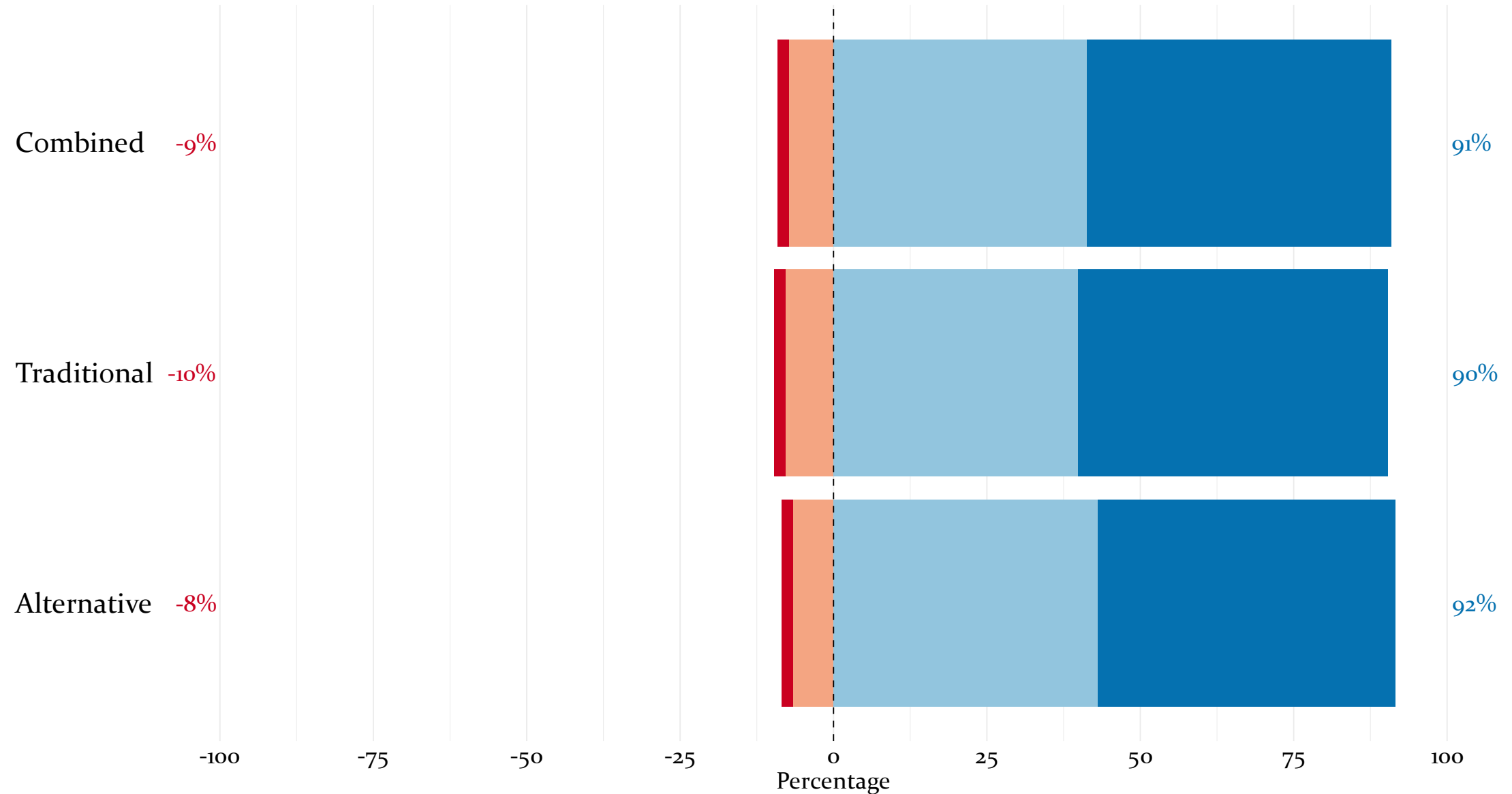


Teacher Excellence and Support System (TESS)

- We asked completers how well their EPP prepared them 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

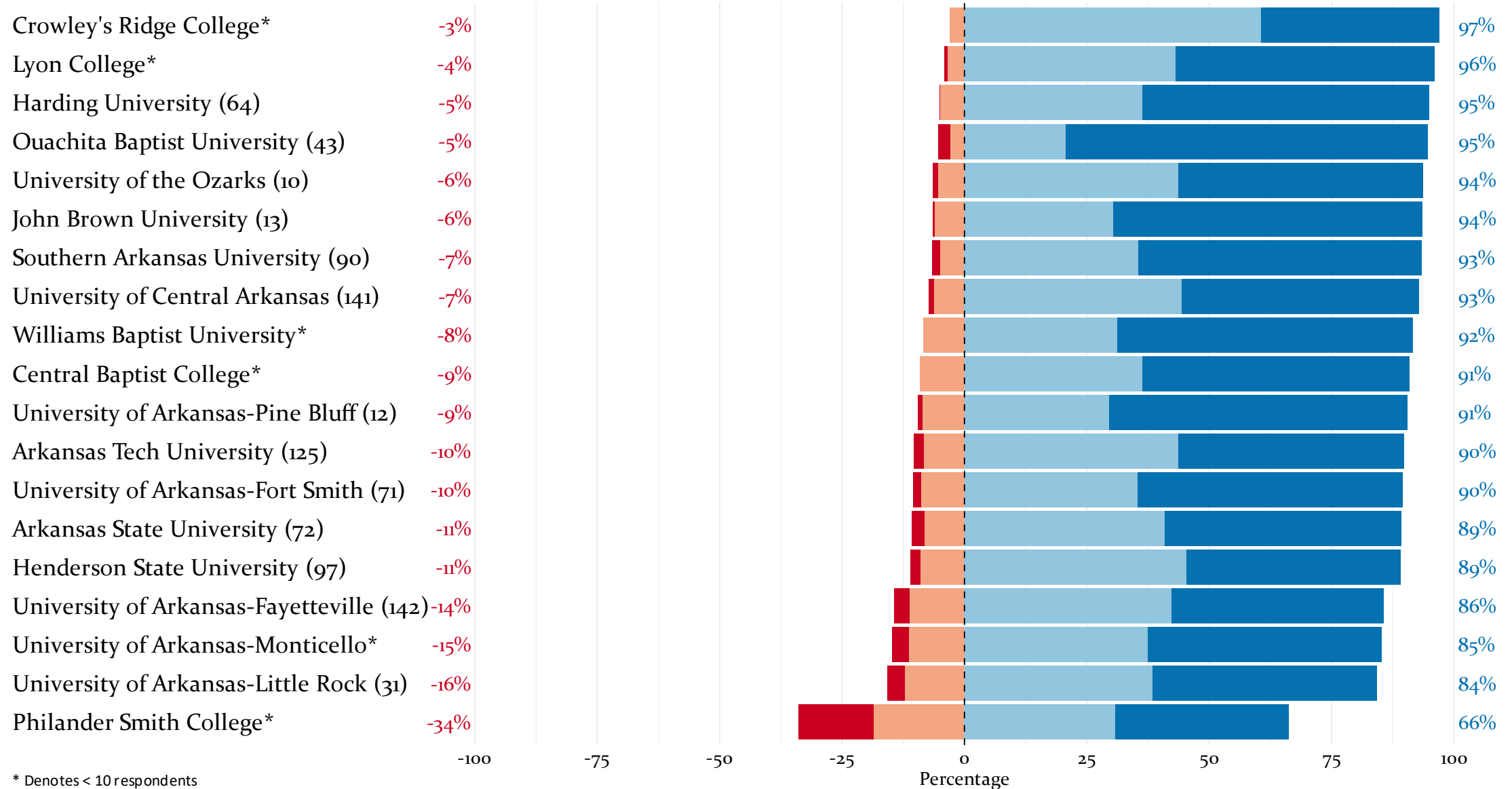
TESS Domains 1-4 – Overall Averages



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

Strongly Disagree Disagree Agree Strongly Agree

TESS Domains 1-4 – Traditional Educator Preparation Program Averages



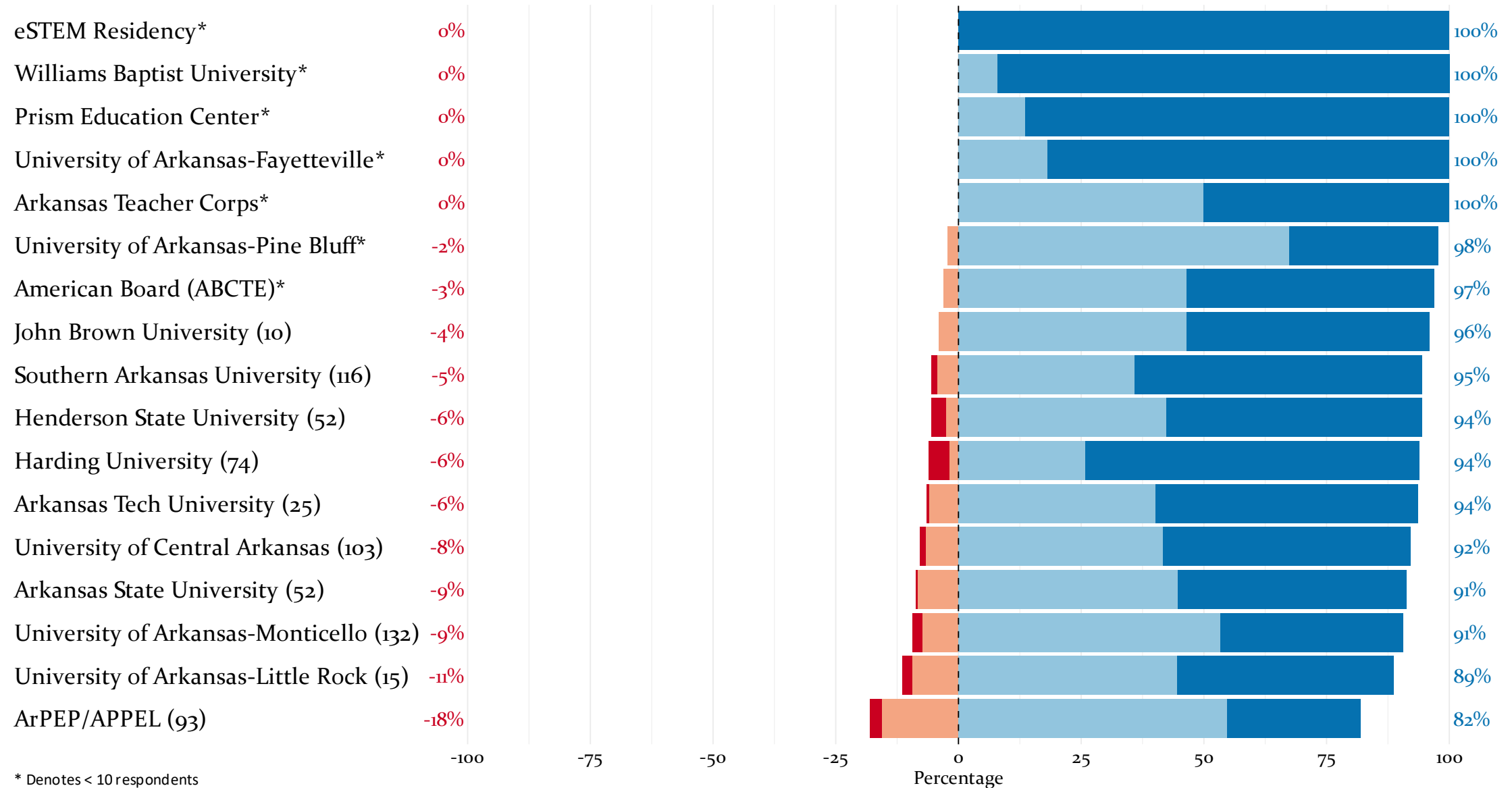
* Denotes < 10 respondents

Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domains 1-4 – Alternative Educator Preparation Program Averages

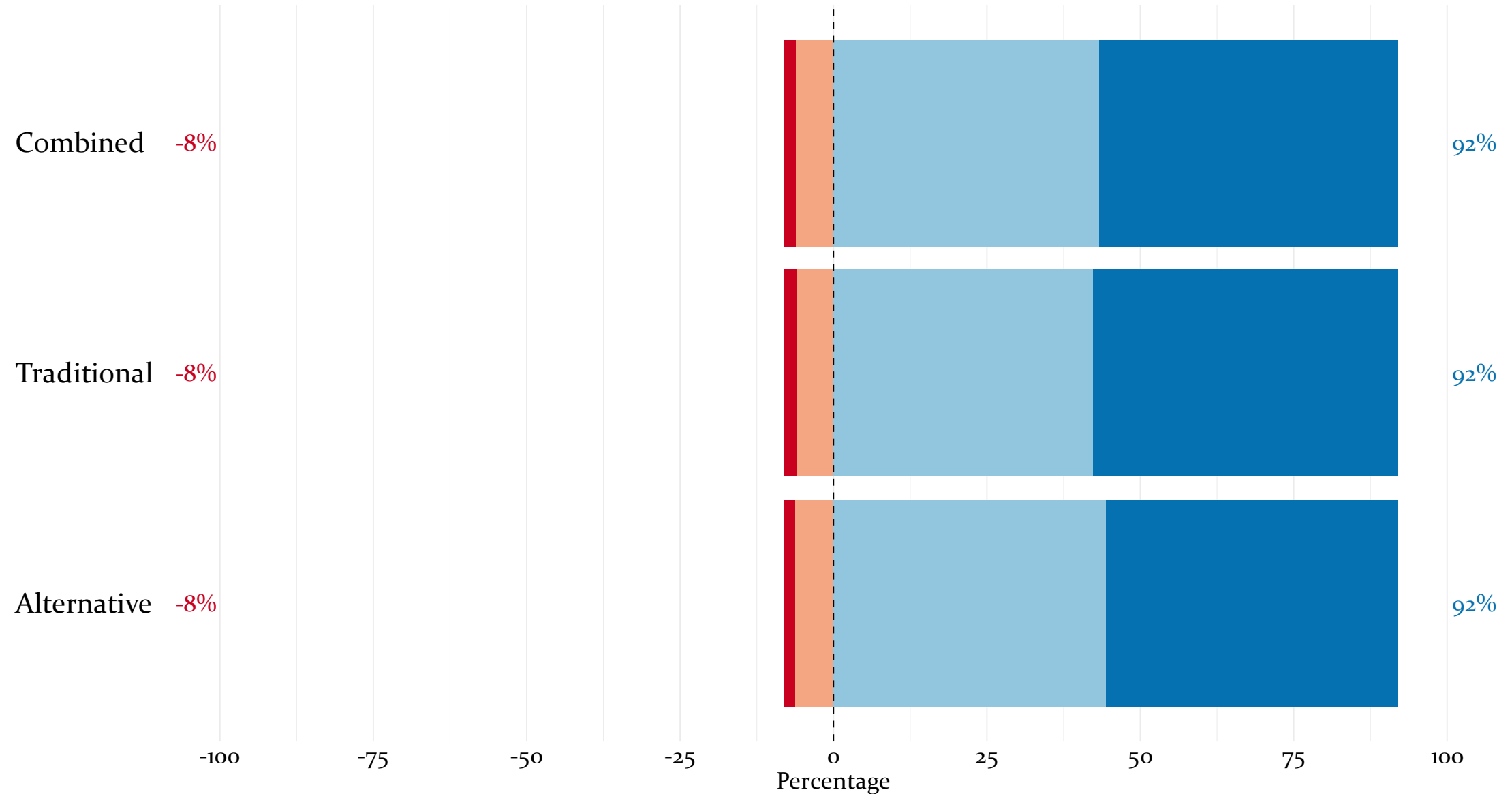


TESS Domain 1: Planning and Preparation

For TESS Domain 1, we asked completers how well their
EPP prepared them 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

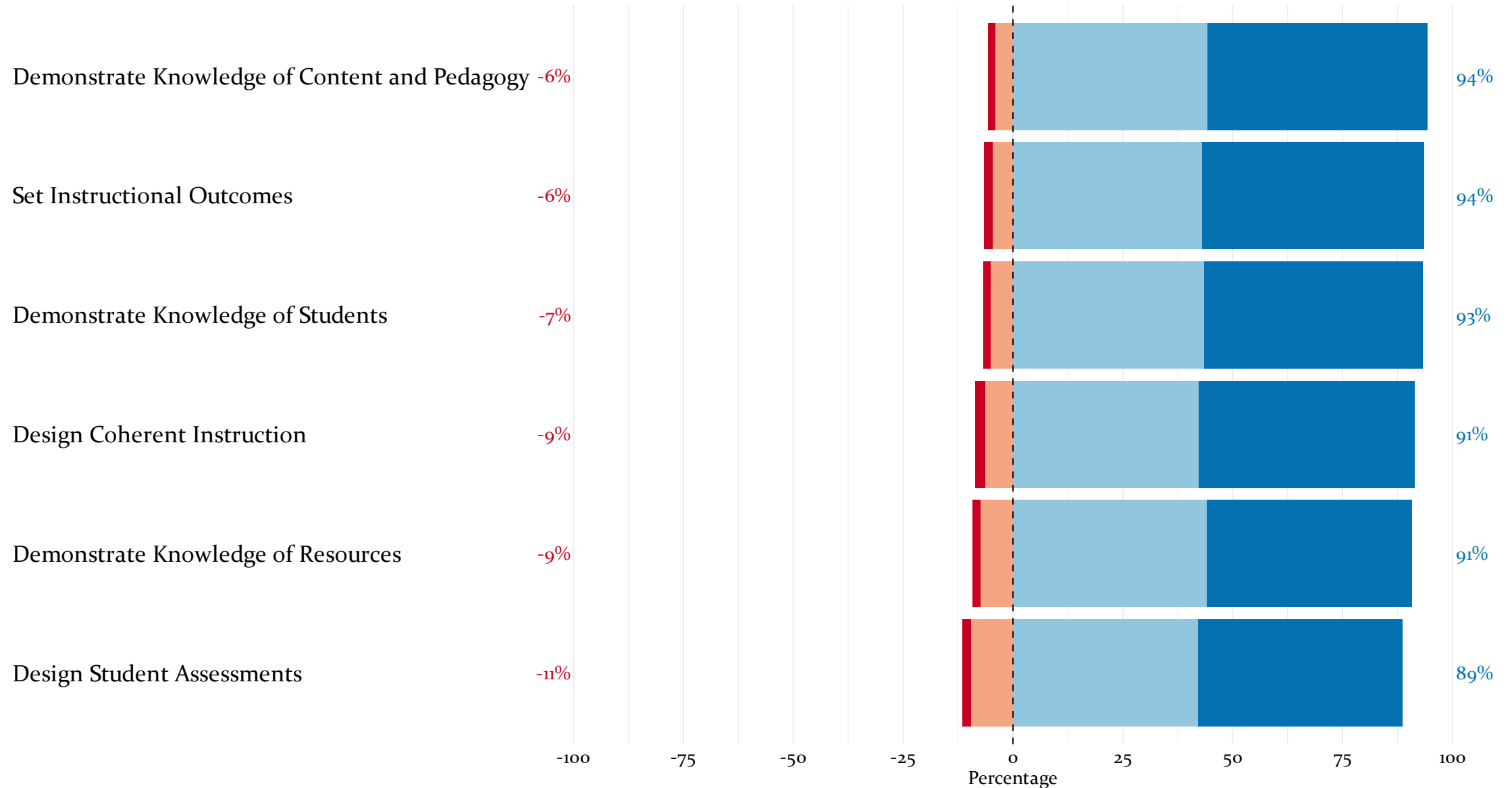


Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 - Statement Averages

My EPP prepared me to:



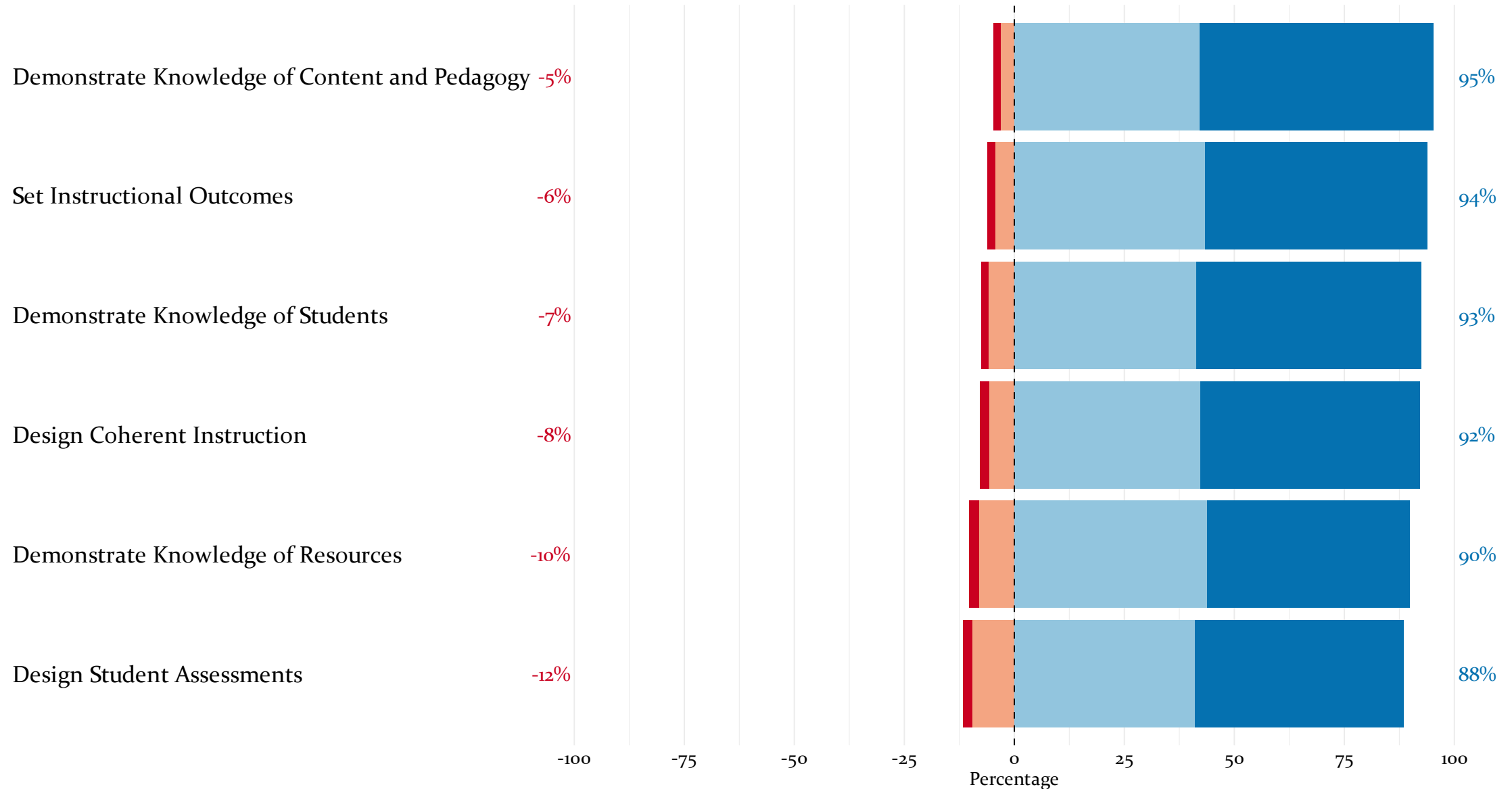
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1: Traditional EPPs

TESS Domain 1 – Traditional EPP Statement Averages

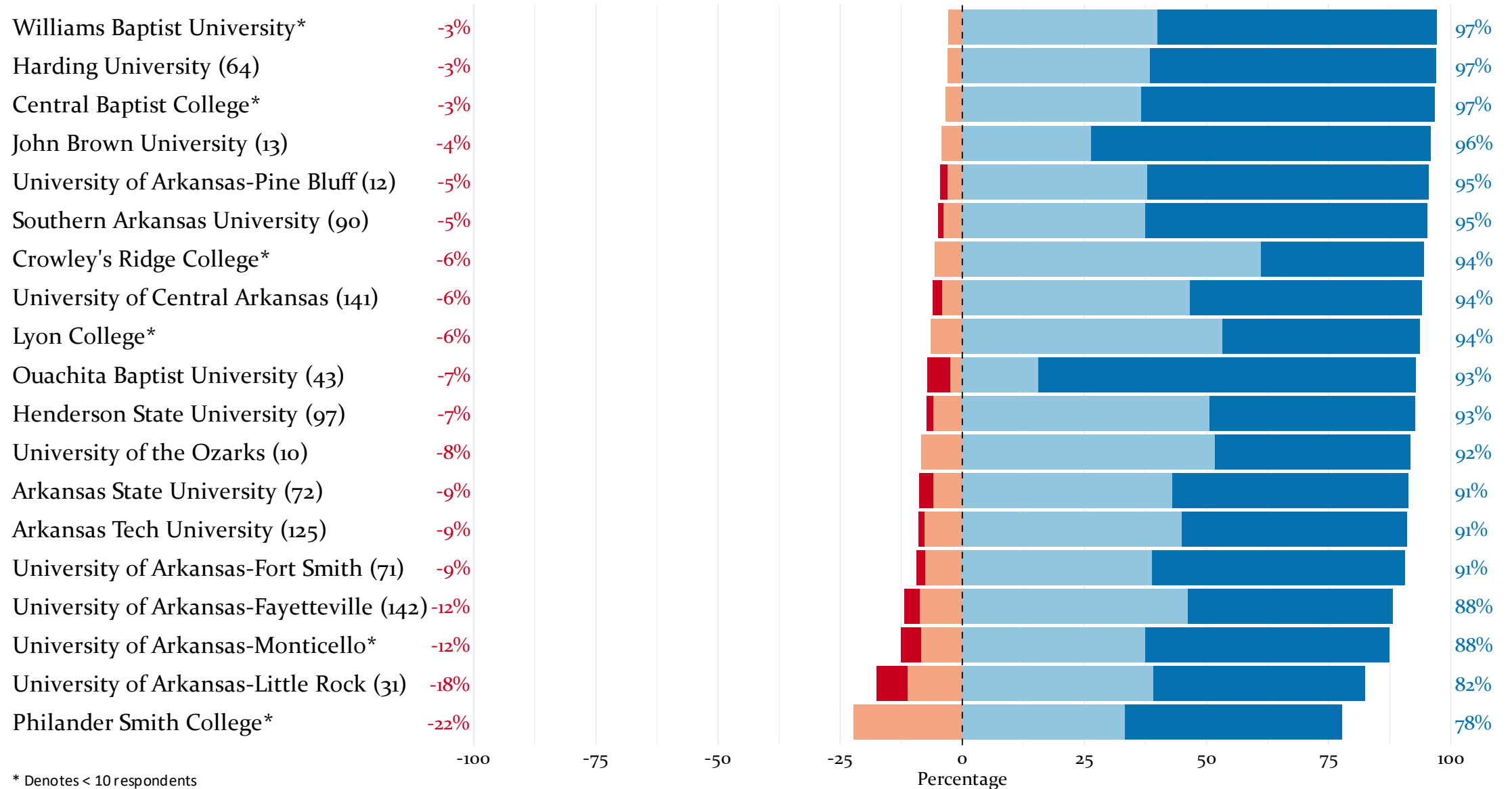
My EPP prepared me to:



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

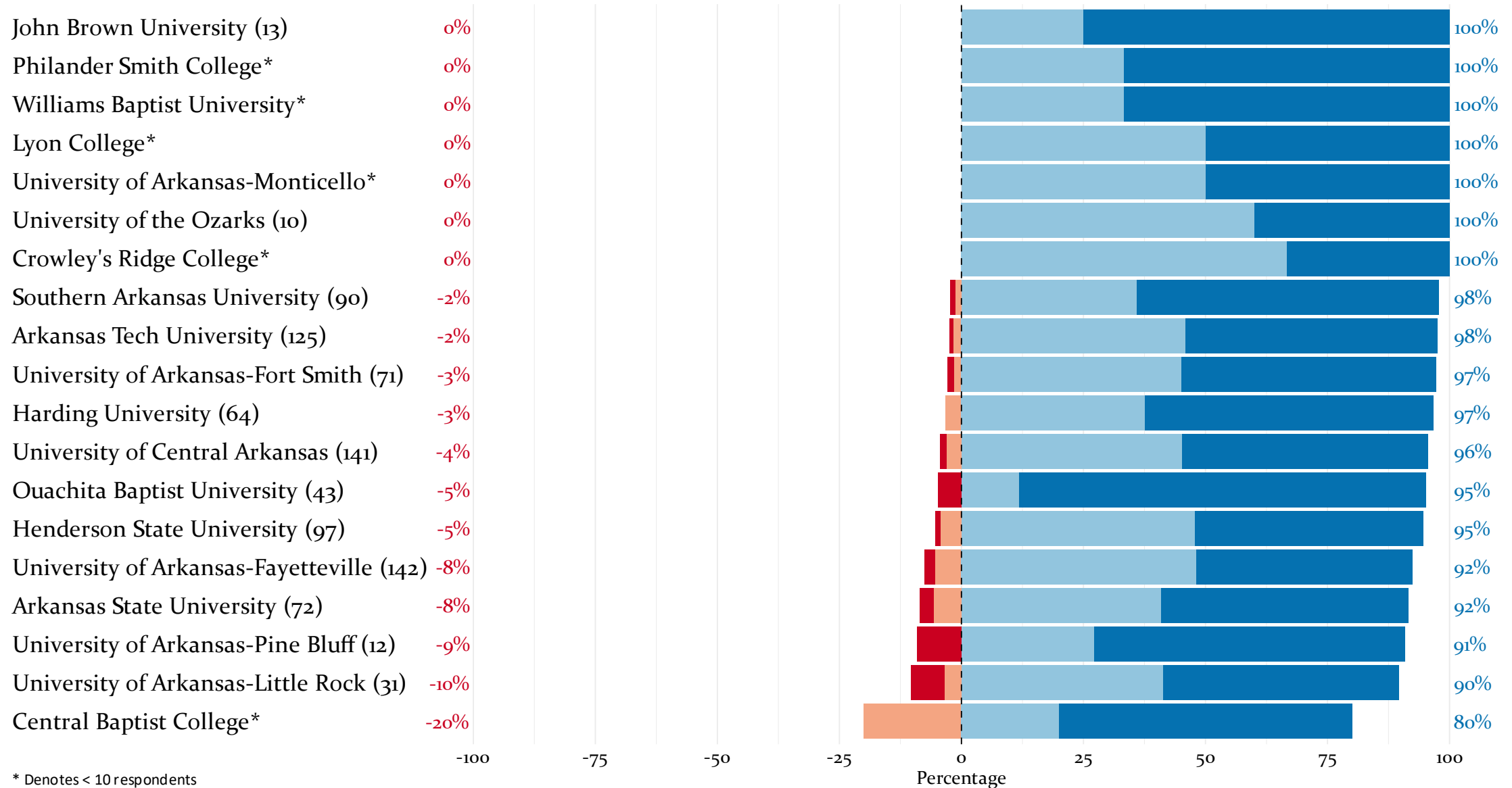
Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Traditional EPP Averages



TESS Domain 1 – Statement 1, Traditional EPPs

My EPP prepared me to demonstrate knowledge of content and pedagogy.



* Denotes < 10 respondents

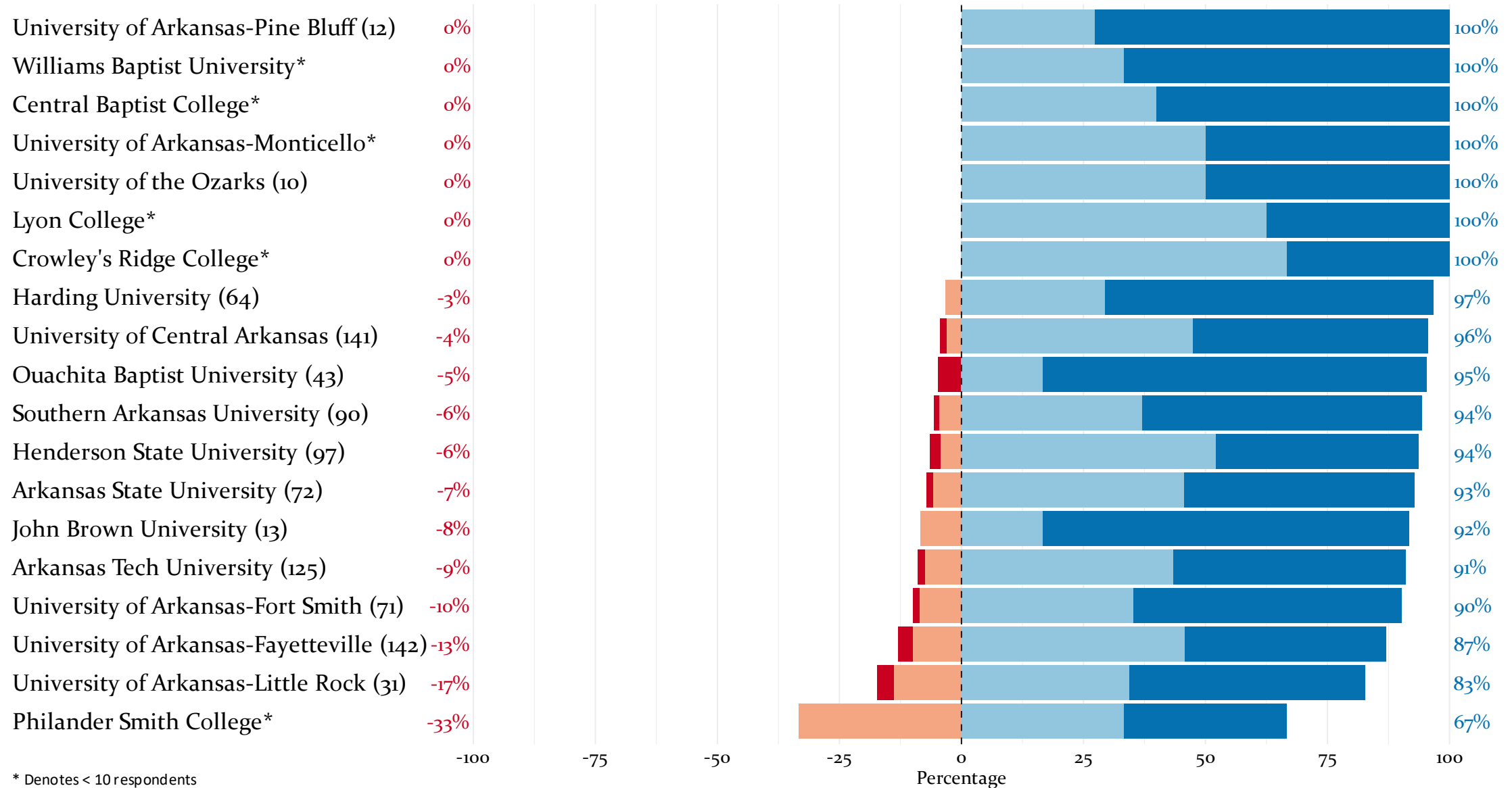
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 2 , Traditional EPPs

My EPP prepared me to demonstrate knowledge of students.



* Denotes < 10 respondents

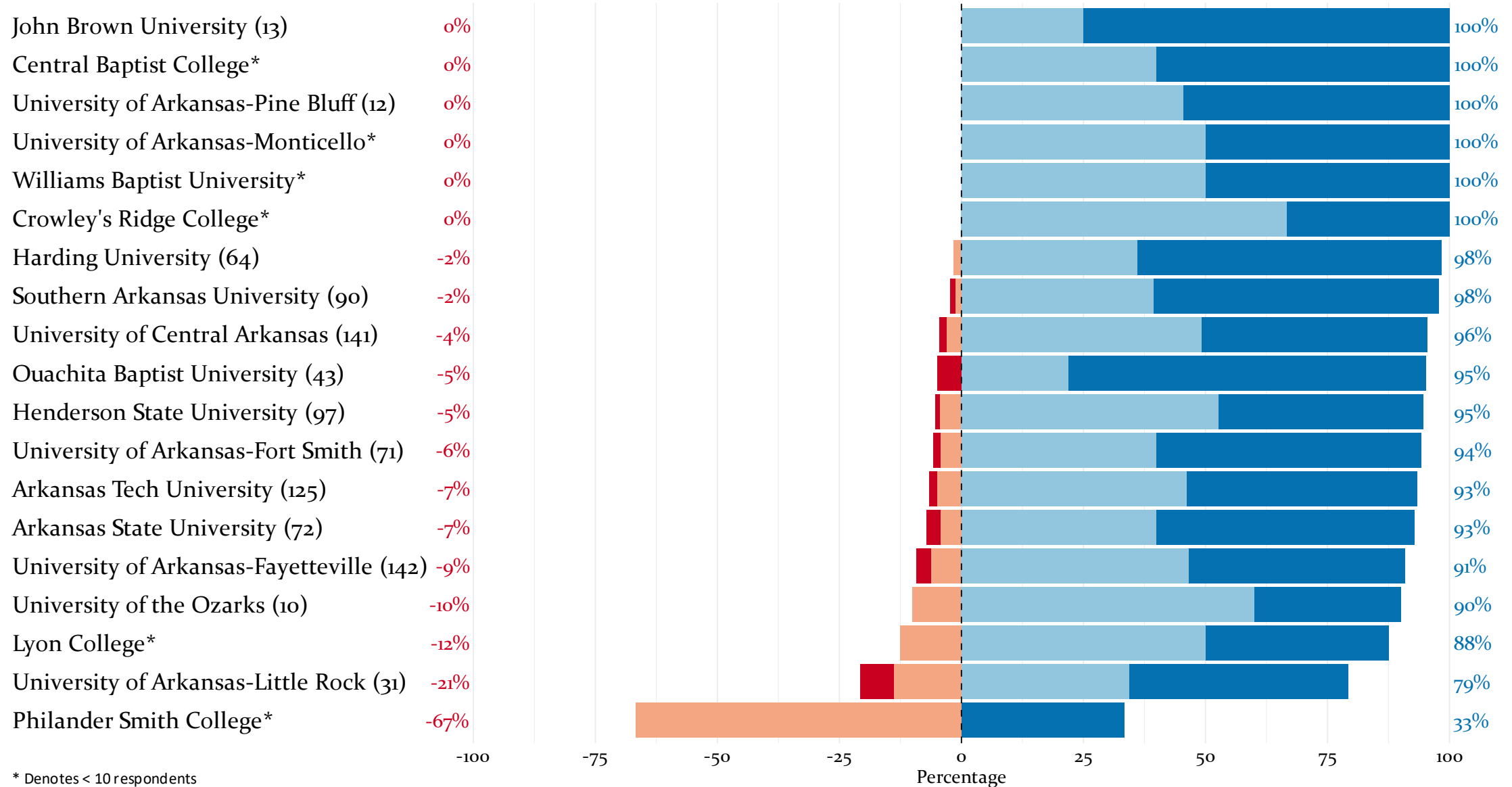
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 3 , Traditional EPPs

My EPP Prepared me to set instructional outcomes.



* Denotes < 10 respondents

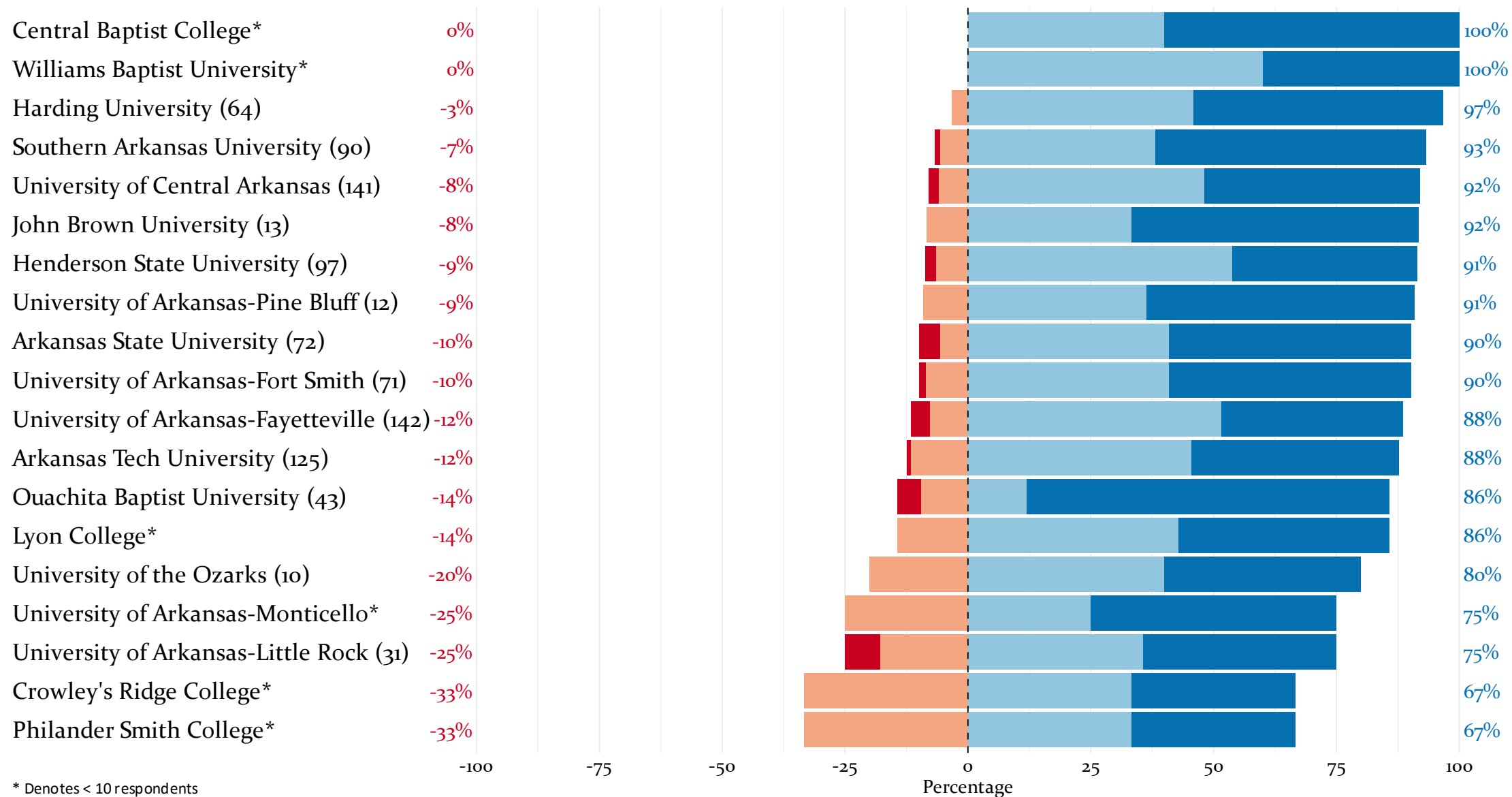
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 4 , Traditional EPPs

My EPP Prepared me to demonstrate knowledge of resources.



* Denotes < 10 respondents

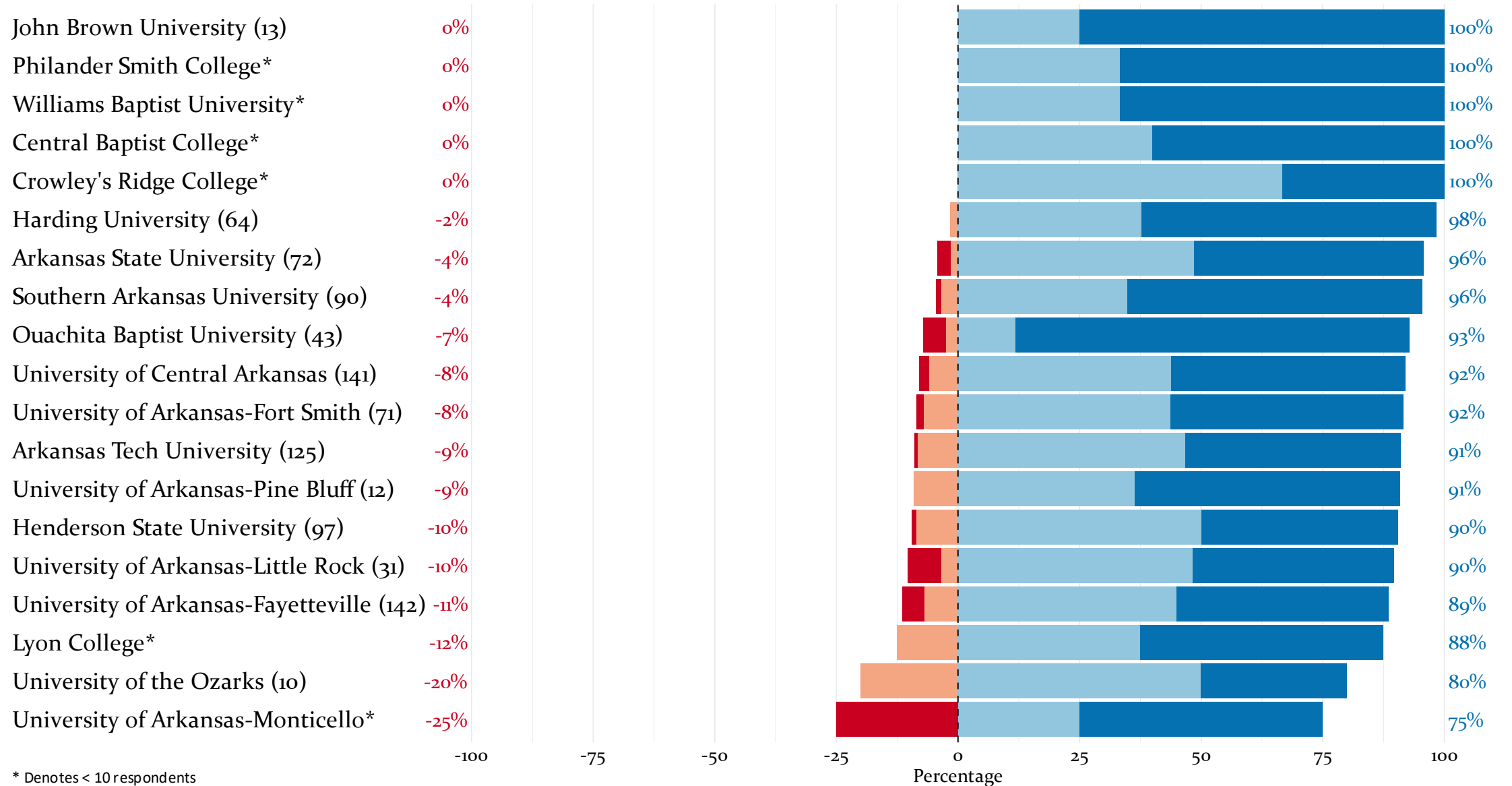
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 5 , Traditional EPPs

My EPP Prepared me to design coherent instruction.



* Denotes < 10 respondents

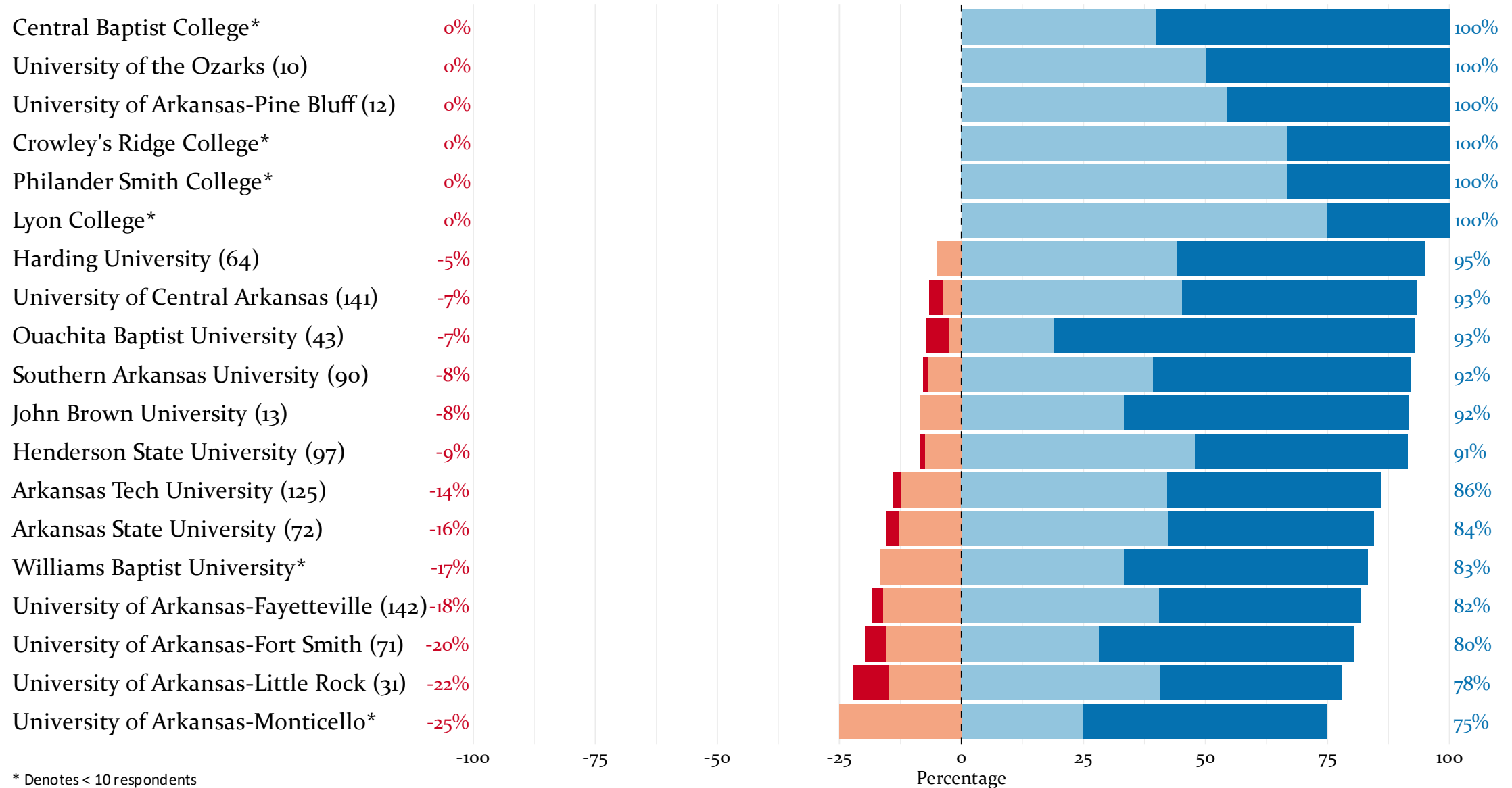
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 6 , Traditional EPPs

My EPP Prepared me to design student assessments.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

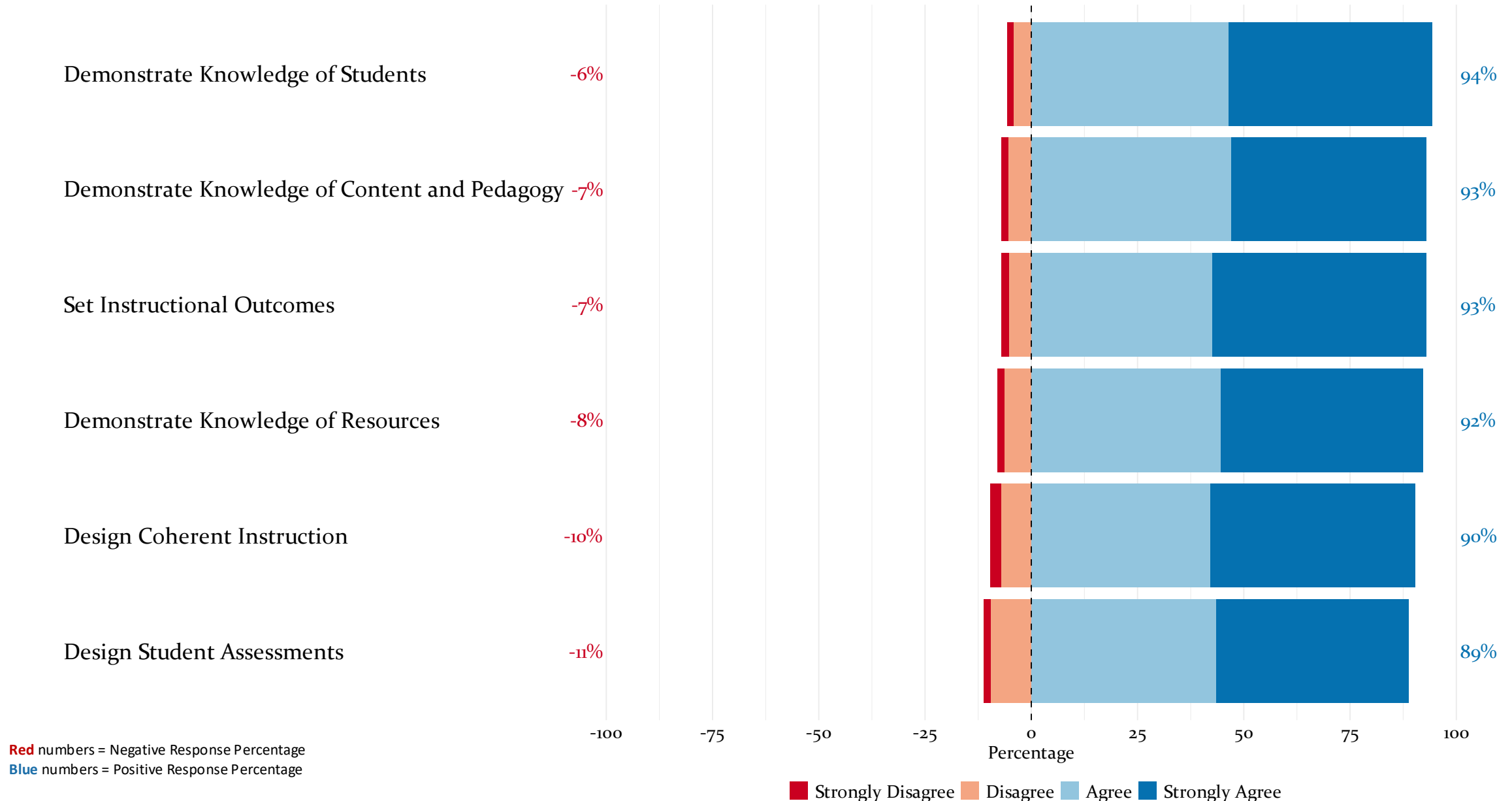
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

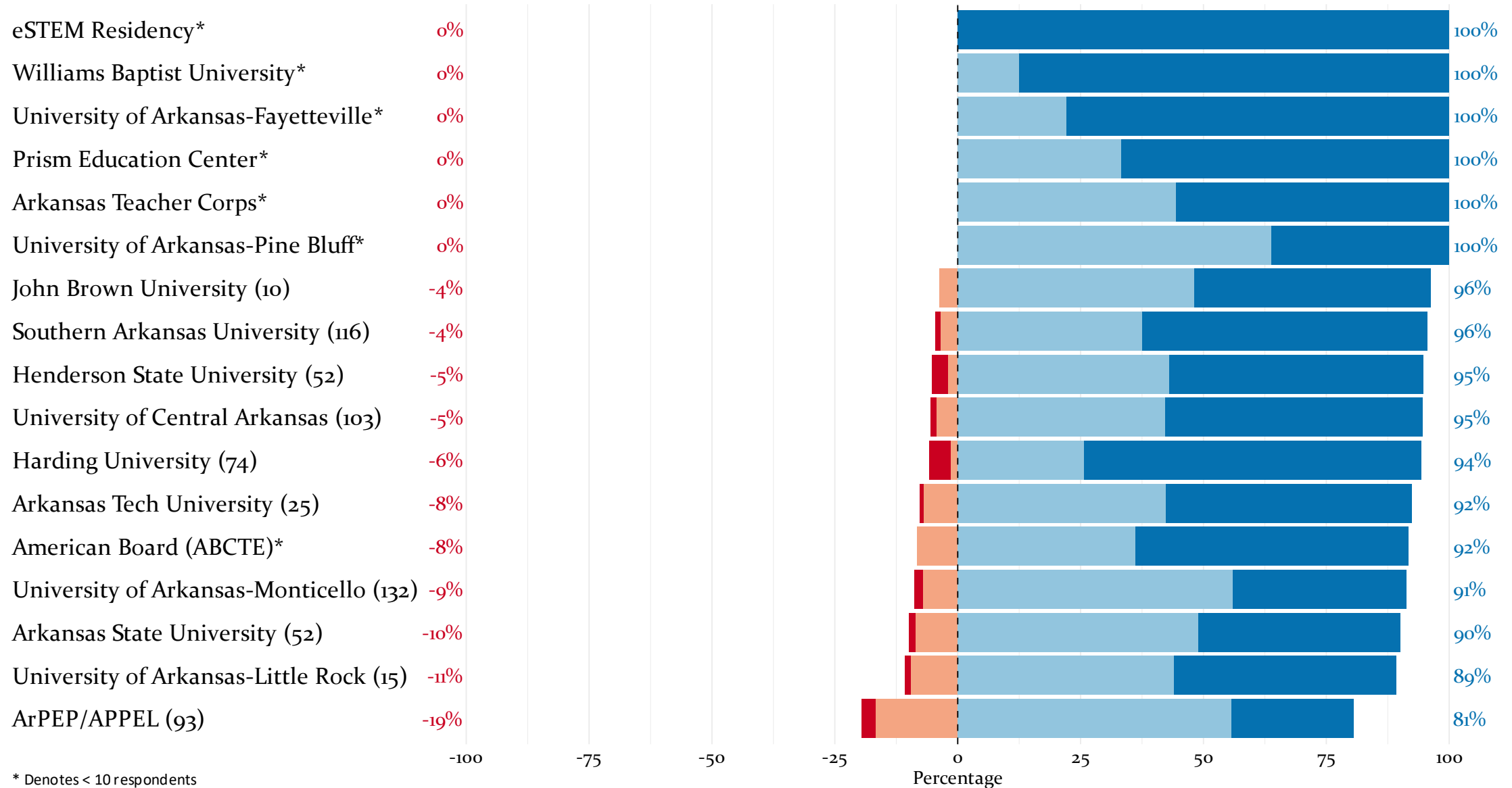
TESS Domain 1: Alternative EPPs

TESS Domain 1 – Alternative EPP Statement Averages

My EPP prepared me to:

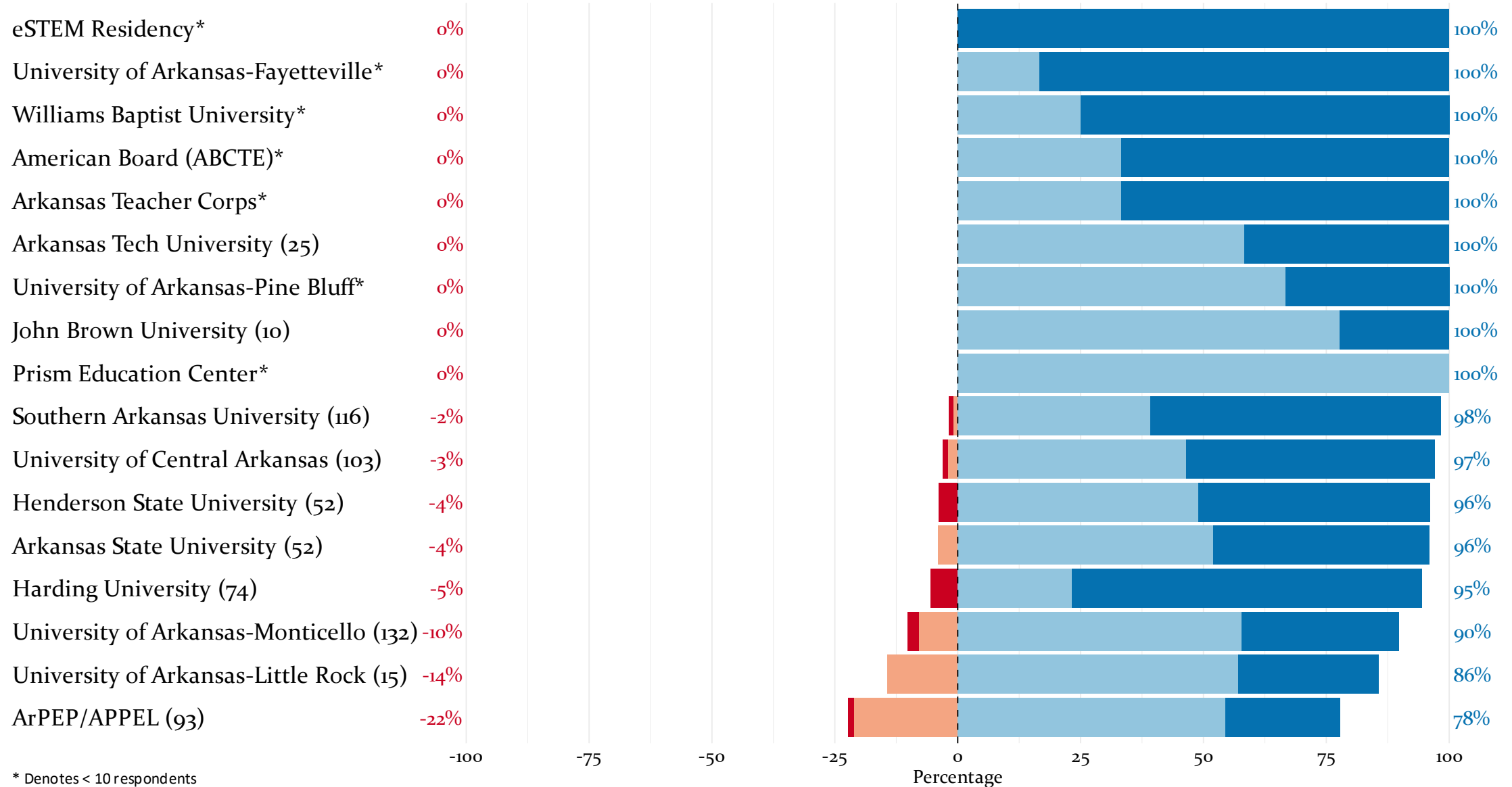


TESS Domain 1 – Alternative EPP Averages



TESS Domain 1 – Statement 1, Alternative EPPs

My EPP prepared me to demonstrate knowledge of content and pedagogy.



