Virginia Education Assessment Collaborative

Longwood University

Initial Licensure Completer 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 Thelk – 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 March 2023 and was open with reminders through April 2023.

Survey Response Rates

For our 2022-2023 initial licensure cycle, VEAC fielded the Initial Licensure Completer Survey to program completers from 31 EPP partners.

Upon closing the survey in April 2023, VEAC collected 1,325 complete and partial responses resulting in a 22% response rate.

The EPP had an 11% response rate on the VEAC Completer 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.

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 completers 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 completers 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: Completer Survey 2022-23 Report

VEAC Revised 2022 Item	InTASC	VUPS 2021	VEAC N	VEAC Mean (SD)	EPP N	EPP Mean (SD)	p-value
IA: Demonstrating your understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*	1, 2, 4	1	1,079	3.30, (0.60)	42	3.31, (0.60)	0.90
IB: Planning 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	1,070	3.24, (0.63)	42	3.24, (0.79)	0.66
IC: Effectively engaging students in learning by using a variety of research-based instructional strategies in order to meet individual learning needs.*	1, 2, 8	3	1,076	3.23, (0.65)	41	3.15, (0.69)	0.39
ID: Systematically gathering, analyzing, and using all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, caregivers, and other educators.*	6, 10	4, 8	1,071	3.06, (0.70)	39	3.23, (0.74)	0.086
IE: Using resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*	3	5	1,080	3.38, (0.68)	42	3.31, (0.72)	0.54

Table 1: Completer Survey 2022-23 Report Cont.

VEAC Revised 2022 Items	InTASC	VUPS 2021	VEAC N	VEAC Mean (SD)	EPP N	EPP Mean (SD)	p-value
IF: Maintaining a commitment to professional ethics, collaborating and communicating effectively, and taking responsibility for and participating in professional growth that results in enhanced student learning.*	1, 2, 9	7	1,081	3.49, (0.59)	42	3.55, (0.55)	0.61
IG: Engaging in practices that results in acceptable, measurable, and appropriate student academic progress.*	6, 7, 8	8	1,079	3.28, (0.61)	42	3.31, (0.60)	0.81
IH: Using content-aligned and developmentally appropriate instructional technology to enhance student learning.*	7, 8	3	1,076	3.28, (0.63)	41	3.32, (0.61)	0.77
IJ: Demonstrating 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	1,078	3.38, (0.63)	42	3.50, (0.55)	0.26
IL: Collaborating 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	1,075	3.24, (0.68)	41	3.34, (0.66)	0.34
IM: Using assessment results to inform and adjust practice.*	6	4, 8	1,070	3.19, (0.67)	40	3.42, (0.68)	0.018
IN: Engaging in reflection on the impact of their teaching practice and adapts to meet the needs of each learner.*	9	7	1,076	3.33, (0.62)	42	3.29, (0.60)	0.52
Overall, how satisfied are you with your preparation from [Field-Institution]?**	-	-	1,089	4.43, (0.82)	43	4.49, (0.83)	0.54

* 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 alphabetized 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 items ask, "Based on your preparation at ${e://Field/Institution}, how would you rate your performance in each of these teaching areas." Respondent can choose "Exemplary (4)," "Proficient (3)," "Developing/Needs Improvement (2)," or "Unacceptable (1)." To find the average rating, responses are coded, from 1 to 4. Higher values indicate more proficiency, and lower values indicate more unacceptability.

Overall Satisfaction Item

The last item in the VEAC completer survey asks, "Overall, how satisfied are you with your preparation from ${e://Field/Institution}?" Each respondent's institution of higher education (IHE) is embedded in their unique survey. Respondents could respond "extremely dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, or extremely satisfied." To find the average overall satisfaction, responses are coded, from 1 to 5. Higher values indicate more satisfaction, and lower values indicate more dissatisfaction. The survey item with ** in Table 1 is the Overall Satisfaction Item.