

# The UVA Wise Teacher Education Program CAEP Annual Accreditation Report

Date Submitted 4/28/2026  
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The University of Virginia's College at Wise Teacher Education Program (TEP) is currently fully accredited by the Council for the Accreditation of Educator Preparation (CAEP). This annual report presents key metrics across CAEP's accountability measures, demonstrating continued program effectiveness and complete success. Data indicates high employer satisfaction, strong complete performance, and 100% pass rates on required licensure assessments. The UVA Wise TEP maintains active engagement with stakeholders to ensure program relevance and quality.

Per the Virginia Department of Education (VDOE) and the Virginia Board of Education (VBOE) agreement with the Council for the Accreditation of Educator Preparation (CAEP), the following information represents the annual report of the University of Virginia's College at Wise Teacher Education Program (TEP). The following measures are reported annually through the AIMS data collection site and available publicly at

<https://www.uvawise.edu/academics/departments/education>.

Faculty within the UVA Wise TEP prepare the Annual Report to address the specific reporting measures. The information in the Annual Report does not represent a full program evaluation. Every 7 years, the TEP prepares a detailed and thorough accreditation report that contains information and evidence on all CAEP standards and program requirements for the Virginia program approval process. Therefore, the evidence presented highlights evidence that most closely represents and demonstrates a progression in the required measures. The UVA Wise current accreditation is scheduled to end on June 30, 2031, with a site review during the fall 2030 semester.

**UVA Wise Current CAEP Accreditation Status 2025:** Fully Accredited

**UVA Wise List of Reviewed Programs 2026:**

- Early Childhood 3 & 4 Year Old
- Elementary Education PK-6
- Foreign Language-French PK-12
- Foreign Language-Spanish PK-12
- Health and Physical Education PK-12
- Library Media PK-12
- Music Education- Instrumental PK-12
- Music Education-Vocal/Choral PK-12
- Theatre Arts PK-12
- Special Education General Curriculum K-12
- Engineering 6-12
- English 6-12

- History and Social Science 6-12
- Mathematics 6-12
- Science Biology 6-12
- Science Chemistry 6-12
- Science Earth Science 6-12
- Career and Technical Business and Information Technology
- Drivers Education
- Mathematics Algebra 1

**The UVA Wise 2026 Annual Reporting Group:**

<b>UVA Wise 2026 CAEP Annual Reporting Group (Competers for Years 1-3)</b>					
<b>Endorsement</b>	<b>Level</b>	<b>Year 3 F2022- S2023</b>	<b>Year 2 F2023- S2024</b>	<b>Year 1 F2024- S2025</b>	<b>Totals</b>
Algebra 1	6--12	0	0	0	0
Career and Technical – Business and Information Technology	6--12	1	0	0	1
Drivers Education	6--12	0	0	0	0
Early Childhood	3&4 Yr	0	0	0	0
Elementary Education	PK-6	10	9	17	36
Engineering	6--12	0	0	0	0
English	6--12	1	2	2	5
Foreign Language-French	PK-12	0	0	0	0
Foreign Language-Spanish	PK-12	0	0	0	0
Health and Physical Education	PK-12	5	2	1	8
History and Social Science	6--12	5	3	3	11
Library Media	PK-12	0	0	0	0
Mathematics	6--12	0	0	0	0
Music Education- Instrumental	PK-12	1	0	1	2
Music Education- Vocal/Choral	PK-12	0	0	0	0
Science – Chemistry	6--12	0	0	0	0
Science – Earth Science	6--12	0	0	0	0
Science –Biology	6--12	0	2	0	2
Special Education – General Curriculum	K-12	4	1	3	8
Theatre Arts	PK-12	0	0	0	0
<b>Totals</b>		<b>27</b>	<b>19</b>	<b>27</b>	<b>73</b>

# CAEP Accountability Measures 1-4

## **Measure 1: Completer Effectiveness and Impact on P12 Learning and Development**

*Standard R4.1 states that the provider documents that program completers effectively contribute to P12 student-learning growth and apply in P12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.*

The EPP measures the impact program Completers have on P12 learning and growth using multiple instruments at multiple times and evaluated by multiple evaluators. Considering the multitude of variables in measuring P12 learning, finding instruments that provide valid data which can be used to determine candidate preparedness and program quality is very difficult.

The EPP has identified 27 instruments (noted in the Evidence Matrix below) and procedures that relate to the measurement of P12 learning/growth. While not all 27 items are included within the CAEP Annual Report, the three sources of evidence that provide the most valid and reliable data sources (Alumni Survey, Employer Survey, and the Positive Impact on Student Learning Report) are expanded here.

Experience demonstrates that our Completers are more likely to share P12 student learning data if there is a recognizable collection system and the collection timeline/purpose. In 2017, the EPP contracted with Watermark to use its software package Student Learning & Licensure to maintain, store, score, and report on EPP-created assessment instruments. The contract provides candidates with a seven-year membership. The seven-year membership is important because it begins when the candidate is in their second year at the College and will continue for three years after graduation/completion of the program.

