



Virginia Education Assessment Collaborative

Shenandoah University

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).

Survey Response Rates

The VEAC advanced licensure complete survey was launched in March 2022 with recruitment through Qualtrics. Recruitment included reminders and additional alternative email address recruitment. Upon closing the survey in April 2023, VEAC collected 978 complete and partial responses. Across EPPs, response rates varied between 0% to 70%, with the average EPP response rate at 22%. CAEP and VDOE reviewers should note that VEAC has worked with EPPs and school divisions to maximize response rates.

VEAC Participants

For our 2022-2023 advanced licensure cycle, VEAC fielded the Advanced Licensure Completer Survey to program completers from 15 EPP partners.

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2022-2023 VEAC Leadership

Chairs

Amy Thelk – James Madison University
Joel Hanel – University of Virginia

Executive Director

Jillian McGraw – University of Virginia

Communications

Adrienne Sullivan – George Mason University

Committee Leadership

Matt Grimes – Radford University
Angie Wetzel – Virginia Commonwealth University

Graduate Student

Sarah Wesphal – University of Virginia

The **VEAC Advanced Completer Dashboard** provides data from the 2021-2022 pilot cycle and 2022-2023 cycle. Fields provided include the mean, standard deviation, and number of responded (N). In addition, a new column provides the percent of respondents that chose *Proficient* (3) or *Exemplary* (4). Optional filters include public/private EPP, cycle (when data were collected), and program completion year (when candidate completed program).

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VEAC Advanced Completer Survey Overall Satisfaction for 2021-2022

VEAC Advanced Completer Survey Item	Percent satisfied (somewhat or extremely)	Total N
	Percent Positive	
Overall, how satisfied are you with your preparation from [Field-Institution]?	94.7%	19
Admin and Supervision PreK-12	88.9%	9
Reading Specialist	100.0%	10

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VEAC Advanced Completer Survey Overall Satisfaction for 2022-2023

VEAC Advanced Completer Survey Item	Percent satisfied (somewhat or extremely)	Total N
	Percent Positive	
Overall, how satisfied are you with your preparation from [Field-Institution]?	85.7%	28
Admin and Supervision PreK-12	87.5%	8
Reading Specialist	85.0%	20

The **VEAC Advanced Completer Dashboard** provides data from the 2021-2022 pilot cycle and 2022-2023 cycle. We provide the percent of respondents that chose *somewhat* satisfied (4) or *extremely satisfied* (5) with their preparation. These items are useful in reporting on the VA-EPP-P report under section D.

VEAC Advanced Program Completer Survey Dashboard for 2021-2022 & 2022-2023

Shenandoah University - Administration & Supervision

	Percent Proficient & Exemplary	Total Mean	Total SD	Total N
A&S_A Application of data-driven decision-making to initiate and continue improvement in school and classroom practices and student achievement	100.00%	3.24	0.44	17
A&S_B Collaborative planning and implementation of a variety of assessment techniques and data analysis to identify existing competencies and needs	100.00%	3.35	0.49	17
A&S_C Collaboratively work with parents and school personnel to ensure that students with disabilities are included as a valued part of the school community, and that they receive effective and appropriately intensive instruction to assist them in meeting	75.00%	3.06	0.77	16
A&S_D Demonstrated capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	100.00%	3.47	0.51	17
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	88.24%	3.29	0.69	17
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,	94.12%	3.41	0.62	17
A&S_G Design and implement strategies for high-quality, technology-rich, and coherent curricula and supports for academic and nonacademic programs	100.00%	3.35	0.49	17
A&S_H Design and implementation of technology to support management functions and communication efforts	93.75%	3.25	0.58	16

A&S_I Intentional and purposeful effort to model professional, moral, and ethical standards, as well as personal integrity in all interactions	100.00%	3.53	0.51	17
A&S_J This competency did not apply to my preparation - Reflective understanding of potential moral and legal consequences of decision-making in the school setting	100.00%	3.53	0.51	17
A&S_K Supervision and leadership skills to promote a working and learning climate that is safe, secure, and respectful of a diverse school community	100.00%	3.59	0.51	17
A&S_L Use 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	100.00%	3.41	0.51	17

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VEAC Advanced Program Completer Survey Dashboard for 2021-2022 & 2022-2023

