



**University of Vermont (UVM) Department of Education
2026 Annual Report - Council for the Accreditation of Educator Preparation
Standard R4.1 – Completer Effectiveness**

Evidence of our completer effectiveness and impact is presented in three sections:

1. Indicators of Teaching Effectiveness
2. Impact on P-12 Student Learning and Development
3. Alumnx Survey Results

Completer Teaching Effectiveness

We gather information about the teaching practices of our alumnx by observing and interviewing a sample of program completers who teach in Vermont in the second or third year after their graduation. We want to know whether these teachers can effectively apply the professional knowledge, skills, and dispositions that our program experiences were designed to develop. The following are highlights from what we are learning.

Who participates in observations and interviews?

Beginning in 2018, we have typically recruited ten Vermont teachers who completed one of our initial licensure programs two years prior to participate in an interview and an observation (in-person or virtual) of one full lesson. Due to the extraordinary demands on P-12 teachers resulting from the COVID pandemic, in each of the 2020-2021, 2021-2022, 2022-2023, and 2023-2024, and 2024-2025 academic years we were only able to engage one or two completers. Across the eight years of the study, 36 completers have participated, representing all of our initial licensure programs in that timeframe.

**Completer Impact Study Participants (2018-2025)
N=36**

Endorsement Area	Number of Study Participants
Art	1
Early Childhood	1
Early Childhood Special Education	2
Elementary Education	6
Middle Grades	7
Music	1
Physical Education	1
Secondary Ed	16
Special Education	1

How do we measure teaching effectiveness?

Lessons we observed were rated on the same instrument, our Summative Student Teaching Assessment, used to evaluate our pre-service teachers at the end of student teaching. The observation instrument addresses 16 dimensions within the categories of Planning for Instruction and Classroom Practice. Each dimension is rated on a scale of 1 to 4, defined as follows:

- 1 – Undeveloped
- 2 – Developing
- 3 – Target
- 4 – Advanced

For our study of program completers in their third year of teaching, ratings for planning were based on written plans submitted at the time of the observation, instructional tools used during the lesson (including posted notices of lesson objectives or standards, handouts, ready availability of materials, etc.), and the interview data. Ratings for classroom practice were based on observation of one lesson selected by the teacher.

At the time of graduation, pre-service teachers are expected to meet the target on most of the assessment dimensions. The benchmark we have set for the collective sample of program completers, at 2-3 years after graduation, is a mean of 3.5 (out of 4) for each dimension of the observation instrument. This reflects our expectation that our completers will continue to develop their professional practice. For individual teachers, the expectation is that rubric ratings should be primarily advanced (4s) with no underdeveloped (1s) or developing (2s).

Findings

Aggregated data across all years show that over time completers from across our programs **consistently demonstrate effective application of the professional knowledge and skills for planning and classroom practice that they acquired in our educator preparation programs.**

As shown in the tables below, mean ratings on the sixteen dimensions on the observation tool across the study years ranged from 2.7 to 3.7. The benchmark of 3.5 was met for fourteen of the sixteen indicators (3.5 to 3.7 range) and not met on two indicators (3.4 and 2.7). Frequencies and means for each dimension are presented in the tables below. Ratings for 25 (69%) of the participants met the expectation that rubric ratings be primarily advanced (4's). Twenty (55%) participants met the expectation of no ratings at developing (2's) or underdeveloped (1's).

Across the board, alumnx in this study expressed awareness of and/or goals for continued professional growth. The observer was struck by the profound kindness and respect they extended to their students, and the deep desire expressed during interviews to continue to improve their practice to better meet their students' needs.

**Planning for Instruction
Aggregated Data Across Annual Studies (2018-2025)**

Dimension	Frequencies				Mean
	1 Undeveloped	2 Developing	3 Target	4 Advanced	
Developmentally Appropriate & Challenging	0	0	11	24	3.7
Inclusive with High Expectations for Diverse Learners	0	0	16	19	3.5
Discipline Appropriate, Accessible and Meaningful	0	0	9	26	3.7
Multiple Assessment Methods Aligned with Objectives and Standards	0	0	14	21	3.6
Rigorous Learning Objectives Based on Content Standards	0	0	13	22	3.6
Rigorous Standards to Focus Instruction	0	0	18	17	3.5
Technology, Instructional Materials, & Curricular Resources	0	0	17	16	3.5

**Classroom Practice
Aggregated Data Across Annual Studies (2018-2025)**

Dimension	Frequencies				Mean
	1 Undeveloped	2 Developing	3 Target	4 Advanced	
Differentiation & Modifications	0	1	8	27	3.7
Positive Learning Environment for Active, Collaborative Learning	0	2	7	27	3.7
Concept Connections, Questioning, and Perspectives for Higher Order Critical Thinking	0	2	17	17	3.4
Variety of Instructional Strategies	0	0	10	26	3.7
Technology Use	0	16	15	4	2.7
Multiple Assessment Methods to Engage Learners in their Growth	0	0	15	21	3.6
Monitors Student Progress & Data Use for Instructional Decisions	0	0	13	23	3.7
Classroom Routines & Effective Communication Strategies	0	3	9	24	3.6
Transition Monitoring to Encourage Active Participation	0	3	12	21	3.5

Completer Impact on P-12 Student Learning and Development

We gather information about the impact our alumnae are having on P-12 student learning and development by interviewing a sample of program completers who teach in Vermont in the third year after their graduation and evaluating some of the classroom assessments they use and data from those assessments. We also survey our alumnae about their perceptions for preparedness to teach and their impact on P-12 learning. The following are highlights from what we are learning.

