

## **Measure 1: Completer Effectiveness**

Christopher Newport University's EPP measures completer effectiveness and impact on student learning and developing by collecting completers' *Uniform Performance Standards and Evaluation Criteria for Teachers* evaluations from school districts across the Commonwealth. Across the Commonwealth, Virginia's *Uniform Performance Standards and Evaluation Criteria for Teachers* assesses the effectiveness of teachers and their ability to apply professional knowledge, skills, and dispositions in the classroom. Standard 7, in particular, focuses on whether the "work of the teacher results in acceptable, measurable, and appropriate student academic progress." This specific standard is one of the best measures of teacher impact on student-learning growth available to EPPs across the Commonwealth. Completers are measured on a 4-point scale: Exemplary, Proficient, Needs Improvement/Developing, and Unacceptable. The evidence from all standards shows the performance of completers at the end of their first year of teaching in 2021, 2022, and 2023. The standards and evaluation criteria were created by the Virginia Board of Education and implemented across the Commonwealth on July 1, 2012. Extensive training of supervisors/principals ensures understanding and reliable use of the instrument.

The EPP triangulates data from the *Uniform Performance Standards and Evaluation of Completers* with data from the Virginia Education Assessment Collaborative (VEAC) Employer and Completer surveys to continuously improve its program.

Additionally, the EPP collects information on its completers' successes and has included a table of those as further evidence of effectiveness.

**Uniform Performance Standards and Evaluation of Completers  
4 (Exemplary), 3 (Proficient), 2 (Needs Improvement/Developing), and 1 (Unacceptable)**

<b>2021</b>	<b>Mean</b>	<b>SD</b>	<b>%≥3</b>	<b>2022</b>	<b>Mean</b>	<b>SD</b>	<b>%≥3</b>	<b>2023</b>	<b>Mean</b>	<b>SD</b>	<b>%≥3</b>
<b>PS 1: Professional Knowledge</b>				<b>PS 1: Professional Knowledge</b>				<b>PS 1: Professional Knowledge</b>			
<b>Total N=21</b>	<b>2.81</b>	<b>.39</b>	<b>81%</b>	<b>Total N=20</b>	<b>2.85</b>	<b>.31</b>	<b>89%</b>	<b>Total N=22</b>	<b>2.85</b>	<b>.47</b>	<b>82%</b>
<b>PS 2: Instructional Planning</b>				<b>PS 2: Instructional Planning</b>				<b>PS 2: Instructional Planning</b>			
<b>Total N=21</b>	<b>3.00</b>	<b>.31</b>	<b>95%</b>	<b>Total N=20</b>	<b>3.00</b>	<b>.32</b>	<b>95%</b>	<b>Total N=20</b>	<b>2.86</b>	<b>.47</b>	<b>82%</b>
<b>PS 3: Instructional Delivery</b>				<b>PS 3: Instructional Delivery</b>				<b>PS 3: Instructional Delivery</b>			
<b>Total N=17</b>	<b>3.04</b>	<b>.49</b>	<b>90%</b>	<b>Total N=20</b>	<b>2.89</b>	<b>.55</b>	<b>89%</b>	<b>Total N=22</b>	<b>2.82</b>	<b>.50</b>	<b>82%</b>
<b>PS 4: Assessment of and for Student Learning</b>				<b>PS 4: Assessment of and for Student Learning</b>				<b>PS 4: Assessment of and for Student Learning</b>			
<b>Total N=17</b>	<b>2.76</b>	<b>.43</b>	<b>76%</b>	<b>Total N=20</b>	<b>2.74</b>	<b>.44</b>	<b>74%</b>	<b>Total N=22</b>	<b>2.77</b>	<b>.43</b>	<b>77%</b>

2021	Mean	SD	%≥3	2022	Mean	SD	%≥3	2023	Mean	SD	%≥3
PS 5: Learning Environment				PS 5: Learning Environment				PS 5: Learning Environment			
Total N=21	3.14	.35	100%	Total N=20	3.00	.46	89%	Total N=22	2.77	.61	77%
PS 6: Culturally-Responsive Teaching <sup>1</sup>				PS 6: Culturally-Responsive Teaching				PS 6: Culturally-Responsive Teaching			
Total N=21	N/A	N/A	N/A	Total N=20	N/A	N/A	N/A	Total N=22	2.91	.29	91%
PS 7: Professionalism				PS 7: Professionalism				PS 7: Professionalism			
Total N=21	3.05	.37	95%	Total N=20	3.05	.37	95%	Total N=22	3.09	.29	100%
PS 8: Student Academic Progress				PS 8: Student Academic Progress				PS 8: Student Academic Progress			
Total N=21	2.86	.35	86%	Total N=20	2.86	.35	86%	Total N=22	3.10	.44	91%

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<sup>1</sup> Culturally-Responsive Teaching was first measured in the spring of 2023.



