

### Measure 3: Candidate competency at completion. (RA1.1)

#### Advanced Program - Education Administration

#### School Leaders Licensure Assessment (SLLA)

The SLLA 6990, developed by ETS, is required to receive an Administration and Supervision Endorsement from Virginia ([Assessment Requirements VA Licensure 2021](#)). The SLLA is not a requirement to graduate from the Ed Adm program, but in order for Completers to receive a Virginia Administration & Supervision Endorsement, they must provide their official SLLA results to the SU's office of professional licensure. Starting in the 2021-22 academic year, the Education Administration program incorporated the SLLA Practice Test to prepare candidates for the official SLLA. This practice test is an interactive practice test created by ETS test developers. By taking this practice test, candidates receive hands-on experience with different question types they might encounter, view practice test results, and get detailed explanations of correct answers. 2022 Completers were given the option to take either the Practice SLLA or the Official SLLA test. Fourteen of the 16 graduates opted to take the Official SLLA, and their results are presented in Table A1.

**Table A1** 2022 Completers' *Official SLLA* Means (M) and Standard Deviations (SD) for Total Score and Content Categories

Completers' Academic Year	Actual SLLA Score (N = 14)		2022 Completers (*N =12)											
			Percentage of Correct Answers											
			SLLA Content Categories											
		I. Strategic Leadership		II. Instructional Leadership		III. Climate & Cultural Leadership		IV. Ethical Leadership		V. Organizational Leadership		VI. Community Engagement Leadership		
M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	

<b>2021-22 (N = 14)</b>	<b>170</b>	10.46	<b>71.83</b>	10.95	<b>73.91</b>	6.64	<b>71.54</b>	10.20	<b>74.59</b>	12.58	<b>60.78</b>	9.53	<b>75.79</b>	11.40
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Note. \*Only 12 of the fourteen Completers provided their subsection scores.

The total passing score for the SLLA is 146. All 2022 Completers who took the Official SLLA passed for a pass rate of 100% with averages of 171 and 170, respectively. Starting with 2022 Completers, the Ed Adm program began tracking Completers' scores in the SLLA content categories in order to provide more specific insight into areas for improvement. All areas were above an average 70% correct except for Organizational Leadership which suggests an area in need of improvement.

### Key EPP Created Assessments

The Education Administration Key Assessments are aligned to Virginia's [Uniform Performance Standards and Evaluation Criteria for Principals](#) (VUPS-Principal), [National Educational Leadership Preparation \(NELP\) Standards](#), and CAEP Component RA1.1 Candidate Knowledge, Skills, and Professional Dispositions. The standards or criteria for each are listed below:

#### VUPS-Principals

1. Instructional Leadership
2. School Climate
3. Human Resources Management
4. Organizational Management
5. Communication and Community Relations
6. Professionalism
7. Student Academic Progress

#### NELP

1. Mission, Vision, Improvement
2. Ethics & Professional Norms
3. Equity, Inclusiveness, & Culture Responsive
4. Learning & Instruction
5. Community & External Leadership
6. Operations & Management
7. Build Professional Capacity

#### CAEP RA1.1

- a. data literacy - application of data literacy
- b. research use - use of research & understanding of qualitative, quantitative, and/or mixed method research methodologies
- c. Employment of data analysis and evidence to develop supportive school environments

- d. Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents
- e. supporting appropriate application of appropriate technology for their field of specialization
- f. Application dispositions, laws & policies, ethics, and professional standards appropriate to the field of specialization

***Pre/Post Vision Statement***

This key assessment evaluates candidates' growth in terms of how as a principal, they could promote the success and well-being of each student in their school by applying the knowledge and skills, learned through the Education Administration program, to collaboratively lead, design, and implement a school mission and vision. The Pre Vision Statements is completed in their first semester while the Post is completed in their last semester in the program. The Vision Statement rubric score options are *exceeds expectations* (4), *meets expectations* (3), *approaching expectations* (2), *does not meet expectations* (1), and *no evidence* (0)

In Tables, A2-A5 are the 2022 Completers' means and standard deviations for the Pre/Post Vision Statement by VUPS-Principals, NELP, and RA1.1 standards. It is the goal for the post vision averages to fall within the range of meeting expectations (3) to exceeding expectations (4). The expectation is that candidates will grow from their Pre to Post Vision Statements. For 2022 Completers' growth is supported when looking at the Vision Statement means by VUPS-Principal, NELP, and RA.1.1 standards, as the averages were consistently higher for post vision when compared to the pre vision. When looking specifically at the post vision averages by VUPS-Principal NELP, and RA.1.1 standards, 2022 Completers meet (3) or exceed (4) expectations. The dip in performance to below (3) meeting expectations, noted in last year's annual report for 2021Completers in NELP 4 and RA.1.1.a,b standards, have been rectified for 2022 Completers. Starting with 2022 Completers, a candidate self-assessment of their post vision statement was added; 2022 Completers' self-assessments as candidates also support the conclusion that Completers meet or exceed expectations.

