



CAEP Accountability Measures - 2024-2025 Academic Year

EPPs are required to provide data addressing the four CAEP Accountability Measures. These data must be collected or reported for the 2024-2025 Academic Year (September 1, 2024, to August 31, 2025) and be relevant to the requirements outlined below.

Measure 1 (Initial): Completer effectiveness. (R4.1)

Data must address: (a) completer impact in contributing to P-12 student-learning growth AND (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

To demonstrate completer effectiveness and completers' contributions to P-12 student learning and development, SU uses two sources of evidence: employer survey data collected through VEAC and focus group data from recent program completers.

Employer Surveys.

Along with over 20 EPPs in the state since 2019, SU has partnered with the Virginia Education Assessment Collaborative (VEAC) to have a “centralized assessment process to standardize and reduce the complexity of data collection” for CAEP Standard 4. The VEAC survey of SU Initial [Completers'] Employers showed solid confidence in the employed SU completers. For the 2024-25 cycle SU had a 43% Employer response rate with 43 administrator evaluations recorded. The respondents rated their satisfaction with SU completers at **4.33 on a 5-point scale**, comparable to the state mean of 4.45. SU is pleased with the high response rate and with that satisfaction rating, which translates to between “Fully (5) and Mostly Ready (4)” “to have an immediate impact on student learning” and “successfully meet the needs of most students.”

Focus Groups of Completers.

Focus group findings (N = 10) could suggest that completers understand effective teaching as multidimensional and closely connected to student learning, instructional responsiveness, classroom management, professional dispositions, and reflective practice. Completers described using multiple forms of evidence to determine whether their teaching is effective, including formal assessment data, formative checks for understanding, exit tickets, student work, classroom observations, and informal indicators of student engagement and confidence. Their responses suggest that they do not view effectiveness as limited to test scores, but instead as the ability to recognize student needs, adjust instruction, and support student growth over time.

Completers also emphasized the importance of adapting instruction for varied learner needs, including students who need additional support, multilingual learners, students with disabilities, and advanced learners who require greater challenge. Several described differentiation as an ongoing and often real-time process that requires flexibility, responsiveness, and strong knowledge of students. In addition, completers identified classroom management, routines, and positive classroom climate as central to effective teaching. They connected these areas to their ability to maintain productive learning



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environments, build authentic relationships with students, and create conditions in which students are able to participate and learn.

Overall, completers described coursework and clinical experiences as valuable preparation for teaching, particularly in lesson planning, assessment, instructional design, and opportunities to connect theory to practice through field experiences and student teaching. At the same time, the findings point to areas for continued program improvement, including additional preparation in classroom management, differentiated instruction for multilingual and advanced learners, and strategies that reflect the current realities of today's classrooms. These findings align with the focus group's emphasis on completers' ability to support P-12 student learning and apply professional knowledge, skills, and dispositions in classroom settings.