EPP faculty believed if we could get candidates acclimated to complete the evaluations in Watermark while they are students at UVA Wise, then they would be more likely to complete evaluations after graduation. The experience with the system would encourage evaluation completion. In addition to the software system, EPP faculty and members of the EPP Advisory Committee felt that completers would be more willing to share data if they were made aware of the evaluation schedule and purpose of the evaluations early in the preparation program.

## **Evidence Matrix for Measuring P12 Learning Growth**

<b>UVA Wise Evidence Matrix for Standard 4</b>					
<b>CAEP Standards</b>		<b>R4.1 Completer Effectiveness</b>	<b>R4.2 Satisfaction of Employers</b>	<b>R4.3 Satisfaction of Completers</b>	<b>Totals</b>
	INTASC				
	<b>Evidence</b>				
1	Alumni Survey (Teaching Years 1,2,3)	X		X	2
3	Bristol Virginia Public School Agreement		X		1
4	CAEP Annual Report	X	X		2
5	Checkpoint System	X	X	X	3
8	Clinical Faculty Training Videos	X	X		2
10	Completer Survey (End of Internship)	X		X	2
11	Disposition Evaluation	X			1
12	e-Portfolio	X			1
17	EDU 4090 Foundations of Assessments	X			1
18	EDU 4090 Packets (Lesson Plan, Assessment, Reflection)	X			1
21	Employer Survey (Teaching Years 1,2,3)	X	X		2
22	Employment Milestones and Eligibility for Employment	X	X		2
25	EPP Advisory Committee Survey	X	X		2
30	Evidence Matrix	X	X	X	3
31	Exit Interviews (End of Teaching Internship)	X		X	2
32	GPA (Entrance and Exit)	X			1
33	Internship Experience Survey			X	1
34	Internship Observation Evaluation (Clinical)	X			1
35	Internship Reflection Journal			X	1
38	Lesson Plan Evaluation	X			1
39	Lesson Plan Implementation Evaluation	X			1
40	Memorandum of Understanding (MOU)		X		1
42	P12 Assessment Scores	X			1
43	Paid Student Teaching Internships		X		1
44	Positive Impact on Student Learning Report	X			1
45	Praxis Core Math Assessment	X			1
46	Praxis Subject Area Assessments	X			1
47	Reading for Virginia Educators Assessment	X			1
48	Southwest Virginia Public Education Consortium		X		1
49	Student Teaching Internship			X	1
50	Summative Evaluation	X			1
55	VDOE Licensure Competencies	X			1
56	Virginia Communications and Literacy	X			1
57	Watermark Student Learning & Licensure	X			1
<b>Total Evidence by Standard</b>		<b>R4 (34)</b>			
<b>Total Evidence by Sub-standard</b>		<b>27</b>	<b>11</b>	<b>8</b>	

*Note: Not all components of evidence are reported during the Annual Report. A full report on each component is conducted as needed for Advisory meetings, specific reports, and accreditation site visits. The Employer Satisfaction Survey, the Completer Survey, and the Positive Impact on Student Learning are reported in the Annual Report.*

## Employer Surveys

The UVA Wise Teacher Education Program (TEP) began using the Virginia Education Assessment Collaborative (VEAC) state-wide survey system in 2025. VEAC is a partnership between Educators Preparation Programs (EPP) in the Commonwealth of Virginia. The 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. VEAC partners submit contact information for program completers and their employers to VEAC in February each year. The survey link is sent via email to K12 building administrators where EPP completers have been employed for 1, 2, or 3 years.

Building administrators are asked to evaluate completers using prompts that indicate their awareness of P12 student learning under the EPP completer guidelines. In 2025, employers returned 25 surveys on approximately 73 completers, bringing the return rate to 34%

Administrators choose between 4 ratings: 1 point for Ineffective, 2 points for Emerging, 3 points for Target, and 4 points for Accomplished. Results from the survey indicate that candidates in all endorsement areas reached a target goal of 3 or higher out of a possible 4 points.