Shenandoah University - Reading Specialist

	Percent Proficient & Exemplary	Total Mean	Total SD	Total N
RS_A Demonstrate expertise in the ability to use diagnostic data to inform instruction for acceleration, intervention, remediation, and differentiation	96.67%	3.57	0.57	30
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	86.67%	3.27	0.69	30
RS_C Demonstrate expertise with educational measurement and evaluation, including validity, reliability, and normative comparisons in test design and selections	96.67%	3.50	0.57	30
RS_D Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores	93.33%	3.30	0.60	30
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	100.00%	3.62	0.49	29
RS_F Demonstrate the ability to coach and support teachers through classroom observations, demonstrations, co-teaching, and other forms of job-embedded professional development	93.10%	3.41	0.63	29
RS_G Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division;	96.55%	3.45	0.57	29

RS_H Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, and community leaders	100.00%	3.54	0.51	28
RS_I Demonstrate knowledge of current research and exemplary practices in English and reading	100.00%	3.57	0.50	28
RS_J Demonstrate knowledge of foundational theories about diverse learners, equity, and culturally responsive instruction	96.43%	3.64	0.56	28
RS_K Ability to integrate digital technologies into their literacy instruction in appropriate, safe, and effective ways and assist colleagues in these efforts	78.57%	3.18	0.77	28

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Response Rates for the 2022-2023 Advanced Cycle				
	2022-2023 Emails Sent	Bounced or Failed Emails	Responses	Response Rate (Partial and Full)
Averett University	91	9	26	32%
Admin and Supervision PreK-12	72	6	19	29%
Reading Specialist	19	3	7	44%
Bluefield University	13	3	7	70%
Admin and Supervision PreK-12	7	0	5	71%
School Counselor PreK-12	6	3	2	67%
George Mason University	234	10	61	27%
Admin and Supervision PreK-12	142	5	30	22%
Math Specialist for Elem. & Middle Ed.	50	2	15	31%
Reading Specialist	24	1	12	52%
School Counselor PreK-12	7	0	2	29%
School Psychologist	11	2	2	22%
Liberty University	725	56	90	13%
Admin and Supervision PreK-12	219	14	26	13%
Math Specialist for Elem. & Middle Ed.	9	1	3	38%
Reading Specialist	30	3	9	33%
School Counselor PreK-12	467	38	52	12%
Longwood University	361	51	63	20%
Admin and Supervision PreK-12	308	43	58	22%
Math Specialist for Elem. & Middle Ed.	2	0	0	0%
Reading Specialist	27	5	5	23%
School Counselor PreK-12	24	3	0	0%
Mary Baldwin University	3	0	0	0%
Reading Specialist	3	0	0	0%
Radford University	95	20	27	36%
Admin and Supervision PreK-12	53	12	14	34%
Reading Specialist	10	2	4	50%
School Counselor PreK-12	13	1	6	50%
School Psychologist	19	5	3	21%
Regent University	179	24	50	32%
Admin and Supervision PreK-12	135	19	42	36%
Math Specialist for Elem. & Middle Ed.	34	2	6	19%
Reading Specialist	10	3	2	29%
Shenandoah University	123	10	33	29%

Admin and Supervision PreK-12	68	2	9	14%
Reading Specialist	55	8	24	51%
JMU College of Education	27	3	8	33%
Admin and Supervision PreK-12	25	3	8	36%
Reading Specialist	2	0	0	0%
University of Lynchburg	38	7	7	23%
Admin and Supervision PreK-12	17	2	3	20%
Reading Specialist	11	1	2	20%
School Counselor PreK-12	10	4	2	33%
University of Virginia	132	9	58	47%
Admin and Supervision PreK-12	132	9	58	47%
Virginia Commonwealth University	159	10	31	21%
Admin and Supervision PreK-12	52	4	3	6%
Math Specialist for Elem. & Middle Ed.	30	4	15	58%
Reading Specialist	25	0	10	40%
School Counselor PreK-12	52	2	3	6%
Virginia Tech	51	5	6	13%
Admin and Supervision PreK-12	51	5	6	13%
William & Mary	72	1	22	31%
Admin and Supervision PreK-12	24	0	7	29%
Reading Specialist	20	0	3	15%
School Counselor PreK-12	16	0	8	50%
School Psychologist	12	1	4	36%
Note response rates are for the 2022-23 cycle. Data include partial and full responses and may only indicated employment information that is shared with				