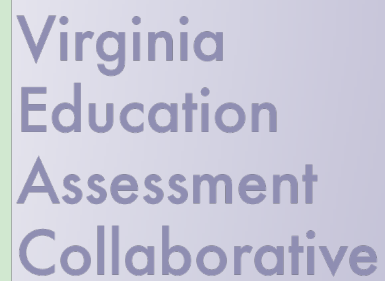


Employer Survey VEAC Report 2019-2020

The logo for the Virginia Education Assessment Collaborative (VEAC) is located in the top right corner. It consists of a light green L-shaped graphic that frames the text. The text is stacked vertically in a dark blue, sans-serif font.

Virginia
Education
Assessment
Collaborative

Fall 2020

Virginia Education Assessment Collaborative

The Virginia Education Assessment Collaborative (VEAC) is an outgrowth of several collaborations taking place between Educator Preparation Programs (EPP) in the Commonwealth of Virginia. The purpose of VEAC 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).

You can find more information at www.projectveac.org

VEAC Steering Committee

Chairs:

Jillian McGraw - University of Virginia
Joel Hanel - University of Richmond

Leadership:

Mandy Turner - University of Virginia
Adrienne Sullivan - George Mason University
Amy Thelk - James Madison University
Angie Wetzel - Virginia Commonwealth University

VEAC Pilot Educator Preparation Providers (EPPs)

Bluefield College
Christopher Newport University
Ferrum College
George Mason University
Hampton University
James Madison University
Liberty University
Longwood University
Norfolk State University

Regent University
Shenandoah University
Sweet Briar College
University of Lynchburg
University of Richmond
University of Virginia
Virginia Commonwealth University
Virginia State University
Virginia Wesleyan University

VEAC Report Version & Feedback

VEAC Employer Survey Report 2019-2029 | Version 1.0

This document was updated September 29, 2020

Please contact the VEAC Steering Committee to share feedback on this report.

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Project Summary

The Virginia Education Assessment Collaborative (VEAC) is a partnership among Educator Preparation Programs (EPPs) in the Commonwealth of Virginia. The purpose of VEAC is provide a centralized assessment structure for Virginia EPPs in order to standardize and reduce the complexity of data collection required for accreditation and program improvement. The use of common instruments and data collection processes will improve EPPs' ability to understand their relative strengths and opportunities for improvement. Shared instruments also provide a common language and can prompt discussion around areas for collective improvement across the commonwealth.

The first phase of the VEAC initiative centered on the collection of survey data. Every year, all 39 EPPs in Virginia send their own program surveys to program completers and their employers. These surveys provide feedback to support program improvement and to meet the requirements of the Virginia Department of Education and the Council for the Accreditation of Educator Preparation. In years past, because these surveys have been specific to each institution, principals were required to respond to multiple surveys with different content and structures throughout the year.

In an effort to streamline and improve the survey process, 18 institutions have come together to administer common surveys to program completers and employers. This group includes public and private institutions representing a range of sizes, program structures, and contexts. In addition to reducing the complexity of survey completion for administrators, the use of common instruments has allowed these 18 institutions to benchmark their data against the larger consortium of participating EPPs. The surveys are also aligned to the Commonwealth of Virginia's Uniform Performance Standards, which school administrators currently use to evaluate in-service teachers' performance.

Central to understanding the quality of an educator preparation program is an examination of completers' performance as they apply their acquired knowledge and skills. Phase 2 will supplement survey data with teacher evaluation data collected through partnerships with Virginia School Divisions.

This report includes information on the VEAC employer survey. In addition to this consortium-level report, each partner institutions will receive an individualized report that allows member EPPs to benchmark and compare their EPPs data to consortium-level data.

Project Timeline

Pre-Phase I: Fall 2018 – Summer 2019

Early Collaboration

- Faculty and staff at the University of Richmond and Virginia Commonwealth University collaborated during the 2018-19 academic year to develop a common employer survey. Both institutions' advisory boards reviewed the survey, which was designed to measure competencies outlined in the Virginia Uniform Performance Standards as the InTASC standards.

Spring 2019:

- The University of Richmond and Virginia Commonwealth University administered the employer survey to the employers of program completers working in the Richmond Region.
- The University of Virginia administered the employer survey to the employers of all program graduates.
- The University of Richmond developed and administered a completer survey aligned with the employer survey.

Consortium Development

- In spring 2019, VEAC leadership came together to discuss the scope of assessment collaboration in the Commonwealth of Virginia. At the Association for Teacher Educators in Virginia Conference in Richmond, Virginia, VEAC leaders held conversations with representatives from EPPs across Virginia to explore opportunities to increase collaboration through the use of common assessments.
- VEAC leadership surveyed the 36 Virginia EPPs to assess their interest in participating in a collaborative project that would initially focus on CAEP Standard 4: Program Impact. Based on EPP responses, VEAC leadership determined the completer and employer surveys would be the focus of Phase I of the project.

Phase I: Fall 2019 – Summer 2020

Survey Preparation

- At the Fall 2019 Virginia Association of Colleges for Teacher Education conference at Roanoke College, VEAC leadership recruited EPPs to participate in the pilot for completer and employer surveys for initial licensure. Eighteen institutions signed on to the pilot.
- VEAC leadership provided EPPs a template to submit completer and employer data to VEAC. EPPs submitted information for up to three years of program completers.
- EPPs reviewed drafts of each survey and provided feedback to VEAC leadership. Based on this feedback, VEAC leadership revised both surveys for the spring 2020 administration.

Completer Survey Administration

- VEAC administered the completer survey on February 27, 2020. They closed the survey on March 13, 2020.

Employer Survey Administration

- In March 2020, institutions of higher education, school divisions, and independent schools across the nation moved to online instruction in response to the COVID-19.
- In April 2020, VEAC leadership reached out to 14 school division central offices to determine the best new timeline that considered principal's workload through the COVID-19 pandemic. In consultation with school partners, a division was made to delay the administration of the employer survey until summer 2020.
- VEAC administered the employer survey on July 30, 2020. It was closed in September 31 2020.

Teacher Evaluation Data: Initial Conversations

- EPP representatives met with school division leadership to discuss opportunities and challenges related to sharing teacher evaluation data with EPPs. These data would be used to support two additional components of CAEP standard 4: (4.1) Impact on P-12 Student Learning and Development and (4.2) Indicators of Teaching Effectiveness.

Phase II: Fall 2020 – Summer 2021

Consortium Engagement and Expansion

- VEAC leadership will share reports from 2020-2021 with stakeholders from all Virginia EPPs, the Virginia Department of Education, and P-12 school partners.
- VEAC leadership will solicit feedback from university and school partners on the design and distribution of the completer and employer surveys.
- All EPPs will be invited to participate in the 2020-2021 survey administration.
- Survey Revision and Administration
- VEAC leadership will use feedback from stakeholders to revise the completer and employer surveys.
- VEAC will distribute revised completer and employer surveys in February and March 2021, respectively.
- VEAC will prepare reports for EPPs and other stakeholders in late spring 2021.

Teacher Evaluation Data:

- VEAC is re-evaluating plans based on the new CAEP Streamlined Standard S4.1.

Please visit projectveac.org for updates on VEAC timelines, recruitment, and events.

Data Collection & Response Rates

VEAC partners submitted contact information for program completer's employers to VEAC in January 2020. Initial recruitment for the survey was conducted on July 30, 2020 and was open with reminders through late September 2020. Due to COVID-19, VEAC extended the timeline for data collection in the employer survey.

Survey Response Rates

For our 2019-2020 Pilot, VEAC fielded the Employer Survey to 1902 employers from 17 of the 18 EPP pilot participants who provided contact fields for program completers' employers.

Upon closing the survey in September 2020, VEAC collected 488 (25.66%) complete and partial responses. Related to the 14 InTASC/VUPS items, VEAC collected between 441 (23.19) to 456 (23.97%) responses. On the overall satisfaction item, VEAC collected 457 (24.03%) employer responses.

On the optional open-ended item, 201 (10.57%) employers provided a response to the open-ended items.

Each EPP has been provided with their specific response rates in their individual reports. The EPP specific response rates ranged from 17% to 38%. Throughout fielding the survey, VEAC and each EPP worked to correct bounced/failed emails to improve the reach of the survey.

After receiving feedback from EPPS, divisions, and completers, VEAC is developing a streamlined process to increase communication and improve survey recruitment tactics for the VEAC surveys.

Survey Response Background

This section provides descriptive information on respondents that completed at least one of the 15 items in the VEAC Employer Survey pilot 2020.

Respondent State/Location

Responses to the Employer Survey came from the following states in order of number of respondents: Virginia, North Carolina, Maryland, Massachusetts, West Virginia, Texas, & South Carolina.

Respondent Virginia Public School Division

Table 1 provides the number of respondents that were employed by a Virginia Public School Division. Results are ordered from greatest to least by the number of respondents in the given division.

Table 1: Responses by Virginia Public School Division

Virginia Division	Number of Respondents
FAIRFAX CO PBLC SCHS	123
RICHMOND CITY PBLC SCHS	42
LOUDOUN CO PBLC SCHS	38
CHESTERFIELD CO PBLC SCHS	35
PRINCE WILLIAM CO PBLC SCHS	35
HENRICO CO PBLC SCHS	24
LYNCHBURG CITY PBLC SCHS	8
NEWPORT NEWS CITY PBLC SCHS	8
CHARLOTTESVILLE CTY PBLC SCHS	7
ARLINGTON CO PBLC SCHS	7
PRINCE WILLIAM CO PBLC SCHS	7
FRANKLIN CO PBLC SCHS	7
CAMPBELL CO PBLC SCHS	6
VA BEACH CITY PBLC SCHS	6
STAFFORD CO PBLC SCHS	5
WINCHESTER CITY PBLC SCHS	5
CHESAPEAKE CITY PBLC SCHS	5
AUGUSTA CO PBLC SCHS	4
GREENE CO PBLC SCHS	4
CULPEPER CO PBLC SCHS	4
FREDERICK CO PBLC SCHS	4
SPOTSYLVANIA CO PBLC SCHS	3
NOTTOWAY CO PBLC SCHS	3
NORFOLK CITY PBLC SCHS	3
HAMPTON CITY PBLC SCHS	3

Virginia Division	Number of Respondents
PAGE CO PBLC SCHS	3
BEDFORD CO PBLC SCHS	3
CAROLINE CO PBLC SCHS	3
FAUQUIER CO PBLC SCHS	2
AMHERST CO PBLC SCHS	2
PITTSYLVANIA CO PBLC SCHS	2
FLUVANNA CO PBLC SCHS	2
NORTHUMBERLAND CO PBLC SCHS	2
SHENANDOAH CO PBLC SCHS	2
HARRISONBURG CITY PBLC SCHS	2
MECKLENBURG CO PBLC SCHS	2
CUMBERLAND CO PBLC SCHS	2
HOPEWELL CITY PBLC SCHS	2
SOUTHAMPTON CO PBLC SCHS	2
ALBEMARLE CO PBLC SCHS	2
ALLEGHANY CO PBLC SCHS	2
WARREN CO PBLC SCHS	2
BLAND CO PBLC SCHS	2
VA Governor's School	2
SUFFOLK CITY PBLC SCHS	1
MANASSAS CITY PBLC SCHS	1
COLONIAL HEIGHTS CITY PBLC SCHS	1
ROANOKE CO PBLC SCHS	1
GALAX CITY PBLC SCHS	1
MONTGOMERY CO PBLC SCHS	1
WILLIAMSBURG-JAMES CITY PBLC SCHS	1
NELSON CO PBLC SCHS	1
AMELIA CO PBLC SCHS	1
PORTSMOUTH CITY PBLC SCHS	1
PRINCE GEORGE CO PBLC SCHS	1
DANVILLE CITY PBLC SCHS	1
KING AND QUEEN CO PBLC SCHS	1
ROANOKE CITY PBLC SCHS	1
CHARLOTTE CO PBLC SCHS	1
ROCKINGHAM CO PBLC SCHS	1
GALAX CITY PBLC SCHS	1

Independent and Non-Virginia Public School Respondents

Table 2 provides the number of respondents by independent/private schools or an organization/corporation.

