



The Virginia Tech School of Education is accredited nationally by the Council for the Accreditation of Educator Preparation (CAEP). CAEP has developed four accountability measures, which are used for Educator Preparation Providers (EPP) to present information to the public on program outcomes and program impact.

#### **4.1 Our accreditation status can be viewed here ([link](#))**

We offer the following initial licensure programs:

- Career and Technical Education - Agriculture (6-12)
- Career and Technical Education - Business Information Technology (6-12)
- Career and Technical Education - Family and Consumer Sciences (6-12)
- Career and Technical Education - Marketing (6-12)
- Elementary Education (PK-6)
- English Education (6-12)
- History and Social Science Education - (6-12)
- Mathematics Education (6-12)
- Music Education - Instrumental (PK-12-12)
- Music Education - Vocal/Choral (PK-12)
- Science Education - Biology (6-12)
- Science Education - Chemistry (6-12)
- Science Education - Earth Science (6-12)
- Science Education - Physics (6-12)

We offer the following advanced licensure programs:

- Education Leadership - Administration and Supervision
- Mathematics Specialist - Elementary/Middle Education
- Counselor Education - School Counselor (PK-12)
- Reading Specialist

## 4.2 CAEP Accountability Measures\* (for CHEA Requirements) [2021-2022 Academic Year]

\*Formerly “CAEP Annual Reporting Measures”

The following reporting measures provide a snapshot of the impact and outcomes of our licensure programs for the 2021-2022 reporting period.

### Measure 1 (Initial): Completer Impact and Effectiveness (R4.1)

**Measure 1a. Completer impact in contributing to P-12 student learning and growth.** The Commonwealth of Virginia does not provide EPPs with data related to CAEP Standard R4.1. Previously, the Virginia Tech School of Education conducted interviews with principals who have hired multiple Virginia Tech graduates. However, given the teacher shortage and demand on principals’ time post-Covid pandemic, for the 2021-2022 academic year, the EPP utilized employer data collected by the Virginia Education Assessment Collaborative (VEAC). VEAC is a growing partnership between 29 Educator Preparation Programs (EPP) in the Commonwealth of Virginia. VEAC’s 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).

As a VEAC partner, the Virginia Tech School of Education submitted contact information for initial licensure program completers within the last three years and their employers to VEAC in January 2022. Virginia Tech had a 25% response rate on the VEAC Employer Survey. In Table 1, three questions were selected to demonstrate completer impact on P-12 learning. Employers responded to the questions using a 4-point scale; the respondents could choose “Exemplary,” “Proficient,” “Developing/Needs Improvement,” or “Unacceptable.” To find the average rating, responses were coded from 1 to 4. Questions D and M show employers’ mean ratings of completers’ use of data driven assessment practices, while question G shows employers’ mean ratings of completers’ work and whether it “results in acceptable, measurable, and appropriate student academic progress.” Each of these three questions had a mean score greater than 3.0, which surpasses the threshold for proficiency, demonstrating that principals recognized that Virginia Tech completers contributed to P-12 student learning and growth.

**Table 1.** Employer Survey Items Related to Completer Impact in Contributing to P-12 Student Learning and Growth (items d, g, and m) (Initial).

VEAC Item	VEAC N	VEAC Mean, (SD)	EPP N	EPP Mean, (SD)	p-value
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.	1,079	3.17, (0.66)	39	3.33, (0.62)	0.13

G: Work results in acceptable, measurable, and appropriate student academic progress	1,087	3.23, (0.64)	39	3.33, (0.58)	0.38
M: Uses assessment results to inform and adjust practice.	1,079	3.21, (0.64)	39	3.36, (0.54)	0.17

**Measure 1b. Completer effectiveness in applying professional knowledge, skills, and dispositions.** In Table 2, five questions were selected to demonstrate completer effectiveness in applying professional knowledge, skills, and dispositions. Employers responded to the questions using a 4-point scale; the respondents could choose “Exemplary,” “Proficient,” “Developing/Needs Improvement,” or “Unacceptable.” To find the average rating, responses were coded from 1 to 4. Questions A, B, and C show employers’ mean ratings of completers’ knowledge and skills, while questions E and F show employers’ mean ratings of completers’ dispositions.

Each of these five questions had a mean score greater than 3.0, which surpasses the threshold of proficient, demonstrating that principals recognized that Virginia Tech completers were effective in applying professional knowledge, skills, and dispositions.

**Table 2.** Employer Survey Items Related to Completer Effectiveness In Applying Professional Knowledge, Skills, and Dispositions (items a, b, c, e, f) (Initial).

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.	1,092	3.30, (0.61)	39	3.38, (0.59)	0.42
B: Plans using state standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.	1,090	3.28, (0.63)	39	3.41, (0.55)	0.22
C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	1,092	3.28, (0.70)	39	3.36, (0.71)	0.43
E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	1,090	3.30, (0.69)	39	3.33, (0.74)	0.66
F: Maintains a commitment to professional ethics, communicates	1,091	3.36, (0.67)	39	3.44, (0.50)	0.75

effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.					
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## **Measure 2: (Initial and Advanced) Satisfaction of Employers and Stakeholder Involvement (R4.2, R5.3, RA4.1)**

***Satisfaction of Employers Who Hired VT Initial Licensure Completers.*** An overarching satisfaction item on the VEAC employer survey 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.

