

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 Teacher Preparation (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 Professional 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. The Steering Committee 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 Teacher Preparation 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 Teacher Preparation 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 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.

Initial Licensure Employer Survey 2024-2025- Christopher Newport University

Virginia Education Assessment Collaborative

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).

2024-25 VEAC Leadership

Committee: Hilary Campbell – James Madison University, Joel Hanel – University of Virginia, Savanna Love – Virginia Commonwealth University, Jillian McGraw – University of Virginia, Rebecca Perini – Washington & Lee University, Adrienne Sullivan – George Mason University, Amy Thek – James Madison University, and Angie Wetzel – Virginia Commonwealth University

Data Collection Process

VEAC partners submitted contact information for program completers and their employers to VEAC in February 2025. Initial recruitment for the survey began in March 2025 and was open with reminders through May 2025.

Survey Response Rates

For our 2024-2025 initial licensure cycle, VEAC fielded the Initial Licensure Employer Survey to program completers' employers from 32 EPP partners.

Upon closing the survey in May 2025, VEAC collected complete and partial responses resulting in a 34% response rate.

VEAC provides EPP partners access to a responsive dashboard to view holistic data from the 2024-2025 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 Employer survey dashboard at www.projectveac.org.

EPPs can find responses to the open-ended response question and a response rate table by EPP in their shared Box folder.

Employer Survey Report

VEAC Employer Survey 2025

	VEAC Item	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP N	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	3.33	0.61	1369	3.24	0.61	33	0.43
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	3.31	0.62	1362	3.27	0.63	33	0.72
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	3.27	0.68	1368	3.18	0.68	33	0.47
ID	Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students, caregivers, and other educators.	6,10	4,8	3.22	0.66	1359	3.16	0.63	32	0.59
IE	Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	3	5	3.36	0.68	1370	3.27	0.76	33	0.50

VEAC Item	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP N	P value
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	3.40	0.64	1370	3.33	0.65	33	0.53
IG Engages in practices that result in acceptable, measurable, and appropriate student academic progress.	6,7,8	8	3.30	0.63	1363	3.24	0.50	33	0.50
IH Uses content-aligned and developmentally appropriate instructional technology to enhance student learning.	7,8	3	3.33	0.58	1360	3.30	0.53	33	0.76
IJ Demonstrates 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	3.40	0.60	1361	3.33	0.54	33	0.49
IL Collaborates 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	3.38	0.64	1368	3.41	0.67	32	0.79
IM Uses assessment results to inform and adjust practice.	6	4,8	3.24	0.64	1358	3.21	0.65	33	0.79
IN Engages in reflection on the impact of their teaching practice and adapts to meet the needs of each learner.	9	7	3.29	0.66	1361	3.36	0.55	33	0.42

VEAC Item	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP N	P value
I_O Based on your experience with this teacher, what best describes the extent to which they were ready to meet the needs of students in your school?	N/A	N/A	4.45	0.80	1379	4.58	0.66	33	0.30

Items A through N asks program completers' employers to rate their performance on 13 VUPS/InTASC items. Specifically, these 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.

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 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 five-point scale, higher values indicate more satisfaction, and lower values indicate more dissatisfaction.

Table 1 provides responses to the 2024-25 VEAC Initial Licensure Survey. Column 1 (VEAC Item) provides the text for each revised VEAC survey item. For items A through N: 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 Mean) provides the average (mean) for responses to each survey item for all responses from all VEAC partners coded 1-4 for items A-N and 1-5 for item O. Column 5 provides the standard deviation for responses to each survey item for all responses from all VEAC partners coded 1-4. Column 6 provides the number of responses to each survey item. Note that response count does not include N/A or skipped responses. Column 7 (EPP Mean) provides the average (mean) for responses to each survey item for all responses from the EPP coded Column 5 provides the standard deviation for responses to each survey item for all responses coded 1-4 for items A-N and 1-5 for item O. Column 6 provides the number of responses to each survey item from the EPP. Note that response count does not include N/A or skipped responses.

Key Assessments and Stakeholder Involvement in Continuous Improvement

Assessment Instrument	Stakeholder Recommendations: 2024-2025
Praxis Subject Assessments	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).
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 Candidate Impact Study reflects the ability of candidates to a) design and implement a curriculum unit, 2) design and analyze appropriate assessments, 3) use assessment data to make instructional decisions, 4) demonstrate their ability to impact student learning and achievement, and 5) reflect on their own professional development. In 2025, candidates averaged above a 4.0/5.0 in all areas measured by the Impact Study.</p>

Assessment Instrument	Stakeholder Recommendations: 2024-2025
Virginia Education Assessment Collaborative Employer Survey	<p>The Teacher Preparation Council had no recommendations since all employers registered a high level of satisfaction with CNU completers (4.58/5.00) and, in the 13 VUPS/InTASC items measured on a scale of 1-4 (with higher values indicating more satisfaction), employers' satisfaction with CNU completers was above a 3.0/4.0 in all 13 areas.</p>
Internship Final Evaluation	<p>An annual meeting with University Supervisors was held to discuss areas where the data reflected the candidates were below the benchmark and to strategize how to further support candidates during the internship process. The Teacher Preparation Council shared data with NNPS administrators, supervisors, cooperating teachers, and candidates, not only to build capacity, but to establish shared meaning especially for the use of all of the evaluation instrument.</p> <p>Discussion was held about the newest uniform performance standard, Culturally Responsive Teaching, included in the Candidate Internship Final Evaluation and the Candidate Internship Administrative Evaluation. The Associate Director of Teacher Preparation will continue to develop shared meaning for candidates, university supervisors, and cooperating teachers this year.</p> <p>Scores that fell below 8.5 in some endorsement areas were largely due to an "n" below 4. Nevertheless, the instructional workshops held prior to and during the internship on instructional strategies for diverse learners and using student learning data to guide instruction were determined to be valuable and will continue. Finally, additional practice on differentiating for ELL, Gifted/TAG, and SPED students in the Curriculum and Instruction course (TCHG 516/517) will be continued.</p>

Assessment Instrument	Stakeholder Recommendations: 2024-2025
Uniform Performance Standards and Evaluation of Completers	The Teacher Preparation Council had no recommendations since CNU completers achieved the mean score of 2.8 or above for each standard. Additionally, no completer received an “unsatisfactory/needs improvement” in any standard, which was received positively by the Council.
Virginia Education Assessment Collaborative (VEAC) Completer Survey	The Teacher Preparation Council had no recommendations since all completers registered a high level of satisfaction with CNU’s Teacher Preparation Program (4.67/5.00) and, in the 13 VUPS/InTASC items measured on a scale of 1-4 (with higher values indicating more satisfaction), completers’ satisfaction was above a 3.0/4.0 in all 13 areas.