### **Initial Licensure Employer Survey 2025- UVA Wise**

#### **Employer Survey Results (3-year Average Cohort Scores)**

## Employer Survey Report — Teaching Performance Summary

UVA Wise Teacher Education Program | VEAC Employer Survey 2025 | EPP n = 25

<b>25</b> EPP Respondents	<b>3.31 / 4.0</b> EPP Mean Competency Rating	<b>3.32 / 4.0</b> VEAC Mean (All Partners)	<b>4.48 / 5.0</b> Overall Readiness Rating (EPP)
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**Ratings by Teaching Competency Area (1 = Ineffective, 2 = Emerging, 3 = Target, 4 = Accomplished) | EPP Mean columns are color-coded**

Item	Teaching Competency Area	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP N	P value
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	3.44	0.58	25	0.20
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	3.40	0.58	25	0.74
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	3.40	0.58	25	0.99
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	3.40	0.65	25	0.85
IM	Uses assessment results to inform and adjust practice.	6	4,8	3.24	0.64	1358	3.36	0.57	25	0.31
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	3.32	0.63	25	0.51
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	3.28	0.54	25	0.67
IG	Engages in practices that result in acceptable, measurable, and appropriate student academic progress.	6,7,8	8	3.30	0.63	1363	3.28	0.54	25	0.84
IH	Uses content-aligned and developmentally appropriate instructional technology to enhance student learning.	7,8	3	3.33	0.58	1360	3.28	0.54	25	0.64
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	3.24	0.52	25	0.82
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	3.20	0.50	25	0.27

Item	Teaching Competency Area	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP N	P value
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	3.16	0.55	25	0.34
L_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	4.48	0.59	25	0.83

Data collected by the Virginia Education Assessment Collaboration (VEAC) — 2024–25 Employer Survey. Employers rated program completers on a 4-point scale (1 = Ineffective, 2 = Emerging, 3 = Target, 4 = Accomplished). The overall readiness item (L\_O) used a 5-point scale. VEAC columns reflect all partner responses (n ≈ 1,358–1,379); EPP columns reflect UVA Wise responses only (n = 25). Rows sorted by EPP mean rating.

Results from the Employer Survey indicate that all candidates in all endorsement areas reached scores well above the 3.0 target values for each evaluative instrument.

### Program Completer Survey

Similar to the Employer Survey, the UVA Wise TEP is in partnership with the Virginia Education Assessment Collaborative (VEAC) to administer and provide response data on completer satisfaction.

Every April/May, the EPP embarks on a search for completers from the last three years. The search is conducted by using social media accounts, word of mouth, reports from school

administrators, self-reporting from completers, and reporting from the VDOE. Identifying and locating completers is sometimes a very difficult task.

Completers are asked to self-evaluate using prompts that indicate their preparedness. As noted above, the survey is administered each year in April/May. In 2025, completers returned 28 surveys out of approximately 73 completers for a response rate of 38%.

Candidates choose between 4 ratings: 1 point for Ineffective, 2 points for Emerging, 3 points for Target, and 4 points for Accomplished. Results from the survey indicate that candidates in all endorsement areas reached a target goal of 3 or higher out of a possible 4 points.

**Table 2: Survey Results**

## Program Completer Survey — Teaching Performance Summary

UVA Wise Teacher Education [Program](#) | Survey Year 2024–25 | n = 28 respondents

**28 of 73**

Respondents (38%  
response rate)

**3.28 / 4.0**

Mean Competency Rating

**3.48 / 4.0**

Highest-Rated Area

**All ≥ 3.0**

All areas met Target goal

### Ratings by Teaching Competency Area (1 = Ineffective, 2 = Emerging, 3 = Target, 4 = Accomplished)

Teaching Competency Area	Mean Rating
Maintaining a commitment to professional ethics, collaborating and communicating effectively, and taking responsibility for and participating in professional <a href="#">growth that</a> results in enhanced student learning.	3.48
Using resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	3.44
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.	3.41
Using assessment results to inform and adjust practice.	3.37
Engaging in practices that results in acceptable, measurable, and appropriate student academic progress.	3.30
Planning using state standards, the school's curriculum, engaging and research-based strategies and resources, and data to meet the needs of all students.	3.22
Effectively engaging students in learning by using a variety of research-based instructional strategies <a href="#">in order to</a> meet individual learning needs.	3.22
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.	3.22
Demonstrating your understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	3.19
Using content-aligned and developmentally appropriate instructional technology to enhance student learning.	3.19
Engaging in reflection on the impact of their teaching practice and adapting to meet the needs of each learner.	3.19
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.	3.15

## Qualitative Feedback Themes (Open-Response Analysis)

Theme	Completer Feedback
Technology alignment	Coursework emphasized iPad-based tools; most school divisions use Chromebooks. Students lacked preparation for classroom-issued technology.
Curriculum standards practice	Completers requested coursework dedicated to building lessons directly from Virginia SOLs, especially at the elementary level.
Reflection & data use	Reflective practice and student progress monitoring were introduced too late — these should be scaffolded throughout the program, not concentrated at student teaching.
Community collaboration	Students desired more active tutoring/engagement experiences and fewer passive observation hours.

*Data collected by the Virginia Education Assessment Collaboration (VEAC). Candidates rated their preparation across 12 teaching competency areas on a 4-point scale (1 = Ineffective, 2 = Emerging, 3 = Target, 4 = Accomplished). Results indicate candidates in all endorsement areas reached the target goal of 3.0 or higher out of a possible 4.0 points.*

Results from the Completer Survey indicate that all candidates in all endorsement areas reached scores above the 3.0 target values.

