



FROM DESIGN TO PRACTICE

FOUNDING YEAR REPORT | 2025

Every child deserves an
excellent educator.
Let's give them one.

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Every child deserves an excellent educator. Let's give them one.

The promise starts long before a teacher's first day in the classroom.

It starts in preparation: in clear expectations for candidate readiness, purposeful opportunities to learn and practice, strong coaching and feedback, teacher educators who model the work of teaching, evidence that guides improvement, and partnerships that connect preparation to the needs of P-12 students and schools.

[EdPrep Partners](#) was founded to help educator preparation programs, states, districts, and partner organizations move from knowing what strong preparation requires to doing it consistently. To make quality preparation focused, actionable, and visible. The work is urgent, and full of possibilities.

It lives in what candidates experience.

It lives in what teacher educators do.

It lives in how programs use evidence to strengthen preparation.

It lives in the routines that make quality preparation both possible, and routine.

In 2025, EdPrep Partners put that commitment to work: defining quality, examining preparation in practice, supporting implementation, and building a national team with the field experience to help partners move from evidence to action.

Let's make teacher preparation better together.

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A LETTER FROM OUR FOUNDER AND CEO

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I have never been more proud of something we have built in service of teacher preparation. And I mean **we**.

EdPrep Partners' first year was shaped by the programs, state leaders, district partners, board members, team members, supporters, and colleagues across the field who believed this work was possible and helped us make it happen.

EdPrep Partners was not created because the field needed another organization with an opinion about teacher preparation. The field has lots of opinions. It also has a lot of frameworks, standards, policies, research, accreditation systems, grants, initiatives, pathways, models, and leaders who care deeply about preparing teachers well.

But what the field needs now are organizations willing to act alongside programs, states, districts, and partner organizations to put what we know works into practice.

Across my career, I have worked alongside dedicated preparation leaders, faculty, clinical supervisors, mentor teachers, district partners, state agencies, and community organizations focused on improving teacher preparation while navigating real constraints: declining enrollment, staffing pressures, shifting policy expectations, resource limitations, and urgent demand from P-12 schools for teachers who are better prepared on day one.

This work is hard. It is also very possible.

Programs may have a vision for quality teaching, but candidates do not always experience that vision through a clear developmental trajectory. Coursework may introduce important ideas, but candidates do not always have opportunities to analyze, rehearse, enact, and receive feedback on the pedagogies that constitute quality instruction. Clinical experiences may be meaningful, but the quality of those experiences, and the coaching that drives candidate development, often



depends on a candidate “getting” an effective supervisor or mentor teacher. Programs may collect a great deal of data, but the right people do not always have access to the right data at the right time to make decisions that improve what candidates experience today.

These are the kinds of gaps EdPrep Partners was created to help close. In our founding year we didn’t waste a single moment, and we got to work.

We developed and refined the [EdPrep Performance Framework](#) and the [14 Levers for Quality Teacher Preparation](#). We built and implemented a Program Performance Review approach, including the tools and systems needed to support rigorous evidence collection, analysis, findings, and recommendations. We strengthened our technical assistance approach so programs could move from findings to focused action, and from focused action to routine practice. We also invested in training, quality assurance, operations, communications, and a national team with deep field expertise so the work can grow without losing the quality we ask of the field.

We also had the privilege of working alongside partners in Delaware, Michigan, and Texas on statewide and program-level efforts that connect robust diagnostics with prioritized shifts.

Those partnerships reinforced a core belief at EdPrep Partners: improvement does not come from asking programs to fix everything at once. It comes from helping teams identify the few shifts most likely to strengthen candidate readiness, then staying with the work until those shifts show up in practice and can be sustained over time.

The founding year made something important possible at EdPrep Partners: We moved from bold ideas, to infrastructure. From an ambitious mission, to structured methods. From preparation designs alongside programs, to practices that are already impacting candidate readiness. **We moved from design to practice, and we’re making teacher preparation better together.**

We are grateful to the programs, states, districts, funders, board members, team members, and colleagues across the field who helped shape this first year. Most of all, we are grateful to the teacher educators and candidates whose daily work reminds us of why this matters so much.

Every child deserves an excellent educator.
Every candidate deserves excellent preparation.

Let’s continue to deliver on both, together.



Calvin J. Stocker

Founder & CEO, EdPrep Partners

FOUNDING YEAR AT A GLANCE

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EdPrep Partners launched in 2025 with a clear charge: help educator preparation programs and their partners strengthen the systems and practices that prepare candidates to teach well from day one.

The founding year moved quickly from organizational formation to implementation support. EdPrep Partners built core tools, developed a public voice, grew a national team, and began major statewide work with partners in Delaware, Michigan, and Texas.

This was a year of building while doing. From the beginning, EdPrep Partners was developing the tools, routines, team structures, and quality systems needed for strong technical assistance while using them with real partners facing real decisions. That meant defining what quality preparation requires, examining preparation in practice, supporting teams to interpret evidence, and helping partners move toward focused action.

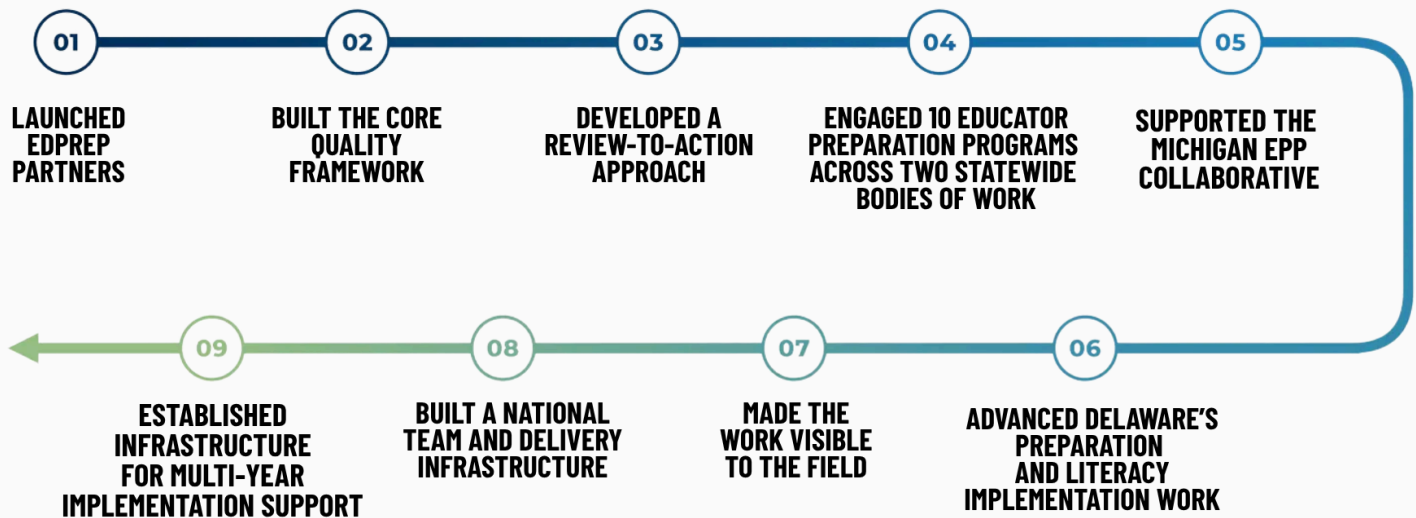
That pace mattered because the needs facing educator preparation programs were immediate. Programs were navigating policy changes, enrollment pressures, workforce needs, literacy expectations, district partnerships, clinical placement challenges, and growing demand for clearer evidence that candidates are ready to teach.

