



## **2024 EPP CAEP Annual Report**

*(September 1, 2022- August 31, 2023)*

The Council for the Accreditation of Educator Preparation (CAEP) accredits Virginia Tech's School of Education. CAEP advances quality in teacher preparation through ensuring robust content and teaching methods, strong clinical partnerships and practice, recruitment and support of candidates, program effectiveness, and a commitment to ongoing quality assurance and improvement. Virginia Tech meets rigorous national standards for educator preparation set forth by the Council for the Accreditation of Educator Preparation.

Graduates of Virginia Tech's teacher Licensure and Advanced Licensure programs are eligible for licensure through the Commonwealth of Virginia in the teacher candidate's approved specialization and/or other states by reciprocal agreement.

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 on the CAEP website here ([link](#))**

- Our initial licensure programs are fully accredited from April 2019-December 2025.
- Our advanced licensure programs are fully accredited from May 2022-December 2025.

Virginia Tech's School of Education is a state Board of Education Approved Teacher Education Program as indicated on the next page.

We offer the following Initial Licensure Programs (U= Undergraduate; G= Graduate):

- Career and Technical Education - Agriculture (6-12) U, G
- Career and Technical Education - Business Information Technology (6-12) U, G
- Career and Technical Education - Family and Consumer Sciences (6-12) U, G
- Career and Technical Education - Marketing (6-12) U, G
- Elementary Education (PK-6) U, G
- English Education (6-12) U, G
- History and Social Science Education - (6-12) U, G

- Mathematics Education (6-12) U, G
- Music Education - Instrumental (PK12) G
- Music Education - Vocal/Choral (PK-12) G
- Science Education - Biology (6-12) G
- Science Education - Chemistry (6-12) G
- Science Education - Earth Science (6-12) G
- Science Education - Physics (6-12) G

We offer the following advanced licensure programs:

- Administration and Supervision PK-12 (G)
- Counselor Education - School Counselor (PK-12) (G)
- Reading Specialist (G)

#### **4.2 CAEP Accountability Measures**

The following reporting measures provide a snapshot of the impact and outcomes of our licensure programs for the 2022-2023 reporting period.

##### **Measure 1 (Initial): Completer Impact and Effectiveness**

Measure 1 contains data related to both completer impact and completer effectiveness, which directly corresponds to CAEP component R4.1.

***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. For the 2022-2023 academic year, the EPP utilized employer data collected by the Virginia Education Assessment Collaborative (VEAC). VEAC is a growing partnership between 31 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 February 2023. Virginia Tech had a 30% response rate on the VEAC Employer Survey, which was 5% higher than the previous year. 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 Initial Licensure Completer Impact in Contributing to P-12 Student Learning and Growth (items d, g, and m) (Initial).

VEAC Survey Item	VEAC N	VEAC Mean, (SD)	EPP N	EPP Mean, (SD)	p-value
<b>D: Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guides instructional content and delivery methods, and provides timely feedback to students, parents, caregivers, and other educators.</b>	1,179	3.15 (0.70)	45	3.16 (0.64)	>0.99
<b>G: Engages in practices that result in acceptable, measurable, and appropriate student academic progress.</b>	1,183	3.24 (0.68)	45	3.27 (0.50)	0.90
<b>M: Uses assessment results to inform and adjust practice.</b>	1,176	3.20 (0.67)	45	3.24 (0.53)	0.86

**Completer effectiveness in applying professional knowledge, skills, and dispositions.** In Table 2 on the next page, five questions were selected from the VEAC employer survey 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 Virginia Tech’s Initial Licensure Completer Effectiveness In Applying Professional Knowledge, Skills, and Dispositions (items a, b, c, e, f) (Initial) as Compared to all Participating VEAC EPPs.

VEAC Item	VEAC N	VEAC Mean, (SD)	EPP N	EPP Mean, (SD)	p-value
<b>A: Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</b>	1,185	3.27 (0.66)	45	3.29 (0.55)	0.90
<b>B: Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.</b>	1,183	3.25 (0.67)	45	3.20 (0.50)	0.36
<b>C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</b>	1,184	3.21 (0.71)	45	3.31 (0.60)	0.47
<b>E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</b>	1,187	3.38 (0.69)	45	3.22 (0.70)	0.52
<b>F: Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.</b>	1,187	3.36 (0.69)	45	3.33 (0.64)	0.64

### **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 for initial licensure completers 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.

