Survey Instrument Guides
Fall 2020

Virginia Education Assessment Collaborative

October 2020

Virginia Education Assessment Collaborative

The Virginia Education Assessment Collaborative (VEAC) is an outgrowth of several collaborations taking place between Educator Preparation Programs (EPP) in the Commonwealth of Virginia. The purpose of VEAC 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).

You can find more information at www.projectveac.org
Follow us on Twitter @ProjectVEAC

VEAC Steering Committee

Chairs:

Jillian McGraw – University of Virginia
Joel Hanel - University of Richmond

Leadership:

Mandy Turner - University of Virginia
Adrienne Sullivan – George Mason University
Amy Thelk – James Madison University
Angie Wetzel – Virginia Commonwealth University

VEAC Report Version & Feedback

VEAC Instrument Guides| Version 1.0
This document was updated October 5, 2020
Please contact the VEAC Steering Committee to share feedback on this report.

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2019-2020 VEAC Pilot Participants

Bluefield College – Contact: Shellie Brown
Christopher Newport University – Contact: Jean Filetti
Ferrum College – Contact: Christine Christianson
George Mason University – Contact: Adrienne Sullivan
Hampton University - Contact: Martha Jallim Hall
James Madison University – Contact: Amy Thelk
Liberty University – Contact: Stacey L. Bose
Longwood University – Contact: Gena Southall
Norfolk State University – Contact: Denelle Wallace
Regent University – Contact: Kurt Kreassig
Shenandoah University – Contact: Mary Bowser
Sweet Briar College – Contact: Meredith McCool
University of Lynchburg – Contact: Holly Gould
University of Richmond – Contact: Joel Hanel
University of Virginia – Contact: Mandy Turner/Jillian McGraw
Virginia Commonwealth University – Contact: Angie Wetzel
Virginia State University – Contact: Shelly H. Bazemore/John Blackwell
Virginia Wesleyan University – Contact: Bill McConnell

Project Summary

The Virginia Education Assessment Collaborative (VEAC) is a partnership among Educator Preparation Programs (EPPs) in the Commonwealth of Virginia. The purpose of VEAC is provide a centralized assessment structure for Virginia EPPs in order 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. Every year, all 39 EPPs in Virginia send their own program surveys to program completers and their employers. These surveys provide feedback 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 have been specific to each institution, principals were required to respond to multiple surveys with different content and structures throughout the year.

In an effort to streamline and improve the survey process,18 institutions have come together to administer common surveys to program completers and employers. 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 18 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. Phase 2 will supplement survey data with teacher evaluation data collected through partnerships with Virginia School Divisions.

This guide includes VEAC's overview of the VEAC employer and completer surveys, provides a timeline for the project, overviews the 2020-2021 project calendar, the survey instrument guide, and appendices.

Project Timeline

Pre-Phase I: Fall 2018 – Summer 2019

Early Collaboration

- Faculty and staff at the University of Richmond and Virginia Commonwealth University collaborated during the 2018-19 academic year to develop a common employer survey. Both institutions' advisory boards reviewed the survey, which was designed to measure competencies outlined in the Virginia Uniform Performance Standards as the InTASC standards.

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.
- The University of Virginia administered the employer survey to the employers of all program graduates.
- The University of Richmond developed and administered a completer survey aligned with the employer survey.

Consortium Development

- In spring 2019, VEAC leadership came together to discuss the scope of assessment collaboration in the Commonwealth of Virginia. At the Association for Teacher Educators in Virginia Conference in Richmond, Virginia, VEAC leaders held conversations with representatives from EPPs across Virginia to explore opportunities to increase collaboration through the use of common assessments.
- VEAC leadership surveyed the 36 Virginia EPPs to assess their interest in participating in a collaborative project that would initially focus on CAEP Standard 4: Program Impact. Based on EPP responses, VEAC leadership determined the completer and employer surveys would be the focus of Phase I of the project.

Phase I: Fall 2019 – Summer 2020

Survey Preparation

- At the Fall 2019 Virginia Association of Colleges for Teacher Education conference at Roanoke College, VEAC leadership recruited EPPs to participate in the pilot for completer and employer surveys for initial licensure. Eighteen institutions signed on to the pilot.
- VEAC leadership provided EPPs a template to submit completer and employer data to VEAC. EPPs submitted information for up to three years of program completers.
- 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.

Completer Survey Administration

- VEAC administered the completer survey on February 27, 2020. They closed the survey on March 13, 2020.

Employer Survey Administration

- In March 2020, institutions of higher education, school divisions, and independent schools across the nation moved to online instruction in response to the COVID-19.

