



**University of Vermont Department of Education
2024 Annual Report - Council for the Accreditation of Educator Preparation
Measure 2 – Satisfaction of Employers and Stakeholder Involvement (R4.2, R5.3)**

Evidence of employer satisfaction and stakeholder involvement is presented in two sections:

1. Employer Satisfaction Survey Results
2. Other Examples of Stakeholder Involvement

Employer Satisfaction Survey

School principals are key stakeholders in our educator preparation programs. Our Employer Survey is sent yearly in May to P-12 school principals of program completers who graduated two years prior and for whom we have current employment data.

The Employer Survey asks about the degree to which completers have foundational knowledge and skills to promote P-12 student learning growth and is one of four surveys [employer, alumnx, mentor, and program exit] that include similar items so that we can make comparisons across instruments. Ratings are on a four-point scale (strongly disagree, somewhat disagree, somewhat agree, strongly agree) and we report survey results categorically. Our benchmark is 80% of responses indicating strong agreement/strongly prepared when describing our students.

Surveys distributed in Spring 2023 were returned by 21 employers (40% response rate).

Results from the 2023 survey indicate we met or exceeded our benchmark of 80% on 30 of 32 items.

These results correspond with our findings in Measure 1 – that our alumnx are overall effectively applying learning from their preparation programs and positively impacting student learning growth. Using a continuous improvement process, the Department of Education identified four focus areas for program improvement. These areas reflect national challenges for educators and align with our values to provide highest-quality experiences and training for future teachers. Areas for expanded efforts include continuing to strengthen ways we prepare candidates to effectively respond to student behaviors, support multi-language learners, and collaborate with diverse students and families.

UVM Educator Licensure Program Employer Survey Results Across Three Years

Benchmark = 80% Somewhat or Strongly Agree (Combined percent at these levels noted in cells)

Area of Strength	100% Somewhat or Strongly Agree
Meets Benchmark	80 - 99% Somewhat or Strongly Agree
Below Benchmark	Below 80% Somewhat or Strongly Agree

Standards	Survey Questions (Orange = Focus Area)	2023 (2021 Completers) n=21	2022 (2020 Completers) n=22	2021 (2019 Completers) n=24
All CAEP R4.2		Response Rate = 40%	Response Rate = 41%	Response Rate = 53%
CAEP R1.4 InTASC 9	My employee demonstrates reflective skills that have enabled them to continue to learn and grow in their profession.	95%	91%	96%
CAEP R1.2 InTASC 4	My employee had the content foundation needed to teach in their field.	90%	100%	100%
CAEP R1.1 InTASC 2	My employee has foundational knowledge in multicultural/equity focused curriculum.	86%	95%	100%
CAEP R1.1 InTASC 3	My employee has foundational knowledge for creating safe and supportive learning environments.	90%	82%	N/A
CAEP R1.1 InTASC 2	My employee understands culturally responsive practices.	81%	86%	96%
CAEP R1.1 InTASC 2	My employee understands issues of inequality that impact student achievement.	90%	100%	96%
CAEP R1.3 InTASC 6	My employee understands how to use assessment for equitable and inclusive learning.	90%	86%	N/A
CAEP R1.3 InTASC 8	My employee understands technology for instruction and assessment.	95%	100%	96%
CAEP R1.1 InTASC 1.2	My employee understands ability/disability that impacts student achievement.	90%	100%	96%
CAEP R1.2, R1.3 InTASC 5,7	My employee understands evidence-based practices to promote student achievement.	90%	95%	96%
CAEP R1.2 InTASC 5	My employee understands evidence-based practices to promote critical student thinking and problem solving.	90%	91%	100%
CAEP R1.4 InTASC 10	My employee understands how to collaborate with diverse students, families, and colleagues to support student learning.	86%	82%	N/A
CAEP R1.3, R4.1, R4.2 InTASC 7	My employee is effective in supporting student learning growth.	95%	95%	96%
CAEP R1.1, InTASC 3	When starting their teaching position, how prepared was your employee to establish clear expectations to create a positive learning environment?	84%	90%	100%
CAEP R1.1, InTASC 3	When starting their teaching position, how prepared was your employee to respond effectively to student behavior?	68%	70%	86%

