



**University of Vermont Department of Education
2026 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. This survey is one of four surveys: employer, alumnx, mentor, and program exit. Items are similar so that we can make comparisons across instruments. Ratings use a four-point scale (strongly disagree, somewhat disagree, somewhat agree, strongly agree). We report survey results categorically. When results for an item in the Employer Survey meet or exceed 80% strong agreement/strongly prepared on an item, we interpret the result as positive.

Surveys distributed in Spring 2025 were returned by 21 employers (48% response rate).

Most recent results (2025) **indicate we met or exceeded our benchmark of 80% on 31 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.

UVM Educator Preparation 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 All CAEP R4.2	Survey Questions (Orange = Focus Area)	2025 (2023 Completers) n=21	2024 (2022 Completers) n=22	2023 (2021 Completers) n=21
		Response Rate = 48%	Response Rate = 23%	Response Rate = 40%
1 CAEP R1.4 InTASC 9	My employee demonstrates reflective skills that have enabled them to continue to learn and grow in their profession.	90%	95%	95%
2 CAEP R1.2 InTASC 4	My employee had the content foundation needed to teach in their field.	86%	91%	90%
3 CAEP R1.1 InTASC 2	My employee has foundational knowledge in multicultural/equity focused curriculum.	90%	86%	86%
4 CAEP R1.1 InTASC 3	My employee has foundational knowledge for creating safe and supportive learning environments.	90%	95%	90%
5 CAEP R1.1 InTASC 2	My employee understands culturally responsive practices.	95%	91%	81%
6 CAEP R1.1 InTASC 2	My employee understands issues of inequality that impact student achievement.	90%	90%	90%
7 CAEP R1.3 InTASC 6	My employee understands how to use assessment for equitable and inclusive learning.	86%	90%	90%
8 CAEP R1.3 InTASC 8	My employee understands technology for instruction and assessment.	90%	91%	95%
9 CAEP R1.1 InTASC 1,2	My employee understands ability/disability that impacts student achievement.	86%	86%	90%
10 CAEP R1.2, R1.3 InTASC 5,7	My employee understands evidence-based practices to promote student achievement.	86%	91%	90%
11 CAEP R1.2 InTASC 5	My employee understands evidence-based practices to promote critical student thinking and problem solving.	86%	91%	90%
12 CAEP R1.4 InTASC 10	My employee understands how to collaborate with diverse students, families, and colleagues to support student learning.	90%	91%	86%
13 CAEP R1.3, R4.1, R4.2 InTASC 7	My employee is effective in supporting student learning growth.	81%	91%	95%
14 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?	86%	90%	84%
15 CAEP R1.1. InTASC 3	When starting their teaching position, how prepared was your employee to respond effectively to student behavior?	71%	76%	68%

(Survey Results Continue on Next Page)

(Survey Results Continued from previous page)

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Standards	Survey Questions (Orange = Focus Area)	2025	2024	2023
		(2023 Completers) n=21	(2022 Completers) n=22	(2021 Completers) n=21
All CAEP R4.2		Response Rate = 48%	Response Rate = 23%	Response Rate = 40%
16 CAEP R1.2, R1.3 InTASC 5,7	When starting their teaching position, how prepared was your employee to design curriculum around standards?	90%	95%	89%
17 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?	81%	95%	84%
18 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?	90%	95%	89%
19 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)?	90%	95%	95%
20 CAEP R1.2, 1.3 InTASC 5	When starting their teaching position, how prepared was your employee to use strategies to promote critical thinking?	90%	95%	89%
21 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?	90%	90%	95%
22 CAEP R1.1, R1.3 InTASC 2,6,7,8	When starting their teaching position, how prepared was your employee to differentiate instructional opportunities?	86%	90%	84%
23 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.?	86%	90%	84%
24 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?	90%	79%	95%
25 CAEP R1.3 InTASC 6	When starting their teaching position, how prepared was your employee to assess student work and achievement in varied ways?	90%	95%	95%
26 CAEP R1.3 InTASC 6	When starting their teaching position, how prepared was your employee to use assessment data to guide instruction?	86%	95%	89%
27 CAEP R1.4 InTASC 10	When starting their teaching position, how prepared was your employee to collaborate with colleagues?	95%	95%	95%
28 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?	90%	84%	84%
29 CAEP R1.3 InTASC 8	When starting their teaching position, how prepared was your employee to use technology to enhance instruction?	100%	95%	95%
30 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?	90%	90%	89%
31 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%	100%	95%
32	When starting their teaching position, how prepared was your employee in comparison to recent hires from other teacher preparation programs?	86%	95%	79%

Selected Examples of Stakeholder Involvement – AY 2025 – 2026

Our Department of Education believes that strong partnerships with Birth -12 school systems and organizations are critical in preparing future educators and require mutual and reciprocal relations. The following are examples of some of the ways we partnered with Birth -12 systems in academic year 2025-2026:

- Mentor Teacher Selection
- Partnership Orientation, Training, and MOUs
- 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 other relevant indicators are also considered in internship site selection and retention.

Partnership Orientation, Training, and Memorandum of Understanding

Partners receive 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) identifies 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 2024 – June 2027.

Reciprocal Collaboration with School Partners & Community

Strong connections with local school and community partners provide important opportunities for reciprocity in our approach to integrating stakeholder perspectives in our EPP decision-making processes. 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. In addition, our Educator Preparation Program Advisory Council is a space for partner school mentors and administrators to share feedback on our programs, processes, and broader partnerships and help shape the future direction of our Educator Preparation Programs. The Council is comprised of 14 mentors and administrators from across programs who have committed to attending two Council meetings annually and being open to consultation as needs arise. In 2025-2026 Council members have provided input on the following:

- Our student teaching readiness progression mapping and assessment development
- Our Department's approach to partnerships
- Professional learning opportunities
- Mentor teacher onboarding and support
- Educator pathways and workforce development