In response, EdPrep Partners focused on usable infrastructure: a common language for quality, evidence-grounded review tools, Strategic Action Planning routines, technical assistance structures, reviewer and partner training, communications systems, and feedback loops to strengthen the work over time.

The year also clarified EdPrep Partners' role: help the expertise already present in programs, states, districts, and partner organizations become more focused, connected, and actionable. Strong preparation depends on committed faculty, clinical supervisors, mentor teachers, program leaders, district partners, and state leaders. EdPrep Partners helps those teams see the system more clearly, identify what matters most, and build routines that allow stronger preparation to hold over time.

The milestones below reflect that first year of work: an organization moving from launch to implementation, and helping partners make quality preparation more visible, actionable, and sustainable.

2025 Milestones and Early Momentum



- 01 Launched EdPrep Partners**
Established a national nonprofit technical assistance center focused on improving teacher preparation quality, candidate readiness, and the systems that support both.
- 02 Built the core quality framework**
Defined and refined the EdPrep Performance Framework and the 14 Levers for Quality Teacher Preparation to help programs and partners name what strong preparation requires.
- 03 Developed a review-to-action approach**
Built Program Performance Review, Strategic Action Planning, and technical assistance tools designed to help partners move from evidence to priorities, and from priorities to implementation.
- 04 Engaged 10 educator preparation programs across two statewide bodies of work**
Supported five Delaware EPPs and five Michigan EPPs through review, planning, technical assistance, or statewide improvement efforts.
- 05 Supported the Michigan EPP Collaborative**
Worked alongside Central Michigan University, Eastern Michigan University, Michigan State University, Northern Michigan University, and Western Michigan University as

part of a statewide collaborative focused on program improvement and candidate readiness.

06

Advanced Delaware's preparation and literacy implementation work

Supported Delaware State University, Delaware Technical Community College, Relay Graduate School of Education, University of Delaware, and Wilmington University through Science of Reading review and technical assistance work.

07

Built a national team and delivery infrastructure

Developed a growing team of staff, reviewers, specialists, Quality Assurance Partners, Lead Reviewers, and Technical Assistance Partners with experience across teaching, preparation, coaching, research, literacy, mathematics, program leadership, and implementation.

08

Made the work visible to the field

Published 20+ field-facing updates, resources, and essays, including EdPrep Insights, EdPrep In Focus, EdPrep Perspective, quarterly updates, and the five-part Beyond Access series.

09

Established infrastructure for multi-year implementation support

Put in place partnerships, tools, routines, and quality systems to support sustained work across programs, states, districts, and partner organizations.

What These Milestones Made Possible

Milestones matter when they change what partners can do.

By the end of 2025, EdPrep Partners had moved from beliefs about strong preparation to tools, roles, routines, and partnership structures and began serving partners with scaled supports. Partners had a way to use evidence, focus effort, and organize next steps around the candidate experience.

For states, that meant a clearer connection between statewide priorities and program practice. For programs, it meant a clearer view of where design was becoming candidate experience, and where support or adjustment was needed. For faculty, supervisors, mentor teachers, and district partners, it meant more concrete language for strengthening practice, coaching, feedback, and use of evidence.

Together, these milestones showed that EdPrep Partners could work across contexts while staying focused on better-prepared candidates entering classrooms ready to teach.

That is the work ahead: carry forward what proved useful for strengthening programs and candidate readiness, deepen implementation with partners, and keep improving the experiences that shape candidates, teacher educators, and the P-12 students they serve.

WHY THIS WORK CANNOT WAIT

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High-quality teacher preparation does not happen by chance.

It happens when programs define what candidates should know and be able to do. It happens when coursework and clinical experiences build that knowledge and skill over time. It happens when faculty, clinical supervisors, mentor teachers, and other teacher educators share expectations and know how to develop candidates toward them. It happens when data is used in time to change what candidates experience, not only to satisfy reporting requirements.

Across the country, educator preparation programs are doing this work under real pressures.

Schools need more well-prepared teachers. Candidates need pathways that are accessible, affordable, and worth choosing. States and districts need preparation programs that respond to workforce needs without lowering expectations. Faculty and clinical supervisors need support to teach, model, coach, and assess practice. P-12 students need teachers who are ready to lead effective instruction from day one.

The challenge is not that the field lacks effort.

The challenge is that too much of what matters most in preparation still depends on where a candidate happens to encounter it: a strong course, a skilled clinical supervisor, a local partnership, a one-time initiative, or a data system that has not yet been connected to daily decisions

Preparation can look strong on paper, while candidates still lack enough practice to meaningfully be considered day-one ready. Programs can collect data without using it to improve candidate development. Candidates can complete requirements without receiving clear, timely, criteria-based feedback on the instructional practices they are expected to use with P-12 students. Programs can have strong individual faculty and clinical supervisors without a shared developmental trajectory that all candidates can depend on.

EdPrep Partners was founded to help partners close those gaps.

