

**CAEP Phase-in Plan: Completer Impact (R4.1)**

**Related Evidence Files:**

- R4\_2 VDOE Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers
- R4.1 Teacher Evaluation Data Pilot (SSR; 2021 data)
- R4\_3 Teacher Evaluation Data Summer 2022
- R4.2 Completer and Employer Survey Instrument Guide (SSR)
- R4.2 Employer Survey Spring 2019 (SSR)
- R4.2 Employer Survey Spring 2020 (SSR)
- R4.2 Employer Survey Spring 2021 (SSR)
- R4.1 Teacher Education Employer Focus Group (SSR)

Content and Objective
<p>This transition plan addresses the ways in which the Teacher Education program will continue collecting data to support R4.1: Completer Impact. Three data sources – teacher evaluation, employer survey, employer focus group – provide insight into the ways in which program completers effectively contribute to P-12 student-learning growth and apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.</p>

Relationship to Standard or Component		
Standard / Component	Description of Revised Component	Relationship Between Data and Component
R4.1	<p>The provider demonstrates, using multiple sources of evidence, that program completers:</p> <ul style="list-style-type: none"> <li>• effectively contribute to P-12 student-learning growth <b>AND</b></li> <li>• apply in P-12 classrooms the professional knowledge, skills, and dispositions that the</li> </ul>	<p>Data from three sources are triangulated to demonstrate program completers’ effective contributions to P-12 student-learning growth and application of the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.</p> <p>The Virginia Department of Education does not provide EPPs with teacher performance data. Therefore, UVA works directly with school divisions to obtain data to support standard R4.</p>

	<p>preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.</p>	<p><b>Teacher Evaluation:</b>            Teacher evaluation data are provided by divisions and come from the official teacher evaluation process in Virginia. Data are aligned to the Virginia Uniform Performance Standards (VUPS) and represent candidates’ application of knowledge, skills, and dispositions (Standards 1-7) and contributions to P-12 student-learning growth (Standard 8). Ratings on the VUPS are based on a building administrator's review of multiple pieces of evidence provided by the teacher, including evidence of students' academic progress and classroom observations by one or more building administrators.</p> <p>Notes on the presentation of data:</p> <ul style="list-style-type: none"> <li>• The first cycle of pilot data (summer 2021) reflects the previous VUPS, which included seven standards. Student Academic Progress was Standard 7.</li> <li>• The second cycle of pilot data (summer 2022) reflects the current VUPS, which includes a new standard: Culturally Responsive Teaching and Equitable Practices. Divisions have not provided data for this new standard, but the standard is included in this year’s template to reflect the new structure of the evaluation system. Student Academic Progress is now Standard 8, and divisions will provide data on this standard in future cycles.</li> <li>• The second cycle of pilot data collection (summer 2022) is in progress. The Teacher Education office has requested data from eight school divisions that employ program completers. To date, two school divisions have provided data for this cycle.</li> </ul> <p>More information about the Virginia teacher evaluation system can be found here: <a href="https://www.doe.virginia.gov/teaching/performance_evaluation/teacher/">https://www.doe.virginia.gov/teaching/performance_evaluation/teacher/</a></p> <p><b>Employer Survey:</b>            The employer survey is sent to school administrators – typically principals – who supervise the work of program completers. These administrators are the same individuals who complete teacher evaluations for program completers. Survey items are aligned to the VUPS and ask employers to evaluate program completers’ effectiveness.</p>
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Timeline and Resources		
<b>Resources</b>		
<p>Personnel:</p> <ul style="list-style-type: none"> <li>• Teacher Education faculty and staff</li> <li>• External stakeholders (P-12 partners)</li> <li>• VEAC steering committee</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>• Microsoft Excel</li> <li>• Qualtrics</li> </ul> <p>These resources are readily available to the Director of Assessment, Accountability, and Accreditation, the Director of Teacher Education, and the Director of Clinical Practice and Partnerships. The Directors will also continue to collaborate with school divisions and the Virginia Department of Education to identify processes for obtaining completer data in accordance with division guidelines</p>		
<b>AY 2021-22</b>		
<b>Summer/Fall 2021</b>	<b>Spring 2022</b>	<b>Summer 2022</b>
<p>1) Review alumni lists to identify divisions that employ a relatively high number of Teacher Education completers. From these divisions, identify partner divisions representing a diverse sample with regard to division- and school-level characteristics.</p> <p>2) Prepare <b>teacher evaluation data</b> collection template to request data from partner divisions.</p> <p>3) Request <b>teacher evaluation data</b> from partner divisions.</p> <p>4) Prepare protocol for <b>employer focus group</b>.</p>	<p>1) Compile <b>teacher evaluation data</b>.</p> <p>2) Summarize <b>employer focus group results</b>.</p> <p>3) Administer <b>employer survey</b>.</p> <p>4) Submit CAEP self-study report.</p>	<p>1) Review alumni lists to identify divisions that employ a relatively high number of Teacher Education completers. From these divisions, identify partner divisions representing a diverse sample with regard to division- and school-level characteristics.</p> <p>2) Prepare <b>teacher evaluation data</b> collection template to request data from partner divisions.</p> <p>3) Request <b>teacher evaluation data</b> from partner divisions. A sample data template and request email are included as Appendices A and B in this transition plan.</p>