**Table A2.** 2022 Completers' Pre and Post Vision Statement Means (M) and Standard Deviations (SD) by Virginia Principal Uniform Performance Standards (VUPS-Principal)

VUPS - Principal	2022 Completers (N = 16)		
	Coordinator		Candidate
	Pre-Vision	Post-Vision	Post-Vision
	M (SD)	M (SD)	M (SD)
1	3.17 (.63)	3.56 (.43)	3.58 (.48)
5	3.46 (.58)	3.73 (.33)	3.73 (.39)
6	3.25 (.58)	3.94 (.25)	3.81 (.40)

<b>7</b>	3.25 (.60)	3.58 (.41)	3.54 (.51)
<b>Overall</b>	3.28 (.03)	3.70 (.08)	3.67 (.06)

**Table A3.** 2022 Completers Pre and Post Vision Statement Means (M) and Standard Deviations (SD) by NELP Standards

<b>NELP</b>	<b>2022 Completers (N = 16)</b>		
	<b>Coordinator</b>		<b>Candidate</b>
	<b>Pre-Vision</b>	<b>Post-Vision</b>	<b>Post-Vision</b>
	<b>M (SD)</b>	<b>M (SD)</b>	<b>M (SD)</b>
<b>1</b>	3.21 (.56)	3.51 (.48)	3.48 (.49)
<b>4</b>	3.06 (.77)	3.31 (.60)	3.44 (.51)
<b>5</b>	3.13 (.81)	3.63 (.50)	3.75 (.45)
<b>Overall</b>	3.13 (.13)	3.48 (.06)	3.55 (.03)

**Table A4.** 2022 Completers' Pre and Post Vision Statement Means (M) and Standard Deviations (SD) by CAEP RA.1.1

<b>CAEP RA.1.1</b>	<b>2022 Completers (N = 16)</b>		
	<b>Coordinator</b>		<b>Candidate</b>
	<b>Pre-Vision</b>	<b>Post-Vision</b>	<b>Post-Vision</b>
	<b>M (SD)</b>	<b>M (SD)</b>	<b>M (SD)</b>
<b>a</b>	3.06 (.77)	3.31 (.60)	3.44 (.51)
<b>c</b>	3.03 (.72)	3.38 (.56)	3.44 (.54)
<b>d</b>	3.09 (.71)	3.47 (.46)	3.59 (.38)

<b>e</b>	3.13 (.81)	3.63 (.50)	3.75 (.45)
<b>f</b>	3.36 (.51)	3.73 (.27)	3.72 (.33)
<b>Overall</b>	3.36 (.51)	3.73 (.27)	3.72 (.33)

### ***School & Community Project***

This assessment evaluates the candidates' knowledge and skills that they will need as a principal to engage effectively with families and other community members as partners in school improvement. Candidates complete this project in their last semester. The School & Community Project rubric score options are *exceeds expectations* (4), *meets expectations* (3), *approaching expectations* (2), *does not meet expectations* (1), and *no evidence* (0)

In Tables A5, A6, and A7 are the descriptive statistics for the *School & Community Project* by VUPS-Principals, NELP, and RA1.1. When looking at the candidate's scores through the lens of VUPS-Principal, NELP, and CAEP standards, candidates are meeting expectations (3) to exceeding expectations (4).

