



**COLORADO**  
Department of Education

# Technical Report: 2025 Educator Preparation Insights Survey

Educator Talent, Research & Impact

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## Background and Methodology

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In partnership with the Collaboration for Effective Educator Development, Accountability, and Reform Center (CEEDAR) and the Colorado Preparing Excellent Educators and Leaders Network (CO-PEEL), the Colorado Department of Education (CDE) administered an Educator Preparation Insight (EPI) survey, formerly known as the Initial Completers Survey, in the summer of 2025. Designed to gather feedback on the adequacy of preparation to teach using the Teacher Quality Standards (TQS), the survey provides insights into educators' perceptions of their preparation program.

The 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 where only educators with initial teacher licenses were surveyed, this year's approach included both educators with an initial teacher license and those who received a professional teacher license.

An initial teacher license is issued to first-time teachers who have completed a state-approved educator preparation program and have demonstrated content knowledge. It is valid for three years and allows new educators to begin teaching in a classroom. A professional teacher license is granted to educators who have successfully completed an induction program and have been recommended by their school district. This license recognizes educator experience and is valid for seven years. Including both groups allowed a deeper examination of potential differences in perceptions based on professional experience.

In May 2025, 3,809 educators were invited to complete the survey, and 580 responded (240 educators with an initial license and 340 with a professional license), resulting in a response rate of 15%. Of the 580 respondents, only 367 attended a Colorado educator preparation program and were eligible for inclusion. From this group, five responses were excluded because they completed their program more than five years ago and an additional 63 were excluded due to the incompleteness of survey responses. The final analytic sample had 299 educators. Overall, the responses reflect a diverse range of educator experiences and perspectives, and the sample includes both first year and early career educators from across the state.

## Overview of Technical Report

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This report shows the technical results of the CDE Educator Preparation Insights Survey. In addition to presenting the results of each individual survey item, this technical report describes the 299 survey respondents' characteristics and affiliations, as well as Teacher Quality Standards (TQS) and Measure of Student Learning factor scores disaggregated by individual-level, school-level, and district-level characteristics. Specifically, survey factor scores are disaggregated by:

- Position
- Gender
- Race & ethnicity
- Years of experience
- Preparation program completed
- District of employment
- District geographic context (rural, urban, suburban) and student characteristics (FRPL, race/ethnicity, achievement)

To examine potential differences in survey responses between educators with initial or professional licenses, several statistical tests were conducted to examine if the difference in responses were statistically significant.



Independent Samples t-test were used to compare the mean responses between educators holding an initial teacher license versus those with a professional teacher license. This test shows whether the difference in average responses between the two groups is likely due to chance or reflects a meaningful distinction.

A one-way analysis of variance (ANOVA) was conducted to assess whether educators' perceptions varied based on their years of experience. Educators were categorized into experience bands: 0-2 years, 3-5 years, 6-10 years, 11-15 years, and more than 16 years. Mean responses to survey items were compared across these groups.

All tests were conducted using a significance level of .05. Results with p-values less than .05 were considered statistically significant, thus indicating that the differences in responses were unlikely to have occurred by chance.

A summary of the survey and high-level findings can be found in [the Educator Preparation Insights Summary report](#).

Note: Data is not reported for programs with five or fewer respondents to preserve the confidentiality of individual candidates.



## Respondent Characteristics

**Table 1. Job Class**

	N	Percent
Math Interventionist	1	0.3%
Reading Interventionist	1	0.3%
Teacher Mentor	2	0.7%
Teacher, Regular	235	78.6%
Teacher, Special Education	48	16.1%
Teacher, Title I	12	4.0%

**Table 2. Gender**

	N	Percent
Female	240	80.3%
Male	57	19.1%
Non-Binary	2	0.7%

**Table 3. Race/Ethnicity**

	N	Percent
American Indian or Alaska Native	3	1.0%
Asian	8	2.7%
Black	6	2.0%
Hawaiian/Pacific Islander	1	0.3%
Hispanic	41	13.7%
Two or More Races	4	1.3%
White	236	78.9%

**Table 4. Educator Preparation Program**

	N	Percent
Adams State University (Traditional)	2	0.7%
Adams State University (Alternative)	3	1.0%
Centennial BOCES	9	3.0%
Colorado Christian University (Traditional)	6	2.0%
Colorado Christian University (Alternative)	9	3.0%
Colorado College	2	0.7%
Colorado Mesa University	5	1.7%
Colorado Mountain College (Traditional)	2	0.7%
Colorado State University, Fort Collins	6	2.0%
Colorado State University, Global Campus (Traditional)	1	0.3%
Colorado State University, Global Campus (Alternative)	1	0.3%
Colorado State University, Pueblo (Traditional)	7	2.3%