### Positive Impact on Student Learning Report

The Positive Impact on Student Learning Report is an excellent indicator of P12 learning and how completers are using the knowledge and pedagogical skills gained in the EPP in their respective P12 classrooms. Completers have a suitable understanding of the report and how to complete the report because they are required to submit a similar Positive Impact on Student Learning Report after the student teaching experience. Every EPP completer who can be located is asked to submit an impact report for each of their first three teaching years.

Instructions for the report include:

1. Implement an assessment of a small group or a class
2. Describe the grade, subject, and child/student
3. Conduct research to develop baseline knowledge, key elements, vocabulary, etc.
4. Clearly list learning objectives (noting College and Career Ready Standards if applicable)
5. Report on the instructional approach
6. Ensure lesson plans address all learners
7. Apply evidence-based practice in teaching
8. Administer a pre-test and a post-test
9. Differentiate instruction/assessment/other
10. Conduct analysis of data (e.g., item analysis, data collection over time, pre-and post-test comparison, display data in a table or graph)
11. Report P-12 student performance using a comparison model to show pre-test score, post-test score, and the difference between the two scores
12. Interpret results and write a reflection
13. Using the data-based decisions, create remediation plans (if needed)
14. Cite research evidence that informed decisions made in this report

The Positive Impact on Student Learning Report results are individualized; therefore, reporting completer results into endorsement areas and by cohorts does not appear to offer the ability to make generalizations from the data.

The data suggests that completers from these samples demonstrated significant P12 student learning and growth. The data further indicates that completer knowledge and pedagogical skills learned in the preparation program are being effectively applied in P12 classrooms.

Faculty in the EPP and EPP Advisory Committee are using the results from the Positive Impact on Student Learning Report as one part of many (Completer Survey, Employer Survey, P12 Assessment Results) to make a holistic evaluation of R4.1. EPP Faculty and members of the EPP Advisory Committee agree that results from the report combined with results from the Employer Survey are the most useful in completer and program evaluations.

**Sample Impact Reports:**

**Positive Impact on Student Learning**

**School:** N/A

**Subject:** 4th grade Virginia Studies

**Standards Being Addressed:**

**VS.2** The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia.

- a) locating Virginia and its bordering states on maps of the United States;
- b) locating and describing Virginia's Coastal Plain (Tidewater), Piedmont, Blue Ridge Mountains, Valley and Ridge, and Appalachian Plateau;

**Methods to Assess Student Gains in Achievement:**

The methods to assess student achievement will be by a pre- and post-testing of the material. The students will first do a pre-test at the beginning of week, before the material is started, to acknowledge where the students are before the section is taught. Once the pre-test is completed, the students will learn about the material from the teacher(s) for the week before taking the post-test. Prior to taking the post-test, students will learn about the important water features, American Indian language groups, Virginia's bordering states, and Virginia's coastal plains. After the students have learned the given material, they will take the post-test, which is the same one as the pre-test.

**Documentation of Student Learning:**

The documentation on student learning was the grades of both the pre-test and the post-test. Both tests were 20 questions each and the same, one before and after teaching the lesson. Each student was graded on each test, being able to show a gain or a loss in academic achievement. This is shown through the chart:

<b>Student</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Gain/Loss</b>
<b>1</b>	15%	80%	+65
<b>2</b>	35%	75%	+40
<b>3</b>	70%	80%	+10
<b>4</b>	25%	80%	+55
<b>5</b>	0%	50%	+50
<b>6</b>	25%	80%	+55
<b>7</b>	80%	100%	+20
<b>8</b>	45%	65%	+20
<b>9</b>	65%	90%	+25
<b>10</b>	65%	90%	+25
<b>Averages</b>	<b>42.5%</b>	<b>79%</b>	<b>+36.5</b>

## Positive Impact of Student Learning

**School:** Eastside High School

**Subject:** Virginia and U.S. History

### **Standard of Learning Addressed:**

**VUS.8** The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by f) evaluating and explaining the economic outcomes and the political, cultural, and social developments of the Progressive Movement and the impact of its legislation.

### **Objectives for Lesson Plan:**

- The student will be able to identify muckrakers and muckraking.
- The student will understand a mnemonic for the International Workers of the World.
- The student will be able to identify five forms of legislation, what they did, and when they occurred.
- The student will be able to explain the Election of 1912.
- The student will be able to identify important women of the women's suffrage movement.

### **Methods to Assess Student Gains in Achievement:**

The students will complete a pre-test at the beginning of the unit to assess what they knew prior to classroom instruction of the material, including muckrakers, *The Jungle*, and the Elections of 1912 and 1916. The teacher will model what a muckraker's editorial was like, and then have students become "muckrakers," where they will expose something they do not like. The teacher will distribute a post-test for students to complete at the end of the unit to assess student gains.

