Initial Licensure Employer Survey VEAC Report

University of Mary Washington   2020-2021

Virginia
Education
Assessment
Collaborative

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 Thelk – 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 Mary Washington, 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.

==Quality Assurance System Updates:== *The response rate for the EPP was 45%. The EPP has identified this as an area for growth. To help address survey response rates for the next cycle (2021-2022 academic year), the EPP Quality Assurance System has been updated to strengthen the capturing of completer contact information. Updated contact information for completers is now being captured in December and May via the UMW Completer Form and completer compliance is being tracked.*

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 Mary Washington	4.52	.58	0.08	4.35	4.69	46
All VEAC	4.52	.72	0.02	4.48	4.55	1,338

Item ranges from 1 - 5

Overall Findings: *The EPP is currently on par with other institutions administering the VEAC survey.*

Completer Satisfaction on VUPS/InTASC

Table 2: Tagged VUPS/InTASC Survey Items
Please rate the UMW Completer'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.	3.35	46	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.	3.41	46	3.35	3.32	3.38	1,326
C: Effectively engages students in learning by using a	3.30	46	3.36	3.33	3.40	1,328

Item	EPP Mean	EPP N	VEAC Mean	VEAC Mean - 95% CI	VEAC Mean + 95% CI	VEAC N
variety of instructional strategies in order to meet individual learning needs.						
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.	3.26	46	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.	3.39	46	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.	3.46	46	3.48	3.44	3.51	1,330
G: Work results in acceptable, measurable, and appropriate student academic progress.	3.35	46	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.	3.33	46	3.37	3.34	3.40	1,325
I: Integrates technology into instructional materials.	3.46	46	3.44	3.41	3.47	1,327
J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	3.28	46	3.32	3.28	3.35	1,321
K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives	3.18	44	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.	3.41	46	3.40	3.37	3.43	1,328
M: Uses assessment results to inform and adjust practice.	3.30	46	3.29	3.25	3.32	1,321
N: Engages in reflective practice.	3.33	45	3.36	3.33	3.40	1,322

Items range from 1-4

University of Mary Washington

Findings and Implications*: Overall, employers of the EPP's program completers were satisfied with the quality of completers. Employers have identified the EPP completers as having strengths in the areas of planning (item B), data use (item D), teacher effectiveness as it relates to student progress (item G), technology integration (item I), collaboration (item L), and use of assessment to inform practices (item M). Areas of growth have been identified as completer's understanding of content and learner needs (item A), use of instructional strategies for engagement (item C), ability to provide a safe and student-centered learning environment (item E), commitment to professional ethics and growth (F), use of research supported technology to promote learning (item H), bringing multiple perspectives to instruction (J), integration of diverse language and cultures into instruction (item K), and engagement in reflective practice (N). The EPP is working diligently to assess curriculum through vertical alignment. Performance Based Assessments (PBAs) are being implemented at various phases across the program to evaluate and support student development in the areas of working with diverse learners, instructional best practices, and reflective practices.*