

SURVEY INSTRUMENT GUIDE

VERSION 3.0 – April 2023

The Virginia Education Assessment Collaborative

The Virginia Education Assessment Collaborative (VEAC) is a growing partnership among Educator Preparation Providers (EPPs) 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).

THIS DOCUMENT SHOULD BE TAGGED TO CAEP R4, R5, RA4, & RA5

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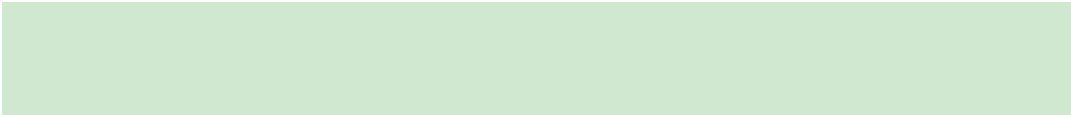
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The Collaborative

Institutions of Higher Education in the Commonwealth of Virginia participating in VEAC surveys for the 2022-2023 academic year.

Averett University	Randolph-Macon College
Bluefield University	Regent University
Christopher Newport University	Roanoke College
College of William and Mary	Rockbridge Consortium
Eastern Mennonite University	Shenandoah University
Emory & Henry College	Sweet Briar College
Ferrum College	University of Mary Washington
George Mason University	University of Lynchburg
James Madison University	University of Richmond
Liberty University	University of Virginia
Longwood University	Virginia Commonwealth University
Mary Baldwin University	Virginia State University
Marymount University	Virginia Tech
Old Dominion University	Virginia Union University
Radford University	Virginia Wesleyan University
Randolph College	

*See Appendix N for participants by cycle

Project Summary

The Virginia Education Assessment Collaborative (VEAC) is a partnership among Educator Preparation Providers (EPPs) in the Commonwealth of Virginia. The purpose of VEAC is to provide a centralized assessment structure for Virginia EPPs to standardize and reduce the complexity of data collection required for accreditation and program improvement. The use of common instruments and data collection processes will improve EPPs' ability to understand their relative strengths and opportunities for improvement. Shared instruments also provide a common language and can prompt discussion around areas for collective improvement across the Commonwealth.

The first phase of the VEAC initiative centered on the collection of survey data. Prior to VEAC, all 36 EPPs in Virginia individually sought feedback from their program completers and their employers through surveys or focus groups. This feedback was used to support program improvement and to meet the requirements of the Virginia Department of Education and the Council for the Accreditation of Educator Preparation. In years past, because these surveys or focus groups have been specific to each institution, principals and employers were required to respond to multiple surveys or engagement opportunities with different content and structures throughout the year.

In an effort to streamline and improve the feedback process, Virginia EPPs have come together to administer common surveys to initial and advanced licensure program completers and employers through VEAC. This group includes public and private institutions representing a range of sizes, program structures, and contexts. In addition to reducing the complexity of survey completion for administrators, the use of common instruments has allowed these institutions to benchmark their data against the larger consortium of participating

EPPs. The surveys are also aligned to the Commonwealth of Virginia's Uniform Performance Standards, which school administrators currently use to evaluate in-service teachers' performance.

Central to understanding the quality of an educator preparation program is an examination of completers' performance as they apply their acquired knowledge and skills.

Project History

Early Collaboration Phase (Fall 2018-Summer 2019)

- Faculty and staff at the University of Richmond and Virginia Commonwealth University collaborated during the 2018-19 academic year to develop a common initial licensure employer survey. Both institutions' advisory boards reviewed the survey, which was designed to measure competencies outlined in the Virginia Uniform Performance Standards and the InTASC standards.
- In Spring 2019, the University of Richmond and Virginia Commonwealth University administered the employer survey to the employers of program completers working in the Richmond region (Richmond City Public Schools, Henrico County Public Schools, Chesterfield County Public Schools, and Hanover County Public Schools). Simultaneously, the University of Richmond developed and administered a completer survey aligned with the employer survey. The University of Virginia, working with UR and VCU, administered this employer survey to the employers of their program completers across the Commonwealth.
- During the Association for Teacher Educators in Virginia Conference in Richmond, Virginia (AVE-VA), future VEAC

leaders held conversations with representatives from EPPs across Virginia to explore opportunities to increase collaboration through the use of common assessments. The organization created an ad-hoc committee to make recommendations for collaboration.

- VEAC leadership (as the ad-hoc committee) surveyed the 36 Virginia EPPs to assess their interest in participating in a collaborative project that would initially focus on CAEP Initial Licensure Standard 4. Based on EPP responses, VEAC leadership determined the completer and employer surveys would be the focus of the first phase of the project.

VEAC Pilot Phase (Fall 2019-Summer 2020)

- At the Fall 2019 Virginia Association of Colleges for Teacher Education conference at Roanoke College, the group formally created a steering committee and recruited EPPs to participate in the pilot for completer and employer surveys for initial licensure. Eighteen institutions signed on to the pilot. The project was named the Virginia Education Assessment Collaborative (VEAC).
- VEAC leadership provided EPPs with a template to submit completer and employer data to VEAC. EPPs submitted information for up to three years of program completers. This information was shared with the University of Virginia for data collection and management.
- EPPs reviewed drafts of each survey and provided feedback to VEAC leadership. Based on this feedback, VEAC leadership revised both surveys for the spring 2020 administration.
- VEAC administered the pilot initial licensure completer survey on February 27, 2020. The survey was closed on March 13, 2020. There were over 800 responses to this initial pilot survey.
- Due to the global pandemic, VEAC administered the pilot initial licensure employer survey from July to September 2020. There

were 488 complete and partial responses to this initial pilot survey.

- VEAC reported both EPP-specific and collaborative-wide results to pilot partners on both surveys. Collaborative-wide results were posted on the new website – www.projectveac.org.
- VEAC representatives met with school division leadership to discuss opportunities and challenges related to sharing teacher evaluation data with EPPs. These data would be used to support CAEP revised standard 4: (R4.1) Complete Effectiveness.

VEAC Cycle I Phase (Fall 2020-Summer 2021)

- During Fall 2020, VEAC offered the first digital mini conference to support VEAC participating EPPs and Virginia Association of Colleges for Teacher Education (VACTE) membership during the COVID 19 pandemic.
- Growing, VEAC expanded to 27 Virginia EPPs participating in the initial licensure survey collaborative. The University of Virginia implemented a memorandum of understanding process for participating EPPs.
- VEAC administered the initial licensure completer survey in February to April 2021 to program completers from 27 Virginia EPPs. There were over 1,600 responses to this initial licensure completer survey.
- VEAC administered the initial licensure employer survey from April to August 2021 to the employers of program completers. There were 1,400 complete and partial responses to this initial licensure employer survey.
- In Spring 2021, VEAC offered a second digital mini conference to support partner EPPs.
- VEAC reported both EPP-specific and collaborative-wide results to partners on both surveys. Collaborative-wide results are available in a responsive dashboard on the VEAC website.