<p>5) Conduct <b>employer focus group</b> with principals and HR representatives from school divisions that employ program completers.</p> <p>6) Prepare completer lists for <b>employer survey</b> administration.</p>		<p>4) Submit CAEP addendum with revised transition plan and supplemental materials.</p>
<b>October 2022: CAEP Site Visit</b>		
<p><b>Available evidence:</b></p> <ul style="list-style-type: none"> <li>• R4_1 Updated R4.1 Transition Plan</li> <li>• R4_2 VDOE Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers</li> <li>• R4.1 Teacher Evaluation Data Pilot (SSR; 2021 data)</li> <li>• R4_3 Teacher Evaluation Data Summer 2022</li> <li>• R4.2 Completer and Employer Survey Instrument Guide (SSR)</li> <li>• R4.2 Employer Survey Spring 2019 (SSR)</li> <li>• R4.2 Employer Survey Spring 2020 (SSR)</li> <li>• R4.2 Employer Survey Spring 2021 (SSR)</li> <li>• R4.1 Teacher Education Employer Focus Group (SSR)</li> </ul>		
<b>AY 2022-23</b>		
<b>Fall 2022</b>	<b>Spring 2023</b>	<b>Summer 2023</b>
<p>1) Review protocol for <b>employer focus group</b> with Teacher Education Data Committee to determine whether modifications are needed based on previous year’s pilot. If applicable, revise protocol.</p> <p>2) Conduct <b>employer focus group</b> with principals and HR representatives from school divisions that employ program completers.</p> <p>3) Prepare completer lists for <b>employer survey</b> administration.</p>	<p>1) Work with VEAC steering committee and EPP partners to revise <b>employer survey</b> standards crosswalk to reflect new VUPS.</p> <p>2) Administer <b>employer survey</b>.</p> <p>3) Compile data from all sources to review with teacher education faculty.</p>	<p>1) Review alumni lists to identify divisions that employ a relatively high number of Teacher Education completers. From these divisions, identify partner divisions representing a diverse sample with regard to division- and school-level characteristics.</p> <p>2) Prepare <b>teacher evaluation data</b> collection template to request data from partner divisions.</p> <p>3) Request <b>teacher evaluation data</b> from partner divisions.</p>

AY 2023-24		
Fall 2023	Spring 2024	Summer 2024
<p>1) Conduct <b>employer focus group</b> with principals and HR representatives from school divisions that employ program completers.</p> <p>2) Prepare completer lists for <b>employer survey</b> administration.</p>	<p>1) Administer <b>employer survey</b>.</p> <p>2) Compile data from all sources to review with teacher education faculty.</p>	<p>1) Review alumni lists to identify divisions that employ a relatively high number of Teacher Education completers. From these divisions, identify partner divisions representing a diverse sample with regard to division- and school-level characteristics.</p> <p>2) Prepare <b>teacher evaluation data</b> collection template to request data from partner divisions.</p> <p>3) Request <b>teacher evaluation data</b> from partner divisions.</p>
AY 2024-25		
Fall 2024	Spring 2025	Summer 2025
<p>1) Conduct <b>employer focus group</b> with principals and HR representatives from school divisions that employ program completers.</p> <p>2) Prepare completer lists for <b>employer survey</b> administration.</p>	<p>1) Administer <b>employer survey</b>.</p> <p>2) Compile data from all sources to review with teacher education faculty.</p>	<p>1) Review alumni lists to identify divisions that employ a relatively high number of Teacher Education completers. From these divisions, identify partner divisions representing a diverse sample with regard to division- and school-level characteristics.</p> <p>2) Prepare <b>teacher evaluation data</b> collection template to request data from partner divisions.</p> <p>3) Request <b>teacher evaluation data</b> from partner divisions.</p>