**Virginia Education  
Assessment Collaborative**

**CNU**

**Initial Licensure Employer Survey  
2022-2023 Cycle**

## Virginia Education Assessment Collaborative

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).

### 2022-23 VEAC Leadership

#### Chairs

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

#### Executive Director

Jillian McGraw – University of Virginia

#### Communications

Adrienne Sullivan – George Mason University

#### Committee Leadership

Hillary Campbell – James Madison University  
Matt Grimes – Radford University  
Angie Wetzel – Virginia Commonwealth University

#### Graduate Student

Sarah Westphal – University of Virginia

### Data Collection Process

VEAC partners submitted contact information for program completers and their employers to VEAC in February 2023. Initial recruitment for the survey began in April 2023 and was open with reminders through May 2023.

### Survey Response Rates

For our 2022-2023 initial licensure cycle, VEAC fielded the Employer Survey to program completers from 31 EPP partners.

Upon closing the survey in May 2023, VEAC collected 1,315 complete and partial responses resulting in a 35% response rate.

The EPP (CNU) had a 37% response rate on the VEAC Employer Survey based on the total number of contacts submitted to VEAC minus the number of failed/bounced emails.

VEAC provides EPP partners access to a responsive dashboard to view holistic data from the 2022-2023 VEAC cycle. Further, the dashboard supports benchmark reference points through interactive data disaggregation by relevant EPP characteristics (e.g., EPP Size, EPP Type (public/private), Endorsement Level, etc.). Access the VEAC completer survey dashboard at [www.projectveac.org](http://www.projectveac.org).

EPPs can find responses to the two open ended response items in their shared Box folder.

## Survey Response Data

**Table 1** provides responses to the 2022-23 VEAC Initial Licensure Survey. Column 1 (VEAC Revised Item) provides the text for each revised VEAC survey item. Column 2 (InTASC) provides the item alignment to the InTASC Standards. Column 3 (VUPS 2021) provides the item alignment to the 2021 Virginia Uniform Performance Standards. Column 4 (VEAC N) provides the total number of responses to the survey from all VEAC partners minus the number of NA responses. Column 5 (VEAC Mean (SD)) provides the average (mean) and standard deviation (in parenthesis) for response to the survey item for all responses from all VEAC partners coded 1-4. Column 6 (EPP N) provides the total number of responses to the survey from the EPP's employers minus the number of NA responses. Column 7 (EPP Mean (SD)) provides the average (mean) and standard deviation (in parenthesis) for response to the survey item for all responses from the EPP's employers coded 1-4. Column 8 (p-value) provides the p-value from a difference in means test between the VEAC mean (column 5) and the EPP mean (column 7). Item wording and coding are found in Appendix A.

**Table 1: Christopher Newport University 2022-23 Report**

VEAC Revised 2022 Item	InTASC	VUPS 2021	VEAC N	VEAC Mean (SD)	EPP N	EPP Mean (SD)	p-value
IA: Demonstrating your understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*	1, 2, 4	1	1,185	3.27, (0.66)	54	3.24, (0.64)	0.63
IB: Planning using state standards, the school's curriculum, engaging and research-based strategies and resources, and data to meet the needs of all students.*	1, 2, 7, 8	2	1,183	3.25, (0.67)	54	3.28, (0.63)	0.85
IC: Effectively engaging students in learning by using a variety of research-based instructional strategies in order to meet individual learning needs.*	1, 2, 8	3	1,184	3.21, (0.71)	54	3.26, (0.59)	0.85
ID: Systematically gathering, analyzing, and using all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, caregivers, and other educators.*	6, 10	4, 8	1,179	3.15, (0.70)	53	3.19, (0.71)	0.62
IE: Using resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*	3	5	1,187	3.38	54	3.22, (0.77)	0.64