VEAC Cycle II Phase (Fall 2021-Summer 2022)

- Growing, VEAC expanded to 29 Virginia EPPs participating in the collaborative.
- VEAC surveyed Virginia EPPs with advanced programs to ascertain the usefulness of an advanced program completer and employer survey.
- VEAC administered the initial licensure completer survey in February to April 2022 to program completers from 27 Virginia EPPs. There were over 850 responses to this initial licensure completer survey.
- VEAC administered the initial licensure employer survey from April to August 2022 to the employers of program completers. There were 1,100 complete and partial responses to this initial licensure employer survey.
- In spring 2021, VEAC offered lunch and learn opportunities for VEAC partners to engage with survey data.
- VEAC reported both EPP-specific and collaborative-wide results to partners on both initial licensure surveys. Collaborative-wide results are available in a responsive dashboard on the VEAC website.
- VEAC recruited 9 Virginia EPPs with advanced programs to participate in a pilot advanced survey cycle. The VEAC steering committee, with support from the 9 pilot programs, developed a new advanced licensure survey that explicitly aligned to the CAEP Advanced Standard RA1.1 competencies.
- VEAC fielded the advanced completer survey in summer 2022 to the completers of advanced programs in administration and supervision, counselor education, math specialist, school psychologist, and reading specialist programs from the nine pilot EPPs.
- Using data collected in the completer survey, VEAC fielded the

advanced employer survey in summer-fall 2022 to the employers of program completers of advanced programs in administration and supervision, counselor education, math specialist, school psychologist, and reading specialist programs from the nine pilot EPPs.

VEAC Cycle III Phase (Fall 2022-Summer 2023)

- Growing, VEAC expanded to 31 Virginia EPPs participating in the collaborative.
- In January 2023, the VEAC Steering Committee met in Richmond, VA, to update the initial licensure survey to align with the revised Virginia Uniform Performance Standard (2021). Survey items were updated and cut from 14 items to 12 items. Items were also realigned to the new VUPS numbering system.
- VEAC added two additional EPPs to the initial survey collaborative for the 2022-23 cycle.
- Officially, VEAC will offer one or more steering committee members to attend a CAEP site-visit for a member EPP on behalf of VEAC beginning in 2023.
- VEAC leadership published about VEAC's Mini Conference in *Assessment Update* (Volume 35, Issue 2).
- VEAC administered the initial licensure completer survey in March to April 2023 to program completers from 31 Virginia EPPs.
- VEAC administered the advanced licensure completer survey in March to April 2023 to program completers from 15 Virginia EPPs.

The Initial Licensure Survey Instrument Guide

This section addresses the CAEP sufficiency standards outlined in the CAEP Criteria for Evaluation of EPP-Created Surveys in the CAEP Revised 2022

Standards Workbook. According to CAEP, "surveys are often used to gather evidence on aspects of candidate preparation and candidate perceptions about their own readiness to teach. Surveys are also useful to measure the satisfaction of graduates or employers with preparation and the perceptions of clinical faculty about the readiness of EPP completers" (p. 84). Accordingly, surveys are judged on Administration and Purpose, Survey Content, and Data Quality. As followed this document provides each CAEP Criterion for Evaluation of EPP-Created Surveys and VEAC's response and justification for each criterion for the VEAC Initial Licensure Completer and Employer Surveys.

Administration and Purpose

CAEP Sufficiency Criterion: The point or points when the assessment is administered during the preparation program are explicit

VEAC Response: VEAC surveys initial licensure completers in a period of 1-3 years after program completion. EPPs were provided explicit instructions in collecting contact information for 1-3-year initial licensure completers. The fields for sending data to VEAC are in Appendix B.

Completers are defined as individuals that have completed all required components of the approved licensure program as defined by the Code of Virginia.

The surveys are administered in the annual Spring semester as defined by feedback from division partners. VEAC fields the surveys first to completers followed by employers. This timeline is maintained by the VEAC steering committee. Timelines have only been altered due to nation/state emergencies like the COVID-19 outbreak and postponement of IPAL employment lists from the VDOE.

To collect data on completers (and employers), the EPP utilizes Virginia Department of Education (VDOE) employment records that are sent annually to EPPs from the VDOE. Note that VDOE employment records reflect employment status in the fall of the previous academic year. In addition, EPPs individually utilize their own records, contacts, and networks to ensure quality data. In Appendix C, we have included the data fields/descriptions collected by VEAC from EPPs annually.

The completer survey requires candidates to verify employment records that are then utilized to verify employer information. This provides improved data quality for fielding surveys along with identification of bounce-back emails. The University of Virginia

cleans and updates records between the fielding of the completer and employer surveys.

Timelines for each data collection cycle are found in each EPP's completer and employer survey report.

Administration and Purpose

CAEP Sufficiency Criterion: The purpose of the survey and its use are specified and appropriate.

VEAC Response: Explicitly, the purpose of the VEAC Initial Licensure Completer and Employer Surveys is to collect satisfaction data on EPP initial licensure program completers and their employers for CAEP R4.

Each institution is provided with both aggregated and row-level data to analyze at the completion of each survey cycle. EPPs are expected to utilize data collected to make program/EPP level decisions as appropriate. VEAC provides participants aggregated item averages, standard deviations, and means for EPPs to benchmark and compare their individual EPP item averages.

VEAC cannot institute EPP changes but can inform conversations. For example, at roundtable discussions, VEAC members work together to share results and create action items based on their individual program data.

Administration and Purpose

CAEP Sufficiency Criterion: Instructions provided to survey respondents about what they are expected to do are informative and unambiguous.

VEAC Response: VEAC surveys are sent via Qualtrics and provide instructions to completers and employers in both the email recruitment text and in the first section of the survey. The text also provides appropriate contact information to completers and employers who have questions/concerns. Please see Appendix C for the language of these instructions.

The VEAC steering committee informs central office division partners of upcoming employer surveys.

Survey Content

CAEP Sufficiency Criterion: Questions or topics are explicitly aligned with aspects of the EPP's mission as well as CAEP, InTASC, national, professional, or state standards as appropriate.

VEAC Response: Explicitly, the questions of the VEAC Initial Licensure Completer and Employer Surveys are aligned with the Virginia Uniform Performance Standards and InTASC standards. These standards are utilized for accreditation and program improvement for all initial licensure programs in Virginia.

Appendix A includes a crosswalk of all items to the 2021 VUPS and InTASC standards. Survey language aligns to the 2021 VUPS -- as employers and completers both use the VUPS language in the Commonwealth of Virginia. We will note that we have removed specific VUPS language in item 2 from "plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students" to "plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students." VEAC made this change to ensure question understanding for program completers and their employers working outside of the Commonwealth of Virginia or at independent schools.

Survey items in both the VEAC Completer and VEAC Employer survey are identical in content but differ in the subject of evaluation. In the VEAC Completer survey, the respondent (program completer) evaluates the EPP. In the VEAC Employer, the respondent (employer of completer) evaluates the completer.

Survey Items were reviewed by the University of Richmond's Education Advisory Board and Virginia Commonwealth University's Professional Education Coordinating Council. Items were evaluated in spring 2023 to update language consistent with the 2021 VUPS change. All steering committee members from 5 partner IHEs

reviewed and provided feedback.

Survey Content

CAEP Sufficiency Criterion: Individual items have a single subject; language is unambiguous.

VEAC Response: Survey items and language are linked directly and often “word for word” as the Virginia Uniform Performance Standards. This language was chosen by original pilot institutions (VCU & UR) to maximize employer and completer understanding. All language was reviewed by both institutions' advisory boards for clarity. Additionally, the 18 pilot EPPs provided feedback on survey items prior to the Phase I pilot. Please see Project Description for information.

For the 2022-23 cycle, survey items were reviewed along with a re-crosswalk of the VUPS (2021). The VEAC steering committee elected to remove two items due to over-representation in the survey. Removed items were Item I and Item K.

Survey Content

CAEP Sufficiency Criteria: Leading questions are avoided.