* Denotes < 10 respondents

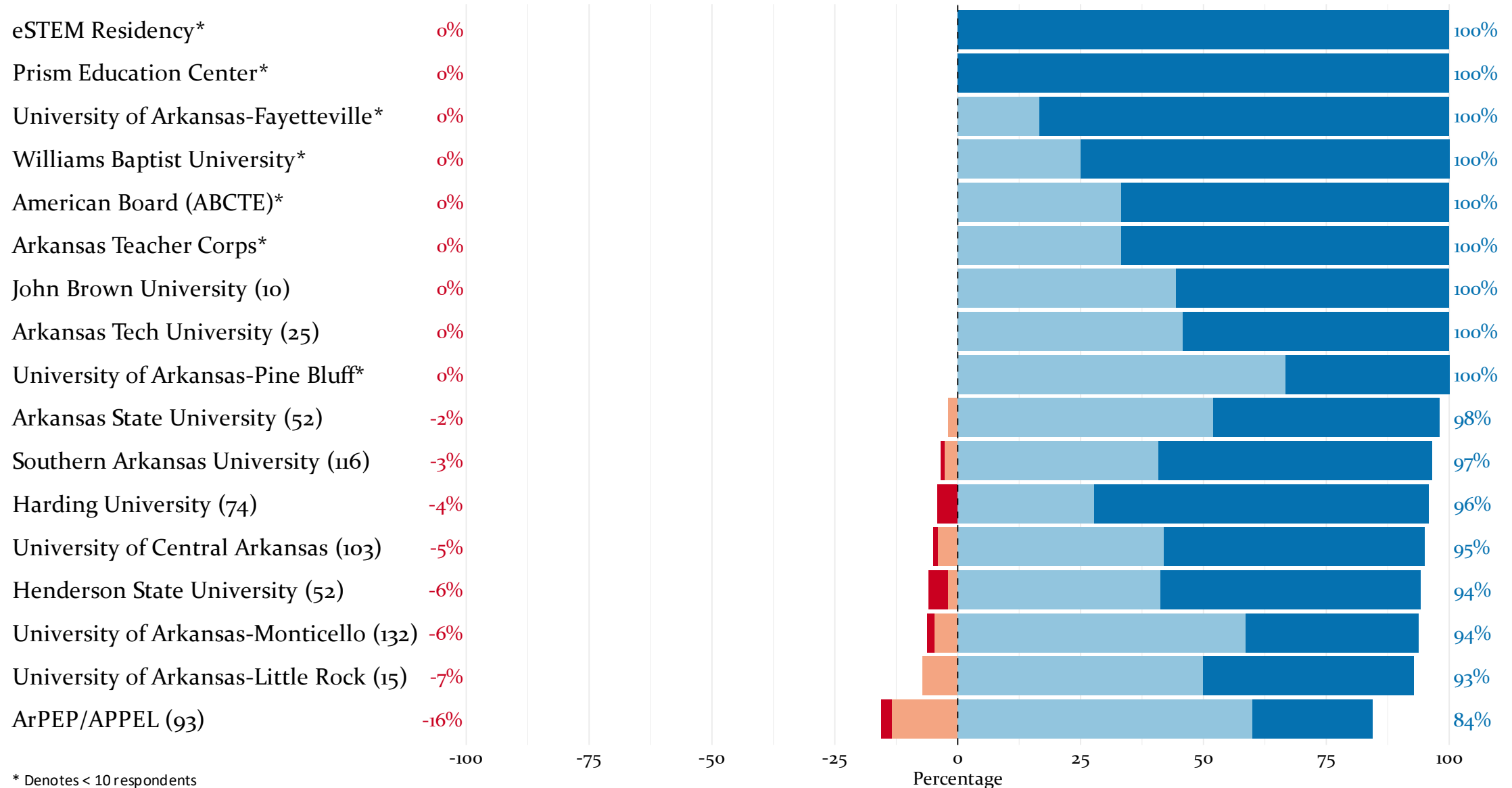
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 2 , Alternative EPPs

My EPP prepared me to demonstrate knowledge of students.



* Denotes < 10 respondents

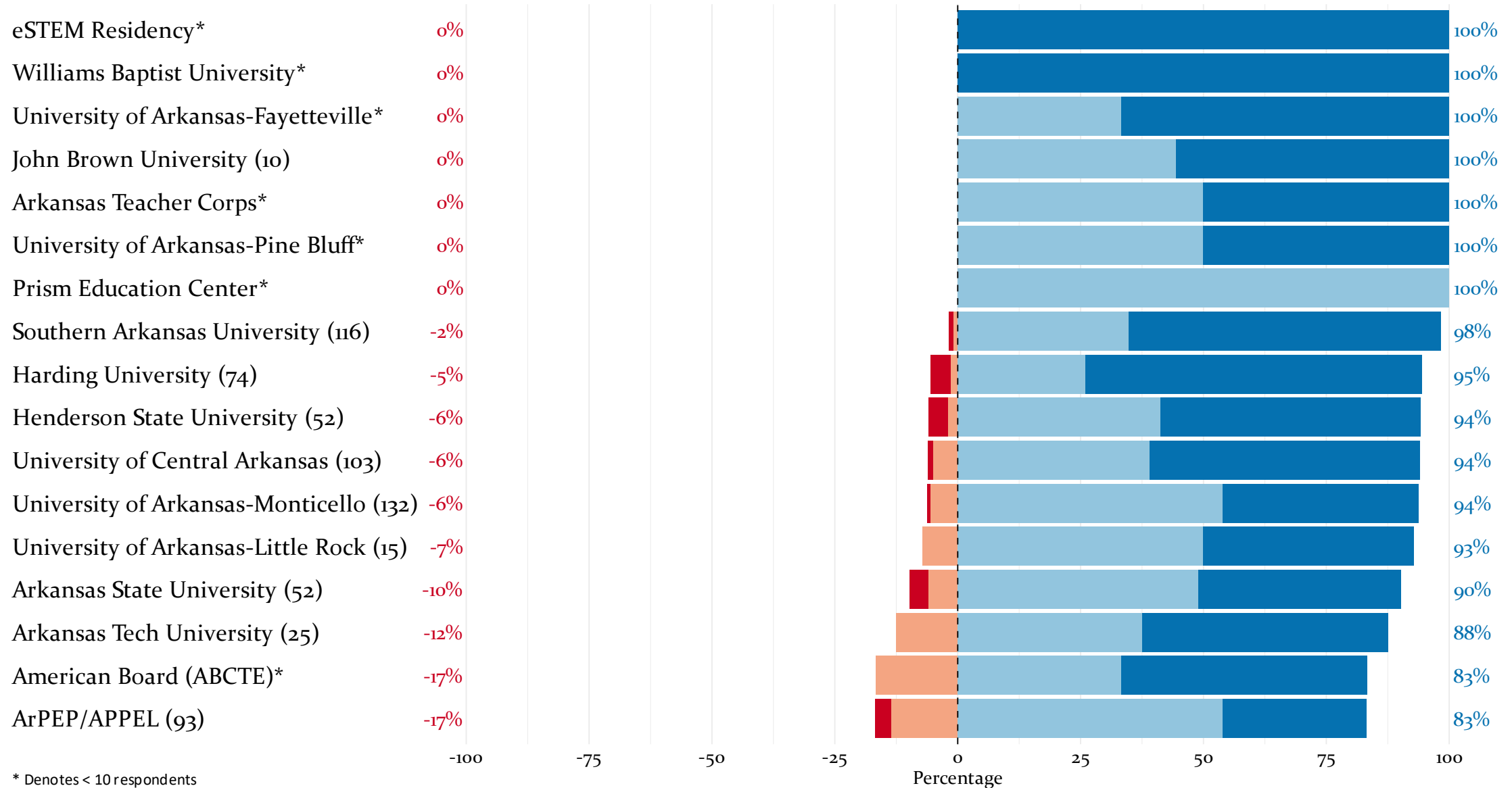
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 1 – Statement 3 , Alternative EPPs

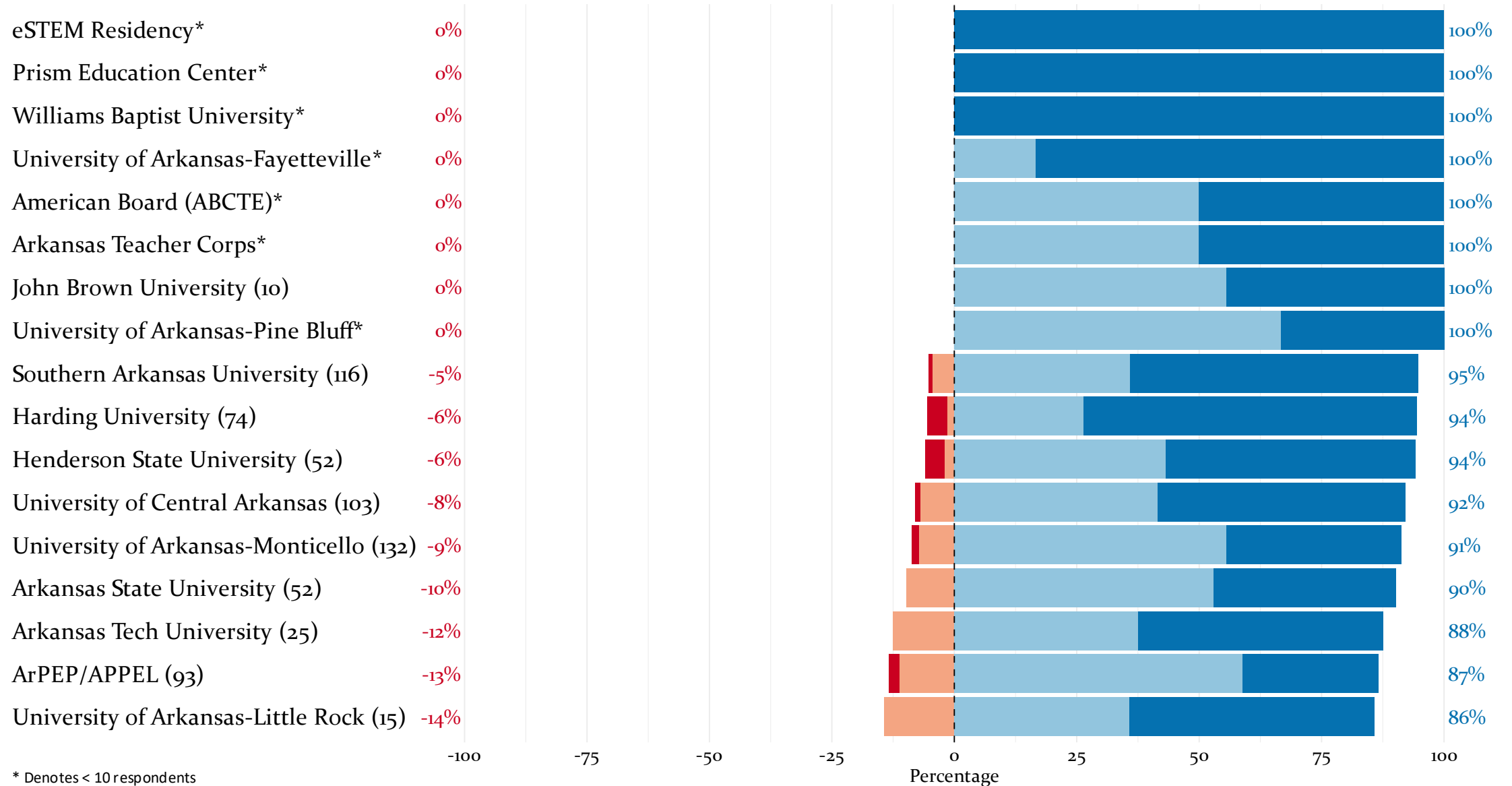
My EPP Prepared me to set instructional outcomes.



Strongly Disagree Disagree Agree Strongly Agree

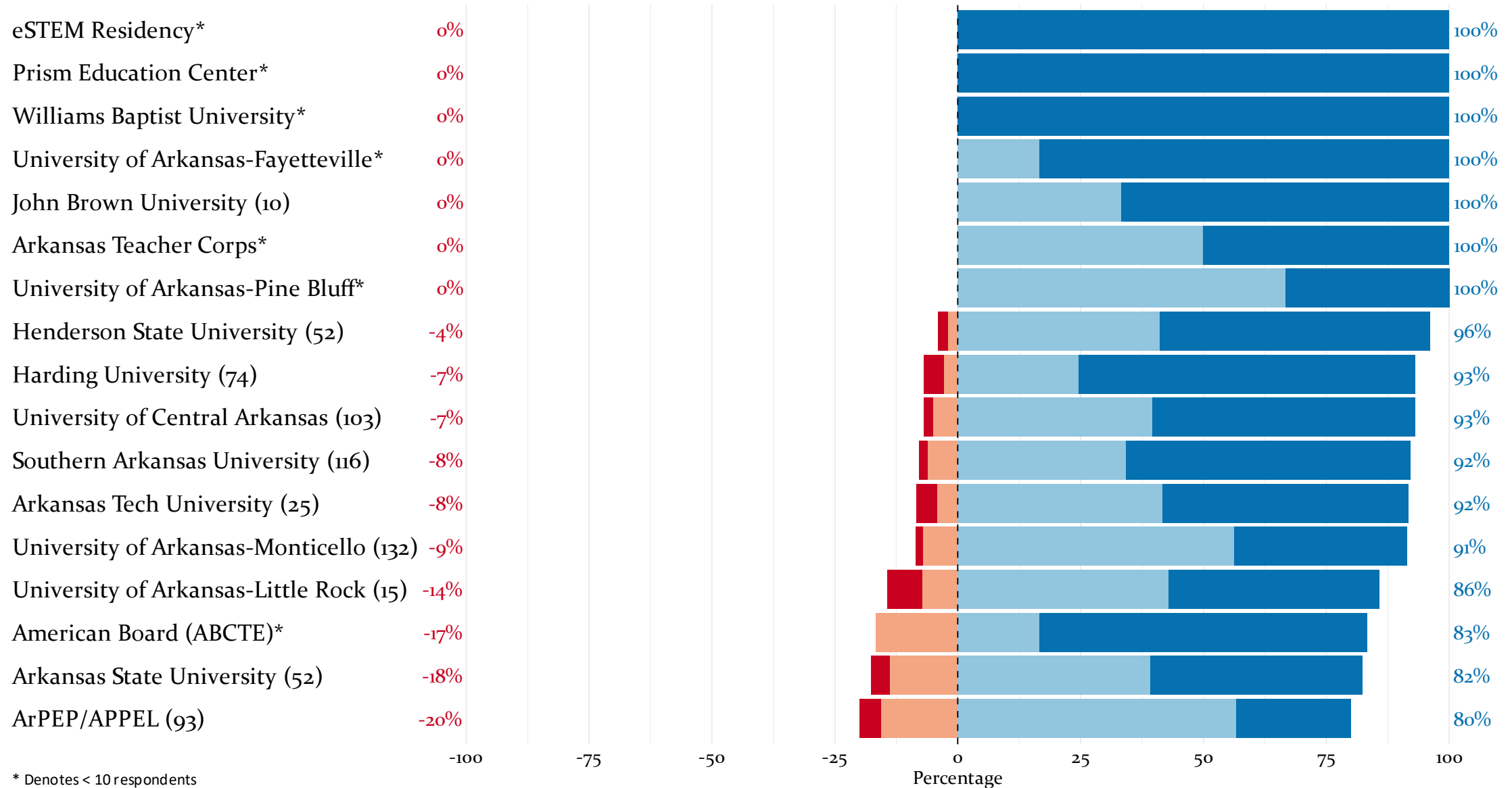
TESS Domain 1 – Statement 4 , Alternative EPPs

My EPP Prepared me to demonstrate knowledge of resources.



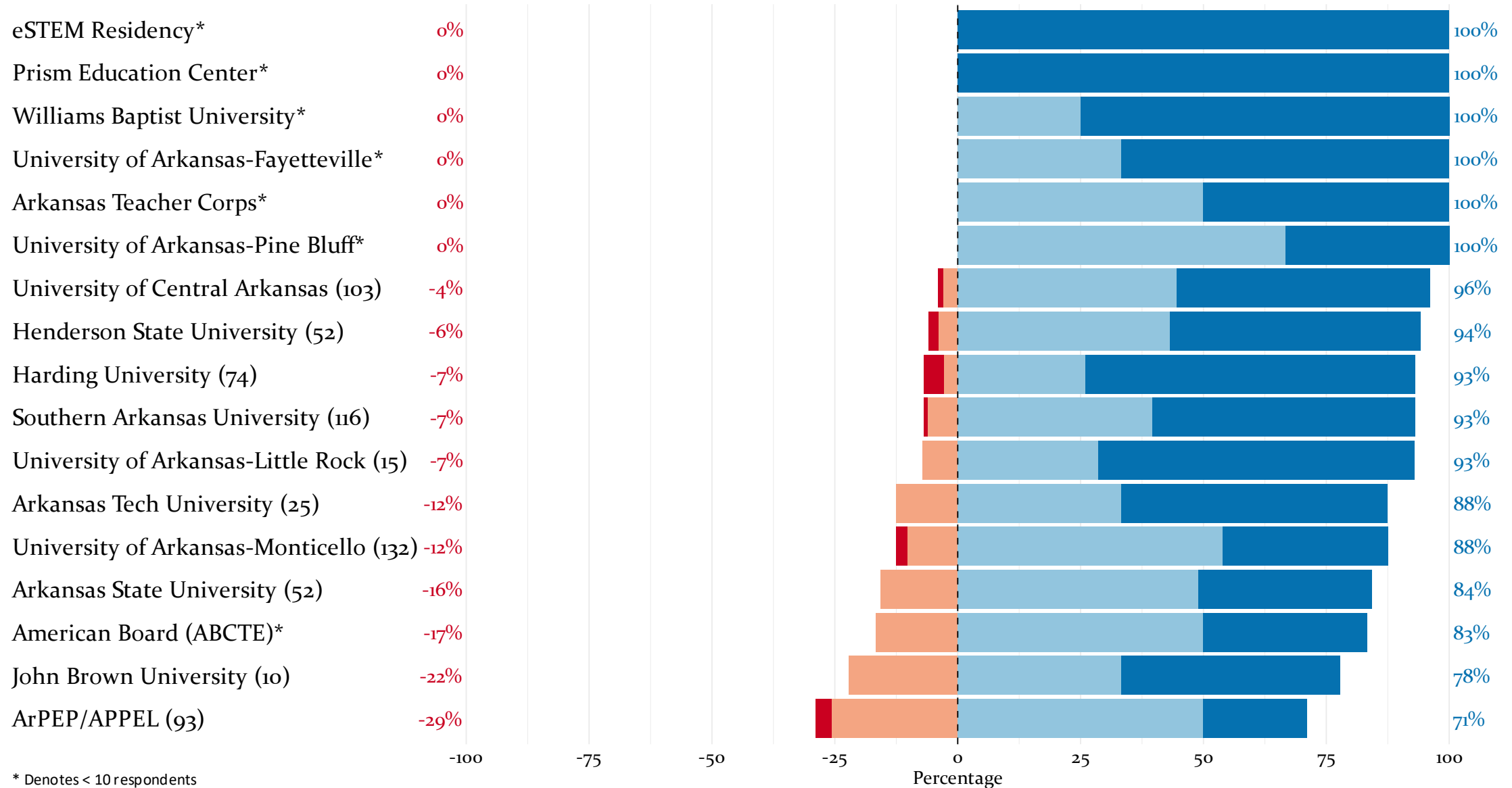
TESS Domain 1 – Statement 5 , Alternative EPPs

My EPP Prepared me to design coherent instruction.



TESS Domain 1 – Statement 6 , Alternative EPPs

My EPP Prepared me to design student assessments.



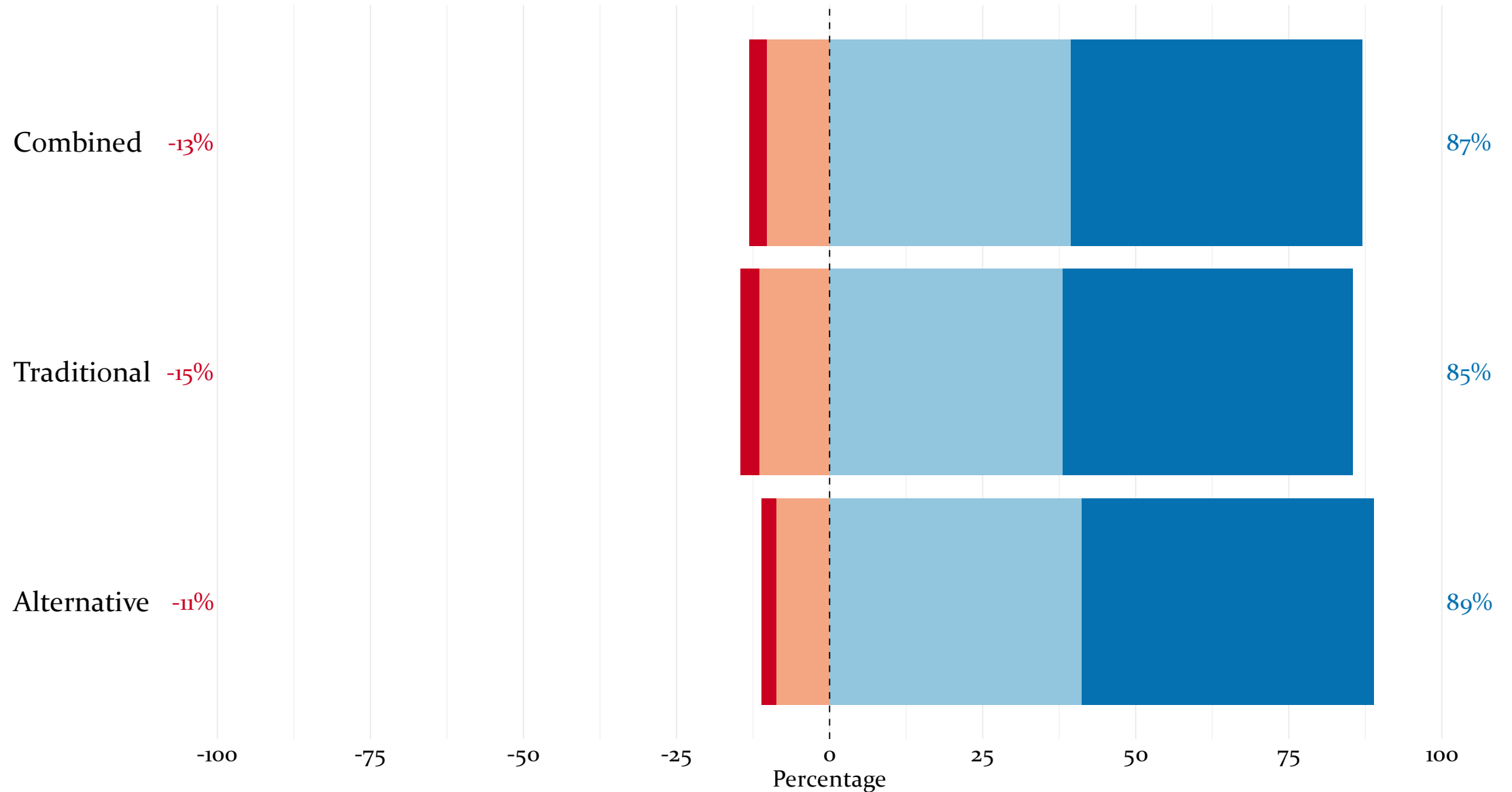
Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2: Classroom Environment

For TESS Domain 2, we asked completers how well their
EPP prepared them 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

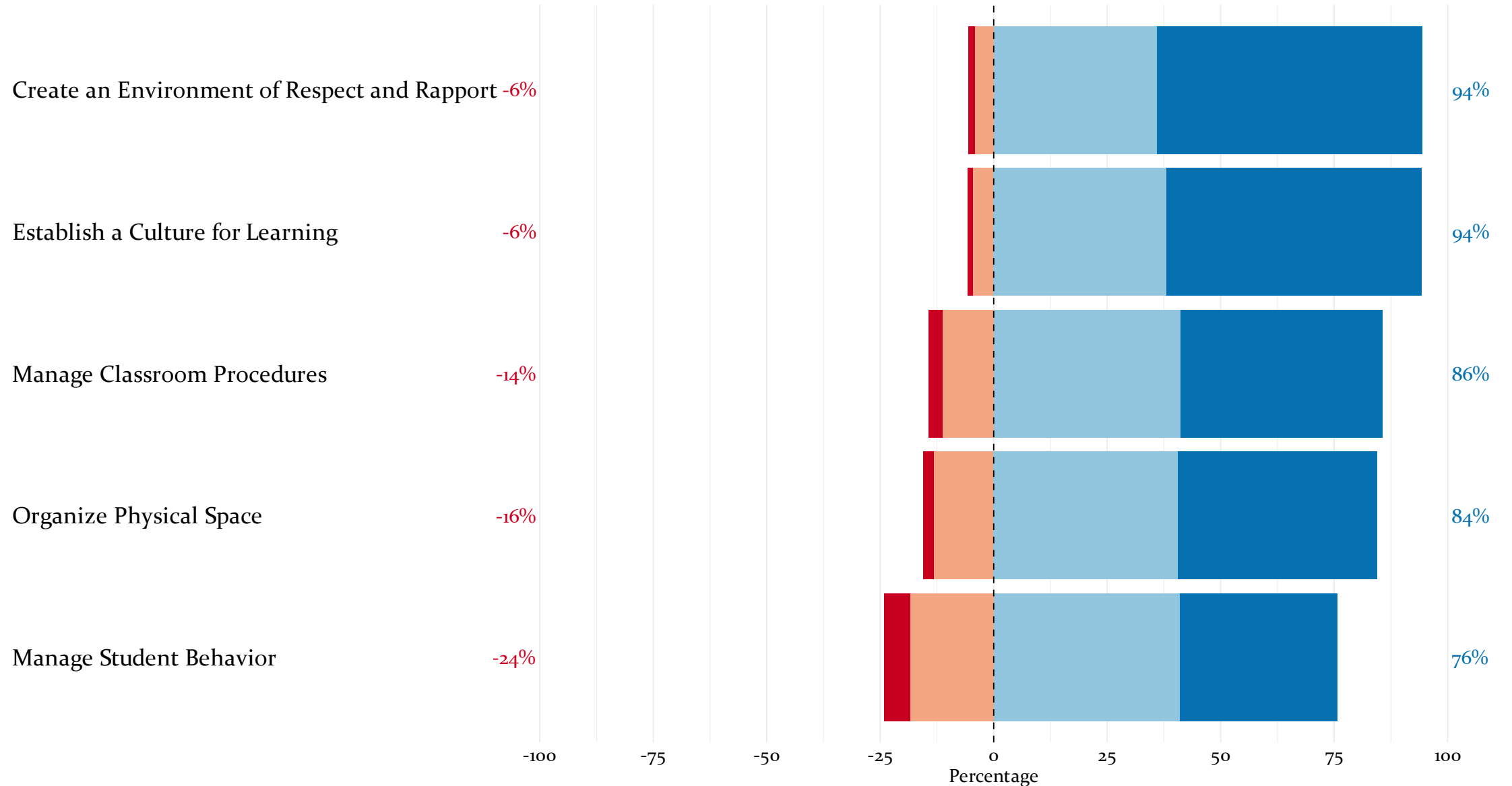


Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 - Statement Averages

My EPP prepared me to:



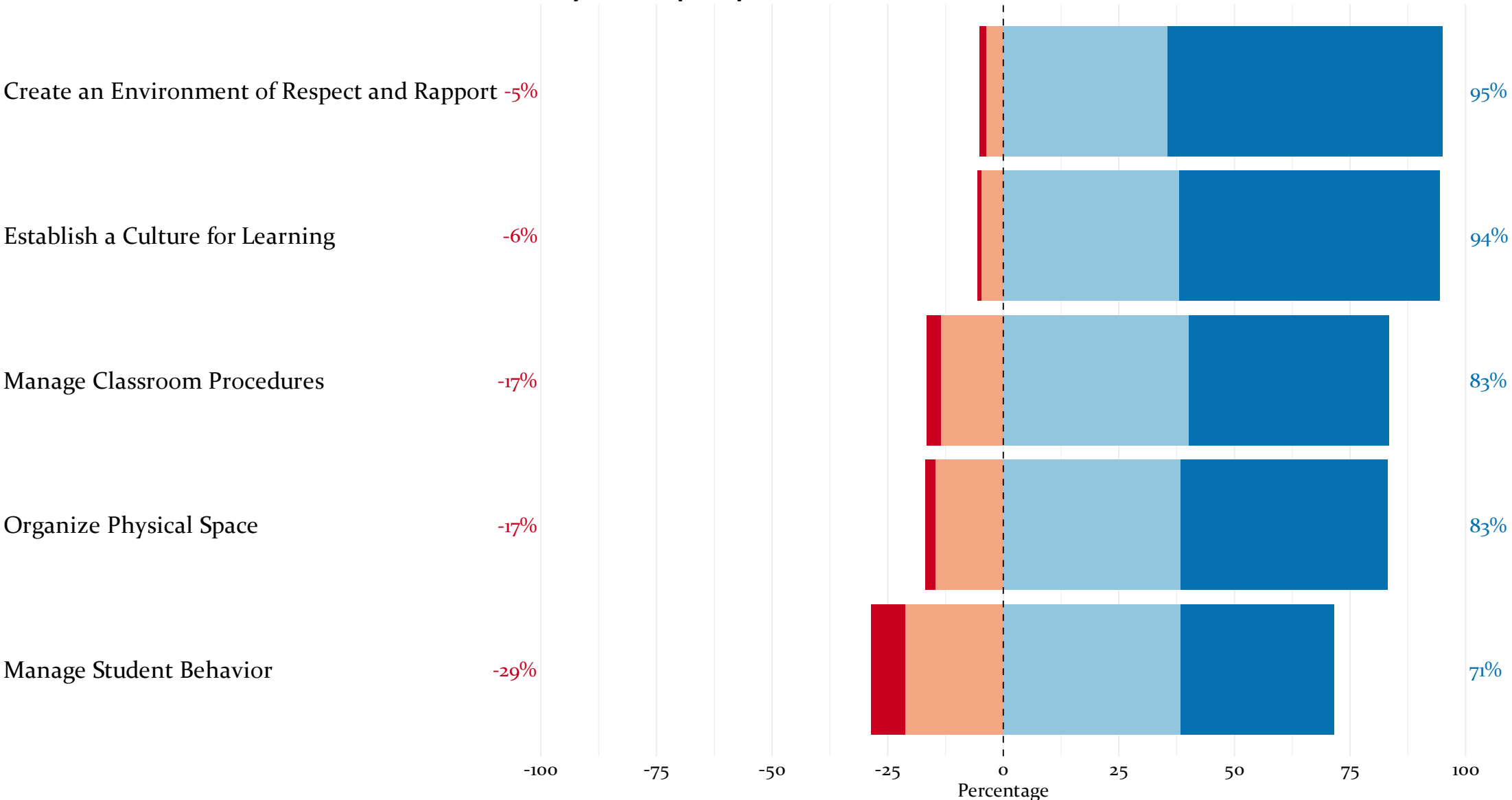
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2: Traditional EPPs

TESS Domain 2 – Traditional EPP Statement Averages

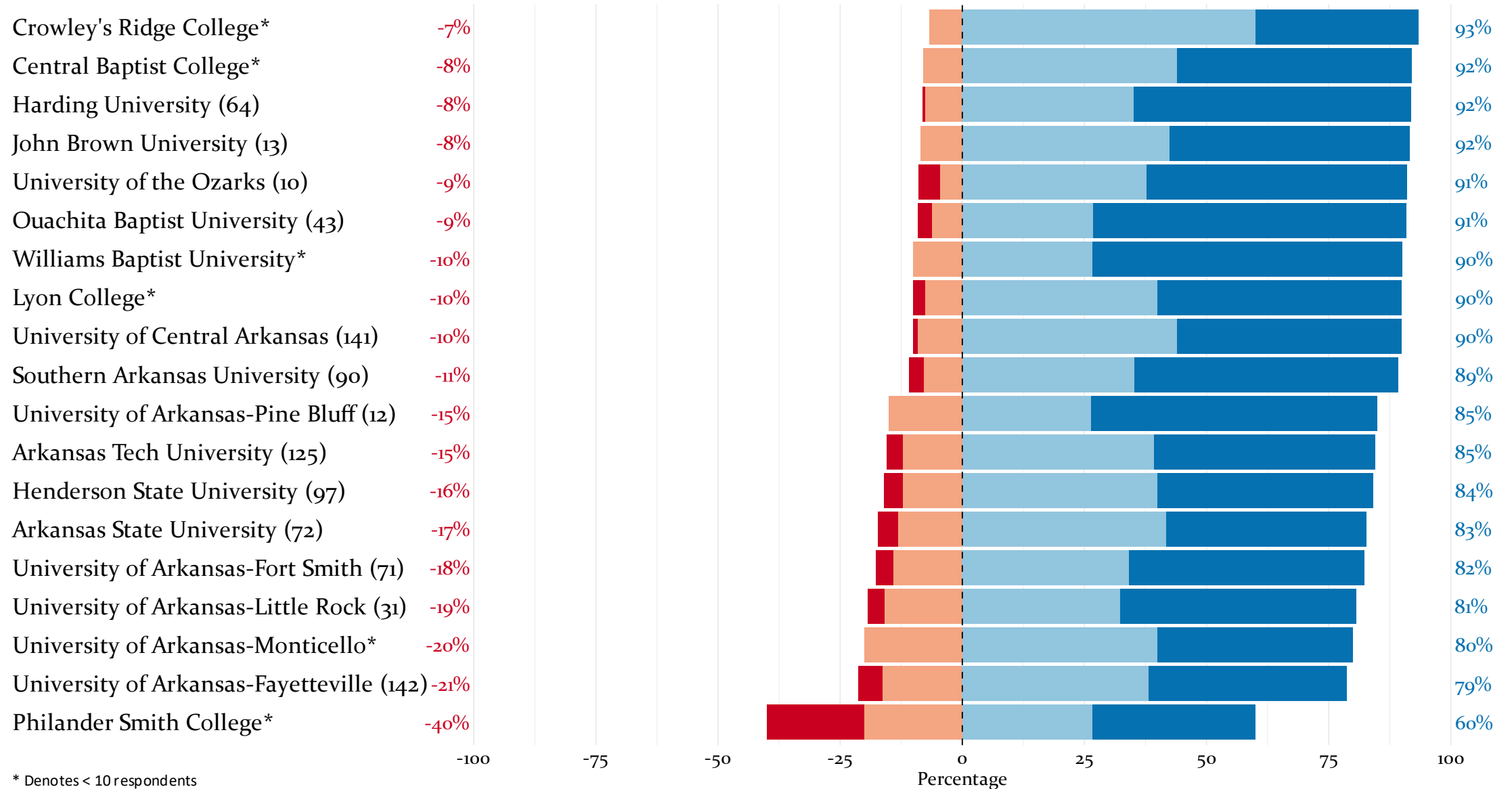
My EPP prepared me to:



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

Strongly Disagree Disagree Agree Strongly Agree

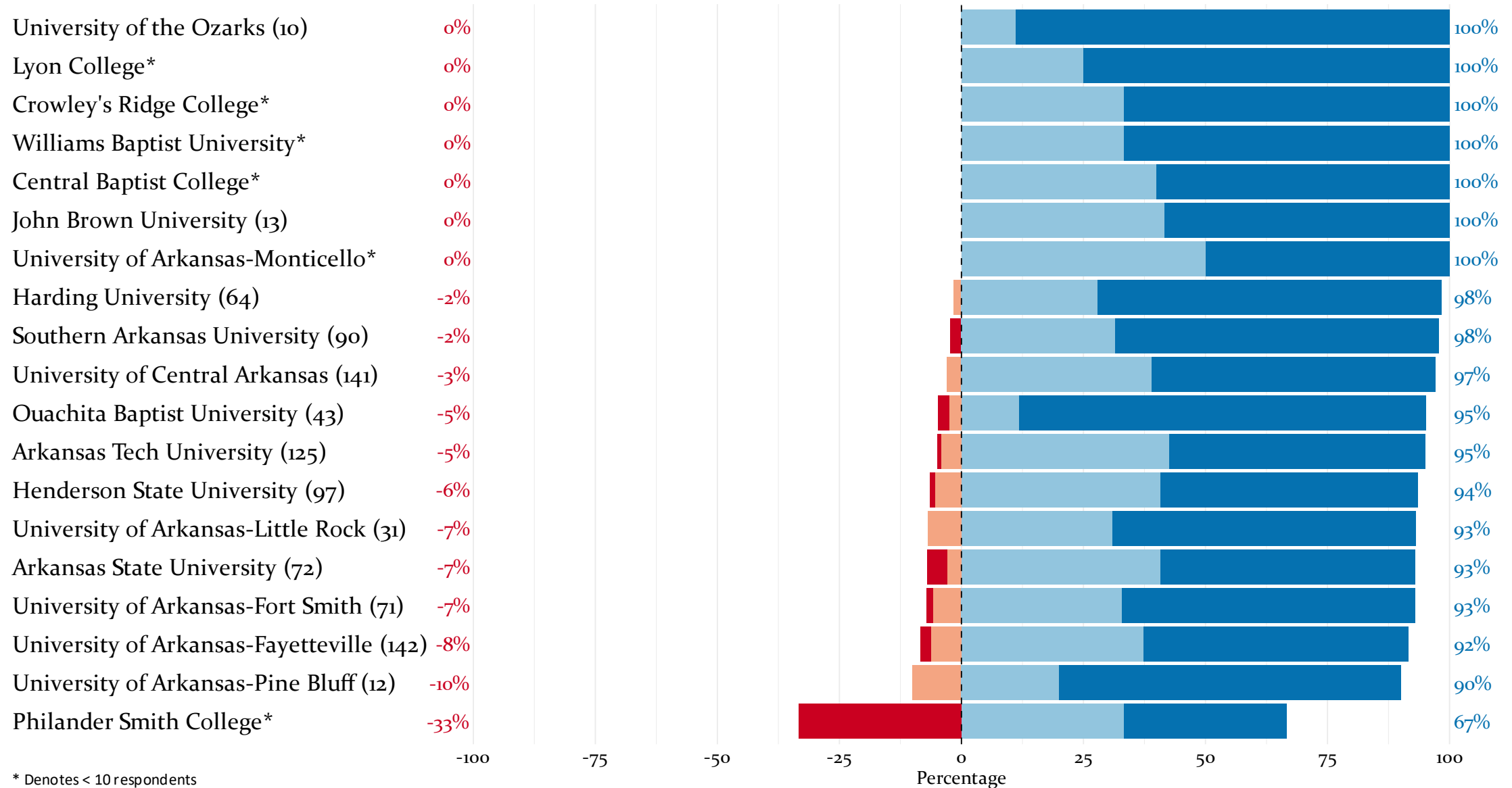
TESS Domain 2 – Traditional EPP Averages



Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 – Statement 1, Traditional EPPs

My EPP prepared me to create an environment of respect and rapport.



* Denotes < 10 respondents

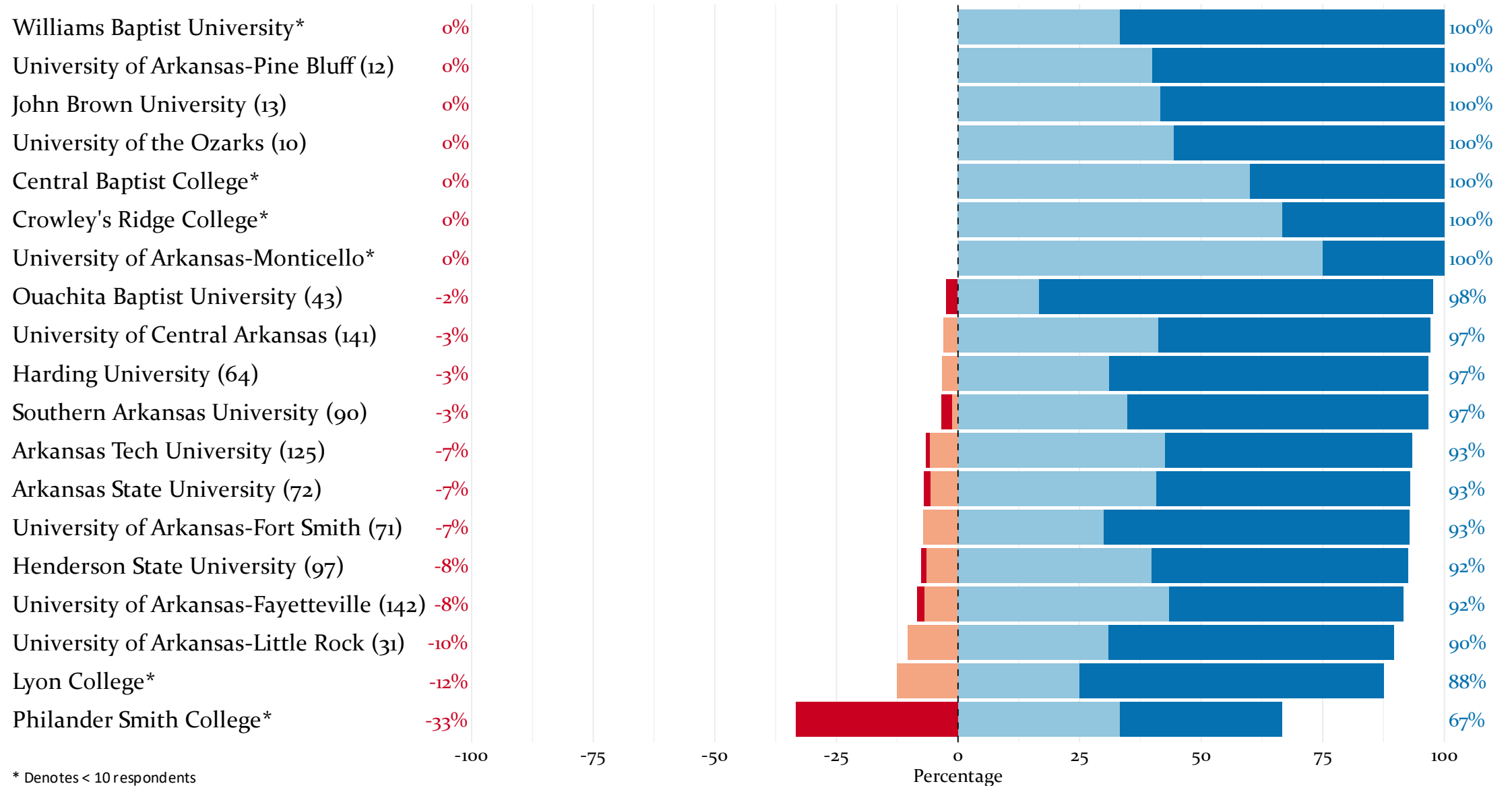
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

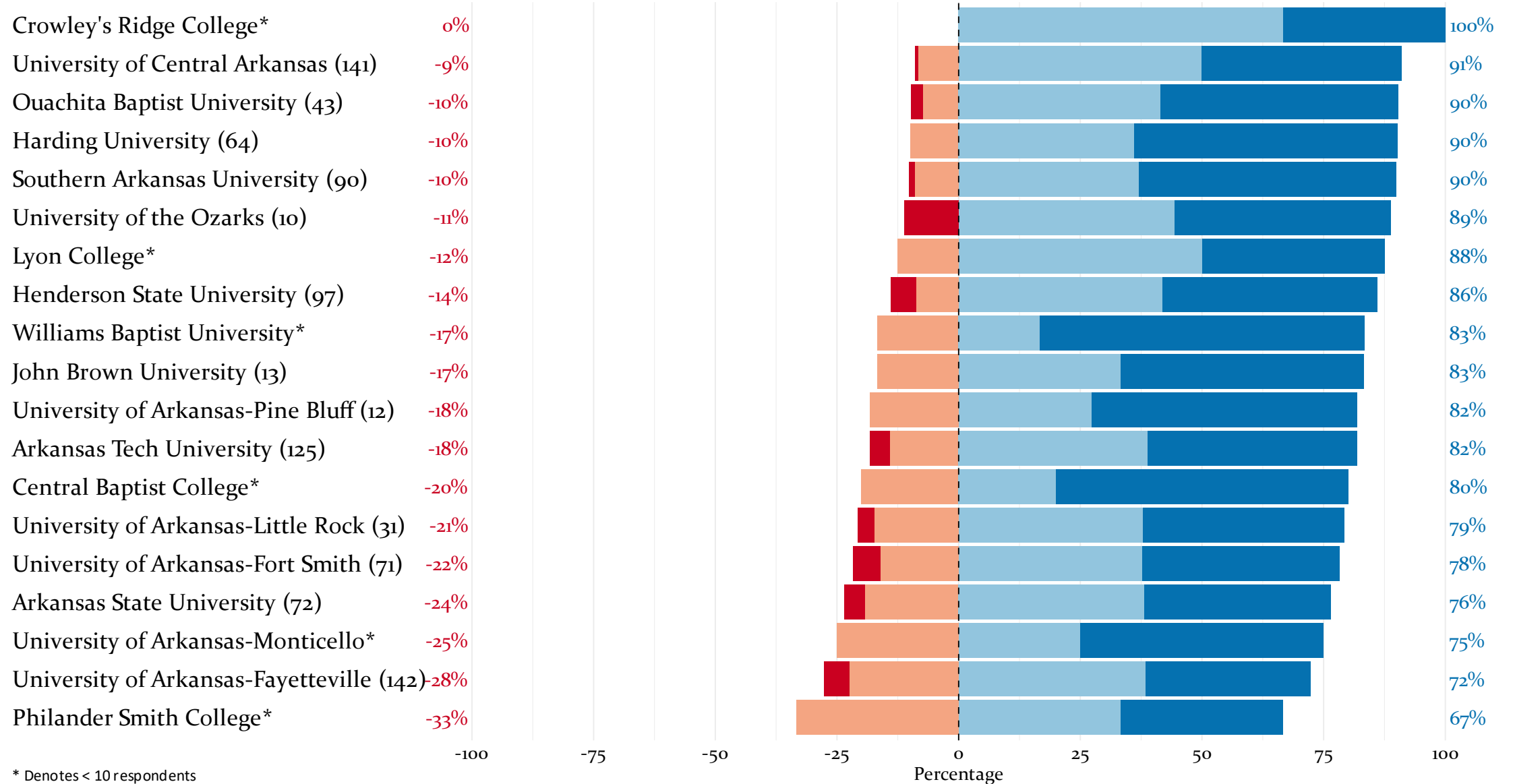
TESS Domain 2 – Statement 2, Traditional EPPs

My EPP prepared me to establish a culture for learning.



TESS Domain 2 – Statement 3, Traditional EPPs

My EPP prepared me to manage classroom procedures.



* Denotes < 10 respondents

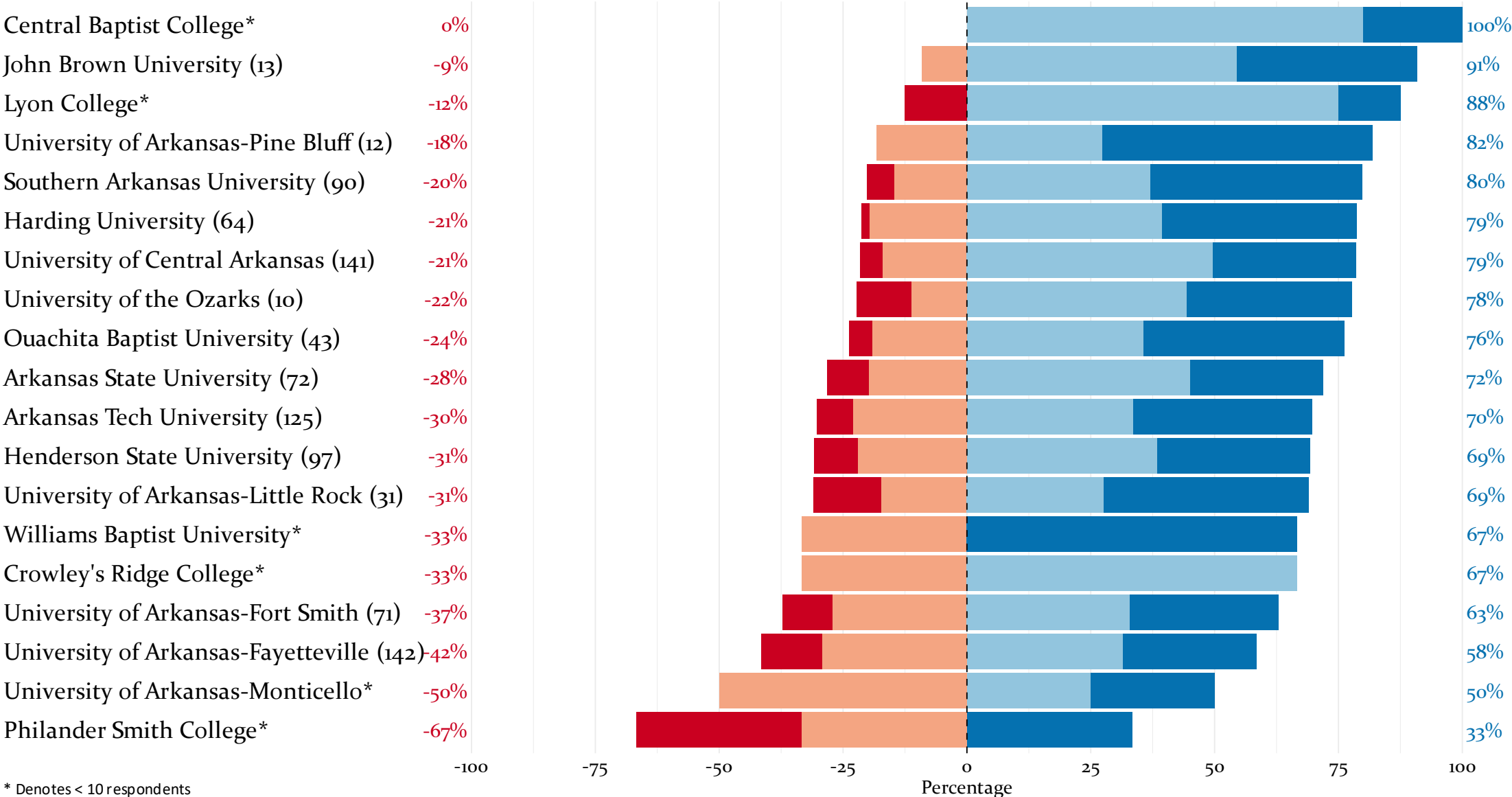
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 – Statement 4, Traditional EPPs

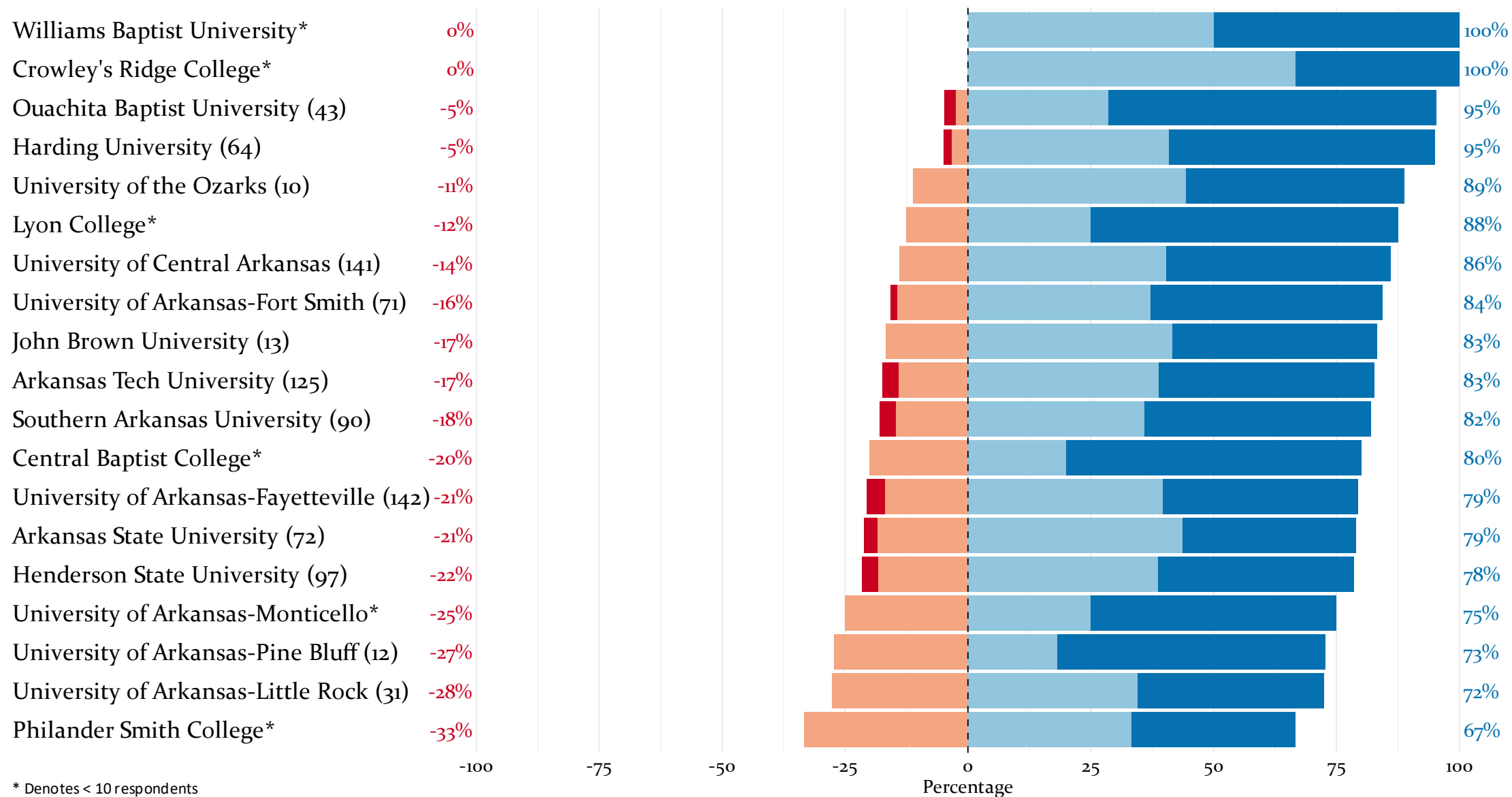
My EPP prepared me to manage student behavior.



