# VEAC

## Virginia Education
## Assessment Collaborative

# Advanced Survey Results
# Combined Two Cycles
# 2022 & 2023

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).

VEAC Advanced Survey

The Virginia Education Assessment Collaborative (VEAC) conducted 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 and spring 2023. The surveys were 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 with data from two cycles.

Participating 2021-2022 institutions included: Averett University, Bluefield University, James Madison University, Longwood University, Radford University, Shenandoah University, University of Virginia, and Virginia Commonwealth University.

Participating 2022-2023 institutions included: Averett University, Bluefield University, George Mason University, James Madison University, Liberty University, Longwood University, Mary Baldwin University, Radford University, Regent University, Shenandoah University, University of Lynchburg, University of Virginia, Virginia Tech, Virginia Commonwealth University, and William and Mary

Data Collection Processes

2022 Pilot: 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.

2023 Cycle: VEAC partners submitted contact information for program completers to VEAC in January 2023 for their program completers and employment information. Initial recruitment for the completer survey began on in March 2023 and was open with reminders through April 2023. Initial recruitment for the employer survey began in April 2023 and was open with reminders through April 2023

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, VEAC collected 134 complete and partial responses resulting in a 19% response rate. Upon closing the employer survey, VEAC collected 78 complete and partial responses resulting in a 26% response rate.

For our 2022-2023 pilot licensure cycle, VEAC fielded the Advanced Completer & Employer Survey to program completers from 15 EPP partners. Upon closing the completer survey, VEAC collected 489 complete and partial responses resulting in a 19% response rate. Upon closing the employer survey, VEAC collected 364 complete and partial responses resulting in a 34% response rate.

**Survey Response Data**

Pages 2-13 provide responses to the 2021-22 & 2023 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 2021-2022 and 2022-2023 VEAC Advanced Licensure Surveys by program completers and their employers.

# Administration & Supervision Results

| Code | Item (A&S) | RA1.1 Competencies | All Completer '22 + '23 | | | All Employer '22 + '23 | | |
|---|---|---|---|---|---|---|---|---|
| | | | 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. | 3.44 | 0.61 | 264 | 3.43 | 0.63 | 206 |
| 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 | 3.45 | 0.61 | 264 | 3.44 | 0.66 | 205 |
| 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. | 3.25 | 0.75 | 261 | 3.48 | 0.65 | 205 |
| 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. | 3.51 | 0.63 | 261 | 3.47 | 0.60 | 205 |

| Code | Item (A&S) | RA1.1 Competencies | All Completer '22 + '23 | | | All Employer '22 + '23 | | |
|---|---|---|---|---|---|---|---|---|
| | | | VEAC Mean | VEAC SD | VEAC N | VEAC Mean | VEAC SD | VEAC N |
| A&S_E | Demonstrated commitment to continuous professional learning for themself 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 | 3.53 | 0.58 | 264 | 3.52 | 0.61 | 205 |
| 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 | 3.50 | 0.62 | 263 | 3.34 | 0.66 | 206 |
| 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 | 3.34 | 0.65 | 264 | 3.37 | 0.62 | 205 |
| 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 | 3.29 | 0.64 | 262 | 3.38 | 0.60 | 205 |
| 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 | 3.64 | 0.55 | 264 | 3.64 | 0.57 | 204 |

| Code | Item (A&S) | RA1.1 Competencies | All Completer '22 + '23 | | | All Employer '22 + '23 | | |
|---|---|---|---|---|---|---|---|---|
| | | | 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 | 3.59 | 0.56 | 264 | 3.59 | 0.56 | 204 |
| 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 | 3.56 | 0.61 | 264 | 3.57 | 0.61 | 204 |
| 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 | 3.42 | 0.62 | 264 | 3.41 | 0.62 | 202 |

# Counselor Education Results

| Code | Item (Counselor Education) | RA1.1 Competencies | All Completer '22 + '23 | | | All Employer '22 + '23 | | |
|---|---|---|---|---|---|---|---|---|
| | | | 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. | 3.22 | 0.60 | 54 | 3.28 | 0.61 | 60 |
| 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 | 3.43 | 0.54 | 54 | 3.29 | 0.61 | 62 |
| 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. | 3.33 | 0.64 | 54 | 3.44 | 0.67 | 62 |
| 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 | 3.54 | 0.57 | 54 | 3.55 | 0.53 | 62 |
| 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. | 3.34 | 0.62 | 53 | 3.16 | 0.77 | 62 |
| 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. | 3.26 | 0.71 | 53 | 3.47 | 0.62 | 62 |

| Code | Item (Counselor Education) | RA1.1 Competencies | All Completer '22 + '23 | | | All Employer '22 + '23 | | |
|---|---|---|---|---|---|---|---|---|
| | | | 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. | 3.28 | 0.57 | 53 | 3.16 | 0.66 | 61 |
| 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. | 3.27 | 0.66 | 52 | 3.13 | 0.69 | 62 |
| 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. | 3.21 | 0.66 | 53 | 3.13 | 0.70 | 60 |
| 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 | 0.56 | 52 | 3.23 | 0.65 | 60 |
| 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. | 3.23 | 0.73 | 52 | 3.29 | 0.55 | 62 |