Colorado State University, Pueblo (Alternative)	3	1.0%
Denver Public Schools	1	0.3%
East Central BOCES	5	1.7%
Fort Lewis College (Traditional)	5	1.7%
Fort Lewis College (Alternative)	2	0.7%
Fort Morgan School District RE-3	2	0.7%
Friends Teacher Preparation	5	1.7%
Global Village Charter Collaborative	2	0.7%
Metropolitan State University (Traditional)	18	6.0%
Metropolitan State University (Alternative)	7	2.3%
Mountain BOCES	7	2.3%
Northeast BOCES	4	1.3%
Northwest BOCES	1	0.3%
Pikes Peak BOCES	7	2.3%
Public Education & Business Coalition Teacher Residency	12	4.0%
Regis University	3	1.0%
Relay Graduate School of Education (Traditional)	3	1.0%
Relay Graduate School of Education (Alternative)	2	0.7%
San Luis Valley BOCES	5	1.7%
South Central BOCES	3	1.0%
Southeastern BOCES	1	0.3%
Teach for America	1	0.3%
University of Colorado, Boulder (Traditional)	8	2.7%
University of Colorado, Boulder (Alternative)	1	0.3%
University of Colorado, Colorado Springs (Traditional)	11	3.7%
University of Colorado, Colorado Springs (Alternative)	3	1.0%
University of Colorado, Denver (Traditional)	11	3.7%
University of Colorado, Denver: ASPIRE to Teach (Alternative)	47	15.7%
University of Denver	9	3.0%
University of Northern Colorado (Traditional)	33	11.0%
University of Northern Colorado (Alternative)	3	1.0%
University of Phoenix	4	1.3%
West Central Licensing (Uncompahgre BOCES)	4	1.3%
Western State Colorado University (Traditional)	6	2.0%
Western State Colorado University (Alternative)	7	2.3%

**Table 5. Type of Program**

	N	Percent
Alternative	161	53.8%
Traditional	138	46.2%

**Table 6. Years of Teaching Experience**

	N	Minimum	Maximum	Mean	Std. Deviation
Years' Teaching Experience	299	0	24	2.26	2.969



**Table 7. Primary Endorsement Area**

	<b>N</b>	<b>Percent</b>
Agriculture and Renewable Natural Resources Education	1	0.3%
Business/Marketing (Grades 6-12)	5	1.7%
Computer Science (Grades K-12)	1	0.3%
Drama Theater Arts (Grades K-12)	2	0.7%
Early Childhood Education (Ages 0-8)	19	6.4%
Early Childhood Special Education Specialist (Ages 0-8)	3	1.0%
Elementary Education (Grades K-6)	107	35.8%
English Language Arts (Grades 6-12)	31	10.4%
French (Grades K-12)	2	0.7%
Health Education (Grades K-12)	2	0.7%
Instructional Technology (Grades K-12)	1	0.3%
Latin (Grades K-12)	1	0.3%
Mandarin Chinese (Grades K-12)	1	0.3%
Mathematics Education (Grades 6-12)	3	1.0%
Middle School Mathematics Education (Grades 6-8)	5	1.7%
Music (Grades K-12)	11	3.7%
Physical Education (Grades K-12)	2	0.7%
Science Education (Grades 6-12)	27	9.0%
Social Studies (7-12)	1	0.3%
Social Studies Education (Grades 6-12)	18	6.0%
Spanish (Grades K-12)	11	3.7%
Special Education Generalist (Ages 5-21)	30	10.0%
Visual Arts (Grades K-12)	15	5.0%



**Table 8. Endorsement Area for Additional Endorsements**

	N	Percent
Business/Marketing (Grades 6-12)	4	3.0%
Computer Science (Grades K-12)	1	0.8%
CTE Information Technology	1	0.8%
Culturally and Linguistically Diverse Education (Grades K-12)	39	29.5%
Culturally and Linguistically Diverse Education Specialist (Grades K-12)	1	0.8%
Drama Theater Arts (Grades K-12)	1	0.8%
Early Childhood Special Education (Ages 0-8)	2	1.5%
Elementary Education (Grades K-6)	11	8.3%
English Language Arts (Grades 6-12)	6	4.5%
Family and Consumer Sciences Education (Grades 6-12)	1	0.8%
French (Grades K-12)	2	1.5%
Gifted Education Core (Grades PreK-12)	3	2.3%
Mathematics Education (Grades 6-12)	4	3.0%
Middle School Mathematics Education (Grades 6-8)	7	5.3%
Music (Grades K-12)	1	0.8%
Physical Education (Grades K-12)	3	2.3%
Reading Specialist (Grades K-12)	1	0.8%
Science Education (Grades 6-12)	4	3.0%
Social Studies Education (Grades 6-12)	16	12.1%
Spanish	1	0.8%
Special Education Generalist (Ages 5-21)	19	14.4%
Speech (Grades 6-12)	3	2.3%
Visual Arts (Grades K-12)	1	0.8%

**Table 9: Grade band**

	N	Percent
Preschool	6	2.0%
K-5 (Elementary School)	137	45.8%
6-8 (Middle School)	75	25.1%
9-12 (High School)	81	27.1%

**Table 10: Subject area taught**

	N	Percent
Agriculture	1	0.3%
Art	17	5.7%
Business/Marketing	4	1.3%
Computer Science	3	1.0%
English Language Arts	90	30.1%
Mathematics	27	9.1%
Music	10	3.3%
Physical Curriculum (e.g. Health, P.E.)	5	1.7%
Science	28	9.4%



	N	Percent
Social Studies	18	6.0%
Special Education	35	11.7%
Technology Education	1	0.4%
World Languages	13	4.3%
Other	47	15.7%

The other category includes- Business/Marketing, Drama, Early Childhood Education (Regular and Special Education), Elementary School, and Speech

**Table 11: Would choose same preparation program**

	N	Percent
Yes	215	78.2%
No	20	7.3%
Not sure	40	14.5%

Note: Percentages are calculated using valid responses only. Missing responses were excluded from the analysis. Twenty-four (8%) responses were missing.

