

# Initial Licensure Employer Survey VEAC Report

Virginia  
Education  
Assessment  
Collaborative

University of Virginia

2020-2021

Fall 2021

# Virginia Education Assessment Collaborative

The Virginia Education Assessment Collaborative (VEAC) is a growing partnership between Educator Preparation Programs (EPP) in the Commonwealth of Virginia. Our purpose is to provide a centralized assessment structure for Virginia EPPs that standardizes and reduces the complexity of data collection for both the Virginia Department of Education (VDOE) and the Council for the Accreditation of Educator Preparation (CAEP).

## VEAC Steering Committee

### **Chairs:**

Mandy Turner – University of Virginia  
Joel Hanel – University of Richmond

### **Communications:**

Adrienne Sullivan – George Mason University

### **Committee Leadership:**

Maggie Barber – Old Dominion University  
Matt Grimes – Radford University  
Alphonso Sealey – James Madison University  
Jillian McGraw - University of Virginia  
Amy Thek – James Madison University  
Angie Wetzel – Virginia Commonwealth University

## Data Collection Process

VEAC partners submitted contact information for program completers to VEAC in January 2021. Initial recruitment for the survey was conducted on April 2, 2021 and was open with reminders through August 19, 2021.

## Survey Response Rates

For our 2020-2021 cycle, VEAC fielded the Employer Survey to employers of completers from 27 EPP Initial Standard 4 partners.

Upon closing the survey in April 2021, VEAC collected 1,405 complete and partial responses (40% response rate).

For University of Virginia, the EPP had a 40% response rate on the VEAC Employer Survey based on the total number of contacts submitted to VEAC minus the number of failed/bounced emails.

This year, VEAC has provided EPP partners access to a responsive dashboard to view wholistic data from the 2020-2021 VEAC cycle found on our website – [www.projectveac.org](http://www.projectveac.org).

## Overall Program Satisfaction

This section addresses the overall readiness item in the VEAC employer survey. Specifically, the item asks employers, “Based on your experiences with this teacher, what best describes the extent to which they were ready to meet the needs of students in your school?” Respondent employers could

respond “Fully ready (able to have an immediate impact on student learning), Mostly ready (able to successfully meet the needs of most students,” “Moderately ready (in order to be successful, needed additional training, support, and coaching beyond what is typically provided to beginning teachers),” “Minimally ready (limited success meeting the needs of students and improving outcomes even with additional supports)” or “Not ready (unable to meet the needs of students even with additional supports).” On this overall satisfaction item, there were 1,338 responses collected.

To find the average overall satisfaction, responses are coded, from 1 to 5. Higher values indicate more satisfaction, and lower values indicate more dissatisfaction. Table 1 provides descriptive statistics on this scaled version of the overall satisfaction item.

**Table 1: Overall Satisfaction Scaled Descriptive**

	Mean	Standard Deviation	Standard Error	Lower 95% CI from Mean	Upper 95% CI from Mean	N
University of Virginia	4.59	.68	0.06	4.46	4.71	111
All VEAC	4.52	.72	0.02	4.48	4.55	1,338

Item ranges from 1 - 5

## Completer Satisfaction on VUPS/InTASC

**Table 2: Tagged VUPS/InTASC Survey Items**

Please rate  $\{e://Field/C.FirstName\} \{e://Field/C.LastName\}$ 's performance on each of the following:

Item	EPP Mean	EPP N	VEAC Mean	VEAC Mean - 95% CI	VEAC Mean + 95% CI	VEAC N
A: Demonstrates an understanding of the curriculum, subject content, and the developmental needs	3.47	111	3.37	3.34	3.40	1,328

of students by providing relevant learning experiences.						
B: Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	3.50	111	3.35	3.32	3.38	1,326
C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	3.46	110	3.36	3.33	3.40	1,328
D: Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	3.35	110	3.22	3.19	3.26	1,321
E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.	3.54	111	3.44	3.40	3.47	1,330
F: Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	3.57	111	3.48	3.44	3.51	1,330
G: Work results in acceptable, measurable, and appropriate student academic progress.	3.41	111	3.32	3.28	3.35	1,324
Item	EPP Mean	EPP N	VEAC Mean	VEAC Mean - 95% CI	VEAC Mean + 95% CI	VEAC N
H: Selects technologies, informed by research, to promote learning for all students.	3.50	111	3.37	3.34	3.40	1,325
I: Integrates technology into instructional materials.	3.60	111	3.44	3.41	3.47	1,327
J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	3.49	111	3.32	3.28	3.35	1,321
K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives	3.44	107	3.25	3.22	3.28	1,272
L: Collaborates with the learning community to meet	3.53	111	3.40	3.37	3.43	1,328

the needs of all learners and contribute to a supportive culture.						
M: Uses assessment results to inform and adjust practice.	3.46	109	3.29	3.25	3.32	1,321
N: Engages in reflective practice.	3.50	109	3.36	3.33	3.40	1,322

Items range from 1-4

Included in this survey: graduating classes of 2020, 2019, 2018

UVA participates in the Virginia Education Assessment Collaborative, a consortium of EPPs working to streamline data collection efforts in Virginia. The aggregate reports for the network and for UVA are available on UVA’s annual report website (<https://education.virginia.edu/making-impact>). These data are disaggregated by endorsement area below. To ensure confidentiality, data are combined to keep reporting groups greater than 5.

