

Initial Licensure Employer Survey VEAC Report

Virginia
Education
Assessment
Collaborative

Radford University

2020-2021

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 Radford University, the EPP had a 45% 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.

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
Radford University	4.51	.65	0.07	4.35	4.65	71
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 of students by providing relevant learning experiences.	3.39	71	3.37	3.34	3.40	1,328
B: Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	3.45	71	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.	3.52	71	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.	3.30	71	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	71	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.	3.52	71	3.48	3.44	3.51	1,330
G: Work results in acceptable, measurable, and appropriate student academic progress.	3.39	70	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.	3.37	71	3.37	3.34	3.40	1,325
I: Integrates technology into instructional materials.	3.44	71	3.44	3.41	3.47	1,327
J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	3.34	71	3.32	3.28	3.35	1,321
K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives	3.32	65	3.25	3.22	3.28	1,272
L: Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	3.38	71	3.40	3.37	3.43	1,328
M: Uses assessment results to inform and adjust practice.	3.32	71	3.29	3.25	3.32	1,321
N: Engages in reflective practice.	3.41	71	3.36	3.33	3.40	1,322

Items range from 1-4