- In April 2020, VEAC leadership reached out to 14 school division central offices to determine the best new timeline that considered principal's workload through the COVID-19 pandemic. In consultation with school partners, a division was made to delay the administration of the employer survey until summer 2020.
- VEAC administered the employer survey on July 30, 2020. It was closed in September 31 2020.

Teacher Evaluation Data: Initial Conversations

- EPP 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 two additional components of CAEP standard 4: (4.1) Impact on P-12 Student Learning and Development and (4.2) Indicators of Teaching Effectiveness.

Phase II: Fall 2020 – Summer 2021

Consortium Engagement and Expansion

- VEAC leadership with share reports from 2020-2021 with stakeholders from all Virginia EPPs, the Virginia Department of Education, and P-12 school partners.
- VEAC leadership will solicit feedback from university and school partners on the design and distribution of the completer and employer surveys.
- All EPPs will be invited to participate in the 2020-2021 survey administration.
- Survey Revision and Administration
- VEAC leadership will use feedback from stakeholders to revise the completer and employer surveys.
- VEAC will distribute revised completer and employer surveys in February and March 2021, respectively.
- VEAC will prepare reports for EPPs and other stakeholders in late spring 2021.

Teacher Evaluation Data:

- VEAC is re-evaluating plans based on the new CAEP Streamlined Standard S4.1.

Please visit projectveac.org for updates on VEAC timelines, recruitment, and events.

2020-2021 VEAC Survey Calendar

October	November	December	January	February	March	April	May	June
Pilot Workshop (10/15) VACTE/ATE-VA Session (10/16)	VEAC Mini-Conference (TBA) Open Enrollment for EPPs in 2020-2021Survey Begins EPP Contact Template Collection Opens		Open Enrollment for EPPs in 2020-2021Survey Closes EPP MOU Due to UVA EPP Contact Template Collection Closes	VEAC Completer Survey Open	VEAC Completer Survey Closes VEAC Employer Survey Opens	Completer Survey Raw Data Sent to EPPS VEAC Employer Survey Closes Spring VEAC Mini-Conference (TBA)	Employer Survey Raw Data Sent to EPPS	VEAC Survey Reports and Benchmarks Shared with EPPS

Dates subject to change. Please watch for VEAC communication.

Survey Instrument Guide (Completer & Employer)

Instrument Guide Purpose

This section addresses the CAEP Sufficiency standards outlined in the CAEP Evaluation Framework for Epp-Created Assessments for the VEAC Completer and Employer Surveys. 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 are judged on *Administration and Purpose*, *Content of Assessment*, *Survey Content*, and *Survey Data Quality*. As followed this document provides each CAEP sub-criteria (*italicized*) and VEAC responses bulleted below each sub-criterion.

Administration and Purpose	
CAEP Sufficiency Level	**VEAC Response**
The point or points when the assessment is administered during the preparation program are explicit	The Pilot EPPs survey 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 C. 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 then 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.* To collect data on completers (and employers), the EPP utilizes Virginia Department of Education employment records that are sent to 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 purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate.	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 pilot participants aggregated item averages, standard deviations, and means for EPPs to benchmarks 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.
Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous	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 B for language of these instructions. The VEAC steering committee informs central office division partners of upcoming employer surveys.
The basis for judgment (criterion for success, or what is "good enough") is made explicit for candidates (or respondents to surveys).	The survey utilizes standard language for rating scales. The scaled levels match exact language found in the Virginia Uniform Performance Standards. The levels are "Exemplary" (4), "Proficient" (3), "Developing/Needs Improvement" (2), and "Unacceptable" (1).
Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/professional and state standards.	The VEAC Completer and Employer Surveys were developed utilizing both the Virginia Uniform Performance Standards (VUPS) and InTASC standards. Appendix A includes a crosswalk of all items to both the VUPS and InTASC standards. Generally speaking, survey language aligns to the 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 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.

Content of Assessment	
CAEP Sufficiency Level	**VEAC Response**
Indicators assess explicitly identified aspects of CAEP, InTASC, national/professional and state standards	The VEAC Completer and Employer Surveys utilizing both the Virginia Uniform Performance Standards (VUPS) and InTASC standards language. Appendix A includes a crosswalk of all items to both the VUPS and InTASC standards. Generally speaking, language matched the VUPS as employers and completers both use the VUPS language more frequently 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 due to the fact that some program completers work outside 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.
Indicators reflect the degree of difficulty or level of effort described in the standards	Survey items reflect language of skills and dispositions that are expected of program completers. The VUPS language is specifically for practicing teachers. Note that through CAEP Standard 4, our goal is to measure satisfaction with completers and the EPPs.