(Note: The state of Vermont does not use value-added testing measures or link student results on state-wide tests to individual teachers.)

INTERVIEWS AND REVIEW OF CLASSROOM ASSESSMENT DATA

Who participates in interviews and shares P-12 assessment data?

Beginning in 2018, we have typically recruited ten Vermont teachers who completed one of our initial licensure programs two years prior to participate in an interview and an observation (in-person or virtual) of one full lesson. Due to the extraordinary demands on P-12 teachers resulting from the COVID pandemic, in each of the 2020-2021, 2021-2022, 2022-2023, 2023-2024, and 2024-2025 academic years we were only able to engage one or two completers. Across the seven years of the study, 36 completers have participated. Our aim is over time to include completers from all of our initial licensure programs representing all of our initial licensure programs in that timeframe.

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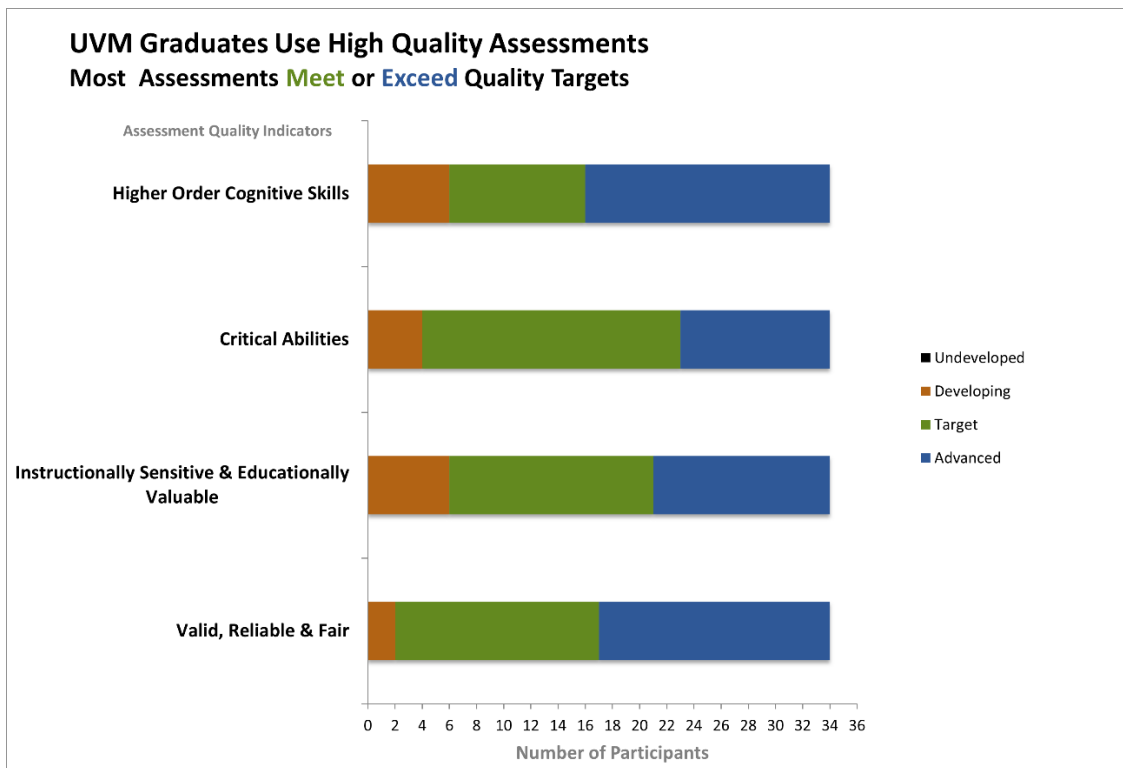
What is the quality of the assessments shared by study participants?

Overall, our program completers are **using high-quality assessments**. Our program completers reported collecting information about student academic knowledge, conceptual understanding, and skills in relation to learning goals before, during, and at the end of instructional units.

Participants shared at least one example of an assessment they used in a recent instructional unit. These samples were used to evaluate the quality of assessments used by recent graduates. As indicated in the chart below, the assessments used by study participants are overall high quality.

The majority of sample assessments met or exceeded the target on at least two of the four dimensions, and 20 of the sample assessments met or exceeded the target on all four dimensions.

