



**University of Vermont (UVM) Department of Education  
2023 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 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. Details on how we collect and analyze data (including the rating instrument) for this study are in our [2020 report on Impact of Teaching Effectiveness](#).

### 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 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 and 2021-2022 academic years we were only able to engage two completers. Across the five years of the study, 35 completers have participated. Our aim is over time to include completers from all of our initial licensure programs. The table to the right shows that we are close to meeting that goal.

**Completer Impact Study Participants (2018-2022)  
N=33**

Endorsement Area	Number of Study Participants
Art	-
Early Childhood	-
Early Childhood Special Education	2
Elementary Education	6
Middle Grades	6
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 from four years of reporting 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 four study years ranged from 2.6 to 3.7. The benchmark of 3.5 was met for fourteen of the sixteen indicators (3.5 to 3.8 range) and not met on two indicators (3.4 and 2.6). Of the total 518 individual ratings, 60% were advanced, 35% were target, and 5% were developing. Frequencies and means for each dimension are presented in the tables below. Ratings for 23 (70%) of the participants met the expectation that rubric ratings be primarily advanced (4's). Nineteen (58%) participants met the expectation of no ratings at developing (2's) or underdeveloped (1's).

Across the board, alumna 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 from Five Annual Studies (2018-2022)**

Dimension	Frequencies				Mean
	1 Undeveloped	2 Developing	3 Target	4 Advanced	
Developmentally Appropriate & Challenging	0	0	11	21	3.7
Inclusive with High Expectations for Diverse Learners	0	0	13	19	3.6
Discipline Appropriate, Accessible and Meaningful	0	0	9	23	3.7
Multiple Assessment Methods Aligned with Objectives and Standards	0	0	12	20	3.6
Rigorous Learning Objectives Based on Content Standards	0	0	12	20	3.6
Rigorous Standards to Focus Instruction	0	0	16	16	3.5
Technology, Instructional Materials, & Curricular Resources	0	0	15	15	3.5

**Classroom Practice  
Aggregated Data from Five Annual Studies (2018-2022)**

Dimension	Frequencies				Mean
	1 Undeveloped	2 Developing	3 Target	4 Advanced	
Differentiation & Modifications Based	0	1	8	24	3.7
Positive Learning Environment for Active, Collaborative Learning	0	2	7	24	3.7
Concept Connections, Questioning, and Perspectives for Higher Order Critical Thinking	0	2	16	15	3.4
Variety of Instructional Strategies	0	0	9	24	3.7
Technology Use	0	14	14	4	2.6
Multiple Assessment Methods to Engage Learners in their Growth	0	0	12	21	3.6
Monitors Student Progress & Data Use for Instructional Decisions	0	0	11	22	3.7
Classroom Routines & Effective Communication Strategies	0	3	8	22	3.6
Transition Monitoring to Encourage Active Participation	0	3	11	19	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.

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

The following are highlights from what we are learning. Detail on the interview and assessment review study are included in our [2020 report on Impact on P-12 Student Learning and Development](#).

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### 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 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 and 2021-2022 academic years we were only able to engage two completers. Across the five years of the study, 35 completers have participated. Our aim is over time to include completers from all of our initial licensure programs. The table to the right shows that we are close to meeting that goal.