(Note survey instrument, not evaluation assessment)	
Indicators unambiguously describe the proficiencies to be evaluated.	*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 institution's 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.*
When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply).	All 14 items are based on behaviors and practices as defined by InTASC and VUPS. Actions are as followed: *"demonstrates," "plans," "engages," "gathers, analyzes, and uses,"* "uses," "maintains," "work results in," *"selects," "integrates," "brings," "integrates," "collaborates," "uses,"* and *"engages."*
Most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.	All 14 items are based on behaviors and practices as defined by InTASC and VUPS. Actions are as followed: "demonstrates," "plans," "engages," "gathers, analyzes, and uses," "uses," "maintains," "work results in," "selects," "integrates," "brings," "integrates," "collaborates," "uses," and "engages."

Survey Content	
CAEP Sufficiency Level	**VEAC Response**
Questions or topics are explicitly aligned with aspects of the EPP's mission and also CAEP, InTASC, national/professional, and state standards	The VEAC Completer was developed utilizing both the Virginia Uniform Performance Standards (VUPS) and InTASC standards. Appendix A includes a crosswalk of all items to both the VUPS and InTASC standards. Generally speaking, language matched the VUPS as employers and completers both use the VUPS language more frequently 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 due to the fact that some program completers work outside 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.
Individual items have a single subject; language is unambiguous	Language stems utilized in the survey are often verbatim from the Virginia Uniform Performance Standards. Items focus on a single concept as defined by both InTASC and VUPS. Items were presented to pilot EPPs for feedback, and multiple advisory boards.
Leading questions are avoided.	Language was reviewed for potential issues by the pilot EPPs and multiple advisory boards. 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 evacuation of the candidate.
Items are stated in terms of behaviors or practices instead of opinions, whenever possible.	All 14 items are based on behaviors and practices as defined by InTASC and VUPS. Actions are as followed: "*demonstrates*," "*plans*," "*engages*," "*gathers, analyzes, and uses*," "uses," "maintains," "work results in," "*selects*," "*integrates*," "*brings*," "*integrates*," "*collaborates*," "*uses*," and "*engages*."

Survey Data Quality	
CAEP Sufficiency Level	**VEAC Response**
Scaled choices are qualitatively defined using specific criteria aligned with key attributes.	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).
Feedback provided to the EPP is actionable.	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 pilot participants aggregated item averages, standard

	deviations, and means for EPPs to benchmarks 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.
EPP provides evidence that questions are piloted to determine that candidates interpret them as intended and modifications are made if called for.	The University of Richmond, Virginia Commonwealth University, and the University of Virginia all piloted the surveys in Spring 2019. The first full VEAC pilot occurred in Spring 2020.
+ EPP provides evidence of survey construct validity derived from its own or accessed research studies	The EPP utilized the Commonwealth of Virginia's Research Base for the Uniform Performance Standards in the development of the 14 VUPS/InTASC items. Item language are pulled directly from the VUPS. In each pilot survey report (completer & employer), please see Appendix C for measures of Reliability, Item Correlations, and Exploratory Factor Analysis. Results of the Completer survey in the pilot suggest three factors, results in the employer suggest 1 factor. This suggests that employers evaluate completers largely on a single dimension of preparation, while completers respond to multiple dimensions of preparation. This makes sense as completers have more specific memory of their preparation at a given EPP. Their personal assessment of preparation may be more nuanced. We find evidence of larger variation in responses in the completer survey in comparisons to the employer survey.

Appendix A: Survey to Standards Crosswalk

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

Appendix B: Survey Instructions/Recruitment

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, 18 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. VEAC is an outgrowth of several informal collaborations taking place between Virginia Educator Preparation Programs (EPPs). 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 2020, we administered our completer survey to over 2300 program graduates from the 18 participating teacher preparation programs. More than 750 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 18 institutions from 2014 to 2019. 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 C: Contact Template Instructions

EPP VEAC Contact Template Instructions

This document outlines the process by which institutions share completer data with the Principal Investigator.

The EPP is provided an electronic Excel file titled "EPP Contact Template" by the Principal Investigator to be completed by the EPP and returned completed to the Principal Investigator no later than XX, XX, 2020 for the pilot process.

The document includes 17 fields that are completed by the institution. Below is description of the 17 fields. Note that not all fields are required.