On the next page, Table 3 shows that 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 3. Satisfaction of Employers of Virginia Tech’s Initial Licensure Completers as Compared to all VEAC Survey Participating EPPs in the Commonwealth of Virginia.

VEAC Item	VEAC N	VEAC Mean, (SD)	EPP N	EPP Mean, (SD)	p-value
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?	1,208	4.33 (0.90)	45	4.44 (0.72)	0.62

**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.

Beginning in 2022-2023, Virginia Tech participated in VEAC’s advanced completer and employer surveys that are specific to each advanced licensure area and that align with the CAEP standards as well as the appropriate Virginia standards. The EPP participated in this approach but had a very low response rate (<10%) in only one of three advanced programs. The EPP strengthened outreach to graduates and their employers for the current academic year by sending heads up emails before surveys went out, and we expect a higher response rate for the 2023-2024 academic year.

The EPP collected survey data on advanced licensure program graduates in various ways: for the Counselor Education program’s School Counseling track, we collected employer satisfaction data through an EPP-created survey (see Table 4). For the Administration and Supervision program, we collected data via VEAC’s employer satisfaction survey (see Table 5). For the Reading Specialist program, we reviewed employment data (see Table 6) for graduates of the 2019 and 2021 cohorts.

**Employer Satisfaction for Preparation of Completers in Counselor Education (School Counseling).** Table 4, below, shows results from an EPP-created employer survey designed to collect satisfaction data from employers of Virginia Tech Counselor Education graduates within the School Counseling track who graduated between 2021-2023. Survey questions were aligned with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core areas as identified by CACREP for the master’s degree in counselor education

program. Satisfaction ratings were 5-Very Satisfied, 4-Satisfied, 3-Dissatisfied, 2-Very Dissatisfied, 1-Not applicable. Overall, employer satisfaction ratings showed that employers are highly satisfied with candidates in each of the core areas surveyed. The overall mean satisfaction rating for all 8 areas combined was 4.47 out of a possible 5.0, indicating a high level of satisfaction. As shown in the table, the highest rating by employers was in Virginia Tech graduates' demonstrated understanding of social and cultural factors relevant to their role with a mean score of 5.0, very satisfied. The lowest mean rating was in employers' satisfaction with the Virginia Tech graduates' engagement in applicable assessment activities (i.e., testing, diagnosis, interpretation, reporting), with a mean score of 3.6, indicating some dissatisfaction in completers' ability to engage in assessment practices relevant to their roles. This information provides an opportunity for the Counselor Education program to examine the curriculum in relation to testing, diagnosis, interpretation, reporting.

Table 4. Satisfaction of Employers of Virginia Tech's Counselor Education, School Counseling Completers, 2022-2023.

<b>CACREP Core Areas</b>	<b>Mean Employer Satisfaction Rating (1-5)</b>
How satisfied are you with the Virginia Tech graduate's understanding of, and adherence to, legal and ethical standards, practices, and issues related to the counseling profession?	4.6
How satisfied are you with the Virginia Tech graduate's demonstrated understanding of social and cultural factors relevant to their role?	5
How satisfied are you with the Virginia Tech graduate's demonstrated knowledge and skills to meet the needs of individuals and families at all levels of the developmental life span?	4.6
How satisfied are you with the Virginia Tech graduate's ability to facilitate others in achieving their potential by helping them set and attain challenging educational, career, personal, and social goals based on various types of information?	4.6
How satisfied are you with the Virginia Tech graduate's ability to apply evidence-based counseling strategies and techniques for prevention and intervention?	4.6
How satisfied are you with the Virginia Tech graduate's use of group counseling and developmental or preventative groups?	4.2
How satisfied are you with the Virginia Tech graduate's engagement in applicable assessment activities (i.e., testing, diagnosis, interpretation, reporting)?	3.6
How satisfied are you with the Virginia Tech graduate's application of ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation?	4.4

**Employer Satisfaction for Preparation of Completers in Administration and Supervision (Pk-12).** The Program for the Preparation of School Principals and Supervisors prepares students to meet the requirements of Virginia's School Leadership Licensure Assessment (SLLA) and licensure in Administration and Supervision, Pk-12. After graduating, students must pass the SLLA to receive licensure as a Virginia school leader. The EPP participated in a 2022-2023 VEAC satisfaction survey for advanced programs. Table 5 provides results for a selected question that asks about overall satisfaction. Respondent employers could select “Fully ready, Mostly ready, Moderately ready, Minimally ready, or Not ready.” To find the average overall satisfaction, responses were coded, from 1 to 5. Higher values indicate more satisfaction, and lower values indicate more dissatisfaction. The mean of EPP employers who rated Virginia Tech completers in Administration and Supervision was 4.67 out of 5.0, indicating that employers had a high level of satisfaction.