VEAC Response: Survey items and language are linked directly and often “word for word” as the Virginia Uniform Performance Standards (2021). This language was chosen by original pilot institutions (VCU & UR) to maximize employer and completer understanding. All language was reviewed by both institutions’ advisory boards for clarity and updated in 2023 to reflect VUPS language changes.

Specifically, in the Employer Survey, we have removed all information regarding a completer’s EPP. This helps remove any potential bias in an employer’s evaluation of the candidate.

Additionally, the 18 pilot EPPs provided feedback on survey items prior to the Phase I pilot. Please see Project Description for information.

Survey Content

CAEP Sufficiency Criteria: Items are stated in terms of behaviors or practices instead of opinions, whenever possible.

VEAC Response: All 14 items are based on behaviors and practices as defined by InTASC and VUPS. Actions are as follows:

“demonstrates,” “plans,” “engages,” “gathers,” “analyzes,” “uses,” “maintains,” “work results in,” “selects,” “integrates,” “brings,” “integrates,” “collaborates,” “uses,” and “engages.”

Survey items and language are linked directly and often “word for word” as the Virginia Uniform Performance Standards (2021). This language was chosen by original pilot institutions (VCU & UR) to maximize employer and completer understanding. All language

was reviewed by both institutions' advisory boards for clarity.

Survey Content

CAEP Sufficiency Criterion: Surveys of dispositions make clear to candidates how the survey is related to effective teaching.

VEAC Response: The VEAC completer and employer survey is not a survey of dispositions.

Data Quality

CAEP Sufficiency Criterion: Rating scale choices must be clear and have balanced keying (same number of positive and negative options in Likert scale).

VEAC Response: The survey utilizes standard language for rating scales and uses the scaled levels found explicitly in the Virginia Uniform Performance Standards. The levels are “Exemplary” (4), “Proficient” (3), “Developing/Needs Improvement” (2), and “Unacceptable” (1). There is a balance between positive and negative items.

Data Quality

CAEP Sufficiency Criterion: Feedback provided to the EPP is actionable.

VEAC Response: Each institution is provided both aggregated and row-level data to analyze at the completion of each survey. EPPs are expected to utilize data collected to make program/EPP level decisions as appropriate. VEAC provides participants aggregated item averages, standard deviations, and means for EPPs to benchmark and compare their individual EPP item averages.

VEAC cannot institute EPP changes but can inform conversations. For example, at roundtable discussions, VEAC members work together to share results and create action item based on their individual program data.

VEAC provides additional training materials and templates related to EPP-specific data disaggregation and reporting for program improvement.

Data Quality

CAEP Sufficiency Criterion: EPP provides evidence that questions are piloted to determine that respondents interpret them as intended and modifications are made as needed.

VEAC Response: Three Virginia EPPs piloted the language to the VEAC surveys in employer and completer surveys in the 2018-19 academic year. The language was previously vetted and reviewed by employers of University of Richmond and Virginia Commonwealth University stakeholders. Feedback from data collection processes was utilized in the first pilot cycle. Takeaways from this cycle focused on improving communication with division partners and completers by sending “heads up” emails or creating social media posts.

The Advanced Licensure Survey Instrument Guide

This section addresses the CAEP sufficiency standards outlined in the CAEP Criteria for Evaluation of EPP-Created Surveys in the CAEP Revised 2022

Standards Workbook. According to CAEP, “surveys are often used to gather evidence on aspects of candidate preparation and candidate perceptions about their own readiness to teach. Surveys are also useful to measure the satisfaction of graduates or employers with preparation and the perceptions of clinical faculty about the readiness of EPP completers.” Accordingly, surveys (CAEP, p. 84) are judged on Administration and Purpose, Survey Content, and Data Quality. As followed this document provides each CAEP Criteria for Evaluation of EPP-Created Surveys and VEAC’s response and justification for each criterion for the VEAC Advanced Licensure Completer and Employer Surveys.

In the Commonwealth of Virginia, the following programs are classified as advanced programs:

- Administration and Supervision (K-12)
- Counselor Education (School Counselor)
- Math Specialist
- Reading Specialist
- School Psychology

Administration and Purpose

CAEP Sufficiency Criterion: The point or points when the assessment is administered during the preparation program are explicit.

VEAC Response: VEAC surveys advanced licensure completers in a period of 1-3 years after program completion. EPPs were provided explicit instructions in collecting contact information for 1-3-year advanced licensure completers. The fields for sending data to VEAC are in Appendix B.

Completers are defined as individuals that have completed all required components of the approved advanced licensure program as defined by the Code of Virginia.

The surveys are administered in the annual Spring semester as defined by feedback from division partners. VEAC fields the surveys first to program completers followed by their employers. This timeline is maintained by the VEAC steering committee. Timelines have only been altered due to nation/state emergencies like the COVID-19 outbreak and postponement of IPAL employment lists from the VDOE.

To collect data on completers (and employers), the EPP utilizes Virginia Department of Education (VDOE) employment records that are sent annually to EPPs from the VDOE. Note that VDOE employment records reflect employment status in the fall of the previous academic year. In addition, EPPs individually utilize their own records, contacts, and networks to ensure quality data. In Appendix B, we have included the data fields/descriptions collected by VEAC from EPPs annually.

The completer survey requires candidates to verify employment records that are then utilized to verify employer information. This provides improved data quality for fielding surveys along with

identification of bounce-back emails. The University of Virginia cleans and updates records between the fielding of the completer and employer surveys.

Timelines for each data collection cycle are found in each EPP's completer and employer survey report.

Administration and Purpose

CAEP Sufficiency Criteria: The purpose of the survey and its use are specified and appropriate.

VEAC Response: Explicitly, the purpose of the VEAC Advanced Licensure Completer and Employer Surveys is to collect satisfaction data on EPP program completers and their employers for CAEP RA4.

Each institution is provided both aggregated and row-level data to analyze at the completion of each survey by advanced licensure program. EPPs are expected to utilize data collected to make program/EPP level decisions as appropriate. VEAC provides participants aggregated item averages, standard deviations, and means for EPPs to benchmark and compare their individual EPP item averages.

VEAC cannot institute EPP changes but can inform conversations. For example, at roundtable discussions, VEAC members work together to share results and create action items based on their individual program data.

Administration and Purpose

CAEP Sufficiency Criterion: Instructions provided to survey respondents about what they are expected to do are informative and unambiguous.

VEAC Response: VEAC surveys are sent via Qualtrics and provide instructions to completers and employers in both the email recruitment text and in the first section of the survey. The text also provides appropriate contact information to completers and employers that have questions/concerns. Please see Appendix C for the language of these instructions.

Survey Content

CAEP Sufficiency Criterion: Questions or topics are explicitly aligned with aspects of the EPP's mission as well as CAEP, InTASC, national, professional, or state standards as appropriate.

VEAC Response: Explicitly, the questions of the VEAC Advanced Licensure Completer and Employer Surveys are aligned with the CAEP RA1.1. program competencies using language from licensure standards or professional standards. These standards are utilized for accreditation and program improvement for all initial licensure programs in Virginia.

Appendices D-I includes a crosswalk of all items to both the RA1.1 and program standards. Survey language aligns to the matrices and program standards as applicable.

Survey items in both the VEAC Advanced Completer and VEAC Employer survey are identical in content but differ in the subject of evaluation. In the VEAC Completer survey, the respondent (program completer) evaluates the EPP. In the VEAC Employer, the respondent (employer of completer) evaluates the completer.

Survey items were reviewed by all pilot EPPs during the summer of 2022.