**Tables 1 and 2. Elementary.**

*Based on your experience with this teacher, what best describes the extent to which they were ready to meet the needs of students in your school?*

Fully Ready (immediately impactful with students)	Mostly Ready (able to successfully meet the needs of most students)	Moderately Ready (needed additional support, training, and coaching to be successful)	Minimally Ready (limited success meeting the needs of students and improving outcomes)	Not Ready (unable to meet the needs of students)
29	4	1	-	-

*Please rate the candidate’s performance on each of the following:*

	Exemplary	Proficient	Developing Needs Improvement	Unacceptable	Unable to Assess
Demonstrates an understanding of the curriculum, subject content, and the developmental needs of the students by providing relevant learning experiences.	18	16	-	-	-
Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	21	13	-	-	-

	Exemplary	Proficient	Developing Needs Improvement	Unacceptable	Unable to Assess
Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	19	13	1	-	1
Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the year.	18	14	1	-	1
Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	22	11	1	-	-
Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	24	10	-	-	-
Their work results in acceptable, measurable, and appropriate student academic progress.	19	14	1	-	-
Selects technologies, informed by research, to promote learning for all students.	19	15	-	-	-
Integrates technology into instructional methods.	22	12	-	-	-
Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	22	10	2	-	-
Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives.	20	12	2	-	-
Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	24	10	-	-	-
Uses assessment results to inform and adjust practice.	22	12	-	-	-
Engages in reflective practice.	25	9	-	-	-

**Tables 3 and 4. Special Education.**

*Based on your experience with this teacher, what best describes the extent to which they were ready to meet the needs of students in your school?*

Fully Ready (immediately impactful with students)	Mostly Ready (able to successfully meet the needs of most students)	Moderately Ready (needed additional support, training, and coaching to be successful)	Minimally Ready (limited success meeting the needs of students and improving outcomes)	Not Ready (unable to meet the needs of students)
10	2	1	1	-

*Please rate the candidate's performance on each of the following:*

	Exemplary	Proficient	Developing Needs Improvement	Unacceptable	Unable to Assess
Demonstrates an understanding of the curriculum, subject content, and the developmental needs of the students by providing relevant learning experiences.	8	4	2	-	-
Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	8	4	1	1	-
Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	10	2	2	-	-
Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the year.	8	4	2	-	-



	Exemplary	Proficient	Developing Needs Improvement	Unacceptable	Unable to Assess
Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	10	3	1	-	-
Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	9	4	1	-	-
Their work results in acceptable, measurable, and appropriate student academic progress.	7	5	1	1	-
Selects technologies, informed by research, to promote learning for all students.	8	4	2	-	-
Integrates technology into instructional methods.	8	4	2	-	-
Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	8	4	2	-	-
Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives.	9	3	1	-	1
Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	8	4	2	-	-
Uses assessment results to inform and adjust practice.	7	5	1	1	-
Engages in reflective practice.	7	5	1	1	-

**Tables 5 and 6. Secondary Education: English, Mathematics, Science (Biology, Chemistry, Earth Science, Physics), Social Studies.**

*Based on your experience with this teacher, what best describes the extent to which they were ready to meet the needs of students in your school?*

Fully Ready (immediately impactful with students)	Mostly Ready (able to successfully meet the needs of most students)	Moderately Ready (needed additional support, training, and coaching to be successful)	Minimally Ready (limited success meeting the needs of students and improving outcomes)	Not Ready (unable to meet the needs of students)
33	17	4	1	-

*Please rate the candidate's performance on each of the following:*

	Exemplary	Proficient	Developing Needs Improvement	Unacceptable	Unable to Assess
Demonstrates an understanding of the curriculum, subject content, and the developmental needs of the students by providing relevant learning experiences.	28	25	2	-	-
Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	29	23	3	-	-
Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	28	22	5	-	-
Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the year.	20	31	4	-	-
Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	32	18	5	-	-

	Exemplary	Proficient	Developing Needs Improvement	Unacceptable	Unable to Assess
Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	32	19	4	-	-
Their work results in acceptable, measurable, and appropriate student academic progress.	27	25	1	1	-
Selects technologies, informed by research, to promote learning for all students.	30	24	1	-	-
Integrates technology into instructional methods.	37	17	1	-	-
Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	28	26	1	-	-
Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives.	23	25	4	-	3
Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	29	23	2	-	-
Uses assessment results to inform and adjust practice.	27	23	3	1	1
Engages in reflective practice.	29	23	1	1	1

**English as a Second Language PreK-12**

Data are not presented because N < 5. These data have been included in aggregate reports, and licensure-specific data will be provided when the sample size increases.