<b>Data Quality</b>	
<p>A copy of the collection instrument if it is available, together with information called for in the scoring rubrics, Sufficiency Criteria for EPP-Created Assessments and Surveys</p>	<p><b>Teacher Evaluation:</b> Teacher evaluations are conducted by employing school divisions. VDOE provides guidance to divisions regarding the evaluation rubric and process. These guidelines are provided in this addendum: <b>R4_2 VDOE Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.</b></p> <p><b>Employer Survey:</b> A copy of the instrument guide for the employer survey was provided in the SSR: <b>R4.1 VEAC Completer and Employer Survey Instrument Guide.</b></p> <p><b>Employer Focus Group:</b> A copy of the employer focus group protocol was provided in the SSR: <b>R4.1 Teacher Education Employer Focus Group.</b></p>
<p>Description of procedures to ensure that surveys and assessments reach the sufficient level of the EPP-Created Assessment and Surveys</p>	<p><b>Teacher Evaluation:</b> Teacher evaluations are conducted by employing school divisions. This is the official teacher evaluation system in Virginia. VDOE provides guidance to divisions regarding the evaluation rubric and process. These guidelines are provided in this addendum: <b>R4_2 VDOE Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers.</b></p> <p><b>Employer Survey:</b> A copy of the instrument guide for the employer survey was provided in the SSR: R4.1 VEAC Completer and Employer Survey Instrument Guide. This guide includes an outline of the instrument’s alignment to the CAEP sufficiency criteria for EPP-created surveys. (pp. 8-13).</p> <p><b>Employer Focus Group:</b> The focus group followed a standardized procedure to elicit feedback from partner division principals and administrators in order to triangulate teacher effectiveness and impact measures found in the official Teacher Evaluation and Employer Survey.</p>
<p>Steps that will be taken to attain a representative response, including the actions to select and follow up a representative sample</p>	<p><b>Teacher Evaluation:</b> The most recent data from VDOE indicate program completers from the last five years are working in 73 divisions across Virginia. These data do not include completers working in independent schools or in schools outside of Virginia. Consequently, UVA completers are not concentrated in a select number of school divisions. Each year, the Teacher Education office will review alumni lists to identify divisions that employ a</p>

