The state of Vermont does not use value-added testing measures or link student results on state-wide tests to individual teachers, so we gather information about the impact of our graduates on P-12 student learning in other ways, including:

- Interviews with alumnx currently teaching in Vermont and evaluation of assessments and assessment data they provided, and
- Survey questions asking alumnx about their impact.

The following are highlights from what we are learning. More detail on the interview and assessment review study is included in our 2020 report on Impact on P-12 Student Learning and Development.

**INTERVIEWS AND REVIEW OF CLASSROOM ASSESSMENT DATA**

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

Beginning with our 2018 report, we have typically recruited ten Vermont teachers who completed one of our initial licensure programs two years prior to participate in an interview and share their current students’ de-identified assessment data from a recent instructional unit. The 2020-2021 academic year was the fourth year of our study, and due to the extraordinary time demands on P-12 teachers during the COVID pandemic, we were only able to engage two graduates. Our aim is over time to include completers from across all of our initial licensure programs. The table below shows that we are close to meeting that goal.

<table>
<thead>
<tr>
<th>Completer Impact Study Participants (2018-2021)</th>
<th>N=31</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Endorsement Area</strong></td>
<td><strong>Number of Study Participants</strong></td>
</tr>
<tr>
<td>Art</td>
<td>-</td>
</tr>
<tr>
<td>Early Childhood</td>
<td>-</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
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</tr>
<tr>
<td>Elementary Education</td>
<td>6</td>
</tr>
<tr>
<td>Middle Grades</td>
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</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>Secondary Ed</td>
<td>14</td>
</tr>
<tr>
<td>Special Education</td>
<td>1</td>
</tr>
</tbody>
</table>
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 18 of the sample assessments met or exceed the target on all four dimensions.

Aggregated Data from Four Annual Studies (2018-2021)
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 10 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)**
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 2019 and 2020 surveys combined, we have 35 responses to this question. Most indicate high confidence in ability to support student learning growth. A few point to challenges managing student behaviors as a barrier. Others suggest that their learning from peers in their first teaching positions increased their ability to impact student learning beyond what they gained through their UVM experiences. Example responses from the 2020 survey are included below.

I am able to impact student learning in several ways (as all teachers are). My priority is creating and maintaining a learning environment that is welcoming and understanding of student differences. Ideally, as my students grow more comfortable with the classroom, they can ask more questions and offer more strategies without fear of saying the "wrong" thing.

I have a strong ability to look at data across multiple students, as well as for individuals across assessments to identify areas of improvement in my teaching practice and areas that I need to focus on to improve student learning. I take personal feedback from students about the quality of assessments to improve them for the future. I use student guidance and feedback to plan and revise assessments.

I feel like this is a strength of mine because of what I’ve learned during my first year of teaching. It is important to keep things simple while also promoting critical thinking/inquiry skills and always providing manipulatives as much as possible. Children need respect, to feel safe, and know that you care about them. In my opinion, these factors greatly impact student learning.

I am very proud of my UVM Education, I genuinely feel it impacted my outlook on education and how to design an effective learning environment in ways that have allowed me to hit the ground running as a young professional.

Word Cloud – Alumnx Summary of Their Impact on Student Learning