**Table 12. Reasons respondents would choose same preparation program**

	N
I received adequate support, coaching, and/or mentoring.	169
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
The time commitment was appropriate and feasible.	155
The coursework was appropriately challenging.	151
The program was flexible and/or adjusted to meet my needs.	139
I received adequate advising throughout the program.	130
There were many opportunities to collaborate with my peers.	113
My clinical experiences during the program were sufficient.	100
The travel expectations were appropriate and feasible.	94
Other*	19

\*Cost of program, availability of on-line classes, allowing educators to learn while in the classroom are a few of the reasons included in the other category.

**Table 13. Reasons respondents would not choose same preparation program**

	N
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 receive adequate advising throughout the program.	5
The program was not flexible and/or did not adjust to meet my needs.	3
My clinical experiences were not sufficient.	3
The program’s atmosphere/culture was not conducive to learning.	2
The travel expectations were not appropriate/feasible.	2
There were no/minimal opportunities to collaborate with my peers.	3
The coursework was not challenging enough.	1
The coursework was too challenging.	0
Other*	7

\*Lack of practical time in the classroom and insufficient access to teachers/coaches are some of the reasons given in the other category.



**Summary:** Survey respondents are largely regular teachers, female, White, and within their first two years of teaching. They come from a variety of Colorado institutions with the largest representation from the University of Colorado- Denver (ASPIRE). The most common primary endorsement was Elementary Education (35.8%). English Language Arts (10.4%), Special Education Generalist (10%), and Science (9%) are the next most predominant endorsements. Additionally, 132 (44%) have at least one additional endorsement. Finally, more than three-quarters of respondents (78.1%) who responded to the question of whether they would choose the same preparation program said they would.



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## Testing for Statistically Significant Differences: Methods and Results

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To examine potential differences in survey responses between educators with initial or professional licenses, Independent Samples T-test and One-Way Analysis of Variance (ANOVA) were conducted to examine if the difference in responses were statistically significant,

All tests were conducted using a significance level of .05. Results with p-values less than .05 were considered statistically significant, thus indicating that the differences in responses were unlikely to have occurred by chance.

### **Independent Samples T-test Results**

Independent Samples t-test were used to compare the mean responses between educators holding an initial teacher license versus those with a professional teacher license. This test shows whether the difference in average responses between the two groups is likely due to chance or reflects a meaningful distinction.

Table 14 summarizes the results of the T-tests for each item. Teachers with initial licenses consistently rated themselves higher on these instructional practices compared to those with professional licenses. Overall, results show that educators with an initial license (Group 1) felt more positively about their EPP's preparation across all TQS areas compared to Colorado educators with a professional license (Group 2), except for two items: respect for diversity and inclusion and collaboration with families. These findings suggest that newer educators may perceive themselves as more confident or prepared to teach in accordance with Colorado's Teacher Quality Standards.

**Table 14. Summary of T-test of statistically significance findings**

Item	Significant?	p-value	Mean Difference	Interpretation
Provide instruction aligned with CO standards	<input checked="" type="checkbox"/> Yes	0.013	0.206	Initial teacher rated higher
Develop cross-curricular connections	<input checked="" type="checkbox"/> Yes	0.019	0.198	Initial teacher rated higher
Knowledge of content & practices	<input checked="" type="checkbox"/> Yes	0.004	0.239	Initial teacher rated higher
Foster nurturing learning environment	<input checked="" type="checkbox"/> Yes	0.008	0.222	Initial teacher rated higher
Respect for diversity & inclusion	<input checked="" type="checkbox"/> No	0.076	0.134	Initial teacher rated higher
Adapt instruction for varying needs	<input checked="" type="checkbox"/> Yes	0.001	0.300	Initial teacher rated higher
Collaborate with families	<input checked="" type="checkbox"/> No	0.135	0.166	Initial teacher rated higher
Knowledge of learning & development	<input checked="" type="checkbox"/> Yes	0.001	0.287	Initial teacher rated higher
Assess learning & provide feedback	<input checked="" type="checkbox"/> Yes	0.002	0.238	Initial teacher rated higher
Integrate technology	<input checked="" type="checkbox"/> Yes	0.032	0.194	Initial teacher rated higher
High expectations & critical thinking	<input checked="" type="checkbox"/> Yes	0.001	0.425	Initial teacher rated higher
Teamwork & leadership (1st instance)	<input checked="" type="checkbox"/> Yes	0.008	0.251	Initial teacher rated higher
Effective communication	<input checked="" type="checkbox"/> Yes	0.001	0.304	Initial teacher rated higher
Professional conduct	<input checked="" type="checkbox"/> Yes	0.001	0.311	Initial teacher rated higher
Link growth to goals	<input checked="" type="checkbox"/> Yes	0.001	0.364	Initial teacher rated higher
Respond to dynamic environment	<input checked="" type="checkbox"/> Yes	0.001	0.367	Initial teacher rated higher
Teamwork & leadership (2nd instance)	<input checked="" type="checkbox"/> Yes	0.002	0.265	Initial teacher rated higher
Student learning & achievement	<input checked="" type="checkbox"/> Yes	0.001	0.307	Initial teacher rated higher
Postsecondary/workforce readiness	<input checked="" type="checkbox"/> Yes	0.004	0.398	Initial teacher rated higher

Based on these results, responses for initial teacher licensed educators and professional licensed educators will be presented separately.