<p>(or a purposeful sample if that is appropriate for the data collection) and actions to ensure a high response rate</p>	<p>relatively high number of Teacher Education completers. From these divisions, they will identify partner divisions representing a diverse sample with regard to division- and school-level characteristics.</p> <p><b>Employer Survey:</b> The employer survey is sent to all program completers for whom the EPP has employment information. The Teacher Education office takes the following steps to gather employment information.</p> <ul style="list-style-type: none"> <li>• VDOE provides EPPs with a list of program completers employed in Virginia schools for the previous academic year. The data do not provide information about the academic year in which the employer survey is administered, but the VDOE list serves as a starting point for completer tracking.</li> <li>• When candidates graduate from the program, they complete an exit survey. This survey asks candidates whether they have been hired for the following academic year and, if so, where they will be working. This information is added to the list provided by VDOE.</li> <li>• The Teacher Education faculty and staff share updated employment information obtained through individual alumni communications, social media, and school division websites. This information is used to refine and update the list provided by VDOE.</li> </ul> <p>At the spring 2020 VEAC mini-conference, UVA’s Director of Teacher Education and Director of Assessment, Accountability, and Accreditation facilitated a workshop in which Virginia EPPs shared strategies for obtaining completer and employment information. The Director of Teacher Education compiled this information into a Completer and Employer Survey Guide for EPPs participating in the VEAC survey process. This guide was shared with Virginia EPPs and is posted to the VEAC website. A copy of the guide can be accessed here: <a href="https://docs.google.com/document/d/1cKTJJi9kKxvOqq8Ya9sbUNckPwsnXDhvQlyv7T1O8oc/edit?usp=sharing">https://docs.google.com/document/d/1cKTJJi9kKxvOqq8Ya9sbUNckPwsnXDhvQlyv7T1O8oc/edit?usp=sharing</a></p> <p>The VEAC steering committee will update this guide annually to support EPPs in obtaining completer and employer information.</p> <p><b>Employer Focus Group:</b> The Teacher Education office will follow a process parallel to the process in place for teacher evaluation data. Each year, the Teacher Education office will review alumni lists to identify divisions that employ a relatively high number of Teacher Education completers. From these divisions, they will identify partners within and across divisions representing a diverse sample with regard to division- and school-level characteristics.</p>
<p>Steps to ensure content validity and to valid the</p>	<p><b>Teacher Evaluation:</b> The EPP utilizes the official Commonwealth of Virginia evaluation system to collect impact and effectiveness data from partner divisions. <b>R4_2 VDOE Guidelines for Uniform Performance</b></p>



<p>interpretations made of the data</p>	<p><b>Standards and Evaluation Criteria for Teachers</b> addresses the Commonwealth’s work to validate and standardize school division’s evaluation systems. The EPP ensures correct information through the IPALs report employment verification to match program completers with employment records. The EPP utilizes data collected from the Teacher Evaluation in triangulation with survey, in-program assessments, and focus groups to identify potential areas for improvement. Data are shared with the Director of Teacher Education, the Data Committee, and partnership groups to review and create action plans.</p> <p><b>Employer Survey:</b> The VEAC Employer survey is standardized and benchmarked with data from Commonwealth EPPs to evaluate employers’ satisfaction with completer impact and effectiveness. Items are completed by employers that evaluate completers on the Teacher Evaluation, and items are aligned using language from the Teacher Evaluation and the VUPS. Triangulation helps the EPP assess areas of strength and areas for growth by both overall scores and comparative benchmarks.</p> <p><b>Employer Focus Group:</b> The employer focus group interview protocol was developed to elicit feedback from employers to triangulate data collected from the Teacher Evaluation and Employer Survey. Employers provide additional context and input into the effectiveness of UVA completers in the field.</p>
<p>Steps to analyze and interpret the findings and make use of them for continuous improvement</p>	<p>Each year, program data are shared with Teacher Education faculty to support continuous improvement efforts. A sample data review was submitted with the SSR: R1.3 Sample Data Review – Secondary Education. This data review included evidence from the employer survey. Future data reviews will include information from all data sources related to R4.</p> <p>All data are reviewed by the Director of Assessment and Director of Teacher Education and used to inform data collection and report practices, upcoming projects, and policies and practices within the program. The Directors will continue to meet with the Teacher Education Data Committee to review data, instruments, and protocols.</p>

Hello <<division contact>>,

Good afternoon! I'm writing to ask you who in <<division>> would be best for me to talk with about the following request:

As part of our accreditation process with the Council for the Accreditation of Educator Preparation (CAEP), we are asked to provide evidence of how our graduates are doing in the field. VDOE provides us with lists of where our graduates are working, and we are reaching out to a number of those school division partners for that evidence. (You may be receiving similar requests from other Virginia colleges and schools of education.)

Attached is a spreadsheet of UVA School of Education graduates currently working in your division based on our most recent records. Would it be possible for us to receive their most recent evaluation scores, broken down by performance standard? CAEP is interested in our graduates' data in the aggregate, so no names or other identifying information will be given to them during our accreditation process, and all information will be kept strictly confidential.

I'd be happy to answer any questions about this request.

Please let me know what you think when you have a moment. Thank you and have a great day!  
-Jeff

**Jeff Davis**

*Director of Clinical Practice and Partnerships  
Teacher Education Office  
Department of Curriculum, Instruction,  
and Special Education*

The Teacher Education office provides each division with a data template in Excel. The template includes all program completers working in that division. Names and schools are provided to divisions to allow them to match completers with their evaluation data. Identifying information has been redacted for this submission.