### **Documentation of Student Learning:**

The students were given a pre-test and a post-test that included the same questions on the material. This showed the teacher what material they had prior knowledge on while also giving the teacher an idea of what needs to be taught with more emphasis. The grades are as follows:

Student	Pre-Test Score	Post-Test Score	Gain/Loss
1	30	70	+40
2	20	80	+60
3	20	70	+50
4	10	60	+50
5	0	60	+60
6	30	100	+70
7	30	80	+50
8	10	70	+60
9	10	60	+50
10	20	50	+30

The above chart shows that all students increased their scores from the pre-test to the post-test. The highest increase was 70 points and the lowest increase was 30 points. No student passed the pre-test and every student except one passed the post-test.

**School:** J.W. Adams Combined School

**Subject:** Kindergarten, Reading

**Standards Being Addressed:**

**K.FFR.3 Phonics and Word Analysis:** The student will apply phonetic principles to read and spell words

- b). Identify common letter-sound correspondences.

**Methods to Assess Student Gains in Achievement:** The students will be given a pre-test at the beginning of the new unit in order to assess what they already know about letter-sound correspondences. The teacher and the students will complete a guided practice by having the students learn catchy songs or phrases and having the teacher use repetitions. After the unit has been completed, the teacher will give a post-test at the end of the unit in order to assess how much the students learned throughout the unit about letter-sound correspondence.

**Documentation of Student Learning:** At the beginning of the unit, the students were given a pre-test about letter-sound correspondences to assess their prior knowledge about this concept. At the end of the unit, the students were given a post-test about letter-sound correspondences to test what they learned throughout the unit and to see what they have now mastered, as well as what they still struggle with. The following table reflects the grades that were made from each assessment:

Student(s)	Pre-Test Results	Post-Test Results	Gain/Loss
Student #1	12%	88%	+76%
Student #2	4%	100%	+96%
Student #3	12%	100%	+88%
Student #4	31%	100%	+69%
<b>Averages</b>	<b>15%</b>	<b>97%</b>	<b>+82%</b>

Overall, the table shows that all of the students had a tremendous increase in their score after the unit was taught. Student #1, student #2, student #3, and student #4 all had a tremendous increase in their scores that ranged from 69% to 96%. There was not one student who had a declining score. Overall, I was very impressed with the results from this assessment. They have all come a long way with their letter-sound correspondence skills.

## **Measure 2: Satisfaction of Employers and Stakeholder Involvement (Component R4.2)**

*The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P12 students and their families.*

The UVA Wise TEP measures the satisfaction of employers and stakeholder involvement through multiple measures. One source of evidence for employer satisfaction is the data collected from the Employer Survey. Evidence of Stakeholder Involvement is demonstrated through the Advisory Board Agenda and the Clinical Faculty Training Agenda/Participation. Based on the following results, employers are satisfied with UVA Wise Completers, and stakeholder involvement remains a core component of the EPP.

### Employer Satisfaction Survey

The Employer Satisfaction Survey is sent to the Assistant Principal or Principal where the Completer is employed for the first 3 years after completing the TEP. The supervisor is asked to complete the survey in April or May with the Completers name and the respective teaching experience year (Year 1, Year 2, or Year 3) noted on the survey. The survey utilizes a 4-point rating scale of accomplished (4), target (3), emerging (2), and ineffective (1).

UVA Wise must ensure that employers are satisfied with the Completers' preparation. The Employer Survey assumes that program quality and Completer effectiveness can be measured by employers' (building administrators) observations and Completer performance reviews. The survey seeks to partially evaluate the program based on responses to a series of questions. The survey obtains employers' opinions as they respond to questions by selecting from a rating (Accomplished, Target, Emerging, Ineffective) scale.

As experienced educators, administrators, and school leaders, building principals are in the position to provide objective, valid, and reliable evaluations of beginning teachers. Principals are familiar with instructional practices, content knowledge, teacher growth, college and career-ready standards, use of technology, and P-12 student growth.

## Employer Survey Report — Teaching Performance Summary

UVA Wise Teacher Education Program | VEAC Employer Survey 2025 | EPP n = 25

<b>25</b> EPP Respondents	<b>3.31 / 4.0</b> EPP Mean Competency Rating	<b>3.32 / 4.0</b> VEAC Mean (All Partners)	<b>4.48 / 5.0</b> Overall Readiness Rating (EPP)
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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	3.40	0.58	25	0.99
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	3.40	0.65	25	0.85
IM	Uses assessment results to inform and adjust practice.	6	4,8	3.24	0.64	1358	3.36	0.57	25	0.31
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	3.32	0.63	25	0.51
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	3.28	0.54	25	0.67
IG	Engages in practices that result in acceptable, measurable, and appropriate student academic progress.	6,7,8	8	3.30	0.63	1363	3.28	0.54	25	0.84
IH	Uses content-aligned and developmentally appropriate instructional technology to enhance student learning.	7,8	3	3.33	0.58	1360	3.28	0.54	25	0.64
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	3.24	0.52	25	0.82
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	3.20	0.50	25	0.27

