

Measure 2: Satisfaction of Employers and Stakeholder Involvement

Satisfaction of Employers

Christopher Newport University's Educator Preparation Program (EPP) annually collects data on employer satisfaction with its completers through the Virginia Education Assessment Collaborative (VEAC) Employer Survey, which provides a centralized assessment structure for Virginia EPPs to standardize and reduce the complexity of data collection required for accreditation and program improvement. The VEAC common instrument and data collection process have improved and expanded the ability to understand the EPP's program strengths and to identify opportunities for improvement.

Stakeholder Involvement

The following stakeholders are key contributors to the EPP's Continuous Improvement:

The **Teacher Preparation Council** (a standing university committee) meets three times a year (fall, early spring, and late summer). This interdisciplinary body is comprised of the Director of the Teacher Preparation Program (chair, voting); the Associate Director of Field Experience (voting), two staff members from the Newport News Public Schools (voting); one faculty member from each academic department teaching in the graduate MAT program (voting); the presidents of each of the two student education associations: Student Virginia Educators Association and National Association for Music Educators (voting); the Director of Graduate Recruitment and Enrollment, the Dean of the College of Arts and Humanities; the Dean of the College of Social Sciences; the Dean of the College of Natural and Behavioral Sciences; and the Dean of Graduate Studies. The deans are non-voting members. This council reviews data and identifies trends that may result in recommendations for continuous improvement.

The **Teacher Preparation Council Steering Committee** is comprised of members of the Teacher Preparation Council who are elected by the Teacher Preparation Council to serve on the Steering Committee. It meets monthly throughout the fall and spring semesters to provide analysis of data to make recommendations and determine trends that need to be reported to the Teacher Preparation Council. The committee also reviews candidate applications for admissions, determines scholarship recipients, and selects graduate assistants.

Clinical Partners are comprised of mentor/cooperating teachers, university supervisors, and administrators from Newport News Public Schools (NNPS). Cooperating teachers meet twice in the spring (internship semester) with the Associate Director of Field Experiences to discuss internship expectations, to gain understanding of the Candidate Impact Study and Internship Midterm/Final Evaluation requirements, and to receive training on how to assess candidate dispositions. University supervisors meet monthly during the spring (internship semester) for training on conducting classroom observations, norming on the Candidate Impact Study rubric, discussion of internship expectations, and assessment of candidate dispositions. The Associate Director of Field Experiences also meets regularly with NNPS residency mentors, facilitators of workshops that are part of the Student Teacher University, and Human Resource representatives regarding candidate placements with cooperating teachers and in selected schools. These meetings allow for discussions of concerns with and/or additional support needed for candidates during the internship, the planning of Student Teacher University workshops (both focus of upcoming workshops and revisions to recurring workshops), and the facilitating of initial placements and secondary placements, if needed.



**Virginia Education
Assessment Collaborative**

CNU

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 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.

The EPP (CNU) had a 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 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 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: Christopher Newport University 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	1,185	3.27, (0.66)	54	3.24, (0.64)	0.63
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	1,183	3.25, (0.67)	54	3.28, (0.63)	0.85
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	1,184	3.21, (0.71)	54	3.26, (0.59)	0.85
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	1,179	3.15, (0.70)	53	3.19, (0.71)	0.62
IE: Using resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*	3	5	1,187	3.38	54	3.22, (0.77)	0.64

Table 1: Christopher Newport University 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	1,187	3.36, (0.69)	54	3.35, (0.62)	0.72
IG: Engaging in practices that results in acceptable, measurable, and appropriate student academic progress.*	6, 7, 8	8	1,183	3.24, (0.68)	53	3.26, (0.68)	0.75
IH: Using content-aligned and developmentally appropriate instructional technology to enhance student learning.*	7, 8	3	1,179	3.28, (0.62)	54	3.35, (0.62)	0.39
IJ: 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.*	2, 3, 8	5, 6	1,177	3.33, (0.64)	54	3.33, (0.58)	0.83
IL: 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.*	3, 9, 10	7	1,185	3.34, (0.67)	54	3.37, (0.62)	0.85
IM: Using assessment results to inform and adjust practice.*	6	4, 8	1,176	3.20, (0.67)	54	3.24, (0.67)	0.68
IN: Engaging 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)	54	3.33, (0.64)	0.31
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)	54	4.26, (0.91)	0.43

* 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.