UVA ID	First Name	Completer Last	Standard 1: Professional Knowledge	Standard 2: Instructional Planning	Standard 3: Instructional Delivery	Standard 4: Assessment of and for Learning	Standard 5: Learning Environment	Standard 6: Culturally Responsive Teaching and Equitable Practices	Standard 7: Professionalism	Standard 8: Student Academic Progress	Completer Division	Completer School	Endorsement
1932	Redacted	Redacted									Redacted	Redacted	English
1937	Redacted	Redacted									Redacted	Redacted	Science - biology
1968	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
1982	Redacted	Redacted									Redacted	Redacted	Mathematics
1997	Redacted	Redacted									Redacted	Redacted	English
2009	Redacted	Redacted									Redacted	Redacted	History and social sciences
2014	Redacted	Redacted									Redacted	Redacted	Science - biology
2032	Redacted	Redacted									Redacted	Redacted	Science - biology
2034	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
2042	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
2045	Redacted	Redacted									Redacted	Redacted	Special education - general curriculum K-12
2048	Redacted	Redacted									Redacted	Redacted	Foreign language preK-12 - Spanish
2060	Redacted	Redacted									Redacted	Redacted	History and social sciences
2067	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
2105	Redacted	Redacted									Redacted	Redacted	Special education - general curriculum K-12
2116	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
2134	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
2177	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
2214	Redacted	Redacted									Redacted	Redacted	Foreign language preK-12 - Spanish
2233	Redacted	Redacted									Redacted	Redacted	English
2237	Redacted	Redacted									Redacted	Redacted	History and social sciences
2258	Redacted	Redacted									Redacted	Redacted	Mathematics
2265	Redacted	Redacted									Redacted	Redacted	Special education - general curriculum K-12
2272	Redacted	Redacted									Redacted	Redacted	Science - biology
2273	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
2274	Redacted	Redacted									Redacted	Redacted	Special education - general curriculum K-12
2283	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
2296	Redacted	Redacted									Redacted	Redacted	History and social sciences
2311	Redacted	Redacted									Redacted	Redacted	Foreign language preK-12 - Spanish
2335	Redacted	Redacted									Redacted	Redacted	Science - biology
2339	Redacted	Redacted									Redacted	Redacted	English
2351	Redacted	Redacted									Redacted	Redacted	Special education - general curriculum K-12
2353	Redacted	Redacted									Redacted	Redacted	English
6600007	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600009	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600031	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600032	Redacted	Redacted									Redacted	Redacted	Mathematics
6600036	Redacted	Redacted									Redacted	Redacted	Special education - general curriculum K-12
6600045	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600055	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600061	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600066	Redacted	Redacted									Redacted	Redacted	English
6600067	Redacted	Redacted									Redacted	Redacted	Science - earth science
6600068	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600101	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600105	Redacted	Redacted									Redacted	Redacted	Special education - general curriculum K-12
6600106	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600109	Redacted	Redacted									Redacted	Redacted	Science - earth science
6600117	Redacted	Redacted									Redacted	Redacted	Mathematics
6600118	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600122	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600139	Redacted	Redacted									Redacted	Redacted	English
6600140	Redacted	Redacted									Redacted	Redacted	Special education - general curriculum K-12
6600143	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600149	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600150	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600152	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600156	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600159	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600165	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600170	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600179	Redacted	Redacted									Redacted	Redacted	Special education - general curriculum K-12
6600182	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600198	Redacted	Redacted									Redacted	Redacted	Special education - general curriculum K-12
6600199	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600206	Redacted	Redacted									Redacted	Redacted	Special education - general curriculum K-12
6600207	Redacted	Redacted									Redacted	Redacted	Special education - general curriculum K-12
6600224	Redacted	Redacted									Redacted	Redacted	Special education - general curriculum K-12
6600227	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600231	Redacted	Redacted									Redacted	Redacted	History and social sciences
6600254	Redacted	Redacted									Redacted	Redacted	Elementary education preK-6
6600269	Redacted	Redacted									Redacted	Redacted	Special education - general curriculum K-12