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

TESS Domain 2 – Statement 5, Traditional EPPs

My EPP prepared me to organize physical space.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

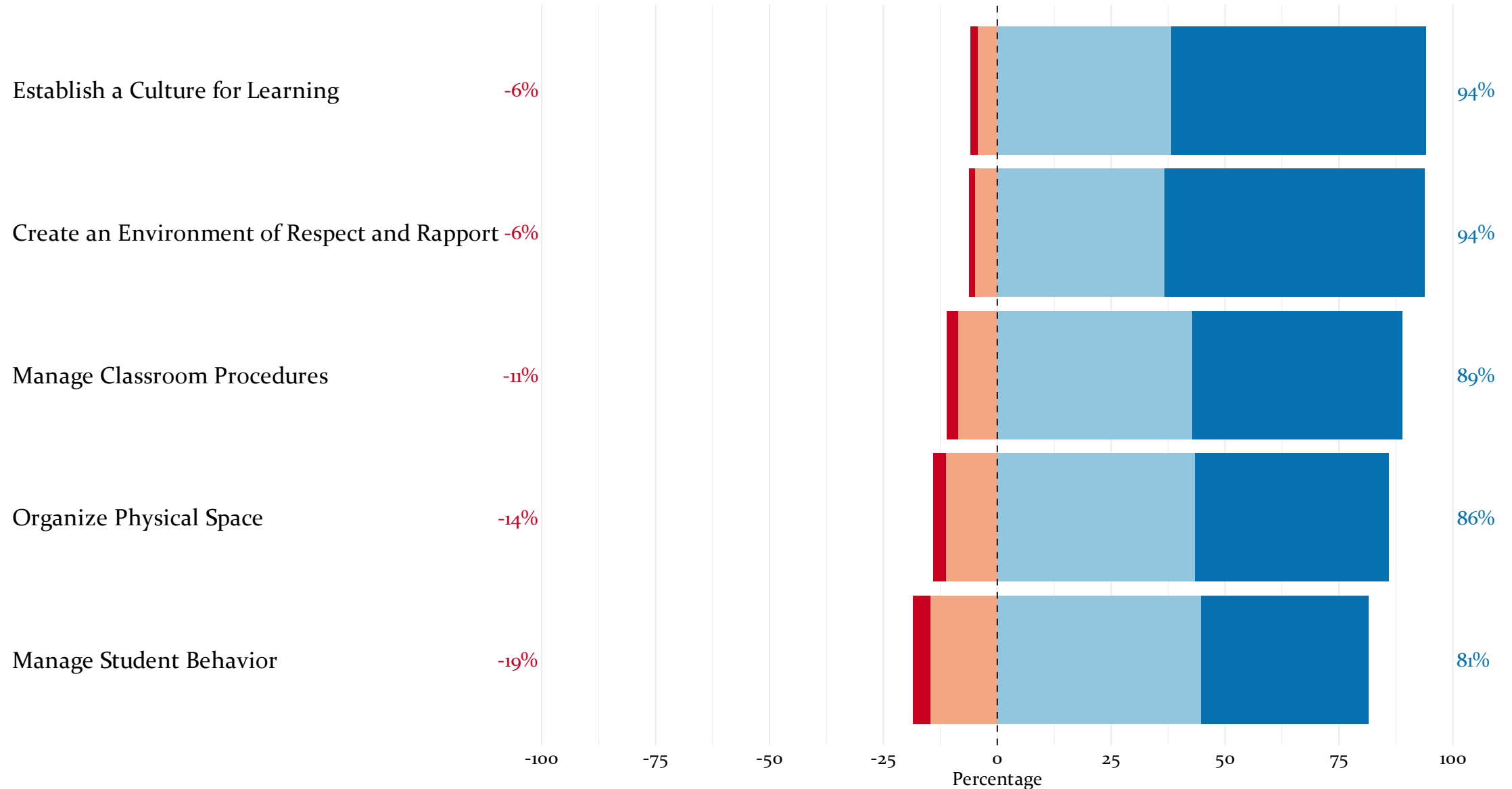
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2: Alternative EPPs

TESS Domain 2 – Alternative EPP Statement Averages

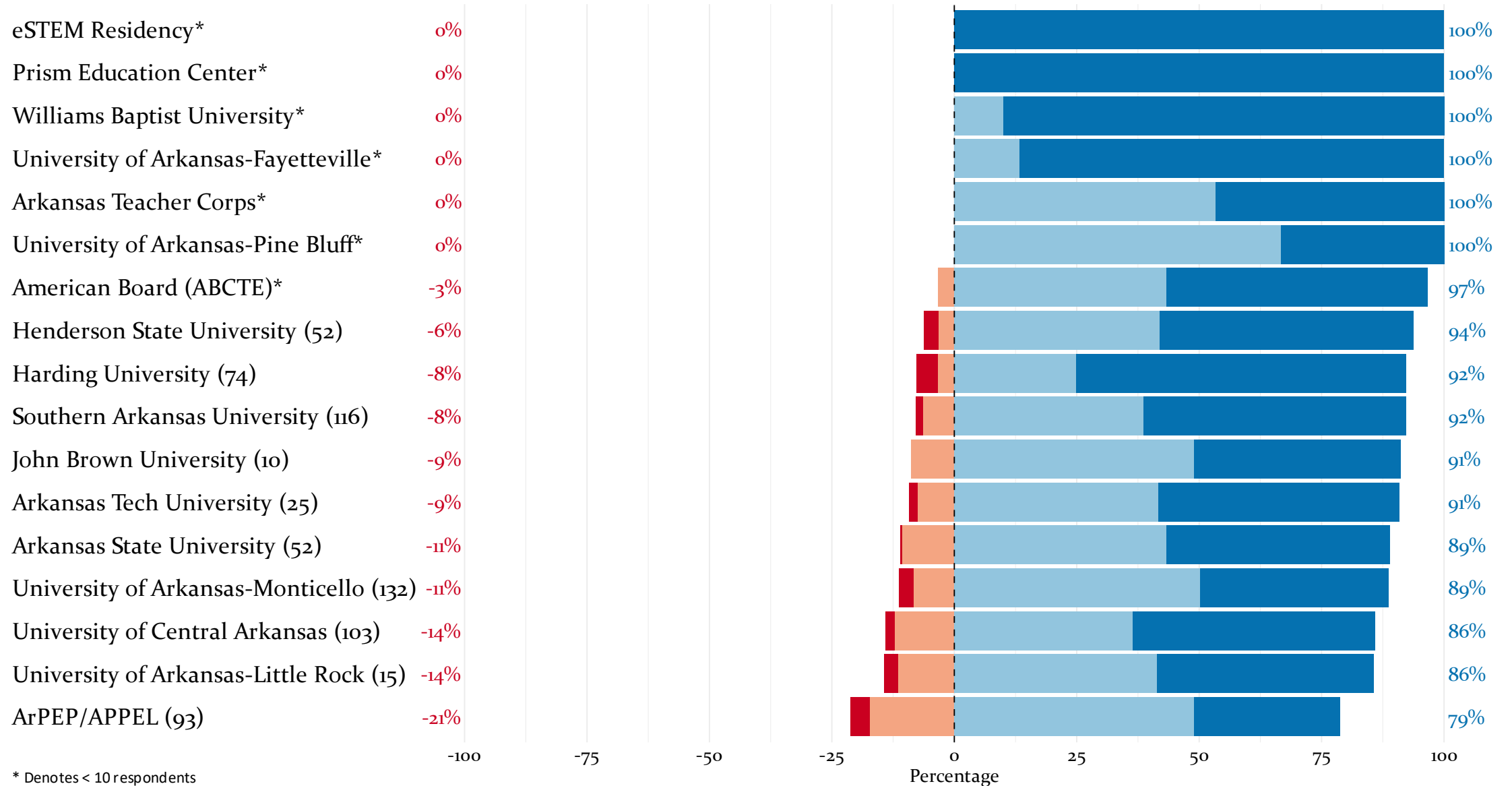
My EPP prepared me to:



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

Strongly Disagree Disagree Agree Strongly Agree

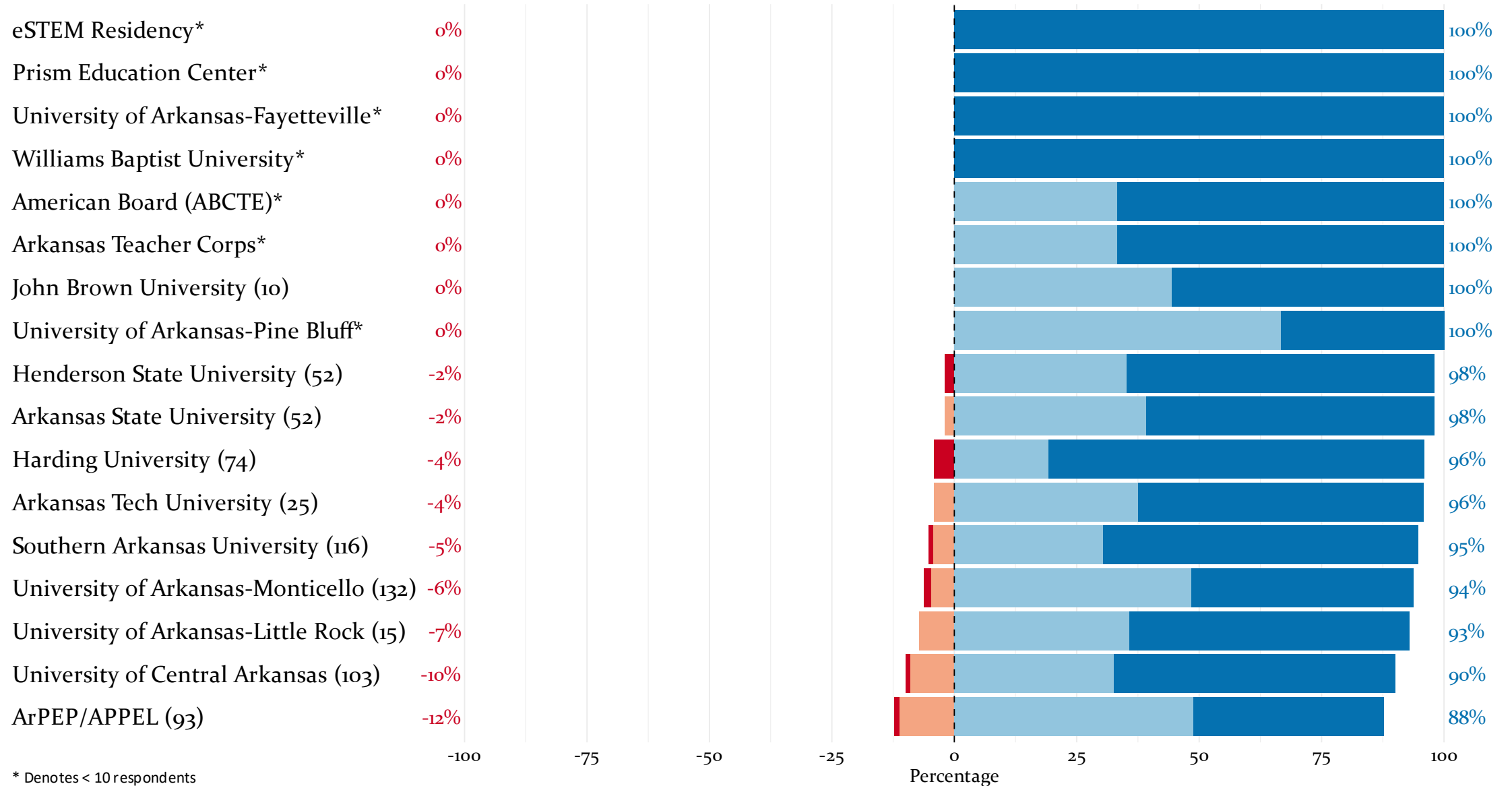
TESS Domain 2 – Alternative EPP Averages



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

TESS Domain 2 – Statement 1, Alternative EPPs

My EPP prepared me to create an environment of respect and rapport.

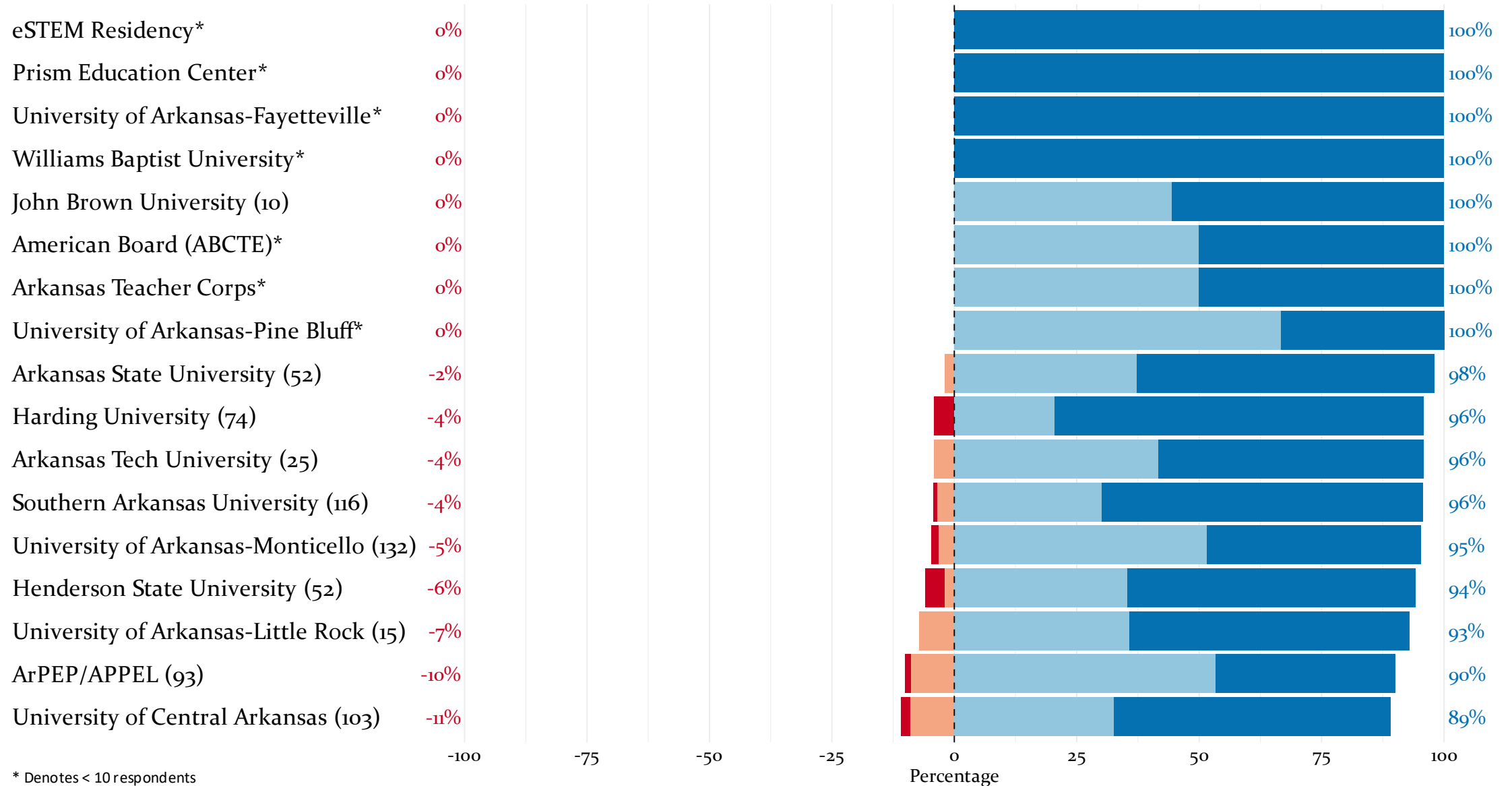


* Denotes < 10 respondents
 Red numbers = Negative Response Percentage
 Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 – Statement 2, Alternative EPPs

My EPP prepared me to establish a culture for learning.



* Denotes < 10 respondents

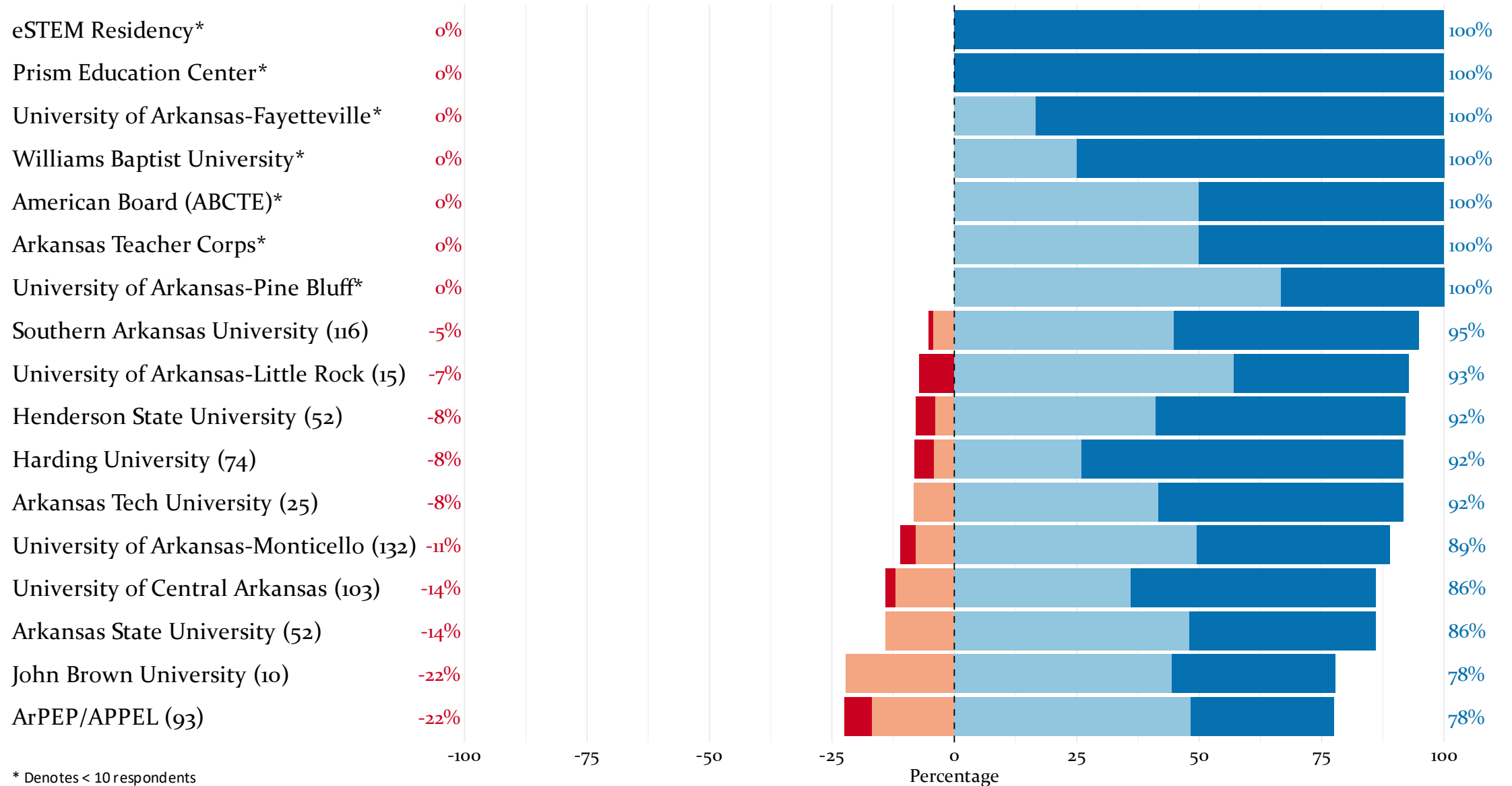
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 2 – Statement 3, Alternative EPPs

My EPP prepared me to manage classroom procedures.



* Denotes < 10 respondents

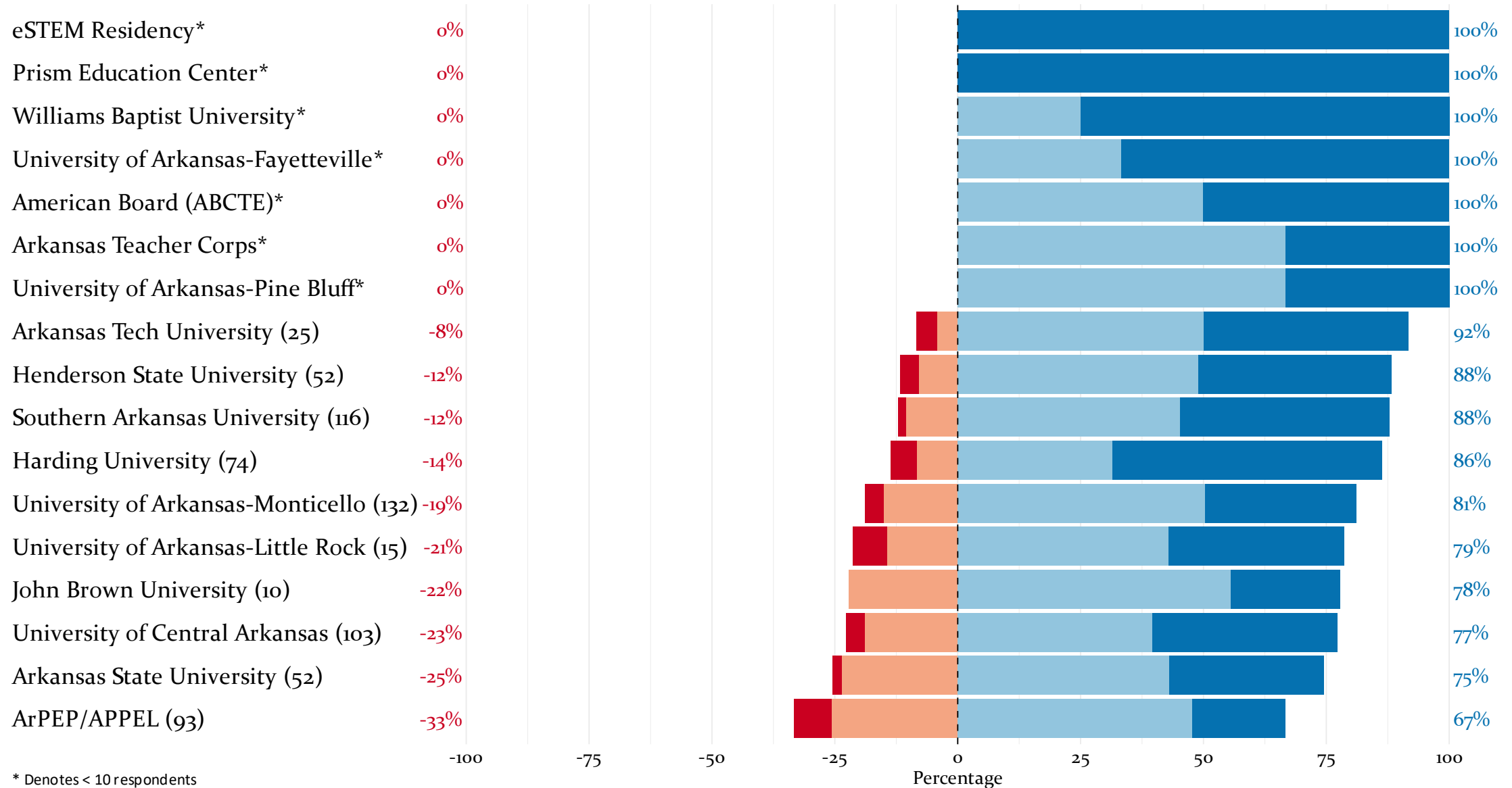
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

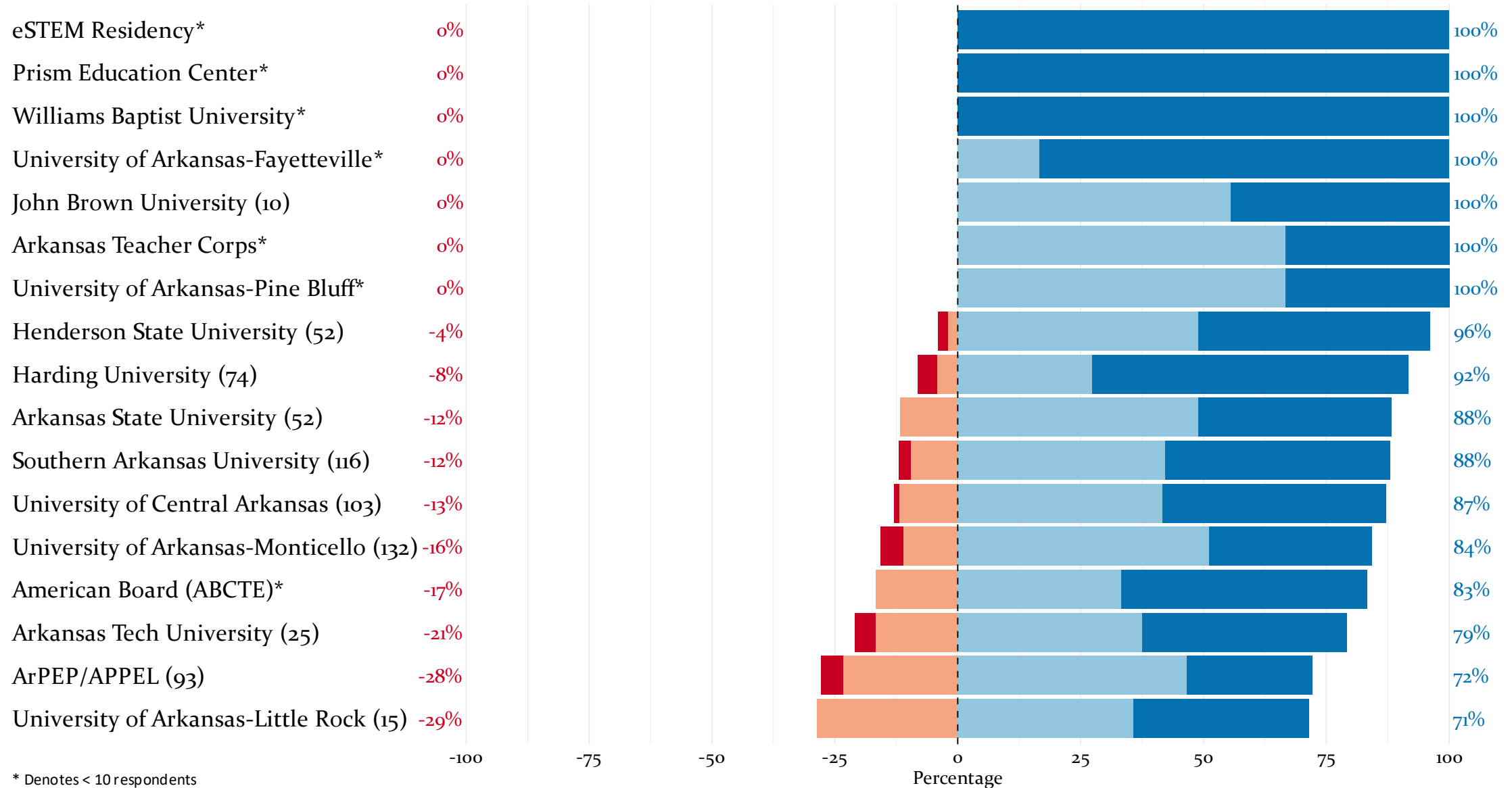
TESS Domain 2 – Statement 4, Alternative EPPs

My EPP prepared me to manage student behavior.



TESS Domain 2 – Statement 5, Alternative EPPs

My EPP prepared me to organize physical space.

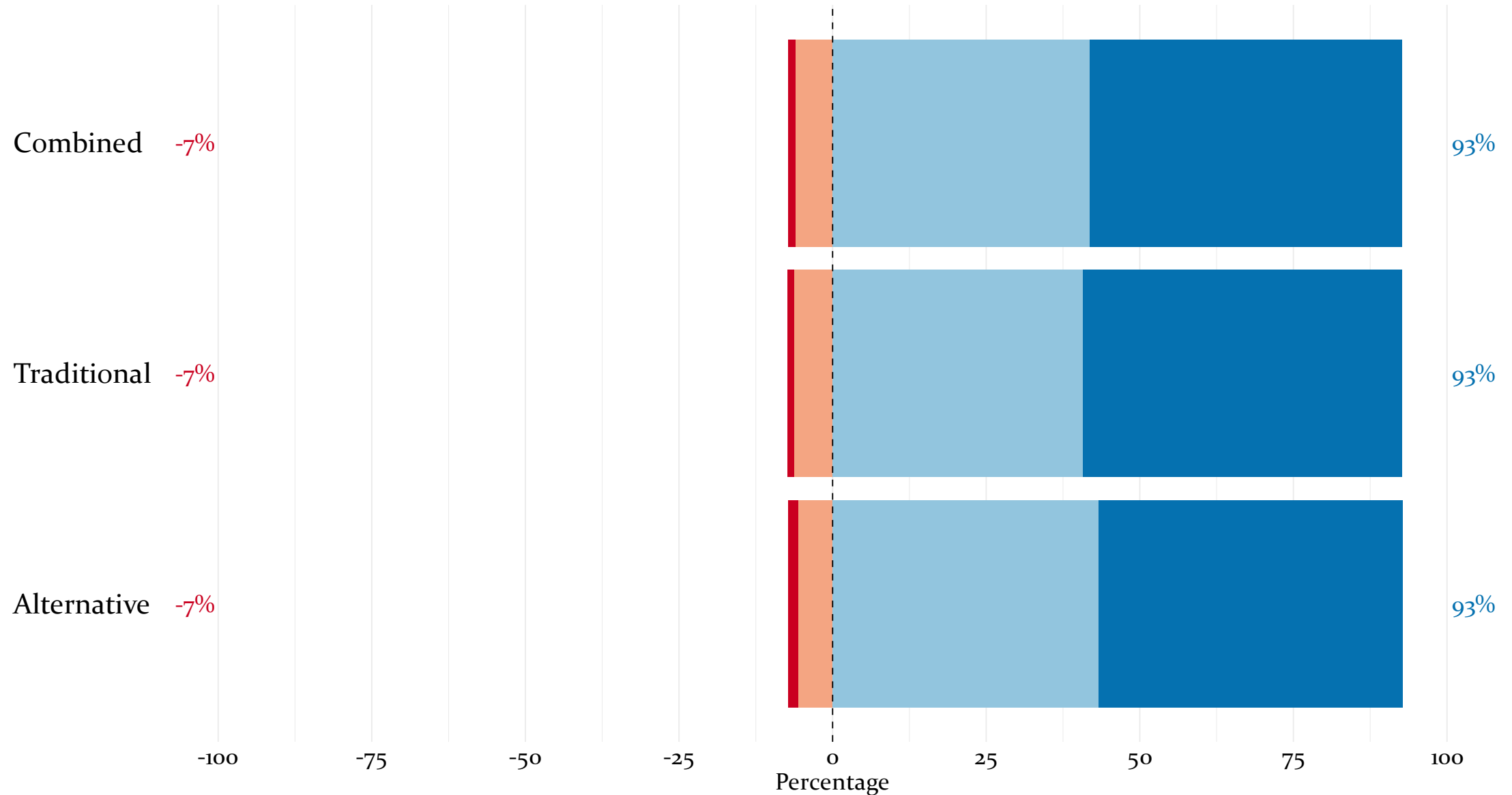


TESS Domain 3: Instruction

For TESS Domain 3, we asked completers how well their
EPP prepared them 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

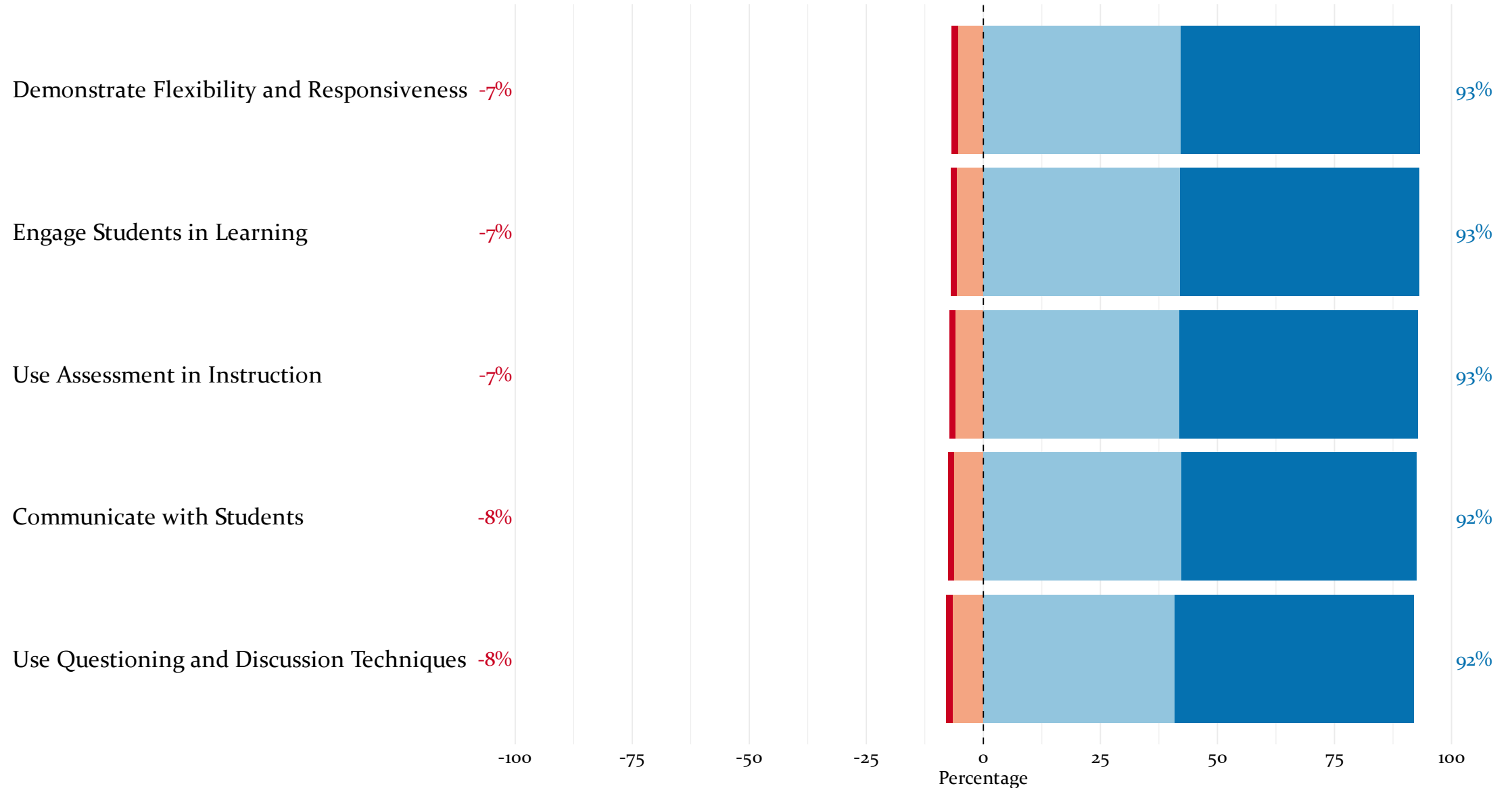


Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 - Statement Averages

My EPP prepared me to:



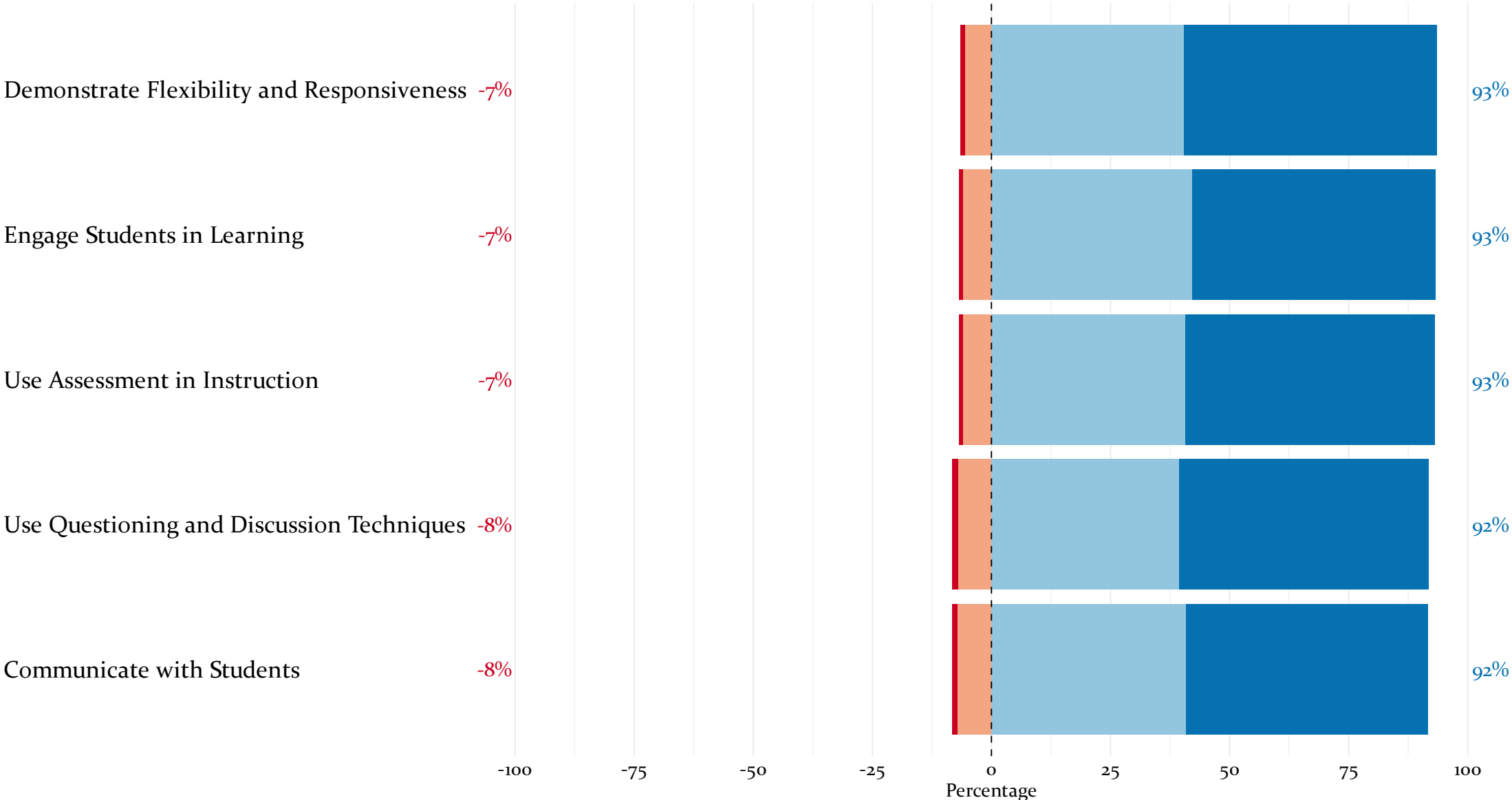
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3: Traditional EPPs

TESS Domain 3 – Traditional EPP Statement Averages

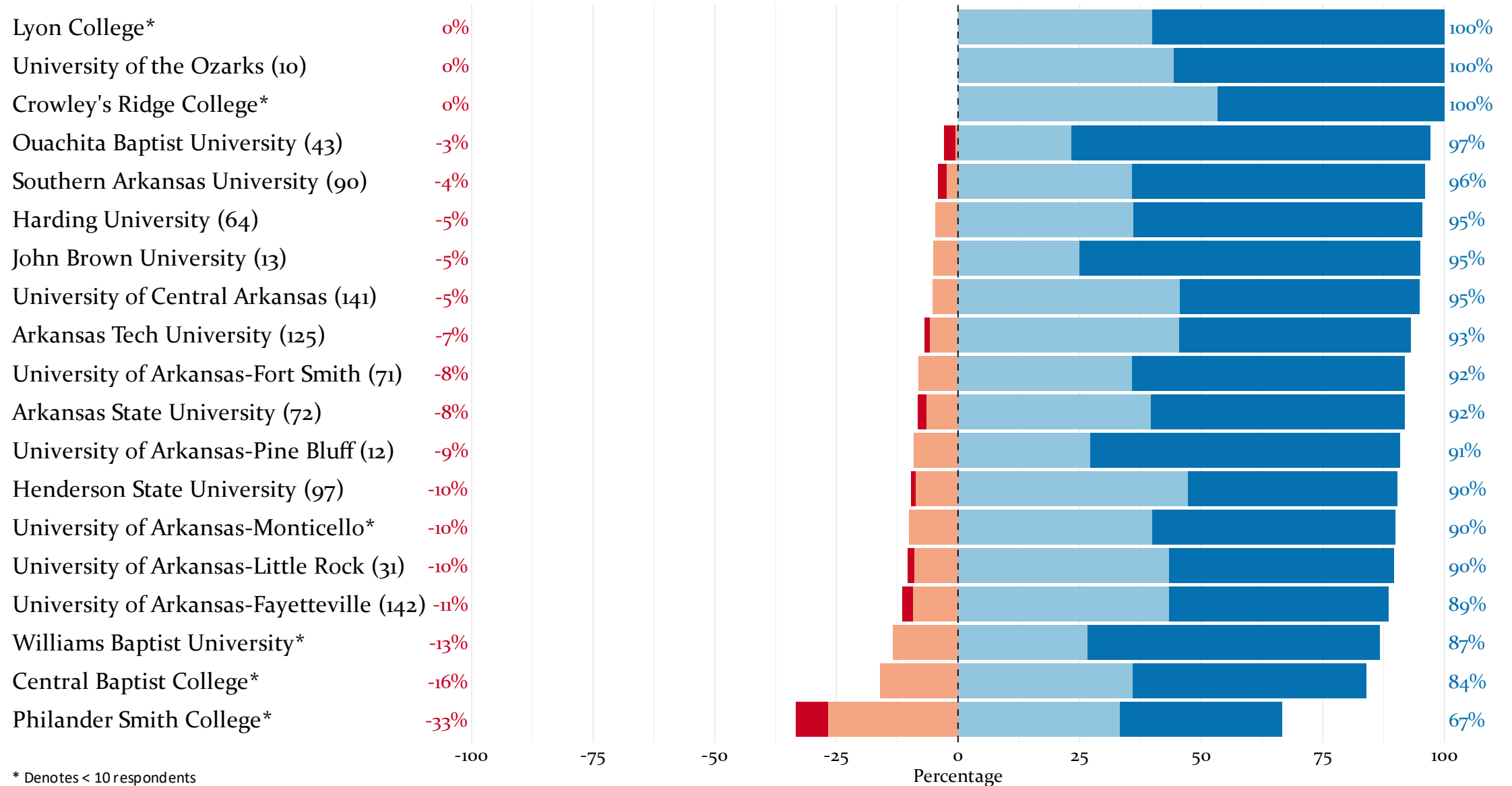
My EPP prepared me to:



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

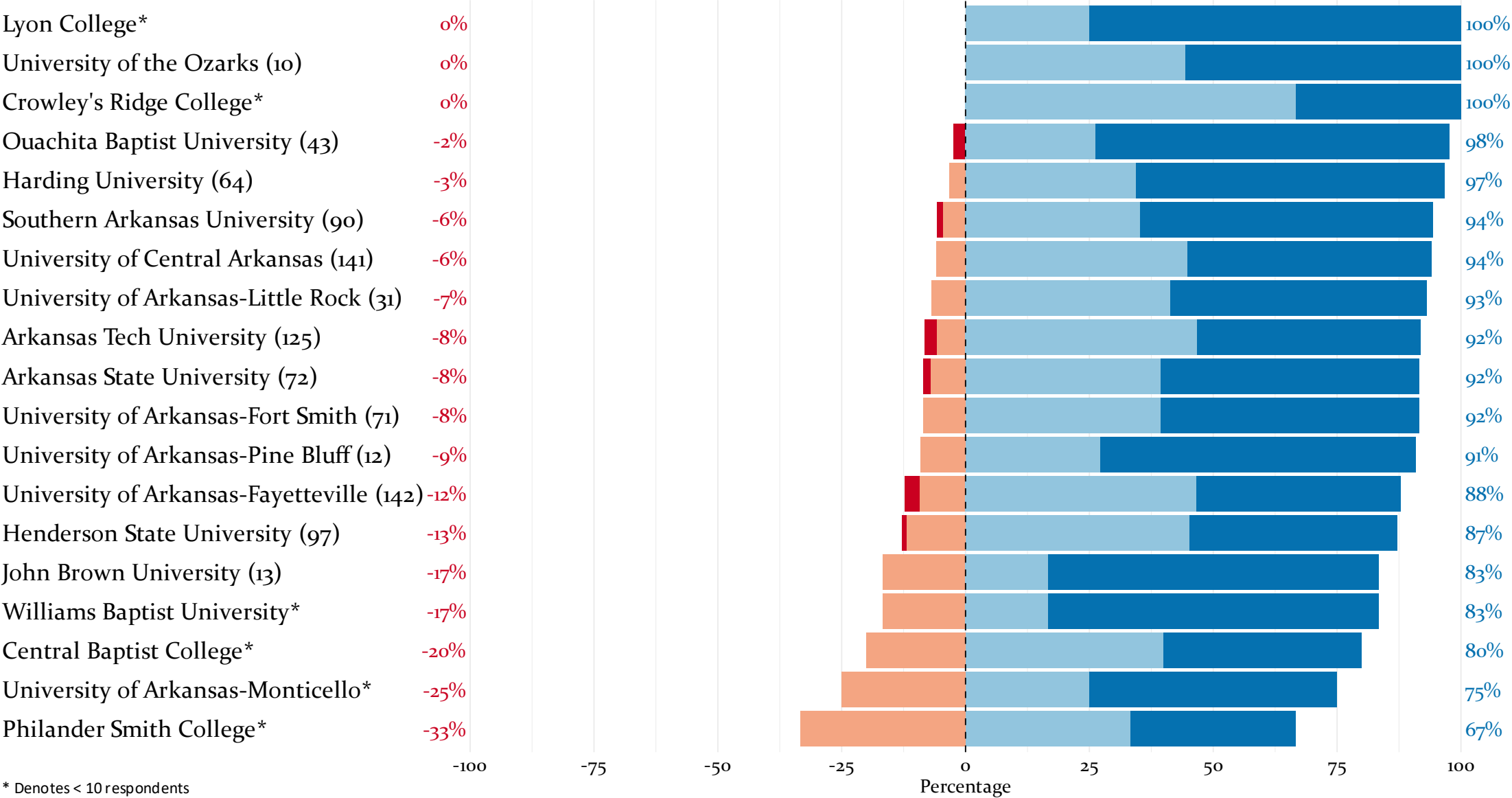
Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 – Traditional EPP Averages



TESS Domain 3 – Statement 1, Traditional EPPs

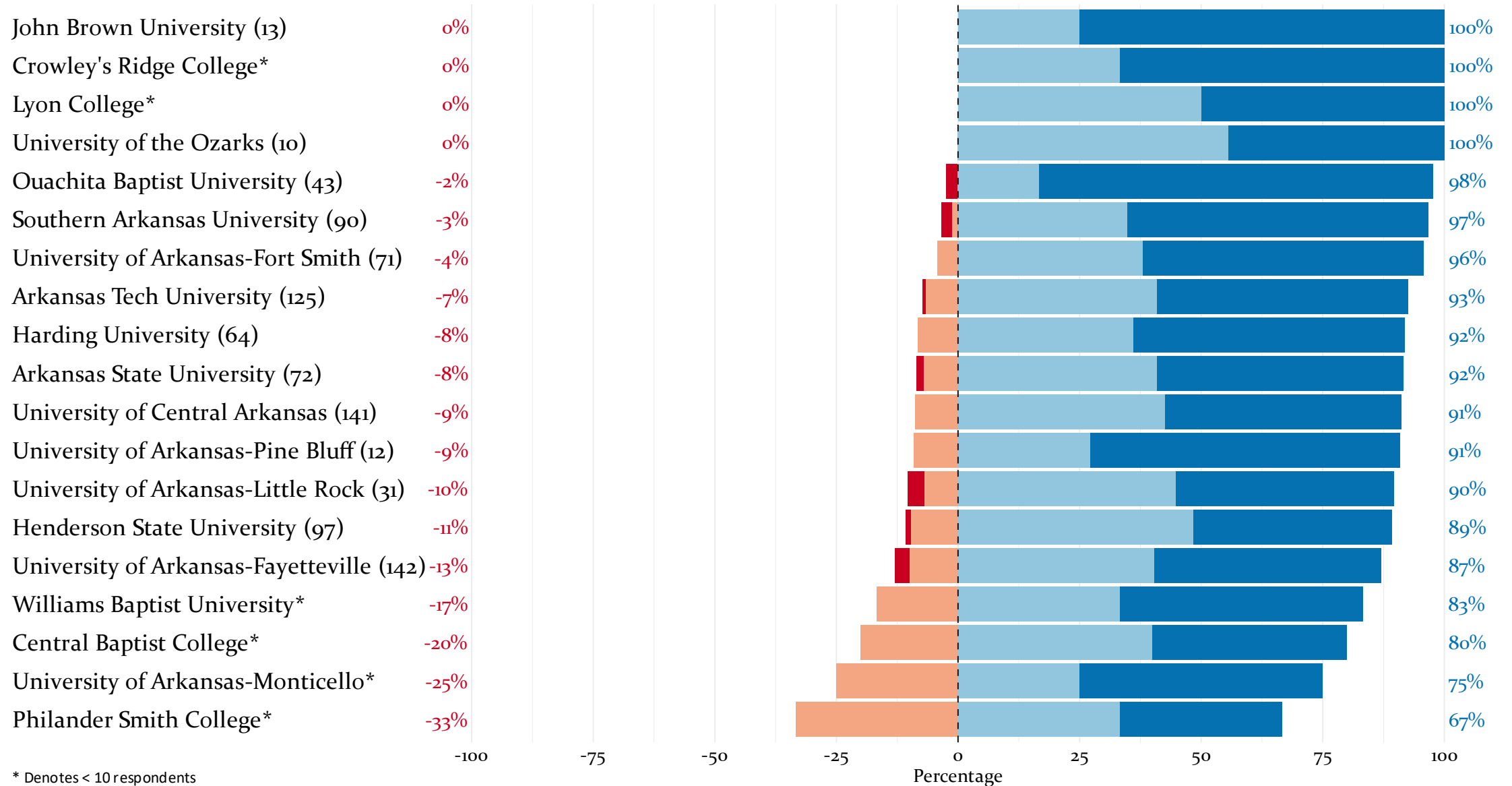
My EPP prepared me to communicate with students.



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

TESS Domain 3 – Statement 2, Traditional EPPs

My EPP prepared me to use questioning and discussion techniques.



* Denotes < 10 respondents

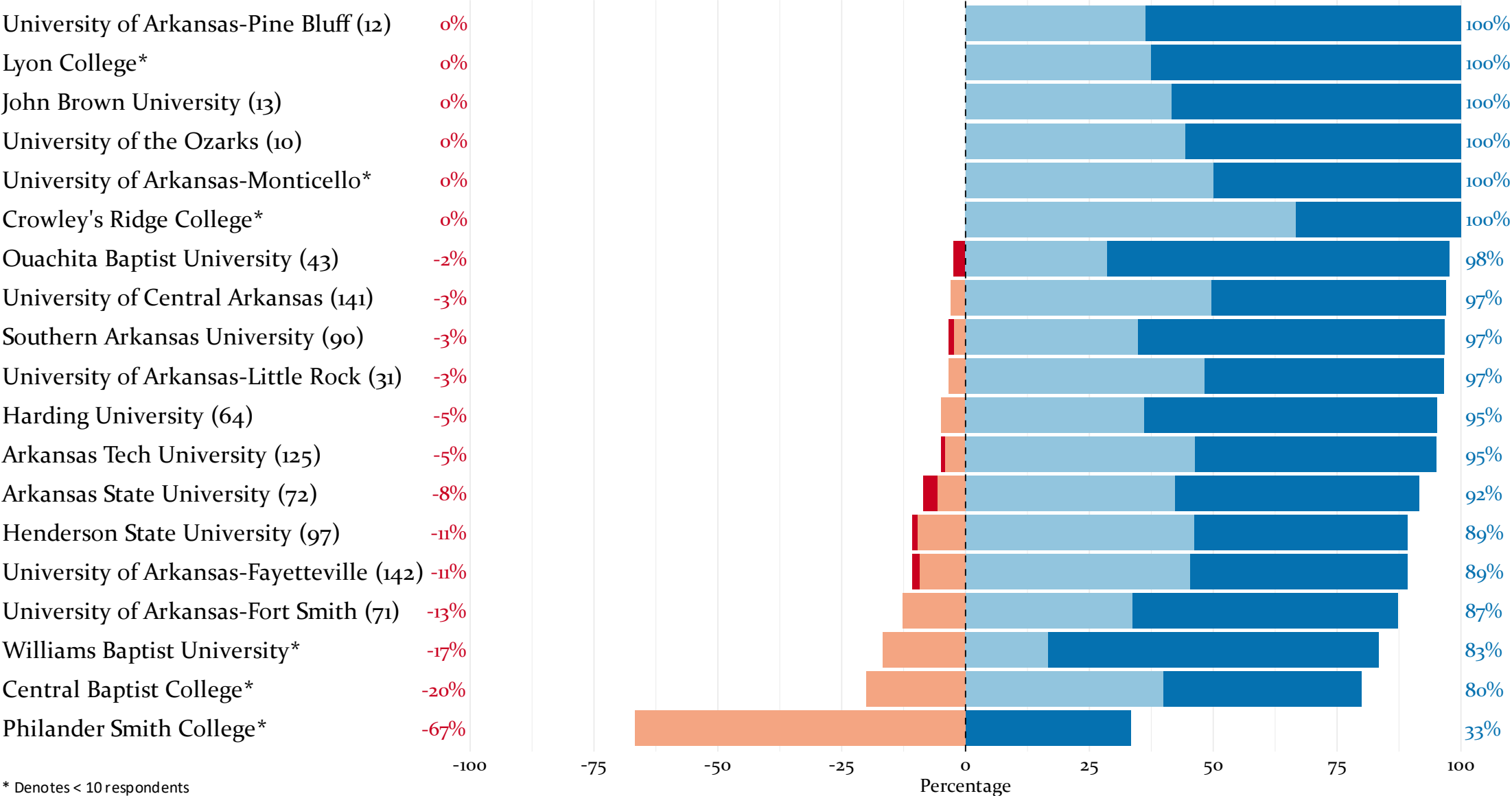
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 – Statement 3, Traditional EPPs

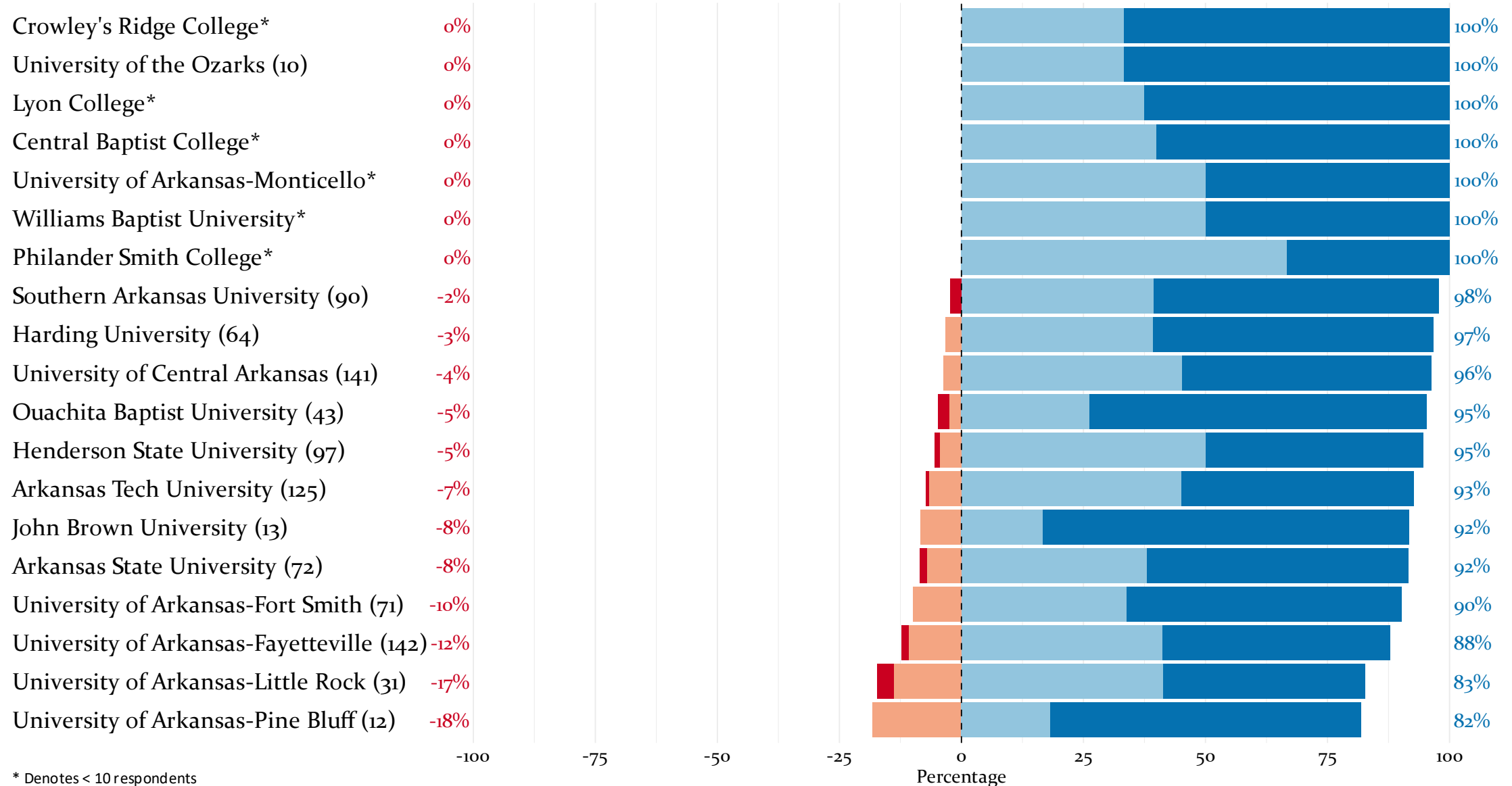
My EPP prepared me to engage students in learning.



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

TESS Domain 3 – Statement 4, Traditional EPPs

My EPP prepared me to use assessment in instruction.