**Table 1: Christopher Newport University 2022-23 Report Cont.**

<b>VEAC Revised 2022 Items</b>	<b>InTASC</b>	<b>VUPS 2021</b>	<b>VEAC N</b>	<b>VEAC Mean (SD)</b>	<b>EPP N</b>	<b>EPP Mean (SD)</b>	<b>p-value</b>
IF: Maintaining a commitment to professional ethics, collaborating and communicating effectively, and taking responsibility for and participating in professional growth that results in enhanced student learning.*	1, 2, 9	7	1,187	3.36, (0.69)	54	3.35, (0.62)	0.72
IG: Engaging in practices that results in acceptable, measurable, and appropriate student academic progress.*	6, 7, 8	8	1,183	3.24, (0.68)	53	3.26, (0.68)	0.75
IH: Using content-aligned and developmentally appropriate instructional technology to enhance student learning.*	7, 8	3	1,179	3.28, (0.62)	54	3.35, (0.62)	0.39
IJ: Collaborating with the learning community (e.g. school personnel, caregivers, and volunteers) to meet the needs of all learners and contribute to a supportive culture.*	2, 3, 8	5, 6	1,177	3.33, (0.64)	54	3.33, (0.58)	0.83
IL: Demonstrating a commitment to equity by providing instructional practices and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.*	3, 9, 10	7	1,185	3.34, (0.67)	54	3.37, (0.62)	0.85
IM: Using assessment results to inform and adjust practice.*	6	4, 8	1,176	3.20, (0.67)	54	3.24, (0.67)	0.68
IN: Engaging in reflection on the impact of their teaching practice and adapts to meet the needs of each learner.*	9	7	1,183	3.22, (0.72)	54	3.33, (0.64)	0.31
Based on your experience with this teacher, what best describes the extent to which they were ready to meet the needs of your students in your school? **	-	-	1,208	4.33, (0.90)	54	4.26, (0.91)	0.43

\* Items Range from 1-4

\*\* Item Ranges from 1-5

## Appendix A: Survey Item Wording and Coding Description

### **VEAC Satisfaction Items**

Items IA through IN ask program completers to rate their performance on 12 VUPS/InTASC items. Please note that character coding aligns to the original 14 item survey. All items were revised in 2022 based on the updated Virginia Uniform Performance Standards.

Specifically, these twelve items ask, "Please rate [Field-C.FirstName] [Field-C.LastName]'s performance on each of the following." Respondent can choose "Exemplary," "Proficient," "Developing/Needs Improvement," or "Unacceptable." To find the average rating, responses are coded, from 1 to 4. Higher values indicate more proficiency, and lower values indicate more unacceptability. Items with an \* in Table 1 are the VEAC Satisfaction Items.

### **Overall Satisfaction Item**

The last item in 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 your 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. The Item with a \*\* in Table 1 is the Overall Satisfaction Item.



The logo for the Virginia Education Assessment Collaborative (VEAC) features the letters 'VEAC' in a bold, white, sans-serif font. Each letter is set against a dark grey rectangular background and has a black drop shadow to its right, creating a three-dimensional effect. The entire logo is contained within a thin black rectangular border.

**Virginia Education  
Assessment Collaborative**

**Christopher Newport  
University**

**Initial Licensure Completer Survey**

**2022-2023 Cycle**

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## Data Collection Process

VEAC partners submitted contact information for program completers to VEAC in February 2023. Initial recruitment for the survey began in March 2023 and was open with reminders through April 2023.

## Survey Response Rates

For our 2022-2023 initial licensure cycle, VEAC fielded the Completer Survey to program completers from 31 EPP partners.

Upon closing the survey in April 2023, VEAC collected 1325 complete and partial responses resulting in a 22% response rate.

For CNU, the EPP had a 37% response rate on the VEAC Completer Survey based on the total number of contacts submitted to VEAC minus the number of failed/bounced emails.

VEAC provides EPP partners access to a responsive dashboard to view holistic data from the 2022-2023 VEAC cycle. Further, the dashboard supports benchmark reference points through interactive data disaggregation by relevant EPP characteristics (e.g., EPP Size, EPP Type (public/private), Endorsement Level, etc.). Access the VEAC completer survey dashboard at [www.projectveac.org](http://www.projectveac.org).

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**Table 1: Christopher Newport University 2022-23 Report**

VEAC Revised 2022 Item	InTASC	VUPS 2021	VEAC N	VEAC Mean	VEAC SD	EPP N	EPP Mean	EPP SD
IA: Demonstrating your understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.*	1, 2, 4	1	1079	3.30	0.60	56	3.38	0.65
IB: Planning using state standards, the school's curriculum, engaging and research-based strategies and resources, and data to meet the needs of all students.*	1, 2, 7, 8	2	1070	3.24	0.63	55	3.18	0.58
IC: Effectively engaging students in learning by using a variety of research-based instructional strategies in order to meet individual learning needs.*	1, 2, 8	3	1076	3.23	0.65	56	3.23	0.60
ID: Systematically gathering, analyzing, and using all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, caregivers, and other educators.*	6, 10	4, 8	1071	3.06	0.70	56	3.05	0.62
IE: Using resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.*	3	5	1080	3.38	0.68	56	3.36	0.64

