VEAC Advanced Employer Survey for the Leadership in Mathematics/Math Specialist Program for 2022-23

Survey Items	Degree				Demographics				Benchmarks		
	MEd		EdS		Completers of Color		White Only		All		All VEAC
	Mean	*St. Dev.*	*Mean*	*St. Dev.*	*Mean*	*St. Dev.*	*Mean*	*St. Dev.*	*Mean*	*St. Dev.*	*Mean*
Utilize appropriate technologies for teaching and learning mathematics including virtual manipulatives;	3.50	0.71	3.00	1.41	3.33	1.15	3.00	0.00	3.25	0.96	3.68
Select, adapt, evaluate, and use instructional materials and resources, including professional journals and technology;	3.50	0.71	3.50	0.71	3.67	0.58	3.00	0.00	3.50	0.58	3.64
Use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors;	3.50	0.71	3.00	1.41	3.33	1.15	3.00	0.00	3.25	0.96	3.64
Use educational measurement and evaluation to improve mathematics programs at the school and division levels	3.50	0.71	3.00	1.41	3.33	1.15	3.00	0.00	3.25	0.96	3.45
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;	3.00	1.41	3.00	1.41	3.33	1.15	2.00	0.00	3.00	1.15	3.43
Apply mathematics-focused instructional leadership skills to collaborate with administration, mentor teachers, families and communities to improve mathematics teaching and learning	3.00	1.41	3.00	1.41	3.33	1.15	2.00	0.00	3.00	1.15	3.45
Select from a repertoire of methods to communicate professionally about students, curriculum, instruction, and assessment to educational constituents—parents and other caregivers, school administrators, and school boards	3.00	1.41	3.00	1.41	3.33	1.15	2.00	0.00	3.00	1.15	3.41
Evaluate educational structures and policies that affect students' equitable access to high quality mathematics instruction	3.00	1.41	3.00	1.41	3.33	1.15	2.00	0.00	3.00	1.15	3.43
Demonstrate commitment to professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics and to development as a mathematics instructional leader	4.00	0.00	3.00	1.41	3.33	1.15	4.00	0.00	3.50	1.00	3.68
Overall Satisfaction*	5.00	0.00	4.50	0.71	4.67	0.58	5.00	0.00	4.75	0.50	
N	**2**		**2**		**3**		**1**		**4**		**22**

Scale: 1 = unacceptable; 2 = developing/needs improvement; 3 = proficient; 4 = exemplary

*Scale: 1 = Not Ready; 2 = Minimally Ready; 3 = Moderately Ready; 4 = Mostly Ready; 5 = Fully Ready

The Revised Employer Survey for the Math Specialist Program
(Adjusted after 2020-21 pilot and Implemented for 2021-22)

	2021-22		2022-23*	
	Mean	St. Dev.	Mean	St. Dev.
Professional Knowledge & Skills				
Graduate understands and applies major mathematical concepts, procedures, knowledge, and applications within and among the various mathematical domains.	4.00	0.00		
Graduate applies the mathematical processes of problem solving, reasoning and communicating mathematically, and mathematical modeling.	4.00	0.00		
Graduate uses knowledge of students and mathematics to assist teachers in planning rigorous and engaging mathematics instruction that supports students' learning.	3.75	0.50		
Graduate demonstrates, promotes and assists teachers in providing equitable, culturally responsive opportunities for all students to learn and apply mathematics.	3.50	0.58		
Graduate applies knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains in teaching students and coaching/mentoring classroom teachers.	3.50	0.58		
Graduate implements effective and equitable teaching practices to support rigorous mathematical learning for a full range of students.	3.75	0.50		
Graduate assesses and uses evidence of students' learning to improve instruction and subsequent student learning.	3.67	0.58		
Graduate collaborates with colleagues and other stakeholders to support student learning, and to create more equitable mathematics learning environments.	3.75	0.50		
Graduate draws upon mathematics education research to grow professionally, to support student learning, and to create more equitable mathematics learning environments.	3.75	0.50		
Graduate advocates for appropriate mathematical teaching and learning practices to relevant stakeholders.	3.75	0.50		
Graduate advocates for equity at school, district, and community levels.	3.50	0.58		
Graduate advocates on behalf of teachers, students, families, and communities.	3.50	0.58		
Graduate understands the role of the mathematics specialist in schools.	3.50	0.58		
Use of Technology				
Graduate demonstrates a foundational understanding of the technology used in teaching mathematics	3.75	0.50		
Graduate is effective in selecting and utilizing instructional technology to support student learning.	3.75	0.50		
Graduate encourages staff and students to use the technological tools available to them.	3.75	0.50		
Overall Satisfaction with Education at Regent	4.00	0.00		
N	3			

*No responess received for 2022-23

Scale: 1 = ineffective; 2 = approaching effective; 3 = effective; 4 = highly effective

Regent University's Revised Alumni Survey for the Leadership in Mathematics Education Program for 2020-21

Survey Items	2020-21*	
	Mean	St. Dev.
NCTM Standards		
Understanding and applying major mathematics concepts, procedures, knowledge, and applications within and among the various mathematical domains	4.40	0.55
Applying the mathematical processes of problem solving, reasoning and communicating mathematically, and mathematical modeling	4.20	0.84
Using technology appropriately within the mathematical processes of problem solving, reasoning and communicating mathematically, and mathematical modeling	4.40	0.55
Using knowledge of students and mathematics to plan rigorous and engaging mathematics instruction that supports students' learning and provides equitable, culturally responsive opportunities for all students to learn and apply mathematics	4.40	0.55
Implementing effective and equitable teaching practices to support rigorous mathematical learning for a full range of students	4.60	0.55
Assessing and using evidence of students' learning to improve instruction and subsequent student learning	4.40	0.89
Being a reflective mathematics educator who collaborates with colleagues and other stakeholders to grow professionally, to support student learning, and to create more equitable mathematics learning environments	4.40	0.55
Level of Satisfaction with Program		
I am satisfied with the quality of teaching in the program	4.60	0.55
I am satisfied with my learning in the program	4.60	0.55
I am satisfied with my accomplishments after completing the program	4.40	0.89
Utilization of Values in Professional Life		
Seeking wisdom and knowledge	4.60	0.55
Serving and edifying others	4.80	0.45
Exploring and living your faith	4.60	0.55
Incorporating Christianity into your life today	4.80	0.45
Integrating your faith with professional practices from a Christian worldview	4.60	0.55
I would recommend my Regent University program to others	100%	
N	5	

Scale: 1 = unsatisfactory; 2 = needs improvement; 3 = developing; 4 = proficient; 5 = exemplary