* Denotes < 10 respondents

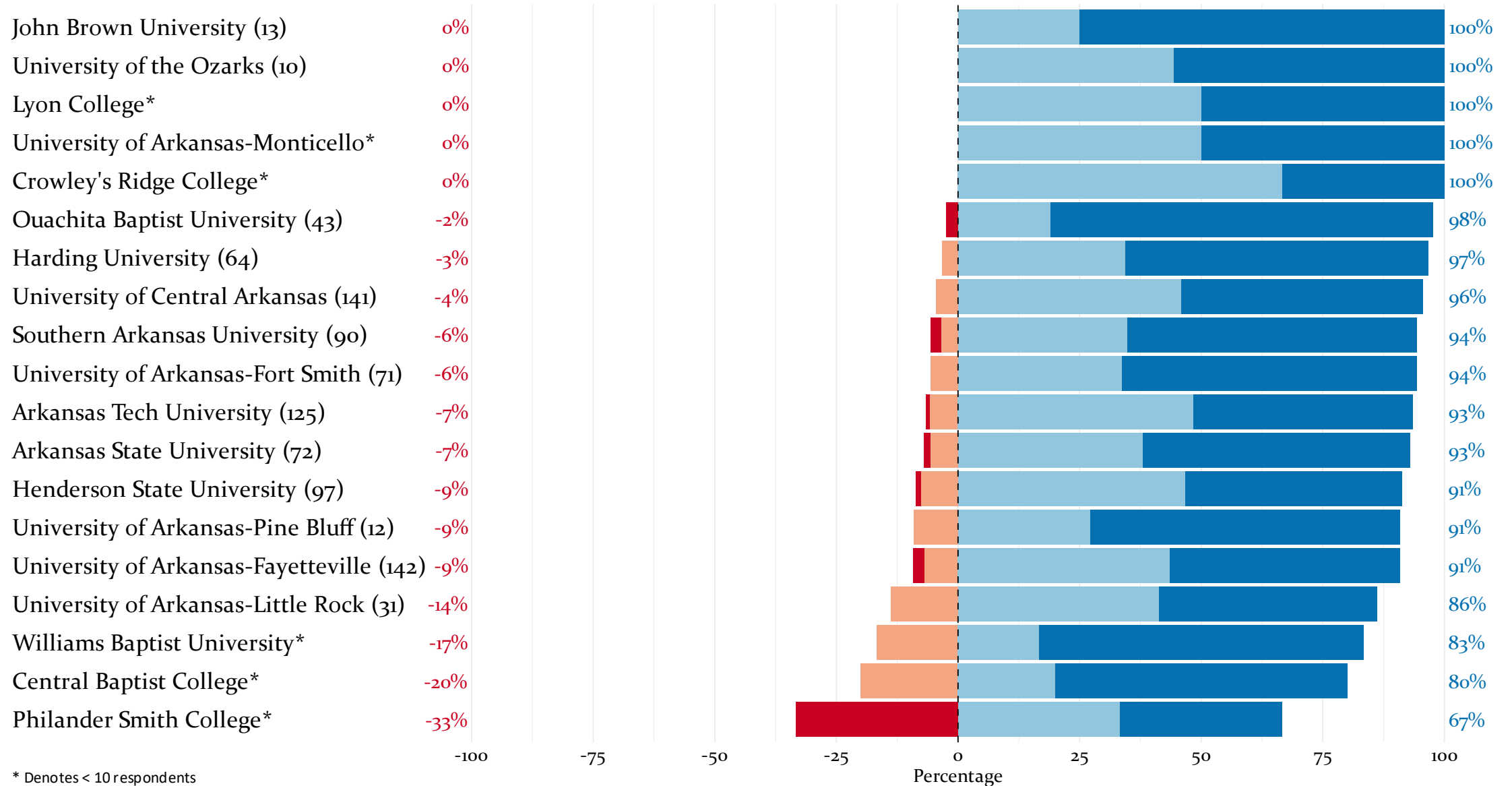
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 – Statement 5, Traditional EPPs

My EPP prepared me to demonstrate flexibility and responsiveness.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

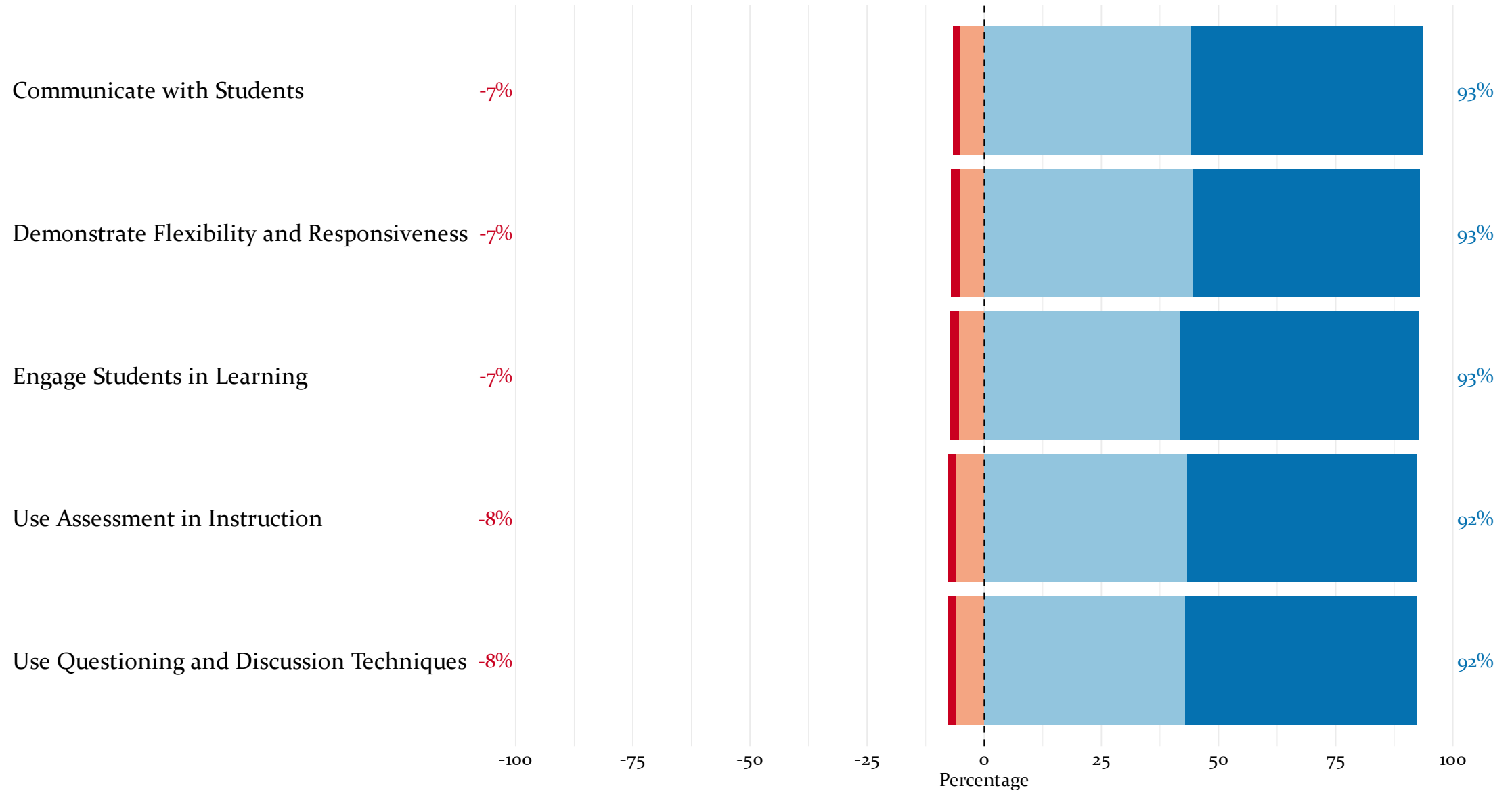
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3: Alternative EPPs

TESS Domain 3 – Alternative EPP Statement Averages

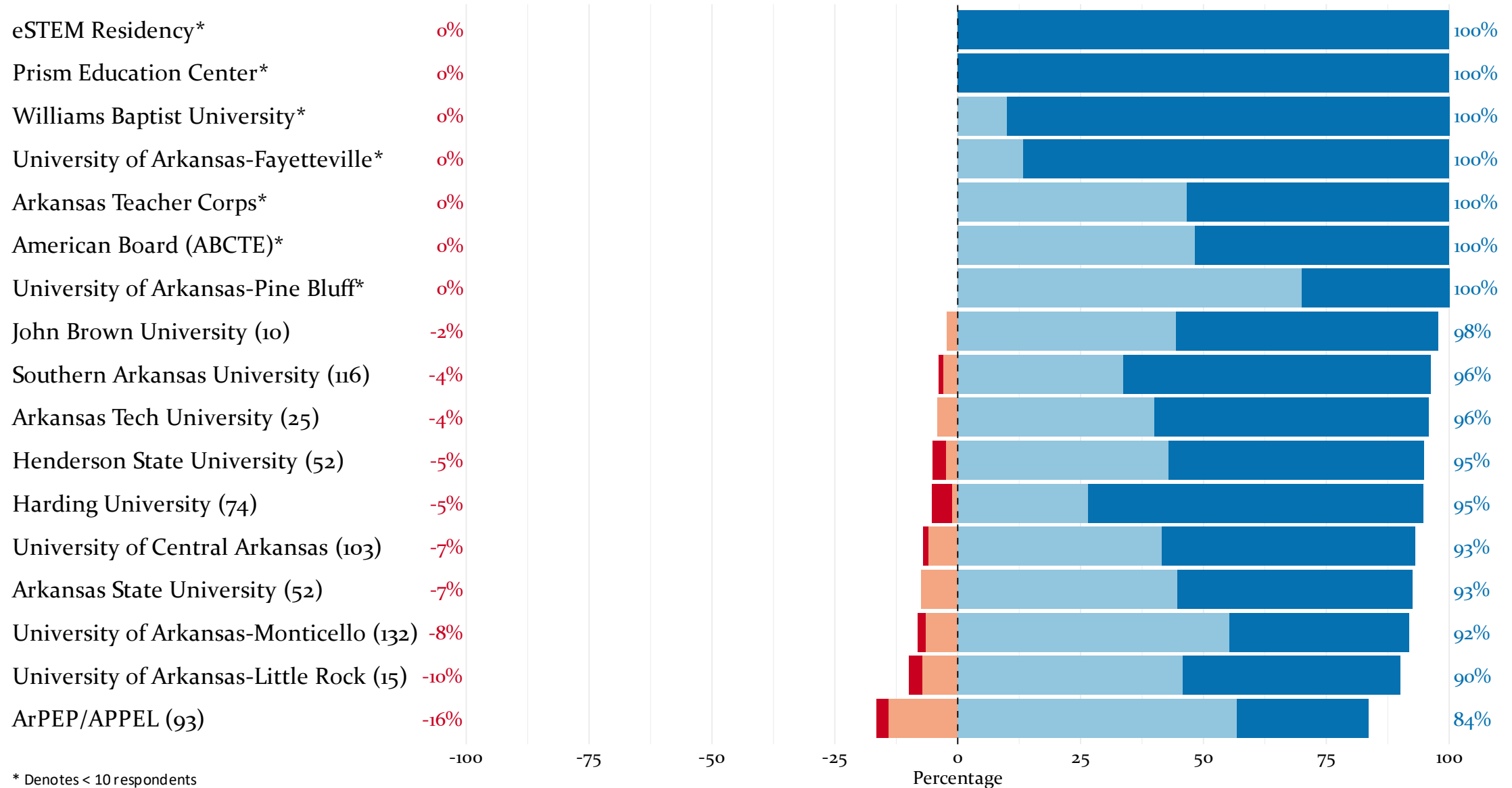
My EPP prepared me to:



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

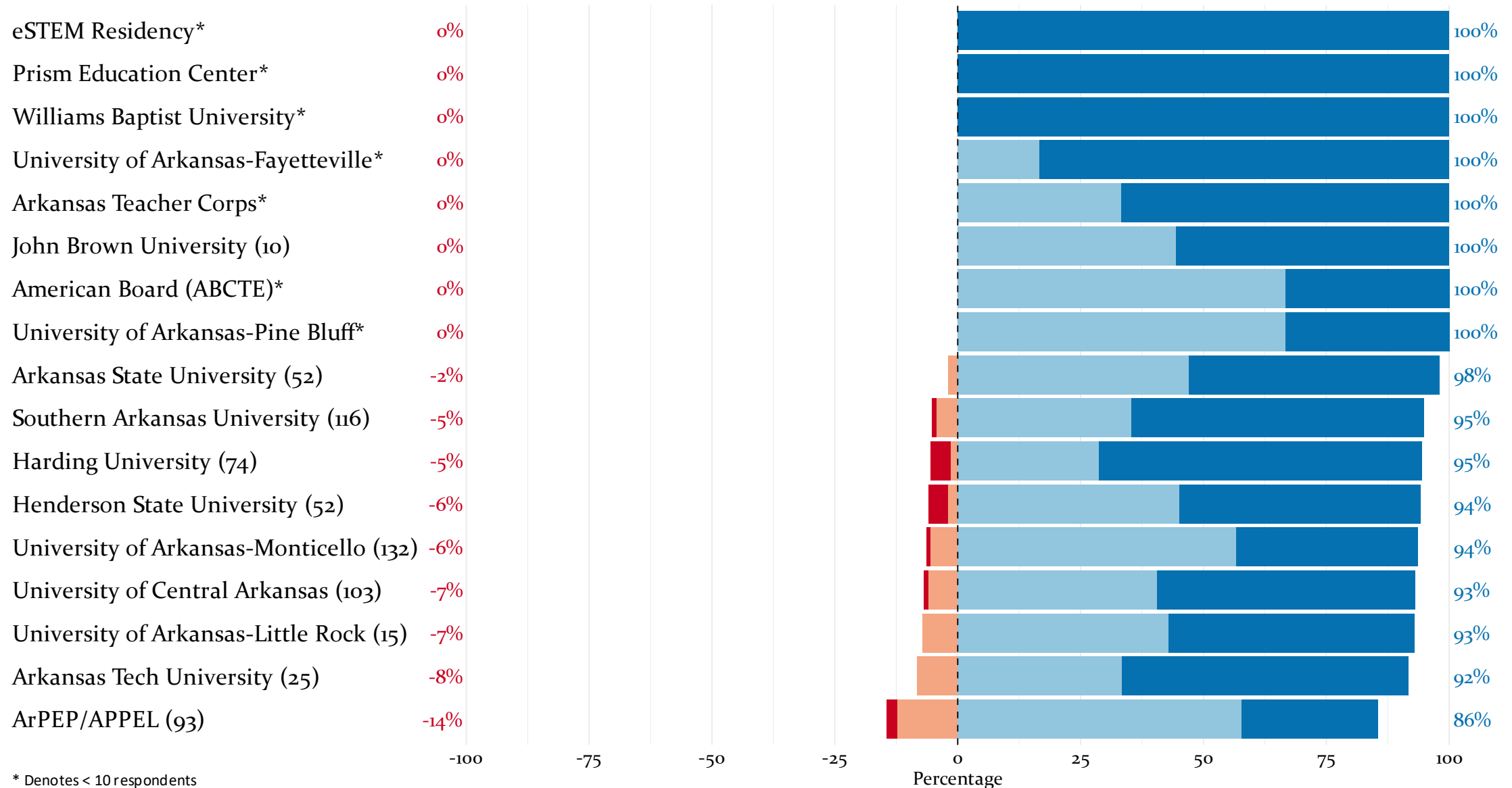
Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 – Alternative EPP Averages



TESS Domain 3 – Statement 1, Alternative EPPs

My EPP prepared me to communicate with students.



* Denotes < 10 respondents

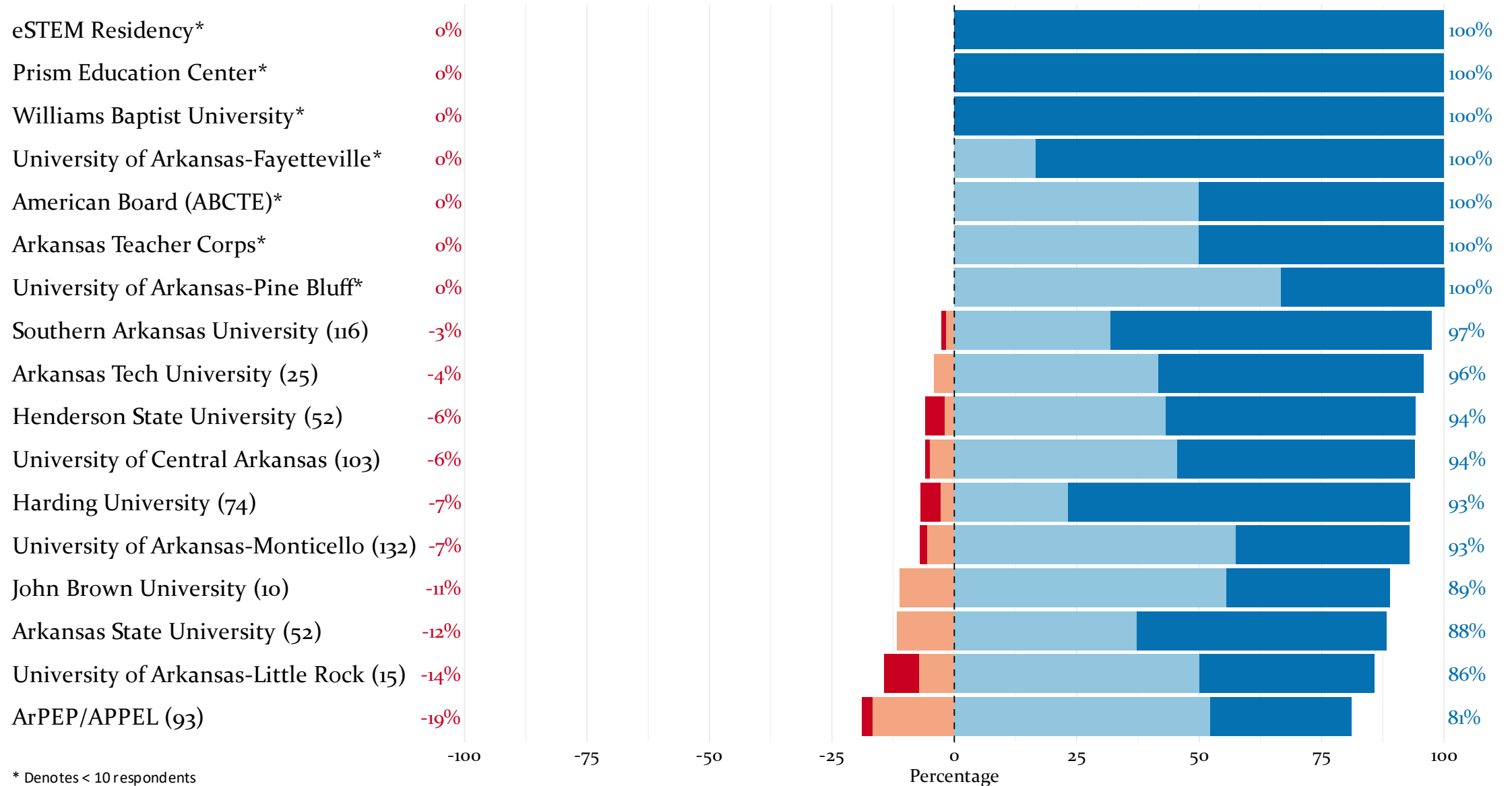
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 – Statement 2, Alternative EPPs

My EPP prepared me to use questioning and discussion techniques.



* Denotes < 10 respondents

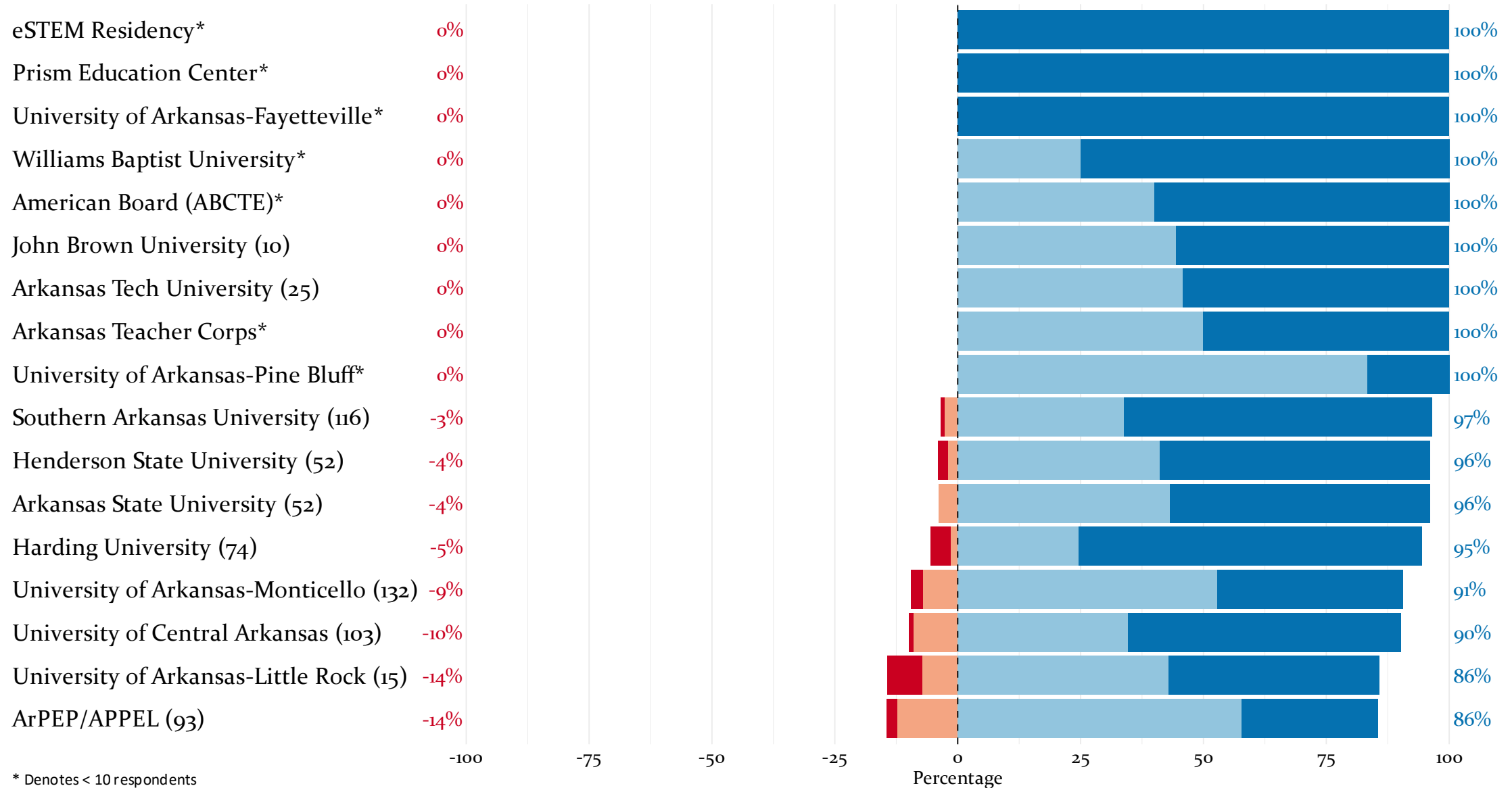
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

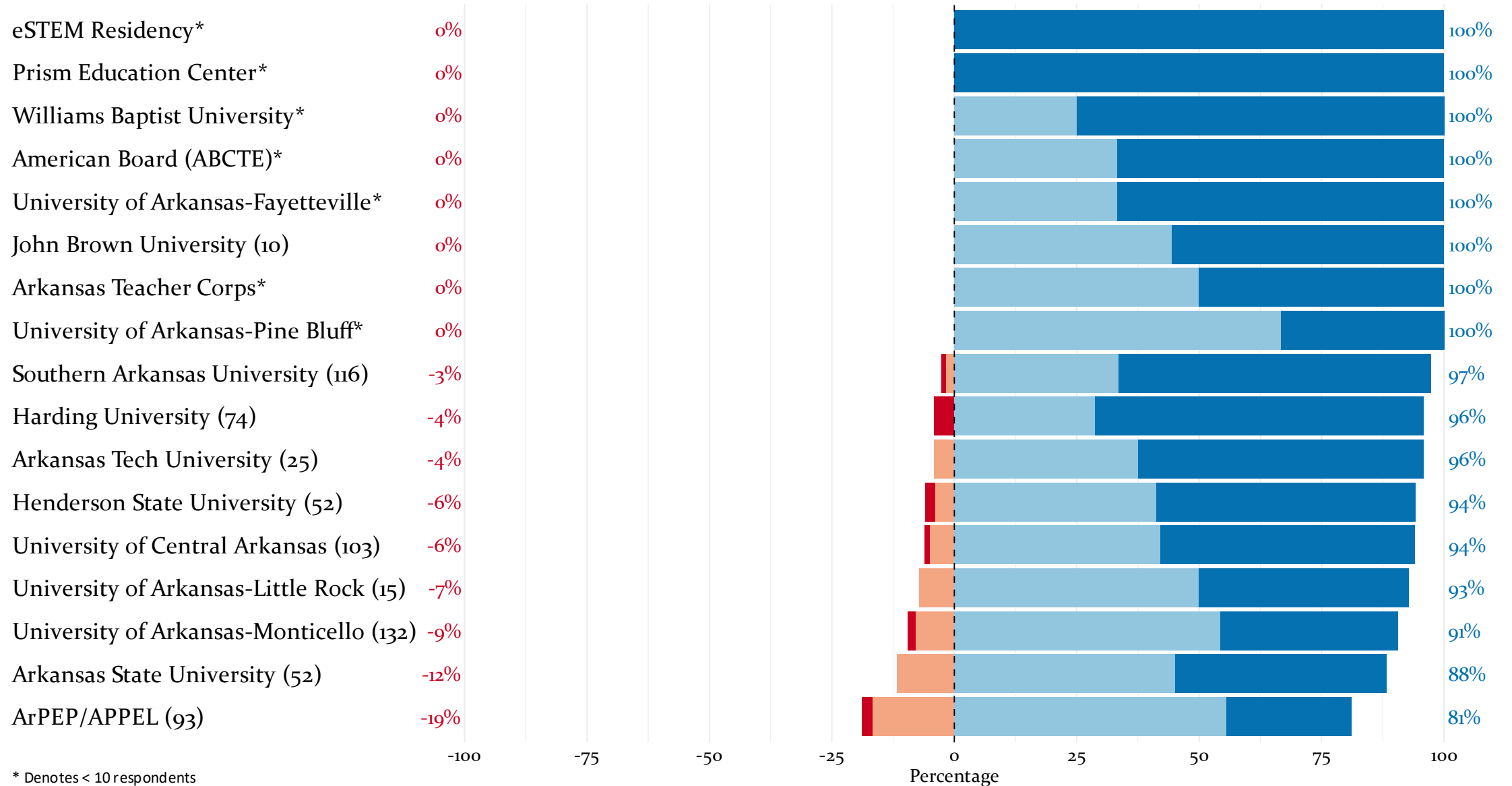
TESS Domain 3 – Statement 3, Alternative EPPs

My EPP prepared me to engage students in learning.



TESS Domain 3 – Statement 4, Alternative EPPs

My EPP prepared me to use assessment in instruction.



* Denotes < 10 respondents

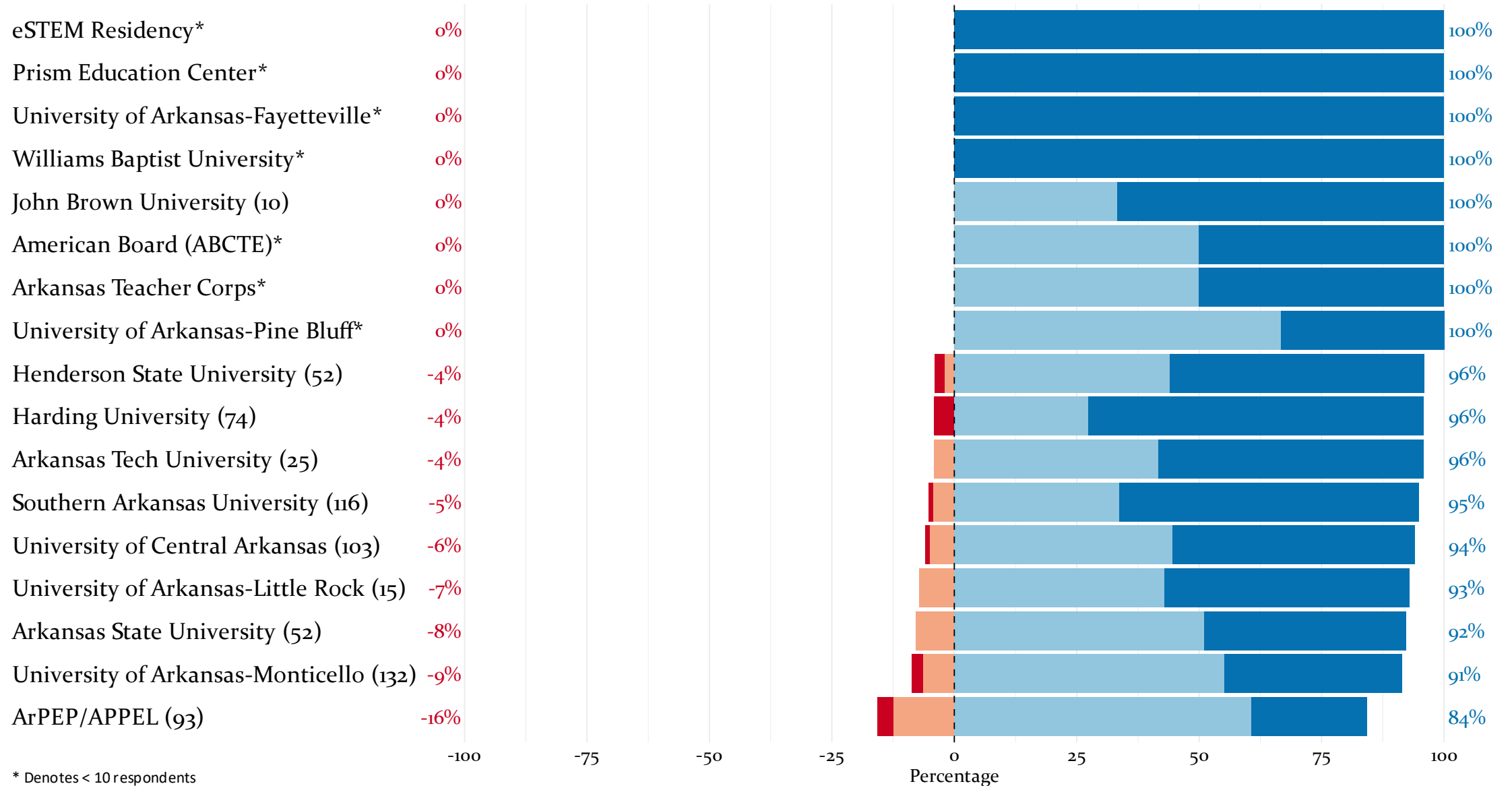
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 3 – Statement 5, Alternative EPPs

My EPP prepared me to demonstrate flexibility and responsiveness.



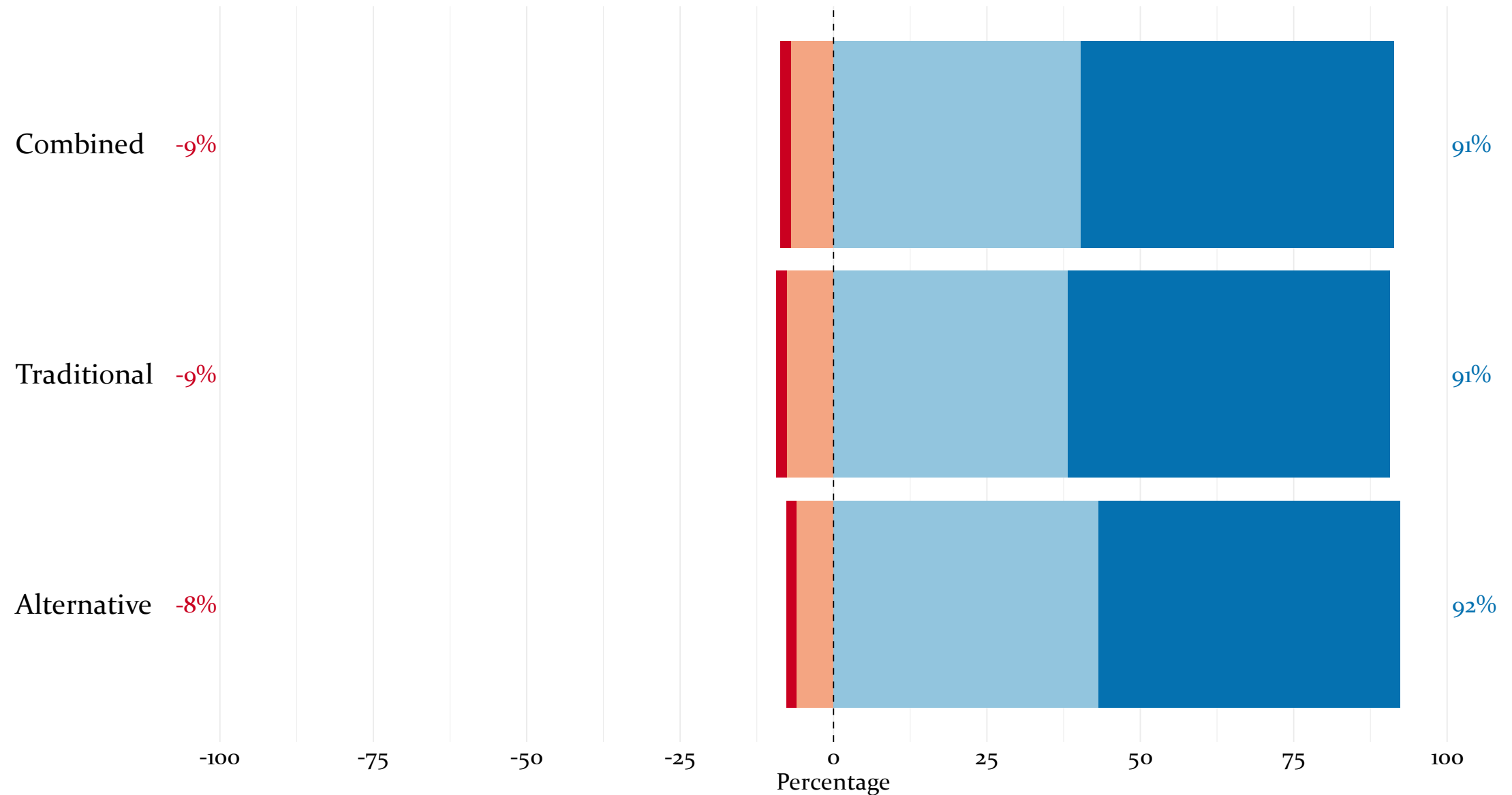
* Denotes < 10 respondents
 Red numbers = Negative Response Percentage
 Blue numbers = Positive Response Percentage

TESS Domain 4: Professional Responsibilities

For TESS Domain 4, we asked completers how well their
EPP prepared them 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

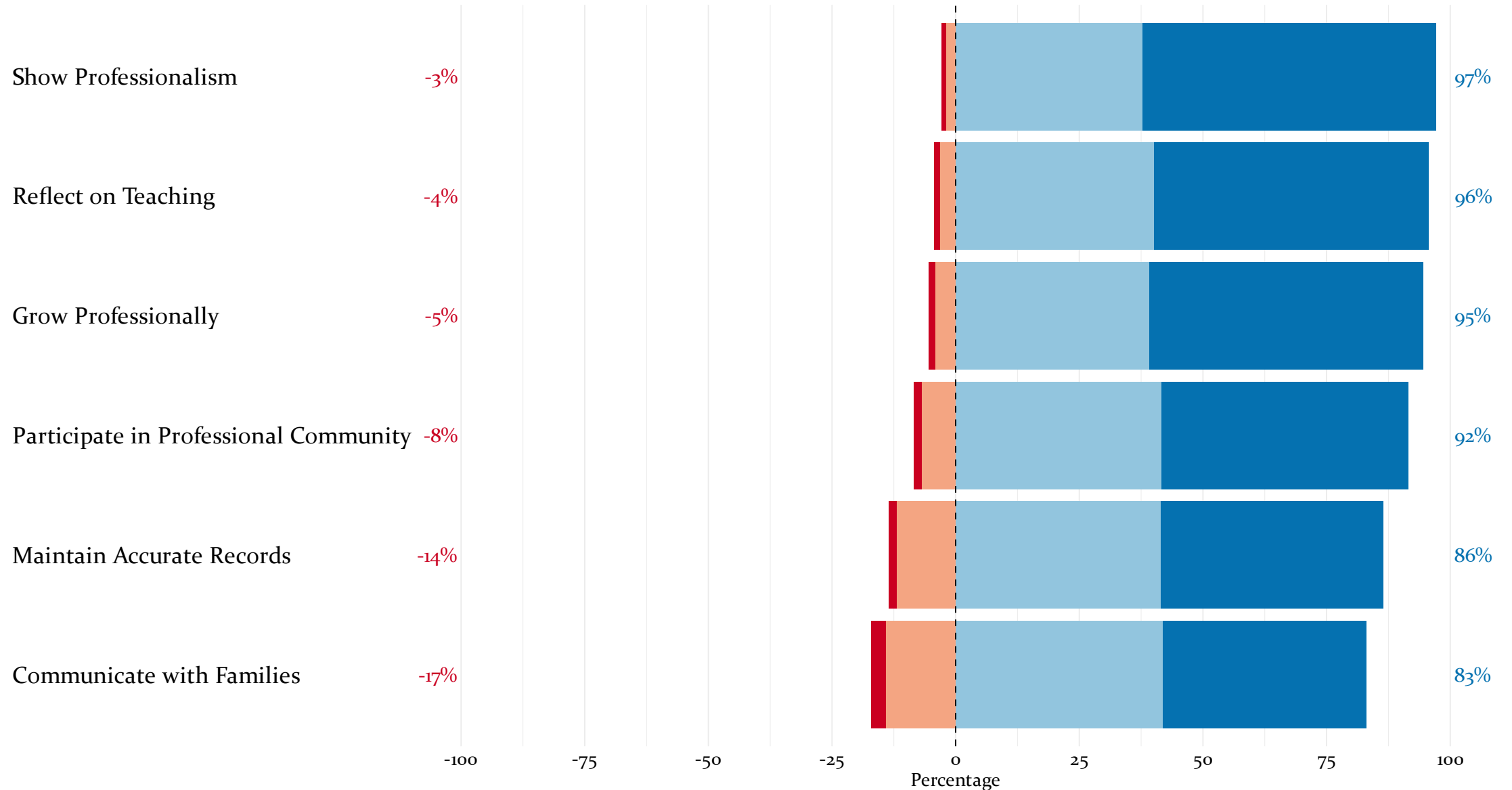


Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 - Statement Averages

My EPP prepared me to:



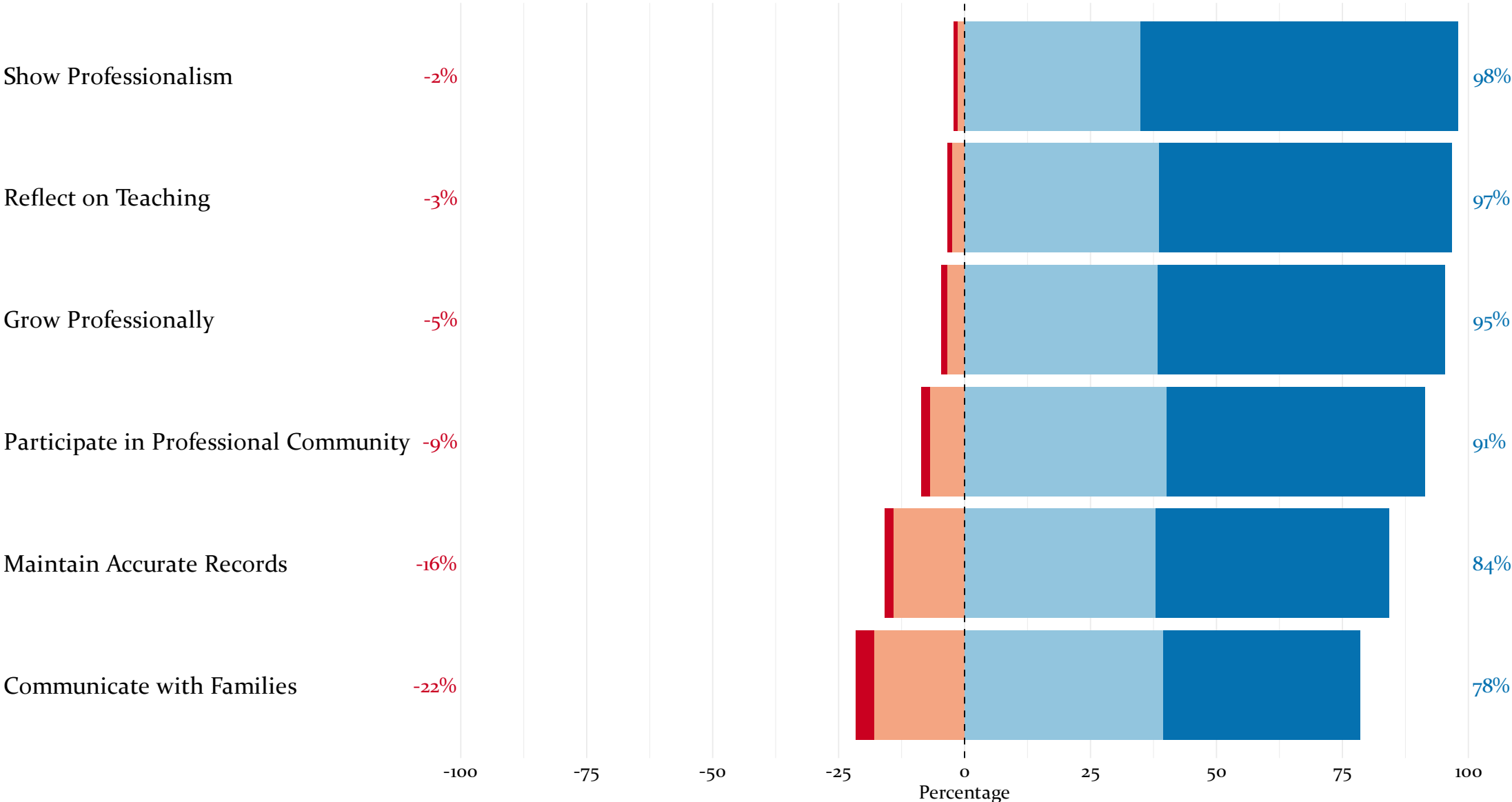
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4: Traditional EPPs

TESS Domain 4 – Traditional EPP Statement Averages

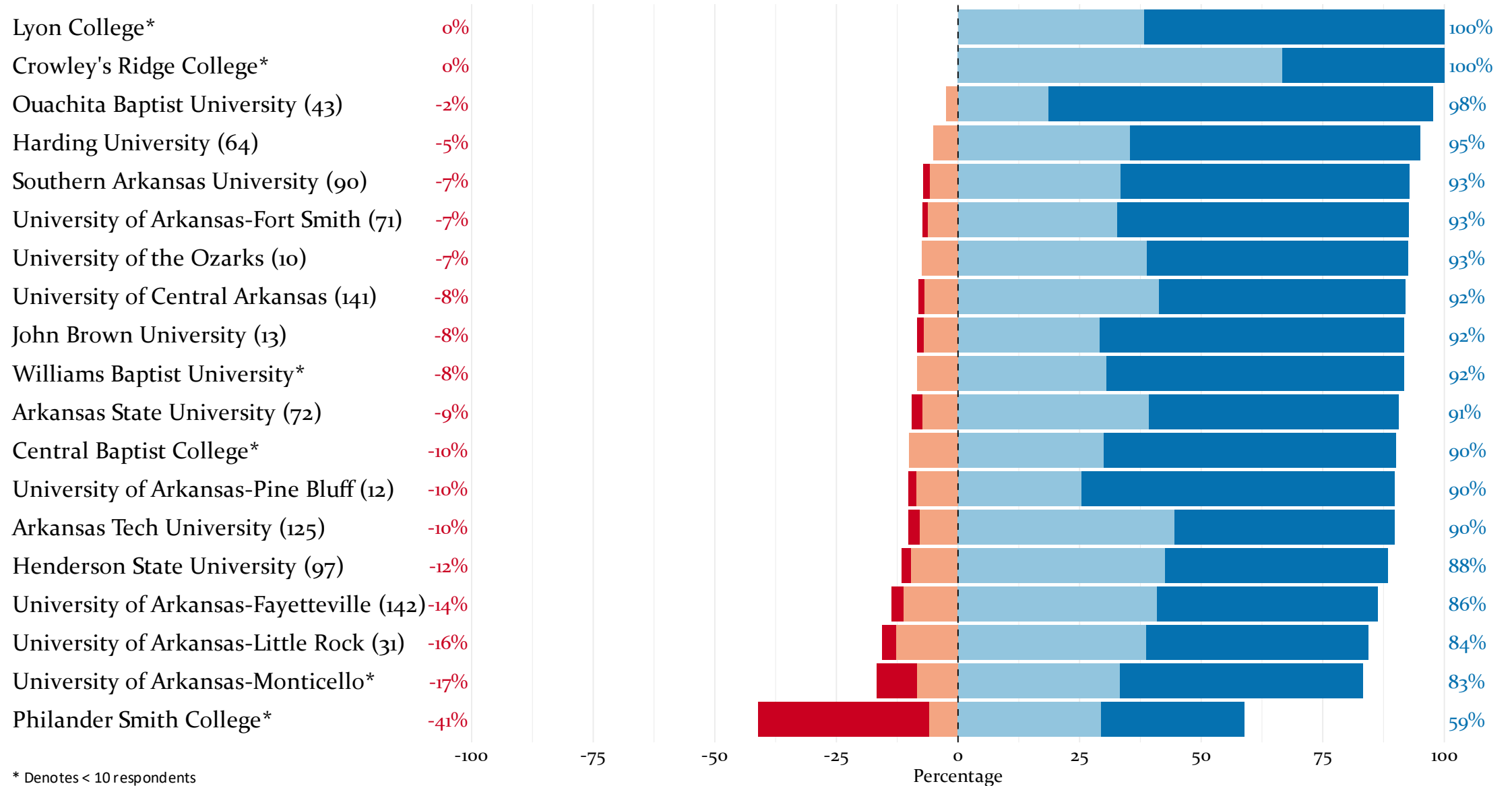
My EPP prepared me to:



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

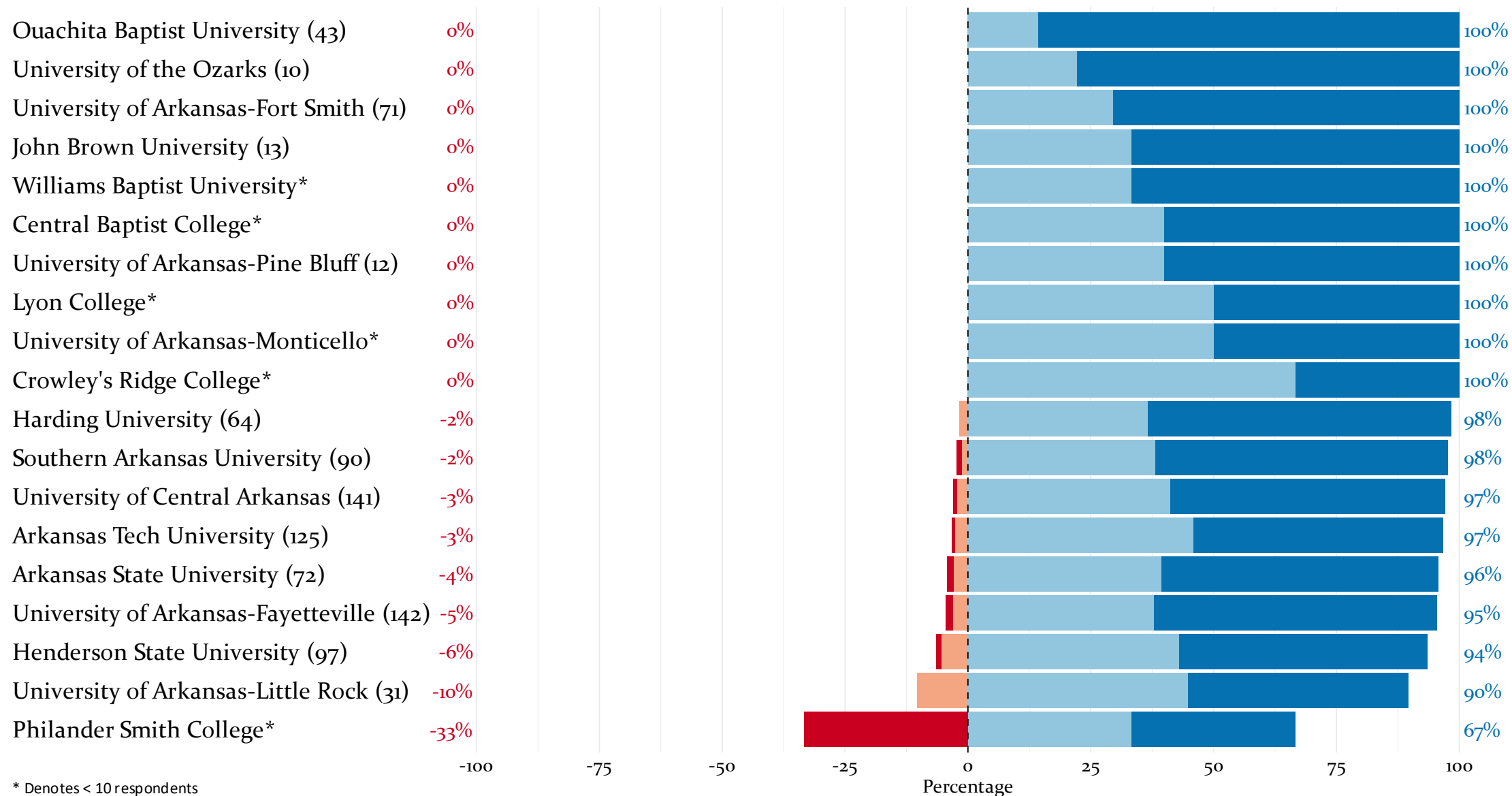
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 1, Traditional EPPs

My EPP prepared me to reflect on teaching.



* Denotes < 10 respondents

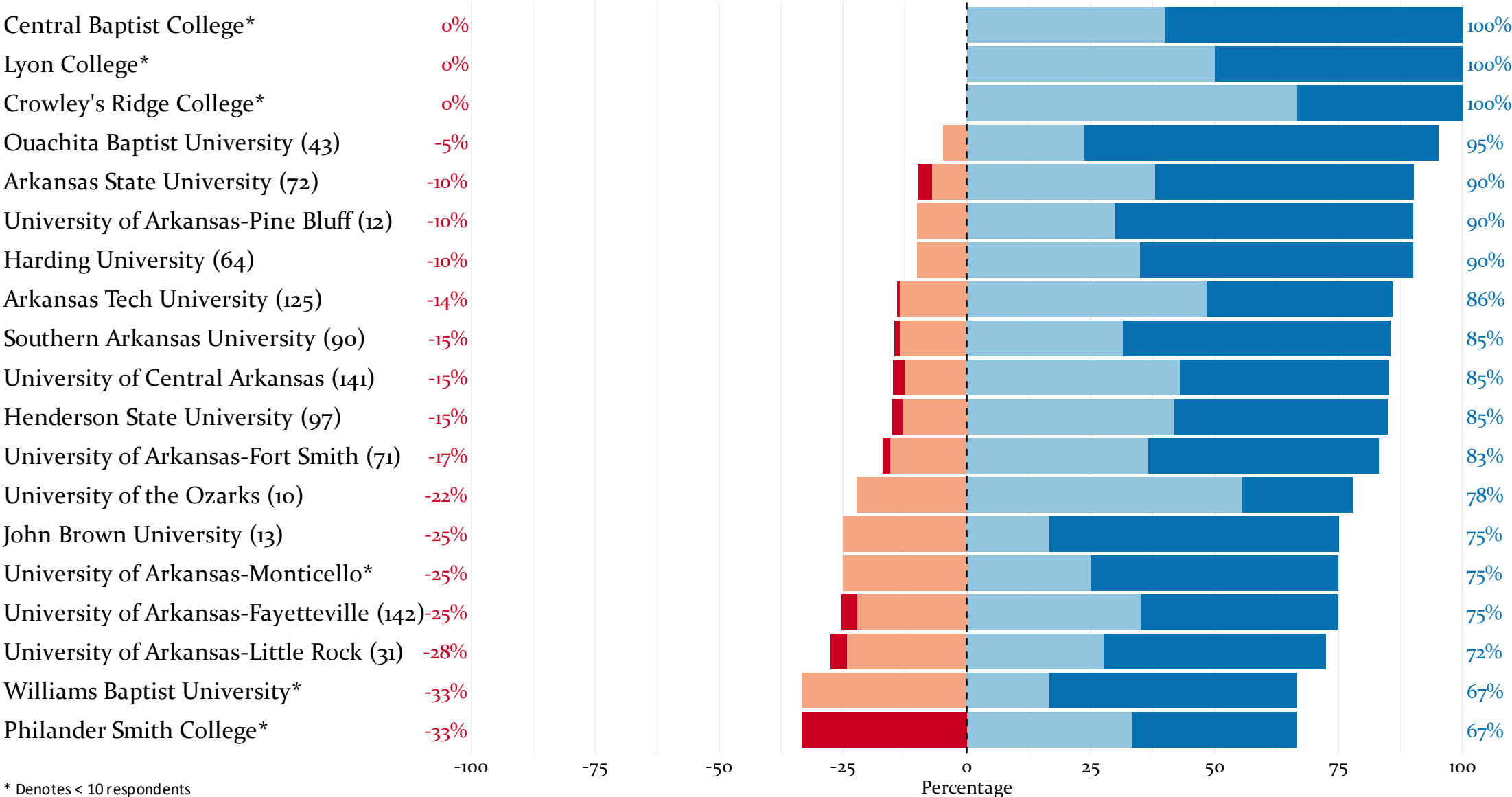
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 2, Traditional EPPs

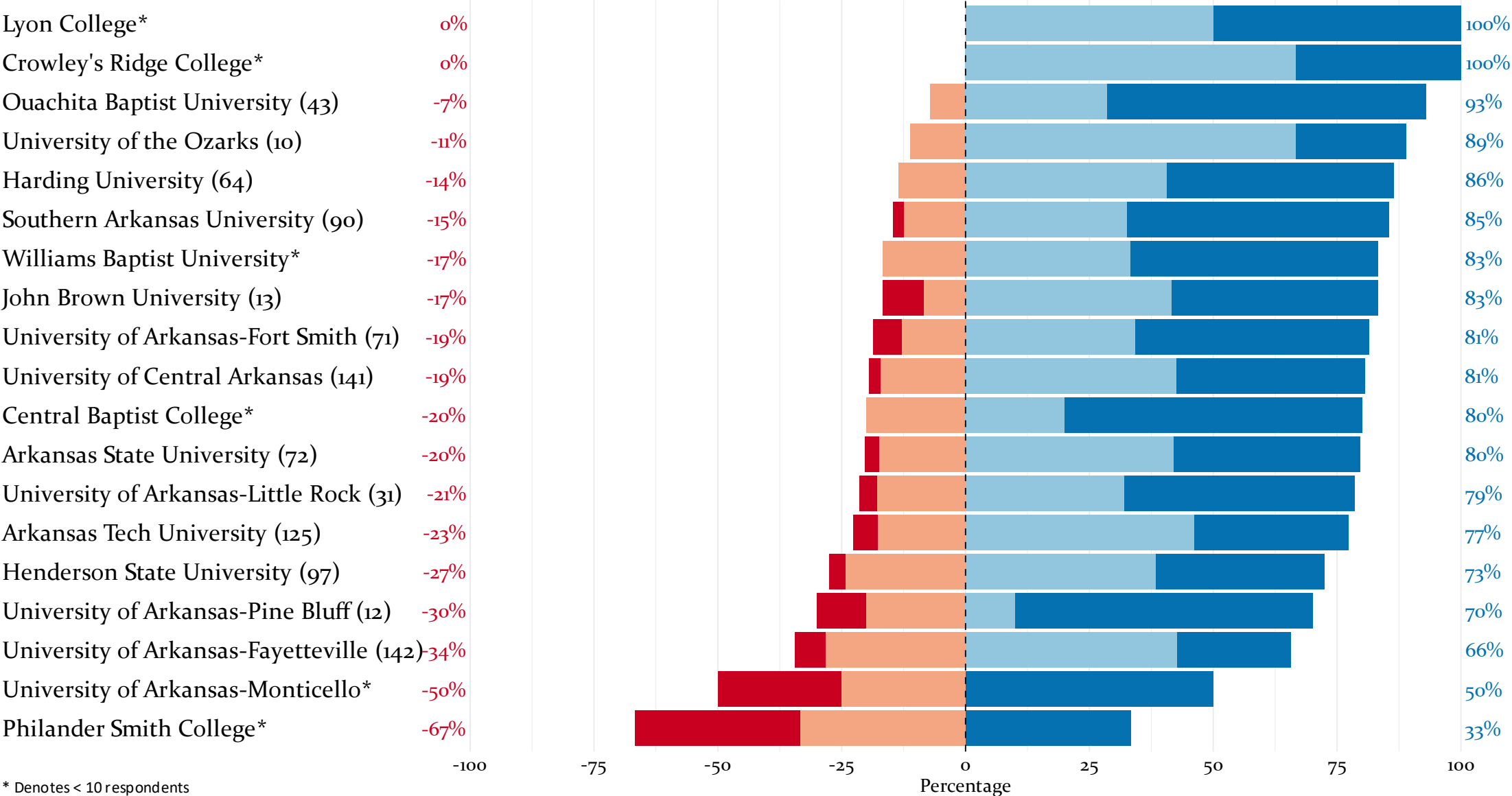
My EPP prepared me to maintain accurate records.



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

TESS Domain 4 – Statement 3, Traditional EPPs

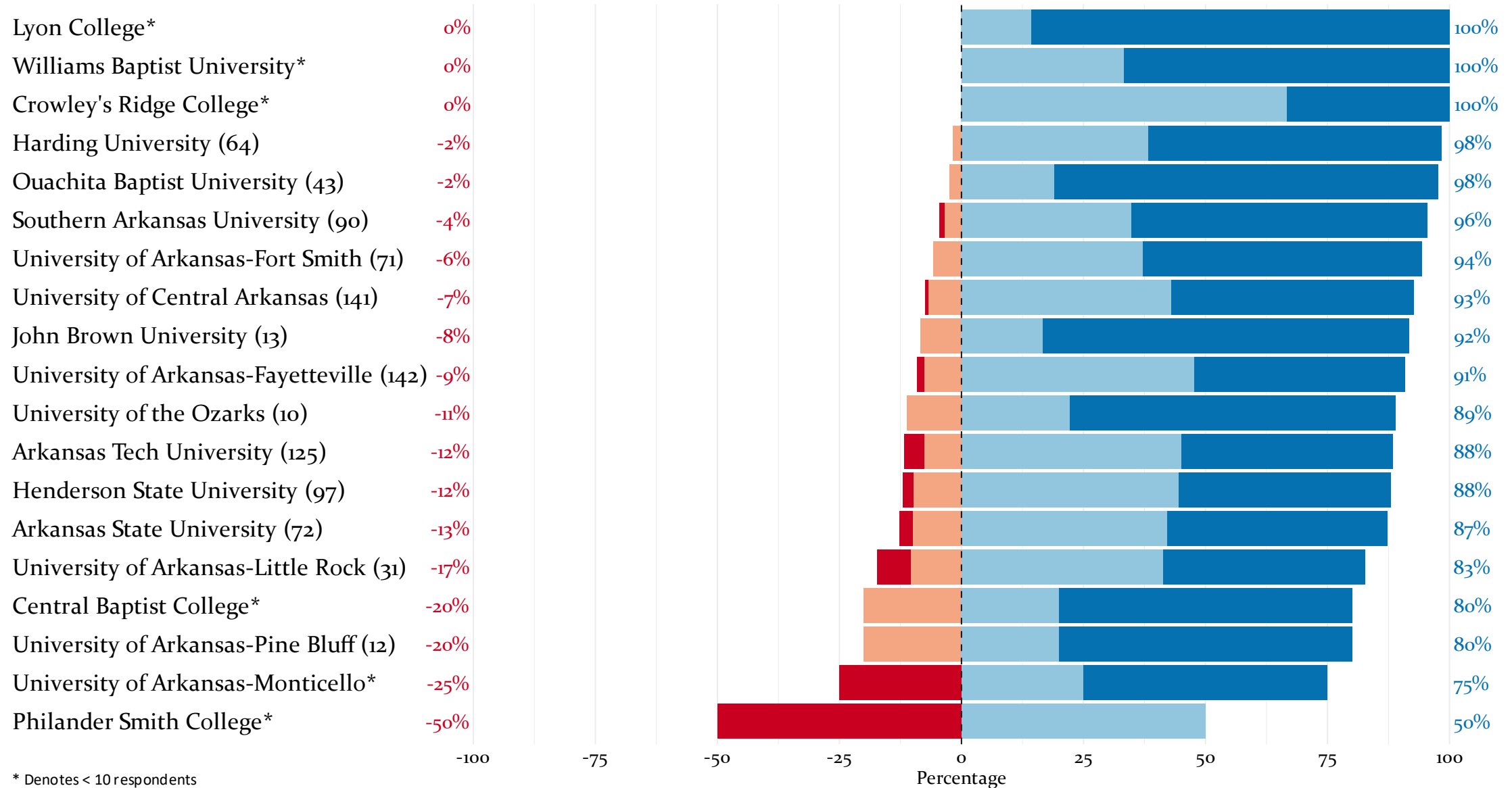
My EPP prepared me to communicate with families.



