



**Virginia Education
Assessment Collaborative**

Pilot Advanced Survey Results
2021-2022

Virginia Education Assessment Collaborative

The Virginia Education Assessment Collaborative (VEAC) is a growing partnership between Educator Preparation Programs (EPP) in the Commonwealth of Virginia. Our purpose 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).

Advanced Survey Pilot

The Virginia Education Assessment Collaborative (VEAC) piloted a unique advanced program completer survey for graduates of programs in Administration and Supervision, Counselor Education (School), Mathematics Specialist, School Psychologist, and Reading Specialist in summer 2022. This first pilot survey was conducted through the University of Virginia and sought to benchmark the responsiveness of advanced program completers and their employers for future CAEP Revised Advanced Standard 4.

This report provides descriptive statistics from the two surveys of advanced program completers and their employers for this pilot cycle.

Participating pilot institutions include: Averett University, Bluefield University, James Madison University, Longwood University, Radford University, Shenandoah University, University of Virginia, and Virginia Commonwealth University.

Data Collection Process

VEAC partners submitted contact information for program completers to VEAC in July 2022 for their program completers and employment information. Initial recruitment for the completer survey began on August 16, 2022 and was open with reminders through September 5, 2022. Initial recruitment for the employer survey began on September 29, 2022 and was open with reminders through October 17, 2022.

Survey Response Rates

For our 2021-2022 pilot licensure cycle, VEAC fielded the Advanced Completer & Employer Survey to program completers from 9 EPP partners.

- Upon closing the completer survey in October 2022, VEAC collected 134 complete and partial responses resulting in a 19% response rate. VEAC sent 643 recruitment emails to program completers.
- Upon closing the employer survey in September 2022, VEAC collected 78 complete and partial responses resulting in a 26% response rate. VEAC sent 288 recruitment emails to individuals with clear employment records.

EPPs can find raw data and open-ended responses to the two open ended response items in their shared Box folder.

Survey Response Data

Pages 2-13 provide responses to the 2021-22 VEAC Advanced Licensure Surveys. For each licensure area, tables include 9 columns. VEAC Code provides the item code for each survey item. Item (Program) provides the text of the survey item by licensure area. RA1.1 Competencies provides the item alignment to CAEP RA1.1 competencies. Each licensure area has at least one item coded per RA1.1 Competencies. The next three columns provide the descriptive statistics results (Mean, SD, and N) for the pilot VEAC completer survey. The final three columns provide the descriptive statistics results (Mean, SD, and N) for the pilot VEAC employer survey.

Page 14 provides overall satisfaction ratings for the 2021-22 VEAC Advanced Licensure Surveys by program completers and their employers.

Administration & Supervision Results

Code	Item (A&S)	RA1.1 Competencies	All Pilot Completer			All Pilot Employer		
			VEAC Mean	VEAC SD	VEAC N	VEAC Mean	VEAC SD	VEAC N
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.	3.42	.53	52	3.49	.68	41
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	3.52	.50	52	3.54	.71	41
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 (IEPs)	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	3.42	.63	.40	3.51	.71	41
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.	3.55	.57	51	3.59	.55	41

Code	Item (A&S)	RA1.1 Competencies	All Pilot Completer			All Pilot Employer		
			VEAC Mean	VEAC SD	VEAC N	VEAC Mean	VEAC SD	VEAC N
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	3.62	.56	52	3.66	.53	41
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	3.54	.54	52	3.42	.67	41
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	3.42	.57	52	3.48	.64	40
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	3.33	.58	52	3.49	.60	41
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	3.65	.48	52	3.69	.52	41

Code	Item (A&S)	RA1.1 Competencies	All Pilot Completer			All Pilot Employer		
			VEAC Mean	VEAC SD	VEAC N	VEAC Mean	VEAC SD	VEAC N
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	3.62	.52	52	3.59	.63	41
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	3.60	.53	52	3.56	.67	41
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	3.50	.50	52	3.64	.54	39

Counselor Education Results

Code	Item (Counselor Education)	RA1.1 Competencies	All Pilot Completer			All Pilot Employer		
			VEAC Mean	VEAC SD	VEAC N	VEAC Mean	VEAC SD	VEAC N
CED_A	Effectively administers individual and group student appraisal and assessment	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.25	0.43	4	3.67	0.47	3
CED_B	Engages in relevant professional activities such as professional organization membership, upholding professional standards, and maintaining credentials.	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.5	0.5	4	3.67	0.47	3
CED_C	Fosters collaboration and teamwork within schools.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	2.75	0.43	4	3.67	0.47	3
CED_D	Models school counseling professionalism, including legal and ethical considerations	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.5	0.5	4	4	0	3
CED_E	Serves as a P-12 school leader, advocate, and change agent.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	2.75	0.43	4	3.67	0.47	3
CED_F	Supports students by cooperatively working collaboratively with families and school personnel.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	2.75	0.43	4	4	0	3

Code	Item (Counselor Education)	RA1.1 Competencies	All Pilot Completer			All Pilot Employer		
			VEAC Mean	VEAC SD	VEAC N	VEAC Mean	VEAC SD	VEAC Mean
CED_G	Uses accountability data to inform decision-making.	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	2.75	0.43	4	3.33	0.47	3
CED_H	Uses data to advocate for programs and students.	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	2.5	0.5	4	3.67	0.47	3
CED_I	Uses research and evaluation skills to improve school counseling program	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.	3	0	4	3.67	0.47	3
CED_J	Effectively administers individual and group student appraisal and assessment	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.25	0.43	4	3.67	0.47	3
CED_K	Advance the responsible and appropriate use of technology and software applications to facilitate academic, career and social/emotional achievement.	Support and utilize appropriate applications of technology for my field of specialization.	2.75	0.43	4	3.67	0.47	3

