



Perceptions of EPPs Survey Results 2025

Our Perceptions of Educator Preparation Programs (EPPs) Survey was administered during our typical spring window. This year, we sought input from our completers and employers—both initial and advanced/principal licensure program.

Our results here include feedback from three specific, targeted populations.

1. **Initial Completers:** Candidates who completed our Initial Licensure Program between 2021-2024 and are teaching in Ohio in a public P-12 school district.
2. **Initial Employers:** Administrators (superintendents, assistant superintendents, central office administrators, or principals) who have hired and/or supervised our Initial completers between 2021-2024.
3. **Advanced Completers:** Candidates who completed our Advanced Principal Licensure Program between 2021-2024 and are currently utilizing the license in a public P-12 school district in Ohio.
4. **Advanced Employers:** Administrators (superintendents, assistant superintendents, central office administrators, or principals) who have hired and/or supervised our Advanced completers between 2021-2024.

Table 1. Perceptions of Educator Preparation Programs Response Rates and Respondents by Setting and Program

Stakeholder Category	N Who Received Survey	N Who Completed Survey	Response Rate	Setting	*Program
Initial Alumni (Completers)	117	47	40.2%	Rural: N=12 Small Town: N=6 Suburban: N=20 Urban: N=9	Primary: N=32 Middle Childhood: N=14 Intervention: N=31 AYA: N=7 Multiage: N=5
Initial Employers	20	13	65.0%	Rural: N=2 Small Town: N=4 Suburban: N=5 Urban: N=2	Primary: N=11 Middle Childhood: N=10 Intervention: N=10 AYA: N=8 Multiage: N=2
Advanced Alumni (Completers)	10	6	60.0%	Rural: N=1 Small Town: N=3 Suburban: N=1 Urban: N=1	N/A
Advanced Employers	11	7	63.6%	Rural: N=1 Small Town: N=2 Suburban: N=3 Urban: N=1	N/A

*Respondents are able to select more than one program if they completed more than one program or if they are an employer of more than one program, so the total N size is larger than the total N who completed the survey.

Table 2. Mean Survey Results by Role: Initial Completers, Initial Employers, Advanced Completers, and Advanced Employers

Prompt	Initial Completers N=47	Initial Employers N=13	Advanced Completers N=6	Advanced Employers N=7
1. Understand student learning and development.	3.80	3.86	4.00	4.00
2. Respect the diversity of the students they teach.	3.76	3.86	4.00	4.00
3. Know and understand the content area for which they have instructional responsibility.	3.67	3.86	4.00	4.00
4. Understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.	3.63	3.86	3.83	4.00
5. Be knowledgeable about assessment types, their purposes, and the data they generate.	3.70	3.86	3.83	4.00
6. Analyze data to monitor student progress and learning.	3.65	3.79	3.83	3.86
7. Use data to plan, differentiate, and modify instruction.	3.74	3.71	3.83	3.86
8. Align their instructional goals and activities with school and district priorities.	3.67	3.79	4.00	4.00
9. Differentiate instruction to support the learning needs of all students.	3.72	3.79	3.83	4.00
10. Treat students fairly and establish an environment that is respectful, supportive, and caring.	3.85	3.86	4.00	4.00
11. Maintain an environment that is conducive to learning for all students.	3.74	3.86	4.00	4.00
12. Communicate clearly and effectively.	3.76	3.86	4.00	4.00
13. Collaborate effectively with other teachers, administrators, and district staff.	3.76	3.86	4.00	4.00
14. Understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.	3.80	3.86	4.00	4.00
15. Assume responsibility for professional growth.	3.74	3.79	4.00	4.00