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

TESS Domain 4 – Statement 4, Traditional EPPs

My EPP prepared me to participate in professional community.



* Denotes < 10 respondents

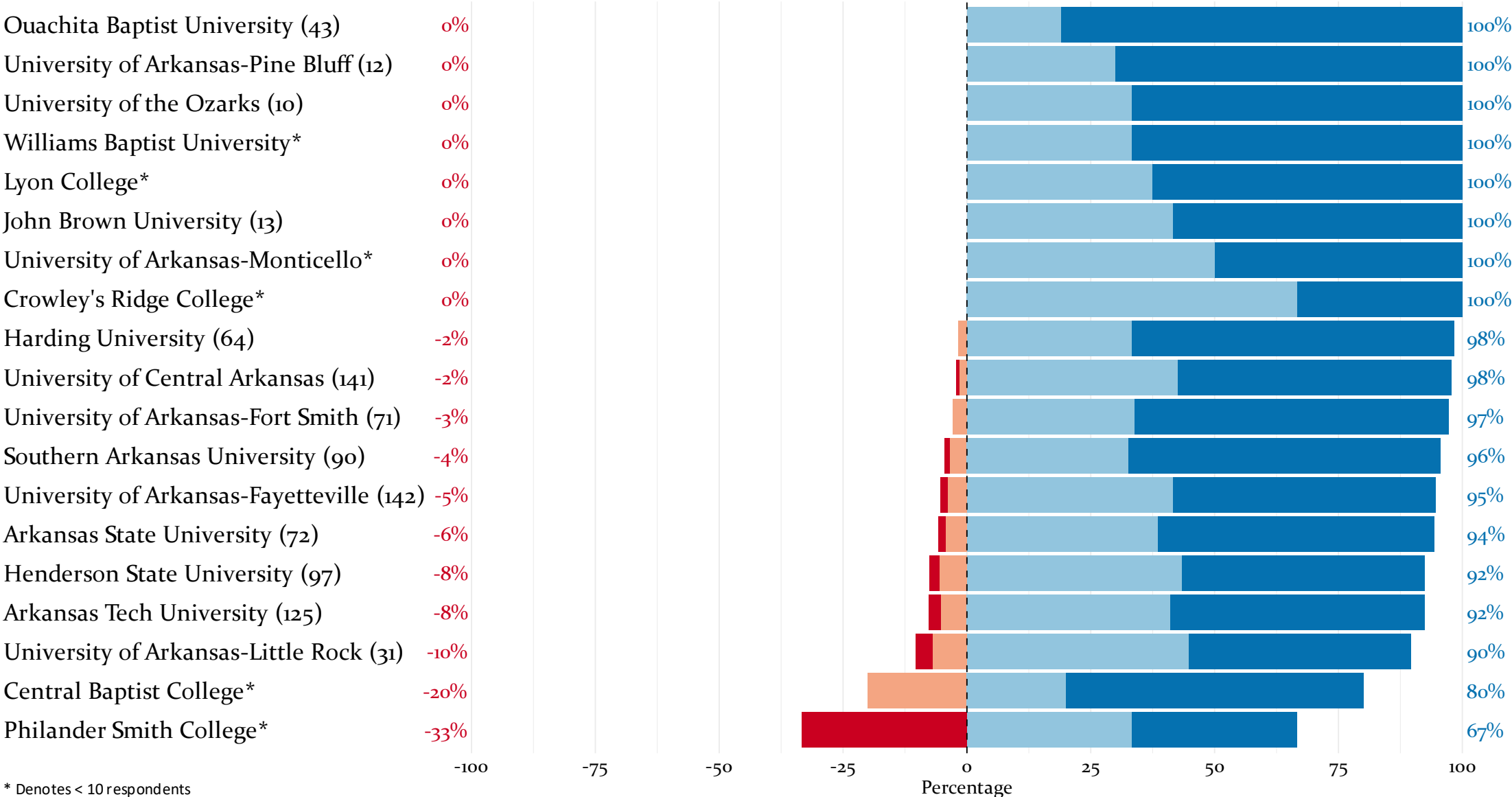
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 5, Traditional EPPs

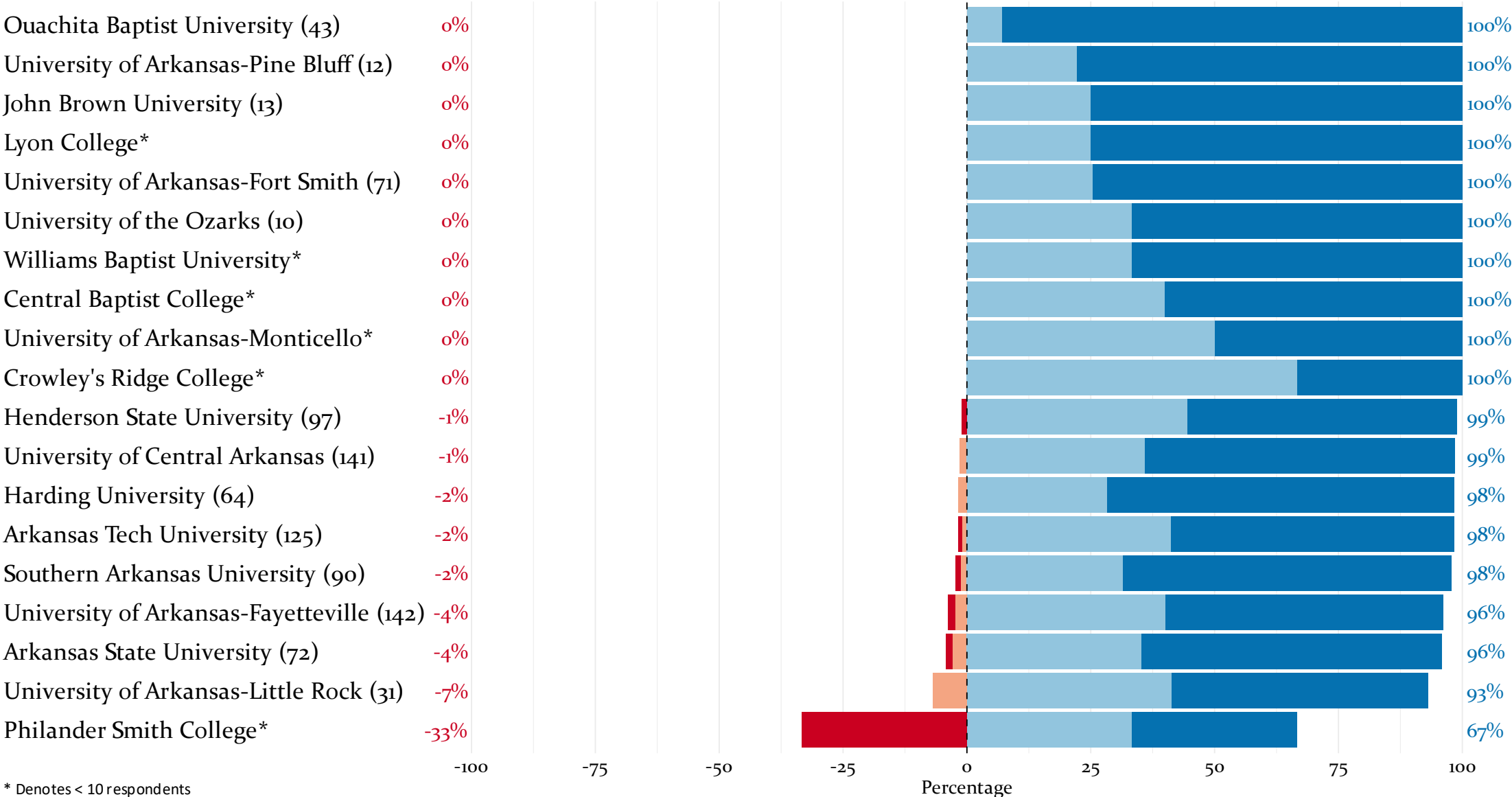
My EPP prepared me to grow professionally.



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

TESS Domain 4 – Statement 6, Traditional EPPs

My EPP prepared me to show professionalism.

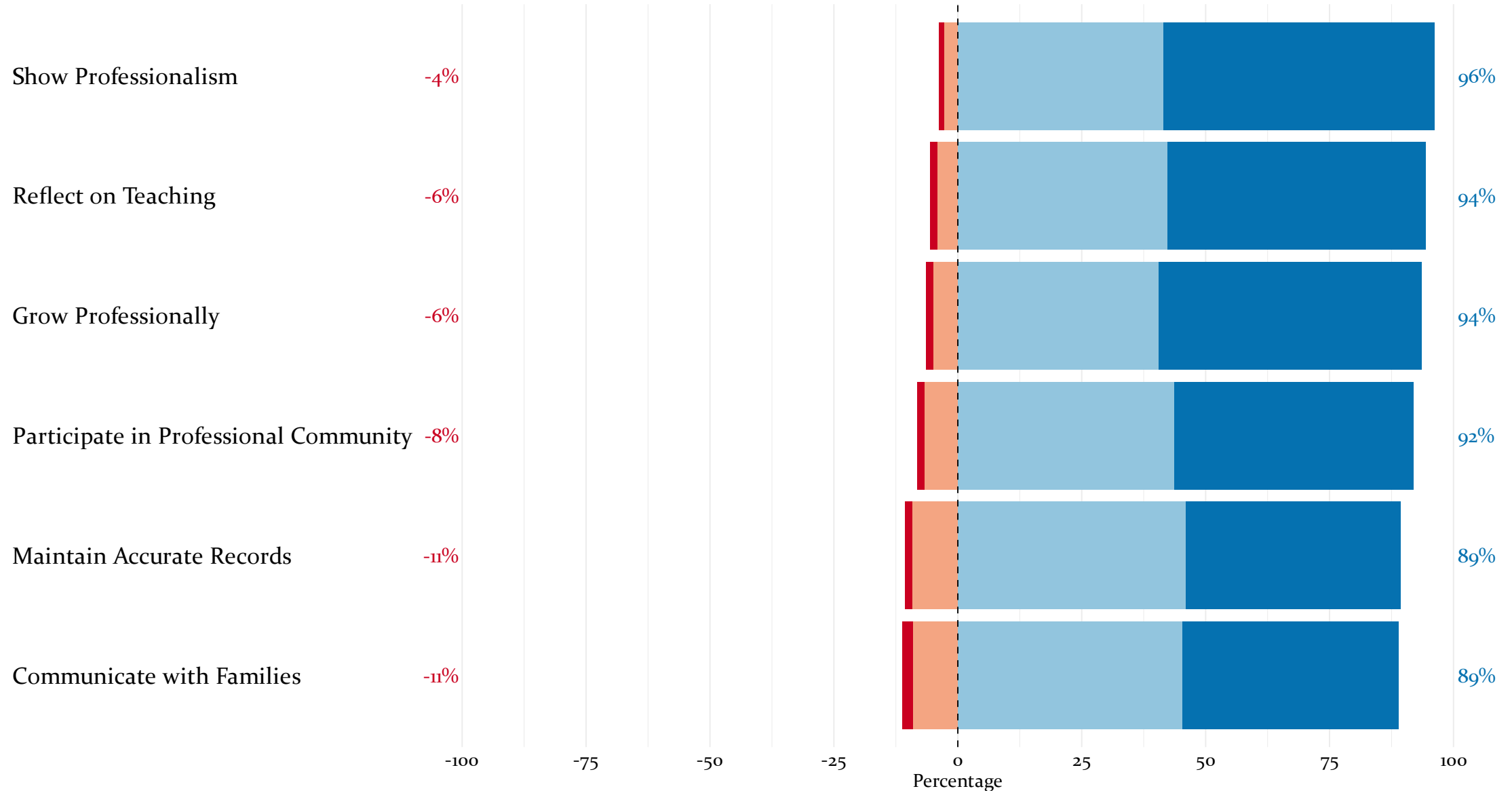


* Denotes < 10 respondents
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

TESS Domain 4: Alternative EPPs

TESS Domain 4 – Alternative EPP Statement Averages

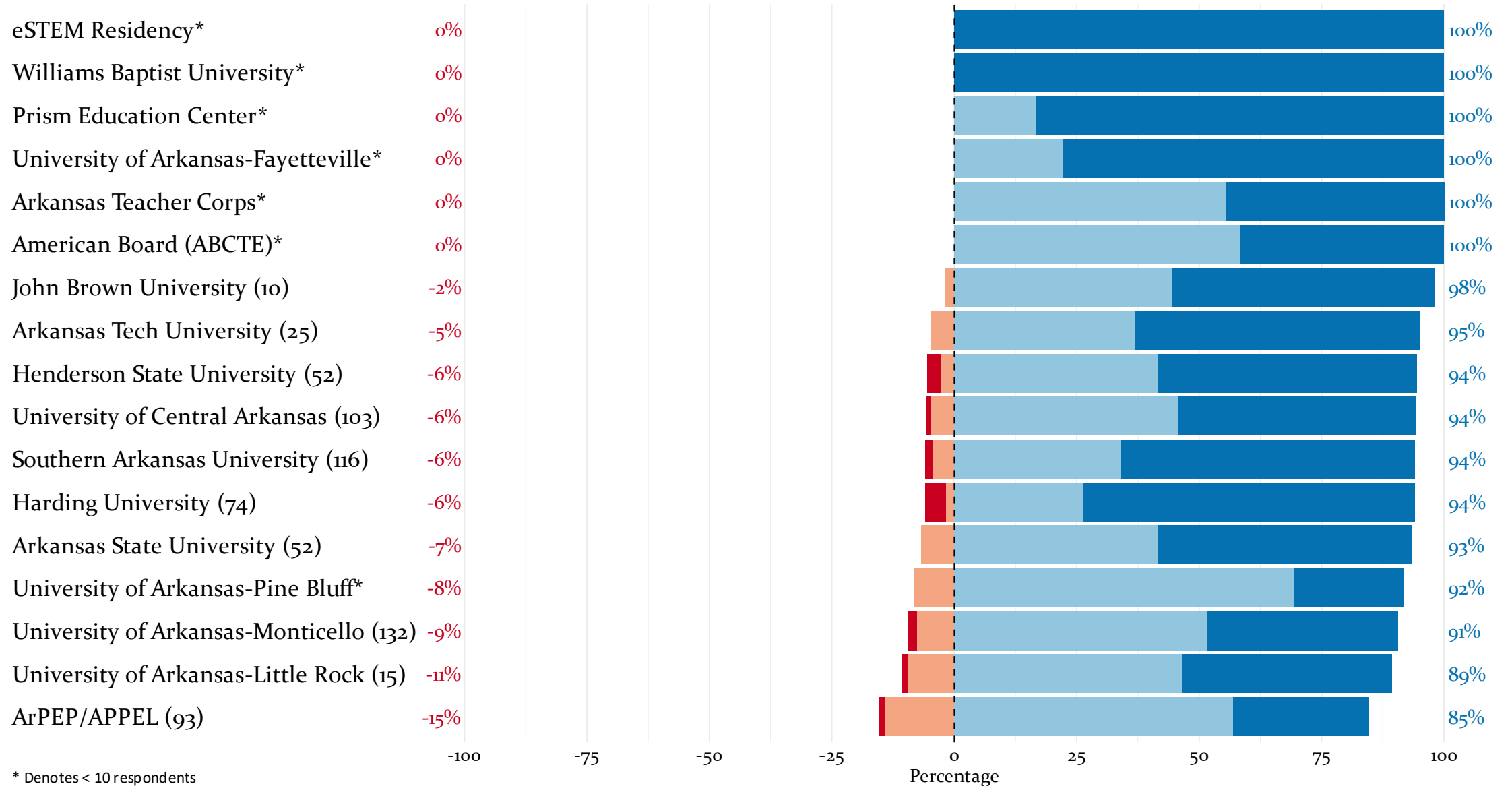
My EPP prepared me to:



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

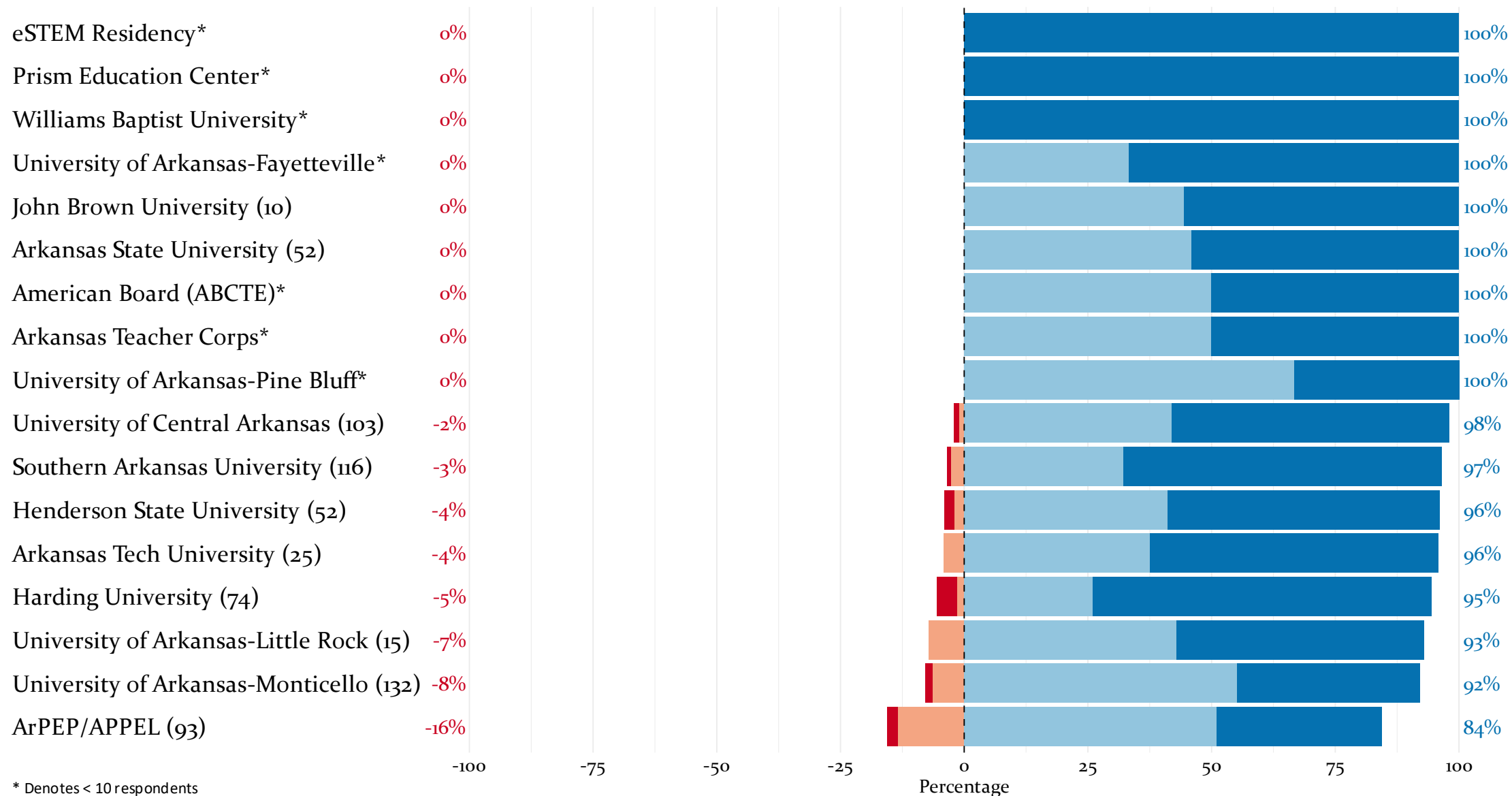
Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Alternative EPP Averages



TESS Domain 4 – Statement 1, Alternative EPPs

My EPP prepared me to reflect on teaching.



* Denotes < 10 respondents

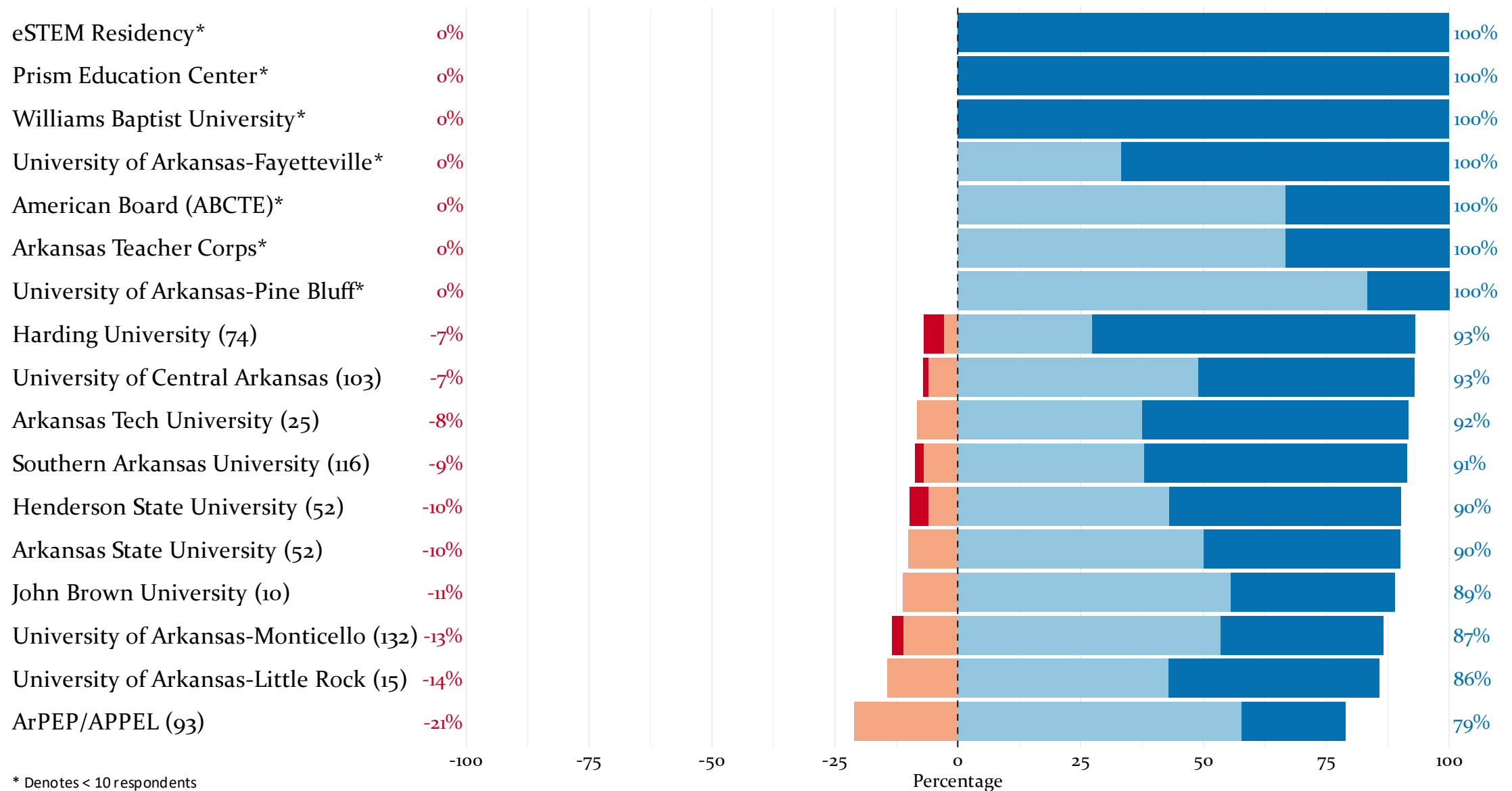
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

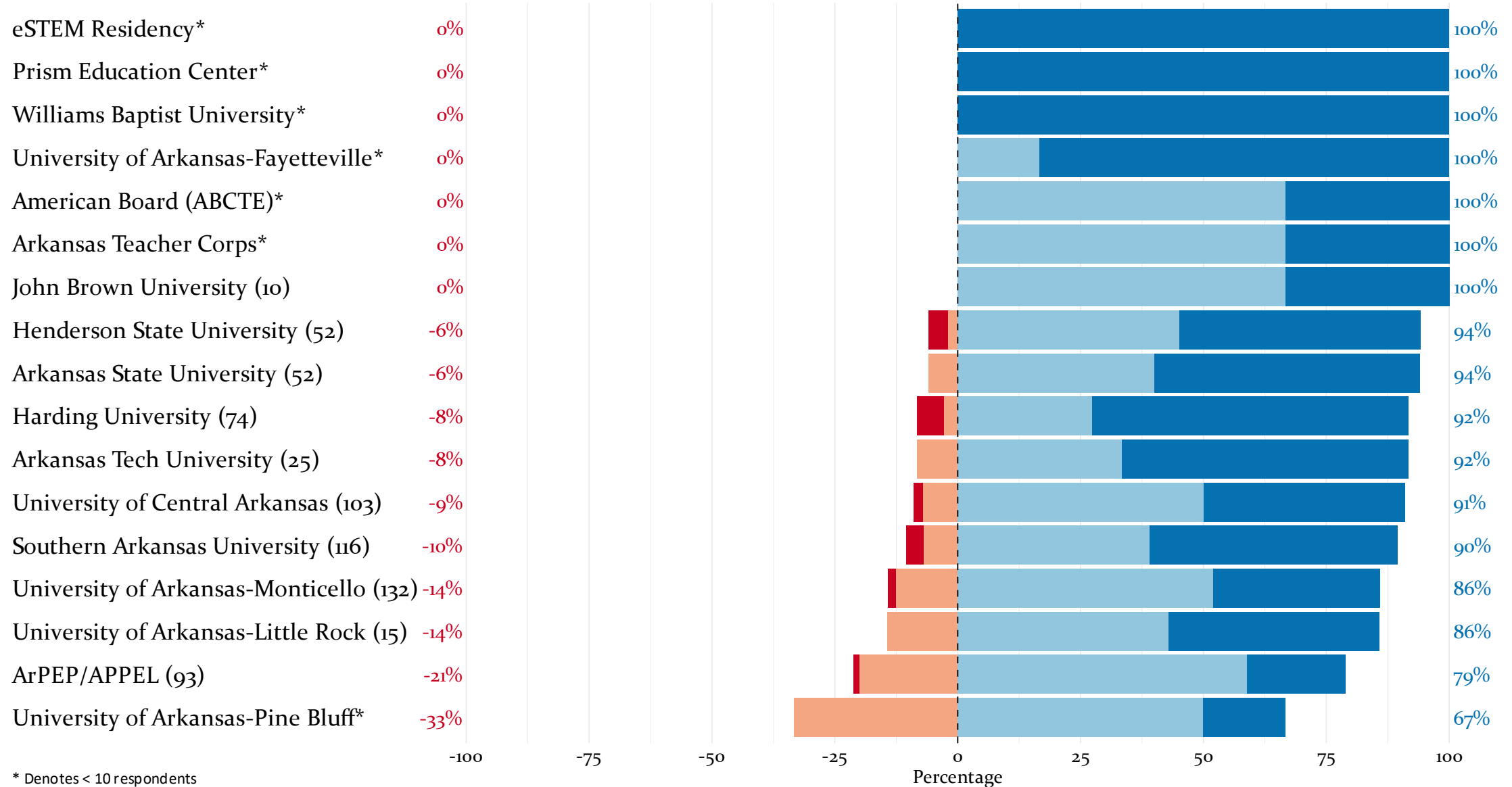
TESS Domain 4 – Statement 2, Alternative EPPs

My EPP prepared me to maintain accurate records.



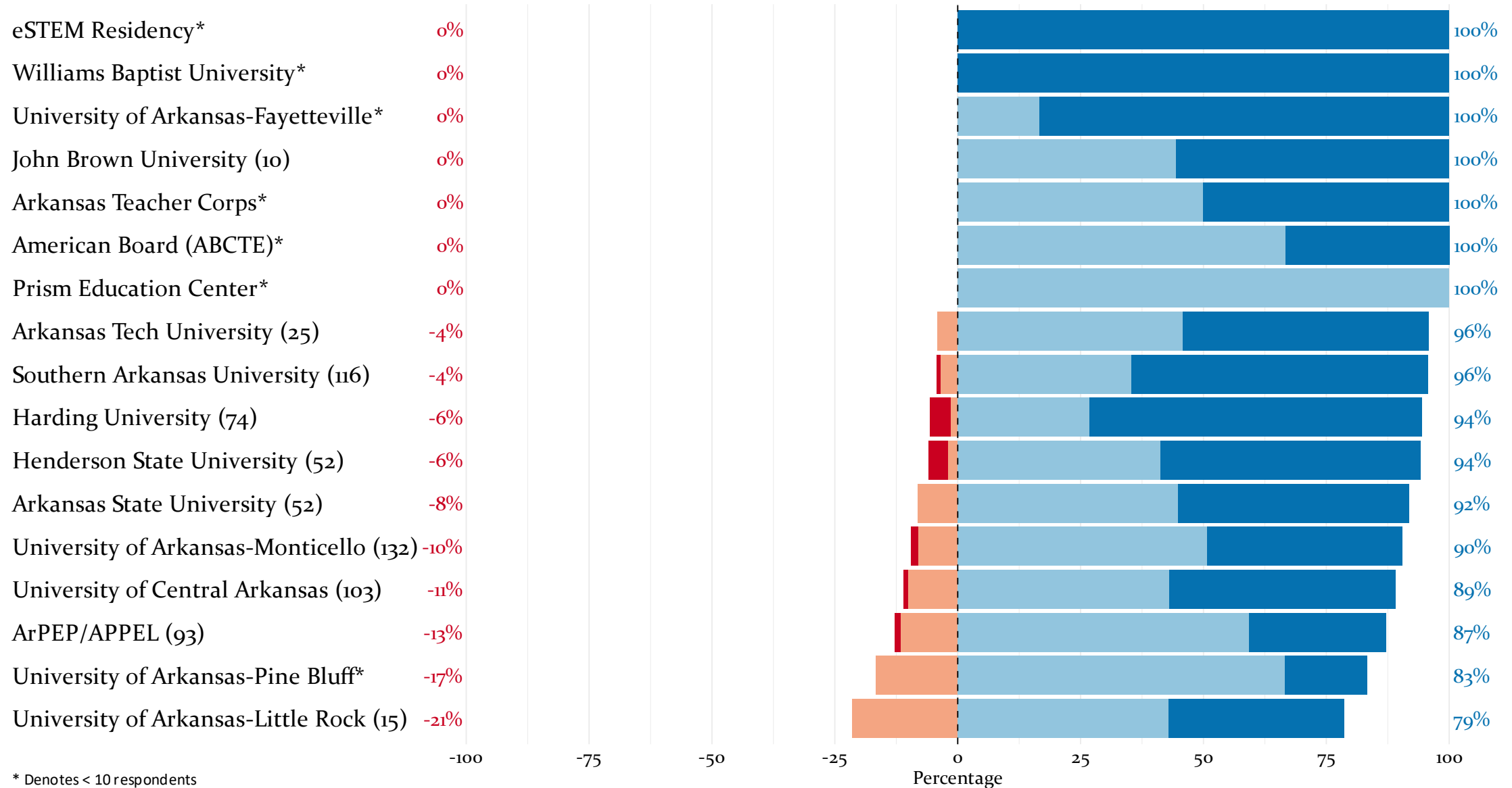
TESS Domain 4 – Statement 3, Alternative EPPs

My EPP prepared me to communicate with families.



TESS Domain 4 – Statement 4, Alternative EPPs

My EPP prepared me to participate in professional community.



* Denotes < 10 respondents

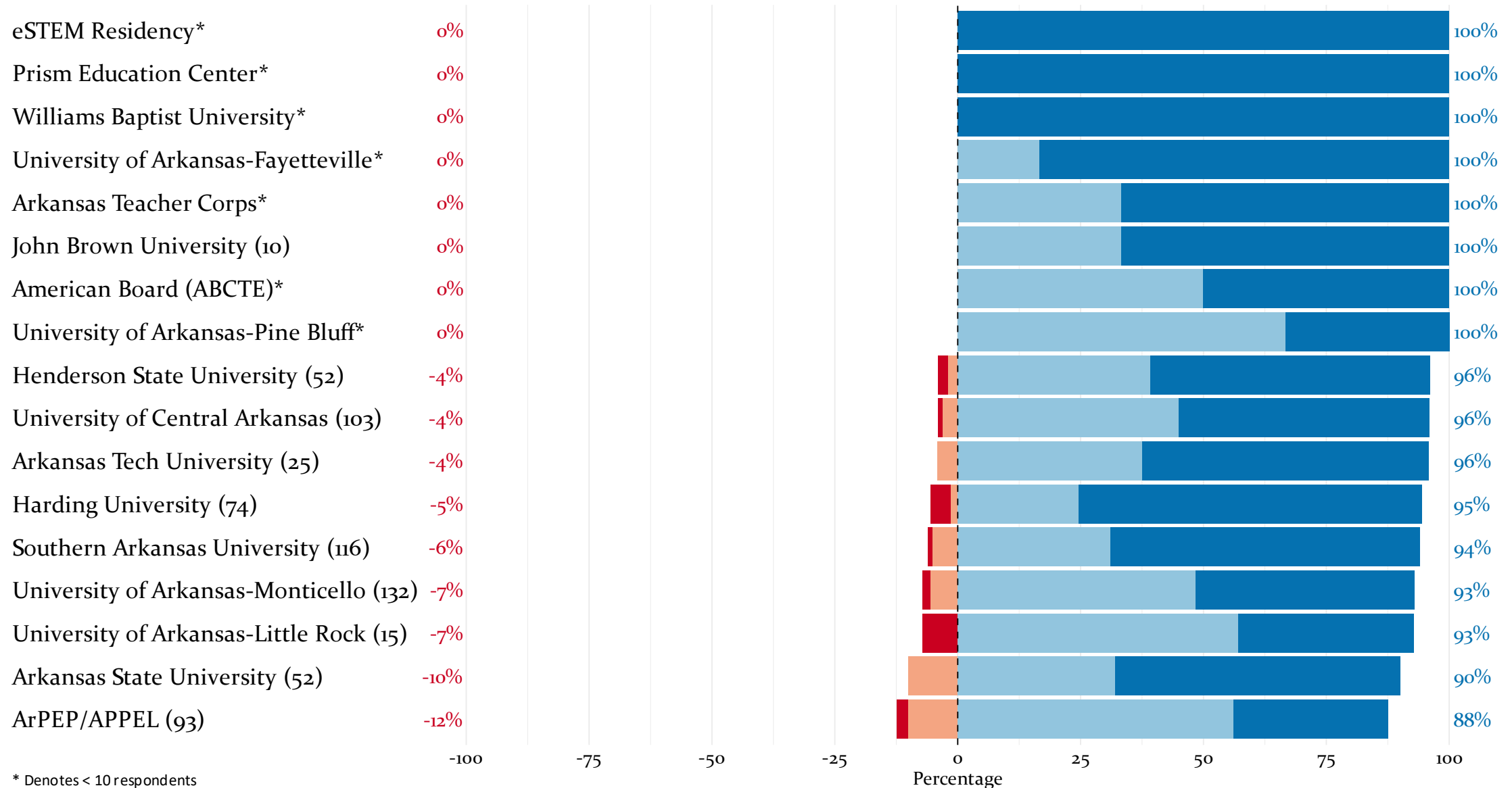
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 5, Alternative EPPs

My EPP prepared me to grow professionally.



* Denotes < 10 respondents

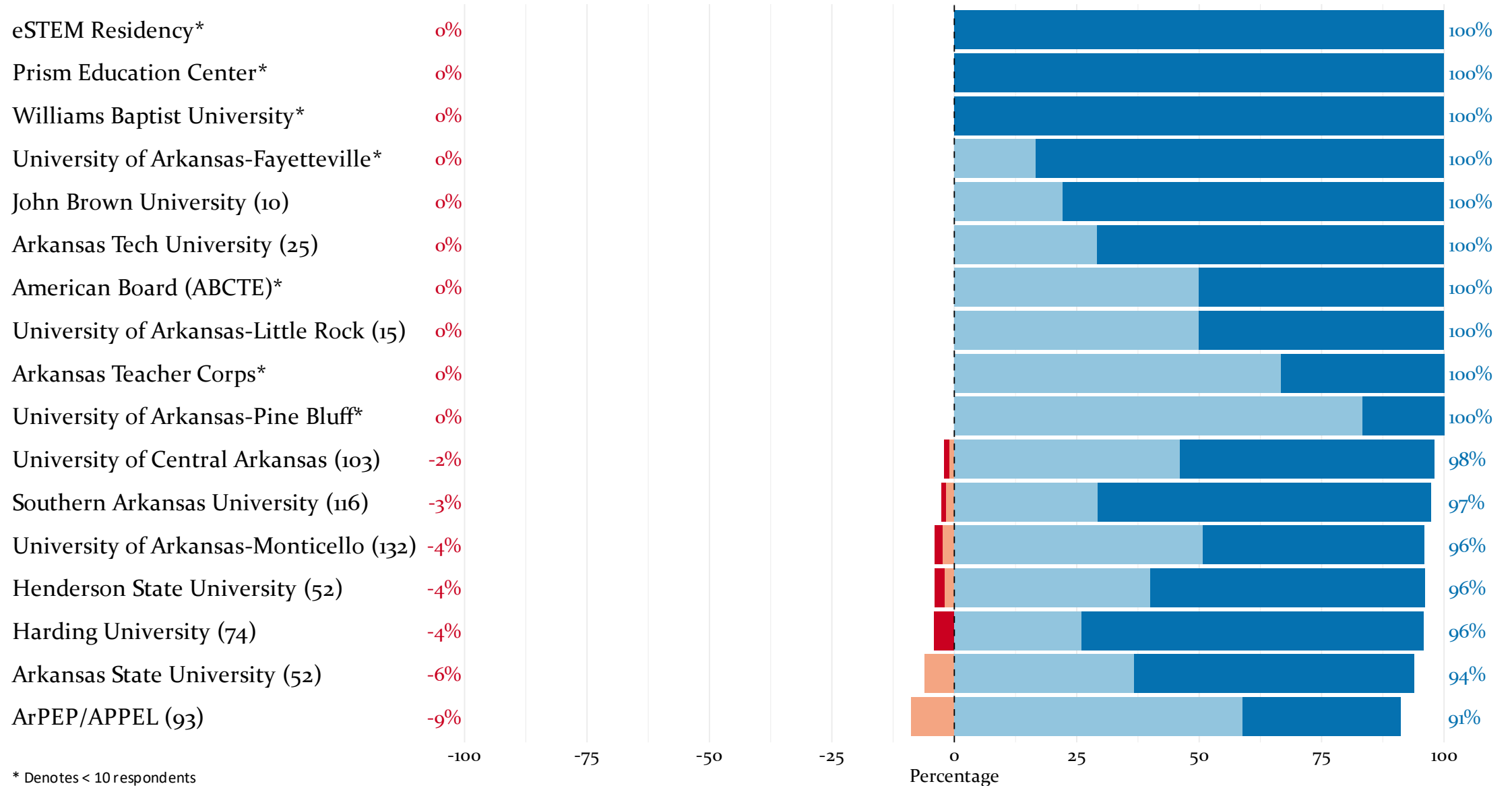
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Strongly Disagree Disagree Agree Strongly Agree

TESS Domain 4 – Statement 6, Alternative EPPs

My EPP prepared me to show professionalism.



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

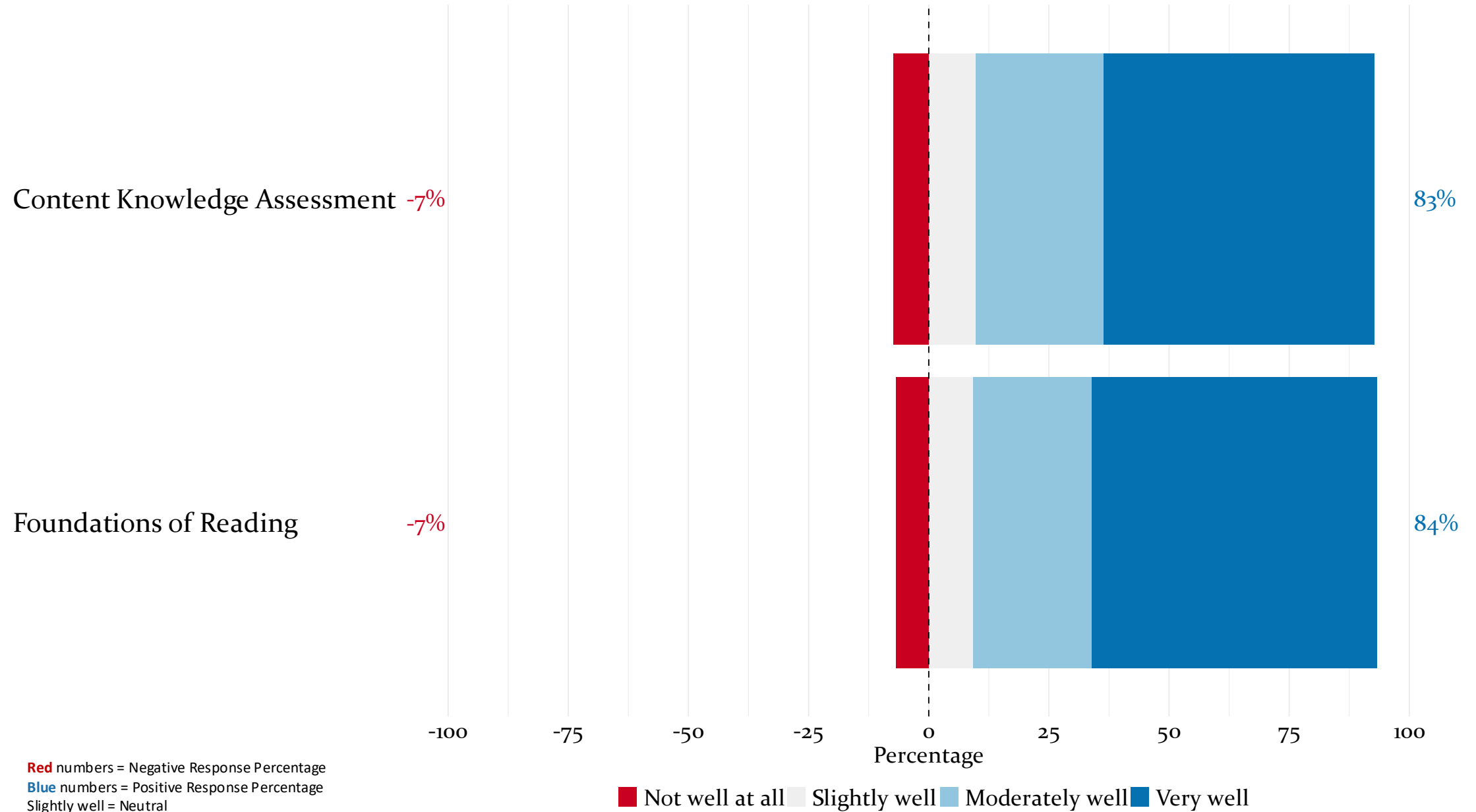
Licensure Exams

We asked completers how well their EPP prepared them for the following licensure exams:

1. Content knowledge assessment
2. Foundations of Reading

Licensure Exams - Question Averages

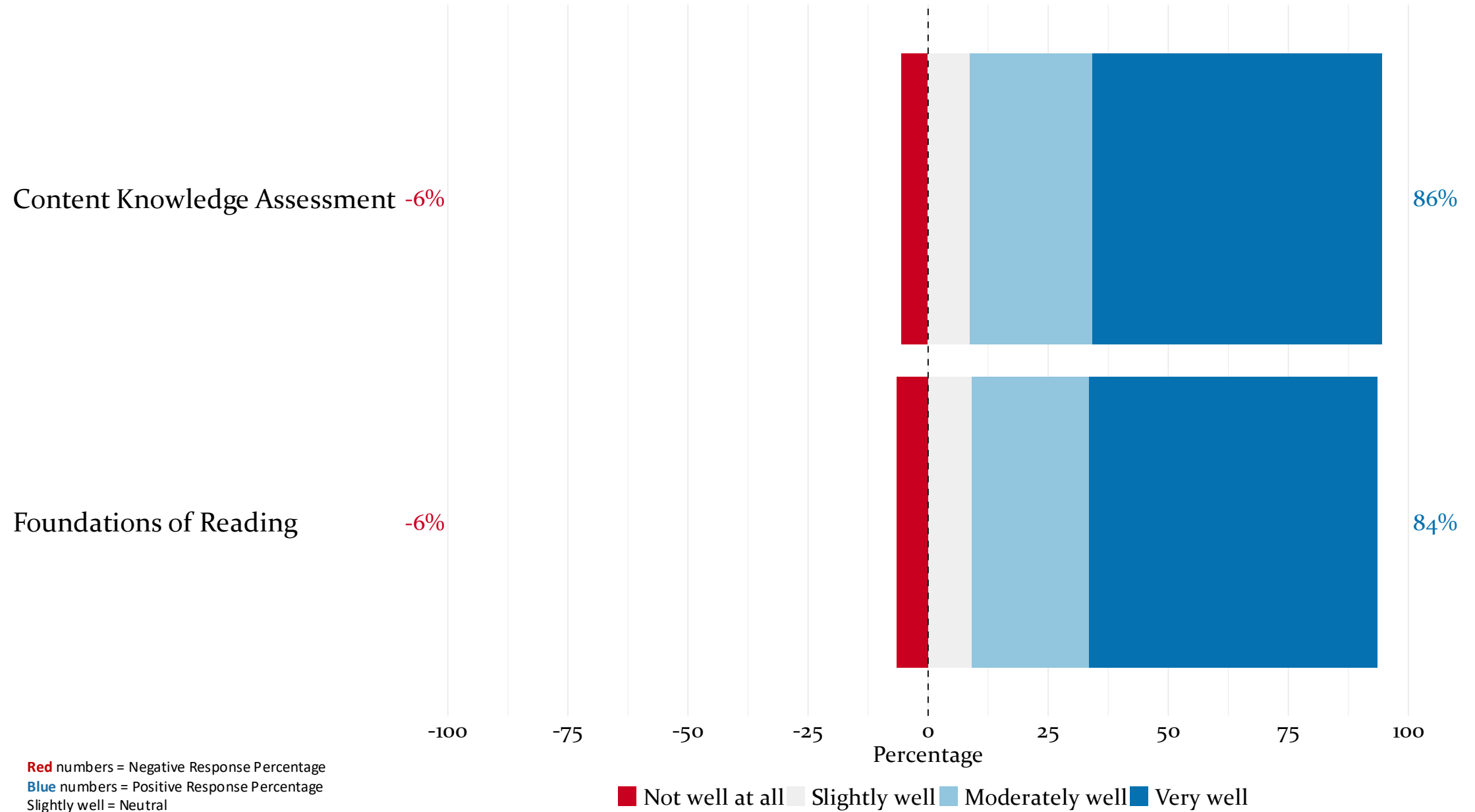
Rate the degree to which your EPP prepared you for following licensure assessments:



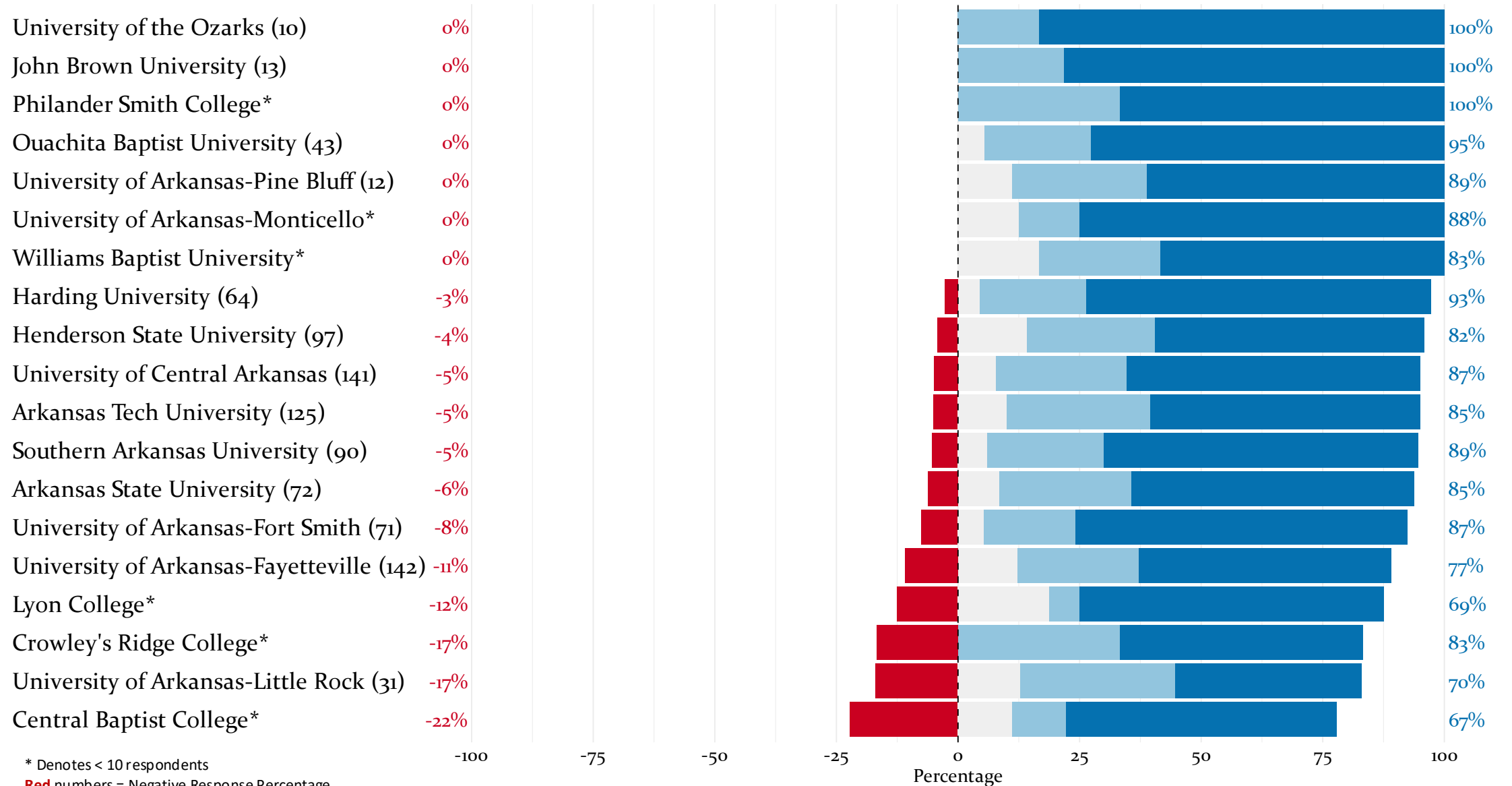
Licensure Exams: Traditional EPPs

Licensure Exams – Traditional EPP Statement Averages

Rate the degree to which your EPP prepared you for following licensure assessments:



Licensure Exams – Traditional EPP Averages



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

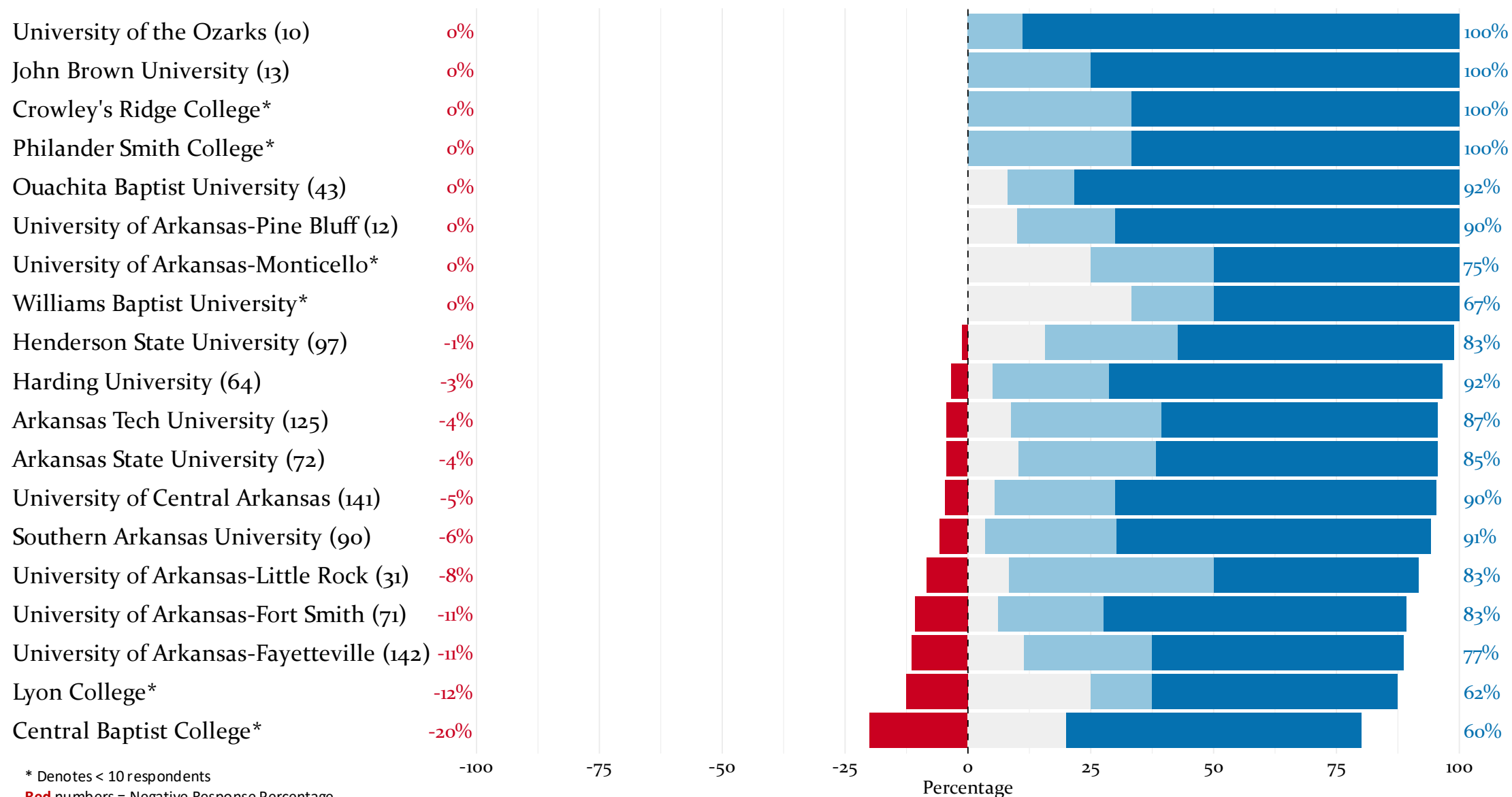
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

Licensure Exams – Content Knowledge Assessment, Traditional EPPs

Rate the degree to which your EPP prepared you for the content knowledge assessment.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

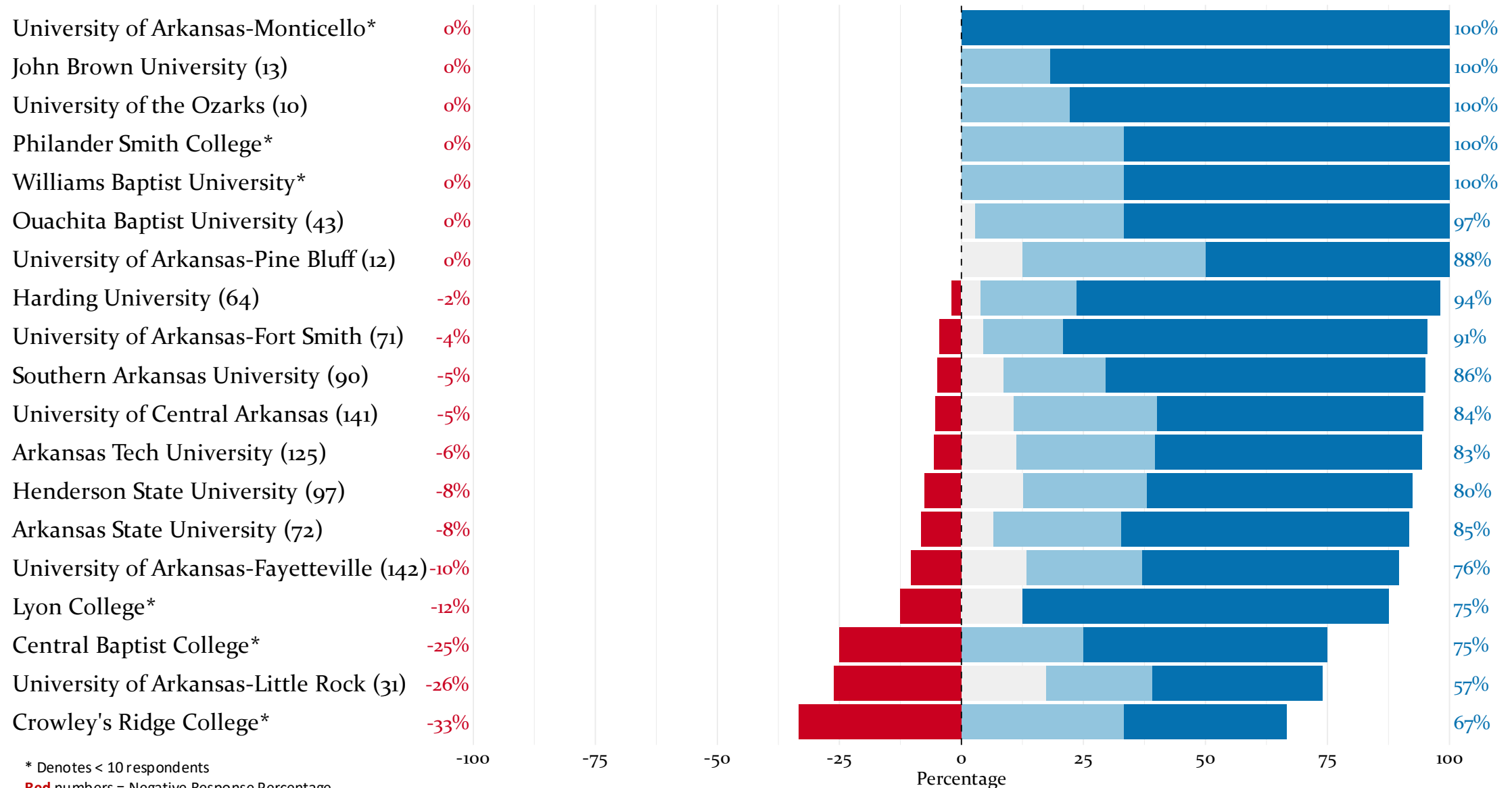
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

