Initial Licensure Employer Survey 2023-2024 - Longwood University

Virginia Education Assessment Collaborative

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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).

2023-24 VEAC Leadership

Committee: Hillary Campbell – James Madison University, Joel Hanel – University of Virginia, Jillian McGraw – University of Virginia, Adrienne Sullivan – James Madison University, Amy Thelk – James Madison University, and Angie Wetzel – Virginia Commonwealth University

Graduate Student: Sarah Westphal– University of Virginia

Data Collection Process

VEAC partners submitted contact information for program completers and their employers to VEAC in February 2024. Initial recruitment for the survey began in March 2024 and was open with reminders through April 2024.

Survey Response Rates

For our 2023- 2024 initial licensure cycle, VEAC fielded the Initial Licensure Employer Survey to program completers' employers from 30 EPP partners.

Upon closing the survey in April 2024 , VEAC collected 1527 complete and partial responses resulting in a 38% response rate.

The EPP had an 37% response rate on the VEAC Employer Survey based on the total number of contacts submitted to VEAC minus the number of failed/bounced emails.

VEAC provides EPP partners access to a responsive dashboard to view holistic data from the 2023-2024 VEAC cycle. Further, the dashboard supports benchmark reference points through interactive data disaggregation by relevant EPP characteristics (e.g., EPP Size, EPP Type (public/private), Endorsement Level, etc.). Access the VEAC Employer survey dashboard at www.projectveac.org.

EPPs can find responses to the two open ended response items in their shared Box folder.

Longwood University
VEAC Employer Survey 2024

	VEAC Item	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP N	P value
IA	Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	1,2,4	1	3.31	0.62	1413	3.30	0.50	56	0.97
IB	Plans using state standards, the school's curriculum, engaging and research-based strategies and resources, and data to meet the needs of all students.	1,2,7,8	2	3.29	0.63	1409	3.30	0.50	56	0.80
IC	Effectively engages students in learning by using a variety of research-based instructional strategies in order to meet individual learning needs.	1,2,8	3	3.25	0.70	1414	3.20	0.59	56	0.47
ID	Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students, caregivers, and other educators.	6,10	4,8	3.19	0.69	1404	3.25	0.51	56	0.35
IE	Uses resources, routines, and procedures to provide a respectful, positive, safe, student-	3	5	3.31	0.72	1415	3.21	0.68	56	0.27

	VEAC Item	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP N	P value
	centered environment that is conducive to learning.									
IF	Maintains a commitment to professional ethics, collaborates and communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	1,2,9	7	3.38	0.65	1416	3.32	0.66	56	0.47
IG	Engages in practices that result in acceptable, measurable, and appropriate student academic progress.	6,7,8	8	3.26	0.66	1412	3.23	0.54	56	0.66
IH	Uses content-aligned and developmentally appropriate instructional technology to enhance student learning.	7,8	3	3.32	0.60	1408	3.32	0.47	56	1.00
IJ	Demonstrates a commitment to equity by providing instructional practices and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.	2,3,8	5,6	3.37	0.60	1408	3.37	0.52	54	0.99
IL	Collaborates with the learning community (e.g. school personnel, caregivers, and volunteers) to meet the needs of all learners and contribute to a supportive culture.	3,9,10	7	3.38	0.63	1413	3.36	0.56	55	0.78
IM	Uses assessment results to inform and adjust practice.	6	4,8	3.22	0.67	1399	3.25	0.56	52	0.73
IN	Engages in reflection on the impact of their teaching practice and adapts to meet the needs of each learner.	9	7	3.25	0.69	1411	3.15	0.70	55	0.25

VEAC Item		InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP N	P value
I_O	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?	N/A	N/A	4.41	0.86	1431	4.34	0.94	56	0.57

Table 1 provides responses to the 2023-24 VEAC Initial Licensure Survey. Column 1 (VEAC Item) provides the text for each revised VEAC survey item. Column 2 (InTASC) provides the item alignment to the InTASC Standards. Column 3 (VUPS 2021) provides the item alignment to the 2021 Virginia Uniform Performance Standards. Column 4 (VEAC Mean) provides the average (mean) for responses to each survey item for all responses from all VEAC partners coded 1-4. Column 5 provides the standard deviation for responses to each survey item for all responses from all VEAC partners coded 1-4. Column 6 provides the number of responses to each survey item. Note that response count does not include N/A or skipped responses. Column 7 (EPP Mean) provides the average (mean) for responses to each survey item for all responses from the EPP coded 1-4. Column 8 provides the standard deviation for responses to each survey item for all responses coded 1-4. Column 9 provides the number of responses to each survey item from the EPP. Note that response count does not include N/A or skipped responses. Column 10 provides the p value from a difference in means test between the VEAC and EPP means.

Items A through N ask program completers' employers to rate their performance on 13 VUPS/InTASC items. Specifically, these items ask, "Please rate [Field-C.FirstName] [Field-C.LastName]'s performance on each of the following."Respondent can choose "Exemplary," "Proficient," "Developing/Needs Improvement," or "Unacceptable." To find the average rating, responses are coded, from 1 to 4. Higher values indicate more proficiency, and lower values indicate more unacceptability.

The last item in the VEAC employer survey that asks, "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?" 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)." Higher values indicate more satisfaction, and lower values indicate more dissatisfaction.