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		Area of Strength	100% Somewhat or Strongly Agree	
		Meets Benchmark	80 - 99% Somewhat or Strongly Agree	
		Below Benchmark	Below 80% Somewhat or Strongly Agree	
CAEP R1.2, R1.3 InTASC 5,7	When starting their teaching position, how prepared was your employee to design curriculum around standards?	89%	90%	100%
CAEP R1.2, 1.3. InTASC 5,7	When starting their teaching position, how prepared was your employee to create high quality lessons and unit plans?	84%	90%	96%
CAEP R1.2, R1.3. InTASC 5,7	When starting their teaching position, how prepared was your employee to plan and facilitate learning experiences that make content relevant and meaningful for students?	89%	90%	100%
CAEP R1.2, 1.3. InTASC 5,7	When starting their teaching position, how prepared was your employee to utilize teaching strategies specific to their licensure grade level or content (e.g. K-6 elementary or 7-12 mathematics)?	95%	90%	100%
CAEP R1.2, 1.3. InTASC 5	When starting their teaching position, how prepared was your employee to use strategies to promote critical thinking?	89%	90%	100%
CAEP R1.1. InTASC 1,7	When starting their teaching position, how prepared was your employee to design instruction based on an understanding of the age and developmental level of their students?	95%	90%	96%
CAEP R1.1, R1.3 InTASC 2,6,7,8	When starting their teaching position, how prepared was your employee to differentiate instructional opportunities?	84%	80%	91%
CAEP R1.1 InTASC 1.2	When starting their teaching position, how prepared was your employee to contribute to the learning students with plans, such as IEPs, 504s, ESTs, IFSPs, etc.?	84%	90%	96%
CAEP R1.1 InTASC 1,2	When starting their teaching position, how prepared was your employee to contribute to the learning of English language learners/Dual language learners?	95%	68%	95%
CAEP R1.3 InTASC 6	When starting their teaching position, how prepared was your employee to assess student work and achievement in varied ways?	95%	85%	96%
CAEP R1.3 InTASC 6	When starting their teaching position, how prepared was your employee to use assessment data to guide instruction?	89%	90%	95%
CAEP R1.4 InTASC 10	When starting their teaching position, how prepared was your employee to collaborate with colleagues?	95%	80%	100%
CAEP R1.4 InTASC 10	When starting their teaching position, how prepared was your employee to collaborate with diverse students and their families to support student learning?	84%	70%	N/A
CAEP R1.3 InTASC 8	When starting their teaching position, how prepared was your employee to use technology to enhance instruction?	95%	100%	95%
CAEP R1.2, R1.3 InTASC 5,7	When starting their teaching position, how prepared was your employee to implement evidence-based practices to promote student achievement?	89%	90%	100%
CAEP R1.4 InTASC 9	When starting their teaching position, how prepared was your employee to engage in professional learning beyond initial preparation for licensure?	95%	90%	N/A
	When starting their teaching position, how prepared was your employee in comparison to recent hires from other teacher preparation programs?	79%	80%	100%

Selected Examples of Stakeholder Involvement – AY 2023 – 2024

Our Department of Education believes that strong partnerships with P-12 school systems are critical in preparing future educators and require mutual and reciprocal relations. The following are examples of some of the ways we partnered with P-12 school systems in academic year 2023-2024:

- Mentor Teacher Selection
- Partnership Orientation, Training, and MOUs
- Humanistic and Reciprocal Collaboration with School Partners & Community

Mentor Teacher Selection

Our Director of Community Collaboration works closely with Vermont principals to match candidates with mentor teachers for student teaching internship placements. Mentor teacher selection criteria include three or more years of teaching experience, endorsement that aligns with candidate licensure area, exemplary professional dispositions, and strong mentoring skills. Principal knowledge and supervision of potential mentor teachers is very important in our selection process, particularly for new mentors. In addition to meeting individually with school principals, the Director of Community Collaboration is in regular communication with the principals (via phone, email, and video conference) to monitor existing placements and secure new placements. Student evaluations of placements and mentors are compiled and reviewed for future placements. Faculty evaluations of placement sites and mentors are also tabulated and reviewed in considering ongoing partnerships and future placements. School demographics and DEIJ relevant indicators are also considered in internship site selection and retention.

Partnership Orientation, Training, and Memorandum of Understanding

Partners receiving formal and informal orientation and training opportunities throughout the year including handbooks, group events, ongoing Q&A, and 1:1 sessions with content area faculty. The University of Vermont enters into a formal agreement with every school system where candidates learn through “field experiences” (i.e., practica and student teaching). The Memorandum of Understanding (MOU) clearly states the responsibilities of the university and of the partner site. These responsibilities include sharing of information to support candidate development of critical skills and professional dispositions. [Our current MOU template](#) is valid from July 2021 – June 2024.

Humanistic and Reciprocal Collaboration with School Partners & Community

Strong connections with communities, schools and P-12 partners provide important opportunities to be reciprocal in our approach to integrating stakeholder perspectives in our EPP decision-making processes. Faculty engage in scholarly work in schools, provide trainings for families, students, and staff, and supervise and participate in shared learning activities. We pursue a university-schools partnership approach, host events, visit and engage with school leadership and area educators, and host the state recognition for outstanding educators. We develop professional development in response to observed and requested high-needs and we look within and beyond state boundaries to teach and learn with our students, families, schools and professional educators by providing institutes and conferences, attending workshops, sharing with employers, and hosting regularly scheduled and just-in-time focus groups to solicit feedback on needs. In addition to regular meetings and correspondence among the Director of Community Collaboration, school administrators, mentor teachers, and UVM faculty, formal feedback is elicited from mentor teachers through an end-of-semester survey. Panels of educators provide feedback during data retreats, formally scheduled events with mentors solicit conversational and formal data on process and student learning. Leadership team members visit schools and classrooms and meet regularly with school leaders and our Educator Preparation Program Advisory Council to better understand and partner so that we can together address challenges to improve outcomes for our communities.