



# Summary of Findings for 2025 Educator Preparation Insights Survey

## Background

The Educator Preparation Insight survey was designed for Colorado educators who attended a state-approved educator preparation program and received their first initial or professional teacher license between May 1, 2024 and April 30, 2025. Unlike previous administrations when only educators with initial teacher licenses were surveyed, this year’s approach included both groups to better understand differences in their perceptions.

In May 2025, 3,809 educators were invited to complete the survey, and 580 responded (15% response rate). Of those, 367 attended a Colorado educator preparation program and were eligible for inclusion. After excluding responses based on program timing and completeness, the final analytic sample included 299 educators, representing diverse experiences from first year and early career educators across the state. The findings below represent highlights from this year’s survey results.

## Reflections on Educator Preparation Programs

More than 78% of respondents would choose the same educator preparation program again. This was about the same percentage as last year’s survey.

### Top reasons why survey respondents said they would choose the same educator preparation program again

	Respondents
I received adequate support, coaching, and/or mentoring.	168
I feel the preparation program adequately prepared me for a teaching position.	160
The program’s atmosphere/culture was positive and facilitated my learning.	159

### Top reasons why survey respondents said they would NOT choose the same educator preparation program again

	Respondents
I feel the preparation program did not adequately prepare me for a teaching position.	12
I did not receive sufficient support, coaching, and/or mentoring.	8
The time commitment was too strenuous.	5
I did not receive adequate advising throughout the program.	5

## Survey Participants

### Demographics

- 80.3% of respondents were female
- 78.9% of respondents were white
- Participants had an average of two years of teaching experience
- 28.4% of respondents taught in a rural school district

### Top Endorsements of Survey Respondents

- Elementary (35.8%)
- English Language Arts (10.4%)
- Special Education Generalist (10%)
- Science (9%)

### Educator Preparation Programs with the Highest Number of Survey Responses

- University of Colorado Denver: ASPIRE (47, 15.7%)
- University of Northern Colorado, Traditional (33, 11%)
- Metropolitan State University, Traditional (18, 6%)



**Teacher Quality Standards educators felt most prepared on as measured by the percentage of the highest Strongly Agree and Agree responses combined for educators holding an Initial Teacher’s License**

Demonstrate high standards for professional conduct.	TQS 4- Professionalism	99.0%
Establish high expectations and support development of critical-thinking and problem-solving skills.	TQS 3- Instruction	97.4%
Use formal and informal methods to assess learning, provide feedback, and use results.	TQS 3- Instruction	97.3%

**Teacher Quality Standards educators felt least prepared on as measured by the percentage of the highest Strongly Agree and Agree responses combined for educators holding an Initial Teacher’s License**

Demonstrate high levels of student growth in postsecondary and workforce readiness.	MSL- Student Learning	80.0%
Work collaboratively with families for the benefit of students.	TQS 2- Learning environment	80.7%
Provide students with opportunities to work in teams and develop leadership. *	TQS 3- Instruction	87.7%

\* This value is based on the first occurrence of the item in the survey.

**Comparisons of Teacher Quality Standards and Measures of Student Learning**

Consistent with national research, educators holding initial licenses rated themselves higher on instructional practices than those with professional licenses. This pattern aligns with findings that novice educators often perceive their preparation programs more positively, while experienced educators identify gaps after years of classroom practice.

The table below highlights the three survey items where the combined “strongly agree” and “agree” responses between survey respondents with an initial teacher license and those with a professional license exceeded ten percent. The largest differences appeared in TQS 4- Professionalism, particularly in areas related to complex environments, high standards for professional conduct, and linking professional growth to goals.

**Largest differences between initial and professional license strongly agree and agree responses combined on TQS and MSL factors**

	Initial	Professional	Difference	TQS or MSL Factor
Respond to a complex, dynamic environment.	92.7%	79.5%	13.2%	TQS 4 – Professionalism
Demonstrate high standards for professional conduct	99.0%	86.1%	12.9%	TQS 4- Professionalism
Link professional growth to professional goals.	93.6%	81.9%	11.7%	TQS 4 – Professionalism

Comprehensive results are available in the [Technical Report and Findings for the 2025 Educator Preparation Insights Survey](#). CDE plans to administer the Educator Preparation Insights Survey every other year.