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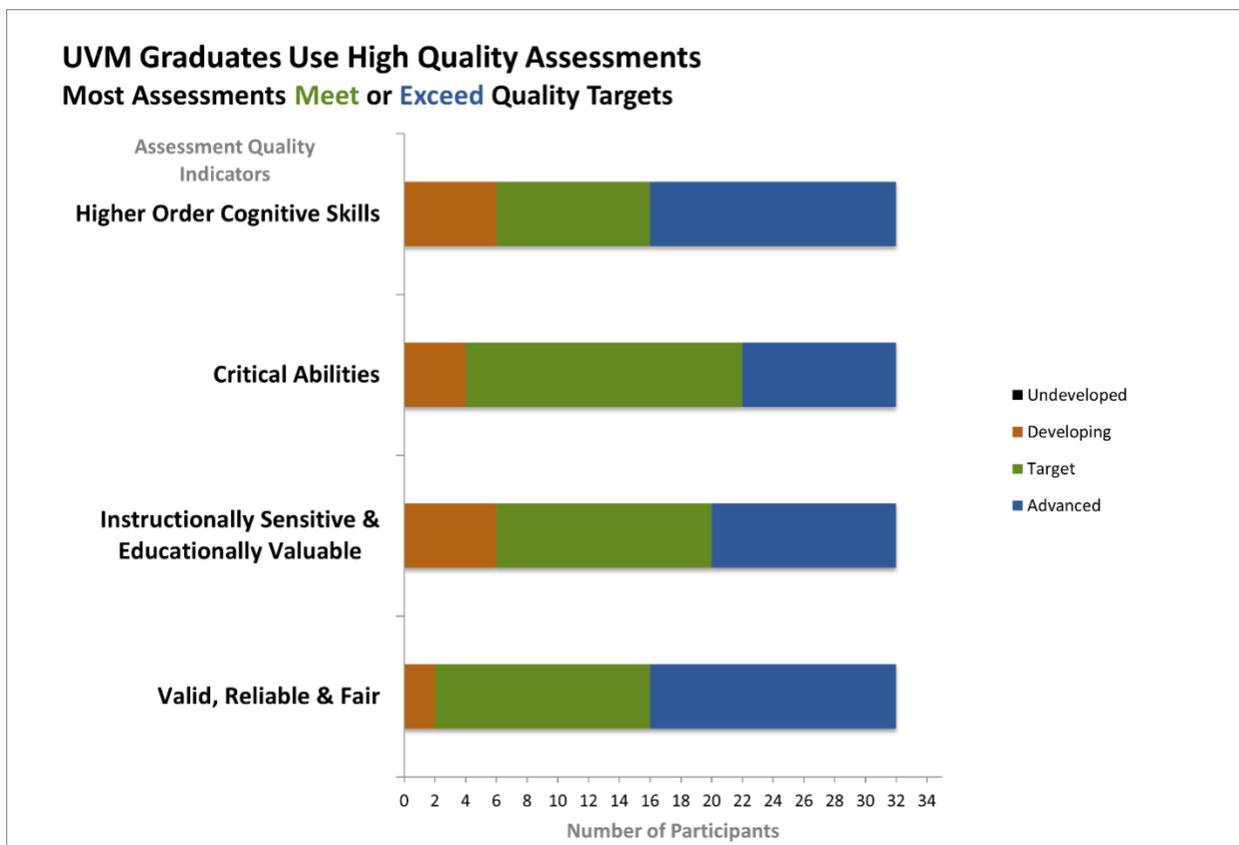
### What is the quality of the assessments shared by study participants?

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.

Each participant 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 Chart 2 below, the assessments used by study participants are overall high quality.

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

**Aggregated Data from Five Annual Studies (2018-2022)**



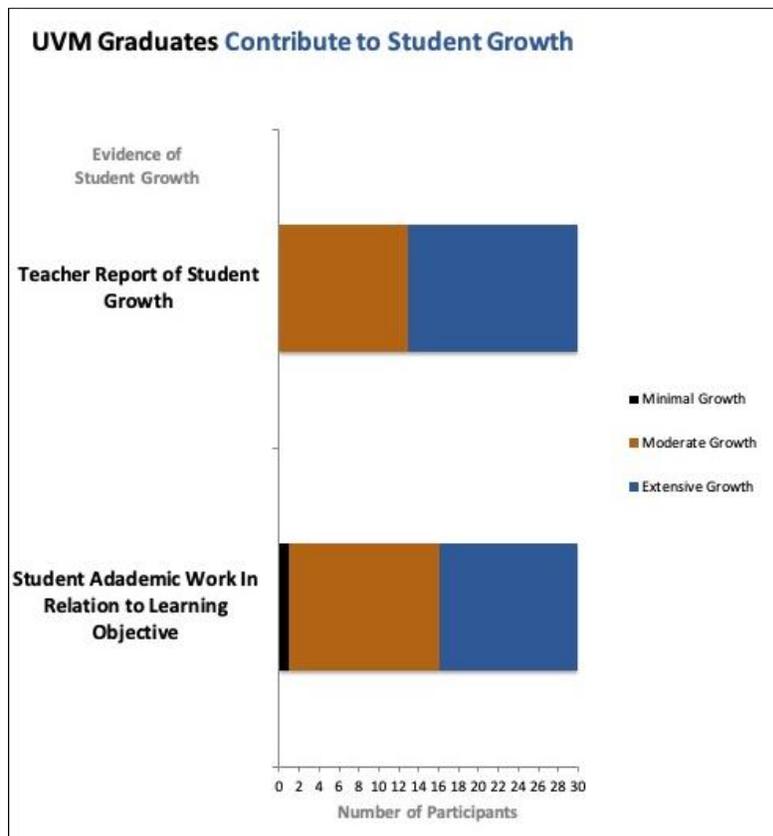
**What impact do completers have on student learning growth?**

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 11 cases, teacher reporting during the interview matches student data which show that students met or exceeded the learning target. In 11 cases, teacher reporting during the interview matches student data which show moderate growth and student learning approaching the learning target.