Table 5. Satisfaction of Employers of Virginia Tech’s Advanced Licensure Completers in Administration and Supervision as compared to all advanced VEAC Participating EPPs in the Commonwealth of Virginia.

VEAC Item	VEAC N	VEAC Mean, (SD)	EPP N	EPP Mean, (SD)
Based on your experience with {VT graduate’s name}, what best describes the extent to which they were ready to effectively work with diverse P-12 students and their families as a {role title} in your school, division, or organization?	207	4.43 (0.85)	4	4.67 (0.58)

**Employer Satisfaction of Preparation of Completers in Reading Specialist.** Preparation in this program and passing the Praxis Reading Specialist assessment leads to the Reading Specialist Endorsement in Virginia. Virginia Tech did not have any graduates from the Reading Specialist Program during the 2022-2023 academic year. However, we have tracked employment of graduates of the previous two cohorts. As shown in Table 6, of 7 graduates in 2019, 100% have been employed in the same district year over year up to 2022-2023, indicating employer satisfaction with performance. Of the 2 graduates in 2021, one was still employed in the same district as of 2022-2023 and the other graduate’s status is unknown.

Table 6. Satisfaction of Employers of Virginia Tech’s Reading Specialist Completers through the 2022-2023 academic year.

Completer Year	% Employed 2019-2020	% Employed in the same district, 2020-2021	% Employed in the same district, 2021-2022	% Employed in the same district, 2022-2023
2019 (n=7)	100%	100%	100%	100%

2021 (n=2*)			50%	50%
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\*One completer's employment status is unknown.

***Initial and Advanced 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 once or twice annually, depending on program needs, 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, 2022-August 31, 2023: **62**



- 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, 2022-August 31, 2023: **22**

**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. Students who do not pass licensure assessments Therefore, only those teacher candidates who have passed all program requirements and VDOE licensure requirements are eligible for a teaching endorsement. Table 7 below shows pass rates for the required assessments.

Table 7. Initial licensure candidates' competency at completion. Pass rates are shown for licensure assessments for the 2022-2023 reporting period.

Initial Licensure Endorsement	Measure of Competency at Completion	% Passing Licensure Assessments
CTE - Agricultural Education	Industry Credential	100%
CTE-Business and Information Technology	Praxis II	100%
CTE-Family and Consumer Sciences	Praxis II	100%
CTE-Marketing Education	Praxis II	100%
Elementary Education (PK-6)	Praxis II	100%
English Education (6-12)	Praxis II	100%
Science Education - Chemistry	Praxis II	100%
Science Education - Biology	Praxis II	100%
Science Education - Earth Science	Praxis II	100%
Science Education - Physics (6-12)	Praxis II	100%
History and Social Sciences (6-12)	Praxis II	100%
Mathematics Education (6-12)	Praxis II	100%
Music: Instrumental or Vocal/Choral (PK-12)	Praxis II	100%
Total Number of Completers	Praxis II	100%

Table 8. Advanced Program Competency at Completion. The table shows the measure used for each program and the pass rate for the 2022-2023 reporting period.

Advanced Program	Measure of Competency at Completion	% Passing
Counselor Education - School Counseling	Counselor Preparation Comprehensive Examination (CPCE)	100% (n=3)
Education Leadership and Policy Studies - Principal Preparation	Final Portfolio Project	100% (n=19)
Reading Specialist	n/a (no graduates between Sept. 1, 2022- Aug. 31, 2023)	n/a

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

Virginia Tech maintains documentation to confirm all licensure candidates complete program requirements. In addition, the Virginia Tech School of Education provides candidates with assistance in applying for their licensure.

Using a 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. The majority of these completers are either employed or attending graduate school within one year of program completion.

Of those initial licensure completers who graduated in 2022-2023 academic year, the majority were known to be employed in Virginia public schools as of Fall 2023. 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 2022-2023 academic year were known to be employed as of Fall 2023. 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.