Table 2: Responses by Independent and International Employers

Respondent Category	Number of Respondents
Independent/Public	5
International	1

Responses by VEAC Pilot Partner Institution

Table 3 provides the number and percentage of total respondents (that completed at least one of the 15 satisfaction items) that completed a program at one of the 17 VEAC pilot education preparation providers.

Table 3: Responses by VEAC Pilot Partner Institution

IHE (VEAC Pilot)	Number of Respondents	Percent of Respondents
Bluefield College	2	0.4%
Christopher Newport University	34	7.2%
Ferrum College	10	2.1%
George Mason University	65	13.9%
Hampton University	2	0.4%
James Madison University	47	34.1%
Liberty University	20	4.3%
Longwood University	56	11.9%
Regent University	18	3.8%
Shenandoah University	29	6.2%
Sweet Briar College	2	0.4%
University of Lynchburg	11	2.3%
University of Richmond	11	2.3%
University of Virginia	61	13.0%
Virginia Commonwealth University	84	17.9%
Virginia State University	11	2.3%
Virginia Wesleyan University	6	1.3%
Total Pilot		100%

Responses by Primary Virginia License Area

Table 4 provides the number and percent of completers employers that completed at least one of the 15 satisfaction items by primary licensure area. Results are ordered from greatest to least by the number of respondents in the given licensure area.

Table 4: Responses by Licensure Area

Licensure Area	Number of Respondents	Percent of Respondents
Elementary education preK-6	224	47.8%
Special Education	60	12.8%
History and social sciences	40	8.5%
Music	30	6.4%
English	28	6%
Mathematics	15	3.2%
Health and physical education preK-12	14	3%
Visual arts preK-12	13	2.8%
Secondary Science	11	2.3%
Early Childhood Special Education	9	1.9%
English as a second language preK-12	7	1.5%
Early/Primary	6	1.3%
Middle Education	4	0.9%
Foreign language	3	0.6%
Gifted education	2	0.4%
Theatre arts preK-12	1	0.2%
CTE	1	0.2%

Employer Overall Readiness of Completers

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 457 responses collected.

Table 5 provides the frequency and percent of employers that rated their readiness of the completer at a particular level. The modal (most frequent response) is highlighted in purple.

Table 5: Overall Readiness Frequency & Percentage

	Not ready (unable to meet the needs of students even with additional supports) (1)	Minimally ready (limited success meeting the needs of students and improving outcomes even with additional supports) (2)	Moderately ready (in order to be successful, needed additional training, support, and coaching beyond what is typically provided to beginning teachers) (3)	Mostly ready (able to successfully meet the needs of most students) (4)	Fully ready (able to have an immediate impact on student learning) (5)	N
ALL VEAC EPPs	4 (.9%)	12 (2.6%)	28 (6.1%)	125 (27.4%)	288 (63%)	457 (100%)

Of the 457 VEAC pilot employer survey respondents, 90.4% were rated as either Fully Ready or Mostly Ready to impact student learning.

To find the average overall readiness, responses are coded, as seen in Table 5, from 1 to 5. Higher values indicate more readiness, and lower values indicate lack of readiness. Table 6 provides descriptive statistics on this scaled version of the overall readiness item. The average rated readiness by program completers for all EPPs in 2019-2020 is 4.49.

Table 6: Overall Readiness Scaled Descriptive

	Mean	Standard Deviation	Standard Error	Lower 95% CI from Mean	Upper 95% CI from Mean	N
ALL VEAC	4.49	.798	.037	4.42	4.53	457

Overall Readiness Sub-Benchmarks

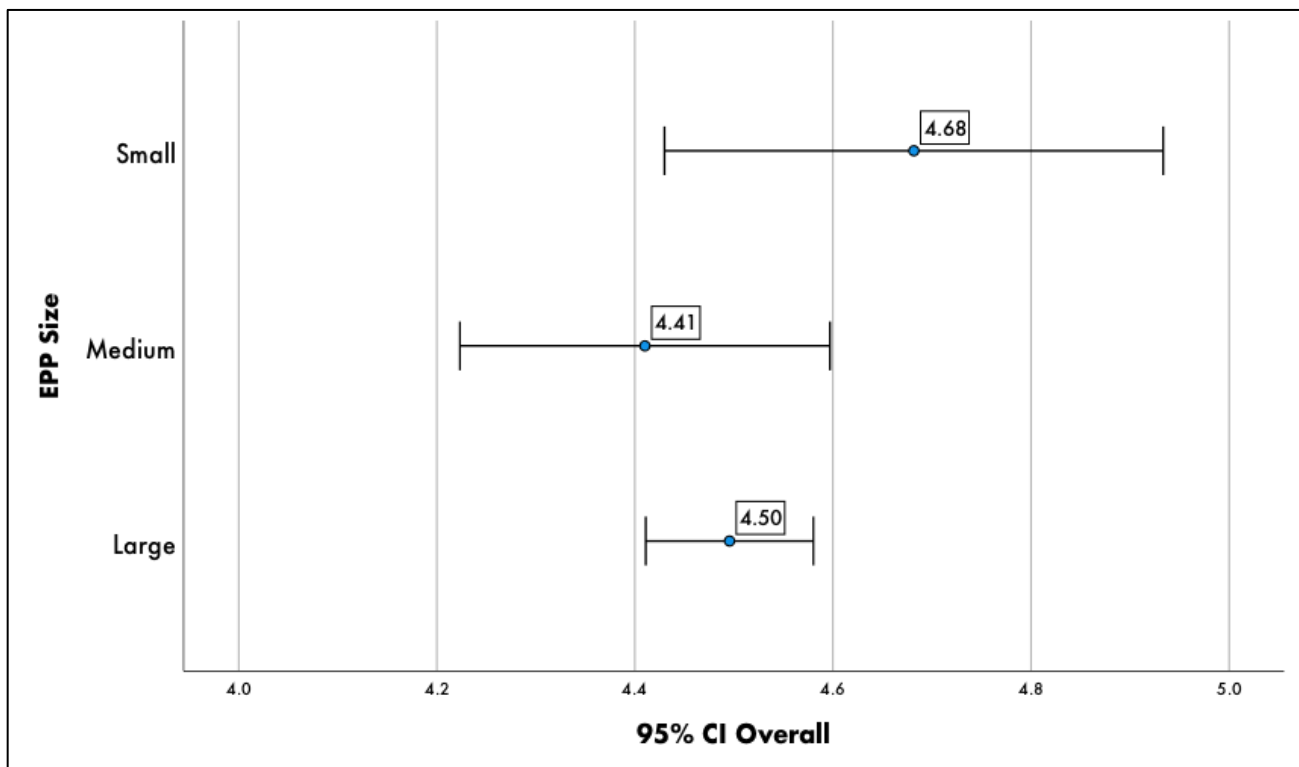
Using background data on completer respondent's institutions, the following section provides average overall readiness by EPP size, EPP type, license category, graduate/undergraduate licensure, and rough estimation of year of completion. For EPPs interpreting these items, VEAC suggests finding your average (mean) readiness of your candidates and compare to the various average benchmarks. These multiple benchmarks will help you interpret your EPP's data. In this section, VEAC provides graphical representations of data, however, in Appendix A, these descriptive statistics are listed for convenience. EPPs can utilize

Overall Readiness EPP Size

Beginning with EPP size, completers' institutions are categorized based upon the average number of program completers found in the Title II report over the last three years. Using these data, VEAC created three equal size categories of all 36 Virginia EPPs. Small EPPs had between 0 and 24 programs completers per year over a three-year period, medium EPPs averaged between 25 and 66 completers per year over a three-year period, and large EPPs had more than 66 completers per year over a three-year period. Using this metric to categorize Virginia EPPs there were 4 VEAC EPPs that are defined as small, 5 VEAC EPPs defined as medium, and 8 VEAC EPPs that are defined as large.

Figure 1 provides overall satisfaction averages by EPP size. Note that 95% confidence intervals are provided to show variation across the EPPs in these categories. Please note that the figure's x-axis has been reduced to ease readers visual cues.

Figure 1: Average Overall Readiness by EPP Size

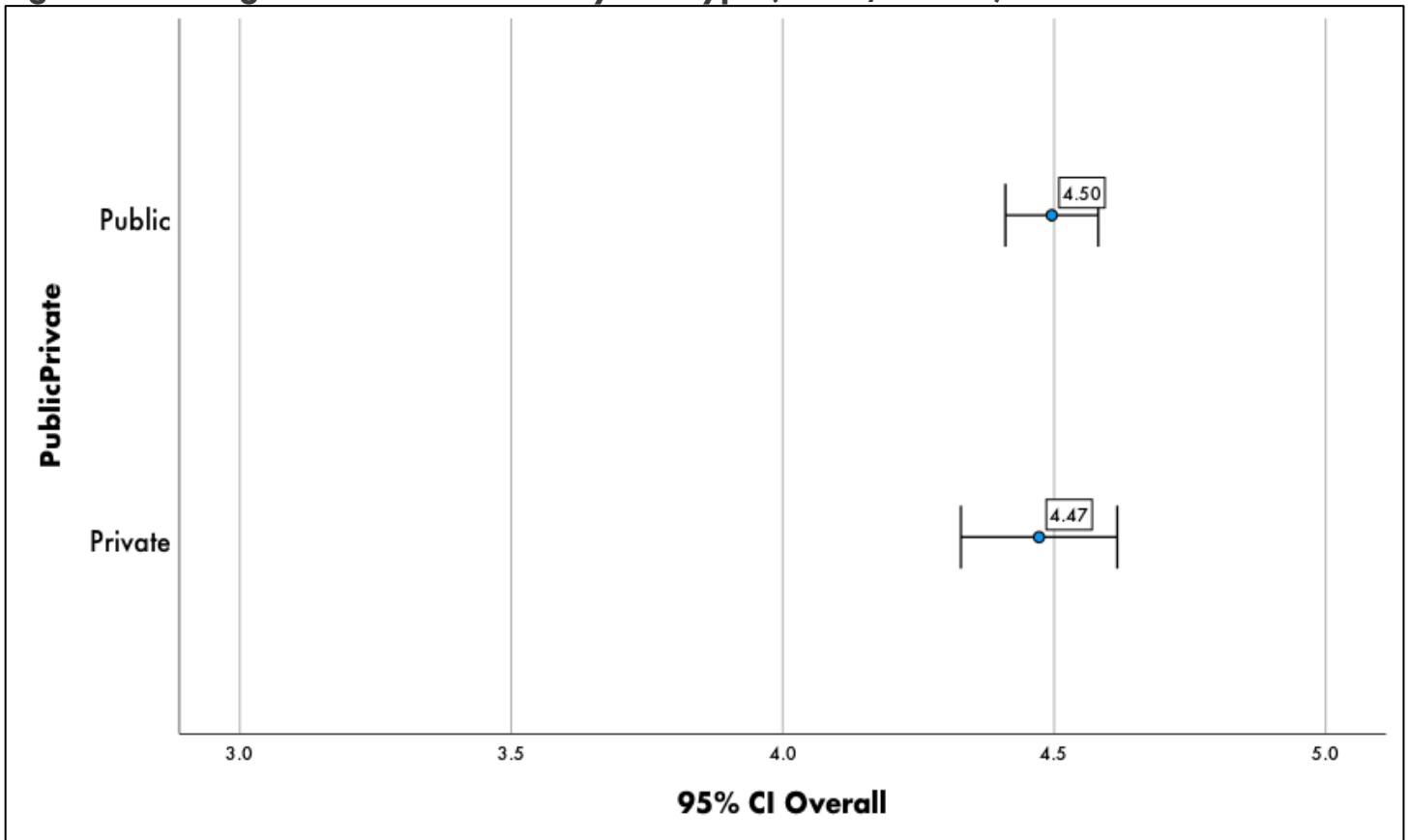


Values range from 1-5

Overall Readiness EPP Public/Private

Figure 2 provides overall satisfaction averages by EPP's status as a public or private institution of higher education. Of the VEAC Pilot members, 10 are private institutions and 7 are public institutions. Note that 95% confidence intervals are provided to show variation across the EPPs in these categories. Please note that the figure's x-axis has been reduced to ease readers visual cues.