Aggregated Data from Annual Studies (2018-2025)



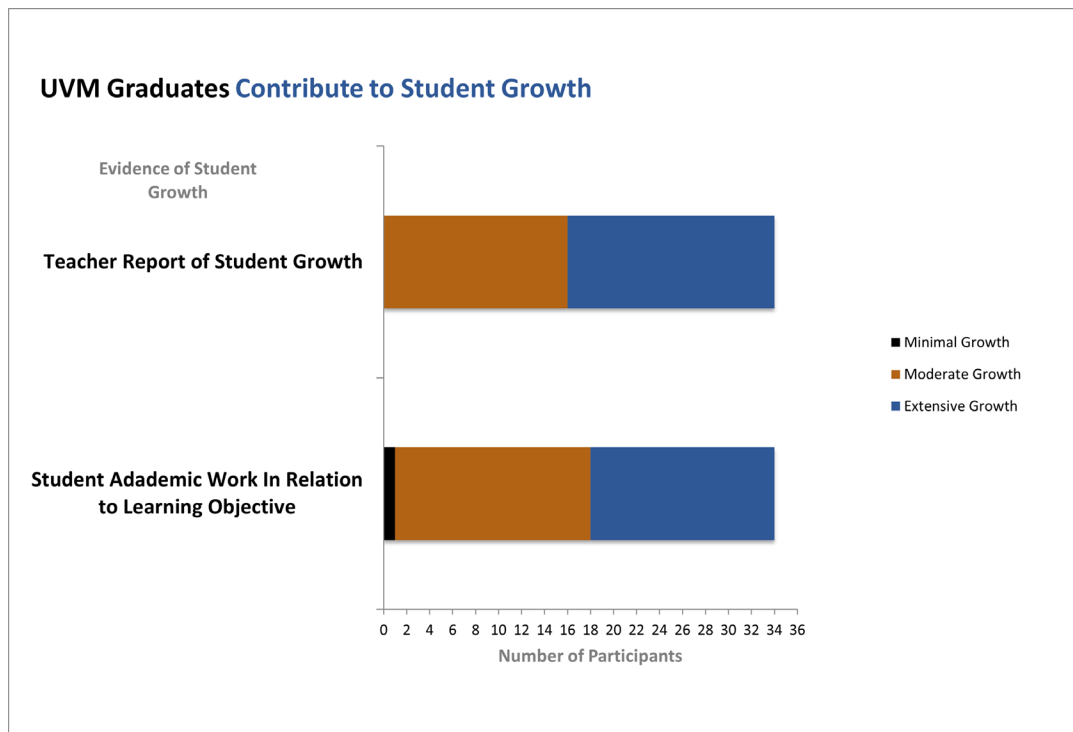
What impact do completers have on student learning growth?

The combination of interview and sample assessment data indicates that study participants are contributing to **moderate to extensive student learning growth**. To make this determination, interview and assessment data were rated on the following scale:

- Minimal Growth
 - Teacher reports little or no learning
 - Student work far below the standard or learning objective
- Moderate Growth
 - Teacher reports moderate learning
 - Student work is approaching the standard or learning objective
- Extensive Growth
 - Teacher reports extensive learning
 - Student work meets or exceeds the standard or learning objective

Teacher reflection on student growth during the interview mostly matched the student data they provided. In 13 cases, teacher reporting during the interview matches student data which show that students met or exceeded the learning target. In 12 cases, teacher reporting during the interview matches student data which show moderate growth and student learning approaching the learning target.

Aggregated Data from Annual Studies (2018-2025)



Alumnx Survey Responses

An open-response question in our annual survey of our educator preparation program alumnx (sent two years after program completion) asks respondents to summarize their ability to impact student learning. We have 16 responses to this question on our 2025 survey. Most indicate confidence in their ability to support student learning growth and some emphasize the importance of developing supportive learning environments and trusting relationships with students. Example responses from the 2025 survey are included below.

I think I impact them well as they are learning a lot and are in a positive and structured learning environment.

I would say that I have a big impact on student learning. At the beginning of the school year I had 61% of my students at least one grade level below in math. At the end of the year, I have 38% of my students one or more grade levels below in math.

I currently work at a very small school where I know each student really well. Daily I can see how my work is impacting their learning for the better.

I do a lot of data keeping on what standards my kids are learning - it is wild to see the kids go from no knowledge to being able to recall the molar mass of zinc!

I build strong relationships with students and use that connection to motivate them, support their behavior, and help them stay engaged in learning. I'm consistent, patient, and willing to meet students where they're at, which helps them grow academically and emotionally.

Being able to differentiate content to each students learning needs.

I felt well prepared on creating and sustaining strong relationships with children which thus helped me impact their learning as I could make it more personalized and aligned with each child.

I would say that my flexibility and SPED background has a significant impact on my students' learning. I am capable of devising creative ways to engage all students. I also feel as though I was exposed to many creative formats that help me to engage and support my students.

Through my education, UVM really emphasized the importance of peer, student, and parent relationships which I feel has had the biggest impact on my students and their learning. I felt confident in my abilities to teach but wish I had more time in learning resources that could help students who are above grade level in their knowledge and skills.