WHAT WE'VE BUILT THUS FAR

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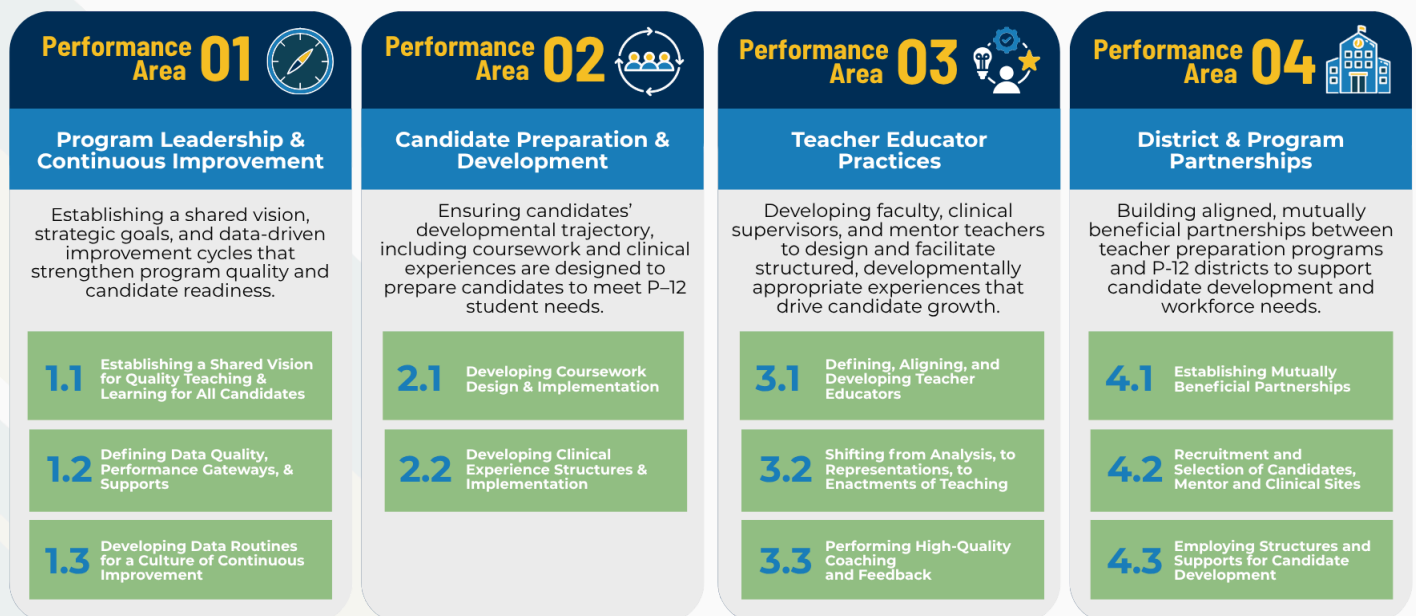
By the end of 2025, EdPrep Partners had the tools, routines, and support structures in place to help partners move from quality expectations to changes candidates experience in preparation:



The approach is practical: help partners see what is happening, decide what matters most, act on it, and know whether the work is strengthening candidate readiness.

Define Quality | The EdPrep Performance Framework

The [EdPrep Performance Framework](#) defines the systems, practices, and conditions that shape candidate readiness across four connected areas:



Performance Area 1: Program Leadership & Continuous Improvement

How programs establish a shared vision, use data, define performance expectations, and manage improvement.

Performance Area 2: Candidate Preparation & Development

How coursework and clinical experiences build candidate knowledge, skill, judgment, and readiness over time.

Performance Area 3: Teacher Educator Practices

How faculty, clinical supervisors, mentor teachers, coaches, and other teacher educators model, label, rehearse, observe, coach, and provide feedback.

Performance Area 4: District & Program Partnerships

How educator preparation programs and P-12 partners share responsibility for candidate development, clinical quality, workforce alignment, and support.

The framework is pathway-agnostic. It is designed for traditional, alternative, residency, internship, and hybrid models. The question is not which pathway a candidate enters. The question is whether that pathway prepares the candidate well.

Define Quality | The 14 Levers of Quality Teacher Preparation

The [14 Levers for Quality Teacher Preparation](#) translate the EdPrep Performance Framework into the program practices and conditions most directly connected to candidate readiness: shared vision, developmental trajectories, performance gateways, practice-based developmental experiences, teacher educator practices, coaching and feedback, data routines, partnerships, workforce alignment, and systems to scale and sustain quality.



Programs do not improve by pulling every lever at once. They improve when they know which levers matter most now, why they matter, and what support is needed to make those shifts a reality.

Understand Preparation in Practice

Program Performance Reviews help partners see how preparation actually operates.

Review teams examine artifacts, interviews, observations, candidate evidence, program data, tools, feedback records, and other sources to understand what candidates and teacher educators are experiencing. The process looks for reliable patterns across evidence, not isolated examples.

That matters because a strong assignment, skilled clinical supervisor, or clear tool may show what is possible. The review process asks whether those practices are typical, reinforced across the program, and strong enough to shape candidate readiness as a system.

The goal is not a longer report. The goal is a clearer view of the program shifts that matter most.

Identify Priority Shifts

Not every finding can or should become an immediate priority.

EdPrep Partners helps teams identify the few shifts most likely to strengthen candidate readiness, teacher educator practice, coursework, clinical experiences, assessment, coaching, data use, or partnership routines.

That focus protects programs from trying to fix everything at once. It helps partners decide what matters now, what should come later, and what should not be added until the priority work has taken hold.

Focus is not doing less. It is doing the right things deeply enough that they change practice.

Plan First-Cycle Action

Strategic Action Planning turns prioritized recommendations into concrete implementation decisions.

The planning process helps teams name the priority practices, first-cycle actions, owners, timelines, evidence of progress, communication needs, and technical assistance needed to move the work forward.

A strong plan does not need to be long. It needs to be usable. It should make clear what will change for candidates, what teacher educators will do differently, what program systems need to support the work, and how partners will know whether progress is happening.

Support Implementation

Technical assistance is how priorities move into practice.

For EdPrep Partners, technical assistance is not a menu of support or a series of disconnected meetings. It is structured, hands-on work tied to evidence, prioritized practices, program context, and implementation needs.

Technical Assistance Partners work alongside program leaders, faculty, clinical supervisors, mentor teachers, district partners, and state agencies to clarify practices, develop tools, support professional learning, coach implementation, strengthen routines, and monitor progress.