Item	Teaching Competency Area	InTASC	VUPS 2021	VEAC Mean	VEAC SD	VEAC N	EPP Mean	EPP SD	EPP N	P value
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	3.16	0.55	25	0.34
L_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	4.48	0.59	25	0.83

Data collected by the Virginia Education Assessment Collaboration (VEAC) — 2024–25 Employer Survey. Employers rated program completers on a 4-point scale (1 = Ineffective, 2 = Emerging, 3 = Target, 4 = Accomplished). The overall readiness item (L\_O) used a 5-point scale. VEAC columns reflect all partner responses (n ≈ 1,358–1,379); EPP columns reflect UVA Wise responses only (n = 25). Rows sorted by EPP mean rating.

### Stakeholder Involvement

UVA Wise is intentional about stakeholder involvement. Our campus is located in the southwestern part of Virginia where hills and valleys separate communities. Stakeholders are key to our mission and the college couldn't function without the support and involvement of stakeholders. The EPP is no different than the college as a whole, we rely on input and feedback from EPP stakeholders. Below is a table of stakeholder groups involved in EPP decision-making. The table indicates the stakeholder name, makeup, purpose, and actions.

**Table 3: Stakeholder Involvement**

<b>Stakeholder Name</b>	<b>Makeup</b>	<b>Purpose</b>	<b>Actions/Involvement</b>
Teacher Education Admissions Committee	UVA Wise Faculty and Staff (from all disciplines)	Accept and review candidate applications in EEP. Conduct interviews of candidates. Recommend admittance, remediation, or deny entrance into EEP. Hear cases concerning the removal of candidates in the EPP.	Met (September, October, November, February, March, and April). Provided feedback on candidate quality and reviewed the removal of EPP members. Make recommendations to improve candidate quality and application processes.
UVA Wise Teacher Education Program Advisory Board	Local P12 school superintendents, central office personnel, local P12 school administrators, UVA Wise faculty, and educational community members.	The purpose of the advisory committee is to provide an opportunity for leaders within the P12 school community to meet with the UVA Wise Education faculty to collaborate on issues related to teacher education and licensure	Suggest improvements to internships, mentor involvement, and validate assessment instruments.
Academic Affairs Review	UVA Wise Provost and Academic Dean	Annual Review of EPP using enrollment data, budget reviews, and requests for changes.	Successful program review and satisfactory rating. Moving forward with the proposal for a new teaching endorsement in Early Childhood Education.
Memorandum of Understanding (MOU)	UVA Wise TEP and Virginia School Districts	The purpose of the MOU is to indicate the College's intent to collaborate with Virginia School Districts and to provide a framework for hosting/mentoring teacher candidates	Updated MOUs

**Measure 3: Competency at Completion (R3.3 and R3.4)**

*The provider ensures candidates possess academic competency to teach effectively with positive impacts on diverse P-12 student learning and development through the application of content knowledge, foundational pedagogical skills, and technology integration in the field(s) where*

*certification is sought. Multiple measures are provided and data are disaggregated and analyzed based on race, ethnicity, and such other categories as may be relevant to the EPP's mission.*

The UVA Wise TEP measures candidate competency at completion using multiple measures such as Licensure Exams and EPP created assessments. With each measure, candidates must meet satisfactory performance levels to complete the UVA Wise TEP.

### Licensure Assessments

The Virginia Department of Education (VDOE) along with the Virginia Board of Education (VBOE) require a passing score on prescribed assessments. The specific test(s) that are required vary depending on the endorsement, but all candidates must reach a passing score on all required assessments.

**100% of UVA Wise Completers passed all licensure exams for the state of Virginia. The pass rate for assessments required for specific endorsements (Praxis Subject Assessments and Teaching Reading) is 100%.**