Survey Content

CAEP Sufficiency Criterion: Individual items have a single subject; language is unambiguous.

VEAC Response: Survey items and language are linked directly and often “word for word” as the professional or licensure standards. This language was chosen to maximize employer and completer understanding. All language was reviewed by pilot EPPs.

Survey Content

CAEP Sufficiency Criterion: Leading questions are avoided.

VEAC Response: Survey items and language are linked directly and often “word for word” as the professional or licensure standards. This language was chosen to maximize employer and completer understanding. All language was reviewed by pilot EPPs.

Specifically, in the Employer Survey, we have removed all information regarding a completer’s EPP. This helps remove any potential bias in an employer’s evaluation of the candidate.

All language was reviewed by pilot EPPs.

Survey Content

CAEP Sufficiency Criterion: Items are stated in terms of behaviors or practices instead of opinions, whenever possible.

VEAC Response: All program specific RA1.1 aligned items are based on behaviors and practices as defined by the Virginia Department of Education, National Educational Leadership Preparation (NELP), Council for the Accreditation of Counseling and Related Educational Programs (CACREP), Association of Mathematics Teacher Educators (AMTE), National Association of School Psychologists (NASP), and International Literacy Association (ILA) standards.

Alignment is found in Appendices D-I. All survey items are based upon actional behaviors of program completers in the field. Verb use included but is not limited to: “applies,” “demonstrates,” “understands,” “models,” “designs,” “implements,” “works with...,” “consults,” “administers,” “supports,” “fosters.”

Survey items and language are linked directly and often “word for word” as program competencies or standards language. This language was chosen by the VEAC Steering Committee to maximize employer and completer understanding. All language was reviewed by pilot EPP partners.

Survey Content

CAEP Sufficiency Criterion: Surveys of dispositions make clear to candidates how the survey is related to effective teaching.

VEAC Response: The VEAC completer and employer survey is not a survey of dispositions.

Data Quality

CAEP Sufficiency Criterion: Ratings scale choices must be clear and have balanced keying (same number of positive and negative options in Likert scale).

VEAC Response: The survey utilizes standard language for rating scales and are the scaled levels found explicitly in the Virginia Uniform Performance Standards. The levels are “Exemplary” (4), “Proficient” (3), “Developing/Needs Improvement” (2), and “Unacceptable” (1).

On the completer survey, program completers are prompted to respond to survey items with the following stem:

“How would you rate your preparation at $\{e://Field/Institution\}$ for each of the following X program competencies?”

- Unacceptable (I did not feel prepared for the competency)
- Needs Improvement (There were areas in which preparation in this competency could be improved)
- Proficient (I felt prepared in this competency)
- Exemplary (I felt my preparation was above that of my peers)
- N/A - This competency did not apply to my preparation

On the employer survey, the employers of program completers are prompted to respond to survey items with the following stem:

“Please rate $\{e://Field/Completer%20First\}$ $\{e://Field/Completer%20Last\}$'s performance on each of the following X competencies:

- Unacceptable
- Needs Improvement
- Proficient
- Exemplary
- N/A

Data Quality

CAEP Sufficiency Criterion: Feedback provided to the EPP is actionable.

VEAC Response: Each institution is provided both aggregated and row-level data to analyze at the completion of each survey. EPPs are expected to utilize data collected to make program/EPP level decisions as appropriate. VEAC provides participants aggregated item averages, standard deviations, and means for EPPs to benchmark and compare their individual EPP item averages.

VEAC cannot institute EPP changes but can inform conversations. For example, at roundtable discussions, VEAC members work together to share results and create action items based on their individual program data.

VEAC provides additional training materials and templates related to EPP-specific data disaggregation and reporting for program improvement.

Data Quality

CAEP Sufficiency Criterion: EPP provides evidence that questions are piloted to determine that respondents interpret them as intended and modifications are made as needed.

VEAC Response: Nine Virginia EPPs piloted the VEAC advanced survey in 2021-22. The VEAC steering committee is currently reviewing survey results for any modification in the upcoming cycle of 2022-23. There was no feedback from survey participants submitted to VEAC.

Appendix A: 2023 Initial Licensure Survey to Standards Crosswalk

This section addresses the updated Initial Licensure Survey update that occurred in Spring 2023. The VEAC Steering Committee met to re-align the standard and make updates based on the new Virginia Uniform Performance Standards (2021). The following table provides a list of all changes to the survey text found beginning in the 2023-24 survey cycle. Appendix M provides the crosswalk for

Item Order	Item Stems ("Completer's Name ..." for Employer Survey, "Based on your preparation at EPP X..." for Completer Survey)	InTASC	VUPS 2021
Item IA	Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by <u>providing relevant learning experiences.</u>	1, 2, 4	1
Item IB	<u>Plans</u> using state standards, the school's curriculum, engaging and research-based strategies and resources, and data <u>to meet the needs of all students.</u>	1, 2, 7, 8	2
Item IC	Effectively engages students in learning by using a variety of <u>research-based instructional strategies</u> in order to meet individual learning needs.	1, 2, 8	3
Item ID	Systematically <u>gathers, analyzes, and uses all relevant data</u> to measure student progress, guide instructional content and delivery methods, and <u>provide timely feedback to students, caregivers, and other educators.</u>	6, 10	4, 8
Item IE	<u>Uses resources, routines, and procedures</u> to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	3	5
Item IF	Maintains a commitment to <u>professional ethics, collaborates and communicates effectively, and takes responsibility for and participates in professional growth</u> that results in enhanced student learning.	1, 2, 9	7

Item Order	Item Stems ("Completer's Name ..." for Employer Survey, "Based on your preparation at EPP X..." for Completer Survey)	InTASC	VUPS 2021
Item IG	Work results in <u>acceptable, measurable, and appropriate student academic progress.</u>	6, 7, 8	8
Item IH	Uses <u>content aligned and developmentally appropriate instructional technology</u> to enhance student learning	7, 8	3
Item IJ	<u>Demonstrates a commitment to equity</u> and provides instructional practices and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students	2, 3, 8	5, 6
Item IK	<u>Collaborates with the learning community</u> (school personnel, caregivers, and volunteers) to meet the needs of all learners and contribute to a supportive culture.	3, 9, 10	7
Item IL	Uses <u>assessment results to inform and adjust practice.</u>	6	4, 8
Item IM	<u>Engages in reflection</u> on the effects of their teaching practice and adapts to meet the needs of each learner.	9	7

Overall Satisfaction	Survey Text
Employer Survey	<p>The last item in the VEAC employer survey that asks, “Based on your experience with this teacher, what best describes the extent to which they were ready to meet the needs of students in your school?” Respondent employers could respond “Fully ready (able to have an immediate impact on student learning), Mostly ready (able to successfully meet the needs of most students,” “Moderately ready (in order to be successful, needed additional training, support, and coaching beyond what is typically provided to beginning teachers),” “Minimally ready (limited success meeting the needs of students and improving outcomes even with additional supports)” or “Not ready (unable to meet the needs of students even with additional supports).” Higher values indicate more satisfaction, and lower values indicate more dissatisfaction.</p>
Completer Survey	<p>The last item in the VEAC completers survey that asks “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. Respondents could respond “extremely dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, or extremely satisfied.” 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>

Appendix B: Initial & Advanced EPP Template

Completing the VEAC Completer Template Informational Video

[Access link](#) Password: VEAC2021!