The work is practical by design.

Technical assistance should help the people closest to candidate development know what to do differently, how to do it, how to know whether it is happening, and how to adjust when implementation is not yet showing up as intended.

Monitor Evidence

Implementation should be monitored by what changes in practice, not only by whether meetings occurred or tools were created.

EdPrep Partners helps partners identify the evidence that will show whether priority work is taking hold: what candidates experience, what teacher educators do, how feedback improves, how support is triggered, how data is used, and whether candidates are progressing toward readiness.

This is where findings become usable. This is where plans become practice. This is also where teams learn what needs to be refined.

Sustain What Holds

The goal is not activity. The goal is stronger preparation that can last.

That means codifying the tools, routines, roles, expectations, data practices, and communication structures that help quality preparation continue beyond one person, one meeting, one grant, or one initiative. Sustaining what holds requires discipline. Partners must recognize what is working, what needs adjustment, what should be scaled, and what should not grow until the conditions for quality are in place.

That is what EdPrep Partners built to support: helping partners define quality, examine practice, focus action, support implementation, monitor evidence, and sustain the conditions that make candidate readiness more visible in practice.

WHERE THE WORK TOOK HOLD

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By the end of 2025, EdPrep Partners' tools and methods were not only designed. They were being used with partners to examine preparation, identify priorities, and move toward implementation.

Two statewide bodies of work, one in Michigan and one in Delaware, made that work visible. They shared a focus on candidate readiness, but they were different in structure, scope, and starting point.



Michigan showed how a statewide collaborative can move from shared goals to program-specific evidence, cross-program learning, Strategic Action Planning, and implementation support. Across five EPPs, the work helped programs see both their own priorities and the common patterns shaping candidate development across the cohort.



Delaware showed how literacy review, technical assistance, state priorities, pathway work, pedagogical performance measures, and program approval infrastructure can connect into a statewide educator preparation agenda.

Together, these partnerships showed what becomes possible when evidence, planning, technical assistance, and follow-through are connected. They also showed that statewide improvement has to be specific enough to matter for individual programs and coherent enough to support shared progress across a state.

They sharpened EdPrep Partners' work. Michigan and Delaware strengthened our tools, clarified where technical assistance needed to be tighter, deepened our understanding of statewide implementation, and reinforced a core lesson: partners have to trust the process before they can use the evidence to change practice.

The work is still underway. Reviews, convenings, and findings are not the endpoint. The work is to help partners use evidence to guide action, support implementation, and monitor whether preparation is getting stronger for candidates and teacher educators.

MICHIGAN: A STATEWIDE COLLABORATIVE FOR PROGRAM IMPROVEMENT

Led by the [Michigan Educator Workforce Initiative \(MEWI\)](#), the Michigan EPP Collaborative brings together five educator preparation programs: Central Michigan University, Eastern Michigan University, Michigan State University, Northern Michigan University, and Western Michigan University. Together, these institutions prepare over 40% of Michigan's new teacher completers each year.



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The work is not built around a single review, convening, or report. It connects shared goals, program-level evidence, cross-program learning, Strategic Action Planning, technical assistance, progress monitoring, and implementation support so EPP teams can move from what they are learning to what they will change.



What the Work Required

Michigan required a structure that could honor institutional context while building shared momentum across programs.

Each EPP entered the Collaborative with its own program model, leadership context, district partnerships, staffing realities, strengths, and constraints. A statewide initiative could not treat those programs as interchangeable. At the same time, the Collaborative needed a common language for quality preparation so institutions could learn together and make sense of patterns across the cohort.

EdPrep Partners supported that structure through quality expectations, review tools, planning templates, convening design, and preparation for Strategic Action Planning and technical assistance.

Each participating EPP engaged in a Deep Dive review using EdPrep Partners' Program Performance Review approach. The reviews examined coursework, clinical experiences, teacher educator practices, program systems, partnerships, data, and evidence of candidate development.

The purpose was not to compare programs. The purpose was to help each team see its own strengths, gaps, and highest-priority opportunities while also identifying what the cohort could learn together.



"The Collaborative took the time to understand who we are, what we do, and who we want to be by examining our programs, people, systems, and data. We are now better positioned to align our internal and external partners around shared priorities and actionable next steps that strengthen educator preparation for Michigan's students, communities, and workforce."

Chad H. Waldron, Ph.D.

*Chairperson, Department of Teacher and Special Education
Professor, Reading and Literacy, Central Michigan University*



What the Work Made Visible

Across the cohort, the most common priorities centered on candidate readiness, candidate developmental trajectories, practice-based developmental experiences, coaching and feedback, and data routines.

Many programs had standards, assessments, committed faculty, and strong individual practices. The opportunity was to make those practices more dependable across the candidate experience.

A program can value practice-based preparation and still need clearer rehearsal opportunities across courses. A program can value clinical feedback and still need a shared coaching cycle across supervisors and mentor teachers. A program can collect performance data and still need stronger routines for helping faculty, supervisors, and partners act on what the data shows.

Michigan helped make those patterns visible in a way that could support both program-specific action and shared learning across the Collaborative.

"The Collaborative has given us something rare: real time to take a deep dive into our programs, in conversation with outside expertise and alongside other institutions doing this same work. That kind of collective examination is difficult to do in isolation, but it is proving invaluable for how we think about our programs and the students and communities they ultimately serve."

Laura Dinehart, Ph.D.

Dean, College of Education and Human Development
Western Michigan University



Convening, Planning, and Implementation

The MI EPP Collaborative's Convenings have created a working space that spans between evidence and action for program improvement.

Teams examined early learning, connected findings to program priorities, learned across institutions, and began naming the priority practices that would shape Strategic Action Planning and technical assistance.

That kind of space matters. Statewide improvement depends on more than individual institutional will. It requires shared structures that help programs see what is possible, make decisions, and stay focused on the work most likely to strengthen candidate readiness.

Why It Matters

Michigan shows how a statewide collaborative can move from broad goals to program-specific evidence, and from evidence to shared learning, focused planning, and implementation support.

It also shows why the pieces need to connect. Review creates a clearer diagnosis. Convening builds shared learning. Strategic Action Planning turns evidence into priority work. Technical assistance supports implementation. Progress monitoring keeps teams focused on what is changing in practice.