Table 2 shows employers ranked VT graduates with a mean score of 4.69 (out of 5), indicating that employers had a high level of satisfaction with Virginia Tech initial licensure completers hired to teach in their schools because they were either able to successfully meet the needs of most students or able to have an immediate impact on student learning.

**Table 2. Satisfaction of Employers**

<b>VEAC Item</b>	<b>VEAC N</b>	<b>VEAC Mean, (SD)</b>	<b>EPP N</b>	<b>EPP Mean, (SD)</b>	<b>p-value</b>
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)	39	4.69, (0.52)	0.043

***Satisfaction of Employers Who Hired VT Advanced Licensure Completers.*** Collecting data from employers of advanced license completers is complex given that advanced completers may remain in their initial licensure employment after receiving an advanced degree. Those employers surveyed would not be able to clearly differentiate between skills gained in the initial licensure program as opposed to the advanced licensure program. For the 2021-2022 academic year, the EPP collected survey data on advanced licensure program graduates in two ways: the Counselor Education program’s School Counseling track collected employer satisfaction data through a survey in addition to open-ended qualitative questions. The Reading Specialist and

Education Leadership programs identified open-ended qualitative questions that were shared with their advisory boards.

Beginning in spring 2023, VEAC created advanced surveys that are specific to each advanced licensure area that align with the CAEP standards as well as the appropriate Virginia standards. The EPP signed on to participate in this approach. Data on advanced licensure completers for the last three years will be utilized along with continuing our current practice of collecting qualitative data during advisory board meetings. An example report on satisfaction of employers for an advanced program is below.

### [School Counseling Employer Satisfaction Survey, 2022.](#)

#### **Stakeholder Involvement.**

The EPP established an EPP Initial Programs Advisory Board and three Advanced Programs Advisory Boards (one each for Counseling, Reading Specialist, and Education Leadership), to provide stakeholder involvement in the School of Education. The EPP Advisory Boards are composed of internal and external stakeholders: Cooperating Teachers, Central Office Administrators, current Teacher Candidates, University Supervisors, faculty, and alumni. Each board meets twice annually and receives updates and opportunities to provide important feedback to the EPP as necessary. Teacher Education faculty and staff collaborate with P-12 teachers, building administrators, and central office personnel through these advisory boards. The purpose of these groups is to co-construct, review, and refine program needs, assessments, and clinical experiences to the mutual benefit of teacher candidates and school partners. Recent data dialogues have engaged partners in reviewing results from completer and employer surveys, EPP-created key assessments, placement processes, and clinical educator training.

Virginia Education Assessment Collaborative (VEAC) represents another external partnership supporting the Virginia Tech School of Education's continuous improvement efforts. The purpose of VEAC is to provide a centralized assessment structure for Virginia EPPs. The use of common instruments reduces the complexity of survey completion for administrators and completers to be able to provide feedback on EPPs.

Additionally, our EPP has worked on a grant-funded project to establish both introductory and advanced modules for teacher candidate mentors working in PK-12 schools, university supervisors, cooperating teachers, and university faculty. Virginia Tech School of Education faculty have hosted training sessions introducing the modules, which were created in collaboration with other EPPs and PK-12 educators from across the Commonwealth.

### [MentoringVA website.](#)

### **Measure 3 (Initial and Advanced): Candidate Competency at Completion (R3.3, RA3.4)**

The following candidates successfully completed all of the state licensure requirements and were recommended for licensure, demonstrating competency at completion:

- Number of completers in programs leading to initial teacher certification or licensure between September 1, 2021-August 31, 2022: **47**
- Number of completers in advanced programs or programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools between September 1, 2021-August 31, 2022: **18**

**Initial Licensure Proprietary Testing Pass Rates.** All students who enter the program and complete student teaching graduate and are eligible for licensure. Occasionally, students enter the program and realize that teaching is not the right career for them. If these students wish, and are halfway through their degree program, they continue to take classes in education but not student teaching and earn their degree without licensure endorsement. Therefore, only those teacher candidates who have passed all program requirements and VDOE licensure requirements are eligible for a teaching endorsement.

#### [Initial Licensure Program Completers by Endorsement, 2021-2022.](#)

### **Measure 4 (Initial and Advanced): Ability of Completers to be Hired in Education Positions for Which They Have Been Prepared**

The Commonwealth of Virginia's Department of Education does not provide information about program completers' licensure approval or employment statuses to degree providers. Virginia Tech maintains documentation to confirm all teacher candidates complete program requirements. In addition, the Virginia Tech School of Education provides candidates with assistance in applying for their licensure.

Using the list of Virginia Tech initial and advanced program completers who a) graduated with the degree in their program and b) completed all licensure requirements set forth by the Commonwealth of Virginia, we have found that 100% of program completers are **eligible to be hired in an education position**. Of those initial licensure completers who graduated in 2021-2022 academic year, the majority were known to be employed in Virginia public schools as of Fall 2022. The remaining completers are either employed out of state, employed in private schools, have an unknown employment status, or entered graduate school. A majority of advanced program completers who graduated in the 2021-2022 academic year were known to be employed as of Fall 2022. The remaining advanced program completers are either employed in private businesses or schools, have an unknown employment status, or chose to continue their graduate education.