Column Name	Column Description	Notes	Common Data Source
Completer First	*Completer's First Name*	*Provide completer legal first name found in VDOE Virginia Instructional Personnel and Licensure (IPAL) Report provided by the VDOE TEAL Project Specialist (Brian Mason).*	*VDOE Virginia Instructional Personnel and Licensure (IPAL) Report; Institution Records*
Completer Last	*Completer's Last Name*	*Provide completer legal first name found in VDOE Virginia Instructional Personnel and Licensure (IPAL) Report provided by the VDOE TEAL Project Specialist (Brian Mason).*	*VDOE Virginia Instructional Personnel and Licensure (IPAL) Report; Institution Records*
Completer Email	*Completer's Email Address*	*Provide completer's email address. VEAC prefers completer's office K-12 school email address, but personal email address will be accepted.*	*Institution Records; Division/School Websites*
Endorsement Program A	*VDOE Approved Program 1*	*Provide completer's first licensure endorsement found in the VDOE Virginia Instructional Personnel and Licensure (IPAL) Report provided by the VDOE TEAL Project Specialist (Brian Mason).*	*VDOE Virginia Instructional Personnel and Licensure (IPAL) Report; Institution Records*
Endorsement Program B (optional)	*VDOE Approved Program 2*	*Provide completer's second licensure endorsement found in the VDOE Virginia Instructional Personnel and Licensure (IPAL) Report provided by the VDOE TEAL Project Specialist (Brian Mason). Please leave blank if completer does not have a second licensure endorsement.*	*VDOE Virginia Instructional Personnel and Licensure (IPAL) Report; Institution Records*
Endorsement Program C (optional)	*VDOE Approved Program 3*	*Provide completer's third licensure endorsement found in the VDOE Virginia Instructional Personnel and Licensure (IPAL) Report provided by the VDOE TEAL Project*	*VDOE Virginia Instructional Personnel and Licensure (IPAL) Report;*

		Specialist (Brian Mason). Please leave blank if completer does not have a third licensure endorsement.	*Institution Records*
Endorsement Level	*Undergraduate, Post-Graduate Certificate, Master's Degree, Other*	*Provide completer's degree – undergraduate, post-graduate certificate (those not granting a Master's degree), Master's degree, or Other*	*VDOE Virginia Instructional Personnel and Licensure (IPAL) Report;* *Institution Records*
Program Completion Year	*Candidate's Academic Year of Completion (December, May, August) - Title II Definition*	*Provide the Title II academic year in which the completer completed all required components of the approved teacher licensure program. (Note that this is different from the VDOE Virginia Instructional Personnel and Licensure (IPAL) Report provided by the VDOE TEAL Project Specialist (Brian Mason).)*	*Institution Records*
Completer State	*The State where the Completer is Employed.*	*Provide completer's current state of employment using state postal abbreviations.*	*Institution Records*
Completer Division or Other	*Name of Completer's Current Division Name.*	*Provide the division name where the completer is employed. Please use the naming convention found in VDOE Virginia Instructional Personnel and Licensure (IPAL) Report provided by the VDOE TEAL Project Specialist (Brian Mason). If the completer is employed in another state, please provide the division name. If the completer is employed in a private/independent school, please fill the column "Private/Independent." If the completer works for a Commonwealth Governor's School, please fill the column "Commonwealth of Virginia." If the completer works in an education setting*	*VDOE Virginia Instructional Personnel and Licensure (IPAL) Report;* *Institution Records*
Completer School	*Name of Completer's School/Unit/Organization*	*Provide the completer's school/unit/organization's name. Please use the naming convention found in VDOE Virginia Instructional Personnel and Licensure (IPAL) Report provided by the VDOE TEAL Project Specialist (Brian Mason) if the completer works in a Commonwealth P-12 institution.*	*VDOE Virginia Instructional Personnel and Licensure (IPAL) Report;* *Institution Records*
Principal First	*Current Principal or Designee First Name*	*Provide completer's principal/designee's legal first name.*	*Division/School Websites*
Principal Last	*Current Principal or Designee Last Name*	*Provide completer's principal/designee's legal last name.*	*Division/School Websites*
Principal Email	*Current Principal or Designee Email Address*	*Provide completer's principal/designee's email address. VEAC prefers official work/school email address.*	*Division/School Websites*
Institution	Name of your institution	Provide your institution's name	

Institution Program A (optional)	Provide institutional program information if necessary, that is useful for your EPP disaggregation (campus, dual program, degree program).		
Institution Program B (optional)	Provide institutional program information if necessary, that is useful for your EPP disaggregation (campus, dual program, degree program).		