



**Virginia Education  
Assessment Collaborative**

**Longwood University**

**Initial Licensure Employer Survey**

**2022-2023 Cycle**

## 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).

### 2022-23 VEAC Leadership

#### Chairs

Amy Thek – James Madison University  
Joel Hanel – University of Virginia

#### Executive Director

Jillian McGraw – University of Virginia

#### Communications

Adrienne Sullivan – George Mason University

#### Committee Leadership

Hillary Campbell – James Madison University  
Matt Grimes – Radford University  
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 2023. Initial recruitment for the survey began in April 2023 and was open with reminders through May 2023.

### Survey Response Rates

For our 2022-2023 initial licensure cycle, VEAC fielded the Employer Survey to program completers' employers from 31 EPP partners.

Upon closing the survey in May 2023, VEAC collected 1,315 complete and partial responses resulting in a 35% response rate.

Longwood University had a 34% 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 2022-2023 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 completer survey dashboard at [www.projectveac.org](http://www.projectveac.org).

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

## Survey Response Data

**Table 1** provides responses to the 2022-23 VEAC Initial Licensure Survey. Column 1 (VEAC Revised 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 N) provides the total number of responses to the survey from all VEAC partners minus the number of NA responses. Column 5 (VEAC Mean (SD)) provides the average (mean) and standard deviation (in parenthesis) for response to the survey item for all responses from all VEAC partners coded 1-4. Column 6 (EPP N) provides the total number of responses to the survey from the EPP's employers minus the number of NA responses. Column 7 (EPP Mean (SD)) provides the average (mean) and standard deviation (in parenthesis) for response to the survey item for all responses from the EPP's employers coded 1-4. Column 8 (p-value) provides the p-value from a difference in means test between the VEAC mean (column 5) and the EPP mean (column 7). Item wording and coding are found in Appendix A.

**Table 1: Longwood 2022-23 Report**

VEAC Revised 2022 Item	InTASC	VUPS 2021	VEAC N	VEAC Mean (SD)	EPP N	EPP Mean (SD)	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	1,185	3.27, (0.66)	46	3.33, (0.63)	0.62
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	1,183	3.25, (0.67)	46	3.37, (0.61)	0.24
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	1,184	3.21, (0.71)	46	3.33, (0.73)	0.24
ID: Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guides instructional content and delivery methods, and provides timely feedback to students, parents, caregivers, and other educators.*	6, 10	4, 8	1,179	3.15, (0.70)	46	3.30, (0.63)	0.14
IE: Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*	3	5	1,187	3.38	47	3.45, (0.69)	0.087

**Table 1: Longwood 2022-23 Report Cont.**

<b>VEAC Revised 2022 Items</b>	<b>InTASC</b>	<b>VUPS 2021</b>	<b>VEAC N</b>	<b>VEAC Mean (SD)</b>	<b>EPP N</b>	<b>EPP Mean (SD)</b>	<b>p-value</b>
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	1,187	3.36, (0.69)	47	3.45, (0.69)	0.32
IG: Engages in practices that results in acceptable, measurable, and appropriate student academic progress.*	6, 7, 8	8	1,183	3.24, (0.68)	47	3.38, (0.68)	0.12
IH: Uses content-aligned and developmentally appropriate instructional technology to enhance student learning.*	7, 8	3	1,179	3.28, (0.62)	47	3.34, (0.64)	0.48
IJ: Demonstrates a commitment to equity by providing instructional practices and classroom strategies that results in culturally inclusive and responsive learning environments and academic achievement for all students.*	2, 3, 8	5, 6	1,177	3.33, (0.64)	46	3.48, (0.62)	0.10
IL: Collaborates with the learning community (e.g. school personnel, caregivers, and volunteers) to meet the needs of all learners and contributes to a supportive culture.*	3, 9, 10	7	1,185	3.34, (0.67)	47	3.49, (0.72)	0.054
IM: Uses assessment results to inform and adjust practice.*	6	4, 8	1,176	3.20, (0.67)	45	3.36, (0.65)	0.11
IN: Engages in reflection on the impact of their teaching practice and adapts to meet the needs of each learner.*	9	7	1,183	3.22, (0.72)	47	3.32, (0.73)	0.33
Based on your experience with this teacher, what best describes the extent to which they were ready to meet the needs of your students in your school? **	-	-	1,208	4.33, (0.90)	47	4.47, (0.78)	0.32

\* Items Range from 1-4

\*\* Item Ranges from 1-5

## Appendix A: Survey Item Wording and Coding Description

### **VEAC Satisfaction Items**

Items IA through IN ask program completers to rate their performance on 12 VUPS/InTASC items. Please note that character coding aligns to the original 14 item survey. All items were revised in 2022 based on the updated Virginia Uniform Performance Standards.

Specifically, these twelve 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. Items with an \* in Table 1 are the VEAC Satisfaction Items.

### **Overall Satisfaction Item**

The last item in the VEAC employer survey asks, "Based on your experience with this teacher, what best describes the extent to which they were ready to meet the needs of your 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. The Item with a \*\* in Table 1 is the Overall Satisfaction Item.