The Michigan EPP Collaborative was designed not to end with findings, but to use findings as the starting point for stronger preparation systems, teacher educator practice, and candidate readiness.

DELAWARE: CONNECTING FINDINGS TO IMPLEMENTATION SUPPORT

In Delaware, state leaders, EPPs, and LEA partners were working on a shared challenge: how to make expectations for evidence-based literacy preparation show up in what candidates are taught, practice, receive feedback on, and demonstrate before they enter classrooms.

The work did not sit inside one project. It connected Science of Reading literacy reviews, Strategic Action Planning, technical assistance, EPP and LEA fellowship work, pedagogical performance measures, program approval infrastructure, and emerging alignment between literacy and strategic staffing.

That mattered because statewide preparation improvement requires more than policy alignment or a final report. It requires ways for programs, faculty, clinical supervisors, mentor teachers, LEA partners, and state leaders to act on evidence together.

Literacy Review to Action

Delaware's literacy review work focused on how educator preparation programs prepare candidates to teach reading and writing in ways that reflect evidence-based practices aligned to the Science of Reading.

The reviews looked beyond whether literacy content appeared in syllabi or assignments. They examined whether literacy preparation was visible across coursework, clinical experiences, teacher educator practice, candidate practice and feedback, and program data routines.

That distinction matters. Literacy expectations do not implement themselves. Coursework titles and program documents tell only part of the story. To understand preparation in practice, programs and states need to examine the full candidate experience: what candidates learn, where they practice, how clinical experiences reinforce coursework, what feedback they receive, what teacher educators model, and what evidence shows candidates are developing readiness.

As we describe in [From Reading Foundations to Candidate Readiness](#), alignment is progress, but readiness requires candidate practice, feedback, and implementation support. Delaware's work reflects a broader roadmap for states and regions: use review to understand preparation in practice, prioritize the shifts that matter most, and support implementation until changes reach candidates, teacher educators, and P-12 partners.



Delaware shows what the next phase of quality literacy preparation can look like in practice. Strategic Action Planning and technical assistance help EPP teams turn literacy findings into priority shifts, first-cycle actions, evidence of progress, and targeted support for the faculty, clinical supervisors, mentor teachers, and partners who prepare candidates to teach reading and writing well.

Pedagogical Performance and Candidate Readiness

Delaware's pedagogical performance measures work reflects a broader question facing the field:

How do programs know candidates are ready before they become teachers of record?

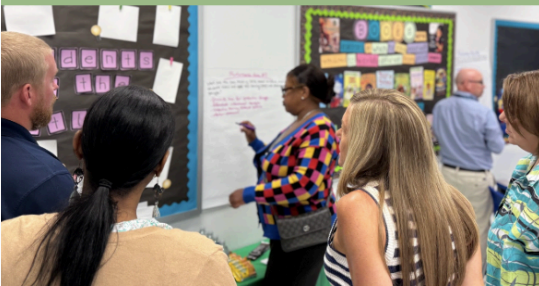
Readiness should not be discovered at the end of preparation. It should be built, practiced, observed, supported, and made visible over time. That requires shared look-fors, developmental

trajectories, aligned measures, and tools that help candidates and teacher educators understand what readiness requires at each stage.

"The Candidate Readiness Framework and PPM system give us a clearer way to see how candidates are developing, where they need support, and how we can respond before they become teachers of record. This helps us leverage evidence more effectively to better prepare and support our candidates."

Beth Altemus

Education Department Chair, Delaware Technical Community College Charles L. Terry, Jr. Campus, Dover



EdPrep Partners explored this question in [Making Candidate Readiness Visible](#), an EdPrep Insight highlighting Delaware Tech's work to connect instructional expectations, candidate development, feedback, and performance evidence.

That work reflects the broader direction of Delaware's pedagogical performance measures effort: helping programs clarify their starting points, identify implementation needs, and strengthen the connection between state expectations, program structures, and candidate development.

Pathways, Residencies, and Strategic Staffing

The EPP and LEA fellowship work extended that same focus into residency design, Grow Your Own pathways, mentor and cooperating teacher selection, sustainability, and district-EPP partnership needs.

Expanding pathways into teaching matters, especially in high-need areas. But access and readiness have to be built

together. Candidates need structured developmental experiences, strong mentors, clear expectations, and support that reflects the classrooms they will enter.

Why It Matters

Delaware shows how statewide preparation work can connect policy, review, planning, technical assistance, literacy priorities, performance measures, pathways, partnerships, and program approval infrastructure.

It also reinforces a central EdPrep Partners belief: findings only matter when they help partners act.

Literacy improvement cannot rely only on professional learning after teachers are hired. It also requires preparation systems that help candidates understand, practice, receive feedback on, and demonstrate evidence-based literacy instruction before they enter classrooms.

Delaware is helping make that work visible.

WHAT WE ARE LEARNING ABOUT STRONG PREPARATION

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Across programs and states, many of the same lessons keep surfacing, and we're taking note.

They show up in syllabi, assignments, observation tools, post-observation conferences, clinical placements, mentor training, data meetings, and candidate performance decisions.

They also point to a practical truth: preparation improves when programs focus on the systems and practices closest to candidate development. The work is not to fix everything at once. The work is to identify the few shifts most likely to improve candidate readiness, sequence them, support them, and stay with them long enough for practice to change.

1. Candidate readiness has to be made visible.

Most programs can name broad expectations for candidates. Fewer have translated those expectations into shared, observable criteria that guide coursework, clinical experiences, feedback, assessment, and progression decisions.

Readiness should not be implied. It should be defined, practiced, observed, supported, and demonstrated.

That does not mean every program needs the same instructional framework or the same assessment system. It does mean every program needs clear answers to a few basic questions:

- What should candidates be able to do by program completion?
- Where are candidates developed, have opportunities to practice, be coached, and assessed?
- What evidence shows they are ready to move forward?
- What support is provided when they are not yet ready?

Without those clear answers, readiness depends too much on the course, faculty member, clinical supervisor, mentor teacher, or placement a candidate encounters. Some candidates receive strong support. Others move through preparation without the same clarity, practice, or feedback.

Strong preparation cannot depend on chance.

2. Practice needs a developmental path.

Candidates need more than exposure to ideas about teaching. They need a sequenced path that moves from analysis to rehearsal to enactment.