**Table A5.** 2022 Completers' *School & Community Project* Means (M) and Standard Deviations (SD) by NELP Standards

<b>NELP Standards</b>	<b>2022 Completers (N = 16)</b>	
	<b>Coordinator</b>	<b>Candidate</b>
	<b>M (SD)</b>	<b>M (SD)</b>
<b>1</b>	3.85 (.24)	3.65 (.37)
<b>2</b>	4.00 (0)	3.56 (.51)
<b>3</b>	3.85 (.24)	3.65 (.37)
<b>5</b>	3.01 (.12)	3.67 (.33)
<b>Nelp Overall</b>	3.68 (.15)	3.63 (.40)

**Table A6.** 2022 Completers' *School & Community Project* Means (M) and Standard Deviations (SD) by CAEP RA1.1

CAEP RA1.1	2022 Completers (N = 16)	
	Coordinator	Candidate
	M (SD)	M (SD)
<b>a</b>	3.86 (.22)	3.65 (.33)
<b>b</b>	3.90 (.13)	3.71 (.38)
<b>c</b>	3.75 (.45)	3.50 (.52)
<b>d</b>	4.00 (0)	3.63 (.39)
<b>e</b>	4.00 (0)	3.69 (.48)
<b>f</b>	3.75 (.45)	3.50 (.52)
<b>RA1.1 Overall</b>	3.88 (.21)	3.61 (.44)

**Table A7.** 2022 Completers *School & Community Project* Means and Standard Deviations (SD)) by VA Principal Performance Standards (VUPS-Principal)

VUPS- Principal	2022 Completers (N = 16)	
	Coordinator	Candidate
	M (SD)	M (SD)
<b>1</b>	3.85 (.24)	3.65 (.37)
<b>2</b>	3.87 (.19)	3.65 (.33)
<b>3</b>	3.75 (.45)	3.50 (.52)
<b>4</b>	3.88 (.34)	3.69 (.48)
<b>5</b>	3.91 (.18)	3.63 (.37)

7	3.94 (.25)	3.69 (.48)
<b>VUPS Overall</b>	3.87 (.28)	3.64 (.43)

***End of Program Mentor & Candidate (Self) Evaluation***

The End of Program Evaluation is used to evaluate the degree to which the program prepared the candidate to be an administrator, specifically a principal as the items capture the 7 VUPS-Principal. This evaluation is completed by both the candidate (self) and their practicum mentor during their last semester in the program. The rubric score options are *exemplary* (4), *effective* (3), *developing* (2), and *unacceptable* (1).

When looking at candidates and their mentors' End of Program Evaluation responses through the lens of the VUPS-Principal, on average, the 2022 Completers were judged to be effective (3) to exemplary (4) in modeling and putting into action the seven VUPS-Principal when considering the candidate's current position. The one outlier was the candidates' perceptions of VUPS-Principal Standard 1, Instructional Leadership.

**Table A8.** 2022 Completer's *Candidate and Mentor End of Program Evaluation* by Means (M) and Standard Deviations (SD) by Virginia Principal Performance Standards (VUPS-Principal)

VUPS-Principal	2022 Completers	
	Candidate (N = 16)	Mentor (N = 14)
	M (SD)	M (SD)
1	1.06 (.25)	3.86 (.36)
2	3.38 (.50)	3.93 (.27)
3	3.88 (.34)	3.93 (.27)
4	3.81 (.40)	3.64 (.63)
5	3.19 (.66)	3.86 (.36)
6	3.50 (.63)	3.86 (.36)

7	3.69 (.48)	3.79 (.43)
<b>VUPS Overall</b>	2.98 (.23)	3.84 (.30)

### *End of Program Dispositions*

In the candidates' last semester, their dispositions are evaluated twice by their administrator mentor and by the candidates themselves. The rubric score options are *exemplary* (4), *effective* (3), *developing* (2), and *unacceptable* (1). When looking at the Completers' and mentors' assessment of dispositions, both, on average, judge the candidates to be effective (3) to exemplary (4) in terms of average dispositions and individual disposition components (See Table A8).

**Table A9.** 2022 Completer's *Self and Mentor End-of-Program Disposition* Mean (M) and Standard Deviations (SD)

Dispositions	2022 Completers	
	Candidate (N= 16)	Mentor (N= 14)
	M (SD)	M (SD)
<b>Professionalism</b>	3.88 (.34)	3.86 (.38)
<b>Positive Attitude</b>	4.00 (0)	3.86 (.38)
<b>Written Communication</b>	3.50 (.52)	3.92 (.29)
<b>Oral Communication</b>	3.63 (.50)	3.93 (.28)
<b>Diversity</b>	3.75 (.58)	4.00 (0)
<b>Prepared</b>	3.50 (.63)	3.86 (.38)
<b>Collaborates</b>	3.94 (.25)	3.79 (.44)
<b>Self-Directed</b>	3.81 (.54)	3.86 (.38)
<b>Emotional Intelligence</b>	3.75 (.45)	3.86 (.38)