Licensure Exams – Foundations of Reading, Traditional EPPs

Rate the degree to which your EPP prepared you for the foundations of reading assessment.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

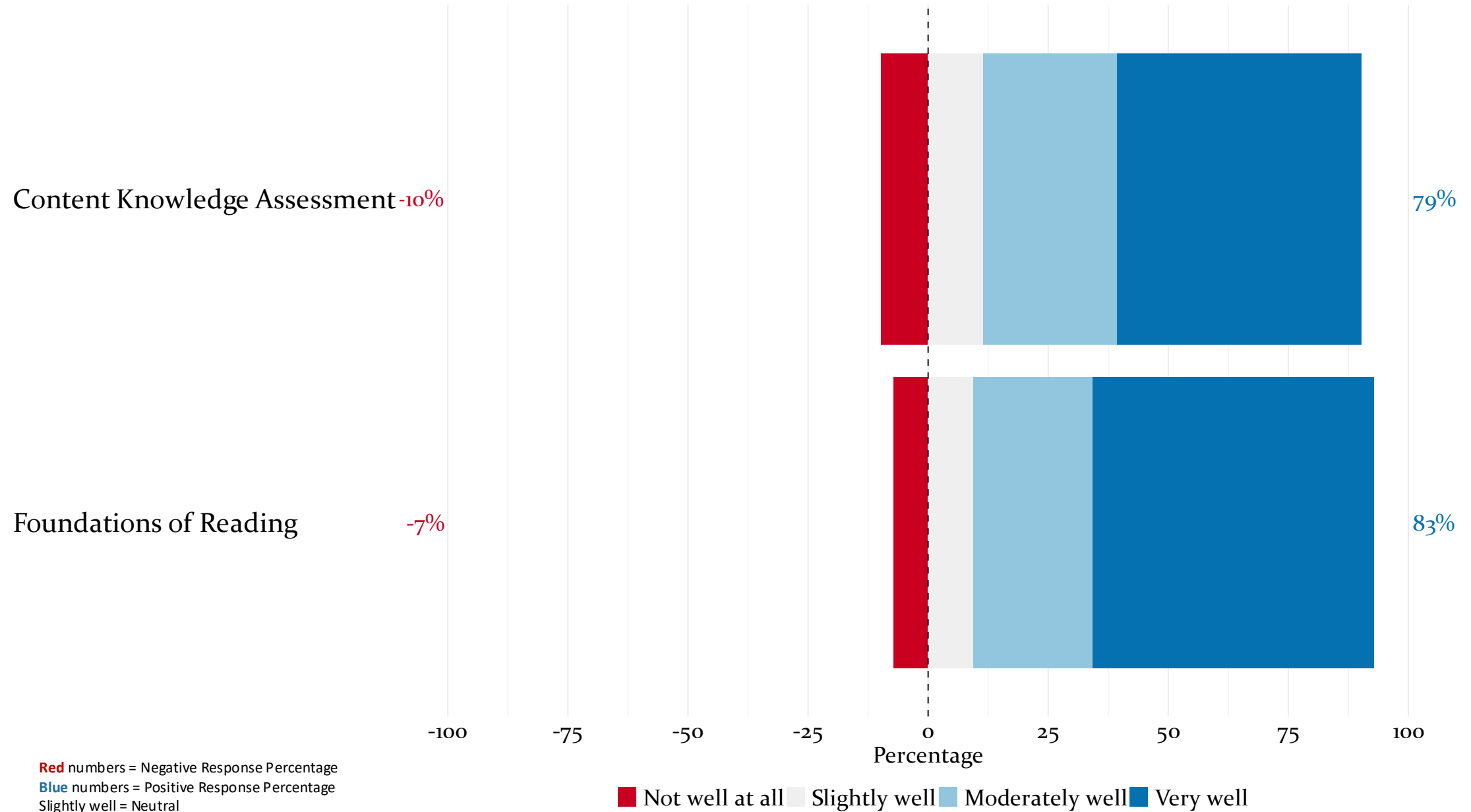
Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

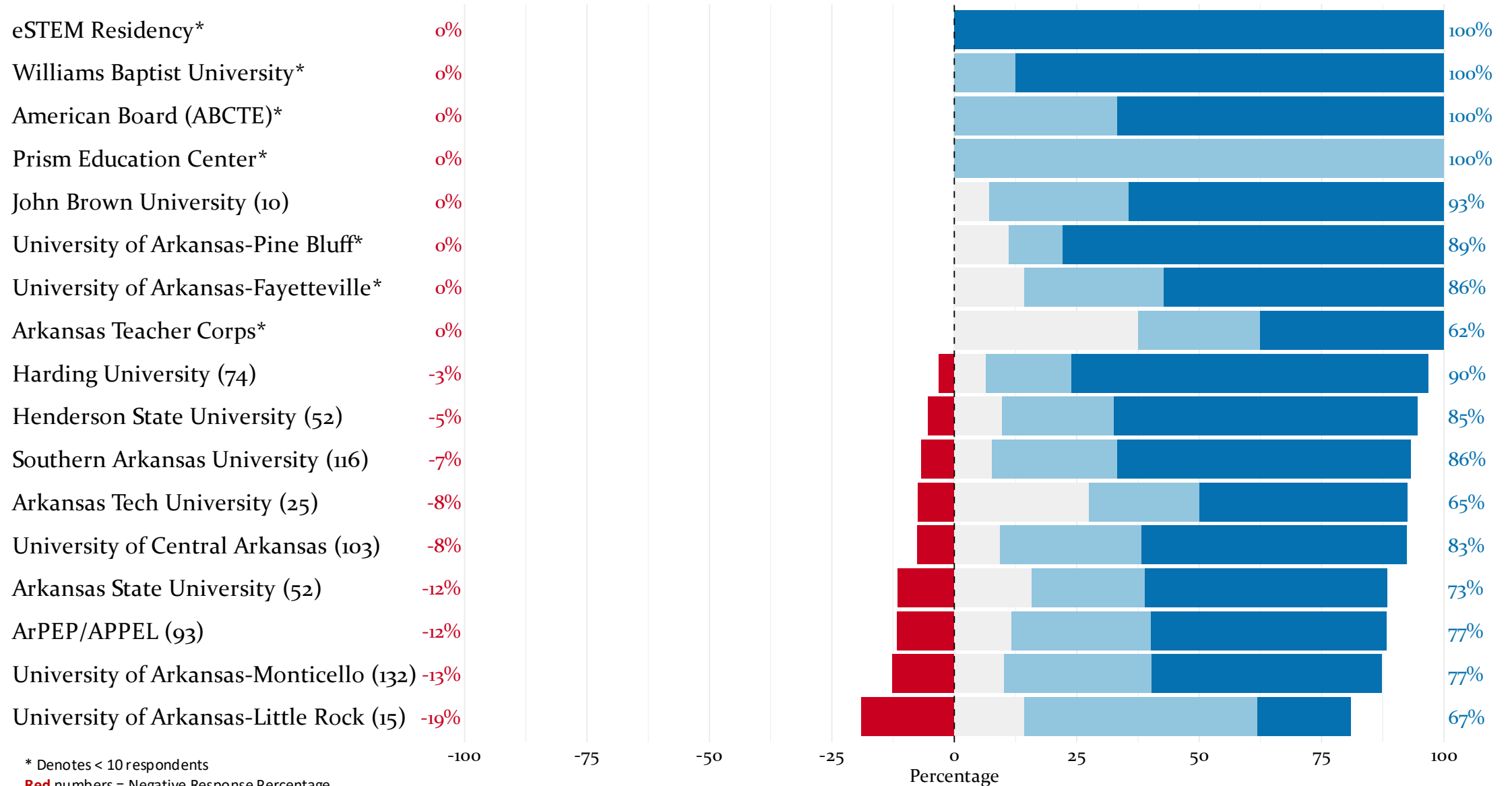
Licensure Exams: Alternative EPPs

Licensure Exams – Alternative EPP Statement Averages

Rate the degree to which your EPP prepared you for following licensure assessments:



Licensure Exams – Alternative EPP Averages



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

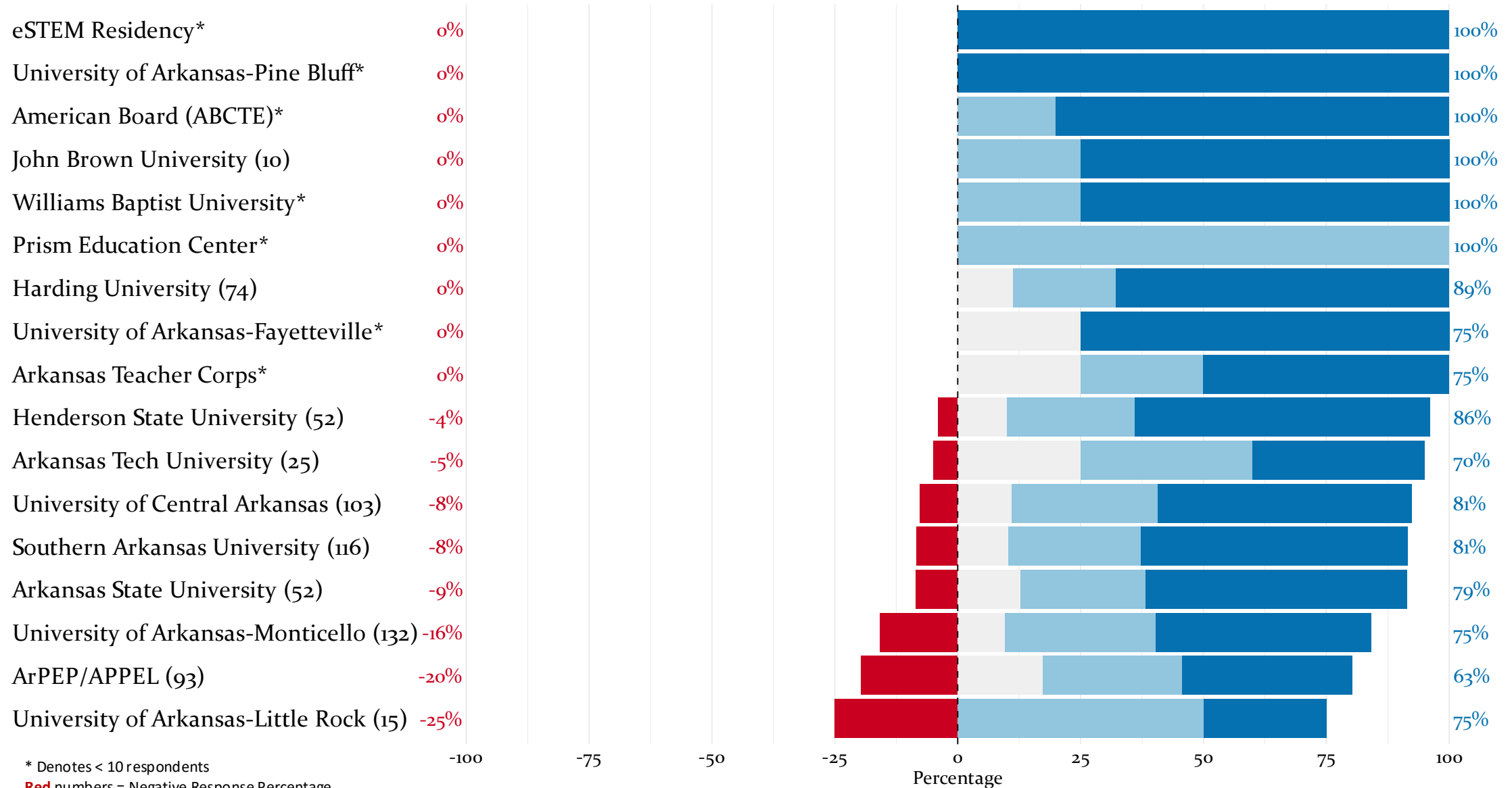
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

Licensure Exams – Content Knowledge Assessment, Alternative EPPs

Rate the degree to which your EPP prepared you for the content knowledge assessment.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

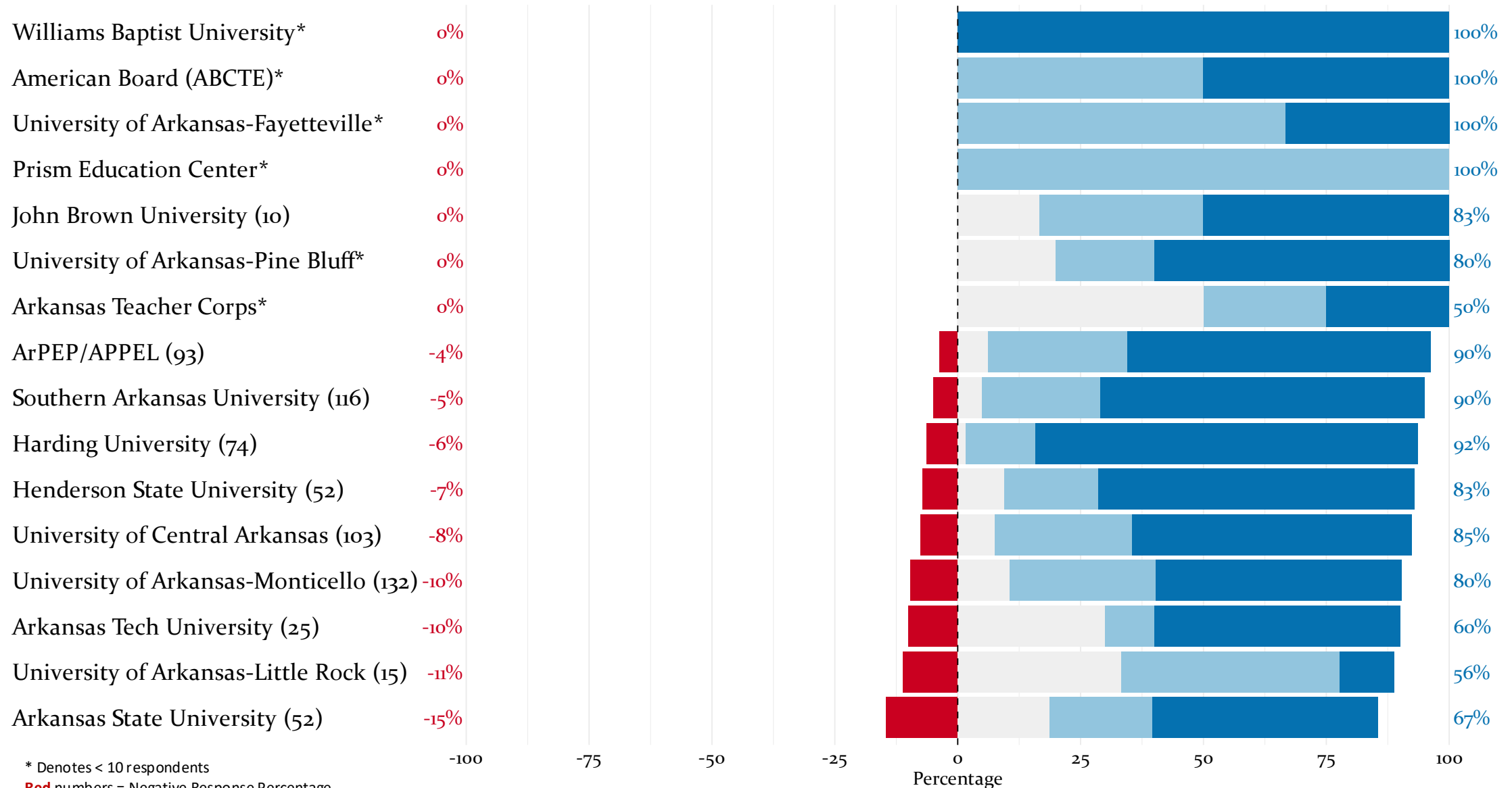
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

Licensure Exams – Foundations of Reading, Alternative EPPs

Rate the degree to which your EPP prepared you for the foundations of reading assessment.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Slightly Well = Neutral

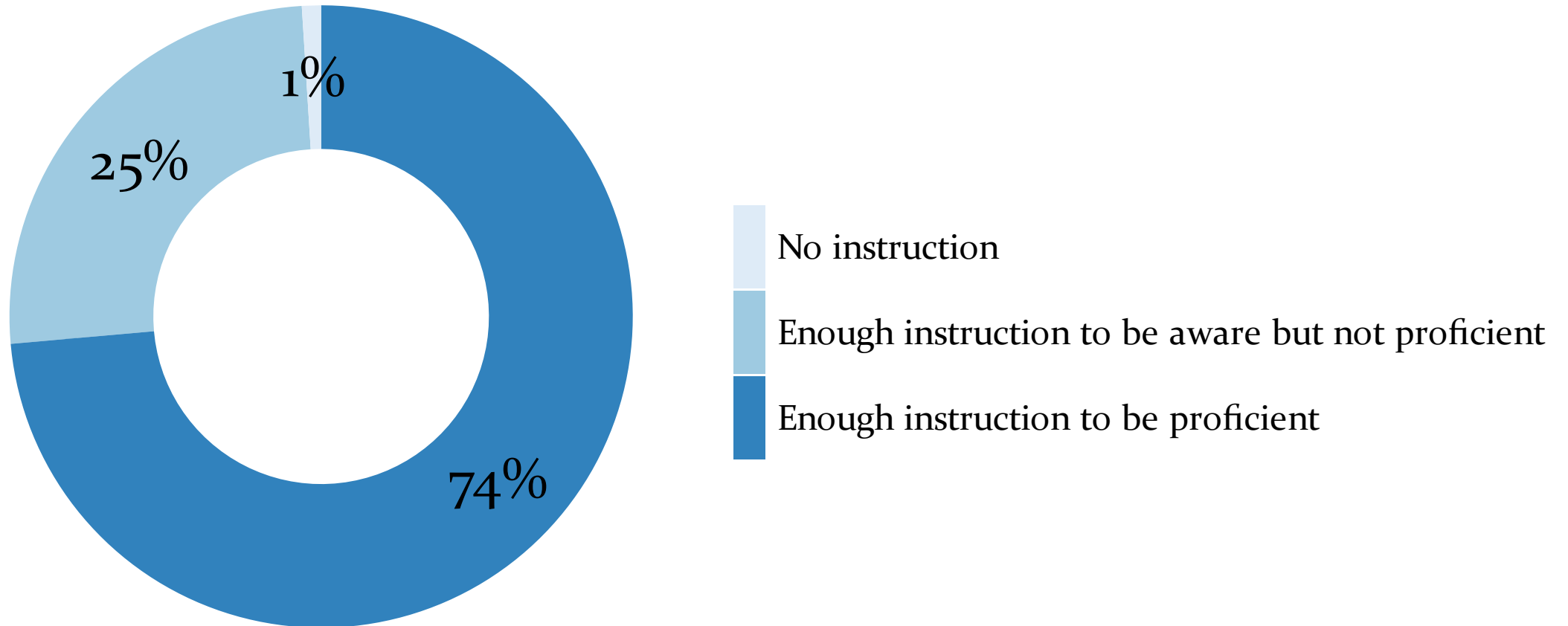
Not well at all Slightly well Moderately well Very well

Science of Reading:

Respondents only include Elementary (K-6) and SPED (K-12) completers in 2023.

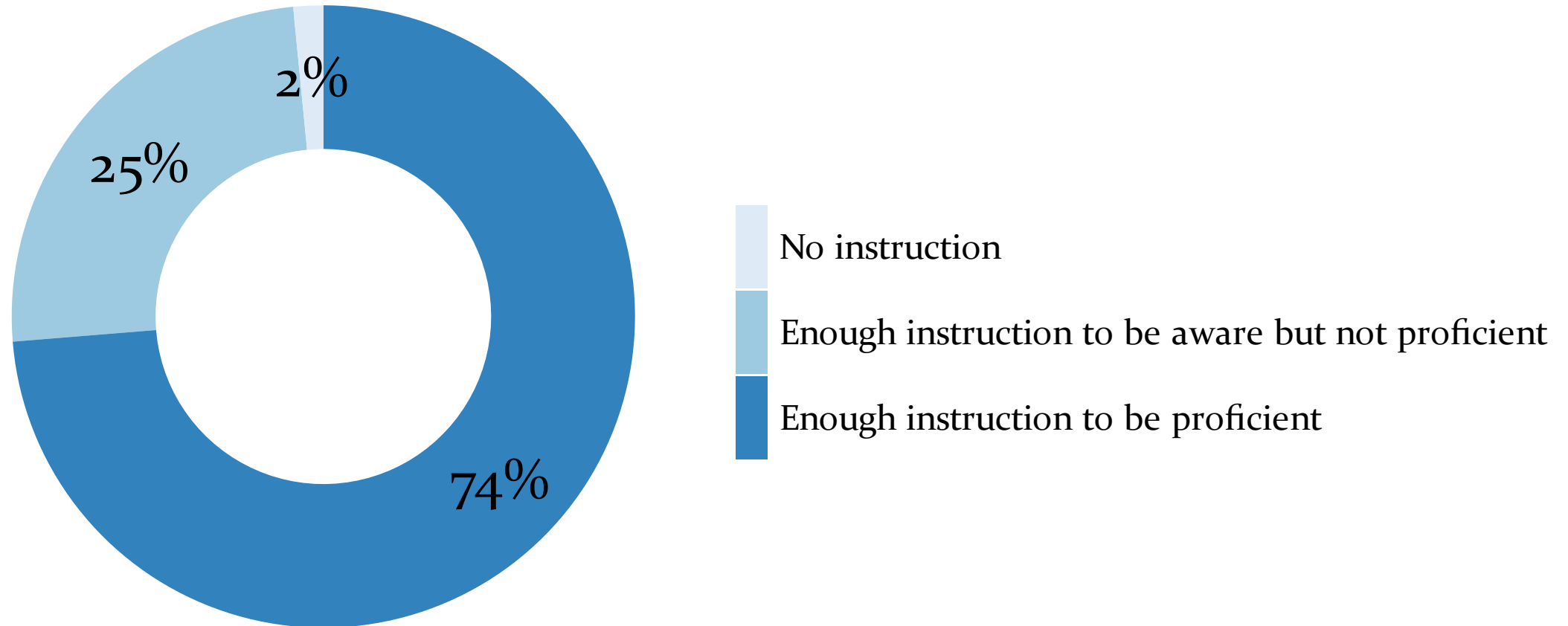
Science of Reading Instruction – Overall Average

My educator preparation program provided _____ in the knowledge and practices of scientific reading instruction.



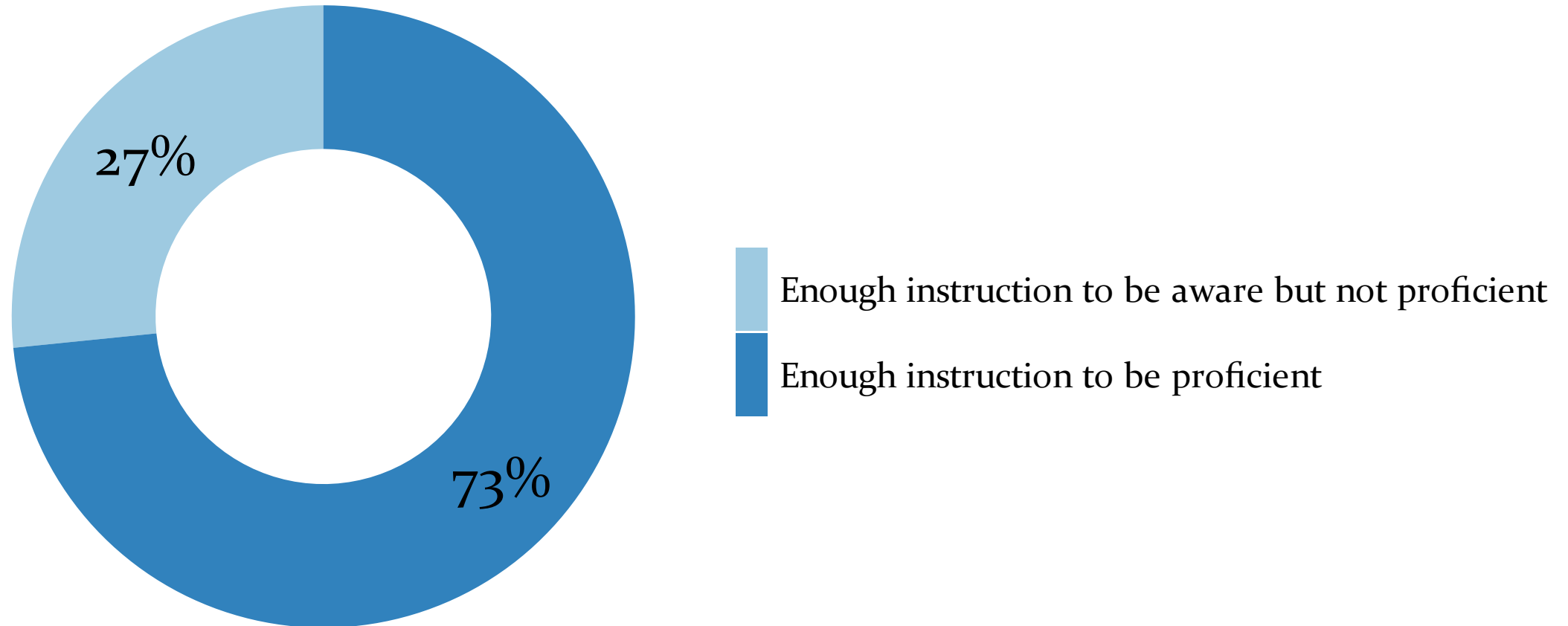
Science of Reading Instruction – Traditional EPP Average

My educator preparation program provided _____ in the knowledge and practices of scientific reading instruction.



Science of Reading Instruction – Alternative EPP Average

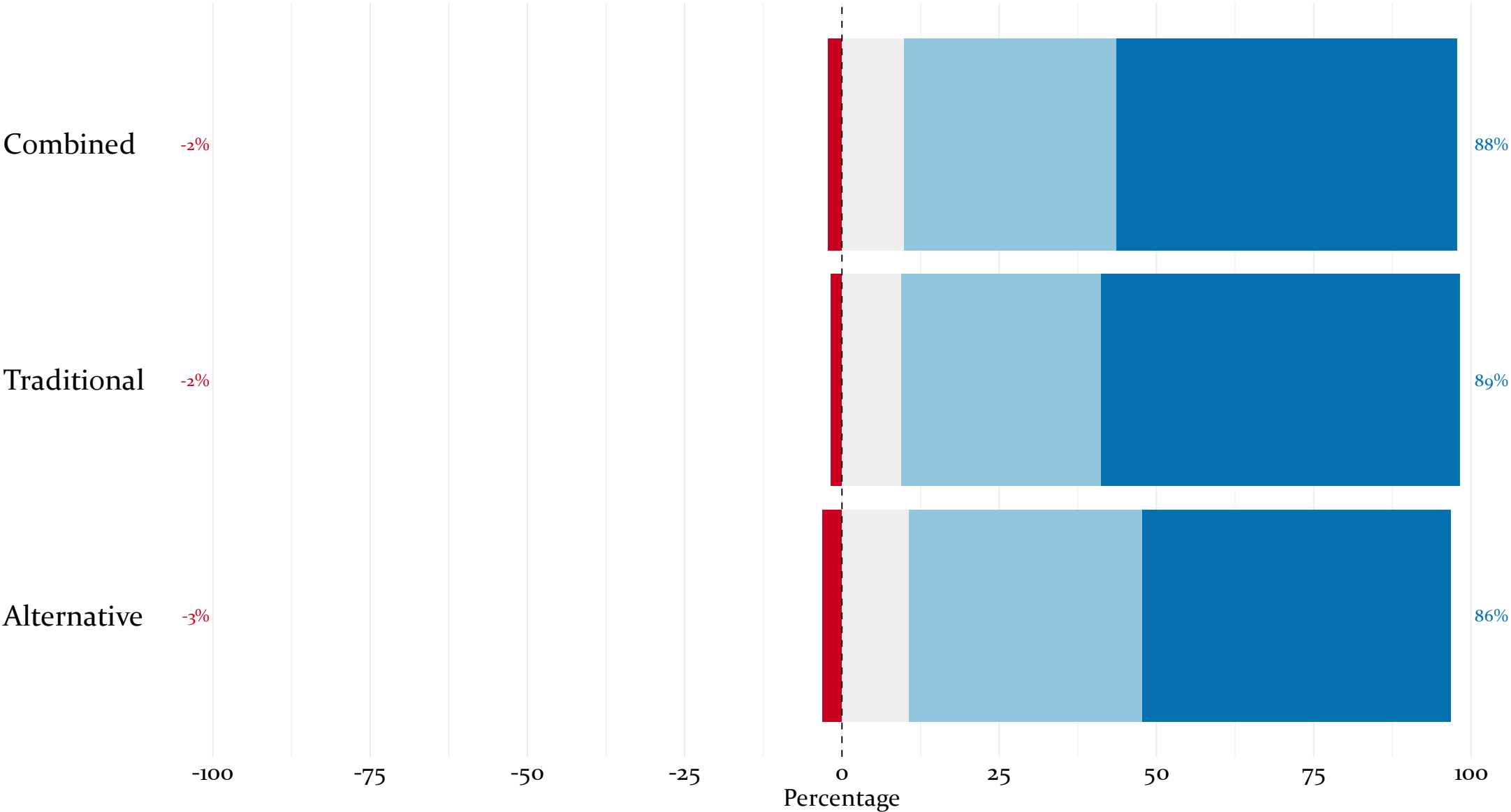
My educator preparation program provided _____ in the knowledge and practices of scientific reading instruction.



We asked Elementary (K-6) and SPED (K-12) completers how well their EPP prepared them 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

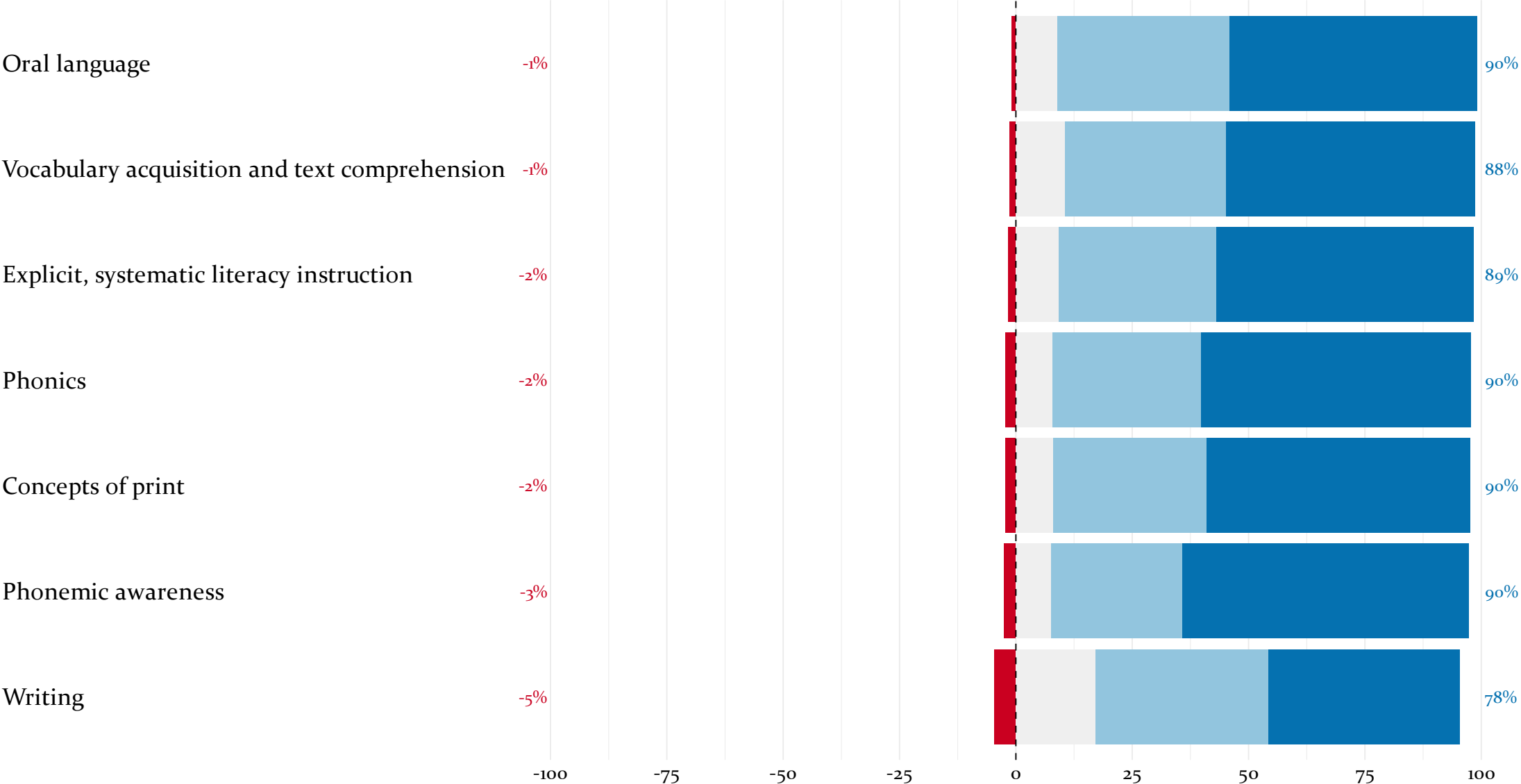


Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage

Not well at all Slightly well Moderately well Very well

Science of Reading Instructional Preparation - Question Averages

Rate the degree to which your educator preparation program prepared you to provide high-quality instruction in the following:



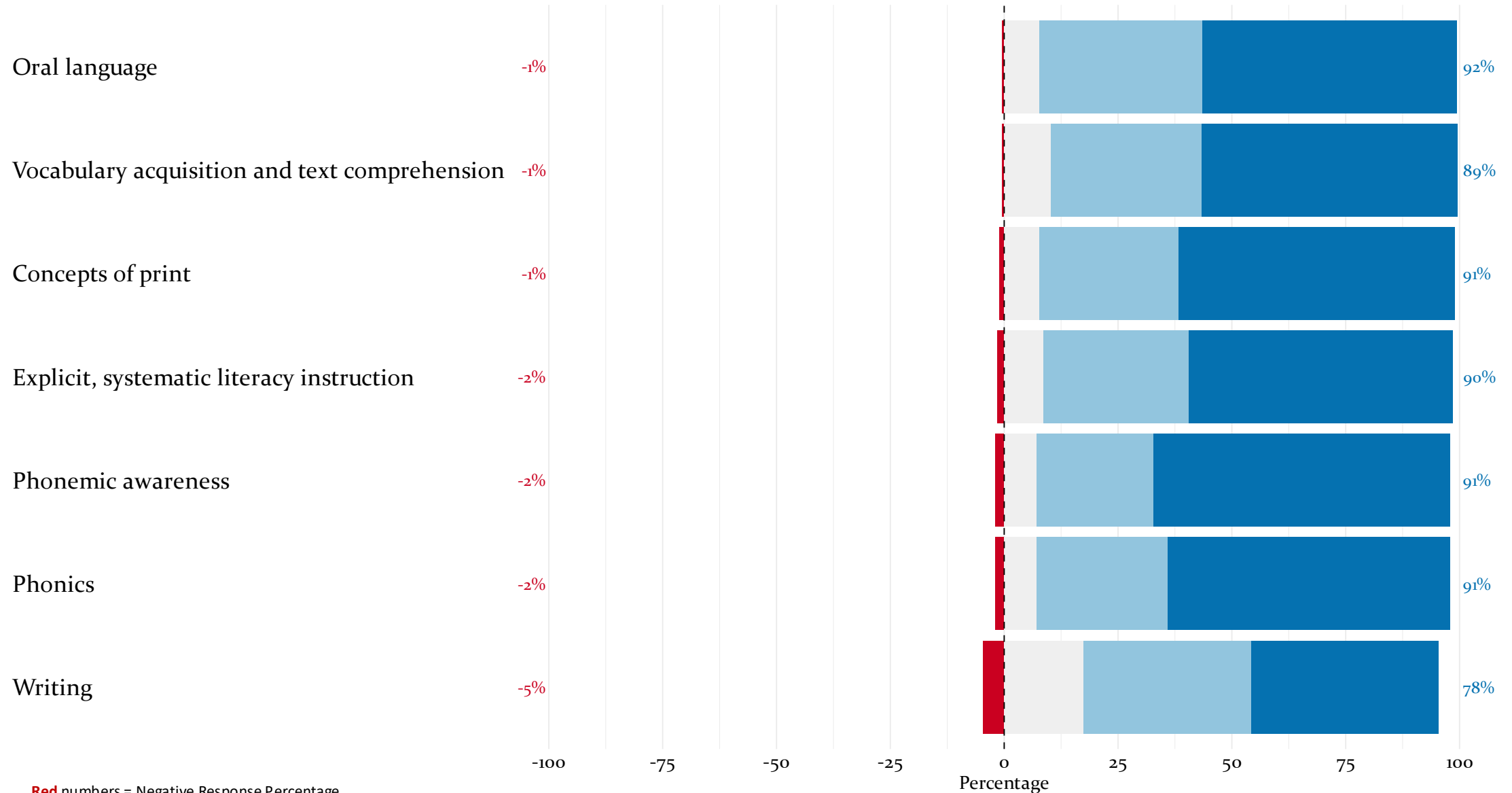
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly well = Neutral

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

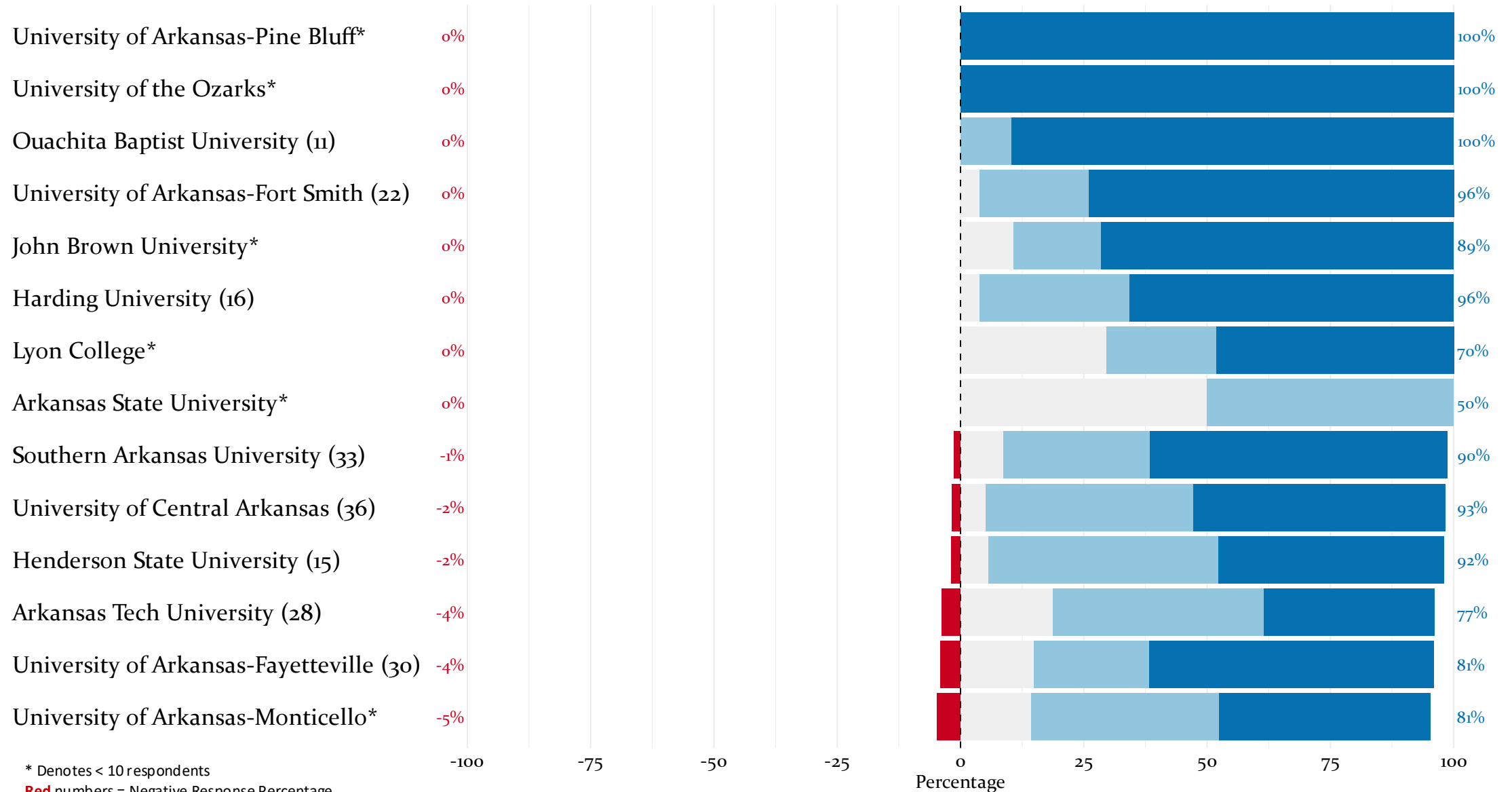
Rate the degree to which your educator preparation program prepared you to provide high-quality instruction in the following:



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



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

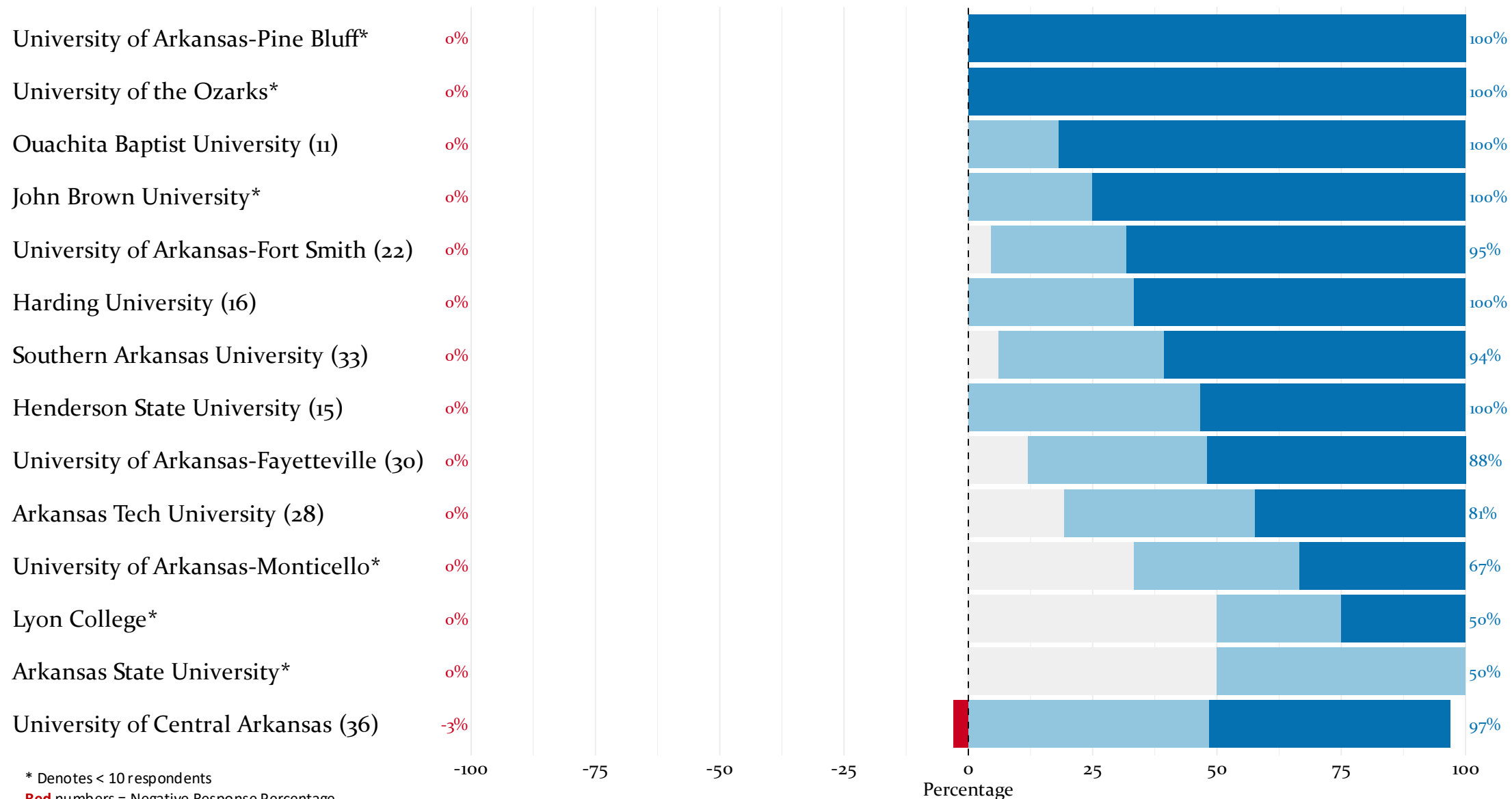
Blue numbers = Positive Response Percentage

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 your EPP prepared you to provide high-quality instruction in oral language.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

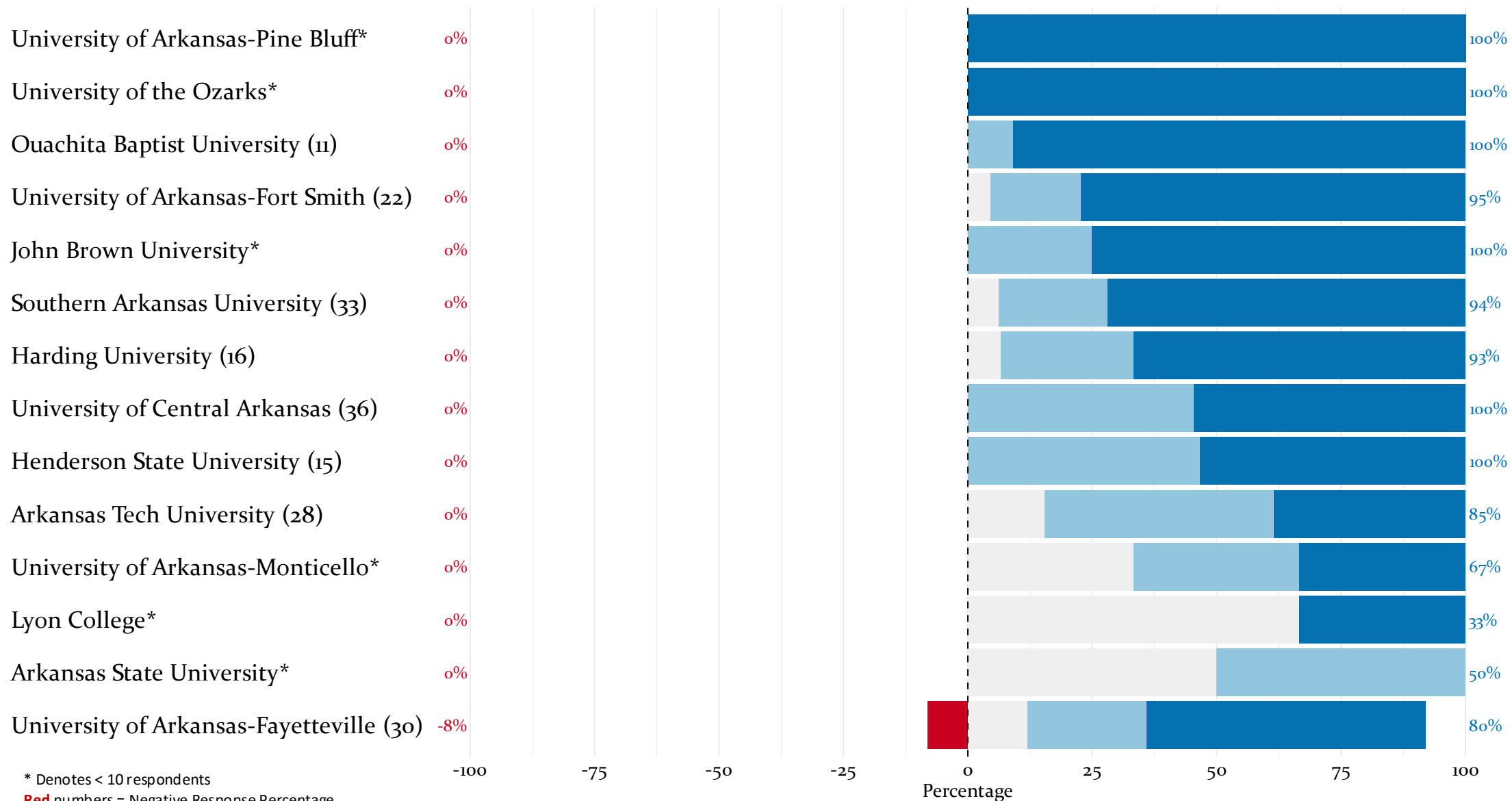
Blue numbers = Positive Response Percentage

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 your EPP prepared you to provide high-quality instruction in concepts of print.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

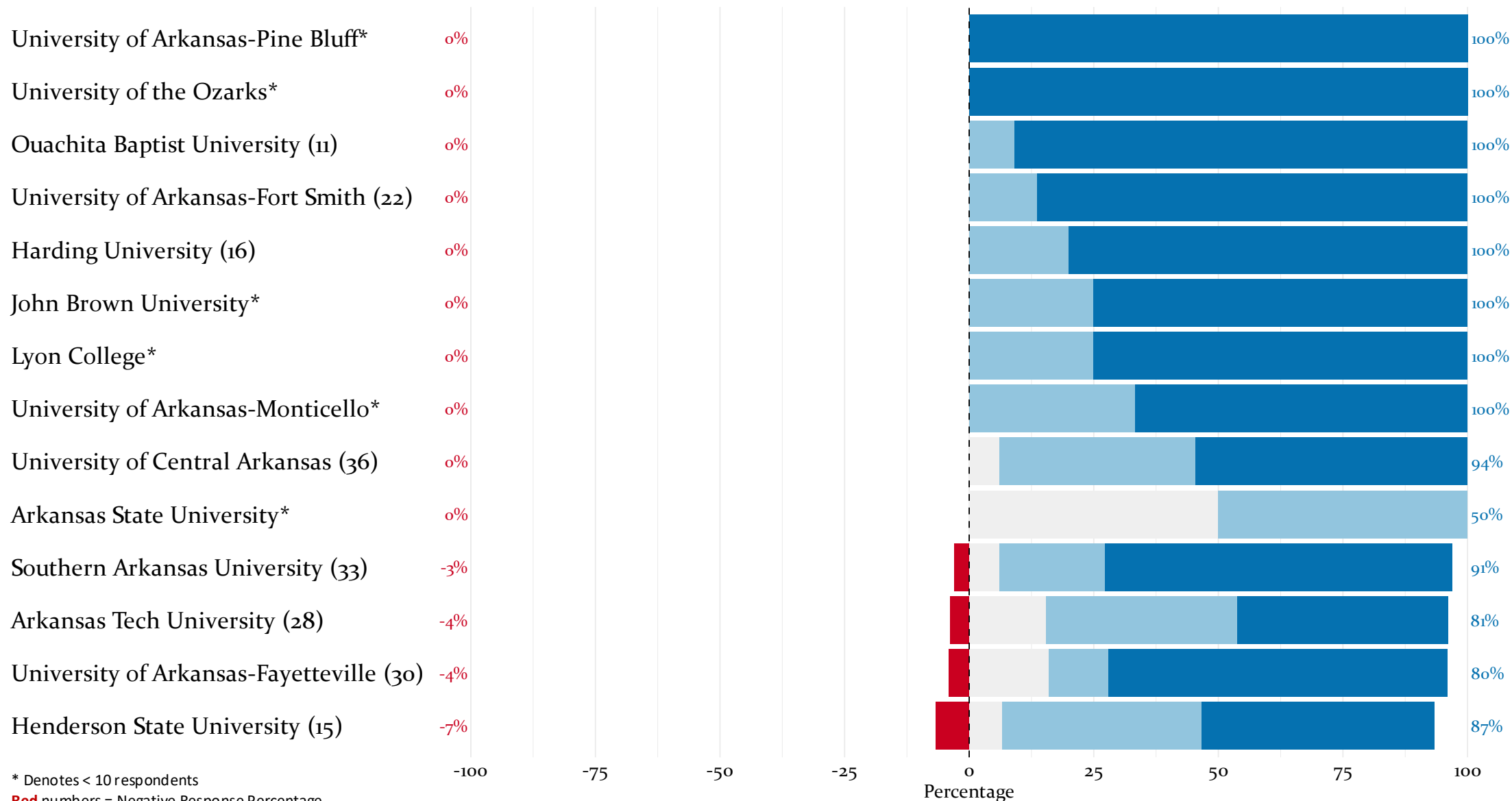
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

Science of Reading Instructional Preparation – Traditional EPPs

Rate the degree to which your EPP prepared you to provide high-quality instruction in phonemic awareness.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

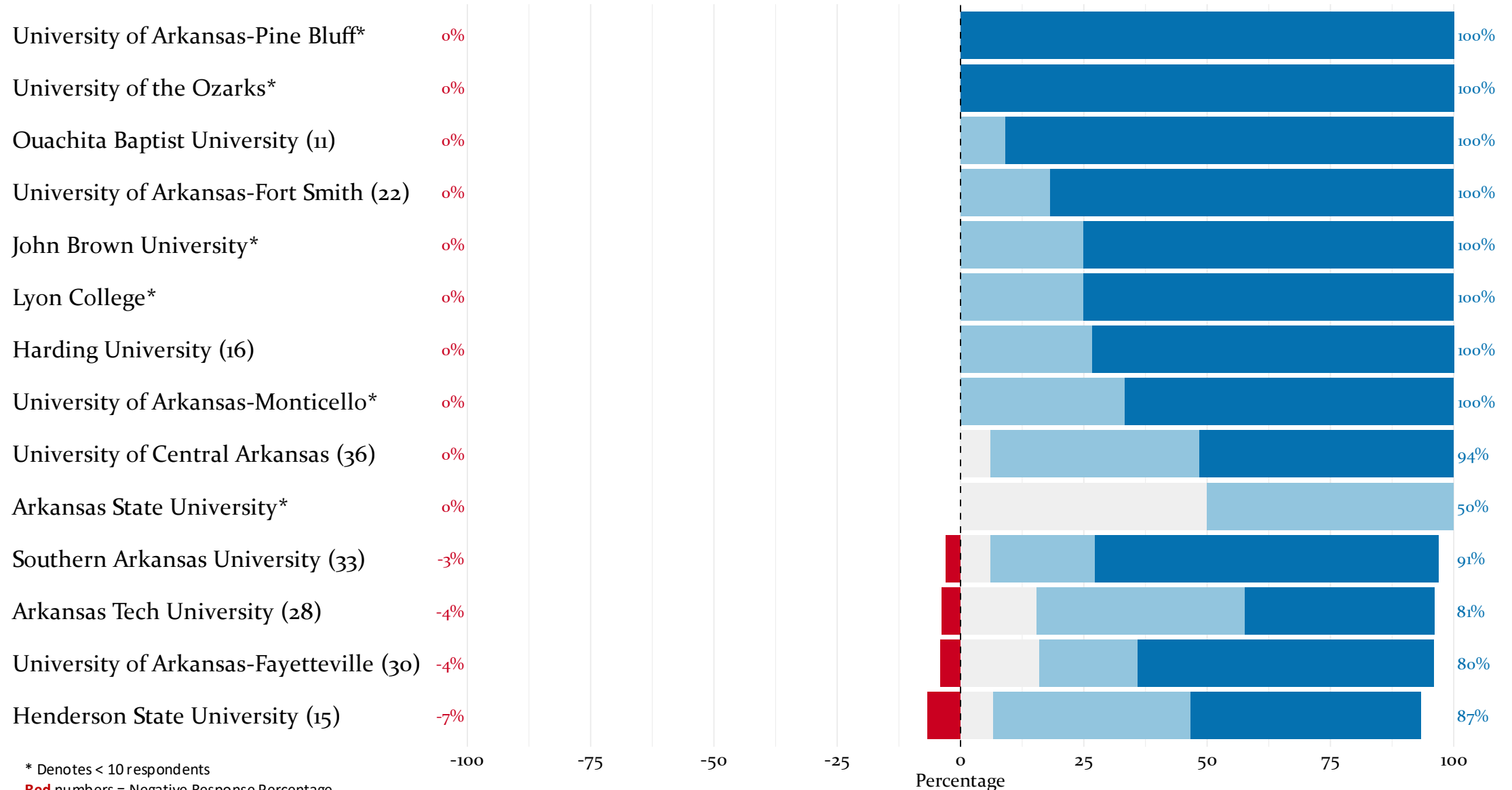
Blue numbers = Positive Response Percentage

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 your EPP prepared you to provide high-quality instruction in phonics.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

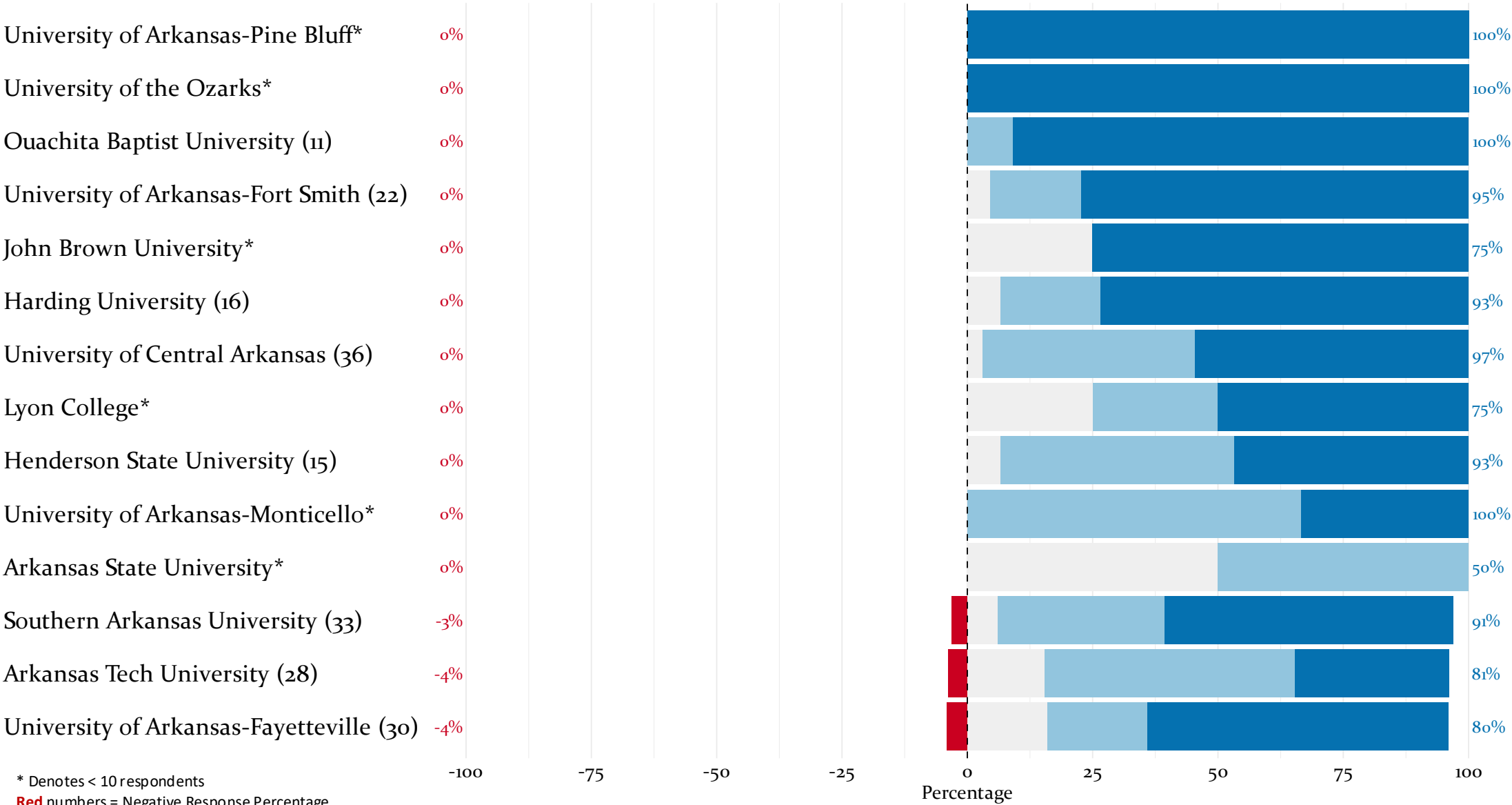
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

Science of Reading Instructional Preparation – Traditional EPPs

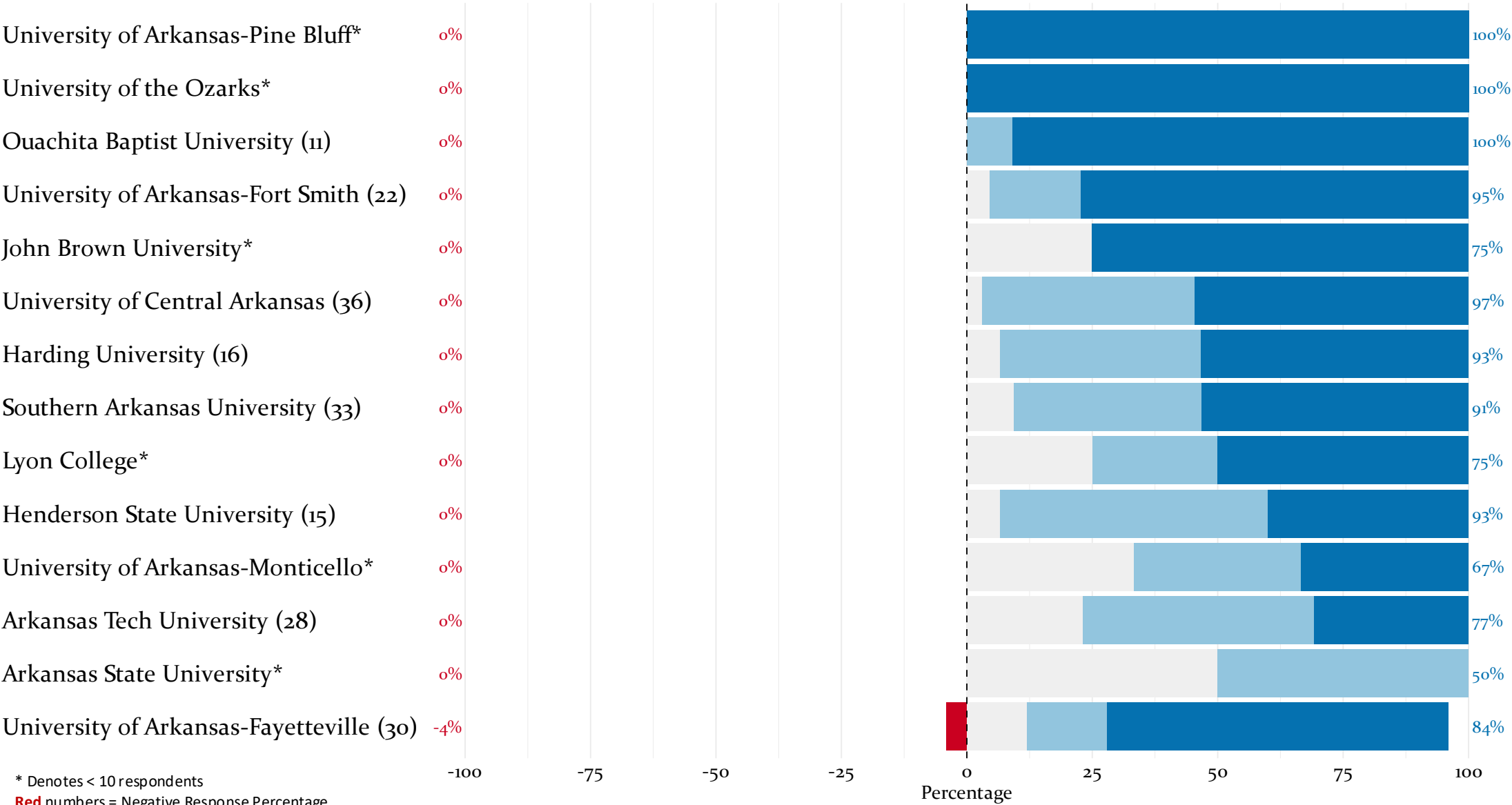
Rate the degree to which your EPP prepared you to provide high-quality instruction in explicit, systematic literacy instruction.