### ANOVA Test Results

A one-way analysis of variance (ANOVA) was conducted to assess whether educators' perceptions varied based on their years of experience. This test was necessary because the t-test can only compare two groups and an ANOVA can analyze multiple groups. Educators were categorized into predefined experience bands: 0-2 years, 3-5 years, 6-10 years, and 11-15 years. Mean responses to survey items were then compared across these groups.

Initial teaching licenses are awarded to candidates after completion of a preparation program and can last for up to three years. They may also be issued to out of state candidates who do not have at least three years of teaching experience or have not completed an induction program. A professional license is issued after the completion of an induction program, which can happen at any time within the first three years of employment in Colorado. Because timelines vary significantly, license type is not a consistent indicator of years of experience.

The ANOVA showed no statistically significant differences in TQS or MSL items based on years of experience. Table 15 summarizes the results of the ANOVA analysis for respondents grouped according to their years of experience.



**Table 15. Summary of ANOVA analysis on Years of Experience**

Item	Significant?	p-value	Interpretation
Provide instruction aligned with CO standards	✗ No	0.371	No significant difference
Develop cross-curricular connections	✗ No	0.078	No significant difference
Knowledge of content & practices	✗ No	0.085	No significant difference
Foster nurturing learning environment	✗ No	0.284	No significant difference
Respect for diversity & inclusion	✗ No	0.755	No significant difference
Adapt instruction for varying needs	✗ No	0.364	No significant difference
Collaborate with families	✗ No	0.285	No significant difference
Knowledge of learning & development	✗ No	0.700	No significant difference
Assess learning & provide feedback	✗ No	0.316	No significant difference
Integrate technology	✗ No	0.746	No significant difference
High expectations & critical thinking	✗ No	0.355	No significant difference
Teamwork & leadership (1st instance)	✗ No	0.420	No significant difference
Effective communication	✗ No	0.597	No significant difference
Professional conduct	✗ No	0.483	No significant difference
Link growth to goals	✗ No	0.702	No significant difference
Respond to dynamic environment	✗ No	0.108	No significant difference
Teamwork & leadership (2nd instance)	✗ No	0.347	No significant difference
Student learning & achievement	✗ No	0.207	No significant difference
Postsecondary/workforce readiness	✗ No	0.100	No significant difference

### Item-Level Rating Scale Results

Because tests demonstrated statistically significant differences between educators with an initial teacher license and those with a professional teacher license, the results that follow present frequencies of rating scale responses for items related to TQs or MSLs disaggregated by license type. The rating scale used was: 1=strongly disagree, 2=disagree, 3=agree, and 4=strongly agree. Table 16 shows how each item aligns with its respective TQS or MSL survey question code. In this iteration of the survey, one TQS question on instruction was asked twice and one TQS question on professionalism was not included.



**Table 16. Item-Factor Alignment**

Item	TQS or MSL Factor
<b>Item stem:</b> To what extent do you agree that your preparation program adequately prepared you to:	
Provide instruction aligned with the Colorado Academic Standards.	TQS 1 – Content knowledge
Develop and implement lessons that make cross-curricular connections and emphasize literacy and numeracy.	TQS 1 – Content knowledge
Demonstrate knowledge of content and evidence-based instructional practices.	TQS 1 – Content knowledge
Foster an efficient and nurturing learning environment.	TQS 2 – Learning environment
Demonstrate respect for diversity, while fostering an inclusive community for all students.	TQS 2 – Learning environment
Adapt instruction for students' varying levels of ability, needs, and interests.	TQS 2 – Learning environment
Work collaboratively with families for the benefit of students.	TQS 2 – Learning environment
Demonstrate knowledge about the ways learning takes place, including student development.	TQS 3 – Instruction
Use formal and informal methods to assess learning, provide feedback, and use results.	TQS 3 – Instruction
Integrate and utilize appropriate available technology.	TQS 3 – Instruction
Establish high expectations and support development of critical-thinking and problem-solving skills.	TQS 3 – Instruction
Provide students with opportunities to work in teams and develop leadership.*	TQS 3 – Instruction
Model and promote effective communication.	TQS 3 – Instruction
Demonstrate high standards for professional conduct.	TQS 4 – Professionalism
Link professional growth to professional goals.	TQS 4 – Professionalism
Respond to a complex, dynamic environment.	TQS 4 – Professionalism
Demonstrate leadership in the school, community, and teaching profession. †	TQS 4 – Professionalism
Demonstrate high levels of student learning, growth, and academic achievement.	MSL - Student learning
Demonstrate high levels of student growth in postsecondary and workforce readiness.	MSL - Student learning

\*Asked twice

†Not asked at all

The following 19 tables show the frequency of rating scale responses for the items aligned to the TQS or MSL factors, grouped by respondents' licensure type.