<b>Reflective</b>	3.81 (.40)	3.79 (.38)
<b>Caring</b>	4.00 (0)	3.93 (.28)
<b>Respectful</b>	4.00 (0)	3.93 (.28)
<b>Focused on needs of others</b>	3.69 (.48)	3.79 (.44)
<b>Professional Appearance</b>	3.94 (.25)	3.93 (.28)
<b>Responsive to Feedback</b>	3.69 (.60)	3.93 (.28)
<b>Reads non-verbal cues</b>	3.56 (.51)	3.93 (.28)
<b>Flexibility &amp; Openness</b>	3.75 (.45)	4.00 (0)
<b>Humor</b>	3.50 (.52)	3.79 (.44)
<b>Grit &amp; Determination</b>	3.81 (.40)	3.93 (.28)
<b>Enthusiasm</b>	3.81 (.40)	3.93 (.28)
<b>Dispositions</b>	3.77 (.21)	3.89 (.19)

### **Measure 3: Candidate competency at completion. (RA1.1)**

#### **Advanced Program – Reading Specialist**

##### **Reading for Virginia Educators (RVE)**

Praxis Series Reading for Virginia Educators (RVE) (5304) is the RVE for Reading Specialists. The RVE (5304) is a requirement for licensure for advanced endorsement in Reading Specialists. The test aims to determine if entry-level reading specialists have the knowledge, skills, and abilities that are important, necessary, and needed at the time of entry to the profession to teach reading. The RVE is taken the semester before completion of the Reading Specialist program.

Table R1 presents overall Completer pass rates and the percentages within average ranges for RVE categories. For 2022 Completers, there was a 100% RVE pass rate. When looking at the RVE categories, 100% percent of Completers were within the average range except for the category of Assessment and Diagnostic Teaching, which suggests an area for improvement.

**Table R1.** Percentage of 2021 & 2022 Completers Within or Above Average Score Ranges for RVE Total and Categories

2022 Completers' (*N = 9)	Percentage of Completers Within or Above Average Score Ranges						
	RVE Pass Rate	RVE Categories					
		Assessment & Diagnostic Teaching	Oral Lang. & Oral Comm.	Reading Development	Writing & Research	Specialized Know. & Leadership Skills	Analysis & Integration
	100%	89%	100%	100%	100%	100%	100%

Note. \*While there are 16 completers, RVE scores were only provided for 9 of these completers

Table R2 presents the 2022 Completers' average RVE scores and the percentage of correct answers for each RVE category. The total passing score for the RVE is 162. Completers were above the passing score with an average score of 188. Completers' percentages of correct answers in the RVE categories ranged from 76% to 91%.

**Table R2.** 2022 Completers' Average RVE Score and Percentage of Correct Answers for each Category

Completers	RVE Score	Percentage of Correct Answers					
		RVE Categories					
		Assessment & Diagnostic Teaching	Oral Lang. & Oral Comm.	Reading Development	Writing & Research	Specialized Know. & Leadership Skills	Analysis & Integration

	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
2022 Completers (*N = 9)	<b>187.81</b>	8.74	<b>76.19</b>	8.75	<b>81.67</b>	14.14	<b>85.56</b>	6.83	<b>86.14</b>	7.58	<b>77.58</b>	9.27	<b>90.53</b>	13.37

Note. \*While there are 16 completers, RVE scores were only provided for 9 of these completers

### Key Assessments

The key assessments in the Reading Specialist program are aligned to the International Literacy Association's (ILA) seven [Standards for the Preparation of Literacy Professionals](#), the Virginia Department of Education [Reading Specialist Competencies \(VA-RS\)](#), and the CAEP Component RA1.1 Candidate Knowledge, Skills, and Professional Dispositions. The ILA standards and the VA-RS competencies are listed below:

#### ILA Standards

1. Foundational Knowledge
2. Curriculum & Instruction
3. Assessment & Evaluation
4. Diversity & Equity
5. Learners & Literacy Environment
6. Professional Learning & Leadership

#### VA-RS Competencies

1. Assessment & Diagnostic Teaching
2. Communication
3. Reading
4. Writing
5. Technology
6. Leadership, coaching, and specialization

#### *Clinical Portfolio*

The Clinical Portfolio is a collection of documents to show the candidate's work with children, communications with parents and teachers, and evidence of actions taken and decisions made during the practicum (reading clinic). A candidate's performance on this measure indicates their ability to perform the responsibilities of reading specialists in schools. Portfolio scores can range from Unacceptable (0-1.9 pts) to Acceptable (2-4 pts) to Distinguished (5-6.25 pts). In Table R3 the portfolio descriptive statistics for 2022 Completers. Across the portfolio, VA-RS competencies, ILA, and CAEP standards, Completers were rated Distinguished (5-6.25).

