

MARYMOUNT UNIVERSITY

Title of Evidence: EPP Employer Survey on Completers

Description: In this document, there are the following pieces of evidence:

- EPP Employer Survey Results on Completers: there are separate charts for the years: 2016, 2017, 2018, and 2019. Seven survey questions are directly aligned with the Virginia Department of Education (VDOE) Uniform Performance Standards (UPS) for Teachers and tagged to the InTASC standards.
- The EPP Survey Questions are included. This Survey is sent out by the ECE Office via a Google Survey over the summer. After several weeks, a follow-up email is sent requesting participation. This data is analyzed by the EPP faculty in efforts to make continuous improvement based upon stakeholder feedback.

Alignment to CAEP Standards and Components: 1.1, 1.2, 1.3, 1.4, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.3, 5.3, 5.4, DIVERSITY

2017 EPP EMPLOYER SURVEY ON COMPLETERS WHO GRADUATED IN 2015 - 2016

VDOE UPS	SURVEY QUESTION	ALL LEVELS N = 24				PK-6 COHORTS N = 17				SEC/SPED N = 7			
		% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% SA	% A	% D	% SD	% SA	% A	% D	% SD
InTASC Category 1: The Learner and Learning													
Standard 2: Instructional Planning	The teacher planned instruction using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, (and data) to meet the needs of all students.	54% (13)	33% (8)	13% (3)	0	59% (10)	29% (5)	12% (2)	0	43% (3)	43% (3)	14% (1)	0
Standard 5: Learning Environment	The teacher used resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	50% (12)	46% (11)	4% (1)	0	53% (9)	47% (8)	0	0	43% (3)	43% (3)	14% (1)	0
InTASC Category 2: Content													
Standard 1: Professional Knowledge	The teacher demonstrated an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	54% (13)	38% (9)	8% (2)	0	53% (9)	47% (8)	0	0	57% (4)	14% (1)	29% (2)	0
InTASC Category 3: Instructional Practice													
Standard 3: Instructional Delivery	The teacher effectively engaged students in learning by using a variety of instructional strategies in order to meet individual learning needs.	58% (14)	38% (9)	4% (1)	0	59% (10)	41% (7)	0	0	57% (4)	29% (2)	14% (1)	0
Standard 4: Assessment of and for Learning	The teacher systematically gathered, analyzed, and used all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students.	50% (12)	46% (11)	4% (1)	0	35% (6)	53% (9)	12% (2)	0	57% (4)	29% (2)	14% (1)	0
Standard 7: Student Academic Progress	The teacher's work resulted in acceptable, measurable, and appropriate student academic progress.	42% (10)	50% (12)	8% (2)	0	41% (7)	47% (8)	12% (2)	0	43% (3)	57(4)	0	0
InTASC Category 4: Professional Responsibility													
Standard 6: Professionalism	The teacher maintained a commitment to professional ethics, communicated effectively, and took responsibility for and participated in professional growth that results in enhanced student learning.	67% (16)	25% (6)	8% (2)	0	65% (11)	23% (4)	12% (2)	0	71% (5)	29% (2)	0	0

2018 EPP EMPLOYER SURVEY ON FIRST YEAR COMPLETERS WHO GRADUATED IN 2017

VDOE UPS	SURVEY QUESTION	ALL LEVELS N = 21				PK-6 COHORTS N = 14				SEC/SPED N = 7			
		% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% SA	% A	% D	% SD	% SA	% A	% D	% SD
InTASC Category 1: The Learner and Learning													
Standard 2: Instructional Planning	The teacher planned instruction using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, (and data) to meet the needs of all students.	62% (13)	33% (7)	5% (1)	0	64% (9)	29% (4)	7% (1)	0	57% (4)	43% (3)	0	0
Standard 5: Learning Environment	The teacher used resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	67% (14)	33% (7)	0	0	71% (10)	29% (4)	0	0	57% (4)	43% (3)	0	0
InTASC Category 2: Content													
Standard 1: Professional Knowledge	The teacher demonstrated an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	62% (13)	38% (8)	0	0	64% (9)	36% (5)	0	0	57% (4)	43% (3)	0	0
InTASC Category 3: Instructional Practice													
Standard 3: Instructional Delivery	The teacher effectively engaged students in learning by using a variety of instructional strategies in order to meet individual learning needs.	75% (21)	25% (7)	0	0	71% (10)	29% (4)	0	0	57% (4)	43% (3)	0	0
Standard 4: Assessment of and for Learning	The teacher systematically gathered, analyzed, and used all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students.	57% (12)	43% (9)	0	0	57% (8)	43% (6)	0	0	14% (1)	86% (6)	0	0
Standard 7: Student Academic Progress	The teacher's work resulted in acceptable, measurable, and appropriate student academic progress.	48% (10)	52% (11)	0	0	50% (7)	50% (7)	0	0	43% (3)	57% (4)	0	0
InTASC Category 4: Professional Responsibility													
Standard 6: Professionalism	The teacher maintained a commitment to professional ethics, communicated effectively, and took responsibility for and participated in professional growth that results in enhanced student learning.	86% (18)	14% (3)	0	0	93% (13)	7% (1)	0	0	71% (5)	29% (2)	0	0

