

VEAC Advanced Program Completer Employer Survey Results AY 2024-25

As a participating VEAC institution, the EPP uses a common employer survey for its advanced programs, administered annually to P–12 administrators across the Commonwealth. The survey is distributed each February–March, with results released the following fall. Survey items are aligned to CAEP RA1.1 and RA3.4: Competency at Completion and are program-specific for each advanced program. Responses are reported using a four-point Likert scale: (4) exemplary, (3) proficient, (2) developing/needs improvement, or (1) unacceptable.

Included below are two data tables, one for the Educational Leadership program and one for the Literacy Education program, displaying the results of the AY 2024-2025 survey. Results for the EPP completers are listed, as well as the VEAC means for comparison. Across both advanced programs, Literacy Education and Educational Leadership, all program-specific survey items were rated at the proficient or exemplary level. These results indicate a high level of employer satisfaction with the preparation and effectiveness of advanced program completers.

The last item in the VEAC Employer Survey asks, “Based on your experience [with RU graduate’s name}, what best describes the extent to which they were ready to effectively work with diverse P-12 students and their families in your school, division, or organization?” This item is rated on a 5 point scale. Data for both programs indicate a high level of satisfaction and the EPP’s ratings on this item exceed the VEAC mean score across all EPPs in the state.

Table A. VEAC Advanced Program Employer Survey Results for the Educational Leadership Program (Administration and Supervision) AY 2024-2025

Survey Item	VEAC N	VEAC Mean	EPP N	EPP Mean	EPP Median	EPP Mode	EPP SD
A&S_A: Applies data driven decision-making to initiate and continue improvement in school and classroom practices and student achievement	694	3.38	38	3.474	3.5	4	0.557
A&S_B: Collaboratively plans and implements a variety of assessment techniques and data analysis to identify existing competencies and needs	692	3.413	38	3.553	4	4	0.555
A&S_C: Collaboratively works with parents and school personnel to ensure that students with disabilities are included as a valued part of the school community, and that they receive effective and appropriately intensive instruction to assist them in meeting the standards set for all students, as well as individual goals outlined in their individualized education plans (IEPs)	692	3.47	38	3.632	4	4	0.541

Educational Leadership Survey Item (continued)	VEAC N	VEAC Mean	EPP N	EPP Mean	EPP Median	EPP Mode	EPP SD
A&S_D: Demonstrated capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	695	3.435	38	3.579	4	4	0.552
A&S_E: Demonstrated commitment to continuous professional learning for themselves and their faculty and staff to support the school's goals and enhance its collective capacity	693	3.509	37	3.595	4	4	0.599
A&S_F: Demonstrated management decision-making that ensures successful teaching and learning. including human resources management and development, theories of motivation, change in school culture, innovation and creativity, conflict resolution, adult learning and professional development models	689	3.35	38	3.579	4	4	0.552
A&S_G: Designs and implements strategies for high-quality, technology-rich, and coherent curricula and supports for academic and nonacademic programs	690	3.351	37	3.514	4	4	0.559
A&S_H: Design and implementation of technology to support management functions and communication efforts	688	3.351	38	3.474	3.5	4	0.557
A&S_I: Intentionally and purposefully models professional, moral, and ethical standards, as well as personal integrity in all interactions;	694	3.559	38	3.658	4	4	0.582
A&S_J: Reflectively understands potential moral and legal consequences of decision-making in the school setting	694	3.506	38	3.553	4	4	0.645
A&S_K: Demonstrates supervision and leadership skills to promote a working and learning climate that is safe, secure, and respectful of a diverse school community;	693	3.492	37	3.649	4	4	0.538

Educational Leadership Survey Item (continued)	VEAC N	VEAC Mean	EPP N	EPP Mean	EPP Median	EPP Mode	EPP SD
A&S_L: Uses public relations and public engagement strategies and processes for building and sustaining positive relationships with families, caregivers, and community partners for the benefit of school improvement and student development	684	3.367	38	3.632	4	4	0.633
All_O_AS: Based on your experience with $\{e://Field/Completer%20First\}$ $\{e://Field/Completer%20Last\}$, what best describes the extent to which they were ready to effectively work with diverse P-12 students and their families as a $\{e://Field/Endorsement%20Program%20B\}$ in your school, division, or organization?	708	4.364	39	4.538	5	5	0.72

Table B. VEAC Advanced Program Employer Survey Results for Literacy Education (Reading Specialist) AY 2024-2025

Survey Item	VEAC N	VEAC Mean	EPP N	EPP Mean	EPP Median	EPP Mode	EPP SD
All_O_RS: Based on your experience with $\{e://Field/Completer%20First\}$ $\{e://Field/Completer%20Last\}$, what best describes the extent to which they were ready to effectively work with diverse P-12 students and their families as a $\{e://Field/Endorsement%20Program%20B\}$ in your school, division, or organization?	210	4.505	26	4.615	5	5	0.571
RS_A: Demonstrate expertise in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.	209	3.555	26	3.769	4	4	0.43
RS_B: Demonstrate expertise in the use of technology for both process and product as they work to guide students with reading, writing, and research.	209	3.44	26	3.615	4	4	0.496

Literacy Education Survey Item (continued)	VEAC N	VEAC Mean	EPP N	EPP Mean	EPP Median	EPP Mode	EPP SD
RS_C: Demonstrate expertise with educational measurement and evaluation, including validity, reliability, and normative comparisons in test design and selections;	210	3.452	26	3.615	4	4	0.571
RS_D: Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores;	209	3.445	26	3.615	4	4	0.571
RS_E: Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers;	208	3.399	26	3.462	4	4	0.647
RS_F: Demonstrate the ability to coach and support teachers through classroom observations, demonstrations, co-teaching, and other forms of job-embedded professional development;	203	3.31	26	3.346	3	3	0.629
RS_G: Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division;	204	3.387	26	3.385	3	3	0.637
RS_H: Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, and community leaders	208	3.476	26	3.538	4	4	0.582
RS_I: Demonstrate knowledge of current research and exemplary practices in English and reading	208	3.505	26	3.654	4	4	0.562
RS_J: Demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction	208	3.452	26	3.5	4	4	0.583
RS_K: Ability to integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts	207	3.435	26	3.615	4	4	0.571