That path should be visible across coursework and clinical experiences. Candidates should know what they are developing, when they are expected to demonstrate it, and what support they will receive when they are not yet ready.

A developmental trajectory does not remove professional judgment. It gives judgment something to work from.

It helps faculty design coursework. It helps supervisors know what to observe. It helps mentor teachers support candidates at different points in their development. It helps program leaders see whether candidates are getting enough opportunity to practice before they are expected to teach with greater independence.

When the path is unclear, candidates can move through programs having completed requirements without enough evidence that they are ready for the next level of responsibility.

When the path is clear, preparation becomes more deliberate.

3. Teacher educator practice is where program design becomes candidate experience.

Preparation quality lives in the people who prepare candidates.

Faculty, clinical supervisors, mentor teachers, site coordinators, coaches, and other teacher educators shape candidate development through the practices they model, the language they use, the feedback they give, the rehearsals they facilitate, and the decisions they make about candidate growth.

If we want stronger candidate readiness, we have to support the teacher educators responsible for building it.

That includes helping teacher educators label and model instructional practices, facilitate practice-based developmental experiences, provide timely oral and written feedback, use shared criteria, calibrate expectations, and connect candidate performance data to next steps.

A program can redesign coursework, adopt a new framework, or revise an assessment system. Those changes matter. But they only reach candidates when teacher educators know how to bring them to life through instruction, coaching, feedback, and decision-making.

4. Coaching and feedback must be designed.

Feedback is not automatically developmental because it is given after an observation.

Strong coaching requires a shared focus, clear criteria, evidence from practice, analysis of candidate and student actions, modeling, rehearsal, actionable next steps, and follow-up.

When coaching depends only on individual preference or experience, candidate support depends too much on who happens to provide it. When coaching is designed, candidates get a system they can count on.

That system does not need to be complicated. It needs to be clear.

- What is the focus of the coaching cycle?
- What evidence shows what the candidate and P-12 students did?
- What should the candidate reinforce or refine next?
- How will the teacher educator model, rehearse, and follow up?
- How will we know the candidate improved?

Without those structures, post-observation conferences can become conversations about what happened rather than coaching that changes what happens next.

Candidates deserve more than feedback. They deserve development.

5. Data needs routines, not just dashboards.

Programs are not short on data. Many collect licensure data, observation data, survey data, assessment data, course data, and placement data.

The issue is whether the right people use the right data at the right time to improve candidate development. Data routines should help faculty, supervisors, mentor teachers, and leaders ask:

- What are candidates showing us?
- What is shaping those results?
- What needs to change now?
- What evidence will tell us whether the change worked?

A dashboard can show a pattern. A routine helps people decide what to do about it.

Strong data routines are structured, recurring, and close to practice. They bring the people closest to candidate development into the conversation. They connect evidence to action. They create follow-through.

BUILDING THE TEAM, PROTECTING THE BAR

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A strong approach is not enough.

To support complex work across programs, states, and pathways, EdPrep Partners had to build the people, roles, tools, and quality controls needed to deliver with consistency. That became a major part of the founding year.

A Field-Tested Team

[EdPrep Partners' team](#) brings experience across the roles closest to candidate development: P-12 educators, faculty, clinical supervisors, mentor teachers, instructional coaches, district and state leaders, preparation program leaders, researchers, literacy and mathematics specialists, quality assurance experts, and implementation partners who have led programs and prepared educators.

That matters because the work requires both technical knowledge and lived understanding of how preparation actually operates.

The field does not need technical assistance that sounds right in theory but cannot help people do the work. It needs partners who understand the daily mechanics of preparation: how courses are designed, how clinical experiences are structured, how supervisors coach, how mentor teachers are selected and prepared, how data is collected and used, how decisions are made, and what helps change take hold across programs over time.

That is the team EdPrep Partners has built.

Shared Methods, Quality Assurance, and Implementation Support



Program Performance Reviews and technical assistance both require consistency, judgment, and discipline.

In 2025 and early 2026, EdPrep Partners put the core quality systems in place: reviewer training, Lead Reviewer preparation, Quality Assurance Partner training, Technical Assistance Partner onboarding, clear roles, evidence expectations, finding statement guidance, prioritized recommendation practices, implementation handoffs, and post-engagement feedback loops.

The purpose was straightforward: protect the bar.

Quality cannot depend on one person's judgment or one team's habits. It has to live in the methods, tools, routines, calibration practices, and feedback systems that guide the work.

EdPrep Partners holds itself to the same standard it asks of the field: define quality clearly, build the structures to support it, monitor whether the work is holding, and adjust when needed.

That is how EdPrep Partners protects quality across the full improvement process: from review to findings, from findings to priorities, and from priorities to implementation support.

Governance, Operations, and Stewardship

Strong technical assistance requires strong organizational systems.

EdPrep Partners was built as a national nonprofit because improving teacher preparation is public interest work. The organization exists to support programs, states, districts, and partners across contexts while keeping candidate readiness, preparation quality, and P-12 students at the center.

In 2025, EdPrep Partners put core organizational infrastructure in place to support multi-year work responsibly: governance, financial stewardship, operations, project management, documentation, contracting, and feedback routines. These systems sit behind the scenes, but they matter. They allow EdPrep Partners to steward public and philanthropic investment, support partners well, make disciplined decisions, and grow without lowering the bar.

EdPrep Partners' Board of Directors helped shape early strategy, governance, stewardship, and growth. From the beginning, the board pushed the organization to be clear about where the work is headed, selective about what it takes on, careful about sustainability, and accountable for quality as the work grows.

That push made EdPrep Partners stronger in its first year, and it will continue shaping how the organization grows.

MAKING QUALITY PREP VISIBLE

FOUNDING YEAR REPORT | 2025

EdPrep Partners did not only build tools and services in its founding year. It began building a public voice for the work.

Through EdPrep Insights, quarterly updates, public resources, and the Beyond Access series, EdPrep Partners used its expertise and platform to clarify problems of practice, name what is within the field's control, and point programs and partners toward action.

Across 2025, EdPrep Partners returned to a consistent set of ideas:

Preparation quality matters across pathways.