**Table 1: Christopher Newport University 2022-23 Report Cont.**

VEAC Revised 2022 Items	InTASC	VUPS 2021	VEAC N	VEAC Mean	VEAC SD	EPP N	EPP Mean	EPP SD
IF: Maintaining a commitment to professional ethics, collaborating and communicating effectively, and taking responsibility for and participating in professional growth that results in enhanced student learning.*	1, 2, 9	7	1081	3.49	0.59	56	3.48	0.50
IG: Engaging in practices that results in acceptable, measurable, and appropriate student academic progress.*	6, 7, 8	8	1079	3.28	0.61	56	3.23	0.57
IH: Using content-aligned and developmentally appropriate instructional technology to enhance student learning.*	7, 8	3	1076	3.28	0.63	56	3.30	0.66
IJ: Collaborating with the learning community (e.g. school personnel, caregivers, and volunteers) to meet the needs of all learners and contribute to a supportive culture.*	2, 3, 8	5, 6	1078	3.38	0.64	55	3.38	0.56
IL: Demonstrating a commitment to equity by providing instructional practices and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.*	3, 9, 10	7	1075	3.24	0.67	56	3.02	0.80
IM: Using assessment results to inform and adjust practice.*	6	4, 8	1070	3.19	0.67	56	3.14	0.62
IN: Engaging in reflection on the impact of their teaching practice and adapts to meet the needs of each learner.*	9	7	1076	3.33	0.72	56	3.21	0.59
Overall, how satisfied are you with your preparation from Christopher Newport University? **	-	-	1089	4.43	0.64	56	4.55	0.69

\* Items Range from 1-4

\*\* Item Ranges from 1-5

## Appendix A: Survey Item Wording and Coding Description

### VEAC Satisfaction Items

Items IA through IN ask program completers to rate their performance on 12 VUPS/InTASC items. Please note that character coding aligns to the original 14 item survey. All items were revised in 2022 based on the updated Virginia Uniform Performance Standards.

Specifically, all twelve items asks, “Based on your preparation at \${e://Field/Institution}, how would you rate your performance in each of these teaching areas.” Respondent can choose “Exemplary,” “Proficient,” “Developing/Needs Improvement,” or “Unacceptable.” To find the average rating, responses are coded, from 1 to 4. Higher values indicate more proficiency, and lower values indicate more unacceptability. Items with a \* in Table 1 are the VEAC Satisfaction Items.

### Overall Satisfaction Item

The last item in the VEAC completers survey that asks “Overall, how satisfied are you with your preparation from \${e://Field/Institution}?” Each respondent’s institution of higher education (IHE) is embedded in their unique survey. Respondents could respond “extremely dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, somewhat satisfied, or extremely satisfied.” To find the average overall satisfaction, responses are coded, from 1 to 5. Higher values indicate more satisfaction, and lower values indicate more dissatisfaction. The Item with a \*\* in Table 1 is the Overall Satisfaction Item.

## Completer Awards

Award Year	Award Type	Graduation Year	School/School District
2022-2023	First-Year Teacher of the Year	2022	Ecoff Elementary School (Chesterfield County)
2022-2023	First-Year Teacher of the Year	2022	Carrington Middle School (Durham Public Schools)
2021-2022	Teacher of the Year	2007	Gainesville High School (Prince William County Schools)
2021-2022	Rookie of the Year	2021	Harry E. James Elementary (Hopewell City)
2021-2022	New Teacher of the Year	2021	South Pine Academy (Charlotte-Mecklenburg)
2021-2022	Teacher of the Year	2018	A.M. Davis Elementary (Chesterfield County)
2021-2022	Teacher of the Year	2018	Gloucester High School (Gloucester County)
2021-2022	Elementary Teacher of the Year and Division-wide Teacher of the Year	2012	Laurel Lane Elementary (Williamsburg-James City County)
2020-2021	Teacher of the Year	2019	Hilton Elementary School (Newport News Public Schools)
2020-2021	New Teacher of the Year	2020	Forest Park High School (Prince William County Schools)
2020-2021	Reading Teacher of the Year	2018	Virginia Beach Public Schools
2019-2020	Beginning Teacher of the Year	2018	Washington-Henry Elementary (Hanover County)
2019-2020	Novice Teacher of the Year	2018	Caroline Middle School (Caroline County)
2018-2019	York County Teacher of the Year	2013	Grafton Middle School (York County)
2017-2018	Elementary Teacher of the Year and Division-wide Teacher of the Year	2017	Laurel Lane Elementary (Williamsburg-James City County)