**Table R3.** 2022 Completers' Clinical Portfolio Means and Standard Deviations (SD) by ILA Standards, VA Reading Competencies, and RA.1.1

2022 Completers (N = 16)									
Grader 1									
	ILA Standards		VA-RS Competencies			CAEP RA1.1			Clinical Portfolio
	3	5	1	5	6	a	d	e	
<b>Mean</b>	5.07	3.81	4.71	3.81	5.25	4.71	5.25	3.81	4.76
<b>SD</b>	0.58	0.64	0.73	0.64	0.62	0.73	0.62	0.64	0.64

***Pre & Post Case Study***

The Pre Case Study is given as a pre assessment before starting practicum, and the Post Case Study as a post-assessment after completing the practicum. It is designed to be a measure of growth. It is expected that candidates' means scores on the Pre Case Study will fall between 1 (does not meet expectations) and 2 (approaching expectations). It is anticipated that the mean scores on the Post Case Study will be between 3 (meets expectations) and 4 (exceeds expectations); these differences in pre and post means are interpreted as acceptable growth in candidate's competency.

In Table R4 are the descriptive statistics for the case study. The expectation was that candidates would show growth from their pre to post case studies. Growth for 2022 Completers is supported when looking through the lens of the Case Study categories, VA-RS, ILA, and CAEP standards; the means were consistently higher for the post case study when compared to the pre case study. When looking specifically at the post vision averages overall and within each competency and standard, completers exhibited base proficiency (3) to outstanding (4) ability.

**Table R4** 2022 Completers' Pre and Post Case Study Means and Standard Deviations (SD) by ILA Standards, VA Reading Competencies, and CAEP RA.1.1

Standard or Competencies	Grader 1 (N = 16)	
	Pre Case Study	Post Case Study

	<b>M (SD)</b>	<b>M (SD)</b>
<b>ILA Standard 2</b>	3.31 (.60)	3.75 (.45)
<b>ILA Standard 7</b>	3.69 (.25)	3.72 (.36)
<b>VA-RS Competency 1</b>	3.65 (.26)	3.85 (.21)
<b>VA-RS Competency 6</b>	3.38 (.50)	3.50 (.63)
<b>CAEP A1.1</b>	3.81 (.25)	3.91 (.20)
<b>Case Study</b>	3.58 (.18)	3.77 (.28)

### ***Pre & Post Beliefs about Reading***

The Belief about Reading assessment “can be used to make teachers aware of their belief systems. The questions elicit specific practices and the rationales for these practices. The rationales teachers give for their practices reflect their belief systems” (Gove, 1983. 261). It assesses the degree to which they take uses top-down or bottom-up processing to give reading instruction. The assessment is given at the beginning of the program and toward the end of the program. The end goal is for students to use an interactive model that includes a fairly equal mixture of moderate bottom-up and moderate top-down.

Table R5 has the descriptive statistics for Pre- and Post-Beliefs about Reading. Looking at Table R5, there are four options for overall category placement possibilities: moderate bottom-up, moderate top-down, strong bottom-up, and strong top-down. As the candidates progress through the program, they are expected to move away from strong toward moderate. The data presented in this table supports this expected move away from strong and to moderate.

**Table R5.** 2022 Completers Overall Category of Pre- and Post-Beliefs about Reading

<b>Overall Category</b>	<b>Pre Beliefs About Reading (N = 13)</b>		<b>Post Beliefs About Reading (N = 13)</b>	
	<b>Frequencies</b>	<b>%</b>	<b>Frequencies</b>	<b>%</b>

<b>Moderate bottom-up</b>	3	23.08	6	46.15
<b>Moderate top-down</b>	2	15.38	5	38.46
<b>Strong top-down</b>	7	53.85	1	7.69
<b>Strong bottom-up</b>	0	0.00	0	0.00