## Item-Level Responses for Educators

**Table 17. Provide instruction aligned with the Colorado Academic Standards**

	Initial License (N=121)	Professional License (N=178)
Strongly Agree	60.3% (73)	43.3% (77)
Agree	32.2% (39)	48.3% (86)
Disagree	6.6% (8)	5.6% (10)
Strongly Disagree	0.8% (1)	2.2% (4)
Don't Know	-	0.6% (1)

**Table 18. Develop and implement lessons that make cross-curricular connections and emphasize literacy and numeracy**

	Initial License (N=121)	Professional License (N=178)
Strongly Agree	49.6% (60)	32.0% (57)
Agree	40.5% (49)	55.1% (98)
Disagree	8.3% (10)	11.2% (20)
Strongly Disagree	0.8% (1)	1.7% (3)
Don't Know	0.8% (1)	-

**Table 19. Demonstrate knowledge of content and evidence-based instructional practices**

	Initial License (N=121)	Professional License (N=178)
Strongly Agree	61.2% (74)	42.7% (76)
Agree	33.9% (41)	46.6% (83)
Disagree	3.3% (4)	8.4% (15)
Strongly Disagree	0.8% (1)	2.2% (4)
Don't Know	0.8% (1)	-

**Table 20. Foster an efficient and nurturing learning environment**

	Initial License (N=121)	Professional License (N=178)
Strongly Agree	64.5% (78)	42.7% (76)
Agree	29.8% (36)	50.6% (90)
Disagree	3.3% (4)	4.5% (8)
Strongly Disagree	1.7% (2)	1.7% (3)
Don't Know	0.8% (1)	0.6% (1)



**Table 21. Demonstrate respect for diversity, while fostering an inclusive community for all students**

	Initial License (N=121)	Professional License (N=178)
Strongly Agree	70.2% (85)	53.4% (95)
Agree	26.4% (32)	43.3% (77)
Disagree	0.8% (1)	2.8% (5)
Strongly Disagree	0.8% (1)	0.6% (1)
Don't Know	1.7% (2)	-

**Table 22. Adapt instruction for students' varying levels of ability, needs, and interests**

	Initial License (N=121)	Professional License (N=178)
Strongly Agree	54.5% (66)	37.6% (67)
Agree	38.0% (46)	46.1% (82)
Disagree	6.6% (8)	11.8% (21)
Strongly Disagree	0.8% (1)	3.9% (7)
Don't Know	-	0.6% (1)

**Table 23. Work collaboratively with families for the benefit of students**

	Initial License (N=121)	Professional License (N=174)
Strongly Agree	44.7% (51)	29.0% (51)
Agree	36.0% (41)	46.6% (82)
Disagree	12.3% (14)	19.3% (34)
Strongly Disagree	3.3% (4)	4.0% (7)
Don't Know	3.3% (4)	1.1% (2)

Note: Percentages are calculated using valid responses only. Missing responses were excluded from the analysis. Seven responses (5.8%) are missing from Initial Teacher License respondents, and two responses (1.1%) are missing from Professional Licensed respondents.

**Table 24. Demonstrate knowledge about the ways learning takes place, including student development**

	Initial License (N=121)	Professional License (N=178)
Strongly Agree	57.0% (65)	36.9% (65)
Agree	37.7% (43)	51.1% (90)
Disagree	4.4% (5)	9.1% (16)
Strongly Disagree	0.9% (1)	2.8% (5)

Note: Percentages are calculated using valid responses only. Missing responses were excluded from the analysis. Seven responses (5.8%) are missing from Initial Teacher License respondents, and two responses (1.1%) are missing from Professional Licensed respondents.



**Table 25. Use formal and informal methods to assess learning, provide feedback, and use results**

	Initial License (N=121)	Professional License (N=178)
Strongly Agree	59.6% (68)	42.6% (75)
Agree	37.7% (43)	48.9% (86)
Disagree	1.8% (2)	6.8% (12)
Strongly Disagree	0.9% (1)	1.7% (3)

Note: Percentages are calculated using valid responses only. Missing responses were excluded from the analysis. Seven responses (5.8%) are missing from Initial Teacher License respondents, and two responses (1.1%) are missing from Professional Licensed respondents.

**Table 26. Integrate and utilize appropriate available technology**

	Initial License (N=121)	Professional License (N=178)
Strongly Agree	45.6% (52)	34.1% (60)
Agree	46.5% (53)	50.0% (88)
Disagree	5.3% (6)	12.5% (22)
Strongly Disagree	1.8% (2)	3.4% (6)
Don't Know	0.9% (1)	-

Note: Percentages are calculated using valid responses only. Missing responses were excluded from the analysis. Seven responses (5.8%) are missing from Initial Teacher License respondents, and two responses (1.1%) are missing from Professional Licensed respondents.

**Table 27. Establish high expectations and support development of critical-thinking and problem-solving skills**

	Initial License (N=121)	Professional License (N=178)
Strongly Agree	58.8% (67)	33.5% (59)
Agree	38.6% (44)	52.8% (93)
Disagree	0.9% (1)	8.5% (15)
Strongly Disagree	1.8% (2)	2.3% (4)
Don't Know	-	2.8% (5)

Note: Percentages are calculated using valid responses only. Missing responses were excluded from the analysis. Seven responses (5.8%) are missing from Initial Teacher License respondents, and two responses (1.1%) are missing from Professional Licensed respondents.

**Table 28. Provide students with opportunities to work in teams and develop leadership**

	Initial License (N=121)	Professional License (N=178)
Strongly Agree	48.2% (55)	32.4% (57)
Agree	39.5% (45)	48.9% (86)
Disagree	10.5% (12)	15.3% (27)
Strongly Disagree	1.8% (2)	2.3% (4)
Don't Know	-	1.1% (2)

Note: Percentages are calculated using valid responses only. Missing responses were excluded from the analysis. Seven responses (5.8%) are missing from Initial Teacher License respondents, and two responses (1.1%) are missing from Professional Licensed respondents.



