

Measure 2 (Initial and Advanced): Satisfaction of employers and stakeholder involvement. (R4.2| R5.3| RA4.1) Data provided should be collected on employers’ satisfaction with program completers.

The Commonwealth of Virginia does not make employer satisfaction data available to the institutions at which the teachers were trained. To counteract this data gap, the Virginia Education Assessment Collaborative (VEAC; <https://projectveac.org>) was developed to begin movement towards coordination of employer data collection across EPPs in 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 CAEP.

On the VEAC Employer Survey, employers are asked to respond to the following question for each completer: “Based on your experiences with this teacher, what best describes the extent to which they were ready to meet the needs of students in your school?” Responding employers were presented with the options:

- 5 – Fully ready (able to have an immediate impact on student learning)
- 4 – Mostly ready (able to successfully meet the needs of most students)
- 3 – Moderately ready (in order to be successful, needed additional training, support, and coaching beyond what is typically provided to beginning teachers)
- 2 – Minimally ready (limited success meeting the needs of students and improving outcomes even with additional supports)
- 1 – Not ready (unable to meet the needs of students even with additional supports)

The following table provides descriptive statistics on this scaled version of the overall satisfaction item. James Madison University’s mean is above the average rating for the other 17 VEAC partner EPPs, indicating employers observed that their JMU-prepared teachers have a higher average readiness level to impact student learning than teachers prepared at other VEAC institutions.

Year		<i>M</i>	<i>N</i>
2019-20	JMU	4.57	47
	All other VEAC EPPs	4.49	457
2020-21	JMU	4.56	127
	All other VEAC EPPs	4.52	1326

Data are provided here for teachers completing initial licensure. VEAC is developing a parallel survey for teachers and other school personnel completing advanced licensure; JMU is participating in the pilot advanced survey in 2021-22.

Stakeholder involvement

Stakeholders serve on the EPP’s Professional Education Coordinating Council (PECC), a group that meets monthly to review policies, needs of school partners, and any changes in curriculum and/or professional requirements. More information about the PECC is available in the Professional Education Handbook: <https://www.jmu.edu/coe/esc/files/2020-21-Professional-Education-Handbook1.pdf>

Our EPP is part of the MidValley Consortium that collaborates with three other area EPPs and seven partner school divisions to plan out and coordinate field experiences for candidates receiving training in one of the partner schools. <https://www.jmu.edu/coe/esc/consortium.shtml>

The EPP has an Executive Advisory Council (EAC) that has 20 alumni members that serve the profession around the Commonwealth in a variety of ways to support JMU students in becoming effective teachers and leaders. <https://www.jmu.edu/coe/deansoffice/eac-index.shtml>