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

Science of Reading Instructional Preparation – Traditional EPPs

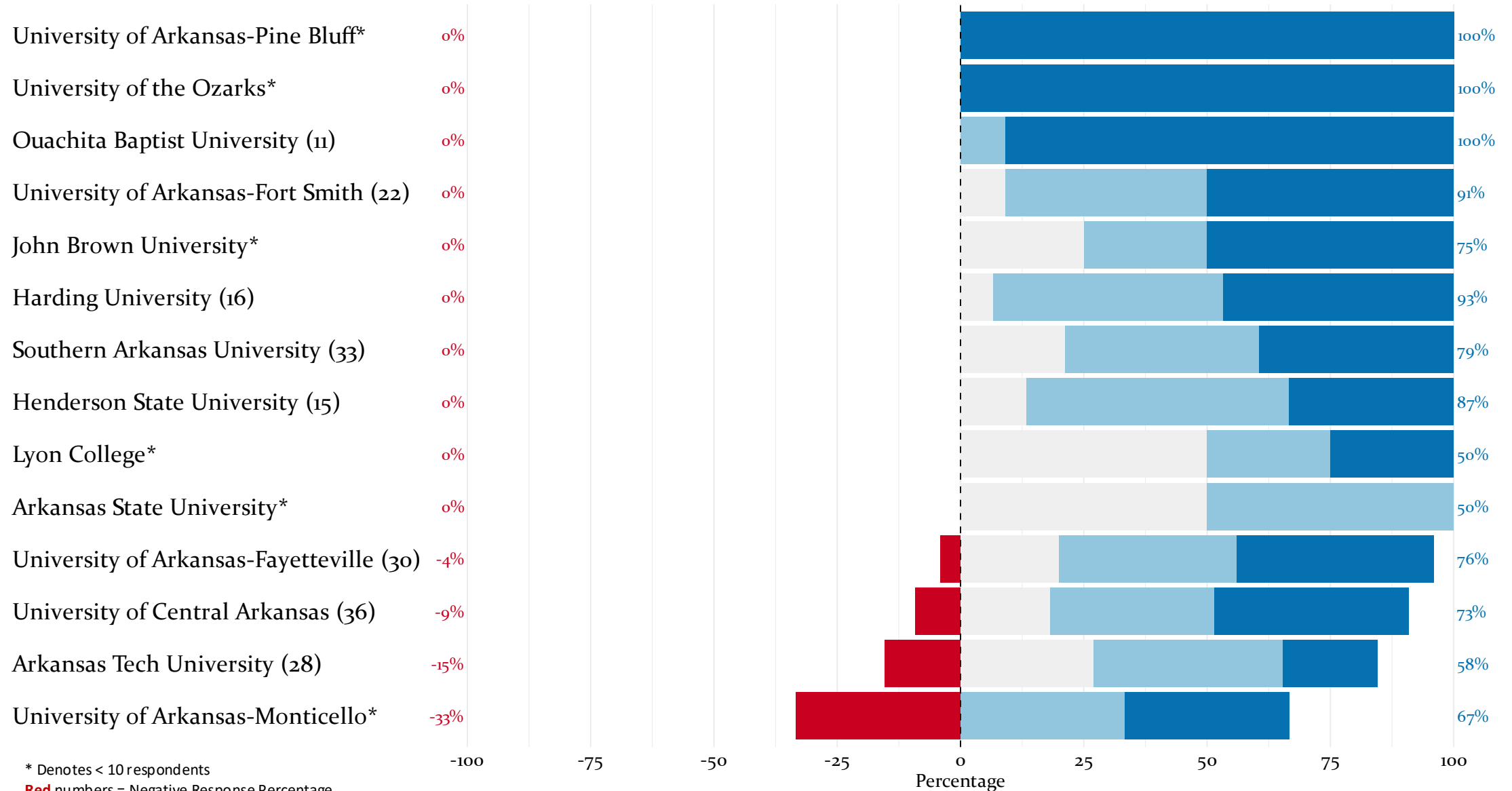
Rate the degree to which your EPP prepared you to provide high-quality instruction in vocabulary acquisition and text comprehension.



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

Science of Reading Instructional Preparation – Traditional EPPs

Rate the degree to which your EPP prepared you to provide high-quality instruction in writing.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

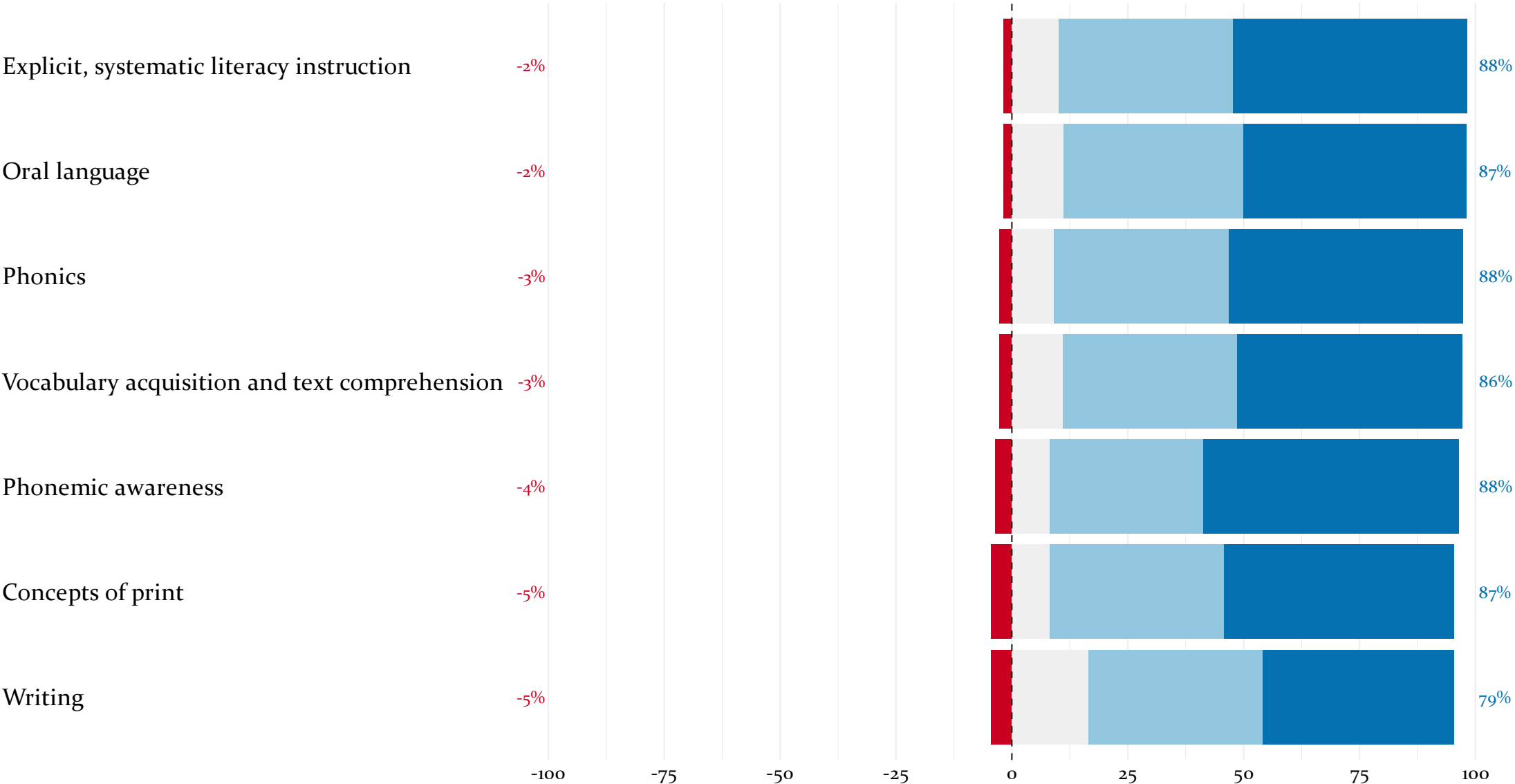
Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

Science of Reading Instructional Preparation: Alternative EPPs

Science of Reading Instructional Preparation – Alternative EPP Averages

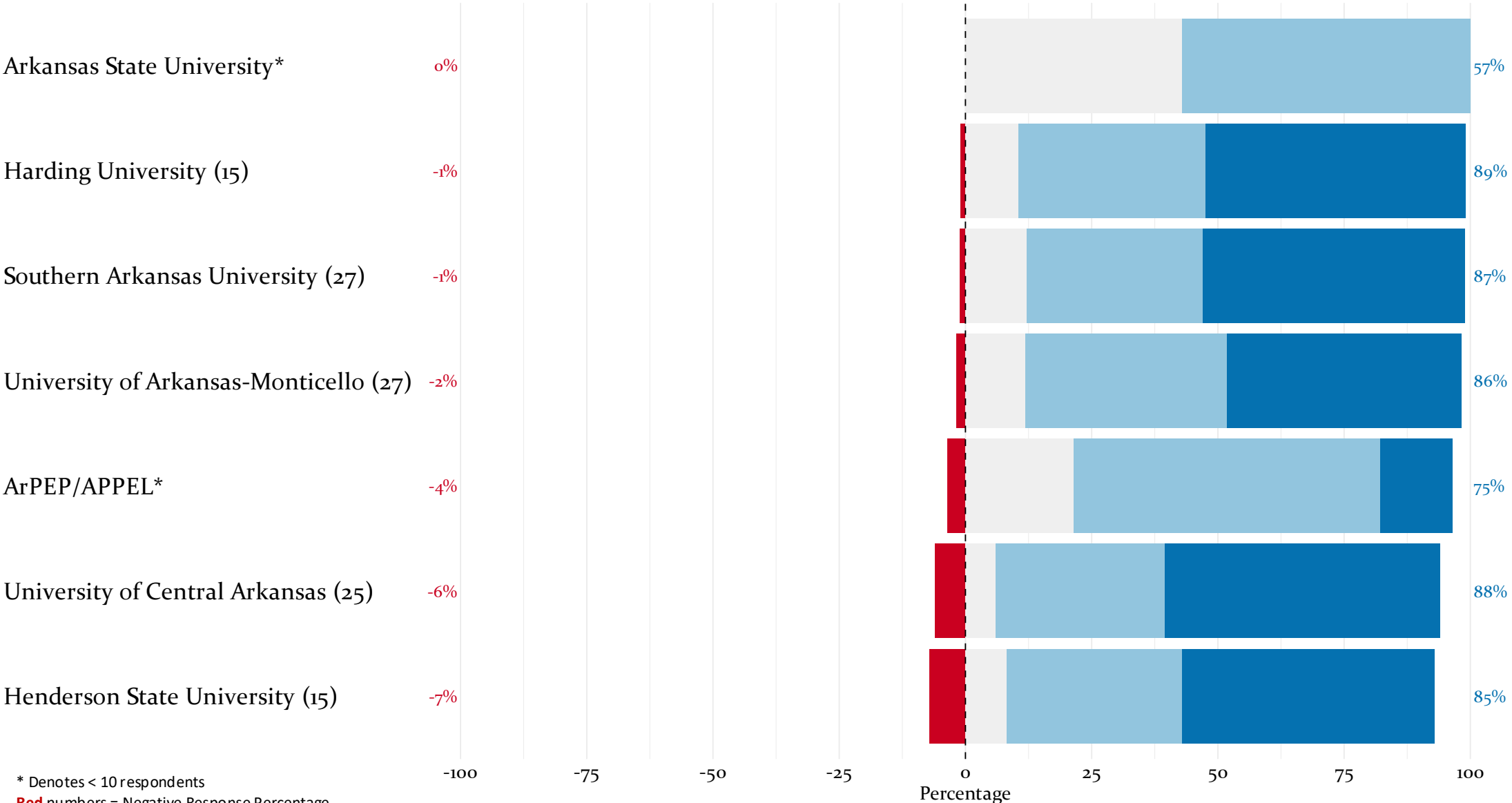
Rate the degree to which your educator preparation program prepared you to provide high-quality instruction in the following:



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

Not well at all Slightly well Moderately well Very well

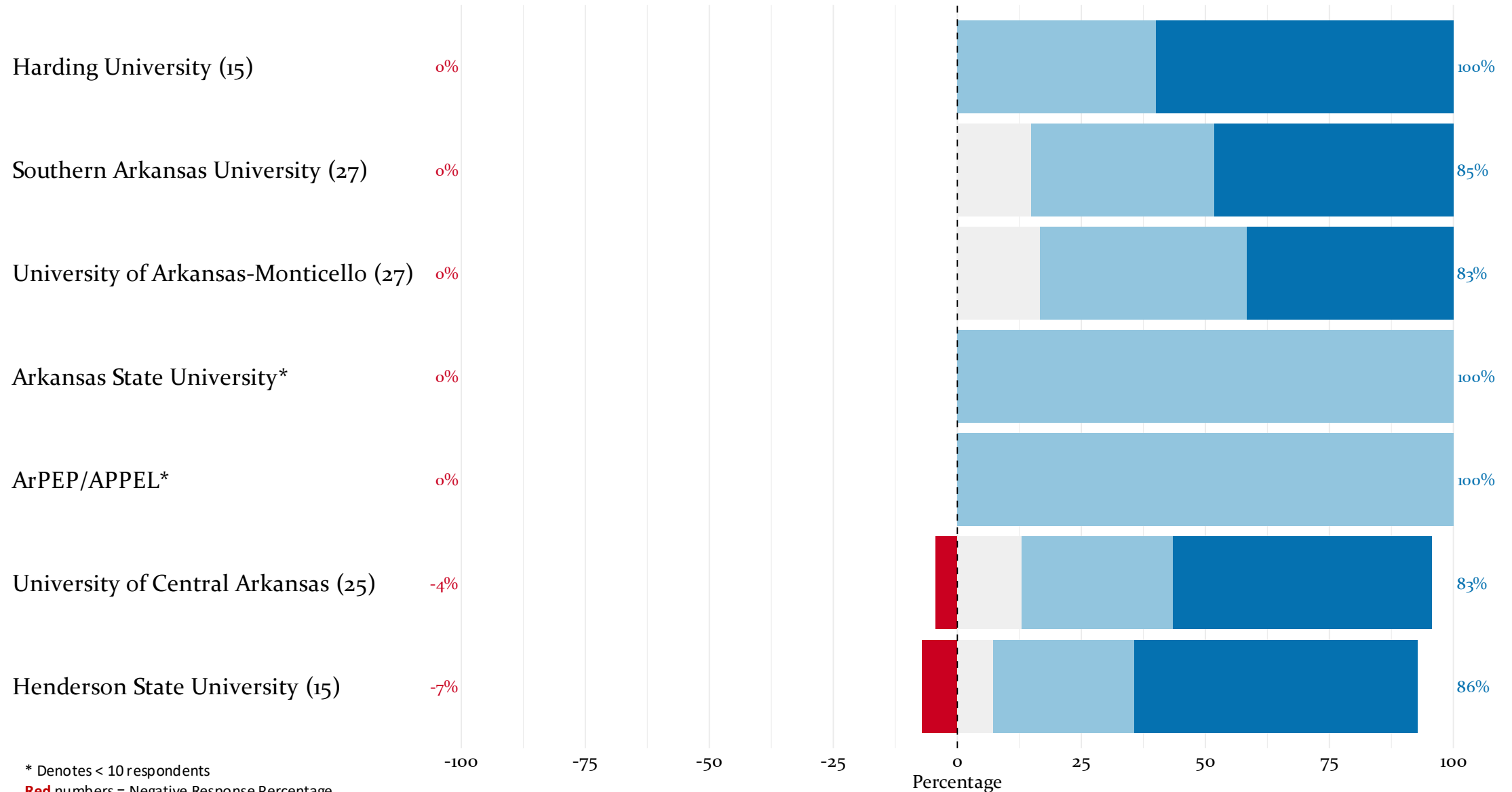
Science of Reading Instructional Preparation – Alternative EPP Averages



* 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 your EPP prepared you to provide high-quality instruction in oral language.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

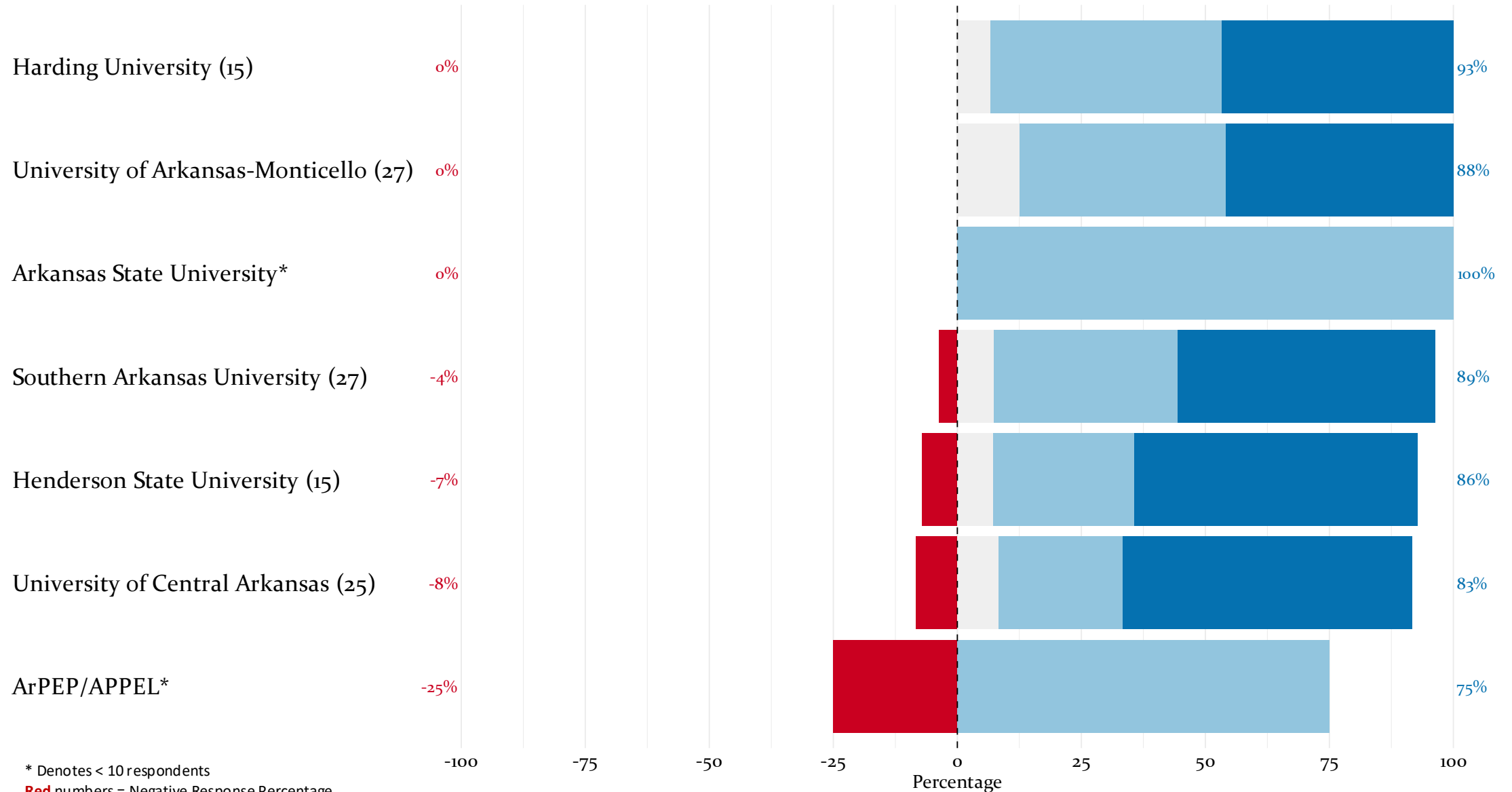
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

Science of Reading Instructional Preparation – Alternative EPPs

Rate the degree to which your EPP prepared you to provide high-quality instruction in concepts of print.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

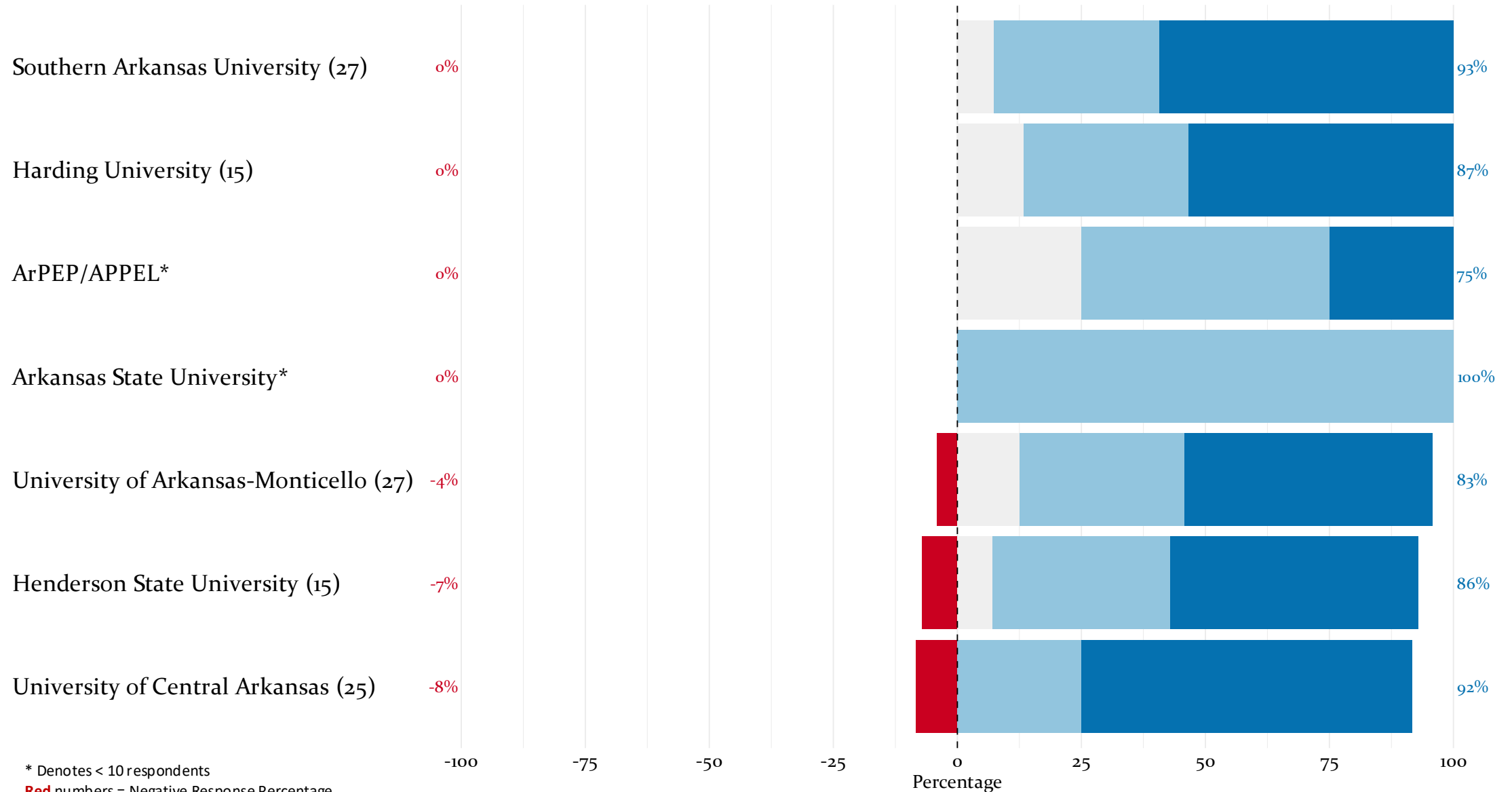
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

Science of Reading Instructional Preparation – Alternative EPPs

Rate the degree to which your EPP prepared you to provide high-quality instruction in phonemic awareness.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

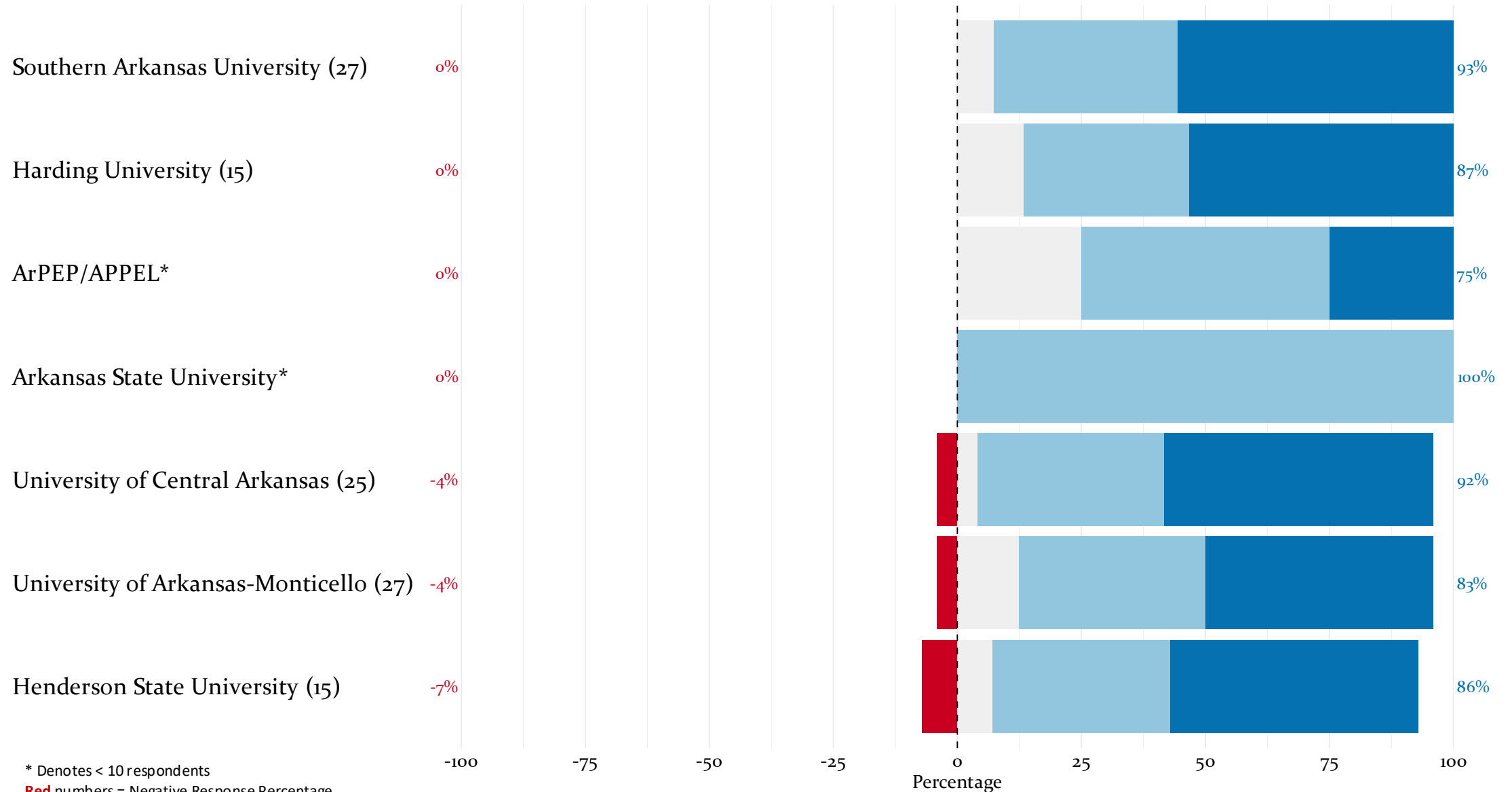
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

Science of Reading Instructional Preparation – Alternative EPPs

Rate the degree to which your EPP prepared you to provide high-quality instruction in phonics.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

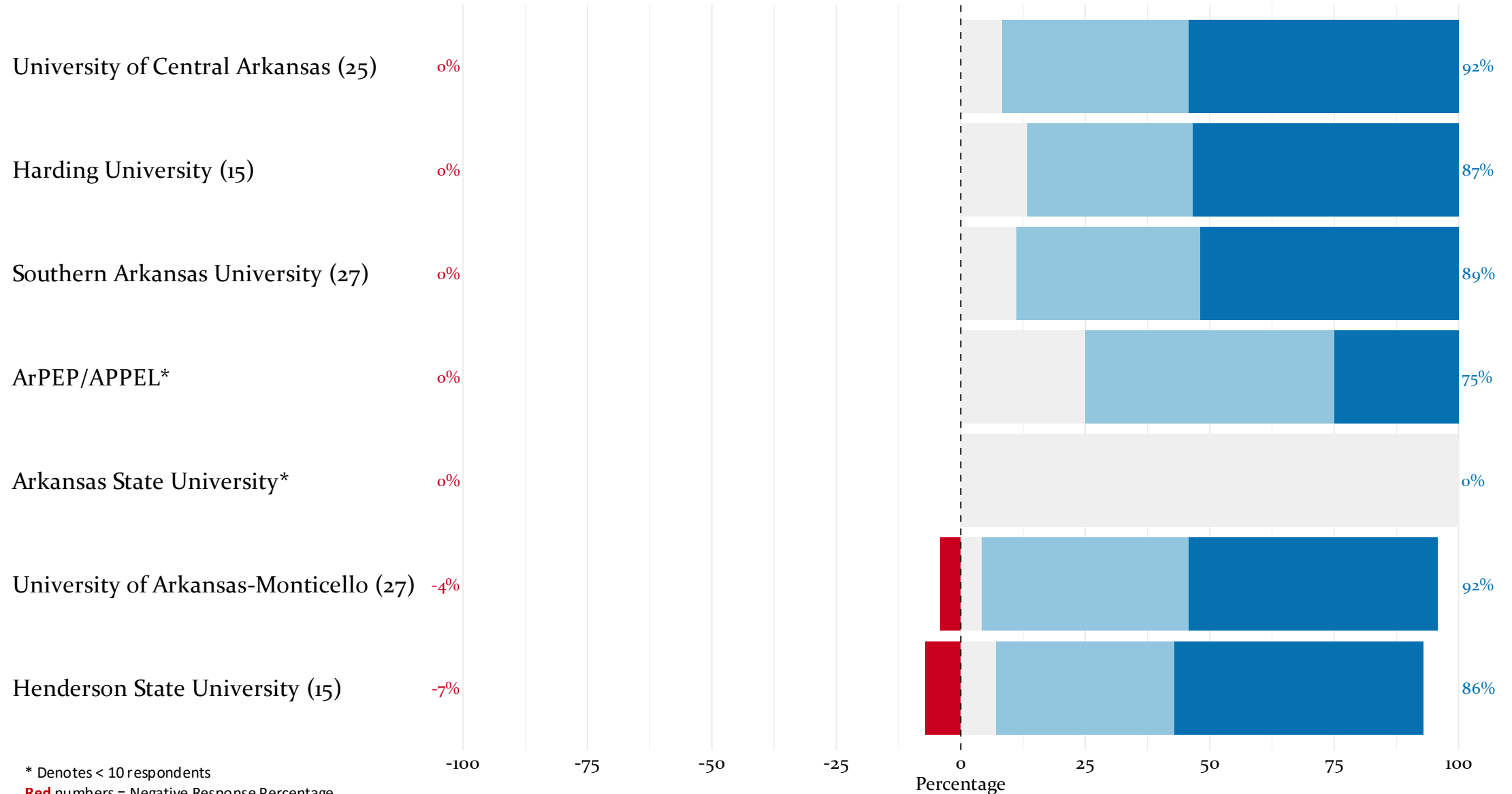
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

Science of Reading Instructional Preparation – Alternative EPPs

Rate the degree to which your EPP prepared you to provide high-quality instruction in explicit, systematic literacy instruction.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

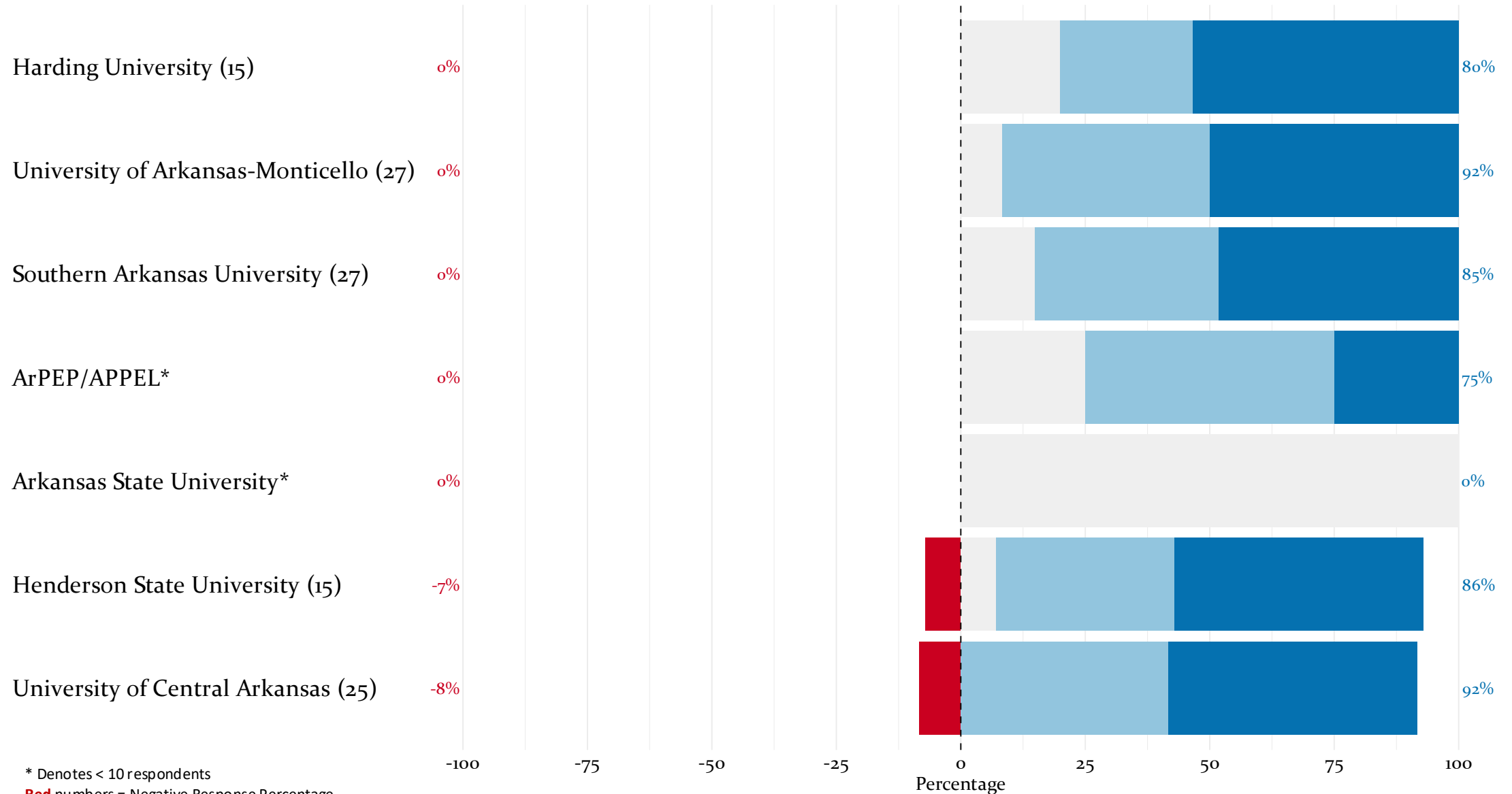
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

Science of Reading Instructional Preparation – Alternative EPPs

Rate the degree to which your EPP prepared you to provide high-quality instruction in vocabulary acquisition and text comprehension.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

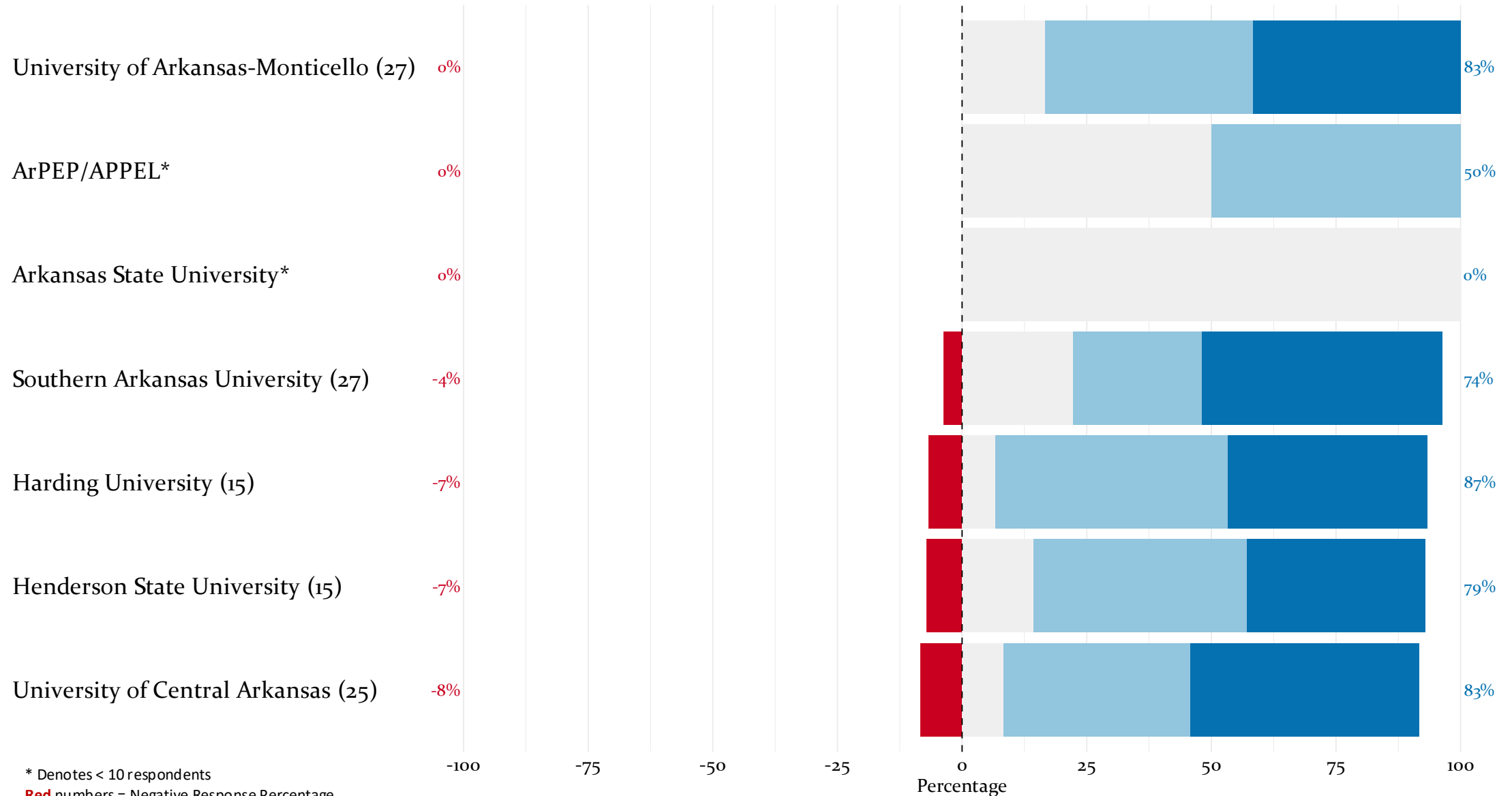
Blue numbers = Positive Response Percentage

Slightly Well = Neutral

Not well at all Slightly well Moderately well Very well

Science of Reading Instructional Preparation – Alternative EPPs

Rate the degree to which your EPP prepared you to provide high-quality instruction in writing.



* Denotes < 10 respondents

Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Slightly Well = Neutral

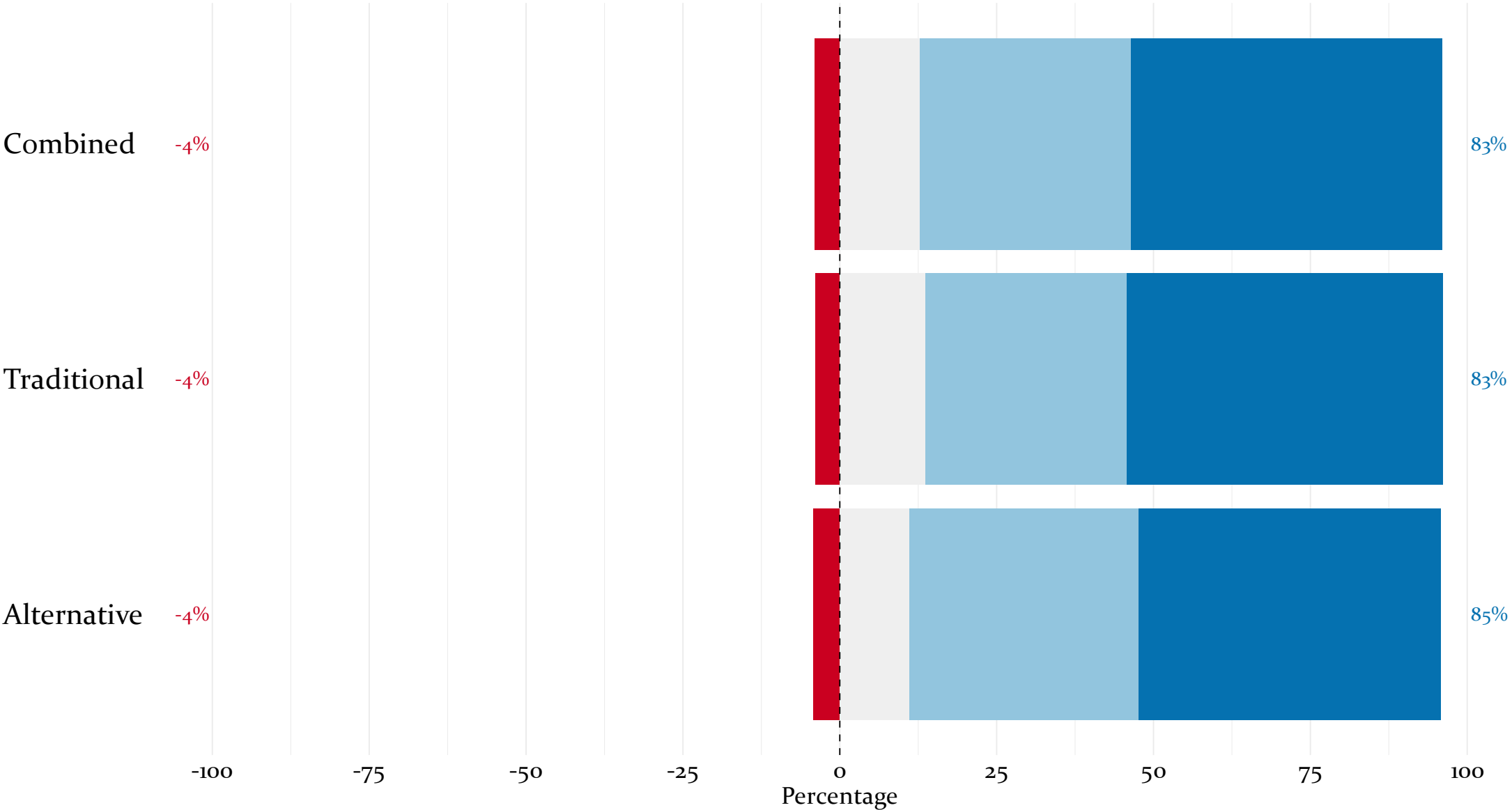
Not well at all Slightly well Moderately well Very well

Science of Reading Diagnostics and Support

We asked Elementary (K-6) and SPED (K-12) completers
how well their EPP prepared them to:

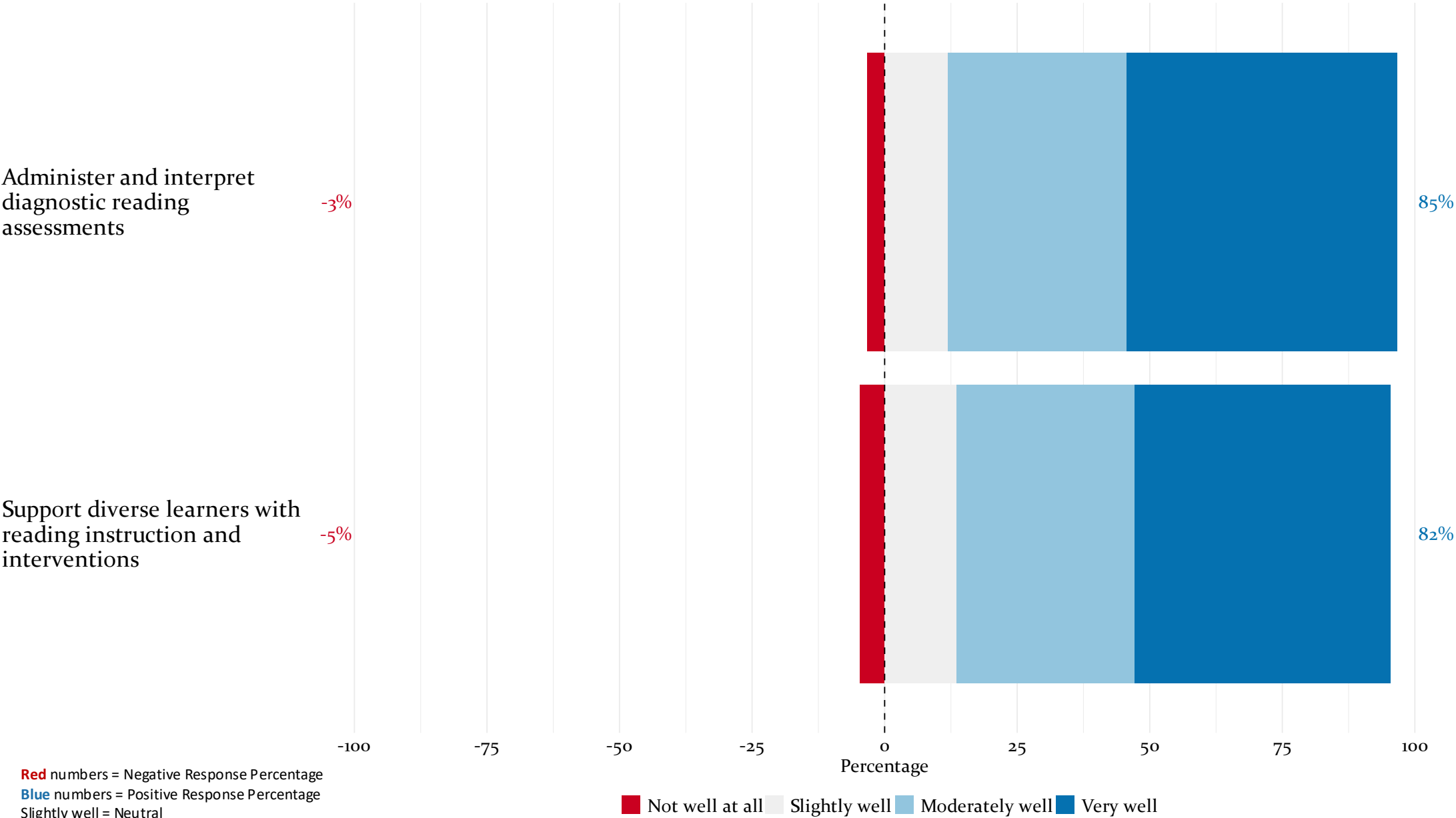
1. Administer and interpret diagnostic reading assessments for phonemic awareness, phonics, and oral reading fluency.
2. Support diverse learners (e.g., neurodiversity, linguistically diverse, gifted and talented, etc.) with reading instruction and interventions.