Key Assessments and Stakeholder Involvement in Continuous Improvement

Assessment Instrument	Stakeholder Recommendations: 2022-2023
Praxis Subject Assessments	None—all candidates passed this state licensure test prior to TCHG 510 (Teaching Internship).
Virginia Communication and Literacy Assessment	None—all candidates passed this state licensure test prior to TCHG 510 (Teaching Internship).
Reading for Virginia Educators	None—all candidates passed this state licensure test prior to TCHG 510 (Teaching Internship).
Internship Final Evaluation	<p>Based on the overall score for 2022 that fell below 8.5 on Standard 2.5 (“Plans for differentiated instruction, relevant to students’ learning needs, including TAG, ELL, SPED, etc.”), the Teacher Preparation Council (TPC) recommended offering workshops for candidates prior to the internship that focus on instructional strategies for diverse learners. A workshop was facilitated by Newport News Public Schools instructional specialists for TAG and ELL on December 2, 2022 and November 17, 2023. Additionally, the TPC recommended (1) sharing the 2022 data with the internship supervisors and developing strategies to strengthen the candidates in the areas that need improvement and (2) providing additional practice in the Curriculum and Instruction course (TCHG 516/517) on differentiating for ELL, Gifted/TAG, and SPED students.</p> <p>Based on the overall score for 2022 again falling below 8.5 (receiving an 8.47) on Standard 4.5 (“Provides evidence of timely and appropriate intervention strategies for students not making adequate progress”), the TPC recommended embedding a journal reflection into the internship asking candidates to reflect on how they provided intervention strategies for students not making adequate progress and requiring candidates to maintain an intervention log that will be submitted to the internship supervisor.</p>

Assessment Instrument	Stakeholder Recommendations: 2022-2023
Candidate Impact Study	<p>All instructors of TCHG 516 and 517 met to discuss course learning objectives, common assessments that will be used, and the preparation of long-term planning documents (unit plans) that will be required in the candidates' TCHG 510 Candidate Impact Study.</p> <p>The Teacher Preparation Council recommended sharing the Candidate Impact Study data with internship supervisors and brainstorming strategies with them to improve areas of concern. Additionally, this stakeholder body recommended refining the "Shared Meaning Document" for Section 5a (Pretest and SMART Goals), 5b (Comparison and Pre- and Post-test Data), and 5c (Formative Assessments). The Associate Director of Field Experiences discussed the data with university supervisors, who recommended that the workshop on disaggregation of data (gathered in the pre-test and post-test during the Candidate Impact Study Unit Plan) and creation of SMART goals based on that data be held earlier in the internship semester. In spring 2024 the workshop was held in January at the beginning of the internship.</p>
Candidate Dispositions	<p>The rubric was evaluated for inter-rater agreement in 2022 with all ten dispositions receiving a 100% adjacent agreement and a range of 47.1% to 94.1% exact agreement. Norming sessions on the rubric focused on those dispositions that scored below a 70% exact agreement.</p>
Virginia Education Assessment Collaborative Employer Survey	<p>The Teacher Preparation Council had no recommendations since all completers registered a high level of satisfaction with the program (4.47/5.00) and, in the 14 areas measured on a scale of 1-4 (with higher values indicating more satisfaction), completers' satisfaction with their preparation was above a 3.0/4.0 in all 14 areas.</p>

Assessment Instrument	Stakeholder Recommendations: 2022-2023
<p>Virginia Education Assessment Collaborative (VEAC) Completer Survey</p>	<p>The Teacher Preparation Council had no recommendations since all completers registered a high level of satisfaction with the program (4.49/5.00) and, in 13/14 areas measured on a scale of 1-4 (with higher values indicating more satisfaction), completers' satisfaction with their preparation was above a 3.0/4.0. For item k ("Integrates diverse language and cultures into instruction to promote the values of multilingual/multicultural perspectives"), completers registered a 2.98/4.00.</p> <p>In 2022, the Commonwealth of Virginia revised the <i>Uniform Performance Standards and Evaluation Criteria for Teachers</i> by creating a new performance standard—"Culturally Responsive Teaching and Equitable Practices." VDOE also developed a Cultural Competency Training module, which all candidates must complete for a license. In the fall of 2023, stakeholders from Newport News Public Schools and clinical faculty began work on the Internship Final Evaluation to craft the wording for this new performance standard in that assessment instrument.</p> <p>In 2023, as a response to the above changes, VEAC revised the survey and changed the wording of item k to the following: "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." The survey data on the revised VEAC Completer Survey released in November 2023 indicate that the EPP's completers registered satisfaction with this item above a 3.00/4.00.</p>

Assessment Instrument	Stakeholder Recommendations: 2022-2023
Uniform Performance Standards and Evaluation of Completers	The Teacher Preparation Council had no recommendations since completers achieved the mean score of 2.8 or above for each standard, except Professional Standard 4 (Assessment of/for Student Learning). The group mean was slightly below a 2.8 (2.74), and the Teacher Preparation Council noted this area merited further watching. However, no completer received an “unsatisfactory” in any standard, which was received positively by the Council.