**Table 29. Model and promote effective communication**

	Initial License (N=121)	Professional License (N=178)
Strongly Agree	54.5% (60)	34.3% (57)
Agree	40.9% (45)	51.8% (86)
Disagree	3.6% (4)	12.7% (21)
Strongly Disagree	0.9% (1)	0.6% (1)
Don't Know	-	0.6% (1)

Note: Percentages are calculated using valid responses only. Missing responses were excluded from the analysis. Eleven responses (9.1%) are missing from Initial Teacher License respondents, and two responses (1.1%) are missing from Professional Licensed respondents.

**Table 30. Demonstrate high standards for professional conduct**

	Initial License (N=121)	Professional License (N=178)
Strongly Agree	64.5% (71)	42.8% (71)
Agree	34.5% (38)	49.4% (82)
Disagree	0.9% (1)	6.0% (10)
Strongly Disagree	-	1.2% (2)
Don't Know	-	0.6% (1)

Note: Percentages are calculated using valid responses only. Missing responses were excluded from the analysis. Eleven responses (9.1%) are missing from Initial Teacher License respondents, and two responses (1.1%) are missing from Professional Licensed respondents.

**Table 31. Link professional growth to professional goals**

	Initial License (N=121)	Professional License (N=178)
Strongly Agree	52.7% (58)	33.1% (55)
Agree	40.9% (45)	48.8% (81)
Disagree	5.5% (6)	14.5% (24)
Strongly Disagree	0.9% (1)	1.2% (2)
Don't Know	-	2.4% (4)

Note: Percentages are calculated using valid responses only. Missing responses were excluded from the analysis. Eleven responses (9.1%) are missing from Initial Teacher License respondents, and two responses (1.1%) are missing from Professional Licensed respondents.

**Table 32. Respond to a complex, dynamic environment**

	Initial License (N=121)	Professional License (N=178)
Strongly Agree	50.9% (56)	31.9% (53)
Agree	41.8% (46)	47.6% (79)
Disagree	6.4% (7)	16.9% (28)
Strongly Disagree	0.9% (1)	1.8% (3)
Don't Know	-	1.8% (3)

Note: Percentages are calculated using valid responses only. Missing responses were excluded from the analysis. Eleven responses (9.1%) are missing from Initial Teacher License respondents, and two responses (1.1%) are missing from Professional Licensed respondents.



**Table 33. Provide students with opportunities to work in teams and develop leadership**

	Initial License (N=121)	Professional License (N=178)
<b>Strongly Agree</b>	50.0% (55)	31.3% (52)
<b>Agree</b>	41.8% (45)	54.2% (90)
<b>Disagree</b>	7.3% (8)	12.7% (21)
<b>Strongly Disagree</b>	0.9% (1)	1.2% (2)
<b>Don't Know</b>	-	0.6% (1)

Note: Percentages are calculated using valid responses only. Missing responses were excluded from the analysis. Eleven responses (9.1%) are missing from Initial Teacher License respondents, and two responses (1.1%) are missing from Professional Licensed respondents.

**Table 34. Demonstrate high levels of student learning, growth, and academic achievement**

	Initial License (N=121)	Professional License (N=178)
<b>Strongly Agree</b>	58.2% (64)	35.5% (59)
<b>Agree</b>	36.4% (40)	51.8% (86)
<b>Disagree</b>	2.7% (3)	10.2% (17)
<b>Strongly Disagree</b>	2.7% (3)	1.2% (2)
<b>Don't Know</b>	-	1.2% (2)

Note: Percentages are calculated using valid responses only. Missing responses were excluded from the analysis. Eleven responses (9.1%) are missing from Initial Teacher License respondents, and two responses (1.1%) are missing from Professional Licensed respondents.

**Table 35. Demonstrate high levels of student growth in postsecondary and workforce readiness**

	Initial License (N=121)	Professional License (N=178)
<b>Strongly Agree</b>	43.6% (48)	24.7% (41)
<b>Agree</b>	36.4% (40)	44.0% (73)
<b>Disagree</b>	10.9% (12)	17.5% (29)
<b>Strongly Disagree</b>	3.6% (4)	3.6% (6)
<b>Don't Know</b>	5.5% (6)	10.2% (17)

Note: Percentages are calculated using valid responses only. Missing responses were excluded from the analysis. Eleven responses (9.1%) are missing from Initial Teacher License respondents, and two responses (1.1%) are missing from Professional Licensed respondents.



## Factor Level Results

Factor scores for each of the TQS and the MSL factor were calculated by averaging the ratings across all items aligned with the given TQS or MSL. In the factor results, mean scores above 2.5 suggest general agreement with items and less than 2.5 suggest general disagreement. Average factor scores for all TQs or MSLs indicates general agreement.