Column	Notes
A: Number	<p>Completers who were previously included in the survey will have ID numbers. Do not change the numbers in column A. These ID numbers will stay with these candidates.</p> <p>Do not add ID numbers for new completers. Leave that field blank. Our office will assign a number to each new candidate.</p>
B: Completer First	The name you list is the name that will appear in the survey.
C: Completer Last	<p>The name you list is the name that will appear in the survey.</p> <p>If you know of a name change, it can be helpful to list both names. Having both names helps us ensure we are using the same ID number for each completer year after year. If you include both names in the last name cell, the employer will see both names and can more easily identify the completer. Sample:</p> <ul style="list-style-type: none"> - Completer First: Jillian - Completer Last: Perlow (McGraw) ... or ... McGraw (Perlow)

D: Completer Primary Email	<p>List the primary email address for each completer. List only one email address in this cell. If you have a secondary email address, there is another column for that information.</p> <p><i>Solution to a common issue: Check the email addresses to make sure there are no hidden spaces or punctuation marks at the end. These hidden symbols prevent the survey system from sending the survey. The errors typically occur when copying an email address from a P-12 school website.</i></p>
Column	Notes
E: Completer Backup Email (optional)	<p>We encourage you to provide a second email address for each completer. We will send the survey and an initial reminder to the primary email address. After the first reminder, we will send two additional reminders to the backup email address.</p>
F: Endorsement Program A	<p>List the primary endorsement for this candidate. The endorsements have been standardized to match the endorsement names in the regulations. Please keep the endorsements consistent.</p> <p><i>Solution to a common issue: If a candidate has a music endorsement, indicate whether the endorsement is instrumental or vocal/choral.</i></p>
G: Endorsement Program B	<p>If the candidate has a second endorsement, list it here. (Often not applicable to advanced programs)</p>
H: Endorsement Program C	<p>If the candidate has a third endorsement, list it here.</p> <p>If the candidate has more than three endorsements, you may list additional information in the optional institution columns at the end. Do not list additional endorsements in columns E-G. We need one endorsement per cell to facilitate data analysis. (Often not applicable to advanced programs)</p>
I:	U = Undergrad

Endorsement Level	G = Grad VEAC is not using the "E" designation VDOE uses to differentiate undergraduate programs from undergraduate majors in teacher education. All undergraduate programs will be classified as "U."
J: Program Completion Year	List the graduation year as one year, not an academic year. This change was made in 2020 to standardize the years submitted by programs. We recommend using the year in which the student received their licenses to align with the VDOE licensure list.
Column	Notes
K: Completer State	List the state in which the completer is employed. Use the state code (e.g., Virginia = VA, etc.). If a completer is teaching abroad, write out the country (e.g., Japan). <i>Solution to a common issue: If you do not know where a completer is employed, leave this blank. Do not list VA as a default.</i> <i>Solution to a common issue: If you know a completer is not working in a school, do not list their current job in this section. There are columns at the end of the spreadsheet to include the information.</i>
L: Completer Division or Other	List the division in which the completer is employed. If the completer is teaching but not working in a division, write the term that best describes the school context (e.g., "independent," "abroad").
M: Completer School	List the full name of the school.
N: Principal First	List the first name of the principal. Do not include a title such as "Dr." List only the first name. <i>Solution to a common issue: List only one administrator. If a completer has multiple administrators, choose one to include in the distribution. The survey will not work if</i>

	<p><i>multiple administrators are listed.</i></p> <p><i>If advanced completer is not supervised by a principal, please list appropriate supervisor.</i></p>
O: Principal Last	<p>List the last name of the principal.</p> <p><i>If advanced completer is not supervised by a principal, please list appropriate supervisor.</i></p>
Column	Notes
P: Principal Email	<p>List the principal's email address.</p> <p>We have provided the list of principal emails for Virginia's public schools. This document was downloaded September 2021. You will need to look up email addresses for any administrators not in Virginia public schools. The VEAC team does not have staff to look up administrator email addresses.</p> <p>Do not include phone numbers or links to web forms. This cell must be formatted as an email address.</p> <p><i>If advanced completer is not supervised by a principal, please list appropriate supervisor email.</i></p>
Q: Institution	<p>List the name of your institution as it should appear in the survey. If you are a returning VEAC participant, you do not need to change this information.</p>
R: Institution Contact	<p>List the person who will "sign" the survey email for your institution. Choose someone with whom the students are familiar and whose name might encourage responses.</p>

S: Institution Data A (optional)	<p>These are optional fields. VEAC will not conduct analyses using these fields, but your institution may list information you would like to track. Examples of information EPPs have included:</p> <ul style="list-style-type: none"> ● Demographic information (e.g., race/ethnicity; gender) ● Program campus (e.g., online; main campus) ● Program information (e.g., graduate certificate; MAT; career switcher) ● University ID number ● VDOE license number ● Notes about employment for completers who aren't working as classroom teachers
T: Institution Data B (optional)	
U: Institution Data C (optional)	
V: Institution Data D (optional)	
V: Institution Data E (optional)	

Appendix C: Survey Recruitment Emails

Advanced Licensure Completer Recruitment Email

Dear \${m://FirstName},

Across Virginia, \${e://Field/Endorsement%20Program%20A} programs are working together to solicit feedback on the quality and effectiveness of your preparation. This year, we are working with nine other Virginia institutions of higher education to standardize and centralize a common survey that addresses common competencies in advanced educator preparation.

We would appreciate a few minutes of your time to provide feedback on your \${e://Field/Endorsement%20Program%20A} program at the \${e://Field/Institution}. Your feedback will help us improve our program and the experience of future graduates as they positively impact schools and learners.

Follow this link to the Survey:

[\\${!://SurveyLink?d=Take the Survey}](#)

All responses are deidentified and used for program improvement purposes. Aggregated reports will be submitted to both accrediting bodies and the Virginia Department of Education.

If you wish to learn more about the collaborative assessment work that \${e://Field/Institution} engages in, please visit www.projectveac.org.

Thank you for your time, and we appreciate your feedback in advance!

[\\${e://Field/Institution%20Contact}](#)



**Virginia Education
Assessment Collaborative**

You can copy and paste the following URL into your internet browser if you have trouble clicking the link:

[\\${!://SurveyURL}](#) Follow the link to opt-out of future emails from VEAC:

[\\${!://OptOutLink?d=Click here to unsubscribe}](#)

Advanced Licensure Employer Recruitment Email

Dear \${m://FirstName},

I am reaching out to you today as a representative of the Virginia Education Assessment Collaborative for your help. This fall we are piloting a survey of advanced program graduates from Averett University, Bluefield University, James Madison University, Longwood University, Radford University, Shenandoah University, the University of Lynchburg, the University of Virginia, and Virginia Commonwealth University.

We would appreciate your feedback

on **`\${e://Field/Completer%20First}` **`\${e://Field/Completer%20Last}`****, a recent graduate of a **`\${e://Field/Endorsement%20Program%20A}`** program at one of our pilot partner institutions.

According to our records provided by the Virginia Department of Education, they work or have recently worked in your school or organization.

We are asking you for help in filling out a quick survey on this individual's knowledge and skills pertaining to the competencies of an approved **`\${e://Field/Endorsement%20Program%20A}`** program. This survey should only take a few minutes of your time, and we appreciate any and all of your feedback.

Data will only be reported in the aggregate, and used for program improvement and accreditation requirements at each institution of higher education in Virginia. You can find more information about our collaborative work at projectveac.org.

Follow this link to the Survey:

[\\${l://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser:

[\\${l://SurveyURL}](#)

If you have any questions, please reach out to Joel Hanel at vat4aa@virginia.edu.