# Math Specialist Results

| Code | Item (Math) | RA1.1 Competencies | All Completer '22 + '23 | | | All Employer '22 + '23 | | |
|---|---|---|---|---|---|---|---|---|
| | | | 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. | 3.66 | 0.55 | 32 | 3.68 | 0.57 | 22 |
| 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. | 3.75 | 0.44 | 32 | 3.64 | 0.49 | 22 |
| 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. | 3.50 | 0.62 | 32 | 3.64 | 0.58 | 22 |
| 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. | 3.44 | 0.56 | 32 | 3.45 | 0.67 | 22 |

| Code | Item (Math) | RA1.1 Competencies | All Completer '22 + '23 | | | All Employer '22 + '23 | | |
|------|-------------|--------------------|-------------------------|--|--|------------------------|--|--|
| | | | 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. | 3.59 | 0.56 | 32 | 3.43 | 0.81 | 21 |
| 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 | 3.59 | 0.56 | 32 | 3.45 | 0.74 | 22 |
| 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 | 3.66 | 0.48 | 32 | 3.41 | 0.80 | 22 |
| 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 | 3.44 | 0.62 | 32 | 3.43 | 0.75 | 21 |
| 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 | 3.69 | 0.47 | 32 | 3.68 | 0.65 | 22 |

| instructional leader | 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 | | | | | | |

# School Psychologist Results

| Code | Item (School Psychologist) | RA1.1 Competencies | All Completer '22 + '23 | | | All Employer '22 + '23 | | |
|---|---|---|---|---|---|---|---|---|
| | | | 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. | 2.78 | 0.67 | 9 | 2.83 | 0.75 | 6 |
| 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. | 3.22 | 0.44 | 9 | 3.33 | 0.52 | 6 |
| 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 | 3.44 | 0.53 | 9 | 3.50 | 0.55 | 6 |
| SP_D | Uses direct and indirect methods of academic and behavioral intervention, and demonstrates proficiency in delivering such interventions | Data literacy to support learning. | 3.11 | 0.78 | 9 | 3.33 | 0.52 | 6 |

| Code | Item (School Psychologist) | RA1.1 Competencies | All Completer '22 + '23 | | | All Employer '22 + '23 | | |
|---|---|---|---|---|---|---|---|---|
| | | | 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.<br><br>Support and utilize appropriate applications of technology for my field of specialization. | 3.33 | 0.71 | 9 | 3.80 | 0.45 | 5 |
| 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 | 3.00 | 0.50 | 9 | 3.00 | 0.89 | 6 |
| 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. | 3.11 | 0.60 | 9 | 3.67 | 0.82 | 6 |

# Reading Specialist Results

| Code | Item (Reading) | RA1.1 Competencies | All Completer '22 + '23 | | | All Employer '22 + '23 | | |
|---|---|---|---|---|---|---|---|---|
| | | | 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. | 3.57 | 0.60 | 86 | 3.56 | 0.65 | 71 |
| 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. | 3.26 | 0.64 | 86 | 3.39 | 0.62 | 71 |
| 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 | 3.48 | 0.59 | 85 | 3.46 | 0.69 | 71 |
| 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. | 3.23 | 0.64 | 86 | 3.44 | 0.65 | 71 |
| 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. | 3.50 | 0.69 | 84 | 3.30 | 0.66 | 71 |

| Code | Item (Reading) | RA1.1 Competencies | All Completer '22 + '23 | | | All Employer '22 + '23 | | |
|------|----------------|--------------------|-------------|---------|--------|-------------|---------|--------|
| | | | 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. | 3.40 | 0.71 | 85 | 3.25 | 0.69 | 71 |
| 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. | 3.35 | 0.72 | 84 | 3.32 | 0.73 | 71 |
| 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.<br><br>Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization | 3.47 | 0.57 | 83 | 3.41 | 0.69 | 71 |
| 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 | 3.49 | 0.71 | 82 | 3.51 | 0.58 | 71 |
| 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 | 3.53 | 0.65 | 83 | 3.45 | 0.69 | 71 |
| 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.<br><br>Support and utilize appropriate applications of technology for my field of specialization. | 3.25 | 0.68 | 83 | 3.38 | 0.62 | 71 |

# Advanced Survey Overall Satisfaction

| Overall Satisfaction | Survey Text (All Programs) | Program | Mean | SD | N |
|---|---|---|---|---|---|
| Completer Survey | "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.<br><br>Respondents could respond "extremely dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, or extremely satisfied."<br><br>To find the average overall satisfaction, responses are coded, from 1 to 5. Higher values indicate more satisfaction, and lower values indicate more dissatisfaction. | Total VEAC | **4.54** | **1.01** | **447** |
| | | Administration & Supervision | 4.52 | 1.06 | 267 |
| | | Counselor Education | 4.57 | 0.72 | 53 |
| | | Math Specialist | 4.75 | 0.76 | 32 |
| | | School Psychologist | 4.44 | 0.73 | 9 |
| | | Reading Specialist | 4.53 | 1.08 | 86 |
| Employer Survey | 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?<br><br>Respondent employers could respond "Fully ready, Mostly ready, Moderately ready, Minimally ready, or Not ready."<br><br>To find the average overall satisfaction, responses are coded, from 1 to 5. Higher values indicate more satisfaction, and lower values indicate more dissatisfaction. | Total VEAC | **4.48** | **0.82** | **368** |
| | | Administration & Supervision | 4.43 | 0.85 | 207 |
| | | Counselor Education | 4.53 | 0.74 | 62 |
| | | Math Specialist | 4.82 | 0.39 | 22 |
| | | School Psychologist | 4.50 | 0.84 | 6 |
| | | Reading Specialist | 4.49 | 0.84 | 71 |