Figure 2: Average Overall Readiness by EPP Type (Public/Private)

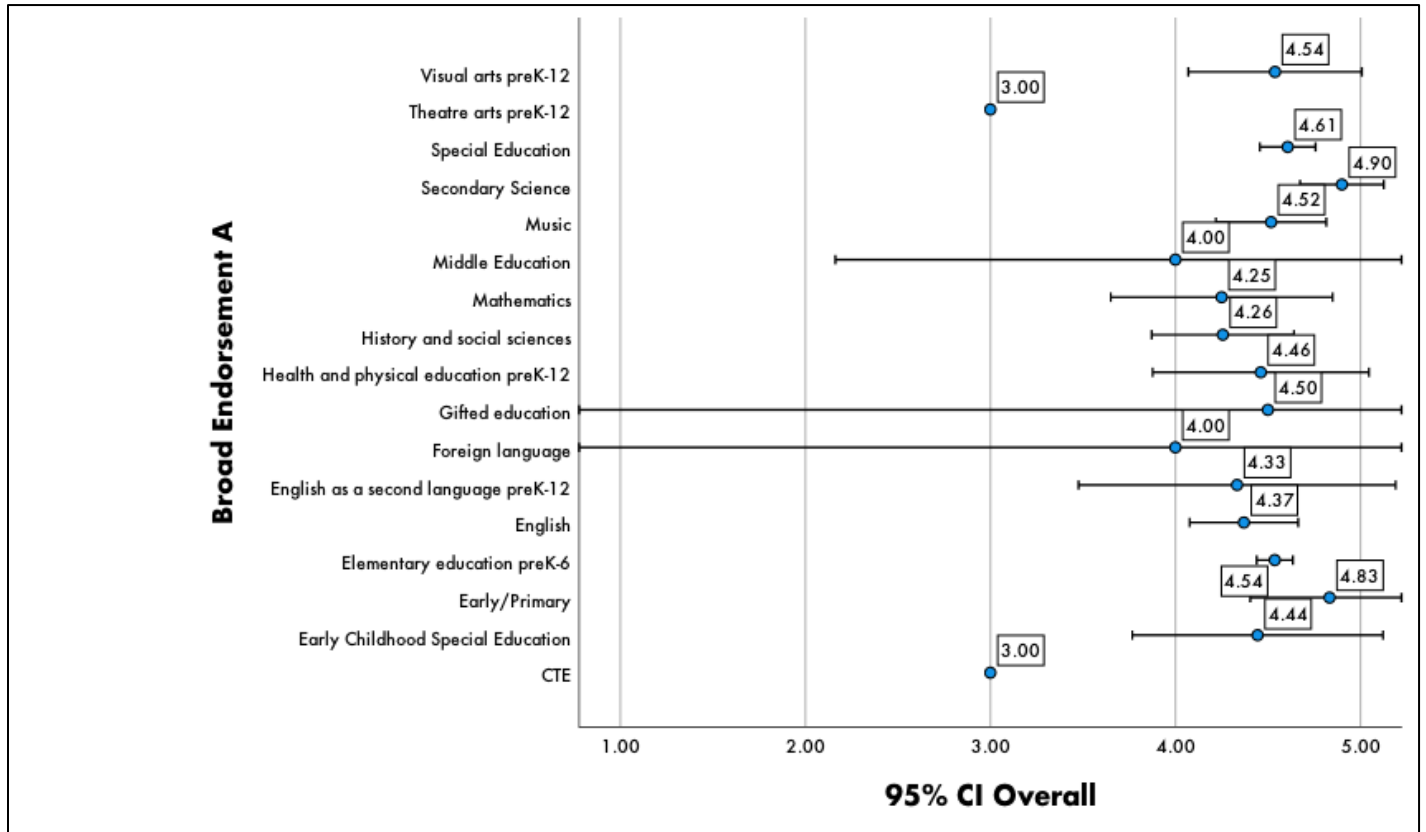


Values range from 1-5

Overall Readiness by Completer Endorsement Category

Figure 3 provides employer’s overall readiness rating averages by completer’s primary licensure area. Categories were developed to provide a sufficient number of cases in each licensure area. Please reach out to VEAC committee members to request additional data for programs that lead to multiple licensure areas. Note that 95% confidence intervals are provided to show variation across the EPPs in these categories. Please note that the figure’s x-axis has been reduced to ease readers visual cues.

Figure 3: Average Overall Satisfaction by Endorsement Category

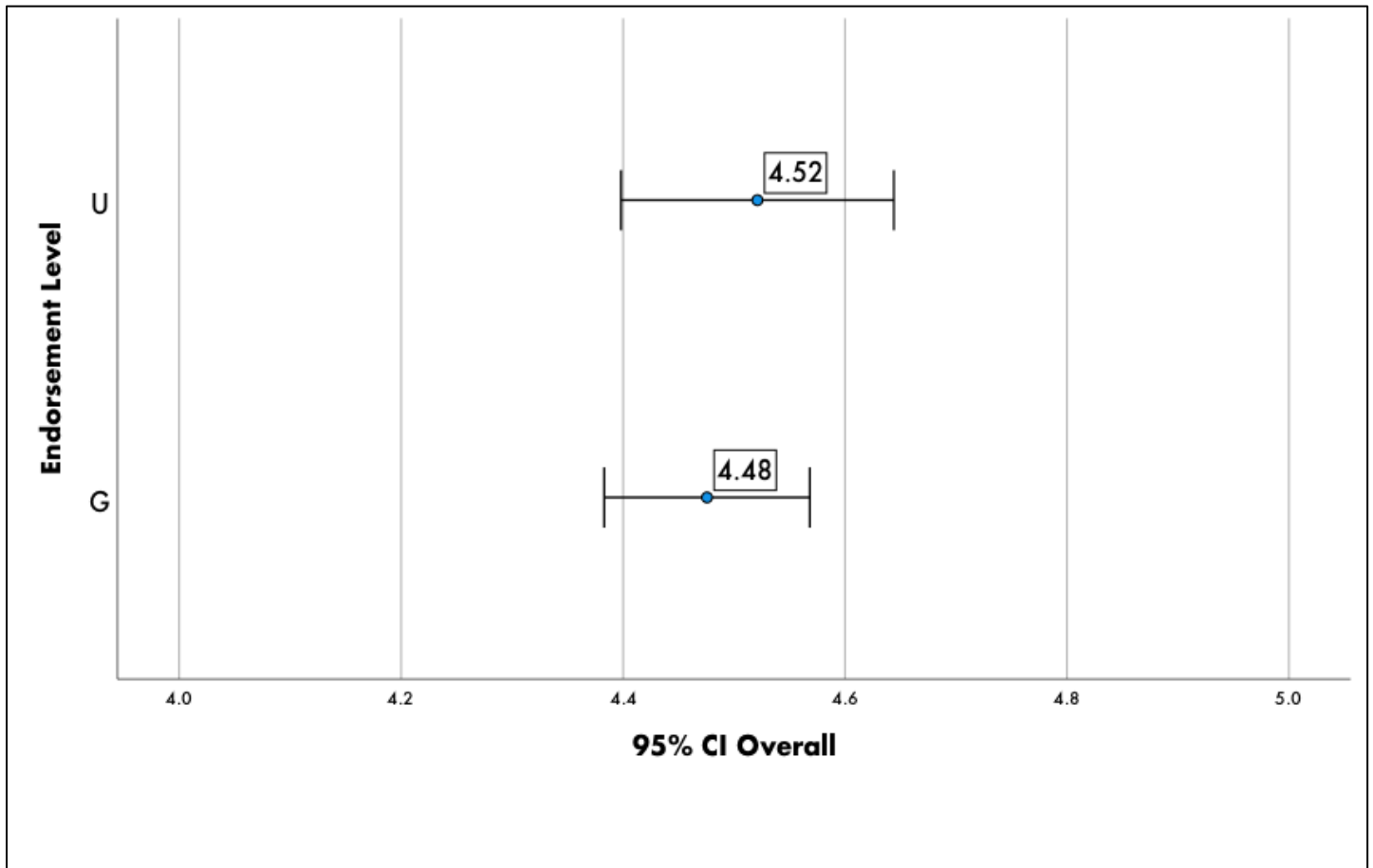


Values range from 1-5

Overall Readiness Completer Level (G/UG)

Figure 4 provides employer's rating of overall readiness averages by the completer's primary endorsement level. Of respondents, 67% earned an endorsement at the graduate level, and 23% earned an endorsement at the undergraduate level. Note that 95% confidence intervals are provided to show variation across the EPPs in these categories. Please note that the figure's x-axis has been reduced to ease readers visual cues.

Figure 4: Average Overall Readiness by Endorsement Level



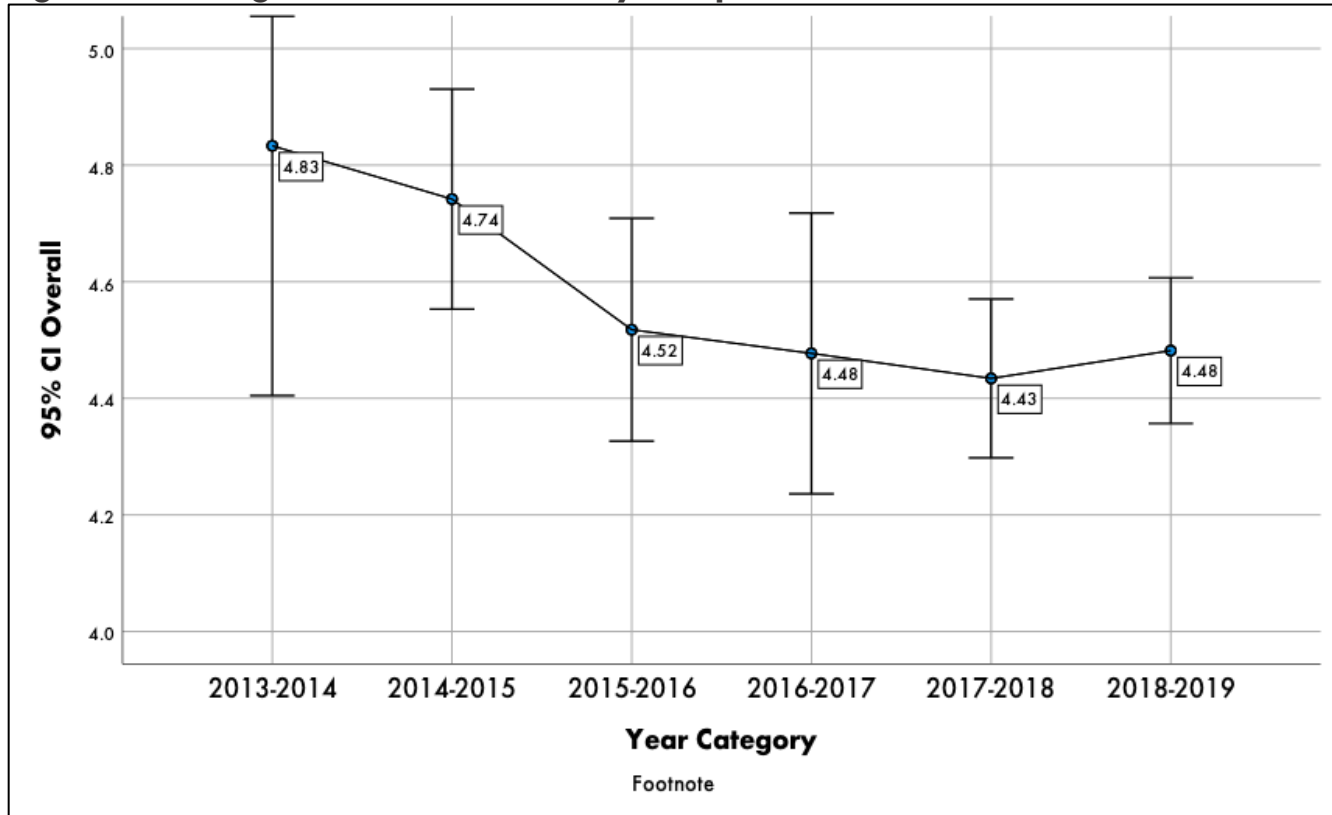
Values range from 1-5

Overall Readiness by Completer Year *

Figure 5 provides employer's rating of overall readiness averages by the rough estimation of academic year program completion. Note that 95% confidence intervals are provided to show variation across the EPPs in these categories. Please note that the figure's x-axis has been reduced to ease readers visual cues.

