



Liberty University
School of Education

Virginia Education Assessment Coalition (VEAC) 2024-25

OVERVIEW

Instrument

Virginia Education Assessment Collaborative - VEAC Survey – Initial

Licensure Data (2024-25)

Virginia Education Assessment Collaborative (VEAC) Survey - Initial

The Virginia Education Assessment Collaborative (VEAC) is an outgrowth of several collaborations taking place between Educator Preparation Programs (EPP) in the Commonwealth of Virginia. The purpose of VEAC 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). Visit us at www.projectveac.org.

The questions on the VEAC initial licensure survey are directly aligned with the InTASC standards. The collaborative group mean is provided for comparison's sake.

For Liberty University, the EPP had a **38% response rate** on the VEAC Employer Survey based on the total number of contacts submitted to VEAC. * Items Range from 1-4

Table 1: Liberty University 2024-25 Report – Initial Licensure

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	1,2,4	1	3.33	0.61	1369	3.37	0.62	163	0.36

	needs of students by providing relevant learning experiences.									
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	3.38	0.60	160	0.16
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	3.37	0.67	162	0.04
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	3.29	0.66	160	0.11
IE	Uses resources, routines, and procedures to provide a	3	5	3.36	0.68	1370	3.48	0.60	163	0.01

	respectful, positive, safe, student-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	3.40	0.64	1370	3.48	0.60	163	0.07
IG	Engages in practices that result in acceptable, measurable, and appropriate student academic progress.	6,7,8	8	3.30	0.63	1363	3.38	0.61	161	0.09
IH	Uses content-aligned and developmentally appropriate instructional technology to enhance student learning.	7,8	3	3.33	0.58	1360	3.38	0.59	160	0.25
IJ	Demonstrates a commitment to equity by providing instructional practices and	2,3,8	5,6	3.40	0.60	1361	3.41	0.58	162	0.72

	classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.									
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	3.44	0.65	163	0.17
IM	Uses assessment results to inform and adjust practice.	6	4,8	3.24	0.64	1358	3.29	0.63	160	0.33
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	3.38	0.64	161	0.05
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	4.46	0.74	164	0.86

* Items Range from 1-4

** Item Ranges from 1-5

VEAC – Advanced Licensure Data:

Employer - Administration & Supervision Results

Code	Item (A&S)	RA1.1 Competencies	N	Mean	Median	Mode	SD
			A&S_A	Applies data-driven decision-making to initiate and continue improvement in school and classroom practices and student achievement	Data literacy to support learning; Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies. Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	74	3.392
A&S_B	Collaboratively plans and implements of a variety of assessment techniques and data analysis to identify existing competencies and needs	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments; Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	74	3.378	3	3	0.59
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	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	74	3.432	3.5	4	0.621

	(IEPs)						
A&S_D	Demonstrated capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization.	74	3.378	3	3	0.566
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	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	74	3.446	3	4	0.577
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	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	73	3.26	3	3	0.624
A&S_G	Designs and implements strategies for high-quality, technology-rich, and coherent curricula and supports for academic and nonacademic programs	Support and utilize appropriate applications of technology for my field of specialization	73	3.315	3	3	0.598
A&S_H	Design and implementation of technology to support management functions and communication efforts	Support and utilize appropriate applications of technology for my field of specialization	73	3.342	3	3	0.65

A&S_I	Intentionally and purposefully models professional, moral, and ethical standards, as well as personal integrity in all interactions;	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	74	3.514	4	4	0.579
A&S_J	Reflectively understands potential moral and legal consequences of decision-making in the school setting	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	74	3.392	3	3	0.544
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;	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents; Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	74	3.473	3.5	4	0.555
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	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents	73	3.315	3	3	0.55

Employer - Reading Specialist Results

Code	Item (Reading)	RA1.1 Competencies	EPP Employer '24 - 25				
			N	Mean	Median	Mode	SD
RS_A	Demonstrate expertise in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	11	3.727	4	4	0.467
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.	Support and utilize appropriate applications of technology for my field of specialization.	10	3.7	4	4	0.483
RS_C	Demonstrate expertise with educational measurement and evaluation, including validity, reliability, and normative comparisons in test design and selections;	Data literacy to support learning; Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies	11	3.636	4	4	0.674
RS_D	Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores;	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	11	3.727	4	4	0.647
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;	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	11	3.636	4	4	0.505

RS_F	Demonstrate the ability to coach and support teachers through classroom observations, demonstrations, co-teaching, and other forms of job-embedded professional development;	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	9	3.667	4	4	0.5
RS_G	Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division;	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	9	3.556	4	4	0.726
RS_H	Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, and community leaders	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents. Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	10	3.6	4	4	0.699
RS_I	Demonstrate knowledge of current research and exemplary practices in English and reading	Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies	10	3.7	4	4	0.483
RS_J	Demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	10	3.6	4	4	0.516