**Aggregated Data from Four Annual Studies (2018-2021)**



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## 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. From our 2020, 2021, and 2022 surveys combined, we have 38 responses to this question. Most indicate high confidence in ability to support student learning growth. Several mention challenges managing student behaviors, and others emphasize the importance of developing trusting relationships with students as foundational to academic learning. Others note that learning in their first teaching positions increased their ability to impact student learning beyond what they gained through their UVM experiences. Example responses from the 2022 survey are included below.

*I feel that I have gained a deep foundation of understanding meeting children where they're at as learners and individuals. I think my time at UVM has really solidified the importance of establishing close and warm relationships before implementing any form of academics into the classroom. UVM provided me with ample opportunities to observe and document student work and use that as a tool of assessment and to tailor not just student learning but also my practice.*

*My ability to impact student learning comes from my academic teaching as much as my social/emotional teaching. I am a role model in both areas of the classroom, and I try to show my students they go hand in hand. My foundation in behavior management is respect and relationships. Based on my own reflection and feedback from students, I have a high impact on my student's learning.*

*My ability to impact student learning is deep. Many students are not feeling heard right now, most are just being forced to meld back in to "old days of education". Students are struggling with this and need us as leaders and educators to find a way through that will benefit their new learning styles and progress into the future of education. Without doing this, our education system will fail all together.*

*I would say that I am well prepared with my lesson planning skills, empathy, willingness to work with students. I do believe that I could have benefited from more behavioral support and strategies for dealing with that.*

*I believe UVM's ... program prepared me well to impact student learning, but classroom experience is invaluable. I continue to improve my ability to assess student learning and use that evidence to inform my teaching, so it has a greater positive impact on student learning.*

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## Defining Impact on Student Learning in Proficiency-Based Systems: Results of our 2022 Vermont Educator Preparation Survey

The purpose of the Vermont Educator Preparation survey is to gather information about how Vermont teachers, and specifically UVM educator preparation program alumna, define impact on student learning in proficiency-based systems. [Our full reporting of 2022 results](#) focuses survey respondents teaching in Vermont who completed one of our programs in 2016, 2017, or 2018. Below is a summary of findings from 21 recent program completers.

**Recent UVM alumna report knowing their students are learning when their students are engaged, show progress on assessments, and make and demonstrate social/emotional development.** Sample responses include:

*They are engaged in the content and able to make connections across the different time periods in history.*

*They are able to complete an assignment, explain their understanding, ask questions related to the topic.*

*[They have] productive conversations in groups.*

*They are regulated in their bodies and feel safe and supported in the classroom.*

**Recent UVM alumna define “student learning” in terms of impact and student engagement.** Sample responses include:

*Student learning to me is when students are acquiring knowledge and understanding that is meaningful to their own lives. When students can apply their learning to new contexts or use their learning in their own lives that is student learning. And it goes beyond subject areas to include work habits, social emotional learning, life skills, etc.*

*Student learning is when students are the agents of learning. A teacher facilitates and scaffolds learning experiences to 'leave the breadcrumbs' of knowledge for them to follow and form new knowledge and understanding.*

*Student learning is about making progress. Students come into a class with different levels of background knowledge, and so they should all be pushed to know more and improve their skills.*

*Student learning means that they are engaged and asking questions to further their understanding on a topic. They are understanding the topic and able to answer next level questions.*

**Recent UVM alumna know whether their instruction is making a positive difference for student learning when students are eager and confident to learn, show deeper knowledge and skills, and demonstrate positive behavioral shifts.** Sample responses include:

*Students will be excited to show up and learn every day. They will tell you about thoughts they had/things they heard outside of your classroom that are related to what they've been learning in the classroom. "*

*...more confidence, willing to try something hard, a more positive attitude towards the content, etc.)*

*If a student can show the skill we are working on in a way that I haven't even thought of exploring it, then I know the lesson was a hit*

*The formative and summative assessments I use show that students are learning at the level of rigor required by the standard.*

*When they are able to maintain friendships, show excitement in learning and diversify their play.*

Full description of our 2022 Vermont Educator Preparation Survey is available online in our report titled [Defining Impact on Student Learning in Proficiency-Based K-12 Systems](#).