*Due to some data inconsistencies in initial collection, years were binned by assuming graduates completed a given program in May. Changes will be made to the 2020-2021 EPP data collection process to improve the validity of these measures.

Figure 5: Average Overall Readiness by Completer Year



Values range from 1-5

Employer Satisfaction on VUPS/InTASC

In addition to the overall satisfaction item, employers were asked to rate completers on their performance of the 14 VUPS/InTASC items listed in Table 7. This table additionally includes each item tagged to the Virginia Uniform Performance Standards and InTASC standards. Employers could respond to each item with the following, “Exemplary, Proficient, Developing/Needs Improvement, and Unacceptable.” Table 8 provides the frequency and percentage of responses for each 14 items. In addition, the modal response is highlighted in purple.

Table 7: Tagged VUPS/InTASC Survey Items

Item Order	Please rate $\{e://Field/C.FirstName\} \{e://Field/C.LastName\}$'s performance on each of the following:	InTASC	VUPS
Item A	Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	1, 2, 4	1
Item B	Plans using state standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.	1, 2, 7, 8	2
Item C	Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	1, 2, 8	3
Item 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.	6, 10	4, 7
Item E	Uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.	3	5
Item F	Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	1, 2, 9	6
Item G	Work results in acceptable, measurable, and appropriate student academic progress.	6, 7, 8	7
Item H	Selects technologies, informed by research, to promote learning for all students.	7, 8	3
Item I	Integrates technology into instructional materials.	8	2, 3
Item J	Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	1, 2, 9, 10	3
Item K	Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives	1, 2	3, 5
Item L	Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	3, 9, 10	6
Item M	Uses assessment results to inform and adjust practice.	6	4, 7
Item N	Engages in reflective practice.	9	6

VUPS/INTASC Item Frequency & Percentages

Table 8: Tagged VUPS/IntASC Items Frequency & Percentages

Item	Unacceptable (1)	Developing/ Needs Improvement (2)	Proficient (3)	Exemplary (4)	N
A: Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	1 (0.2%)	23 (5%)	241 (52.9%)	191 (41.9%)	456
B: Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	0 (0.0%)	29 (6.4%)	239 (52.4%)	188 (41.2%)	456
C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	2 (0.4%)	48 (10.5%)	195 (42.9%)	210 (46.2%)	455
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 (0.7%)	40 (8.8%)	248 (54.5%)	164 (36%)	455
E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.	5 (1.1%)	33 (7.2%)	199 (43.6%)	219 (48%)	456
F: Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	1 (0.2%)	28 (6.1%)	188 (41.2%)	239 (52.4%)	456

Item	Unacceptable (1)	Developing/ Needs Improvement (2)	Proficient (3)	Exemplary (4)	N
G: Work results in acceptable, measurable, and appropriate student academic progress.	2 (0.4%)	31 (6.8%)	245 (54%)	176 (38.8%)	454
H: Selects technologies, informed by research, to promote learning for all students.	1 (0.2%)	24 (5.3%)	252 (55.6%)	176 (38.9%)	453
I: Integrates technology into instructional materials.	1 (0.2%)	26 (5.8%)	242 (53.5%)	183 (40.5%)	452
J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	3 (0.7%)	36 (7.9%)	229 (50.6%)	185 (40.8%)	453
K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives	3 (0.7%)	48 (10.9%)	238 (54.0%)	152 (34.5%)	441
L: Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	3 (0.7%)	29 (6.4%)	199 (43.6%)	225 (49.3%)	456
M: Uses assessment results to inform and adjust practice.	1 (0.2%)	34 (7.5%)	246 (54.1%)	174 (38.2%)	455
N: Engages in reflective practice.	4 (0.9%)	39 (8.6%)	208 (45.6%)	205 (45.0%)	456

Note: Modal responses highlighted in purple

VUPS/INTASC Item Means

To find the average for each of the VUPS/InTASC 14 items, responses are coded, as seen in Table 8, from 1 to 4. Higher values indicate greater performance and lower values lower performance. Figure 6A and 6B provide the mean satisfaction with 95% confidence intervals for all VEAC pilot responses. Please note that the figures x-axes are scaled to data range.

Figure 6A: Employer Satisfaction on VUPS/InTASC (Items 1-7)

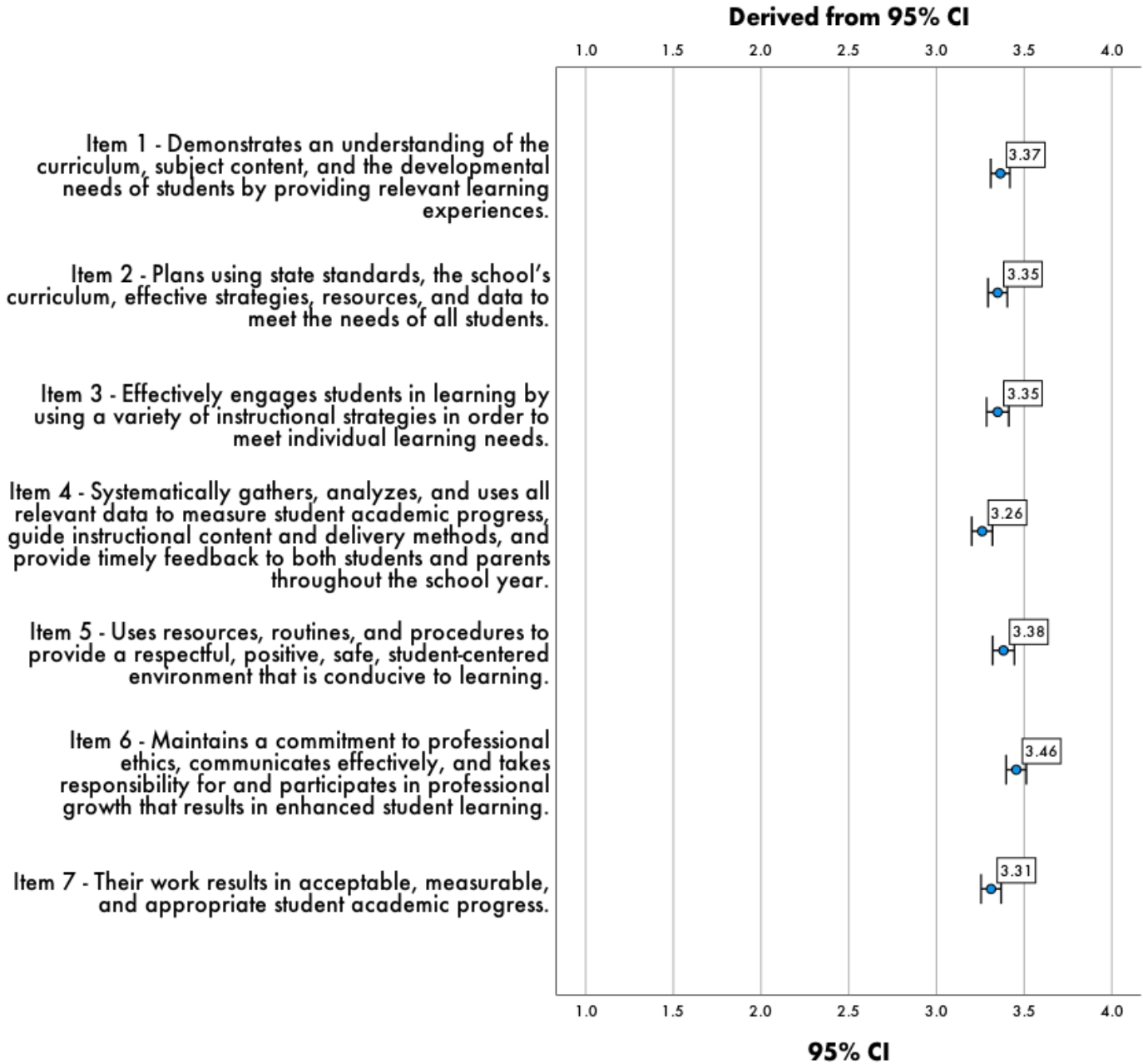
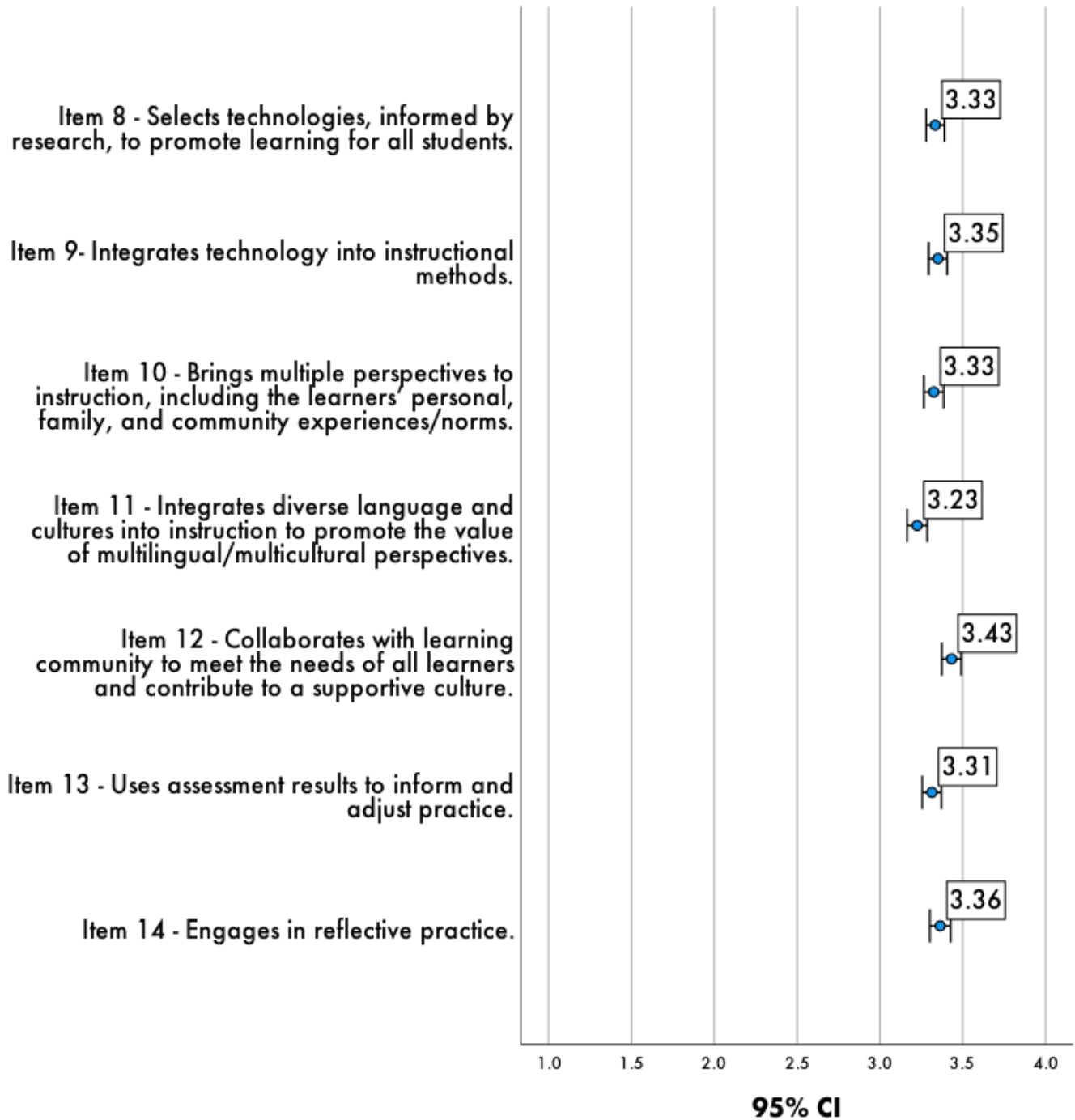


Figure 6B: Completer Satisfaction on VUPS/InTASC (Items 8-14)



VUPS/InTASC Satisfaction Sub-Benchmarks

Using background data on completer respondent's institutions, the following section provides average VUPS/InTASC satisfaction by EPP size, EPP type, and graduate/undergraduate licensure. For EPPs interpreting these items, VEAC suggests finding your average (mean) satisfaction of your candidates and compare to the various average benchmarks. These multiple benchmarks will help you interpret your EPP's data. In this section, VEAC provides graphical representations of data, however, in Appendix B, these descriptive statistics are listed for convenience.

