

Measure 1: Completer Effectiveness

Uniform Performance Standards and Evaluation of Completers

VEAC Employer and Completer Surveys

Completer Successes

Christopher Newport University's EPP measures completer effectiveness and impact on student learning and development by collecting completers' *Uniform Performance Standards and Evaluation Criteria for Teachers* evaluations from school districts across the Commonwealth. In the Commonwealth of Virginia, the *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 8, 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 2023-2025. 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)
Criterion: Group mean score of 2.8 for 80% of completers

2023	Mean	SD	%≥3	2024	Mean	SD	%≥3	2025	Mean	SD	%≥3
PS 1: Professional Knowledge				PS 1: Professional Knowledge				PS 1: Professional Knowledge			
Total N=22	2.86	.47	82%	Total N=15	2.93	.26	93%	Total N=9	3.00	.00	100%
<i>Elementary n=12</i>	2.75	.45	75%	<i>Elementary n=8</i>	2.88	.35	88%	<i>Elementary n=5</i>	3.00	.00	100%
<i>Secondary n=10</i>	3.00	.47	90%	<i>Secondary n=7</i>	3.00	.00	100%	<i>Secondary n=4</i>	3.00	.00	100%
PS 2: Instructional Planning				PS 2: Instructional Planning				PS 2: Instructional Planning			
Total N=22	2.86	.47	82%	Total N=15	3.07	.46	93%	Total N=9	3.11	.33	100%
<i>Elementary n=12</i>	2.83	.58	75%	<i>Elementary n=8</i>	3.00	.00	100%	<i>Elementary n=5</i>	3.00	.00	100%
<i>Secondary n=10</i>	2.90	.32	80%	<i>Secondary n=7</i>	3.14	.69	86%	<i>Secondary n=4</i>	3.25	.50	100%
PS 3: Instructional Delivery				PS 3: Instructional Delivery				PS 3: Instructional Delivery			
Total N=20	2.82	.50	82%	Total N=15	2.93	.46	87%	Total N=9	3.00	.71	78%
<i>Elementary n=12</i>	2.73	.45	75%	<i>Elementary n=8</i>	3.00	.00	100%	<i>Elementary n=5</i>	2.80	.45	80%
<i>Secondary n=10</i>	2.90	.57	80%	<i>Secondary n=7</i>	2.86	.69	71%	<i>Secondary n=4</i>	3.25	.96	75%

2023	Mean	SD	%≥3	2024	Mean	SD	%≥3	2025	Mean	SD	%≥3
PS 4: Assessment of and for Student Learning				PS 4: Assessment of and for Student Learning				PS 4: Assessment of and for Student Learning			
Total N=22	2.77	.43	77%	Total N=15	3.07	.26	100%	Total N=9	2.89	.33	89%
<i>Elementary n=12</i>	2.67	.49	67%	<i>Elementary n=8</i>	3.00	.00	100%	<i>Elementary n=5</i>	3.00	.00	100%
<i>Secondary n=10</i>	2.90	.32	90%	<i>Secondary n=7</i>	3.14	.38	100%	<i>Secondary n=4</i>	2.75	.50	75%
PS 5: Learning Environment				PS 5: Learning Environment				PS 5: Learning Environment			
Total N=22	2.77	.61	77%	Total N=15	3.20	.56	93%	Total N=9	2.78	.67	67%
<i>Elementary n=12</i>	2.83	.39	83%	<i>Elementary n=8</i>	3.13	.64	88%	<i>Elementary n=5</i>	2.80	.43	80%
<i>Secondary n=10</i>	2.70	.82	70%	<i>Secondary n=7</i>	3.29	.49	100%	<i>Secondary n=4</i>	2.75	.98	50%
PS 6: Culturally-Responsive Teaching				PS 6: Culturally-Responsive Teaching				PS 6: Culturally-Responsive Teaching			
Total N=22	2.91	.29	91%	Total N=15	3.07	.28	100%	Total N=9	2.89	.33	89%
<i>Elementary n=12</i>	2.92	.29	92%	<i>Elementary n=8</i>	3.00	.00	100%	<i>Elementary n=5</i>	2.80	.45	80%
<i>Secondary n=10</i>	2.90	.32	90%	<i>Secondary n=7</i>	3.14	.38	100%	<i>Secondary n=4</i>	3.00	.00	100%
PS 7: Professionalism				PS 7: Professionalism				PS 7: Professionalism			
Total N=22	3.09	.29	100%	Total N=15	3.07	.46	93%	Total N=9	3.11	.33	100%
<i>Elementary n=12</i>	3.00	0	100%	<i>Elementary n=8</i>	3.13	.64	88%	<i>Elementary n=5</i>	3.00	.00	100%
<i>Secondary n=10</i>	3.20	.41	100%	<i>Secondary n=7</i>	3.13	.38	100%	<i>Secondary n=4</i>	3.25	.50	100%
PS 8: Student Academic Progress				PS 7: Student Academic Progress				PS 8: Student Academic Progress			
Total N=22	3.10	.44	91%	Total N=15	2.87	.35	87%	Total N=9	3.11	.33	100%
<i>Elementary n=12</i>	2.91	.54	83%	<i>Elementary n=8</i>	2.88	.35	88%	<i>Elementary n=5</i>	3.00	.00	100%
<i>Secondary n=10</i>	3.10	.32	100%	<i>Secondary n=7</i>	2.86	.38	86%	<i>Secondary n=4</i>	3.25	.50	86%