**Table 36: Descriptive Statistics for TQS and MSL Factor Scores**

		N	Minimum	Maximum	Mean	Std. Deviation
<b>Initial Teaching License</b>	Content Knowledge	121	1.00	4.00	3.48	.61
	Learning Environment	114	1.00	4.00	3.48	.59
	Instruction	110	1.00	4.00	3.47	.55
	Professionalism	110	1.33	4.00	3.51	.53
	Student Learning	110	1.00	4.00	3.30	.77
<b>Professional Teaching License</b>	Content Knowledge	178	1.00	4.00	3.26	.61
	Learning Environment	176	1.25	4.00	3.25	.61
	Instruction	166	1.17	4.00	3.19	.61
	Professionalism	166	.67	4.00	3.16	.69
	Student Learning	166	.00	4.00	2.95	.86

## Disaggregated Results

In the tables provided below, the average factor scores for the 4 TQS and 1 MSL factor are broken down by survey respondent demographic data and institutional information. For example, in the table directly below, the average score for the Teacher Quality Standard for Content Knowledge 3.37 for females and 3.26 for males.

**Table 37: Disaggregated by Gender**

		Content Knowledge	Learning Environment	Instruction	Professionalism	Student Learning
<b>Female</b>	Mean	3.37	3.36	3.33	3.34	3.09
	N	240	233	221	221	221
<b>Male</b>	Mean	3.26	3.23	3.16	3.13	3.07
	N	57	55	53	53	53
<b>Non-Binary</b>	Mean	3.50	3.25	3.33	3.50	3.00
	N	2	2	2	2	2
<b>Total</b>	Mean	3.35	3.34	3.30	3.30	3.08
	N	299	290	276	276	276



**Table 38: Disaggregated by Race/Ethnicity**

		Content Knowledge	Learning Environment	Instruction	Professionalism	Student Learning
<b>American Indian or Alaska Native</b>	Mean	3.11	3.17	3.17	3.00	2.83
	N	3	3	3	3	3
<b>Asian</b>	Mean	3.71	3.63	3.52	3.50	3.25
	N	8	8	8	8	8
<b>Black</b>	Mean	3.61	3.50	3.56	3.56	3.33
	N	6	6	6	6	6
<b>Hawaiian/Pacific Islander</b>	Mean	3.00	3.00	3.00	2.67	2.00
	N	1	1	1	1	1
<b>Hispanic</b>	Mean	3.44	3.43	3.35	3.31	3.17
	N	41	41	38	38	38
<b>Two or More Races</b>	Mean	3.50	3.56	3.54	3.75	3.50
	N	4	4	4	4	4
<b>White</b>	Mean	3.32	3.31	3.27	3.28	3.06
	N	236	227	216	216	216
<b>Total</b>	Mean	3.35	3.34	3.30	3.30	3.08
	N	299	290	276	276	276

**Table 39: Disaggregated by Rural Status**

		Content Knowledge	Learning Environment	Instruction	Professionalism	Student Learning
<b>Non-Rural</b>	Mean	3.38	3.36	3.33	3.32	3.12
	N	214	208	199	199	199
<b>Rural</b>	Mean	3.18	3.21	3.12	3.13	2.91
	N	52	50	48	48	48
<b>Small Rural</b>	Mean	3.39	3.42	3.39	3.41	3.14
	N	33	32	29	29	29
<b>Total</b>	Mean	3.35	3.34	3.30	3.30	3.08
	N	299	290	276	276	276

**Table 40: Disaggregated by Program Type**

		Content Knowledge	Learning Environment	Instruction	Professionalism	Student Learning
<b>Alternative</b>	Mean	3.41	3.43	3.39	3.37	3.21
	N	161	158	150	150	150
<b>Traditional</b>	Mean	3.28	3.23	3.20	3.21	2.94
	N	138	132	126	126	126
<b>Total</b>	Mean	3.35	3.34	3.30	3.30	3.08
	N	299	290	276	276	276



Table 41 summarizes mean differences for the four TQS and one MSL factor by Educator Preparation Program with more than five survey responses. Instead of showing the mean score for each, this table shows the mean differences. For example, Centennial BOCES respondents rated the program higher than the mean scores on each factor. This suggests that they viewed the program favorably in terms of preparing them on TQS and MSL.

**Table 41: Mean Differences Disaggregated by Educator Preparation Program**

		Content Knowledge	Instruction	Learning	Professionalism	Student Learning
<b>Centennial BOCES</b>	Mean difference	0.24	0.37	0.16	0.37	0.42
	N	9	8	9	8	8
<b>Colorado Christian University (Alternative)</b>	Mean difference	-0.24	-0.10	-0.17	-0.07	-0.14
	N	9	9	9	9	9
<b>Colorado Christian University (Traditional)</b>	Mean difference	0.43	-	-	-	-
	N	6	-	-	-	-
<b>Colorado Mesa University</b>	Mean difference	-0.08	-0.13	0.11	-0.36	-0.08
	N	5	5	5	5	5
<b>Colorado State University, Fort Collins</b>	Mean difference	-0.24	-0.33	-0.21	-0.30	-0.42
	N	6	6	6	6	6
<b>Colorado State University, Pueblo (Traditional)</b>	Mean difference	-0.49	-0.47	-0.59	-0.46	-0.67
	N	7	6	7	6	6
<b>East Central BOCES</b>	Mean difference	0.38	-	0.46	-	-
	N	5	-	5	-	-
<b>Fort Lewis College (Traditional)</b>	Mean difference	-0.48	-0.47	-0.29	-0.30	-0.58
	N	5	5	5	5	5
<b>Friends Teacher Preparation</b>	Mean difference	0.38	0.23	0.41	0.30	-0.18
	N	5	5	5	5	5
<b>Metropolitan State University (Alternative)</b>	Mean difference	0.08	0.22	0.06	0.18	0.20
	N	7	7	7	7	7
<b>Metropolitan State University (Traditional)</b>	Mean difference	0.04	0.03	-0.07	0.02	0.06
	N	18	17	17	17	17
<b>Mountain BOCES</b>	Mean difference	-0.11	-0.01	0.06	0.08	0.35
	N	7	7	7	7	7
<b>Pikes Peak BOCES</b>	Mean difference	0.22	-0.11	-0.12	-0.11	0.27
	N	7	7	7	7	7
<b>Public Education &amp; Business Coalition Teacher Residency</b>	Mean difference	0.26	0.20	0.25	0.13	0.01
	N	12	11	12	11	11