EPP Size on VUPS/InTASC Satisfaction

Beginning with EPP size, completers' institutions are categorized based upon the average number of program completers found in the Title II report over the last three years. Using these data, VEAC created three equal size categories of all 36 Virginia EPPs. Small EPPs had between 0 and 24 programs completers per year over a three-year period, medium EPPs averaged between 25 and 66 completers per year over a three-year period, and large EPPs had more than 66 completers per year over a three-year period. Using this metric there were 4 VEAC EPPs that are defined as small, 5 VEAC EPPs defined as medium, and 8 VEAC EPPs that are defined as large.

Figures 7A-7C provides VUPS/InTASC satisfaction averages by EPP size. Note that 95% confidence intervals are provided to show variation across the EPPs in these categories. Please note that the figures x-axes have been reduced to ease readers visual cues.

Figure 7A: Large EPP Employer Satisfaction on VUPS/IntASC

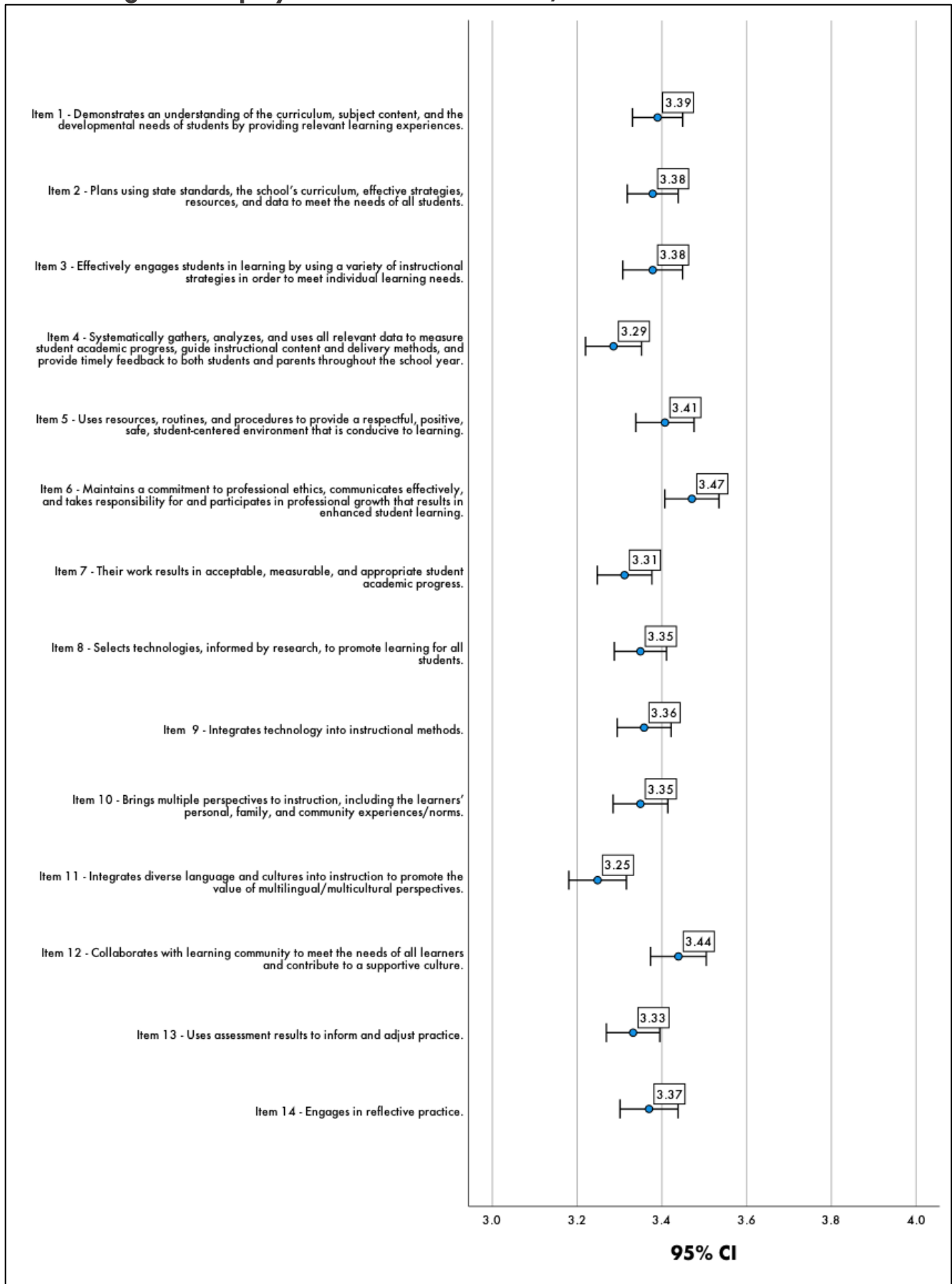


Figure 7B: Medium EPP Employer Satisfaction on VUPS/InTASC

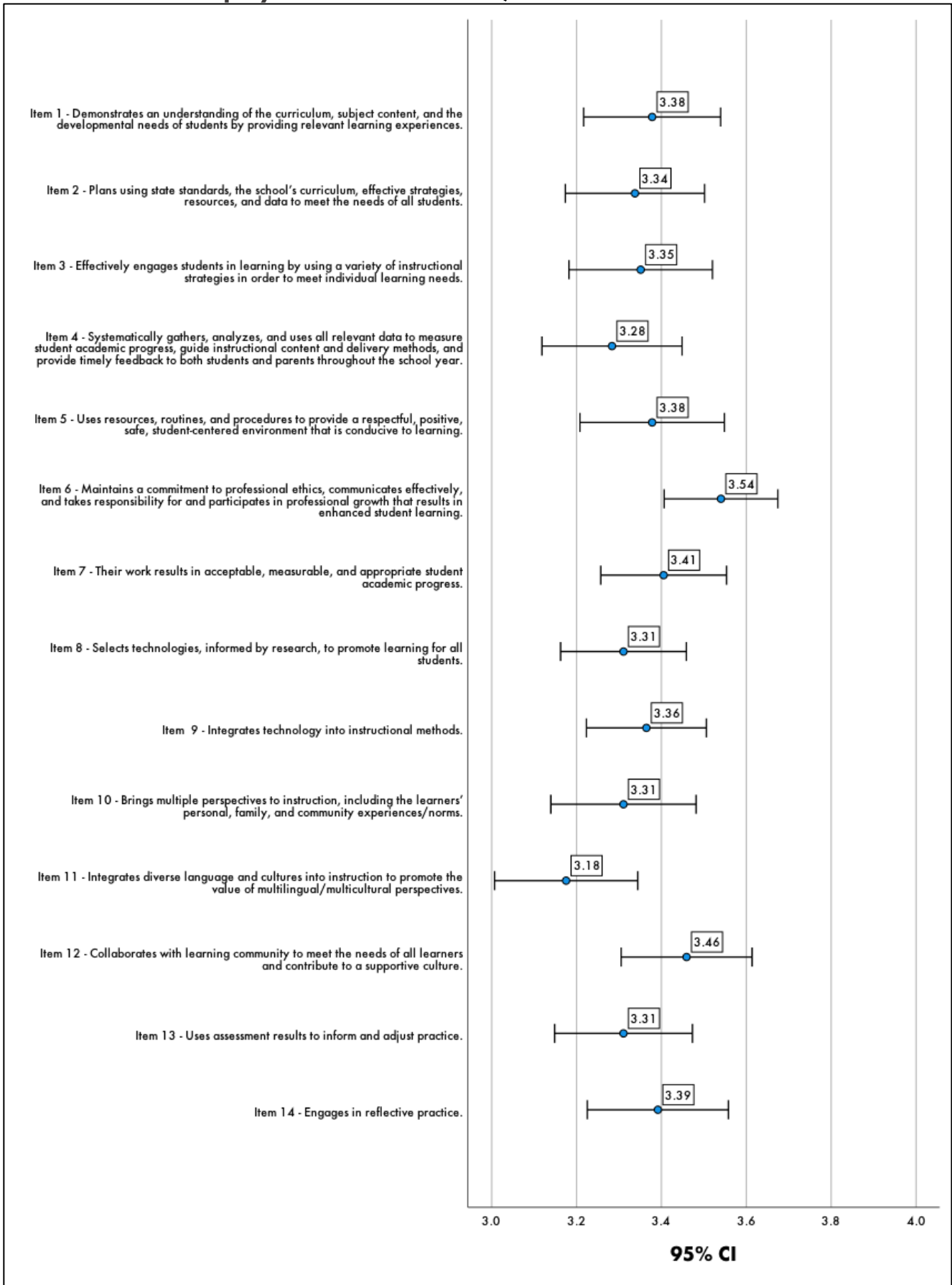
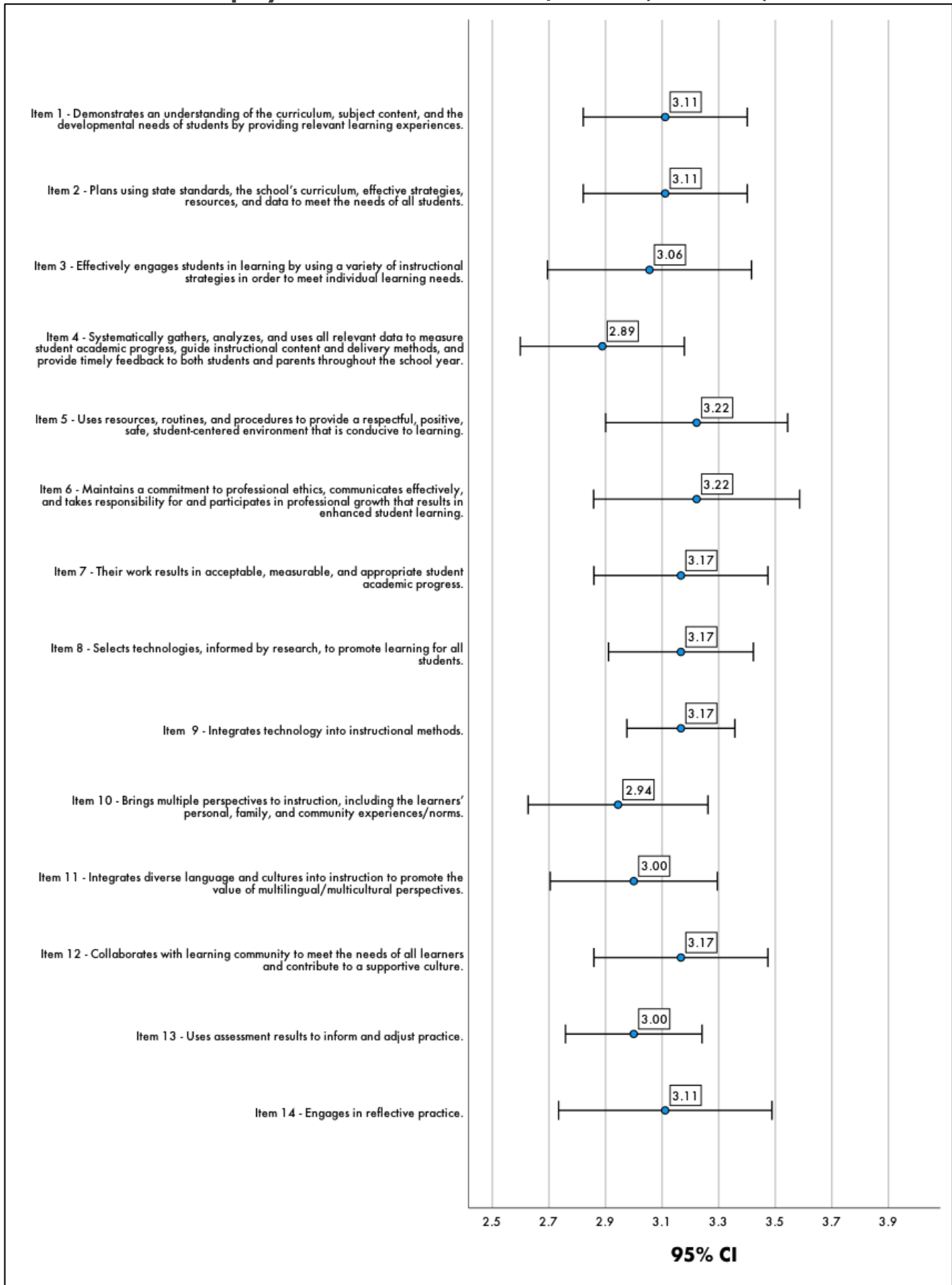