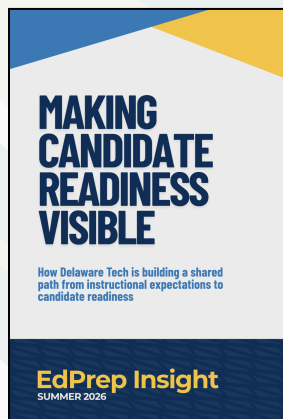
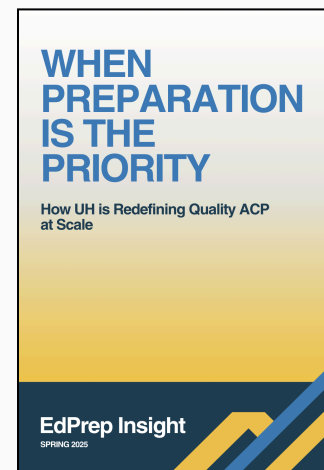
Traditional, alternative, residency, apprenticeship, and internship pathways can all prepare candidates well when they are built around rigorous expectations, practice-based learning, strong coaching, meaningful feedback, and evidence of readiness.



[Ready or Not: What Texas' 2024-2025 Data Reveals About Teacher Preparation Gaps](#)

[When Preparation Is the Priority: How UH Is Redefining Quality ACP at Scale](#)

[Gatekeepers of Readiness: Reclaiming Quality in Teacher Preparation](#)



Candidate readiness can be built before day one.

Readiness does not have to be discovered at the end. It can be designed, developed, observed, supported, and demonstrated over time through coursework, clinical experiences, and evidence of growth.



[Making Candidate Readiness Visible](#)

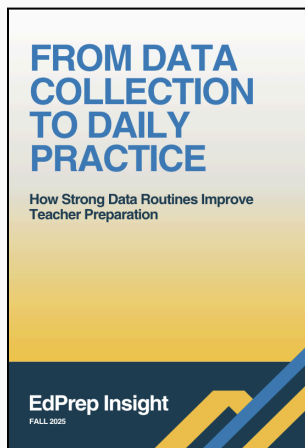
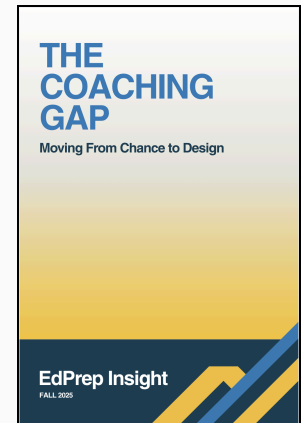
Quality coaching and feedback accelerates growth.

Candidates need more than occasional advice. They need clear, timely, criteria-based feedback that helps them understand what to refine and how to improve.



[Field Supervision Matters. High-Impact Coaching & Feedback Matters Even More](#)

[The Coaching Gap: Moving From Chance to Design](#)



From Evidence to Action

Reviews, reports, and data matter most when they help programs identify the few shifts that matter, act on them with discipline, and build routines that keep candidate readiness, teacher educator practice, and implementation progress visible.



[Beyond the Review: Where Reports End and Results Begin](#)

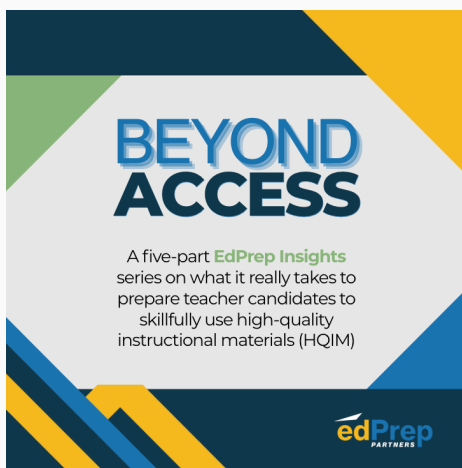
[The Prioritization Imperative: How Programs Make Change Stick](#)

[No More Data for Data's Sake](#)

[From Data Collection to Daily Practice: How Strong Data Routines Improve Teacher Preparation](#)

Beyond Access

One of the clearest examples of EdPrep Partners' founding-year focus on improving the quality of teacher preparation through open-access tools to the field was [**Beyond Access**](#), a five-part EdPrep Insight series on developing candidates to use high-quality instructional materials well.



The series focused on a practical opportunity for the field: as states and districts invest in high-quality instructional materials, educator preparation programs can help candidates learn to use those materials before they become teachers of record.

Beyond Access showed that access to materials is only the starting point. Candidates need opportunities to analyze, internalize, adapt, rehearse, enact, and receive feedback on instruction using high-quality materials. Teacher educators need to model and coach that work. Programs need to understand the curriculum landscape of their partner districts, align coursework and clinical experiences, and use evidence to

monitor whether candidates are developing skill with the materials they are likely to use.

The series made one of EdPrep Partners' core beliefs visible: strong goals, strong policies, and strong materials matter, but candidates become ready when the work shows up in coursework, clinical practice, coaching, feedback, and program routines.

Making Quality Visible Matters

That visibility matters because quality preparation can be difficult to see from the outside. Program documents, syllabi, assessments, and partnership agreements each tell part of the story. The deeper question is how those pieces work together and whether they show up in what candidates and teacher educators actually experience.

Publications do not replace implementation, but they can help the field name what matters. EdPrep Partners' writing helped make common problems of practice visible, offer practical language for action, and clarify what strong preparation requires across pathways, content areas, partnerships, and systems.

The strongest pieces started with practical questions from the work: What should candidates be ready to do? Where do they get enough practice? How are teacher educators supported to model and coach? What does data help a program change? How do programs expand access while keeping preparation strong? How do materials, literacy, math, feedback, and clinical experiences become part of one developmental path?

By putting those questions in public, EdPrep Partners helped make quality preparation more concrete, observable, and actionable. The writing gave partners language they could use in their own work and gave the broader field a clearer view of the systems and practices that shape readiness.

Sharpening the Field Together

Publications do not replace implementation. They do not revise coursework, strengthen clinical practice, coach candidates, calibrate teacher educators, or build data routines. But they can help the field name what matters.

In EdPrep Partners' founding year, writing became one way to work alongside the field: making common problems of practice visible, offering practical language for action, and clarifying what strong preparation requires across pathways, content areas, partnerships, and systems.

That was the purpose of EdPrep Partners' founding-year voice: to sharpen the field's understanding of quality preparation and help more partners see how to make that work possible.

BUILDING FOR WHAT COMES NEXT

FOUNDING YEAR REPORT | 2025

The next stage is about depth, focus, and disciplined growth.