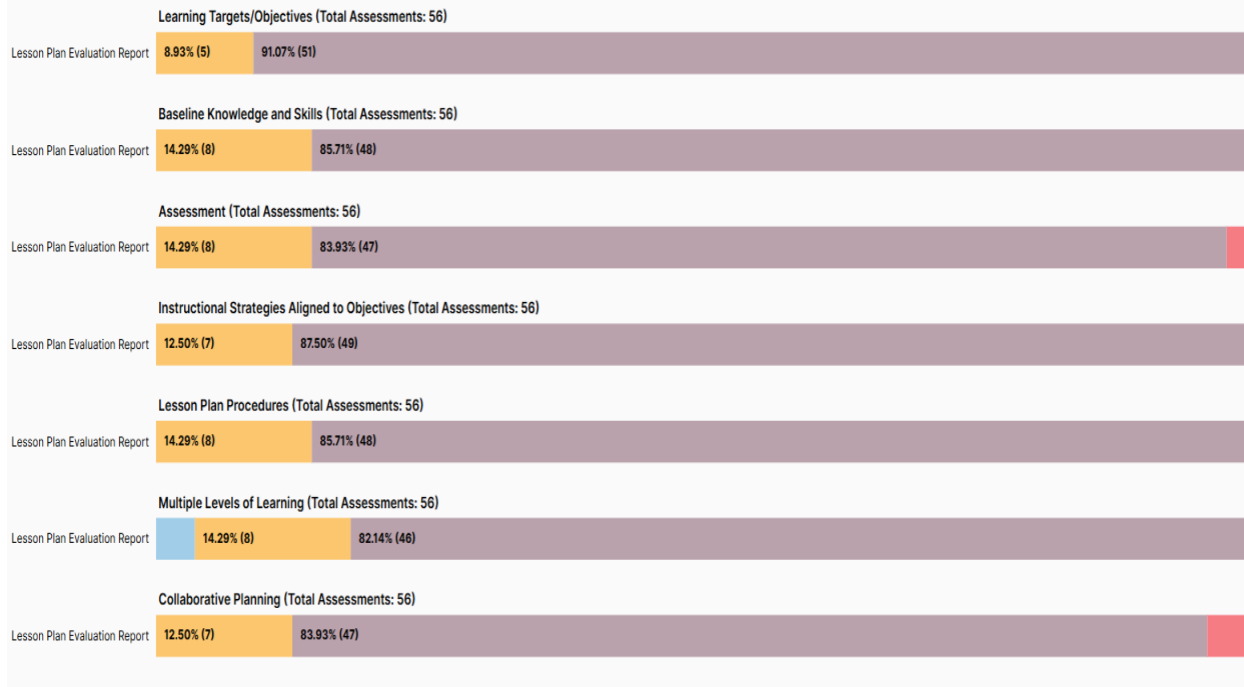
### EPP Created Assessments

Data results from the Summative Evaluation and the Disposition Evaluation indicate completers are competent in areas such as Learning Targets and Student Objectives, Knowledge and Skills, Use of Assessments, Instructional Strategies, Lesson Plans, Diverse Learners, and Collaborative Planning.

#### Lesson Plan Development Assessment

The Lesson Plan Evaluation provides information about EPP candidates at the end of the internship. The Lesson Plan Evaluation is completed by the college supervisor and the mentor teacher. The table below reflects the score from the college supervisor and mentor teacher. The survey utilizes a 4-point rating scale of accomplished (4), target (3), emerging (2), and ineffective (1).

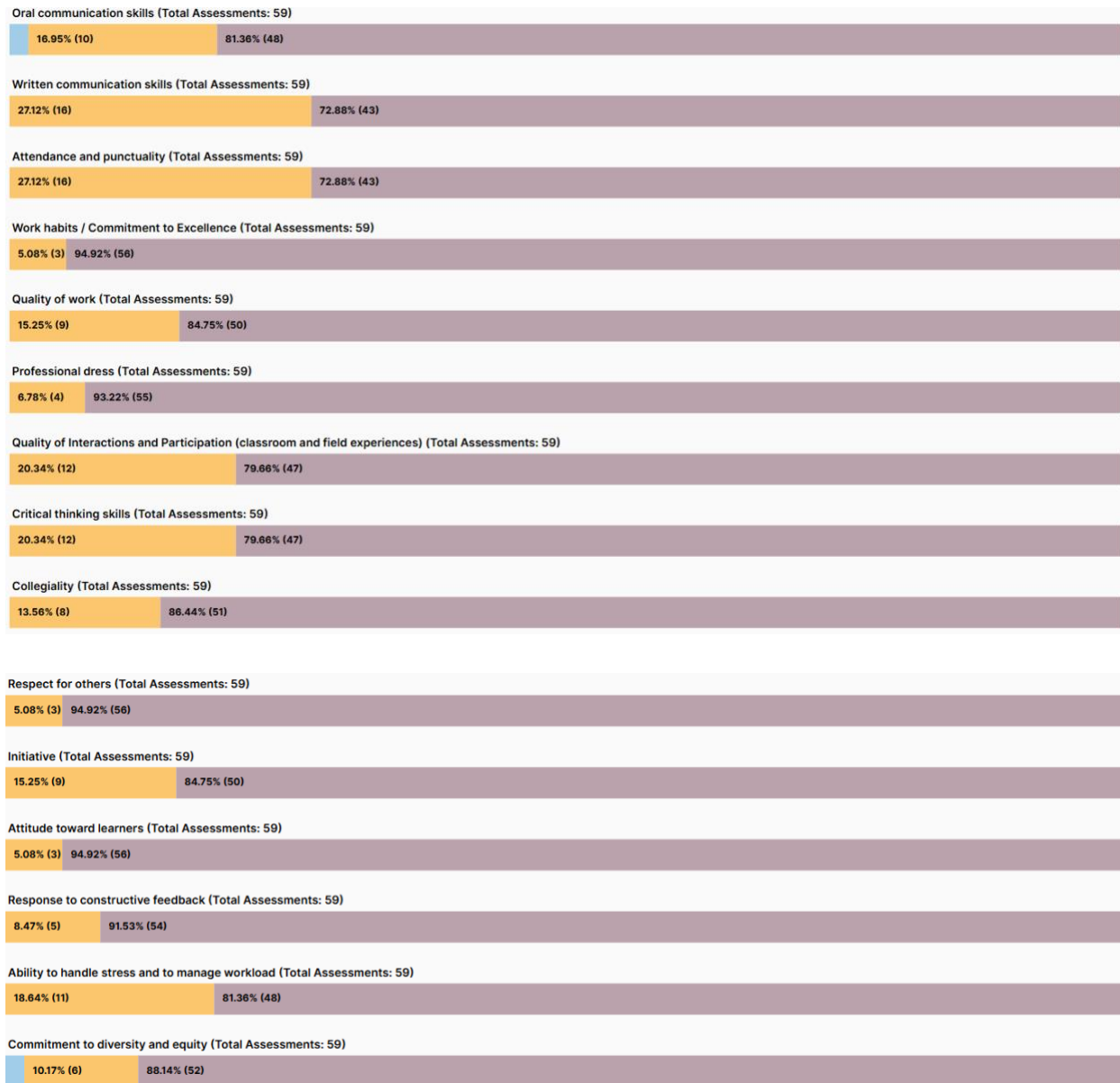
#### **Figure 1: Lesson Plan Development Assessment Results**