RS_K	Ability to integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents. Support and utilize appropriate applications of technology for my field of specialization.	9	3.667	4	4	0.5
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Employer - Math Specialist Results

Code	Item (Mathematics)	RA1.1 Competencies	EPP Employer '24 - '25				
			N	Mean	Median	Mode	SD
MS_A	Utilize appropriate technologies for teaching and learning mathematics including virtual manipulatives;	Support and utilize appropriate applications of technology for my field of specialization.	7	3.857	4	4	0.378
MS_B	Select, adapt, evaluate, and use instructional materials and resources, including professional journals and technology;	Data literacy to support learning; Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments. Support and utilize appropriate applications of technology for my field of specialization.	7	3.571	4	4	0.535
MS_C	Use strategies for managing, assessing, and	Data literacy to support learning; Use of research and understanding of	7	3.857	4	4	0.378

	monitoring student learning, including diagnosing student errors;	qualitative, quantitative, and/or mixed-methods research methodologies					
MS_D	Use educational measurement and evaluation to improve mathematics programs at the school and division levels	Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	7	3.714	4	4	0.488
MS_E	Plan, develop, implement, and evaluate professional development programs at the school and/or district level based on the needs of students and the school community;	Data literacy to support learning. Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	7	3.571	4	4	0.535

Employer - Advanced Survey Overall Satisfaction

			EPP Employer '24 - 25				
Overall Satisfaction	VEAC Mean <i>(Out of 5.0 scale)</i>	VEAC SD	N	Mean	Median	Mode	SD
Employer Survey	Based on your experience with <u>Area of Specialization</u> , what best describes the extent to which they were ready to effectively work with diverse P-12 students and their families as in your school, division, or organization? Respondent employers could respond "Fully ready, Mostly ready, Moderately ready, Minimally ready, or Not ready."	Administration & Supervision	75	4.307	5	5	0.885
		Reading Specialist	11	4.909	5	5	0.302
		Math Specialist	7	4.857	5	5	0.378

Analysis of Results – VEAC Survey – Initial Licensure

DATA CYCLE: Year/Semester: 2024-2025

N= 167

Summary of initial licensure data:

The employers scored Liberty graduates the highest in item IF regarding the *teacher’s ability to maintain a commitment to professional ethics, collaborates and communicates effectively, and takes responsibility for and participates in professional growth that enhanced student learning* (3.4 out of 4.0). The second highest item was item IJ which addressed the *teacher’s ability to collaborate with the learning community to meet the needs of all learners and contribute to a supportive culture* (3.40 out of 4.0). In both of those categories, Liberty graduates outscored the VEAC mean for all other EPPs in the state.

Analysis of Results – VEAC Survey – Advanced Licensure

DATA CYCLE: Year/Semester: 2024-2025

Program	N =	Overall Program Mean (out of 5.0)
Admin & Supervision	74	4.31
Reading Specialist	11	4.91
Math Specialist	7	4.86

Summary of advanced licensure data:

Employers scored Liberty graduates from the **Administration and Supervision program** the highest in item I regarding the *administrator’s ability to be intentional with a purposeful effort to model professional, moral, and integrity in all interactions* (3.51 out of 4.0). The second highest item was item K which addressed the *Supervision and Leadership skills to promote a working and learning climate that is safe, secure, and respectful of a diverse school community* (3.47 out of 4.0). One area that scored lower than the others (although still meeting target) was item F *Demonstrate 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, and adult learners* (3.26 out of 4.0).

Regarding **Math Specialists**, the employers scored Liberty graduates the highest in multiple items (A, C, I), but one to particularly highlight would be item A *Utilizes appropriate technologies for teaching and learning mathematics including virtual manipulatives* (3.86 out of 4.0). The second highest scores were seen in multiple items (B, E, F, and G) but one to

particularly highlight would be item E *Plan, develop, implement, and evaluate professional development programs at the school and/or district level based on the needs of students and the school community* (3.57 out of 4.0). One area that scored lower than the others (although still meeting target) was item H *Evaluate educational structures and policies that affect students' equitable access to high quality mathematics instruction* (3.43 out of 4.0).

Regarding **Reading Specialists**, the employers scored Liberty graduates the highest in multiple items (A, B, D, I), but one to particularly highlight would be item I *Demonstrate knowledge of current research and exemplary practices in English and Reading* (3.7 out of 4.0). The second highest score again in multiple items (C, E, F, K), but one to particularly highlight would be item F *Demonstrate the ability to coach and support teachers through classroom observations, demonstrations, co-teaching, and other forms of job-embedded professional development* (3.67 out of 4.0). One area that scored lower than the others (although still meeting target) was item C *Demonstrate expertise with educational measurement and evaluation, including validity, reliability, and normative comparisons in test design and selections* (3.64 out of 4.0).