Figure 7C: Small EPP Employer Satisfaction on VUPS/InTASC (Items A-N)



EPP Type on VUPS/InTASC Satisfaction

Figures 8A and 8B provides VUPS/InTASC satisfaction averages by EPP's status as a public or private institution of higher education. Of the VEAC Pilot members, 10 are private institutions and 7 are public institutions. Note that 95% confidence intervals are provided to show variation across the EPPs in these categories. Please note that the figures x-axes have been reduced to ease readers visual cues.

Figure 8A: Public EPP Respondent Satisfaction on VUPS/InTASC

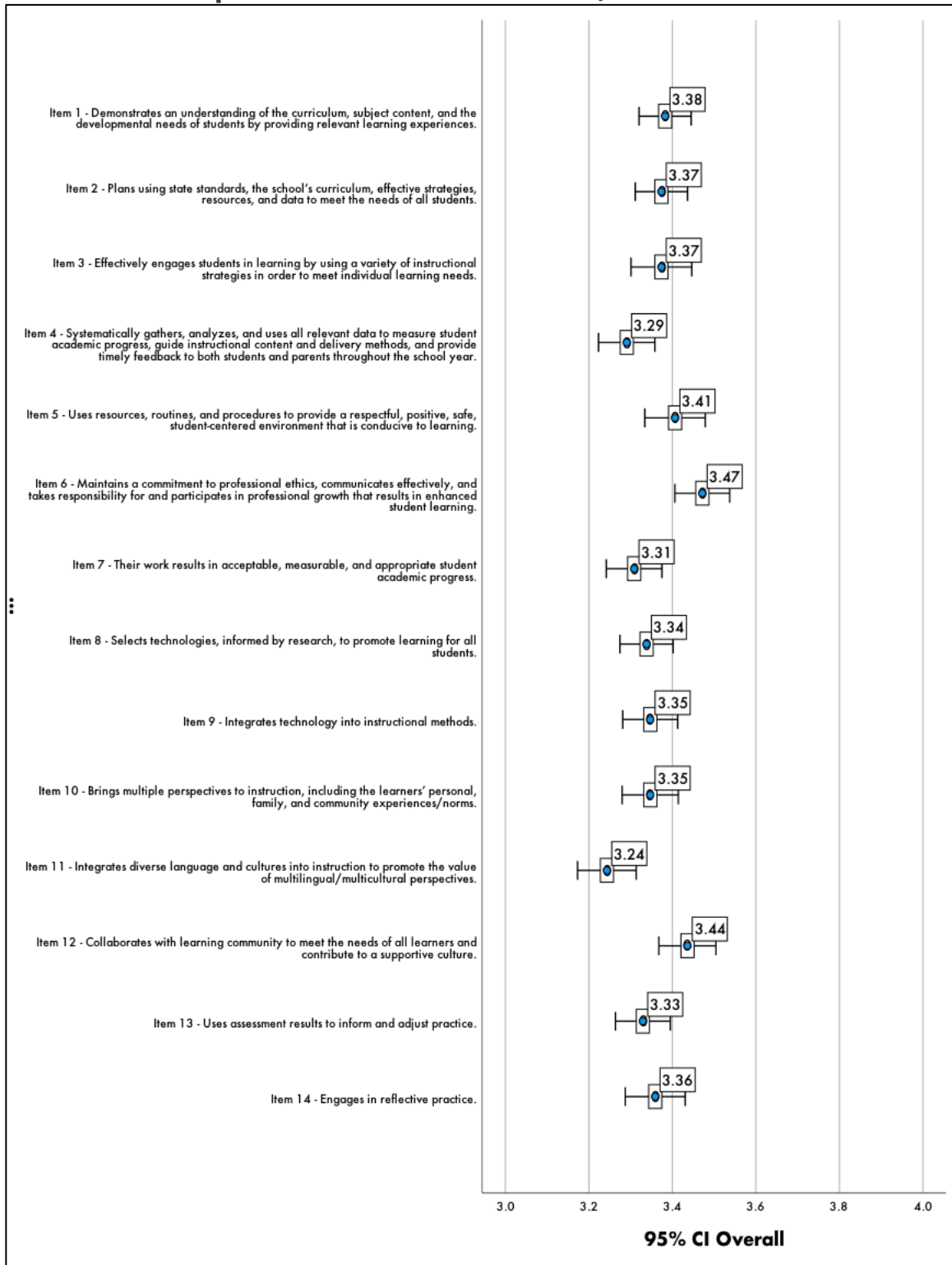
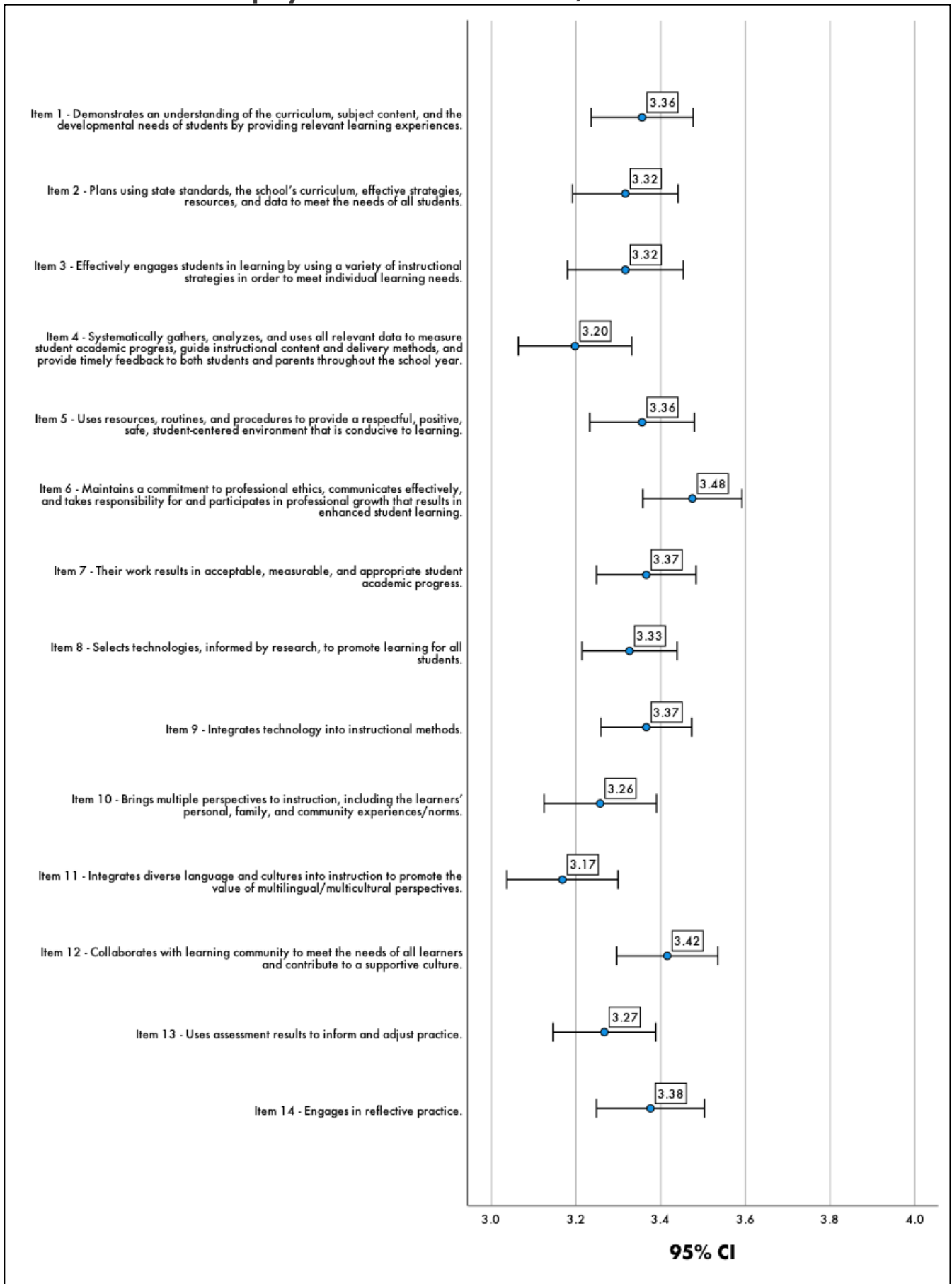


Figure 8B: Private EPP Employer Satisfaction on VUPS/InTASC



Completer Level (G/UG) on VUPS/InTASC Satisfaction

Figure 9A and 9B provides satisfaction averages by respondent completer's primary endorsement level. Of completer respondents, 61% earned an endorsement at the graduate level, and 38% earned an endorsement at the undergraduate level. Note that 95% confidence intervals are provided to show variation across the EPPs in these categories. Please note that the figures x-axes have been reduced to ease readers visual cues.