Initial Licensure Employer Survey 2024-2025- Christopher Newport University

Virginia Education Assessment Collaborative

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).

2024-25 VEAC Leadership

Committee: Hilary Campbell – James Madison University, Joel Hanel – University of Virginia, Savanna Love – Virginia Commonwealth University, Jillian McGraw – University of Virginia, Rebecca Perini – Washington & Lee University, Adrienne Sullivan – George Mason University, Amy Theik – James Madison University, and Angie Wetzels – Virginia Commonwealth University

Data Collection Process

VEAC partners submitted contact information for program completers and their employers to VEAC in February 2025. Initial recruitment for the survey began in March 2025 and was open with reminders through May 2025.

Survey Response Rates

For our 2024-2025 initial licensure cycle, VEAC fielded the Initial Licensure Employer Survey to program completers' employers from 32 EPP partners.

Upon closing the survey in May 2025, VEAC collected complete and partial responses resulting in a 34% response rate.

VEAC provides EPP partners access to a responsive dashboard to view holistic data from the 2024-2025 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 Employer survey dashboard at www.projectveac.org.

EPPs can find responses to the open-ended response question and a response rate table by EPP in their shared Box folder.

Employer Survey Report

VEAC Employer Survey 2025

VEAC Item	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP N	P value
IA Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	1,2,4	1	3.33	0.61	1369	3.24	0.61	33	0.43
IB Plans 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	3.31	0.62	1362	3.27	0.63	33	0.72
IC Effectively engages students in learning by using a variety of research-based instructional strategies in order to meet individual learning needs.	1,2,8	3	3.27	0.68	1368	3.18	0.68	33	0.47
ID Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students, caregivers, and other educators.	6,10	4,8	3.22	0.66	1359	3.16	0.63	32	0.59
IE Uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	3	5	3.36	0.68	1370	3.27	0.76	33	0.50
IF Maintains a commitment to professional ethics, collaborates and communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	1,2,9	7	3.40	0.64	1370	3.33	0.65	33	0.53
IG Engages in practices that result in acceptable, measurable, and appropriate student academic progress.	6,7,8	8	3.30	0.63	1363	3.24	0.50	33	0.50
IH Uses content-aligned and developmentally appropriate instructional technology to enhance student learning.	7,8	3	3.33	0.58	1360	3.30	0.53	33	0.76
IJ Demonstrates 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.	2,3,8	5,6	3.40	0.60	1361	3.33	0.54	33	0.49

VEAC Item	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP N	P value
IL Collaborates with the learning community (e.g. school personnel, caregivers, and volunteers) to meet the needs of all learners and contribute to a supportive culture.	3,9,10	7	3.38	0.64	1368	3.41	0.67	32	0.79
IM Uses assessment results to inform and adjust practice.	6	4,8	3.24	0.64	1358	3.21	0.65	33	0.79
IN Engages in reflection on the impact of their teaching practice and adapts to meet the needs of each learner.	9	7	3.29	0.66	1361	3.36	0.55	33	0.42
I_O 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?	N/A	N/A	4.45	0.80	1379	4.58	0.66	33	0.30

Items A through N asks program completers' employers to rate their performance on 13 VUPS/InTASC items. Specifically, these 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.

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 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)." On this five-point scale, higher values indicate more satisfaction, and lower values indicate more dissatisfaction.

Table 1 provides responses to the 2024-25 VEAC Initial Licensure Survey. Column 1 (VEAC Item) provides the text for each revised VEAC survey item. For items A through N: 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 Mean) provides the average (mean) for responses to each survey item for all responses from all VEAC partners coded 1-4 for items A-N and 1-5 for item O. Column 5 provides the standard deviation for responses to each survey item for all responses from all VEAC partners coded 1-4. Column 6 provides the number of responses to each survey item. Note that response count does not include N/A or skipped responses. Column 7 (EPP Mean) provides the average (mean) for responses to each survey item for all responses from the EPP coded Column 5 provides the standard deviation for responses to each survey item for all responses coded 1-4 for items A-N and 1-5 for item O. Column 6 provides the number of responses to each survey item from the EPP. Note that response count does not include N/A or skipped responses.