		<b>Content Knowledge</b>	<b>Instruction</b>	<b>Learning</b>	<b>Professionalism</b>	<b>Student Learning</b>
<b>San Luis Valley BOCES</b>	Mean difference	-0.55	-	-	-	-
	N	5	-	-	-	-
<b>University of Colorado, Boulder (Traditional)</b>	Mean difference	-0.22	-0.18	0.13	-0.34	-0.15
	N	8	7	7	7	7
<b>University of Colorado, Colorado Springs (Traditional)</b>	Mean difference	0.01	-0.16	-0.22	-0.12	-0.13
	N	11	11	11	11	11
<b>University of Colorado, Denver (Traditional)</b>	Mean difference	-0.32	-0.19	-0.16	-0.05	-0.31
	N	11	11	11	11	11
<b>University of Colorado, Denver: ASPIRE to Teach (Alternative)</b>	Mean difference	0.18	0.11	0.17	0.11	0.19
	N	47	44	46	44	44
<b>University of Denver</b>	Mean difference	-0.09	-0.07	-0.11	-0.05	-0.02
	N	9	8	9	8	8
<b>University of Northern Colorado (Traditional)</b>	Mean difference	-0.05	-0.13	-0.26	-0.15	-0.26
	N	33	28	31	28	28
<b>Western State Colorado University (Alternative)</b>	Mean difference	0.22	0.20	0.16	0.15	0.25
	N	7	6	7	6	6
<b>Western State Colorado University (Traditional)</b>	Mean difference	0.10	0.20	0.04	0.37	0.32
	N	6	5	6	5	5
<b>Total</b>	Mean	3.35	3.30	3.34	3.30	3.08
	N	299	276	290	276	276



## District-Level Variables

In the following tables, district-level average factor scores for the 4 TQS factors and 1 MSL measure are provided for each ordinal level of the variable. In the table directly below, the average MSL for Student Learning factor score for teachers in Academy 20 is 3.5. Table 39 above provides the mean factor scores based on rurality of districts.

**Table 42: Disaggregated by District**

District Name		Content Knowledge	Learning Environment	Instruction	Professionalism	Student Learning
<b>Academy 20</b>	Mean	3.67	3.46	3.56	3.56	3.50
	N	6	6	6	6	6
<b>Adams 12 Five Star Schools</b>	Mean	3.48	3.39	3.36	3.52	3.21
	N	9	7	7	7	7
<b>Adams-Arapahoe 28J</b>	Mean	3.48	3.50	3.40	3.33	2.95
	N	11	11	10	10	10
<b>Boulder Valley Re 2</b>	Mean	3.61	3.54	-	-	-
	N	6	6	-	-	-
<b>Charter School Institute</b>	Mean	3.44	3.59	3.55	3.45	3.18
	N	12	11	11	11	11
<b>Cherry Creek 5</b>	Mean	3.39	3.27	3.23	3.30	3.14
	N	11	11	11	11	11
<b>Colorado Springs 11</b>	Mean	3.33	3.32	3.36	3.43	3.07
	N	7	7	7	7	7
<b>Denver County 1</b>	Mean	3.49	3.41	3.46	3.35	3.14
	N	27	26	25	25	25
<b>District 49</b>	Mean	3.86	3.64	3.57	3.48	3.57
	N	7	7	7	7	7
<b>Douglas County Re 1</b>	Mean	3.49	3.45	3.42	3.39	3.33
	N	24	23	23	23	23
<b>Durango 9-R</b>	Mean	3.13	-	-	-	-
	N	5	-	-	-	-
<b>Greeley 6</b>	Mean	3.33	3.22	3.19	3.22	3.00
	N	9	9	9	9	9
<b>Jefferson County R-1</b>	Mean	3.29	3.33	3.16	3.30	2.95
	N	22	22	21	21	21
<b>Poudre R-1</b>	Mean	3.00	3.28	3.23	3.13	2.94
	N	8	8	8	8	8
<b>Pueblo City 60</b>	Mean	2.94	3.00	2.77	2.87	2.20
	N	6	6	5	5	5
<b>School District 27J</b>	Mean	3.53	3.55	3.50	3.40	3.40
	N	5	5	5	5	5
<b>St Vrain Valley RE1J</b>	Mean	3.43	3.48	3.22	3.26	3.11
	N	10	10	9	9	9



District Name		Content Knowledge	Learning Environment	Instruction	Professionalism	Student Learning
Thompson R2-J	Mean	3.13				
	N	5				
Total	Mean	3.35	3.34	3.30	3.30	3.08
	N	299	290	276	276	276