Figure 9A: Graduate Level Respondent Satisfaction on VUPS/InTASC (Items A-N)

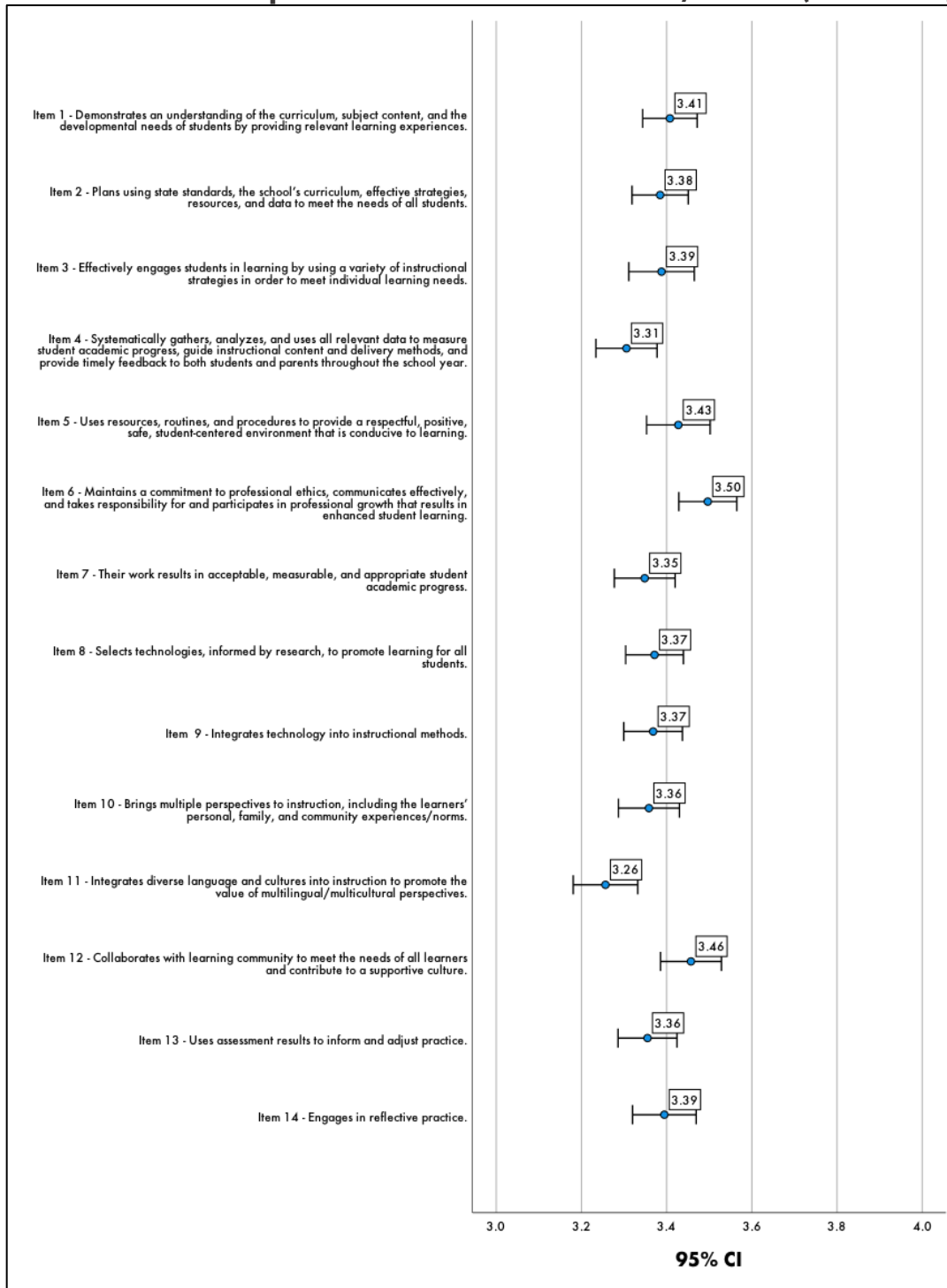
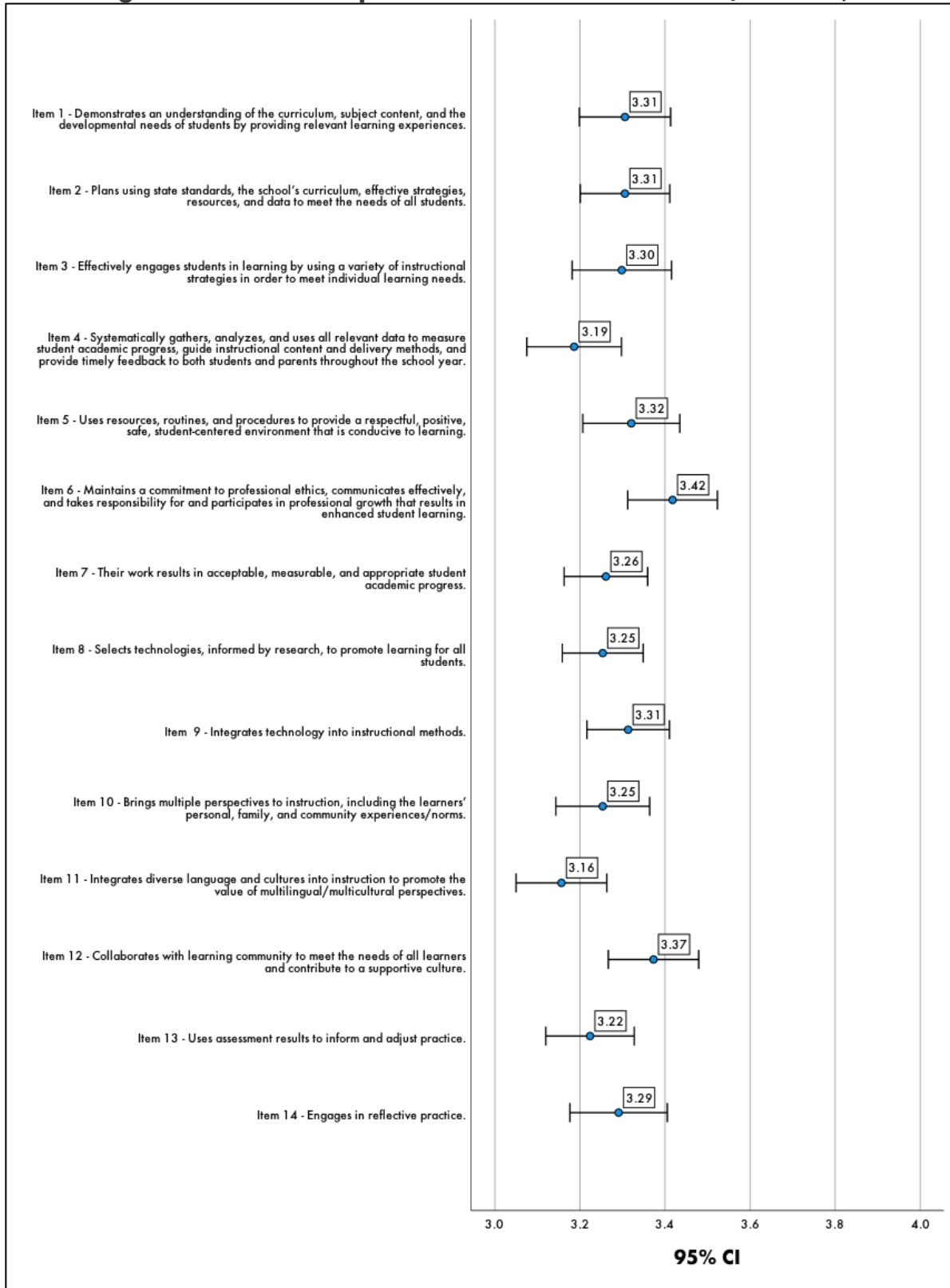


Figure 9B: Undergraduate Level Respondent Satisfaction on VUPS/InTASC (Items A-N)



Appendix A: Overall Satisfaction Descriptive Statistics

Appendix Table 1A: Overall Satisfaction Scaled Descriptive by Category

Variable	Category	Mean	Standard Deviation	Standard Error	Lower 95% CI	Upper 95% CI	N
All	Total	4.49	0.798	0.037	4.417	4.563	457
Public/Private	Private	4.47	0.755	0.073	4.330	4.615	108
Public/Private	Public	4.50	0.812	0.043	4.411	4.581	349
EPP Size	Large	4.52	0.744	0.039	4.443	4.597	358
EPP Size	Medium	4.38	1.004	0.113	4.158	4.601	79
EPP Size	Small	4.40	0.821	0.184	4.040	4.760	20
License Category	CTE	5.00	-	-	5.000	5.000	1
License Category	Early Childhood Special Education	4.44	0.527	0.176	4.100	4.789	9
License Category	Early/Primary	3.33	0.816	0.333	2.680	3.987	6
License Category	Elementary education preK-6	4.47	0.818	0.055	4.363	4.578	221
License Category	English	4.64	0.678	0.128	4.392	4.894	28
License Category	English as a second language preK-12	4.86	0.378	0.143	4.577	5.137	7
License Category	Foreign language	4.67	0.577	0.333	4.013	5.320	3
License Category	Gifted education	5.00	0.000	0.000	5.000	5.000	2
License Category	Health and physical education preK-12	4.71	0.469	0.125	4.469	4.960	14
License Category	History and social sciences	4.56	0.695	0.116	4.329	4.782	36
License Category	Mathematics	4.40	0.910	0.235	3.939	4.861	15
License Category	Middle Education	5.00	0.000	0.000	5.000	5.000	4
License Category	Music	4.66	0.614	0.114	4.432	4.879	29
License Category	Secondary Science	4.33	1.323	0.441	3.469	5.198	9
License Category	Special Education	4.34	0.921	0.120	4.104	4.574	59

Appendix Table 1B: Overall Satisfaction Scaled Descriptive by Category

Variable	Category	Mean	Standard Deviation	Standard Error	Lower 95% CI	Upper 95% CI	N
License Category	Theatre arts preK-12	5.00	-	-	5.000	5.000	1
License Category	Visual arts preK-12	4.58	0.515	0.149	4.292	4.875	12
Endorsement Level	G	4.52	0.758	0.043	4.435	4.603	316
Endorsement Level	U	4.43	0.880	0.074	4.280	4.571	141
Completion Year	2013-2014	4.67	0.516	0.211	4.253	5.080	6
Completion Year	2014-2015	4.66	0.684	0.116	4.431	4.884	35
Completion Year	2015-2016	4.70	0.658	0.088	4.524	4.869	56
Completion Year	2016-2017	4.67	0.564	0.084	4.502	4.831	45
Completion Year	2017-2018	4.40	0.879	0.067	4.266	4.527	174
Completion Year	2018-2019	4.42	0.821	0.069	4.283	4.554	141

Appendix B: VUPS/InTASC Satisfaction Descriptive Statistics

Appendix Table 2A: Item A Satisfaction Scaled Descriptive by Category

A: Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.					
Variable	Category	Mean	Standard Deviation	Standard Error	N
All	Total	3.36	0.588	0.028	456
Public/Private	Private	3.33	0.627	0.06	108
Public/Private	Public	3.37	0.577	0.031	348
EPP Size	Small	3.15	0.587	0.131	20
EPP Size	Medium	3.34	0.714	0.08	79
EPP Size	Large	3.38	0.556	0.029	357
License Type	Graduate	3.4	0.568	0.032	315
License Type	Undergraduate	3.29	0.627	0.053	141

Appendix Table 2B: Item B Satisfaction Scaled Descriptive by Category

B: Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.					
Variable	Category	Mean	Standard Deviation	Standard Error	N
All	ALL VEAC	3.35	0.596	0.028	456
Public/Private	Private	3.31	0.633	0.061	108
Public/Private	Public	3.36	0.584	0.031	348
EPP Size	Small	3.15	0.587	0.131	20
EPP Size	Medium	3.32	0.708	0.080	79
EPP Size	Large	3.37	0.568	0.030	357
License Type	Graduate	3.37	0.590	0.033	315
License Type	Undergraduate	3.30	0.609	0.051	141

Appendix Table 2C: Item C Satisfaction Scaled Descriptive by Category

C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Variable	Category	Mean	Standard Deviation	Standard Error	N
All	ALL VEAC	3.35	0.682	0.032	455
Public/Private	Private	3.29	0.698	0.067	108
Public/Private	Public	3.37	0.677	0.036	347
EPP Size	Small	3.05	0.686	0.153	20
EPP Size	Medium	3.32	0.743	0.084	79
EPP Size	Large	3.37	0.665	0.035	356
License Type	Graduate	3.38	0.682	0.038	314
License Type	Undergraduate	3.28	0.680	0.057	141

Appendix Table 2D: Item D Satisfaction Scaled Descriptive by Category

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.