Science of Reading Diagnostics and Support – Overall Averages



Science of Reading Diagnostics and Support - Question Averages

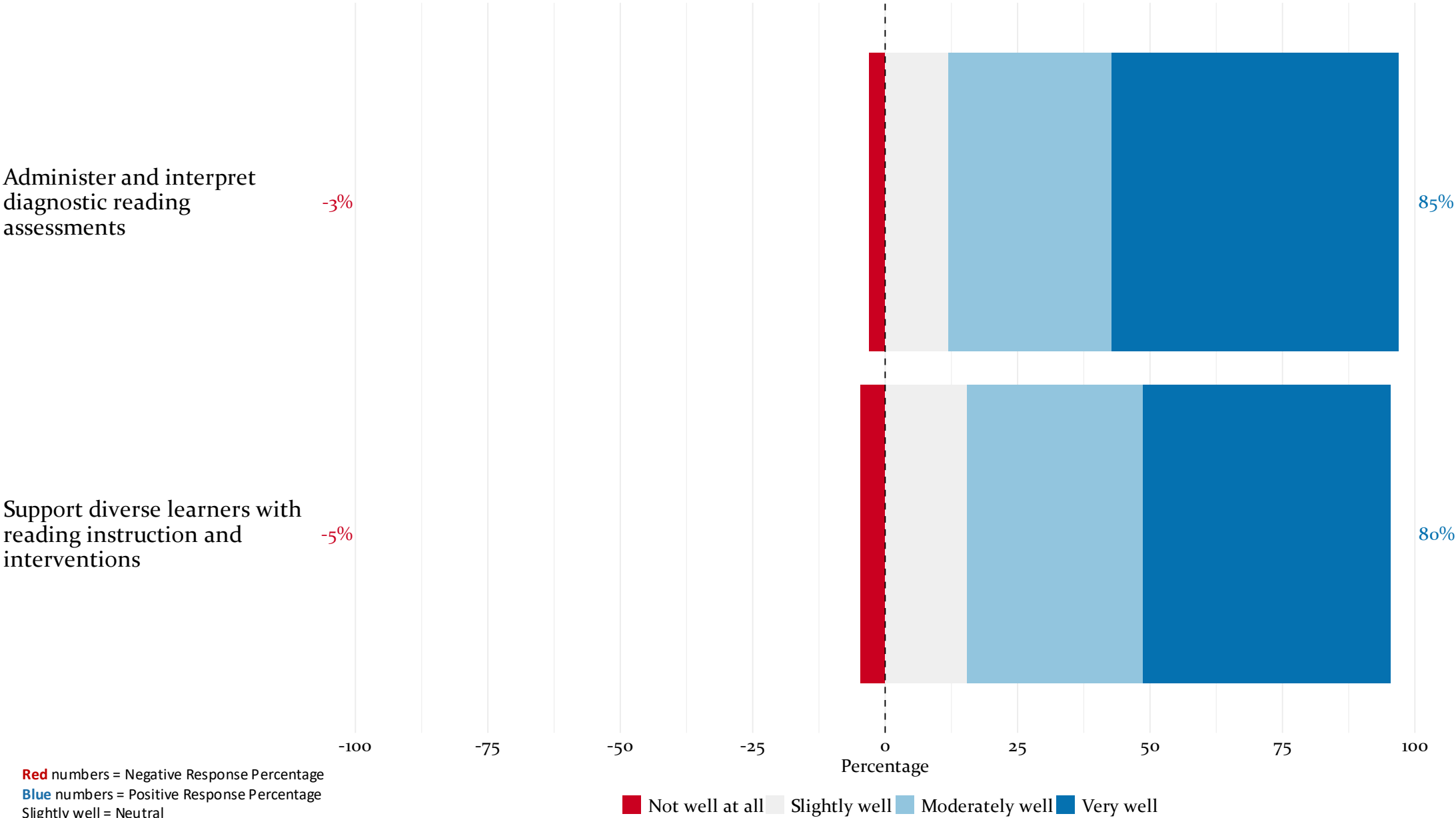
Rate the degree to which your educator preparation prepared you to:



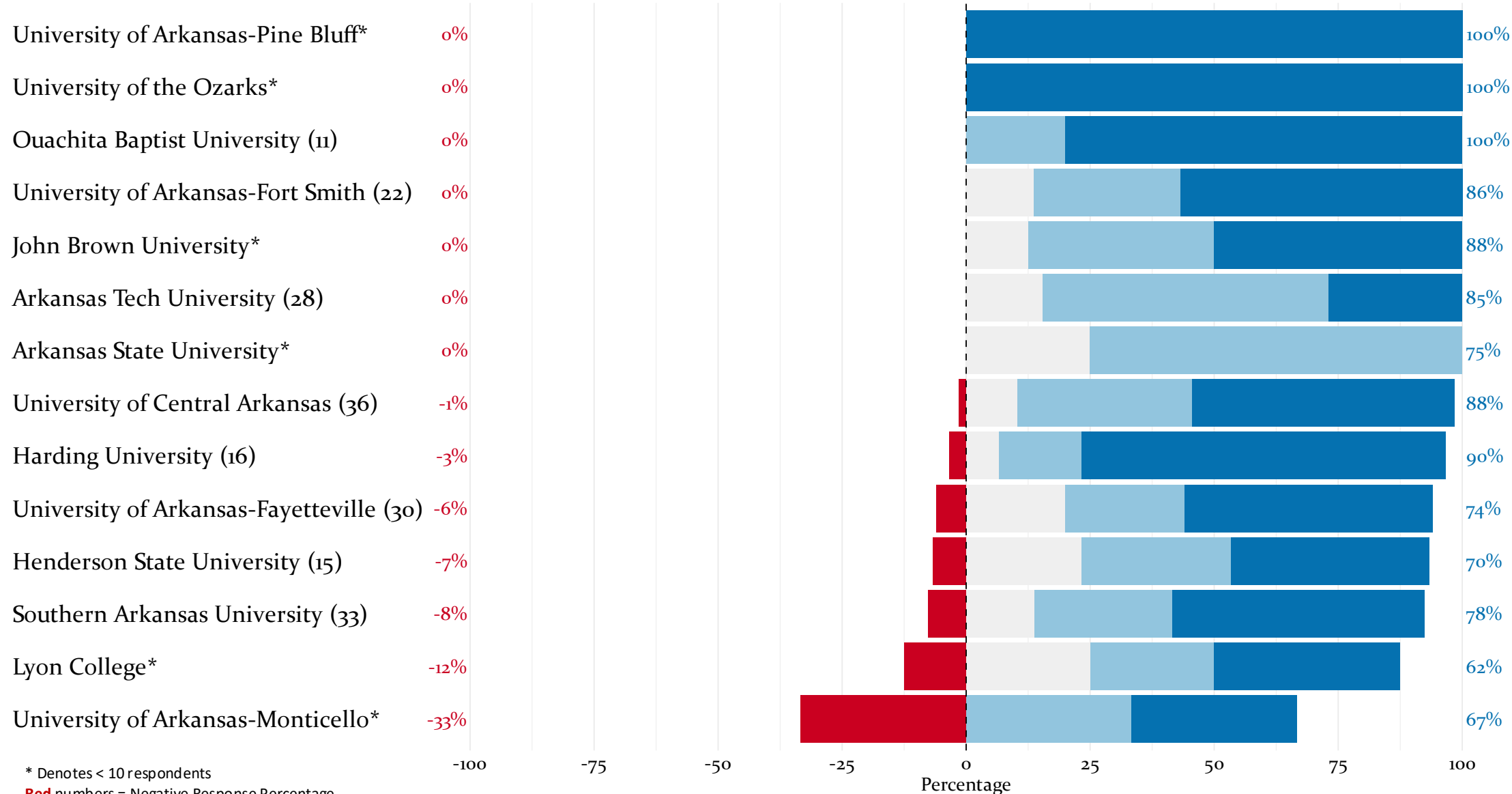
Science of Reading Diagnostics and Support: Traditional EPPs

Science of Reading Diagnostics and Support – Traditional EPP Averages

Rate the degree to which your EPP prepared you to:



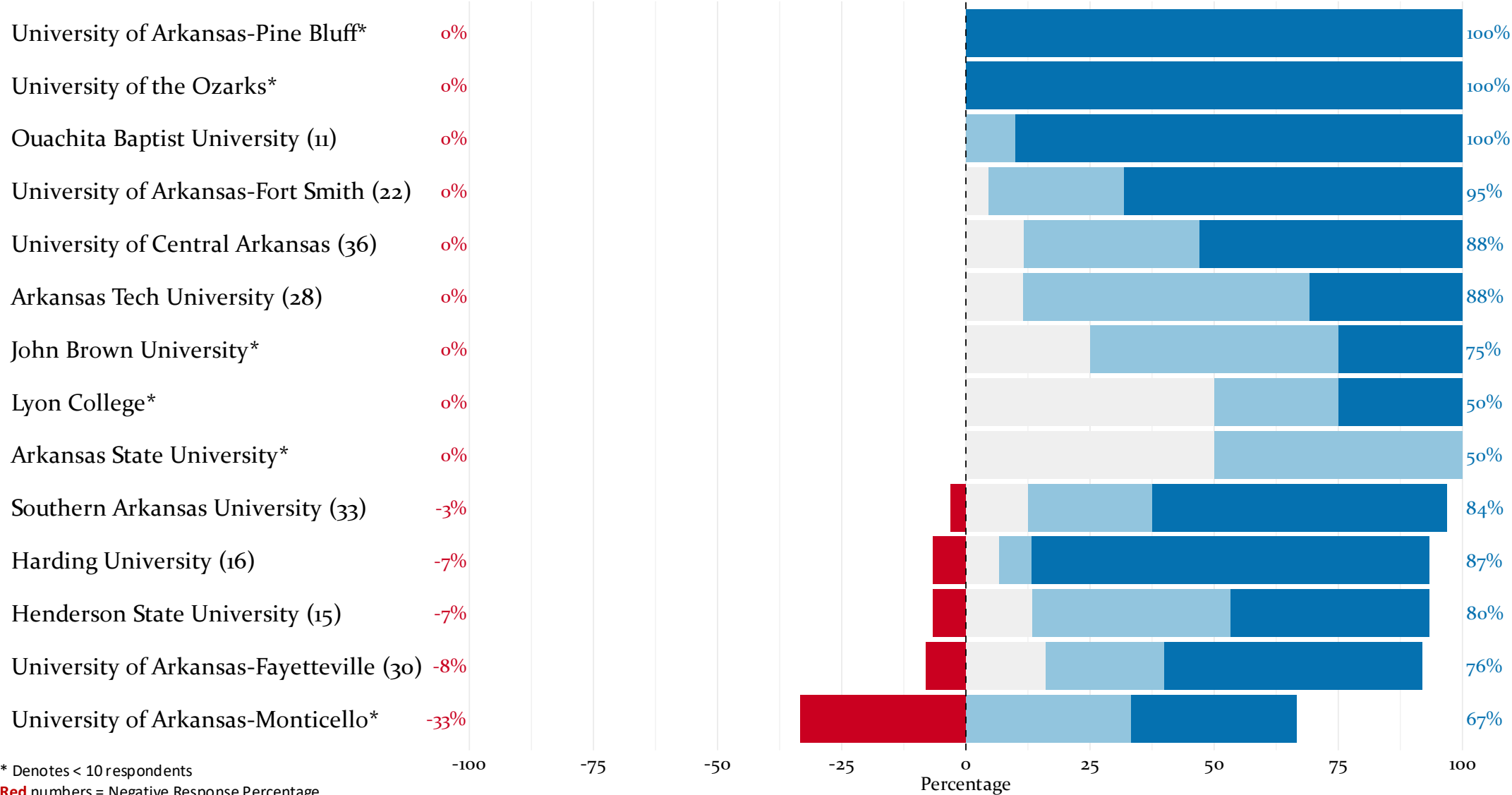
Science of Reading Diagnostics and Support – Traditional EPP Averages



* 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

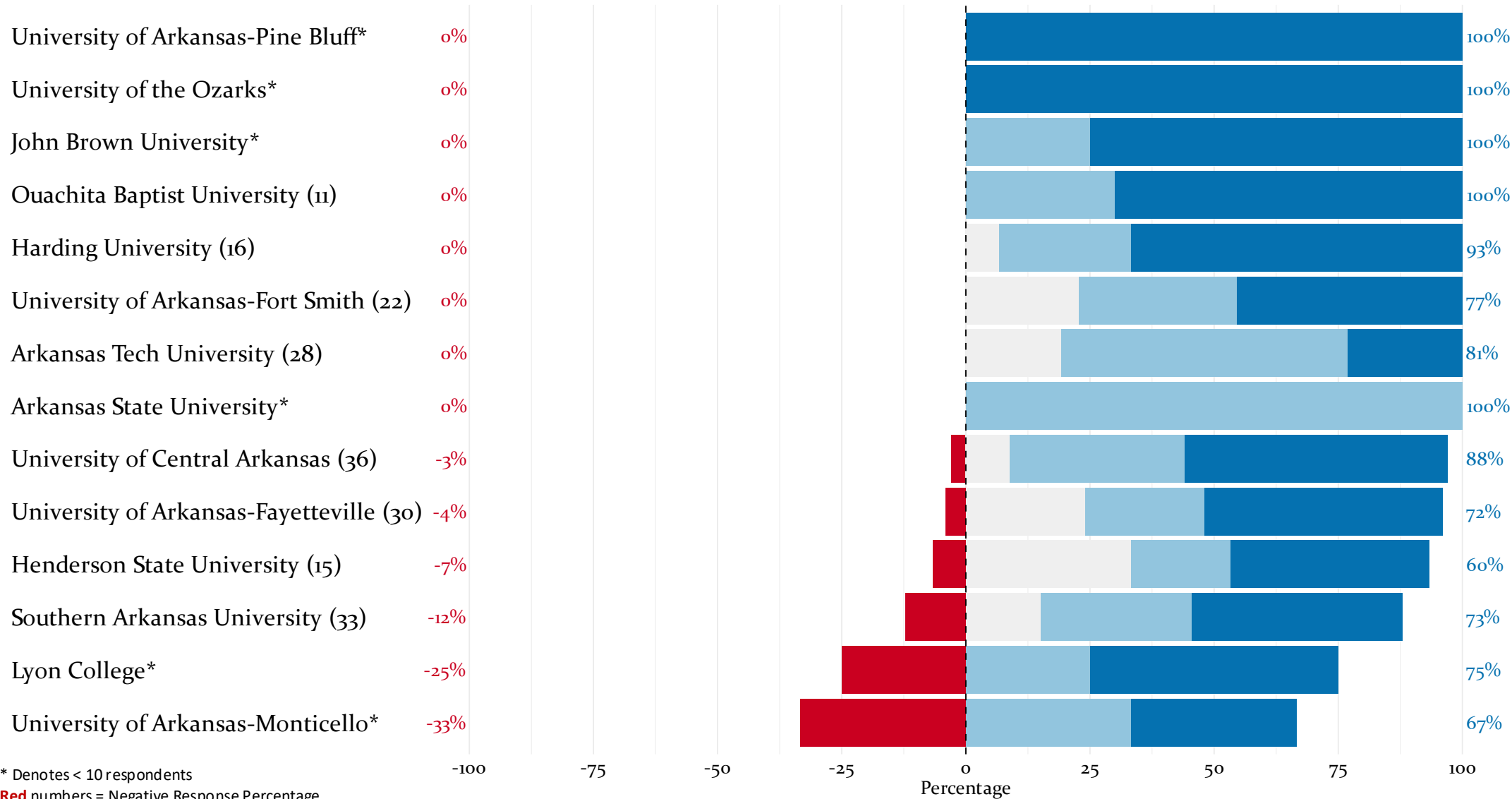
Rate the degree to which your EPP prepared you to administer and interpret diagnostic reading assessments for phonemic awareness, phonics, and oral reading fluency.



* 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 your EPP prepared you to support diverse learners (e.g., neurodiversity, linguistically diverse, gifted and talented, etc.) with reading instruction and interventions.

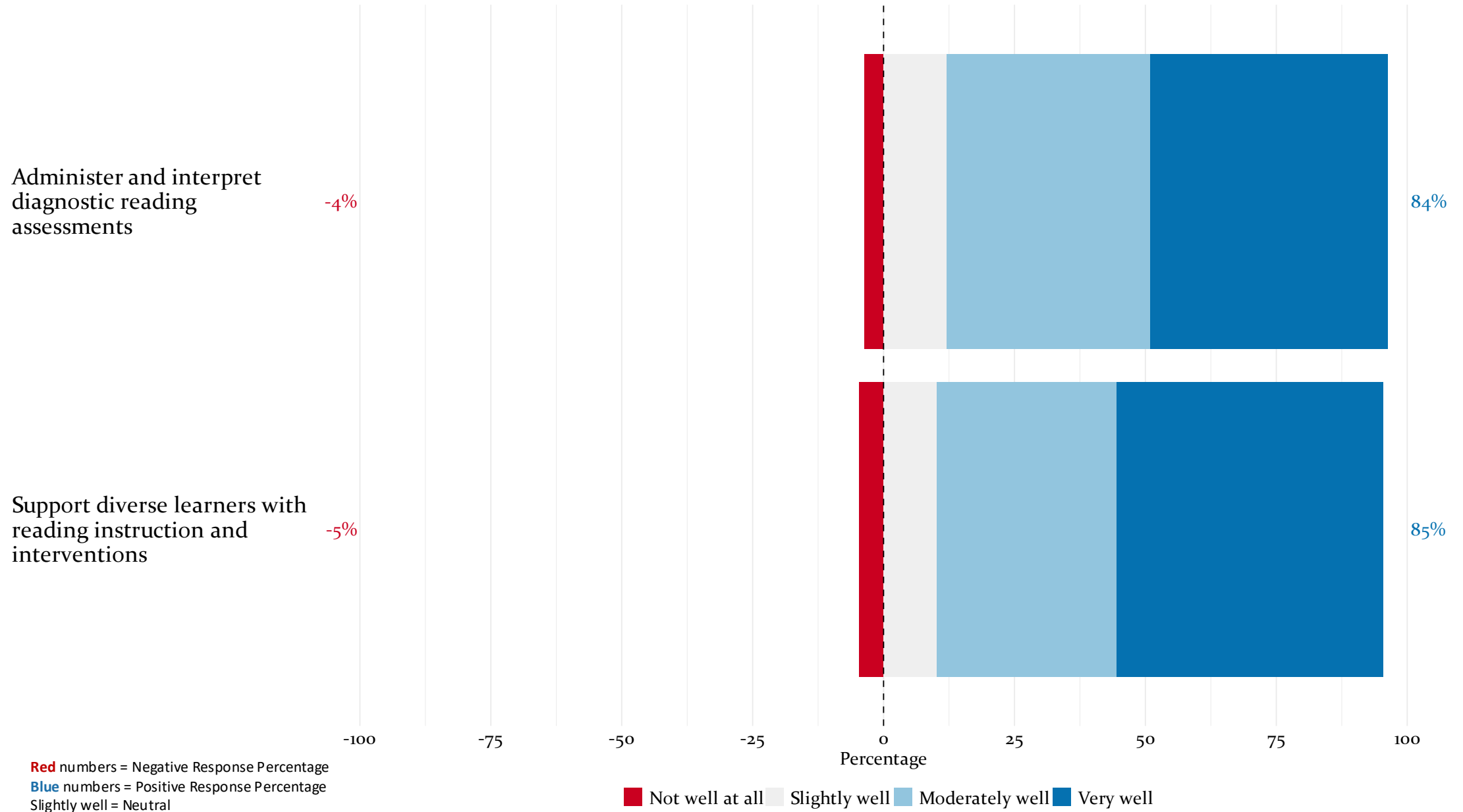


* Denotes < 10 respondents
Red numbers = Negative Response Percentage
Blue numbers = Positive Response Percentage
Slightly Well = Neutral

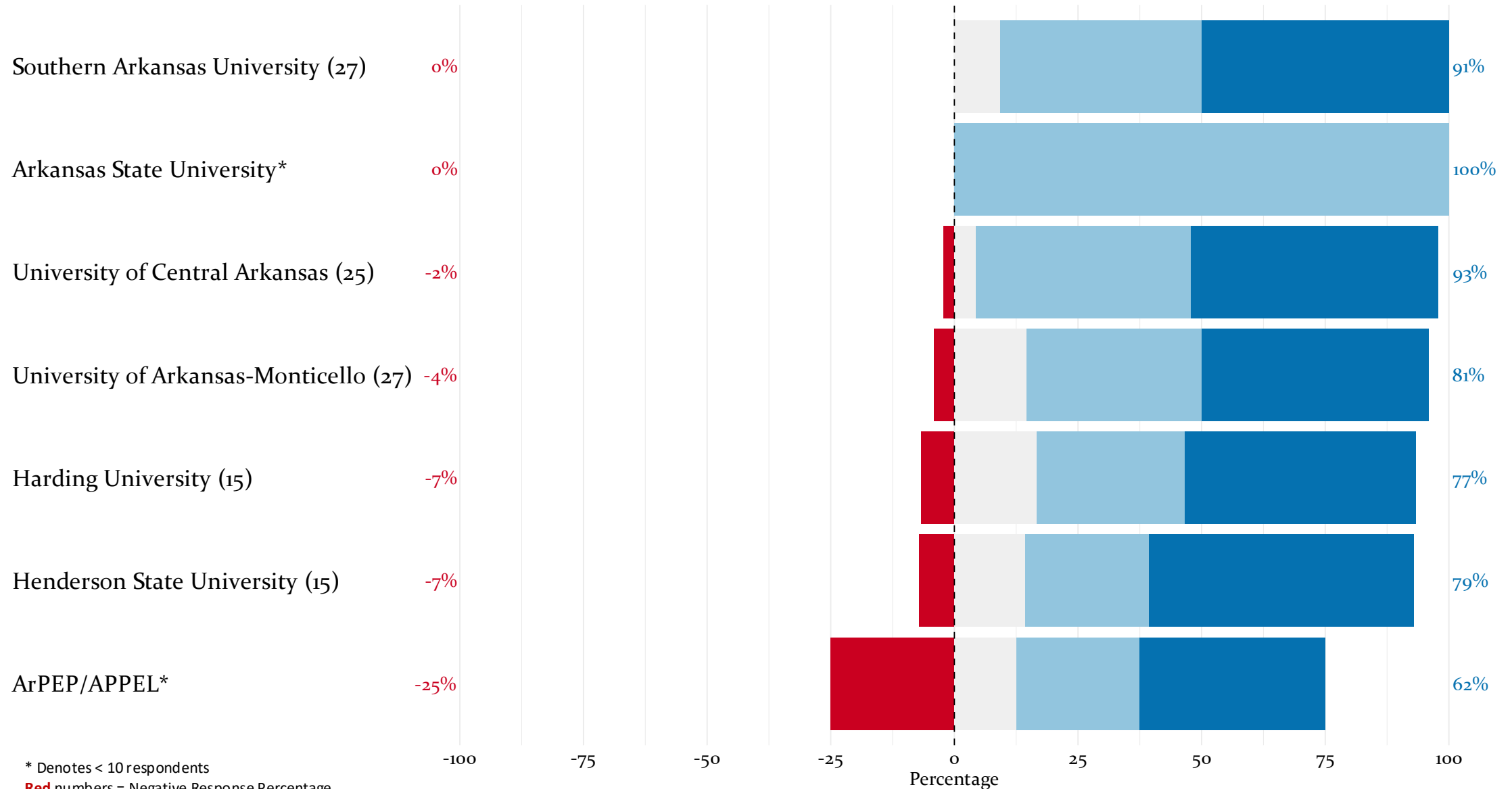
Science of Reading Diagnostics and Support: Alternative EPPs

Science of Reading Diagnostics and Support – Alternative EPP Averages

Rate the degree to which your EPP prepared you to:

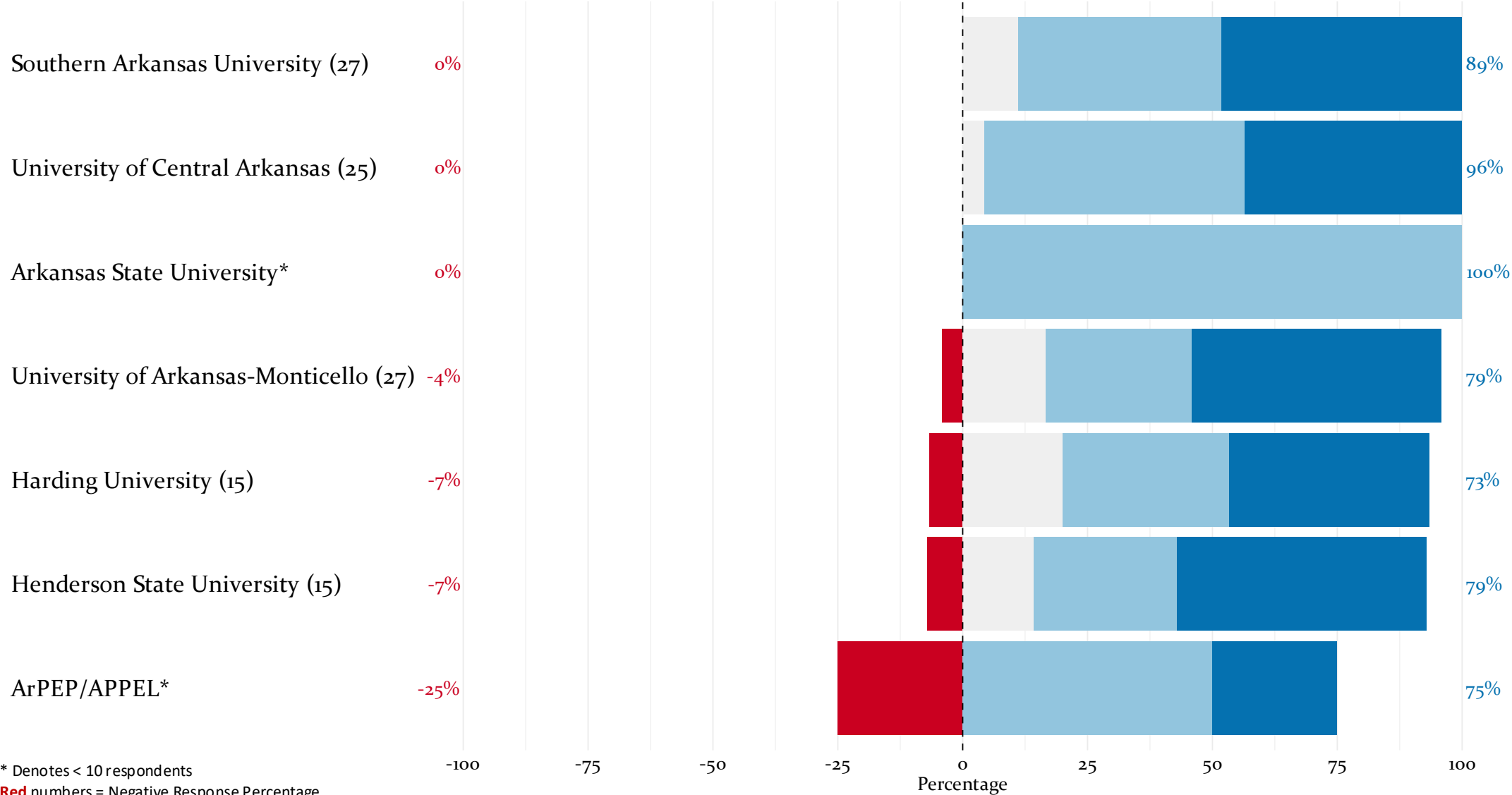


Science of Reading Diagnostics and Support – Alternative EPP Averages



Science of Reading Diagnostics and Support – Traditional EPP Averages

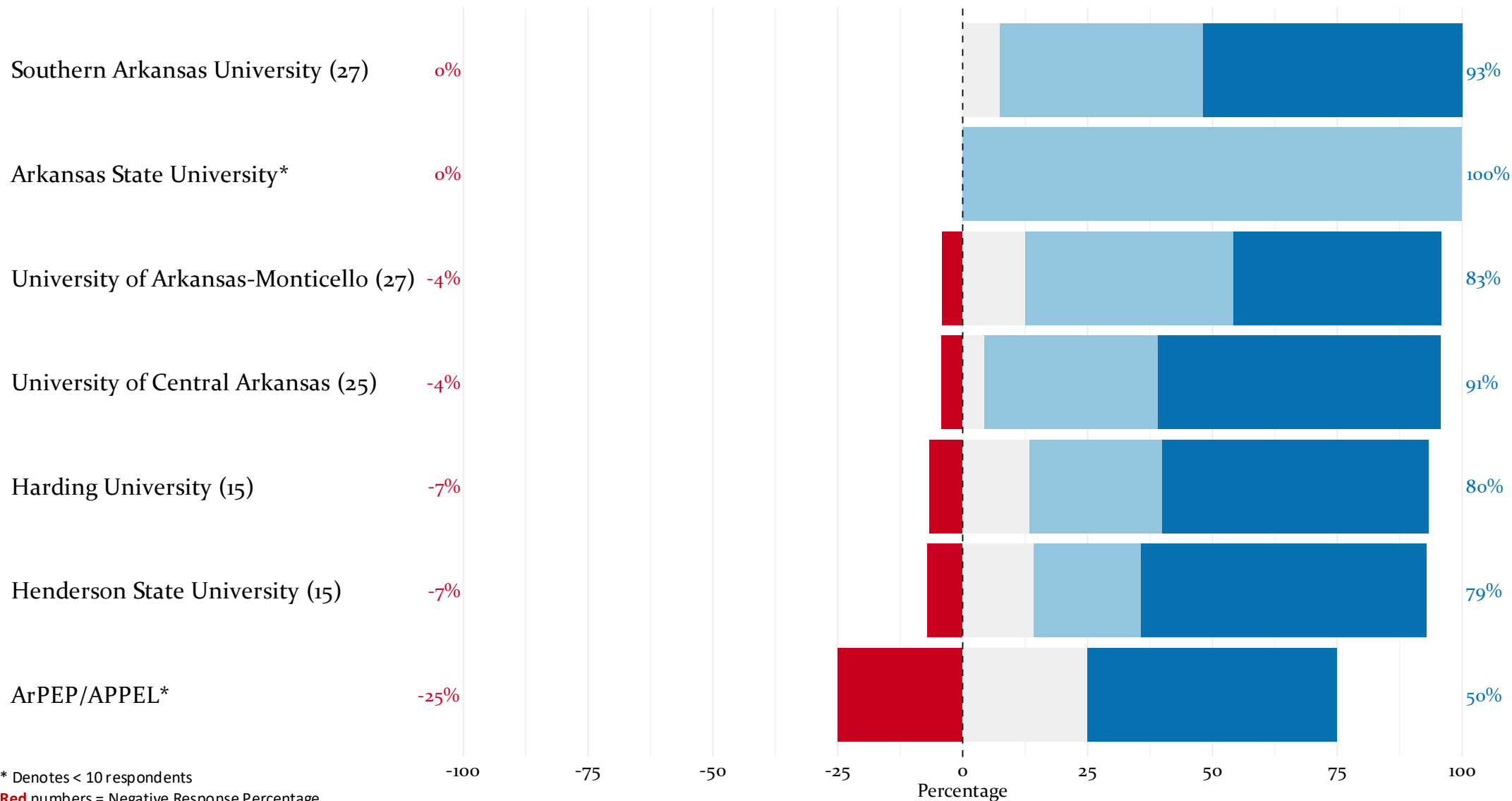
Rate the degree to which your EPP prepared you to administer and interpret diagnostic reading assessments for phonemic awareness, phonics, and oral reading fluency.



* 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 your EPP prepared you 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

Not well at all Slightly well Moderately well Very well

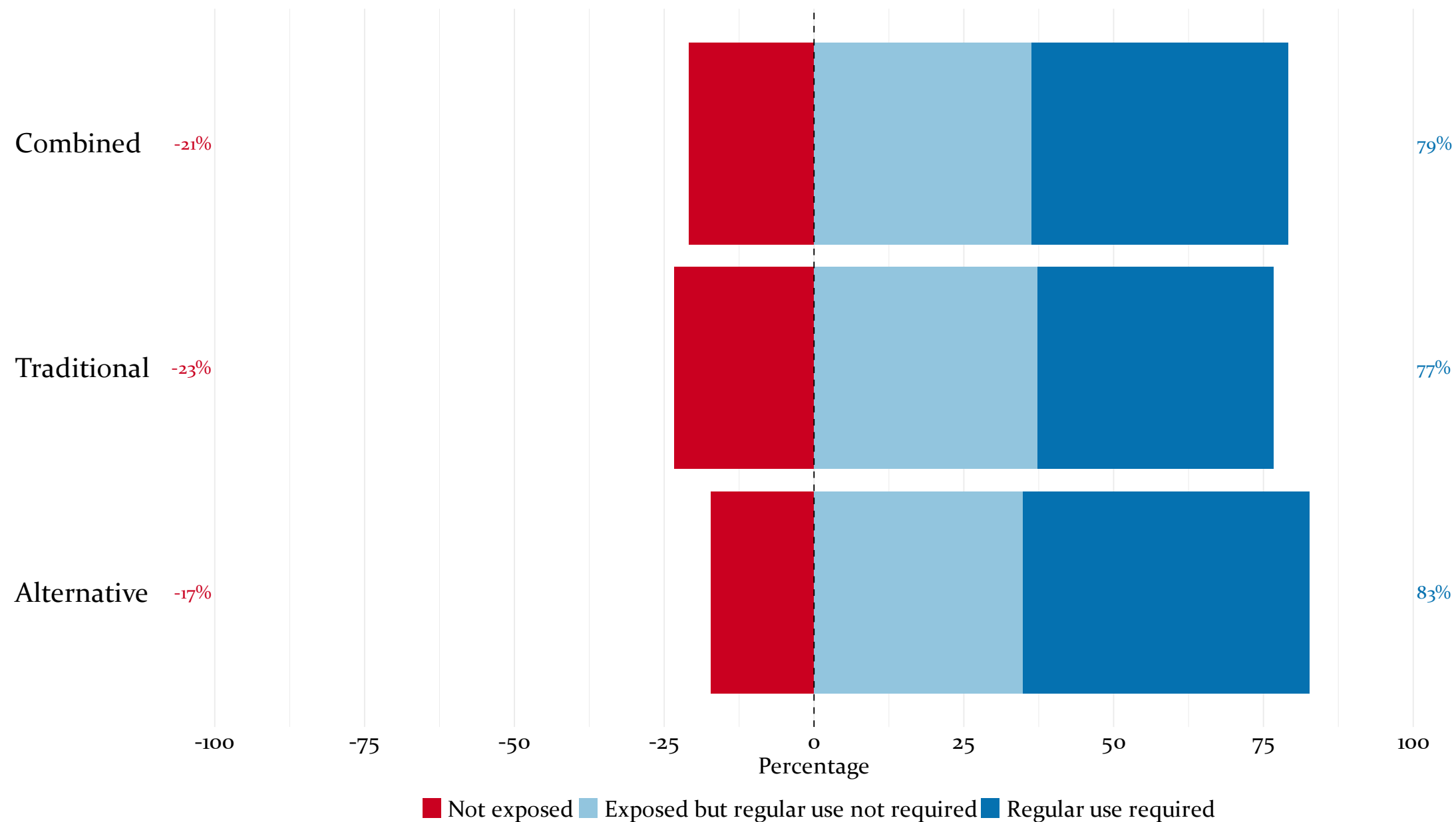
High Quality Instructional Materials (HQIM):

Respondents only include 2023 completers.

We asked completers to rate the degree to which their educator preparation program exposed them to:

1. High quality instructional materials (HQIM) that are aligned to state academic standards and include evidence-based strategies, inclusive practices, and embedded teacher supports.
2. The Arkansas Initiative for Instructional Materials (AIIM).
3. High Quality Instructional Materials (HQIM) approved by AR EdReports.

High Quality Instructional Materials (HQIM) - Overall Averages



High Quality Instructional Materials (HQIM) - Question Averages

Rate the degree to which your educator preparation program exposed you to:

High quality instructional materials (HQIM) that are aligned to state academic standards and include evidence-based strategies, inclusive practices, and embedded teacher supports

-9%

91%

High Quality Instructional Materials (HQIM) approved by AR EdReports

-25%

75%

The Arkansas Initiative for Instructional Materials (AIIM)

-29%

71%

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

Not exposed Exposed but regular use not required Regular use required

High Quality Instructional Materials (HQIM): Traditional EPPs

High Quality Instructional Materials (HQIM) – Traditional EPP Averages

Rate the degree to which your EPP exposed you to:

High quality instructional materials (HQIM) that are aligned to state academic standards and include evidence-based strategies, inclusive practices, and embedded teacher supports

-11%

89%

High Quality Instructional Materials (HQIM) approved by AR EdReports

-28%

72%

The Arkansas Initiative for Instructional Materials (AIIM)

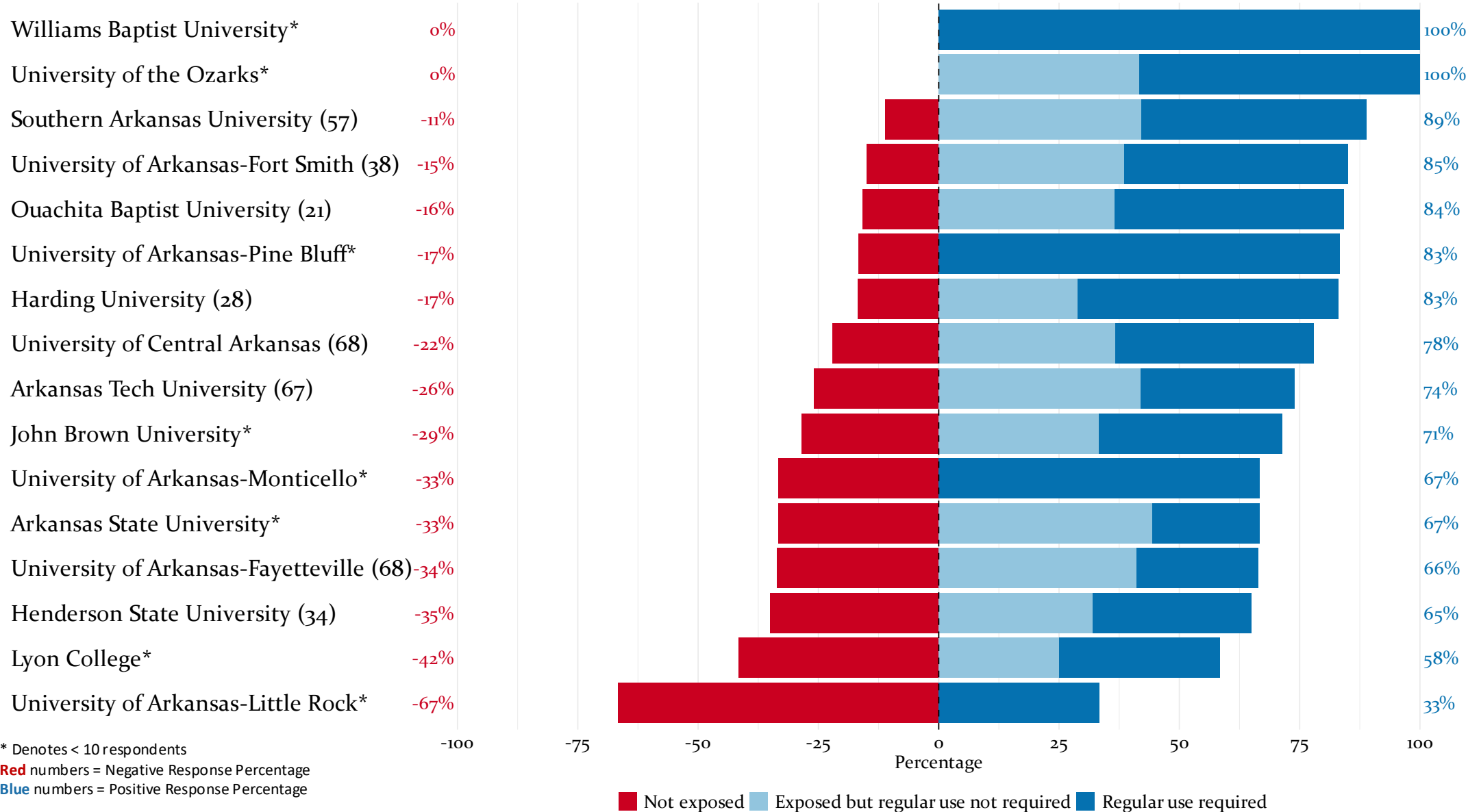
-31%

69%

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

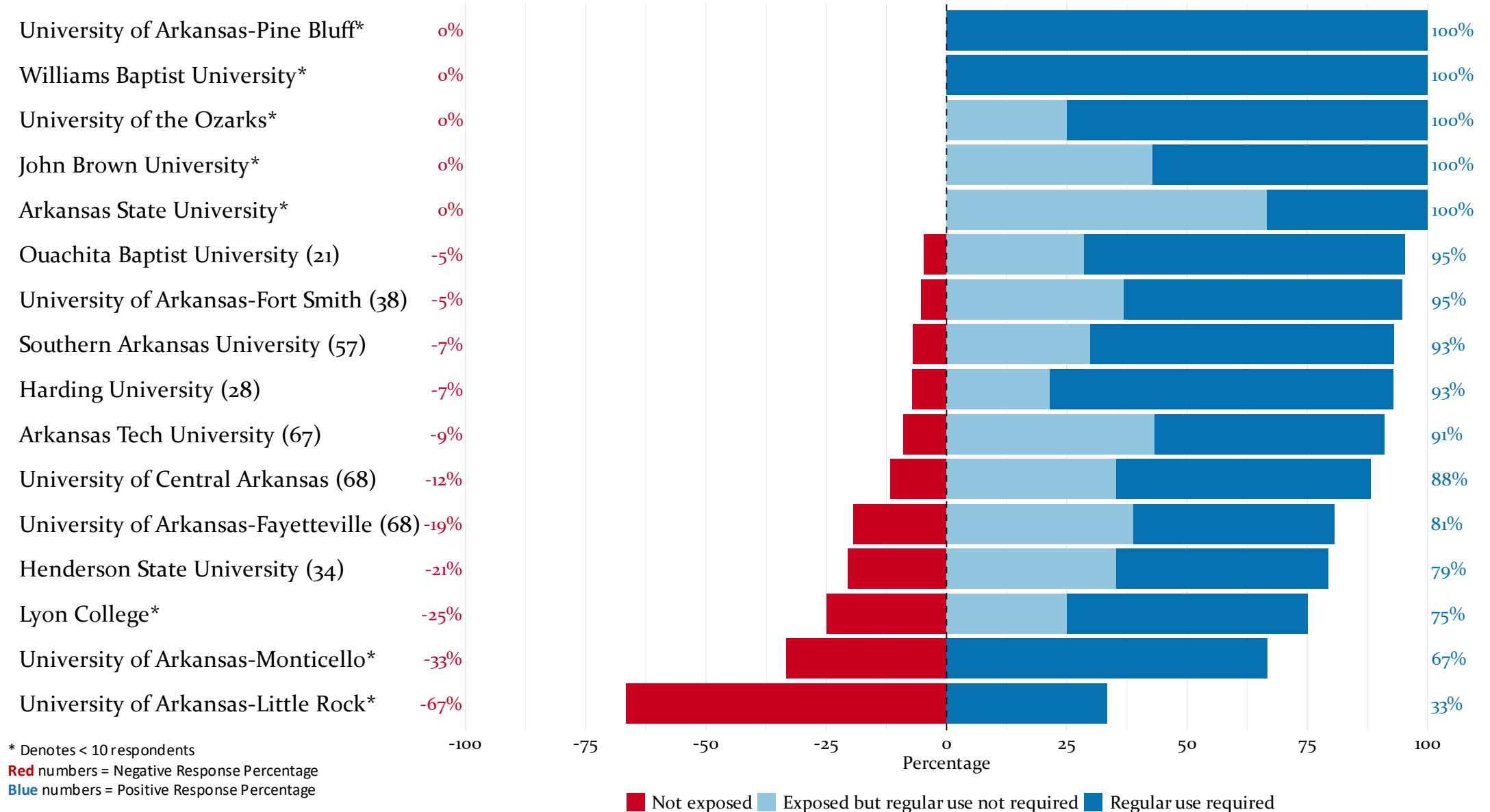
Not exposed Exposed but regular use not required Regular use required

High Quality Instructional Materials (HQIM) – Traditional EPP Averages



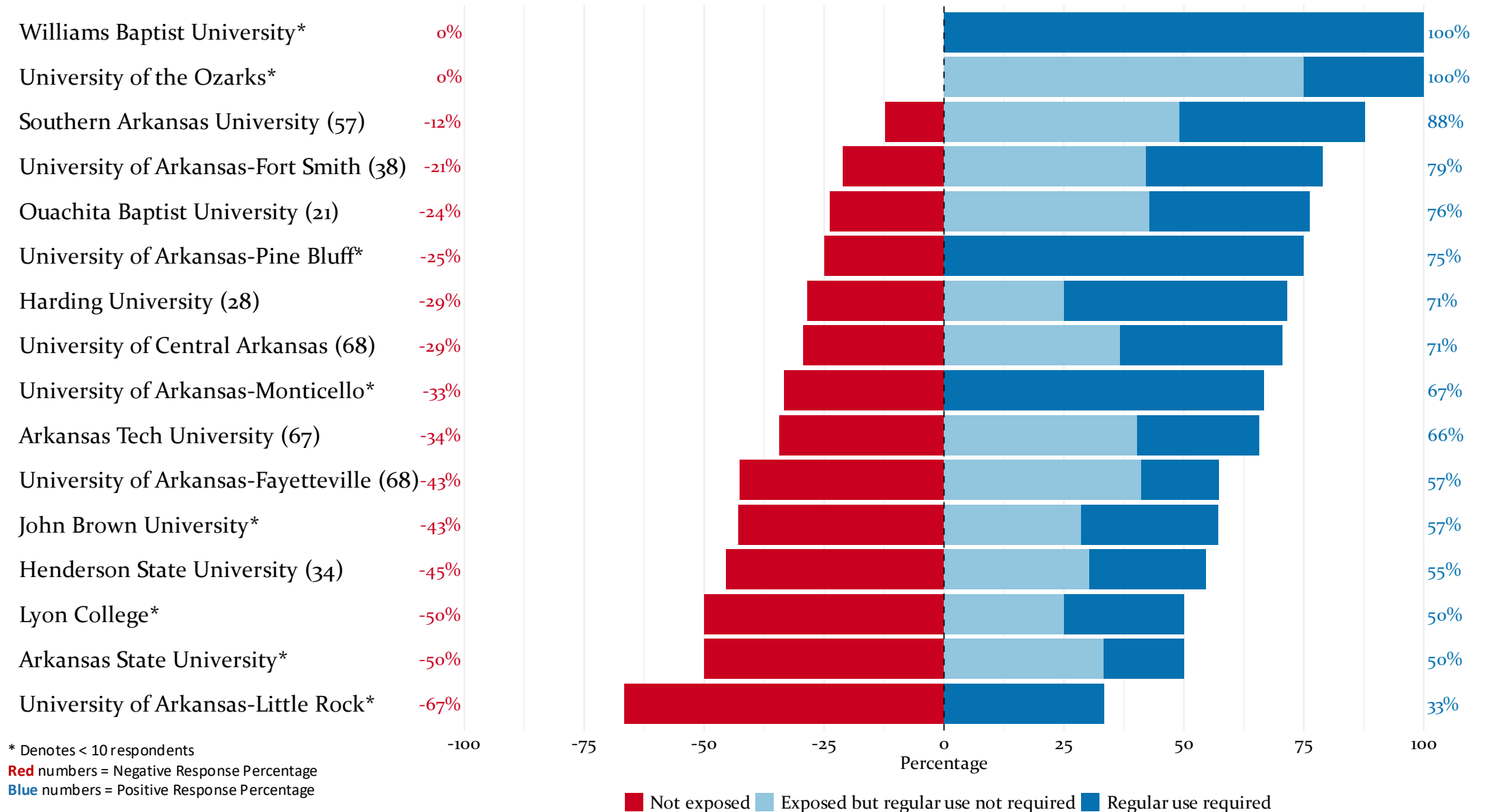
High Quality Instructional Materials (HQIM) – Traditional EPPs

Rate the degree to which your EPP exposed you to high-quality instructional materials (HQIM) that are aligned to state academic standards and include evidence-based strategies, inclusive practices, and embedded teacher supports.



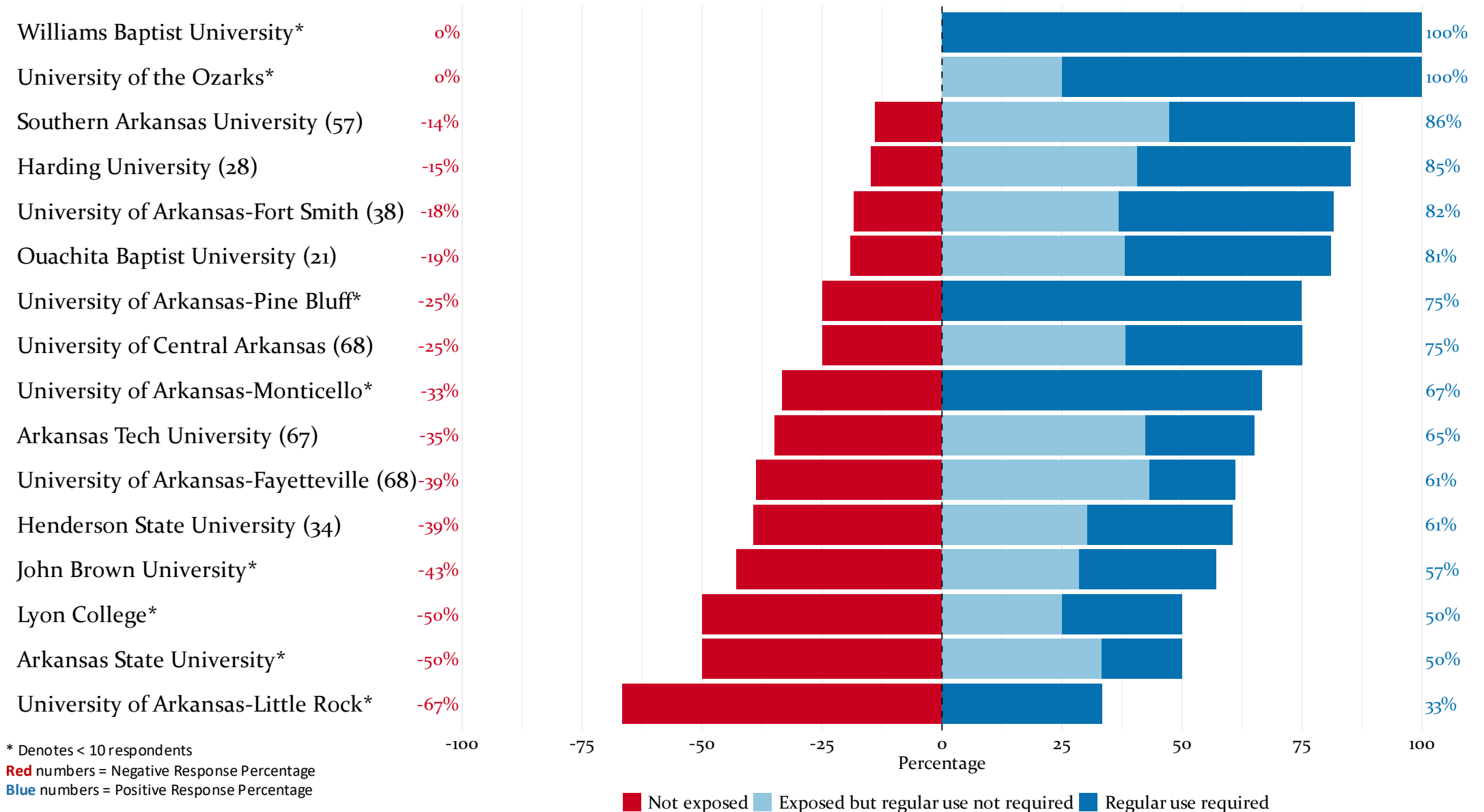
High Quality Instructional Materials (HQIM) – Traditional EPPs

Rate the degree to which your EPP exposed you to The Arkansas Initiative for Instructional Materials (AIIM).



High Quality Instructional Materials (HQIM) – Traditional EPPs

Rate the degree to which your EPP exposed you to High Quality Instructional Materials (HQIM) approved by AR EdReports.



High Quality Instructional Materials (HQIM): Alternative EPPs

High Quality Instructional Materials (HQIM) – Alternative EPP Averages

Rate the degree to which your EPP exposed you to:

High quality instructional materials (HQIM) that are aligned to state academic standards and include evidence-based strategies, inclusive practices, and embedded teacher supports

-6%

94%

High Quality Instructional Materials (HQIM) approved by AR EdReports

-21%

79%

The Arkansas Initiative for Instructional Materials (AIIM)

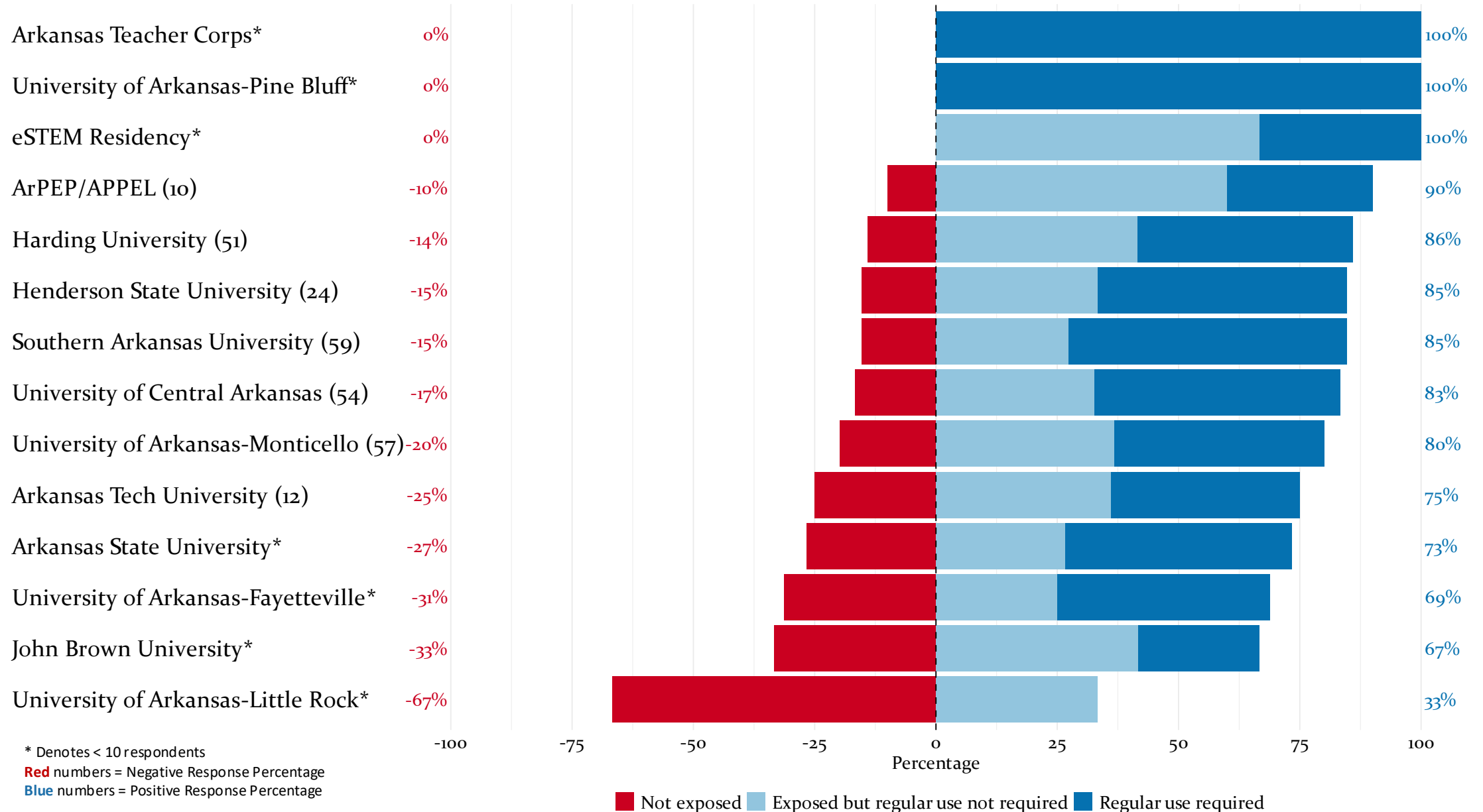
-25%

75%

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

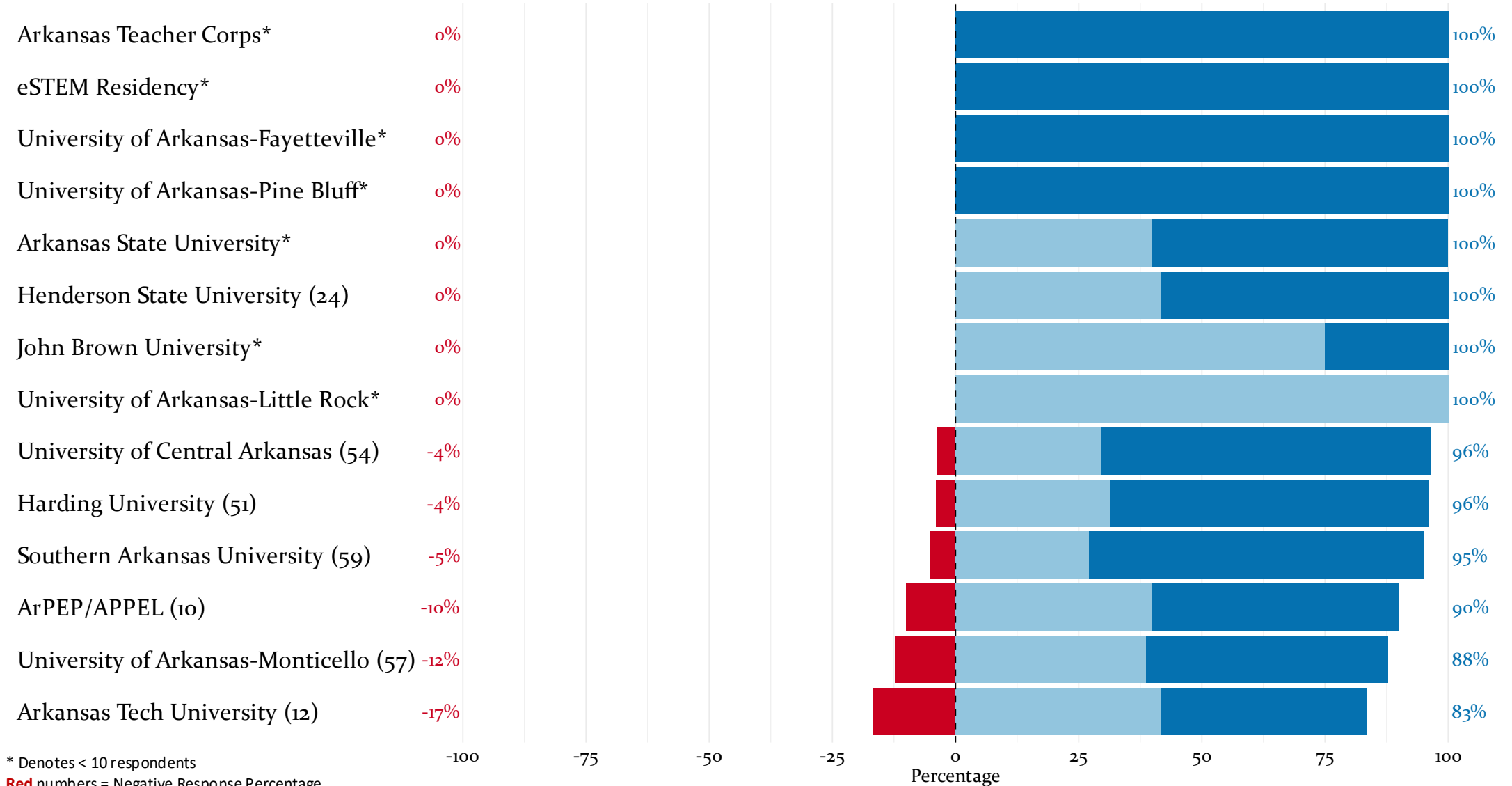
Not exposed Exposed but regular use not required Regular use required

High Quality Instructional Materials (HQIM) – Traditional EPP Averages



High Quality Instructional Materials (HQIM) – Alternative EPPs

Rate the degree to which your EPP exposed you to high-quality instructional materials (HQIM) that are aligned to state academic standards and include evidence-based strategies, inclusive practices, and embedded teacher supports.



* Denotes < 10 respondents

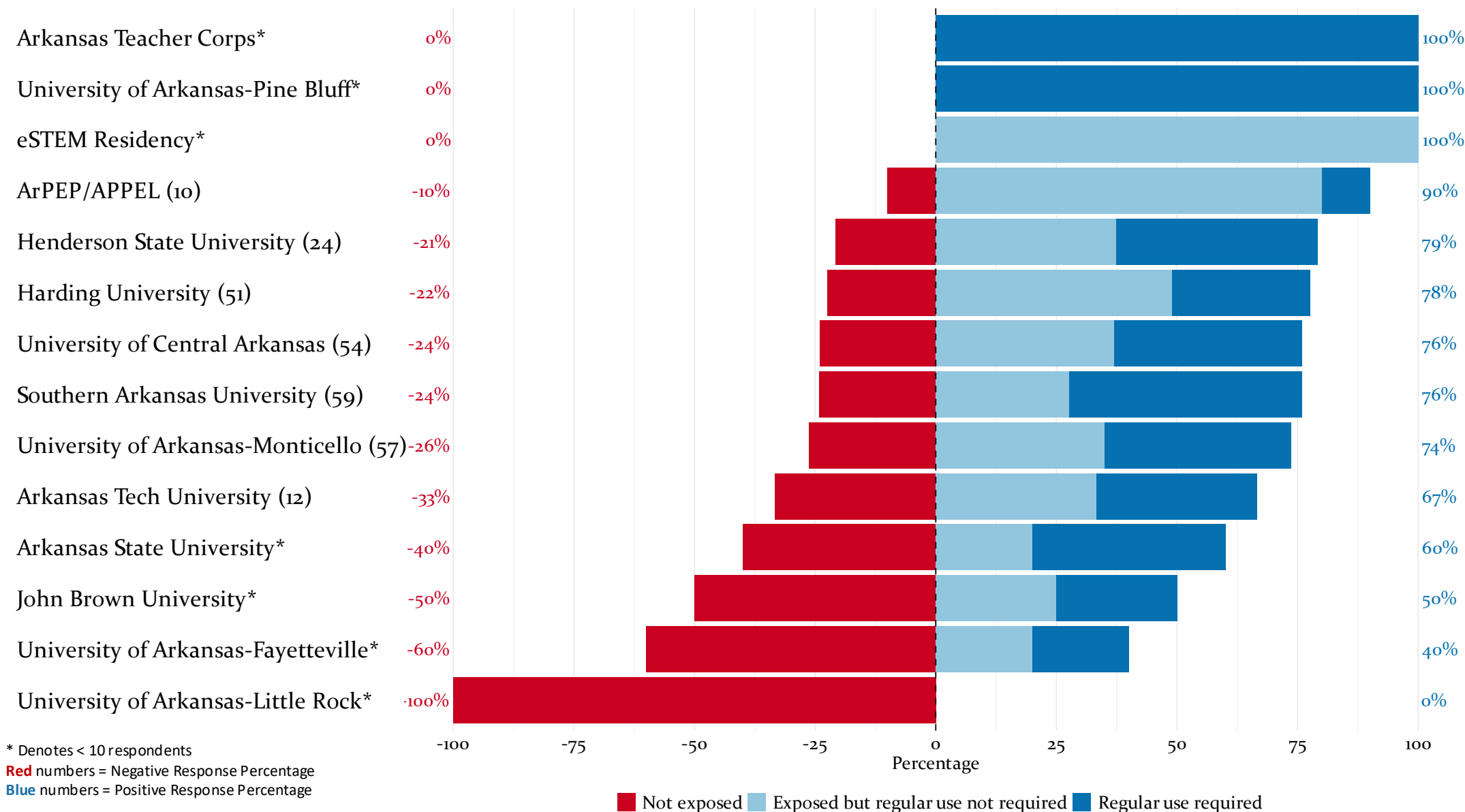
Red numbers = Negative Response Percentage

Blue numbers = Positive Response Percentage

Not exposed Exposed but regular use not required Regular use required

High Quality Instructional Materials (HQIM) – Alternative EPPs

Rate the degree to which your EPP exposed you to The Arkansas Initiative for Instructional Materials (AIIM).



High Quality Instructional Materials (HQIM) – Alternative EPPs

Rate the degree to which your EPP exposed you to High Quality Instructional Materials (HQIM) approved by AR EdReports.