Math Specialist Results

Code	Item (Math)	RA1.1 Competencies	Pilot Completer			Pilot Employer		
			VEAC Mean	VEAC SD	VEAC N	VEAC Mean	VEAC SD	VEAC N
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.	3.75	0.43	8	3.67	0.47	3
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.	3.88	0.33	8	3.67	0.47	3
MS_C	Use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors;	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.	3.5	0.5	8	3.67	0.47	3
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.	3.5	0.5	8	3.67	0.47	3

Code	Item (Math)	RA1.1 Competencies	Pilot Completer			Pilot Employer		
			VEAC Mean	VEAC SD	VEAC N	VEAC Mean	VEAC SD	VEAC N
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.	3.75	0.43	8	3.67	0.47	3
MS_F	Apply mathematics-focused instructional leadership skills to collaborate with administration, mentor teachers, families and communities to improve mathematics teaching and learning	Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.63	0.7	8	3.67	0.47	3
MS_G	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	Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.75	0.43	8	3.25	0.83	4
MS_H	Evaluate educational structures and policies that affect students' equitable access to high quality mathematics instruction	Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	3.5	0.5	8	3.67	0.47	3
MS_I	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	Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies Lead and/or participate in collaborative activities with	3.75	0.43	8	3.67	0.47	3

	instructional leader	<p>others such as peers, colleagues, teachers, administrators, community organizations, and parents</p> <p>Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization</p>						
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School Psychologist Results

Code	Item (School Psychologist)	RA1.1 Competencies	Pilot Completer			Pilot Employer		
			VEAC Mean	VEAC SD	VEAC N	VEAC Mean	VEAC SD	VEAC N
SP_A	Ability to collaborate with other community-based professionals and private practitioners in providing wraparound services to the extent possible or considered as systems of care philosophy	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	NA	NA	0	NA	NA	0
SP_B	Applies educational foundations of schooling to ensure effective collaboration with other school professionals toward implementing school practices that promote learning and mental health	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.	NA	NA	0	NA	NA	0
SP_C	Maintains professionalism, follows legal and ethical standards for school psychologists, and upholds standards related to practicing as a psychologist in a public-school setting	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization	NA	NA	0	NA	NA	0
SP_D	Uses direct and indirect methods of academic and behavioral intervention, and demonstrates proficiency in delivering such interventions	Data literacy to support learning.	NA	NA	0	NA	NA	0

Code	Item (School Psychologist)	RA1.1 Competencies	Pilot Completer			Pilot Employer		
			VEAC Mean	VEAC SD	VEAC N	VEAC Mean	VEAC SD	VEAC N
SP_E	Uses psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs	Data literacy to support learning. Support and utilize appropriate applications of technology for my field of specialization.	NA	NA	0	NA	NA	0
SP_F	Uses statistics and research design, measurement, and program evaluation	Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies	NA	NA	0	NA	NA	0
SP_G	Consults with administrators, teachers, parents, and other professionals about student problems and appropriate change strategies;	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.	NA	NA	0	NA	NA	0

Reading Specialist Results

Code	Item (Reading)	RA1.1 Competencies	Pilot Completer			Pilot Employer		
			VEAC Mean	VEAC SD	VEAC N	VEAC Mean	VEAC SD	VEAC N
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.	3.74	0.52	27	3.5	0.76	18
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.	3.33	0.61	27	3.28	0.73	18
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	3.52	0.57	27	3.39	0.76	18
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.	3.33	0.54	27	3.44	0.76	18
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.	3.56	0.63	27	3.33	0.75	18

Code	Item (Reading)	RA1.1 Competencies	Pilot Completer			Pilot Employer		
			VEAC Mean	VEAC SD	VEAC N	VEAC Mean	VEAC SD	VEAC N
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.	3.56	0.63	27	3.33	0.75	18
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.	3.52	0.63	27	3.33	0.75	18
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	3.48	0.57	25	3.39	0.83	18
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	3.6	0.57	25	3.5	0.6	18
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	3.68	0.47	25	3.33	0.82	18
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.	3.32	0.55	25	3.28	0.73	18

Advanced Survey Overall Satisfaction

Overall Satisfaction	Survey Text (All Programs)	Program	Mean	SD	N
Completer Survey	<p>“Overall, how satisfied are you with your preparation from \${e://Field/Institution}?” Each respondent’s institution of higher education (IHE) is embedded in their unique survey.</p> <p>Respondents could respond “extremely dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, or extremely satisfied.”</p> <p>To find the average overall satisfaction, responses are coded, from 1 to 5. Higher values indicate more satisfaction, and lower values indicate more dissatisfaction.</p>	Total VEAC	4.70	.86	92
		Administration & Supervision	4.62	.90	53
		Counselor Education	4.75	.50	4
		Math Specialist	5.00	0	8
		School Psychologist	NA	NA	0
		Reading Specialist	4.74	.94	27
Employer Survey	<p>Based on your experience with \${e://Field/Completer%20First} \${e://Field/Completer%20Last}, what best describes the extent to which they were ready to effectively work with diverse P-12 students and their families as a \${e://Field/Endorsement%20Program%20B} in your school, division, or organization?</p> <p>Respondent employers could respond “Fully ready, Mostly ready, Moderately ready, Minimally ready, or Not ready.”</p> <p>To find the average overall satisfaction, responses are coded, from 1 to 5. Higher values indicate more satisfaction, and lower values indicate more dissatisfaction.</p>	Total VEAC	4.60	0.90	65
		Administration & Supervision	4.61	0.89	41
		Counselor Education	5.00	0.00	3
		Math Specialist	5.00	0.00	3
		School Psychologist	NA	NA	0
		Reading Specialist	4.44	1.04	18