



# A Framework for Designing Effective Collaborative Networks

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# Presentation goals

- Share the collaborative experience of developing a centralized structure for assessment and benchmarking.
- Demonstrate the use of a framework to guide rigorous instrument development, data collection, visualization, reporting, and stakeholder engagement.
- (Begin to) Create a framework for an assessment process unique to **your** organization.



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# What is VEAC?

## Virginia Education Assessment Collaborative

- A partnership among VA Educator Preparation Providers (*EPPs*)
- Collecting data to support EPPs in program approval and accreditation from the Council for the Accreditation of Educator Preparation (*CAEP*) and the Virginia Department of Education (*VDOE*)



The logo for the Virginia Education Assessment Collaborative, featuring the letters 'VEAC' in a bold, light green, sans-serif font with a black drop shadow, set against a solid purple rectangular background.

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# Our Past Reality

36 EPPS

36 Unique Surveys

36 Distribution Timelines  
and Platforms

Thousands of Completers  
and Employers

36 Reporting Formats

Institutional Self-Reflection

# The Vision

36 EPPS

1 Survey

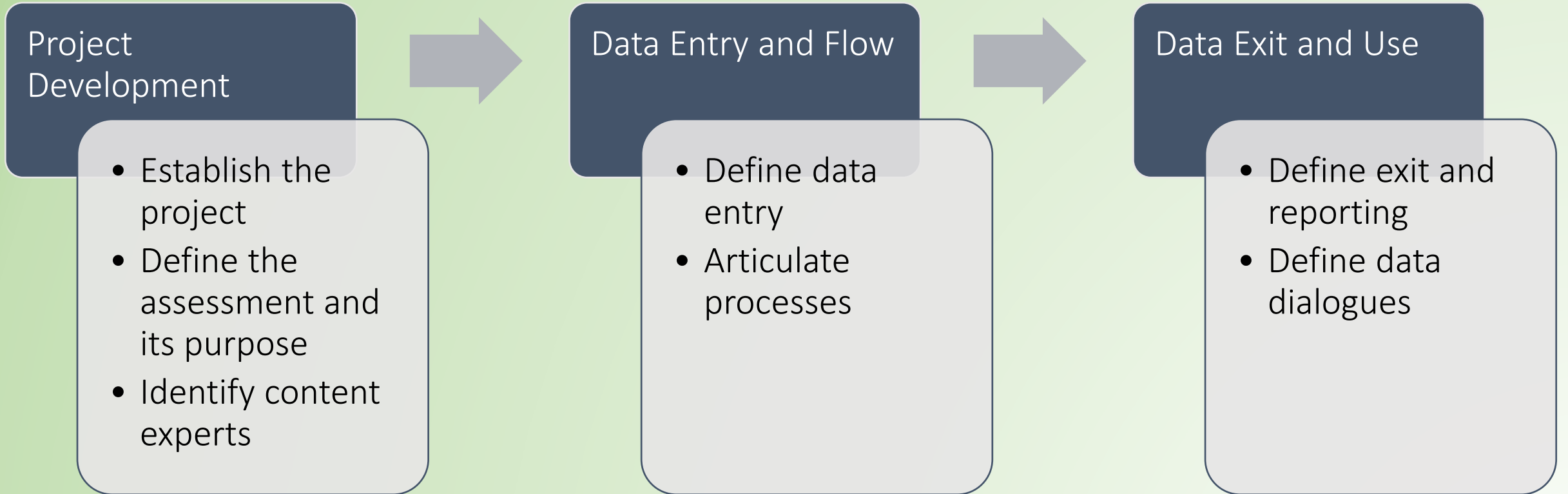
1 Distribution Timeline  
and Platform

Thousands of Completers  
and Employers

1 Reporting Format

Institutional Self-Reflection;  
Cross-Institutional Benchmarking;  
Data Dialogues

# Framework for Data Flow



# Project Development

## Establish the Project.

Why would we centralize this data system?  
What are the potential benefits of a centralized system?

What are the potential constraints of centralizing this system?