Variable	Category	Mean	Standard Deviation	Standard Error	N
All	ALL VEAC	3.26	0.639	0.030	455
Public/Private	Private	3.20	0.665	0.064	107
Public/Private	Public	3.28	0.631	0.034	348
EPP Size	Small	2.89	0.567	0.130	19
EPP Size	Medium	3.28	0.697	0.078	79
EPP Size	Large	3.27	0.625	0.033	357
License Type	Graduate	3.29	0.637	0.036	314
License Type	Undergraduate	3.18	0.639	0.054	141

Appendix Table 2E: Item E Satisfaction Scaled Descriptive by Category

E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.

Variable	Category	Mean	Standard Deviation	Standard Error	N
All	ALL VEAC	3.39	0.670	0.031	456
Public/Private	Private	3.34	0.629	0.061	108
Public/Private	Public	3.40	0.682	0.037	348
EPP Size	Small	3.25	0.639	0.143	20
EPP Size	Medium	3.33	0.780	0.088	79
EPP Size	Large	3.41	0.645	0.034	357
License Type	Graduate	3.43	0.656	0.037	315
License Type	Undergraduate	3.30	0.694	0.058	141

Appendix Table 2F: Item F Satisfaction Scaled Descriptive by Category

F: Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Variable	Category	Mean	Standard Deviation	Standard Error	N
All	ALL VEAC	3.46	0.621	0.029	456
Public/Private	Private	3.45	0.602	0.058	108
Public/Private	Public	3.46	0.627	0.034	348
EPP Size	Small	3.22	0.716	0.160	20
EPP Size	Medium	3.48	0.658	0.074	79
EPP Size	Large	3.46	0.606	0.032	357
License Type	Graduate	3.49	0.610	0.034	315
License Type	Undergraduate	3.40	0.642	0.054	141

Appendix Table 2G: Item G Satisfaction Scaled Descriptive by Category

Work results in acceptable, measurable, and appropriate student academic progress.					
Variable	Category	Mean	Standard Deviation	Standard Error	N
All	ALL VEAC	3.31	0.615	0.029	454
Public/Private	Private	3.35	0.600	0.058	107
Public/Private	Public	3.30	0.620	0.033	347
EPP Size	Small	3.16	0.602	0.138	19
EPP Size	Medium	3.38	0.647	0.073	79
EPP Size	Large	3.30	0.608	0.032	356
License Type	Graduate	3.33	0.634	0.036	314
License Type	Undergraduate	3.26	0.567	0.048	140

Appendix Table 2H: Item H Satisfaction Scaled Descriptive by Category

H: Selects technologies, informed by research, to promote learning for all students.					
Variable	Category	Mean	Standard Deviation	Standard Error	N
All	ALL VEAC	3.33	0.584	0.027	453
Public/Private	Private	3.29	3.33	0.563	0.054
Public/Private	Public	3.18	3.33	0.592	0.032
EPP Size	Small	3.20	0.523	0.117	20
EPP Size	Medium	3.31	0.631	0.071	78
EPP Size	Large	3.34	0.578	0.031	355
License Type	Graduate	3.37	0.596	0.034	312
License Type	Undergraduate	3.26	0.553	0.047	141

Appendix Table 2I: Item I Satisfaction Scaled Descriptive by Category

I: Integrates technology into instructional materials.					
Variable	Category	Mean	Standard Deviation	Standard Error	N
All	ALL VEAC	3.34	0.595	0.028	452
Public/Private	Private	3.36	0.538	0.052	106
Public/Private	Public	3.34	0.613	0.033	346
EPP Size	Small	3.16	0.375	0.086	19
EPP Size	Medium	3.35	0.599	0.032	354
EPP Size	Large	3.35	0.599	0.032	354
License Type	Graduate	3.36	0.605	0.034	313
License Type	Undergraduate	3.30	0.573	0.049	139

Appendix Table J: Item J Satisfaction Scaled Descriptive by Category

J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.					
Variable	Category	Mean	Standard Deviation	Standard Error	N
All	ALL VEAC	3.32	0.645	0.030	453
Public/Private	Private	3.26	0.680	0.066	105
Public/Private	Public	3.33	0.634	0.034	348
EPP Size	Small	3.00	0.667	0.153	19
EPP Size	Medium	3.28	0.754	0.085	78
EPP Size	Large	3.34	0.614	0.033	356
License Type	Graduate	3.34	0.642	0.036	314
License Type	Undergraduate	3.25	0.649	0.055	139

Appendix Table K: Item K Satisfaction Scaled Descriptive by Category

K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives					
Variable	Category	Mean	Standard Deviation	Standard Error	N
All	ALL VEAC	3.22	0.658	0.031	441
Public/Private	Private	3.17	0.661	0.065	102
Public/Private	Public	3.24	0.656	0.036	339
EPP Size	Small	3.00	0.594	0.140	18
EPP Size	Medium	3.17	0.724	0.084	75
EPP Size	Large	3.24	0.645	0.035	348
License Type	Graduate	3.25	0.671	0.038	307
License Type	Undergraduate	3.16	0.624	0.054	134

Appendix Table L: Item L Satisfaction Scaled Descriptive by Category

L: Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.					
Variable	Category	Mean	Standard Deviation	Standard Error	N
All	ALL VEAC	3.42	0.641	0.030	456
Public/Private	Private	3.41	0.597	0.057	108
Public/Private	Public	3.42	0.655	0.035	348
EPP Size	Small	3.20	0.616	0.138	20
EPP Size	Medium	3.42	0.709	0.080	79
EPP Size	Large	3.43	0.626	0.033	357
License Type	Graduate	3.45	0.633	0.036	315
License Type	Undergraduate	3.35	0.654	0.055	141

Appendix Table M: Item M Satisfaction Scaled Descriptive by Category

M: Uses assessment results to inform and adjust practice.					
Variable	Category	Mean	Standard Deviation	Standard Error	N
All	ALL VEAC	3.30	0.612	0.029	455
Public/Private	Private	3.26	0.604	0.058	107
Public/Private	Public	3.32	0.615	0.033	348
EPP Size	Small	3.00	0.471	0.108	19
EPP Size	Medium	3.30	0.686	0.077	79
EPP Size	Large	3.32	0.599	0.032	357
License Type	Graduate	3.34	0.615	0.035	315
License Type	Undergraduate	3.22	0.601	0.051	140

Appendix Table N: Item N Satisfaction Scaled Descriptive by Category

N: Engages in reflective practice.					
Variable	Category	Mean	Standard Deviation	Standard Error	N
All	ALL VEAC	3.35	0.672	0.031	456
Public/Private	Private	3.35	0.646	0.062	108
Public/Private	Public	3.34	0.680	0.036	348
EPP Size	Small	3.10	0.718	0.161	20
EPP Size	Medium	3.34	0.766	0.086	79
EPP Size	Large	3.36	0.646	0.034	357
License Type	Graduate	3.38	0.664	0.037	315
License Type	Undergraduate	3.27	0.685	0.058	141

Appendix C: Reliability, Correlations, Factor Analysis

Internal Consistency

To assess scale reliability between the 14 VUPS/InTASC items, Cronbach's Alpha is equal to .97 (Excellent $\alpha \geq .90$). This suggests a high level of internal consistency in the measures. This generally suggests that the 14 VUPS/InTASC items tap into an underlying concept of satisfaction of completers by employers.

Correlations

Appendix Table 3 provides correlation coefficients across the 14 items. Higher correlations between two given items suggest that responses are more congruent. All items are correlated above .50.

Appendix Table 3: Inter-Item Correlation Matrix for 14 VUPS/InTASC Items

Inter-Item Correlation Matrix														
	A	B	C	D	E	F	G	H	I	J	K	L	M	N
A	-	0.87	0.76	0.78	0.69	0.67	0.76	0.70	0.64	0.72	0.68	0.65	0.77	0.69
B	0.87	-	0.76	0.76	0.69	0.65	0.80	0.72	0.67	0.74	0.68	0.68	0.79	0.69
C	0.76	0.76	-	0.74	0.73	0.65	0.77	0.71	0.69	0.70	0.62	0.66	0.73	0.70
D	0.78	0.76	0.74	-	0.67	0.64	0.76	0.70	0.66	0.72	0.67	0.63	0.81	0.69
E	0.69	0.69	0.73	0.67	-	0.70	0.71	0.64	0.62	0.68	0.60	0.70	0.68	0.67
F	0.67	0.65	0.65	0.64	0.70	-	0.72	0.65	0.62	0.68	0.60	0.72	0.71	0.75
G	0.76	0.80	0.77	0.76	0.71	0.72	-	0.75	0.69	0.74	0.68	0.69	0.79	0.71
H	0.70	0.72	0.71	0.70	0.64	0.65	0.75	-	0.85	0.68	0.64	0.62	0.73	0.61
I	0.64	0.67	0.69	0.66	0.62	0.62	0.69	0.85	-	0.65	0.63	0.62	0.69	0.61
J	0.72	0.74	0.70	0.72	0.68	0.68	0.74	0.68	0.65	-	0.77	0.71	0.73	0.70
K	0.68	0.68	0.62	0.67	0.60	0.60	0.68	0.64	0.63	0.77	-	0.69	0.69	0.65
L	0.65	0.68	0.66	0.63	0.70	0.72	0.69	0.62	0.62	0.71	0.69	-	0.72	0.75
M	0.77	0.79	0.73	0.81	0.68	0.71	0.79	0.73	0.69	0.73	0.69	0.72	-	0.76
N	0.69	0.69	0.70	0.69	0.67	0.75	0.71	0.61	0.61	0.70	0.65	0.75	0.76	-

Factor Analysis (Exploratory)

Appendix Table 4 provides an exploratory factor analysis with varimax rotation on the 14 VUPS/InTASC tagged items to identified only one factor. Initial eigenvalues run from a principal component analysis suggest that this first factor explain 72.3% variation across the 14 VUPS/InTASC items. T

Factors loadings greater than .50 are highlighted in purple to denote factor structure.

Appendix Table 4: Varimax Rotated Factor Loadings for 14 VUPS/InTASC Items

Item Order	Item Language	InTASC	VUPS	Factor 1 (72.3%)
Item A	Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	1, 2, 4	1	0.881
Item B	Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	1, 2, 7, 8	2	0.885
Item C	Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	1, 2, 8	3	0.863
Item 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.	6, 10	4, 7	0.864
Item E	Uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.	3	5	0.824
Item F	Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	1, 2, 9	6	0.821
Item G	Work results in acceptable, measurable, and appropriate student academic progress.	6, 7, 8	7	0.889
Item H	Selects technologies, informed by research, to promote learning for all students.	7, 8	3	0.84
Item I	Integrates technology into instructional materials.	8	2, 3	0.806
Item J	Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	1, 2, 9, 10	3	0.856
Item K	Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives	1, 2	3, 5	0.804
Item L	Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	3, 9, 10	6	0.828
Item M	Uses assessment results to inform and adjust practice.	6	4, 7	0.897
Item N	Engages in reflective practice.	9	6	0.841

Appendix E: 2019-2020 VEAC Pilot Contacts

Bluefield College – Contact: Shellie Brown
Christopher Newport University – Contact: Jean Filetti
Ferrum College – Contact: Christine Christianson
George Mason University – Contact: Adrienne Sullivan (VEAC)
Hampton University – Contact: Martha Jallim Hall
James Madison University – Contact: Amy Thelk (VEAC)
Liberty University – Contact: Stacey L. Bose
Longwood University – Contact: Gena Southall
Norfolk State University – Contact: Denelle Wallace
Regent University – Contact: Kurt Kreassig
Shenandoah University – Contact: Mary Bowser
Sweet Briar College – Contact: Meredith McCool
University of Lynchburg – Contact: Holly Gould
University of Richmond – Contact: Joel Hanel (VEAC)
University of Virginia – Contact: Mandy Turner (VEAC)/Jillian McGraw (VEAC)
Virginia Commonwealth University – Contact: Angie Wetzel (VEAC)
Virginia State University – Contact: Shelly H. Bazemore/John Blackwell
Virginia Wesleyan University – Contact: Bill McConnell