EdPrep Partners enters this phase with a clear approach, active partnerships, a growing set of field-facing tools, and a national team in place. The work ahead is to deepen implementation with partners, strengthen content-specific preparation, expand practical supports in literacy, mathematics, high-quality instructional materials, and AI, and grow in ways that protect quality.

The priority is to scale what holds: the practices, routines, partnerships, and supports that help programs strengthen candidate readiness over time.

Deepening Statewide Implementation

EdPrep Partners will continue supporting statewide and program-level work in Delaware and Michigan, while advancing selected pathway and program expansion work in Texas.

In Delaware, the work continues through Strategic Action Planning, technical assistance, literacy implementation, pedagogical performance measures, strategic staffing, and preparation-to-practice systems. In Michigan, the work moves from Deep Dive findings and convening learning into Strategic Action Planning, communities of practice, implementation support, and progress monitoring across the Collaborative.

Across these efforts, EdPrep Partners will continue helping partners turn priorities into practices, routines, tools, and evidence of progress that strengthen what candidates and teacher educators experience.

Building Content-Specific Readiness

Candidate readiness is most meaningful when it connects to the content candidates will teach.

EdPrep Partners is deepening content-specific work in literacy and mathematics so programs can make expectations for readiness more visible, teachable, practice-based, and measurable.

In literacy, EdPrep Partners is extending the EdPrep Performance Framework to define what strong candidate preparation looks like for reading and writing. The Literacy Development Extension focuses on content knowledge for literacy development, student learning progressions in literacy, and evidence-based literacy pedagogies and practices aligned to the Science of Reading.

In mathematics, EdPrep Partners is developing a P-8 through Algebra I framework focused on meaningful mathematics practices, deep and connected content knowledge, learning progressions, high-leverage mathematics teaching practices, and candidates' opportunities to plan, rehearse, enact, and receive feedback on mathematics instruction.

Together, these content-specific tools help programs move from broad expectations to clearer developmental pathways for what candidates need to know, practice, demonstrate, and refine.

Building Readiness With High-Quality Instructional Materials

High-quality instructional materials are becoming a larger part of state and district instructional strategy. That creates an important opportunity for educator preparation.

EdPrep Partners will continue helping programs prepare candidates to use high-quality instructional materials well. Access creates the opening. Preparation turns that access into practice.

That means supporting candidates to analyze, internalize, adapt, rehearse, enact, and receive feedback on instruction using high-quality instructional materials. It also means helping programs understand the curriculum landscape of their partner districts and align coursework, clinical experiences, and coaching to the materials candidates are likely to use.

This work connects directly to literacy and mathematics by helping candidates use instructional materials in ways that preserve rigor, respond to students, support content learning, and build confidence before they take on full responsibility in classrooms.

Strengthening Preparation-to-Practice Systems

Candidates and novice teachers benefit when preparation and early-career teaching are connected by shared expectations, strong mentoring, thoughtful supervision, and sustained support.

EdPrep Partners' work in mentor quality, strategic staffing, residency support, pedagogical performance measures, and induction will continue to focus on that connection: what candidates

learn, what they practice, how they are coached, how they are assessed, and how they are supported as they take on greater responsibility with P-12 students.

This preparation-to-practice work brings EPPs, districts, mentors, supervisors, faculty, and state partners together around stronger preparation, clearer evidence of readiness, and better-aligned support.

Using AI With Purpose, Evidence, and Human Judgment

AI is changing how professional work gets done and how capability is developed, practiced, demonstrated, and supported. For EdPrep Partners, AI connects directly to candidate readiness, teacher educator practice, evidence, continuous improvement, implementation, technical assistance, and organizational learning.

EdPrep Partners will continue building AI-supported, human-led approaches that help teams examine evidence, retrieve prior decisions, compare practices, identify patterns, pressure-test thinking, accelerate research, and develop stronger tools and materials.

The standard is purposeful use. AI should strengthen evidence, practice, and professional capability while keeping professional judgment, accountability, interpretation of evidence, relationships, coaching, facilitation, and consequential decisions in human hands.

EdPrep Partners will also support programs and partners as they consider how AI affects candidate learning, assessment, teacher educator practice, program quality, and the evidence used to determine readiness. The focus will remain on quality teaching, sound judgment, responsible use, and the human relationships at the center of preparation.

Growing With Discipline

As opportunities grow, EdPrep Partners will continue asking the same questions it asks partners:

What matters most now?

What is working well enough to carry forward?

What needs to be strengthened before it grows?

What must be protected so growth deepens quality?

What evidence will tell us whether the work is improving candidate readiness?

Growth should deepen quality.

That is true for preparation programs. It is also true for EdPrep Partners.

MOVING FORWARD WITH FOCUS

FOUNDING YEAR REPORT | 2025

Teacher preparation matters because it shapes who enters classrooms and how ready they are to teach. It is also practical work, built through the daily systems and decisions that shape what candidates experience.

It lives in the courses candidates take, the practice they get, the coaching they receive, the evidence programs use, the support teacher educators have, and the shared responsibility EPPs and P-12 partners take for readiness.

That is where EdPrep Partners will keep its focus.

In our founding year, that work became concrete. EdPrep Partners built tools to define quality, methods to examine preparation in practice, structures to help partners prioritize what matters most, and a national team prepared to stay with implementation. We began turning evidence into action alongside partners in Delaware, Michigan, Texas, and across the field.

The next stage calls for the same discipline we ask of ourselves and our partners: stay close to practice, protect quality as the work grows, strengthen content-specific preparation in literacy and mathematics, support candidates' use of high-quality instructional materials, use AI with purpose and judgment, and build stronger bridges from preparation to practice.

That means staying with the work long enough for it to become visible in what candidates and teacher educators actually experience. It means helping partners build the conditions that make strong preparation more dependable across courses, clinical experiences, coaching, data use, and partnerships. And it means continuing to learn alongside the people doing the work while keeping the bar high for ourselves.

The work ahead is not simple. It is real work, in real systems, with real constraints.

And it is exactly the work worth doing.

Let's make teacher preparation better together.



ELEVATING TEACHER PREPARATION. ACCELERATING CHANGE.

Contact us at info@edpreppartners.org
www.edpreppartners.org

Every child deserves an
excellent educator.
Let's give them one.