Best,

VEAC Steering Committee



**Virginia Education
Assessment Collaborative**

Follow the link to opt out of future emails:

[\\${l://OptOutLink?d=Click here to unsubscribe}](#)

Initial Licensure Completer Survey/Recruitment

Dear \${m://FirstName},

To support continuous improvement in our teacher education programs, \${e://Field/Institution} has partnered with other institutions of higher education around the Commonwealth of Virginia to solicit your feedback using a common survey measuring your satisfaction with your teacher preparation. As a teacher education program in Virginia, we constantly seek information on our program strengths and areas in need of improvement. We also are interested in any suggestions you can make to improve how we train future teachers.

All responses to this survey are anonymous, and data collected will be presented in aggregated form both at \${e://Field/Institution} and in a collaborative aggregated Virginia Educator Assessment Collaborative (VEAC) report. Your specific responses will not be identifiable.

We also want to let you know that we will be surveying your employer as a component of Virginia Department of Education and accreditation requirements. These results are also anonymous and presented in aggregated form both at \${e://Field/Institution} and in a collaborative aggregated Virginia Educator Assessment Collaborative (VEAC) report. If you have any questions about the survey, please contact Anne McAlister, VEAC data manager, at amm8km@virginia.edu.

Thank you,

\${e://Field/EPPContact}

\${e://Field/EPPContactTitle}



Employer Survey/Recruitment

To support continuous improvement in teacher preparation across the Commonwealth of Virginia, teacher education programs have come together to collect common data related to the quality of candidate preparation. Working as the Virginia Education Assessment Collaborative (VEAC), we have developed a set of common instruments we will use across programs. The purpose of the initiative is to provide a centralized assessment structure for Virginia EPPs that standardizes and reduces the complexity of data collection required for both the Virginia Department of Education and the Council for the Accreditation of Educator Preparation. You can read more about this statewide initiative and see a list of participating institutions on our website: <https://www.projectveac.org/>.

In February XXXX, we administered our completer survey to over XXXX program graduates from the XX participating teacher preparation programs. More than XXX graduates responded to the survey, allowing us to analyze data from a larger cross-section of candidates than any institution has been able to do on its own.

As a follow up to the completer survey, we have developed a common employer survey that measures a completer's performance in a set of skills and dispositions rooted upon the Virginia Uniform Performance Standards for Teachers and agreed-upon as important for effective teaching. This survey is meant to replace the university-specific surveys we have sent to you in recent years. By standardizing our surveys across institutions, we can streamline the process of gathering data and will be able to benchmark the results across programs.

We are currently surveying employers of graduates from who completed an initial licensure program at one of the XX institutions from XXXX to XXXX. Thus, we are asking you (or your designee) to complete this survey as the supervisor of **{e://Field/C.FirstName} {e://Field/C.LastName}** at **{e://Field/Completer.School}**.

All responses to this survey are anonymous, and data collected will be aggregated both at the completer's institution and in a VEAC report. These reports are required for accreditation and will be submitted to the Virginia Department of Education and the Council for the Accreditation of Educator Preparation. Your specific responses will not be identifiable.

If you have several completers at your school, you will receive a separate email with a unique link for each completer.

If you have any questions about this project, please reach out to our VEAC co-chairs:

- Joel Hanel, Accreditation and Assessment Specialist, University of Richmond, jhanel@richmond.edu
- Jillian McGraw, Director of Teacher Education, University of Virginia, jep4j@virginia.edu
If you have trouble with the survey link, please reach out to our data manager, Anne McAlister, at amm8km@virginia.edu.

Thank you for your insights and for supporting our graduates!

-The Virginia Education Assessment Collaborative

Appendix D: Administration & Supervision Crosswalk

Code	Item	Text Source	RA1.1 Competencies
A&S_A	Applies data-driven decision-making to initiate and continue improvement in school and classroom practices and student achievement	8VAC20-543-570. Administration and supervision preK-12.	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.
A&S_B	Collaboratively plans and implements of a variety of assessment techniques and data analysis to identify existing competencies and needs	8VAC20-543-570. Administration and supervision preK-12.	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
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	8VAC20-543-570. Administration and supervision	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community

	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)	preK-12.	organizations, and parents.
Code	Item	Text Source	RA1.1 Competencies
A&S_D	Demonstrated capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	NELP	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization.
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	8VAC20-543-570. Administration and supervision preK-12.	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
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	8VAC20-543-570. Administration and supervision preK-12.	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
A&S_G	Designs and implements strategies for high-quality, technology-rich, and coherent curricula and supports for academic and nonacademic programs	NELP	Support and utilize appropriate applications of technology for my field of specialization
Code	Item	Text Source	RA1.1 Competencies
A&S_H	Design and implementation of technology to support management functions and communication efforts	8VAC20-543-570. Administration and supervision preK-12.	Support and utilize appropriate applications of technology for my field of specialization
A&S_I	Intentionally and purposefully models professional, moral, and ethical standards, as well as personal integrity in all interactions;	8VAC20-543-570. Administration and supervision preK-12.	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization
A&S_J	Reflectively understands potential moral and legal consequences of decision-making in the school setting	8VAC20-543-570. Administration and supervision preK-12.	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization
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;	8VAC20-543-570. Administration and supervision preK-12.	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
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	8VAC20-543-570. Administration and supervision preK-12.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents

Appendix E: Counselor Education Crosswalk

Code	Item	Text Source	RA1.1 Competencies
CED_A	Effectively administers individual and group student appraisal and assessment	8VAC20-543-610. School counselor preK-12.	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.
CED_B	Engages in relevant professional activities such as professional organization membership, upholding professional standards, and maintaining credentials.	CACREP	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization
CED_C	Fosters collaboration and teamwork within schools.	CACREP	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.
CED_D	Models school counseling professionalism, including legal and ethical considerations	8VAC20-543-610. School counselor preK-12.	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization
CED_E	Serves as a P-12 school leader, advocate, and change	CACREP	Lead and/or participate in collaborative activities with others such as peers, colleagues,

	agent.		teachers, administrators, community organizations, and parents.
Code	Item	Text Source	RA1.1 Competencies
CED_F	Supports students by cooperatively working collaboratively with families and school personnel.	8VAC20-543-610. School counselor preK-12.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.
CED_G	Uses accountability data to inform decision-making.	CACREP	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.
CED_H	Uses data to advocate for programs and students.	CACREP	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.
CED_I	Uses research and evaluation skills to improve school counseling program	8VAC20-543-610. School counselor preK-12.	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.
Code	Item	Text Source	RA1.1 Competencies
CED_J	Effectively administers individual and group student appraisal and assessment	8VAC20-543-610. School counselor preK-12.	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.
CED_K	Advance the responsible and appropriate use of technology and software applications to facilitate academic, career and social/emotional achievement.	American School Counselor Association	Support and utilize appropriate applications of technology for my field of specialization.

Appendix F: Math Specialist Crosswalk

Code	Item	Text Source	RA1.1 Competencies
MS_A	Utilize appropriate technologies for teaching and learning mathematics including virtual manipulatives;	8VAC20-543-590. Mathematics specialist for elementary and middle education.	Support and utilize appropriate applications of technology for my field of specialization.
MS_B	Select, adapt, evaluate, and use instructional materials and resources, including professional journals and technology;	8VAC20-543-590. Mathematics specialist for elementary and middle education.	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.
MS_C	Use strategies for managing, assessing, and monitoring student learning, including diagnosing student errors;	8VAC20-543-590. Mathematics specialist for elementary and middle education.	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.