What resources will this require, and who will provide those resources?

Who "owns" the data? What agreements

## Define the Assessment and its Purpose.

What construct is being measured and why?

To what standards or content should the assessment align (e.g., professional standards, program learning outcomes, strategic plan)?

Are instruments available for the construct?  
Is revision required or is a new instrument needed?

## Identify Content Experts.

Who participates in instrument development?

Who can pilot the assessment and provide feedback on clarity and content?



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# Try it

Individually or in small groups, discuss:

- Establish the project
- Define the assessment and its purpose
- Identify content experts

## Template



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# Data Entry and Flow

## Define Data Entry.

What instrument(s) provide the data?

How are data captured?

What steps must be taken to standardize data entry from different groups?

## Articulate Process #1.

What happens to the data at this step?

Who will interact with the data? What will they do?

What system(s) will be used to collect, clean, store, or otherwise process the data?

How do the data move to the next process?

## Articulate Process #2.

What happens to the data at this step?

Who will interact with the data? What will they do?

What system(s) will be used to collect, clean, store, or otherwise process the data?

How do the data move to the next process?

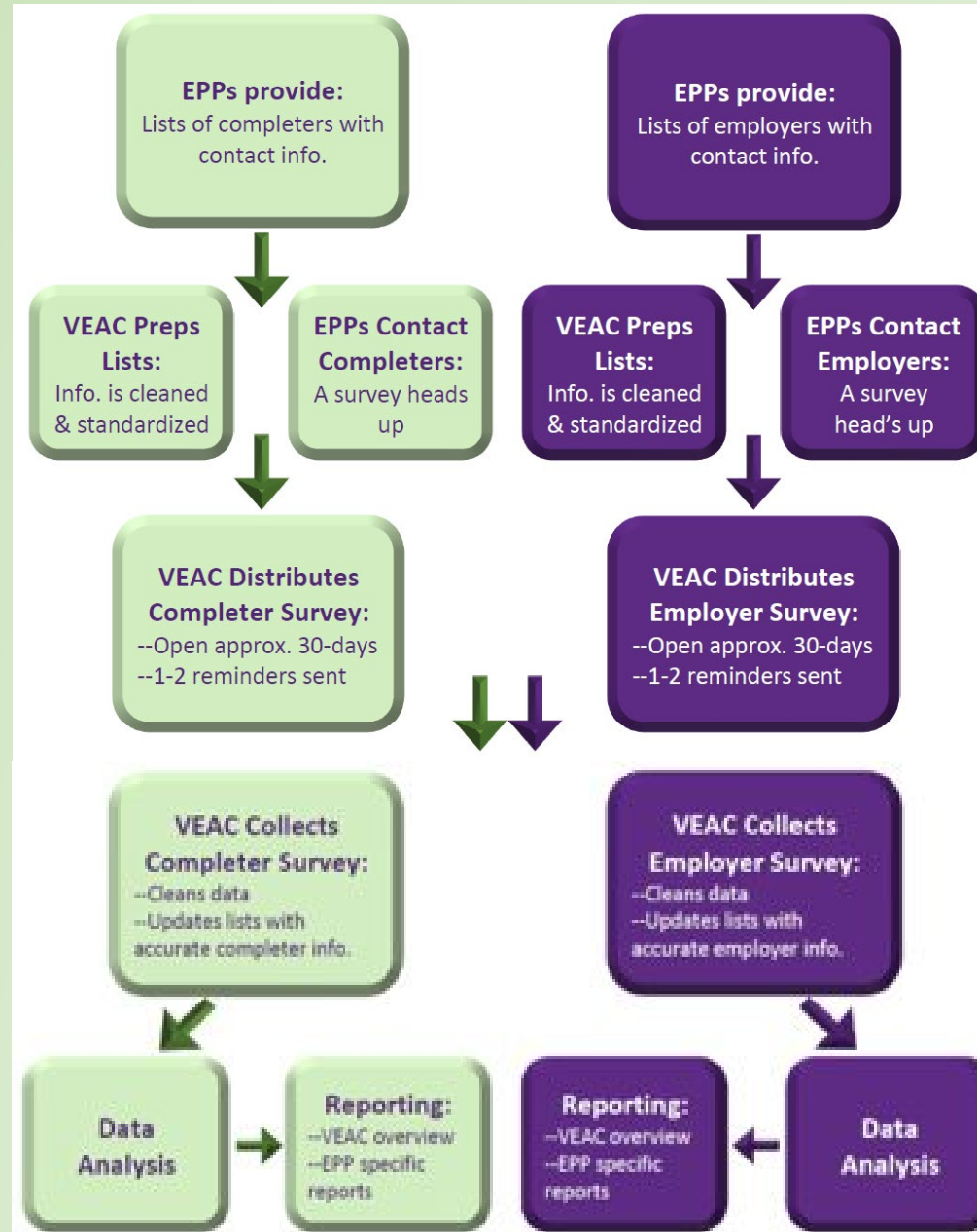
**Add an additional process block for each step.**