## Disposition Assessment

All completers of the EPP are evaluated on dispositions. College faculty and mentor teachers are charged with the responsibility of evaluating not only the academic achievement of these students but also their "professional dispositions" for teaching. These dispositions are often defined as patterns of behavior and habitual tendencies that impact students, colleagues, and the school environment in general.

**Figure 2: Dispositions Assessment Results**



## Measure 4: Ability of completers to be hired in educational positions for which they have prepared

**100% of UVA Wise Completers can be hired in education positions for which they have completed program requirements.**

### Employment Milestones

At UVA Wise, we consider employment milestones in three ways:

1. Hired on a full-time contract
2. Retained from one year to the next

3. Awarded a continuing contract (typically referred to as Tenured)

In Virginia, a probationary term of service of three years in the same school division shall be required before a teacher is issued a continuing contract. During the probationary period, such probationary teachers shall be evaluated annually based upon the evaluation procedures developed by the employing school board for use by the division superintendent and principals in evaluating teachers as required by subsection C of § [22.1-295](#).

A teacher in his/her first year of the probationary period shall be evaluated informally at least once during the first semester of the school year. The division superintendent shall consider such evaluations, among other things, in making any recommendations to the school board regarding the nonrenewal of such probationary teacher's contract as provided in § [22.1-305](#). (<https://law.lis.virginia.gov/vacode/title22.1/chapter15/section22.1-303/>)

**Table 4: Employment Milestones**

2026 Employment Milestones									
Endorsement Area	Year 1		Year 2			Year 3			Eligible for Employment
	Fall 2024 and SP 2025 Completers	Hired	Fall 2023 and SP 2024 Completers	Hired	Retained	Fall 2022 and SP 2023 Completers	Hired	Retained	
PK-6 - Elementary Education	17	17	9	9	9	10	6	6	100%
PK-12 - Health and Physical Education	1		2	1	1	5	4	4	100%
PK-12 - Music - Instrumental & Vocal/Choral	1	1	0	0	0	1	0	0	100%
K-12 - SpEd-General Curriculum	3	2	1	1	1	4	2	2	100%
6-12 - Career & Technical Education - Business and Information Technology	0	0	0	0	0	1	0	0	100%
6-12 - English	2	2	2	2	1	1	1	1	100%
6-12 - History and Social Science	3	2	3	2	0	5	5	5	100%
6-12 - Science - Biology	0		2	2	2	0	0	0	100%
<b>Totals</b>	27	24	19	17	14	27	18	18	100%
* The retained values can be misleading. If a Completer didn't begin working in their first year, they could be beginning their first year teaching in year 2 or year 3.									

**Summary**

The UVA Wise Teacher Education Program continues to demonstrate effectiveness across all CAEP accountability measures. Our completers show strong performance in P12 classrooms, employers express high satisfaction with our graduates, and our program maintains rigorous competency standards. Through ongoing collaboration with stakeholders and continuous program improvement, we maintain our commitment to preparing high-quality educators for the region and beyond.