

CAEP Accountability Measures [2020-21 Academic Year]

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.

The Commonwealth of Virginia does not make teacher or student performance data available to the institutions at which the teachers were trained. To counteract this data gap, the Virginia Education Assessment Collaborative (VEAC; <https://projectveac.org>) was developed to begin coordinating completer data collection across EPPs in Virginia. The purpose of VEAC 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 CAEP.

On the VEAC annual Completer Survey, 14 items align to the 10 Interstate Teacher Assessment and Support Consortium core teaching standards (InTASC; https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf) and the 8 Virginia Uniform Performance Standards (VUPS; https://www.doe.virginia.gov/teaching/performance_evaluation/teacher/index.shtml). Those standards are:

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Performance Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, student data, and engaging and research-based strategies and resources to meet the needs of all students.

Performance Standard 3: Instructional Delivery

The teacher uses a variety of research-based instructional strategies appropriate for the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

Performance Standard 4: Assessment of/for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents/caregivers, and other educators, as needed.

Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Performance Standard 6: Culturally Responsive Teaching and Equitable Practices (This is a new standard and does not appear in the 2019-20 or 2020-21 survey data)

The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.

Performance Standard 7: Professionalism

The teacher demonstrates a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

Performance Standard 8: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

The VEAC survey items and [VUPS](#) / [InTASC](#) alignment can be viewed in the following table:

Item	Based on your preparation at JMU, how would you rate your performance in each of these teaching areas?	InTASC	VUPS
Item A	Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	1,2,4	1
Item B	Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	1,2,7,8	2
Item C	Effectively engages students in learning by using a variety of instructional strategies in order to meet individual leaning needs.	1,2,8	3
Item 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.	6,10	4,8
Item E	Uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.	3	5
Item F	Maintains a commitment to professional ethics, communicated effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	1,2,9	7
Item G	Work results in acceptable, measurable, and appropriate student academic progress.	6,7,8	8
Item H	Selects technologies, informed by research, to promote learning for all students.	7,8	3
Item I	Integrates technology into instructional materials.	8	2,3
Item J	Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	1,2,9,10	3
Item K	Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives.	1,2	3,5
Item L	Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	3,9,10	7
Item M	Uses assessment results to inform and adjust practice.	6	4,8
Item N	Engages in reflective practice.	9	7

2019-20 VEAC survey results (Completer Effectiveness)

Using a scale ranging from 1 (Unacceptable) to 4 (Exemplary), completers were asked “Based on your preparation at **James Madison University**, how would you rate your performance in each of these teaching areas:”

Item	EPP Mean	EPP N	VEAC Mean	VEAC Mean - 95% CI	VEAC Mean + 95% CI	VEAC N
A: Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	3.26	50	3.34	3.30	3.38	680
B: Plans using state standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.	3.28	50	3.29	3.25	3.33	675
C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	3.4	50	3.36	3.31	3.41	680
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.	3.06	50	3.11	3.06	3.16	678

Item	EPP Mean	EPP N	VEAC Mean	VEAC Mean - 95% CI	VEAC Mean + 95% CI	VEAC N
E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.	3.42	50	3.43	3.38	3.48	680
F: Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	3.52	50	3.6	3.56	3.64	679
G: Work results in acceptable, measurable, and appropriate student academic progress.	3.18	50	3.26	3.22	3.30	678
H: Selects technologies, informed by research, to promote learning for all students.	3.08	49	3.22	3.17	3.27	676
I: Integrates technology into instructional materials.	3.12	49	3.24	3.19	3.29	674
J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	3.32	50	3.3	3.25	3.35	680
K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives	2.98	48	3.04	2.98	3.10	666

Item	EPP Mean	EPP N	VEAC Mean	VEAC Mean - 95% CI	VEAC Mean + 95% CI	VEAC N
L: Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	3.35	48	3.35	3.30	3.40	677
M: Uses assessment results to inform and adjust practice.	3.26	50	3.32	3.27	3.37	679
N: Engages in reflective practice.	3.53	49	3.5	3.45	3.55	679

2019-20 summary of findings

The expected performance for each item is an average score of 3, or a rating of “Proficient.” There was one item for which the EPP respondents’ mean was just below 3. Otherwise, all means were between scale points 3 (Proficient) and 4 (Exemplary). The EPP mean was less than the VEAC mean in many cases and greater than the VEAC mean in a few instances. Note that the VEAC N and Mean include EPP data.

2020-21 VEAC survey results (Completer Effectiveness)

Using a scale ranging from 1 (Unacceptable) to 4 (Exemplary), completers were asked “Based on your preparation at **James Madison University**, how would you rate your performance in each of these teaching areas:”

Item	EPP Mean	EPP N	VEAC Mean	VEAC Mean - 95% CI	VEAC Mean + 95% CI	VEAC N
A: Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	3.20	70	3.31	3.28	3.33	1,367
B: Plans using state standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.	3.16	70	3.25	3.22	3.28	1,359
C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	3.37	70	3.37	3.34	3.40	1,371
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.	3.07	70	3.13	3.09	3.16	1,367
E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.	3.43	70	3.49	3.46	3.52	1,371

Item	EPP Mean	EPP N	VEAC Mean	VEAC Mean - 95% CI	VEAC Mean + 95% CI	VEAC N
F: Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	3.64	70	3.59	3.57	3.62	1,369
G: Work results in acceptable, measurable, and appropriate student academic progress.	3.19	70	3.27	3.23	3.30	1,368
H: Selects technologies, informed by research, to promote learning for all students.	3.29	70	3.27	3.24	3.31	1,364
I: Integrates technology into instructional materials.	3.43	70	3.38	3.35	3.42	1,369
J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	3.26	69	3.30	3.26	3.33	1,366
K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives	3.01	70	3.02	2.98	3.06	1,355
L: Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	3.14	70	3.32	3.28	3.35	1,366
M: Uses assessment results to inform and adjust practice.	3.13	70	3.27	3.23	3.30	1,364
N: Engages in reflective practice.	3.49	70	3.43	3.40	3.46	1,368

2020-21 data summary of findings

The expected performance for each item is an average score of 3, or a rating of “Proficient.” All of the EPP mean response scores fell above a score of 3. The EPP mean was less than the VEAC mean in many cases and greater than the VEAC mean in a few instances. The EPP is examining the items where the JMU average was lower than the VEAC average, as well as noting areas where the JMU average exceeds the VEAC average. Because the VEAC scores use self-report data, JMU is also exploring additional sources of information about teacher preparation. One of the areas where JMU scores exceed the VEAC average is self-reflection (Item N), which might suggest that JMU-educated teachers are particularly reflective and evaluative of their performance. Note that the VEAC *N* and Mean include EPP data.