2018 EPP EMPLOYER SURVEY ON COMPLETERS WHO GRADUATED IN 2014-2016 (2 + years)

VDOE UPS	SURVEY QUESTION	ALL LEVELS				PK-6 COHORTS				SEC/SPED			
		% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% SA	% A	% D	% SD	% SA	% A	% D	% SD
InTASC Category 1: The Learner and Learning													
Standard 2: Instructional Planning	The teacher planned instruction using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, (and data) to meet the needs of all students.	57% (61)	40% (43)	3% (3)	0	57% (44)	40% (31)	3% (2)	0	57% (17)	40% (12)	3% (1)	0
Standard 5: Learning Environment	The teacher used resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	61% (65)	32% (34)	6% (7)	1% (1)	60% (46)	34% (26)	6% (5)	0	63% (19)	27% (8)	7% (2)	3% (1)
InTASC Category 2: Content													
Standard 1: Professional Knowledge	The teacher demonstrated an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	57% (61)	41% (44)	2% (2)	0	54% (42)	43% (33)	3% (2)	0	63% (19)	37% (11)	0	0
InTASC Category 3: Instructional Practice													
Standard 3: Instructional Delivery	The teacher effectively engaged students in learning by using a variety of instructional strategies in order to meet individual learning needs.	51% (55)	44% (47)	4% (4)	1% (1)	52% (40)	44% (34)	3% (2)	1% (1)	50% (15)	43% (13)	7% (2)	0
Standard 4: Assessment of and for Learning	The teacher systematically gathered, analyzed, and used all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students.	47% (50)	48% (52)	5% (5)	0	44% (34)	52% (40)	4% (3)	0	57% (16)	43% (12)	0	0
Standard 7: Student Academic Progress	The teacher's work resulted in acceptable, measurable, and appropriate student academic progress.	48% (52)	47% (50)	5% (5)	0	49% (38)	47% (36)	4% (3)	0	47% (14)	46% (14)	7% (2)	0
InTASC Category 4: Professional Responsibility													
Standard 6: Professionalism	The teacher maintained a commitment to professional ethics, communicated effectively, and took responsibility for and participated in professional growth that results in enhanced student learning.	63% (67)	31% (33)	6% (7)	0	60% (46)	34% (26)	6% (5)	0	70% (21)	23% (7)	7% (2)	0

2019 EPP EMPLOYER SURVEY ON COMPLETERS WHO GRADUATED IN 2015-17

VDOE UPS	SURVEY QUESTION	ALL LEVELS N = 43				PK-6 COHORTS N = 29				SEC/SPED N = 14			
		% Strongly Agree	% Agree	% Disagree	% Strongly Disagree	% SA	% A	% D	% SD	% SA	% A	% D	% SD
InTASC Category 1: The Learner and Learning													
Standard 2: Instructional Planning	The teacher planned instruction using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, (and data) to meet the needs of all students.	68% (29)	30% (13)	2% (1)	0	69% (20)	28% (8)	3% (1)	0	64% (9)	36% (5)	0	0
Standard 5: Learning Environment	The teacher used resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	68% (29)	32% (14)	0	0	69% (20)	31% (9)	0	0	64% (9)	36% (5)	0	0
InTASC Category 2: Content													
Standard 1: Professional Knowledge	The teacher demonstrated an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	66% (28)	32% (14)	2% (1)	0	66% (19)	31% (9)	3% (1)	0	64% (9)	36% (5)	0	0
InTASC Category 3: Instructional Practice													
Standard 3: Instructional Delivery	The teacher effectively engaged students in learning by using a variety of instructional strategies in order to meet individual learning needs.	56% (24)	42% (18)	2% (1)	0	55% (16)	41% (12)	3% (1)	0	57% (8)	43% (6)	0	0
Standard 4: Assessment of and for Learning	The teacher systematically gathered, analyzed, and used all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students.	56% (24)	35% (15)	9% (4)	0	59% (17)	34% (10)	7% (2)	0	50% (7)	36% (5)	14% (2)	0
Standard 7: Student Academic Progress	The teacher's work resulted in acceptable, measurable, and appropriate student academic progress.	63% (27)	37% (16)	0	0	66% (19)	34% (10)	0	0	57% (8)	43% (6)	0	0
InTASC Category 4: Professional Responsibility													
Standard 6: Professionalism	The teacher maintained a commitment to professional ethics, communicated effectively, and took responsibility for and participated in professional growth that results in enhanced student learning.	68% (29)	28% (12)	4% (2)	0	69% (20)	24% (7)	7% (2)	0	64% (9)	36% (5)	0	0