Initial Licensure Completer Survey 2024-2025- Christopher Newport University

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Data Collection Process

VEAC partners submitted contact information for program completers and their employers to VEAC in February 2025. Initial recruitment for the survey began in February 2025 and was open with reminders through April 2025.

Survey Response Rates

For our 2024-2025 initial licensure cycle, VEAC fielded the Initial Licensure Completer Survey to program completers from 32 EPP partners.

Upon closing the survey in April 2025, VEAC collected complete and partial responses resulting in an 18% response rate.

VEAC provides EPP partners access to a responsive dashboard to view holistic data from the 2024-2025 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.

EPPs can find responses to the two open ended response items in their shared Box folder and a response rate table by EPP.

2025 Completer Cycle

VEAC Completer Survey 2025

	VEAC Item	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP N	P value
I A	Demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	1,2,4	1	3.40	0.61	904	3.48	0.59	42	0.43
I B	Plan 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	3.37	0.63	898	3.49	0.59	43	0.18
I C	Effectively engage students in learning by using a variety of research-based instructional strategies in order to meet individual learning needs.	1,2,8	3	3.30	0.63	903	3.28	0.70	43	0.83
I D	Systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to students, caregivers, and other educators.	6,10	4,8	3.18	0.67	902	3.19	0.63	43	0.93
IE	Use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	3	5	3.48	0.61	908	3.56	0.55	43	0.32
IF	Maintain a commitment to professional ethics, collaborate and communicate effectively, and take responsibility for and participates in professional growth that results in enhanced student learning.	1,2,9	7	3.60	0.55	907	3.74	0.49	43	0.05

VEAC Item	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP N	P value
I G Engage in practices that result in acceptable, measurable, and appropriate student academic progress.	6,7,8	8	3.37	0.59	904	3.40	0.58	43	0.74
I H Use content-aligned and developmentally appropriate instructional technology to enhance student learning.	7,8	3	3.33	0.62	900	3.36	0.53	42	0.74
IJ Demonstrate 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.	2,3,8	5,6	3.49	0.58	908	3.42	0.59	43	0.42
IL Collaborate with the learning community (e.g. school personnel, caregivers, and volunteers) to meet the needs of all learners and contribute to a supportive culture.	3,9,10	7	3.36	0.67	906	3.37	0.76	43	0.91
I M Use assessment results to inform and adjust practice.	6	4,8	3.27	0.64	900	3.12	0.70	43	0.16
I N Engage in reflection on the impact of their teaching practice and adapt to meet the needs of each learner.	9	7	3.44	0.59	906	3.35	0.69	43	0.37
I O Overall, how satisfied are you with your preparation from {e://Field/Institution}?	N/A	N/A	4.54	0.78	907	4.67	0.47	43	0.07

Items A through N asks program completers to rate their preparation on 12 VUPS/InTASC items. Specifically, these items ask, “How would you rate your preparation at {e://Field/Institution} for each of the following program competencies?” Respondent can choose “Exemplary,” “Proficient,” “Developing/Needs Improvement,” or “Unacceptable.” To find the average rating, responses are coded, from 1 to 4. On this four-point scale, higher values indicate more proficiency, and lower values indicate more unacceptability.

The last item in the VEAC completer 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. On this five-point scale, higher values indicate more satisfaction, and lower values indicate more dissatisfaction.

Table 1 provides responses to the 2024-25 VEAC Initial Licensure Survey. Column 1 (VEAC Item) provides the text for each revised VEAC survey item. For items A through N: 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 Mean) provides the average (mean) for responses to each survey item for all responses from all VEAC partners coded 1-4 for items A-N and 1-5 for item O. Column 5 provides the standard deviation for responses to each survey item for all responses from all VEAC partners coded 1-4. Column 6 provides the number of responses to each survey item. Note that response count does not include N/A or skipped responses. Column 7 (EPP Mean) provides the average (mean) for responses to each survey item for all responses from the EPP coded Column 5 provides the standard deviation for responses to each survey item for all responses coded 1-4 for items A-N and 1-5 for item O. Column 6 provides the number of responses to each survey item from the EPP. Note that response count does not include N/A or skipped responses.

CNU Completer Successes

Award Year	Award Type	Graduation Year	School/School District
2025-2026	Outstanding New Teacher of the Year	2025	Liberty Middle School (Fairfax County Public Schools)
2025-2026	Outstanding New Teacher of the Year	2025	Haycock Elementary (Fairfax County Public Schools)
2024-2025	Rookie of the Year	2024	New Caney High School (New Caney Independent School District in Texas)
2023-2024	Rookie of the Year	2023	Rappahannock High School (Richmond Public Schools)
2023-2024	Teacher of the Year	2021	Discovery STEM Academy (Newport News Public Schools)
2023-2024	Nominated for National History Teacher of the Year	2017	Grafton High School (York County)
2023-2024	Teacher of the Year	2019	Menchville High School (Newport News Public Schools)
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)