Code	Item	Text Source	RA1.1 Competencies
MS_D	Use educational measurement and evaluation to improve mathematics programs at the school and division levels	8VAC20-543-590. Mathematics specialist for elementary and middle education.	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.
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;	8VAC20-543-590. Mathematics specialist for elementary and middle education.	Data literacy to support learning. Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.
MS_F	Apply mathematics-focused instructional leadership skills to collaborate with administration, mentor teachers, families and communities to improve mathematics teaching and learning	8VAC20-543-590. Mathematics specialist for elementary and middle education.	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

Code	Item	Text Source	RA1.1 Competencies
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	Association of Mathematics Teacher Educators	<p>Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies</p> <p>Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization</p>
MS_H	Evaluate educational structures and policies that affect students' equitable access to high quality mathematics instruction	Association of Mathematics Teacher Educators	<p>Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies</p> <p>Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization</p>
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 instructional leader	Association of Mathematics Teacher Educators	<p>Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies</p> <p>Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents</p> <p>Apply professional dispositions, laws and</p>

			policies, codes of ethics, and professional standards appropriate to my field of specialization
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Appendix G: School Psychologist Crosswalk

Code	Item	Text Source	RA1.1 Competencies
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	8VAC20-543-620. School psychology.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.
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	8VAC20-543-620. School psychology.	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.
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	8VAC20-543-620. School psychology.	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of

	setting		specialization
SP_D	Uses direct and indirect methods of academic and behavioral intervention, and demonstrates proficiency in delivering such interventions	8VAC20-543-620. School psychology.	Data literacy to support learning.
Code	Item	Text Source	RA1.1 Competencies
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	8VAC20-543-620. School psychology.	Data literacy to support learning. Support and utilize appropriate applications of technology for my field of specialization.
SP_F	Uses statistics and research design, measurement, and program evaluation	NASP Standards for Graduate Preparation	Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies
SP_G	Consults with administrators, teachers, parents, and other professionals about student problems and appropriate change strategies;	8VAC20-543-620. School psychology.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.

Appendix H – Reading Specialist Crosswalk

Code	Item	Text Source	RA1.1 Competencies
RS_A	Demonstrate expertise in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation.	8VAC20-543-600. Reading specialist.	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.
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.	8VAC20-543-600. Reading specialist.	Support and utilize appropriate applications of technology for my field of specialization.
RS_C	Demonstrate expertise with educational measurement and evaluation, including validity, reliability, and normative comparisons in test design and selections;	8VAC20-543-600. Reading specialist.	Data literacy to support learning; Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies
RS_D	Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores;	8VAC20-543-600. Reading specialist.	Data literacy to support learning; Use of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments.

Code	Item	Text Source	RA1.1 Competencies
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;	8VAC20-543-600. Reading specialist.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.
RS_F	Demonstrate the ability to coach and support teachers through classroom observations, demonstrations, co-teaching, and other forms of job-embedded professional development;	8VAC20-543-600. Reading specialist.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.
RS_G	Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division;	8VAC20-543-600. Reading specialist.	Lead and/or participate in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents.
RS_H	Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, and community leaders	8VAC20-543-600. Reading specialist.	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

Code	Item	Text Source	RA1.1 Competencies
RS_I	Demonstrate knowledge of current research and exemplary practices in English and reading	8VAC20-543-600. Reading specialist.	Use of research and understanding of qualitative, quantitative, and/or mixed-methods research methodologies
RS_J	Demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction	8VAC20-543-600. Reading specialist.	Apply professional dispositions, laws and policies, codes of ethics, and professional standards appropriate to my field of specialization
RS_K	Ability to integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts	ILA - Standard 6.1	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.

Appendix I – Advanced Survey Overall Satisfaction

Overall Satisfaction	Survey Text
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. Higher values indicate more satisfaction, and lower values indicate more dissatisfaction.</p>
Completer Survey	<p>The last item in the VEAC completers survey that asks “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. Respondents could respond “extremely dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, or extremely satisfied.” 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>

Appendix J: EPP Resources

CAEP Revised 2022 Workbook -

<https://caepnet.org/~media/Files/caep/accreditation-resources/caep-2022-standards-workbook-final.pdf?la=en>

Code of Virginia Regulations Governing the Review and Approval of Education Programs in Virginia –

<https://law.lis.virginia.gov/admincode/title8/agency20/chapter543/>

Virginia Education Assessment Collaborative

www.projectveac.org

Appendix K: Collaborative Reports

[Completer Survey Results Dashboard: 2021-2022](#)

Fielded from late February 2022 to April 2021 to initial licensure program completers from 29 Virginia Partner Institutions. Collected 874 complete and partial responses detailing completer satisfaction with their given teacher education program.

[Employer Survey Results Dashboard: 2021-2022](#)

Fielded from late April 2022 to August 2022 to initial licensure program employers from 29 Virginia Partner Institutions. Collected over 1,100 complete and partial responses detailing satisfaction with their given teacher education program completer.

[Completer Survey Results Dashboard: 2020-2021](#)

Fielded from late February 2021 to April 2021 to initial licensure program completers from 27 Virginia Partner Institutions. Collected over 1,600 complete and partial responses detailing completer satisfaction with their given teacher education program.

[Employer Survey Results Dashboard: 2020-2021](#)

Fielded from late April 2021 to August 2021 to initial licensure program completers from 27 Virginia Partner Institutions. Collected over 1,400 complete and partial responses detailing completer satisfaction with their given teacher education program.

[Completer Survey Results: 2019-2020](#)

Fielded from late February 2020 to July 2020 to initial licensure program completers from 17 Virginia Partner Institutions. Collected over 800 complete and partial responses detailing completer satisfaction with their given teacher education program.

Employer Survey Results: 2019-2020

Fielded from late July 2020 to September 2020 to initial licensure program completers from 17 Virginia Partner Institutions. Collected over 488 complete and partial responses detailing employer satisfaction with a given completers' preparation.

Appendix L: Sample EPP Report Format



Virginia Education Assessment Collaborative

University of XXXX

Initial Licensure Employer Survey

2021-2022 Cycle

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).

2021-22 VEAC Leadership

Chairs

Amy Thek – James Madison University

Mandy Turner - University of Virginia

Joel Hanel – University of Virginia

Executive Director

Jillian McGraw – University of Virginia

Communications

Adrienne Sullivan – George Mason University

Committee Leadership

Maggie Barber – Old Dominion University

Matt Grimes – Radford University

Angie Wetzel – Virginia Commonwealth University

Graduate Student

Anne McAlister – University of Virginia

Kaela Henon – Radford University

Data Collection Process

VEAC partners submitted contact information for program completers and employer to VEAC in January 2022. Initial recruitment for the survey began on April 12, 2022 and was open with reminders through August 23, 2022.

Survey Response Rates

For our 2021-2022 initial licensure cycle, VEAC fielded the Employer Survey to program completers from 29 EPP partners.

Upon closing the survey in August 2022, VEAC collected 1,169 complete and partial responses resulting in a 29% response rate.

For University of XXXXX, the EPP had a 25% response rate on the VEAC Employer Survey based on the total number of contacts submitted to VEAC minus the number of failed/bounced emails.

VEAC provides EPP partners access to a responsive dashboard to view holistic data from the 2021-2022 VEAC cycle. Further, the dashboard supports benchmark reference points through interactive data disaggregation by relevant EPP characteristics (e.g., EPP Size, EPP Type (public/private), Endorsement Level, etc.). Access the VEAC completer survey dashboard at www.projectveac.org.