# Data Flow

## VEAC Completer and Employer Survey



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Try it

Continue with the same template to discuss:

- Define data entry
- Articulate processes

**Template**



# Data Exit and Use

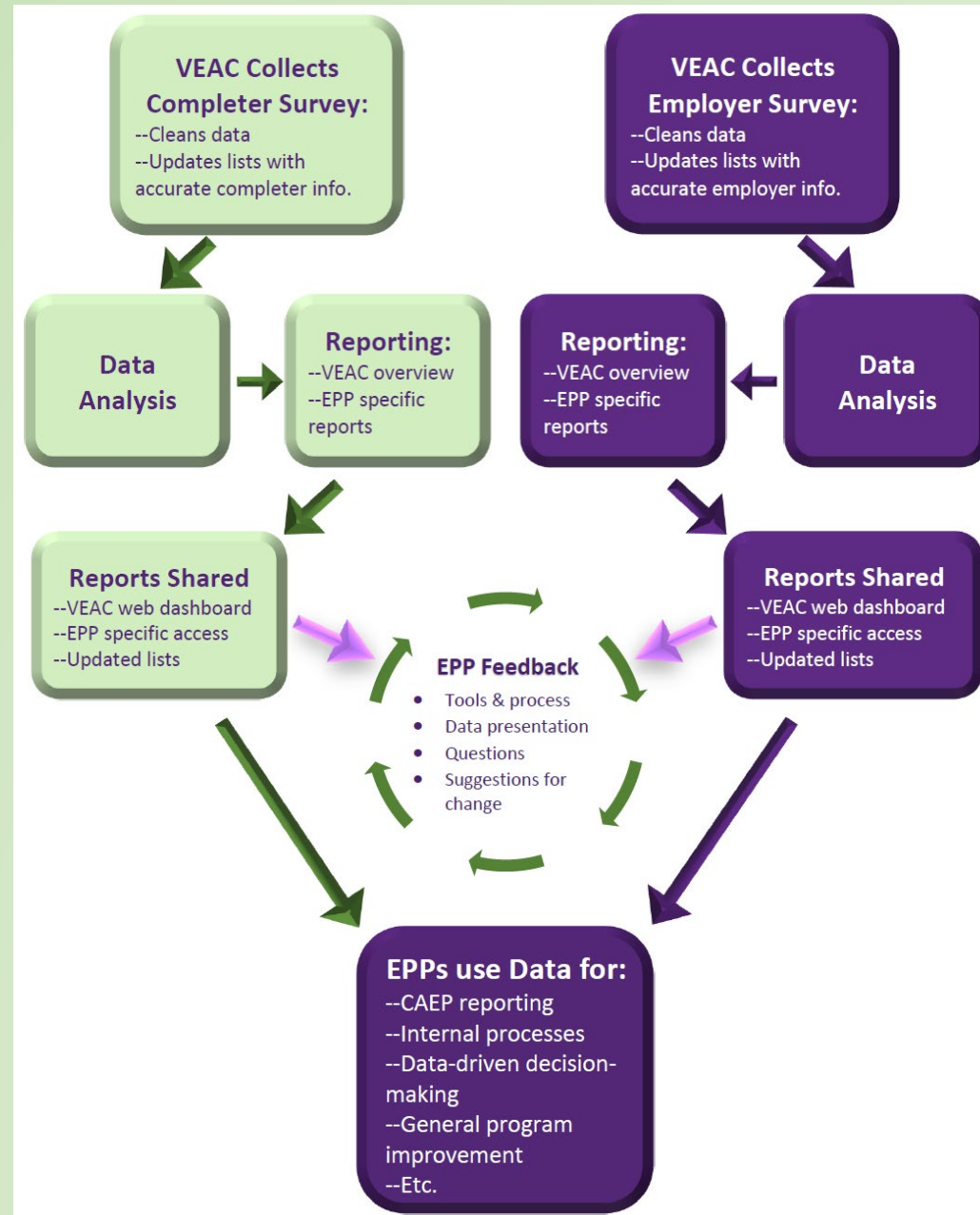
## Define Exit and Reporting.

