

VEAC Initial Licensure Employer Survey 2025-2026 - Virginia State University

Virginia Education Assessment Collaborative

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Founded in 2018, 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 structure for Virginia EPPs that standardizes and reduces the complexity of data collection for the Virginia Department of Education (VDOE), the Council for the Accreditation of Educator Preparation (CAEP), and other relevant organizations.

2025-26 VEAC Leadership

Committee: Hilary Campbell – James Madison University, Karla Collins – Longwood University, Xiaosong Fan – Old Dominion University, Joel Hanel – University of Virginia, Savanna Love – Virginia Commonwealth University, Jillian McGraw – University of Virginia, Rebecca Perini – Washington & Lee University, Scott Radimer – William & Mary, Adrienne Sullivan – George Mason University, Amy Thelk – 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 2026. Initial recruitment for the survey began in March 2026 and was open with reminders through May 2026.

Survey Content

The VEAC initial licensure employer survey was last revised in January 2023 to align with the Virginia Uniform Performance Standard (2021) and 2013 Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

Survey Response Rates

For our 2025-2026 initial licensure cycle, VEAC fielded the Initial Licensure Employer Survey to program completers' employers from 33 (of 36) Virginia EPP partners.

Upon closing the survey in May 2026, VEAC collected 1,219 complete and partial responses resulting in a 37% response rate.

VEAC provides EPP partners access to a responsive dashboard to view holistic data from the 2025-2026 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 Initial Employer survey dashboard at www.projectveac.org.

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

Initial Employer Survey Report

VEAC Initial Employer Survey 2026

Item Code	VEAC Item	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP n	p
IA	Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	1,2,4	1	3.32	0.63	1050	3.3	0.82	10	.946
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	0.63	1049	3.5	0.53	10	.272
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	0.69	1049	3.4	0.70	10	.565
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	3.18	0.68	1044	3.3	0.82	10	.659
IE	Uses resources, routines, and procedures to provide a respectful, positive, safe, student-	3	5	3.37	0.67	1051	3.4	0.70	10	.892

Item Code	VEAC Item	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP n	p
	centered environment that is conducive to learning.									
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	3.41	0.65	1053	3.5	0.53	10	.617
IG	Engages in practices that result in acceptable, measurable, and appropriate student academic progress.	6,7,8	8	3.30	0.63	1051	3.3	0.82	10	.991
IH	Uses content-aligned and developmentally appropriate instructional technology to enhance student learning.	7,8	3	3.33	0.60	1044	3.5	0.53	10	.341
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	1051	3.4	0.70	10	.998
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	3.42	0.64	1053	3.4	0.70	10	.947
IM	Uses assessment results to inform and adjust practice.	6	4,8	3.24	0.65	1045	3.4	0.70	10	.491
IN	Engages in reflection on the impact of their teaching practice and adapts to meet the needs of each learner.	9	7	3.29	0.68	1049	3.3	0.82	10	.975

Item Code	VEAC Item	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP n	p
0	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	4.43	0.80	1059	4.3	0.95	10	.665

Items A through N ask program completers' employers to rate the completer's performance on the 12 VUPS/InTASC aligned items. Specifically, these items ask, "Please rate the program completer's performance on each of the following." Respondents can choose "Unacceptable," "Developing/Needs Improvement," "Proficient," or "Exemplary." To find the average rating, responses are coded from 1 to 4. On this four-point scale, 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:

Overall Satisfaction Respondent Choice	Value
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

On this five-point scale, higher values indicate more readiness, and lower values indicate less readiness.

Table 1 provides responses to the 2025-2026 VEAC Initial Licensure Employer Survey. Column 1 (Item Code) provides the survey item code (IA through IN) for items A through N; it is left blank for the overall readiness item. Column 2 (VEAC Item) provides the text for each initial licensure employer survey item. For items A through N: Column 3 (InTASC) provides the item alignment to the InTASC Standards, and Column 4 (VUPS 2021) provides the item alignment to the 2021 Virginia Uniform

Performance Standards. Column 5 (VEAC Mean) provides the average (mean) for responses to each survey item across all responses from all VEAC partners, coded 1-4 for items A-N and 1-5 for item O. Column 6 (VEAC *SD*) provides the standard deviation for those same responses, and Column 7 (VEAC *N*) provides the number of responses to each survey item; note that response counts do not include N/A or skipped responses. Columns 8 through 10 (EPP Mean, EPP *SD*, EPP *n*) provide the same three statistics computed using responses from Virginia State University only. Column 11 (*p*) reports the p-value from a two-sample t-test comparing the mean for Virginia State University against the mean of all other VEAC partners for each item.