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

Survey Response Data

Table 1 provides responses to the 2021-22 VEAC Initial Licensure Survey. Column 1 (VEAC Item) provides the text for each VEAC survey item. Column 2 (N) provides the total number of responses to the survey from all VEAC partners minus the number of NA responses. Column 3 (VEAC) provides the average response to the item for all responses from all VEAC partners along with the standard deviation in parenthesis. Column 4 (EPP) provides the average response to the item by the specific EPP along with the specific EPP standard deviation in parenthesis. Column 5 (p-value) provides the p-value from a two-tail difference in means test between the VEAC mean (column 3) and the institution specific mean (column 4). The second row for each item provides the count of NA responses. Item wording and coding are found in Appendix A.

Table 1: University of XXXXXX 2021-22 Report

VEAC Item	VEAC N	VEAC Mean, (SD)	EPP N	EPP Mean, (SD)	p- value
A: Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. *	1,105	3.37, (0.87)	73	3.55, (0.50)	0.001
B: Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students. *	1,105	3.36, (0.91)	73	3.55, (0.50)	<0.001
C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs. *	1,105	3.35, (0.93)	73	3.45, (0.62)	0.053
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. *	1,105	3.31, (1.10)	73	3.44, (0.62)	0.002
E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. *	1,105	3.37, (0.95)	73	3.48, (0.60)	0.045
F: Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. *	1,105	3.43, (0.92)	73	3.56, (0.55)	0.019

G: Work results in acceptable, measurable, and appropriate student academic progress*	1,105	3.33, (0.97)	73	3.41, (0.57)	0.038
H: Selects technologies, informed by research, to promote learning for all students. *	1,105	3.42, (1.12)	73	3.44, (0.55)	0.046

Table 1: University of XXXXX 2021-22 Report Cont.

VEAC Item	VEAC N	VEAC Mean, (SD)	EPP N	EPP Mean, (SD)	p-value
I: Integrates technology into instructional materials. *	1,105	3.45, (1.03)	73	3.49, (0.56)	0.028
J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms. *	1,105	3.40, (1.15)	73	3.48, (0.60)	0.007
K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives. *	1,105	3.54, (1.53)	73	3.38, (0.64)	0.075
L: Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture. *	1,105	3.38, (0.93)	73	3.45, (0.62)	0.072
M: Uses assessment results to inform and adjust practice. *	1,105	3.34, (1.08)	73	3.47, (0.60)	0.002
N: Engages in reflective practice. *	1,105	3.41, (1.10)	73	3.58, (0.85)	0.015
Based on your experience with this teacher, what best describes the extent to which they were ready to meet the needs of students in your school? **	1,100	4.43, (0.79)	73	4.66, (0.56)	0.016

* Items Range from 1-4

** Item Ranges from 1-5

Survey Item Wording and Coding Description

InTASC Satisfaction Items

Items A through N ask program completers' employers to rate their performance on 14 VUPS/InTASC items. Specifically, these items ask, "Please rate [Field-C.FirstName] [Field-C.LastName]'s performance on each of the following." Respondent can choose "Exemplary," "Proficient," "Developing/Needs Improvement," or "Unacceptable." To find the average rating, responses are coded, from 1 to 4. Higher values indicate more proficiency, and lower values indicate more unacceptability. Items with an * in Table 1 are the InTASC Satisfaction Items.

Overall Satisfaction Item

The last item in the VEAC employer survey that asks, "Based on your experience with this teacher, what best describes the extent to which they were ready to meet the needs of students in your school?" Respondent employers could respond "Fully ready (able to have an immediate impact on student learning), Mostly ready (able to successfully meet the needs of most students)," "Moderately ready (in order to be successful, needed additional training, support, and coaching beyond what is typically provided to beginning teachers)," "Minimally ready (limited success meeting the needs of students and improving outcomes even with additional supports)" or "Not ready (unable to meet the needs of students even with additional supports)." Higher values indicate more satisfaction, and lower values indicate more dissatisfaction. The Item with a ** in Table 1 is the Overall Satisfaction Item.

Appendix M: 2018-2022 Initial Licensure Survey to Standards Crosswalk

This section addresses the Initial Licensure Survey items utilized in the initial employer survey and completers survey from 2018 to 2022. The VEAC Steering Committee met to re-align the standard and make updates based on the new Virginia Uniform Performance Standards (2021). The following table provides the old crosswalk for reference. Note that items have been re-aligned to the 2021VUPS # system.

Item Order	Item Stems ("Completer's Name ..." for Employer Survey, "Based on your preparation at EPP X..." for Completer Survey)	InTASC	VUPS 2021
Item IA	A: Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. *	1, 2, 4	1
Item 2 (B)	B: Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students. *	1, 2, 7, 8	2
Item 3 (C)	C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs. *	1, 2, 8	3
Item 4 (D)	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. *	6, 10	4, 8
Item 5 (E)	E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. *	3	5
Item 6 (F)	F: Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning. *	1, 2, 9	7

Item Order	Item Stems ("Completer's Name ..." for Employer Survey, "Based on your preparation at EPP X..." for Completer Survey)	InTASC	VUPS 2021
Item 7 (G)	G: Work results in acceptable, measurable, and appropriate student academic progress	6, 7, 8	8
Item 8 (H)	H: Selects technologies, informed by research, to promote learning for all students. *	7, 8	3
Item 9 (I)	I: Integrates technology into instructional materials. *	8	2,3
Item 10 (J)	J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms. *	2, 3, 8	5, 6
Item 11 (K)	K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives. *	1,2	3,5
Item 12 (L)	L: Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture. *	3, 9, 10	7
Item 13 (M)	M: Uses assessment results to inform and adjust practice. *	6	4, 8
Item 14 (N)	N: Engages in reflective practice. *	9	7

Appendix N: EPP Participants by Cycle

	Pre-VEAC Initial (2018-2019)	Initial Pilot (2012020)	Initial A (2020-2021)	Initial B (2021-2022)	Advanced Pilot (2021- 2022)	Cycle C (2022-2023)	Advanced A (2022- 2023)
Averett University				X	X	X	X
Bluefield College		X	X	X	X	X	X
Bridgewater College							
Christopher Newport University		X	X	X		X	
College of William and Mary						X	X
Eastern Mennonite University				X		X	
Emory and Henry College			X	X		X	
Ferrum College		X	X	X		X	
George Mason University		X	X	X		X	X
Hampton University		X					
Hollins University				X		X	
James Madison University		X	X	X	X	X	X
Liberty University		X	X	X		X	X
Longwood University		X	X	X	X	X	X

Mary Baldwin University			X	X		X	X
Marymount University			X	X		X	
Norfolk State University							
Old Dominion University			X	X		X	
Radford University			X	X	X	X	X
Randolph College			X	X		X	
Randolph Macon College			X	X		X	
Regent University		X	X	X		X	X
Roanoke College			X			X	
Rockbridge Consortium						X	
Shenandoah University		X	X	X	X	X	X
Sweet Briar College		X	X	X		X	
University of Lynchburg		X	X	X	X	X	X
University of Mary Washington			X	X		X	
University of Richmond	X	X	X	X		X	
University of Virginia	X	X	X	X	X	X	X
University of Virginia College at Wise							
Virginia Commonwealth University	X	X	X	X	X	X	X
Virginia Polytechnic Institute and State University			X	X		X	X
Virginia State University		X	X	X		X	
Virginia Union University			X	X			
Virginia Wesleyan		X	X	X		X	

College							
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