Which stakeholders need the raw data?
How <u>are</u> raw data provided to stakeholders?
What are the reporting audiences?
What reports are needed for each audience?
How are reports provided to stakeholders?

## Define Data Dialogues.

Which stakeholders engage in data dialogue on the assessment outcomes?
How are stakeholders oriented to the reports and outcomes?
What is considered in the data dialogue? (e.g., instrument content, outcomes of the assessments, reporting formats)
Who is accountable for action items identified from the data dialogue?
How are action items incorporated into your current Entry, Processes, and Exit / Reporting?

# Data Flow



# Reporting and Data Dialogues

## Audience Specific Reporting

- [Collaborative-Wide Benchmark Dashboard Reports](#)
- Collaborative-Participant Specific Reports ([Example](#))
- Internal Audience Specific Reports ([Example](#))

2021-2022 VEAC Completer Survey Dashboard						
VEAC Completer Survey Item	Mean	SD	N	InTASC	VUPS	Filters
A: Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	3.29	0.58	865	1, 2, 4	1	Category Endorsement
B: Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	3.20	0.59	859	1, 2, 7, 8	2	CTE Etc.
C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	3.30	0.64	864	1, 2, 8	3	Early Childhood Sp...
D: Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	3.06	0.68	858	6, 10	4, 7	English
E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	3.39	0.63	866	3	5	English as a secon...
F: Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	3.56	0.53	864	1, 2, 9	6	Health and physic...
G: Work results in acceptable, measurable, and appropriate student academic progress.	3.24	0.60	863	6, 7, 8	7	History and Social ...
H: Selects technologies, informed by research, to promote learning for all	3.22	0.65	861	7, 8	8	Mathematics
						Middle Education
						Other
						Science
						Theatre arts preK-...
						Visual Arts PreK-12
						Endorsement Level
						G
						U
						Program Completion Year



# Reporting and Data Dialogues

## Stakeholder Specific Data Dialogues

- CAEP (EPP, Division partners, Advisories)
- SACS-COC (Dept. Chairs, faculty)

### Closing the loop

- Review the goal(s) your program set during the Fall 2021 CEHD Data retreat.
- What progress did you make toward the goal(s)?

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### Migration Data Review

- Describe the students/populations who *migrated OUT* of your program since Fall 21...
- What are the demographic characteristics... academic characteristics...

[Click or tap here to enter text.](#)

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### Goal-setting exercise

Please set at least **2** recruitment goals and at least **2** retention goals using the prompts below...

- Goal 1:
- What action steps are necessary to accomplish this goal? + Who is responsible for each action step?
- What is a reasonable timeline to accomplish this goal? What can you accomplish in AY 22-23?
- Additional comments related to this goal (e.g., potential barriers, additional resources/supports needed, etc.):



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# Try it

Continue with the same template to discuss:

- Define exit and reporting
- Define data dialogues

## Template



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