



**University of Vermont Department of Education
2022 Annual Report - Council for the Accreditation of Educator Preparation
Measure 1 – Completer Effectiveness (R4.1)**

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

1. Completer Teaching Effectiveness
2. Completer Impact on P-12 Student Learning and Development

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 Indicators 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 earlier. These alumnx participate in an interview and observation (in-person or virtual) of one full lesson. 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 completers. Our aim is over time to include completers from across all our initial licensure programs. The table to the right shows that we are close to meeting that goal.

**Completer Impact Study Participants (2018-2021)
N=31**

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	14
Special Education	1

How do we measure teaching effectiveness?

Lessons were observed using the same instrument across participants, our Summative Student Teaching Assessment. This assessment is also used to evaluate our pre-service teachers at the end of student teaching. The observation instrument measures 16 dimensions of effectiveness across two broader categories: 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

We evaluated planning based on three sources of data: interview, written plans submitted at the time of the observation, and instructional tools used during the lesson (including posted notices of lesson objectives or standards, handouts, other materials etc.). 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 targets on most of the measured dimensions. The benchmark for alumna in this study is a collective mean of 3.5 (out of 4) for each dimension of the observation instrument. This reflects our expectation that UVM completers will continue to develop their professional practice. The benchmark for individual alumna is a median score of primarily advanced (4s) with zero underdeveloped (1s) or developing (2s).

Findings

Aggregated data from four years of measurement and reporting show that 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 3.8. The benchmark of 3.5 was met for fifteen of the sixteen indicators (3.5 to 3.8 range) and not met on one indicator (2.6). Of the total 456 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 21 (68%) of the participants met the expectation that rubric ratings be primarily advanced (4's). Seventeen (55%) 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 professional growth to continue to improve their ability to meet their students' needs.

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

Dimension	Frequencies				Mean
	1 Undeveloped	2 Developing	3 Target	4 Advanced	
Developmentally Appropriate & Challenging	0	0	9	21	3.7
Inclusive with High Expectations for Diverse Learners	0	0	11	19	3.6
Discipline Appropriate, Accessible and Meaningful	0	0	7	23	3.8
Multiple Assessment Methods Aligned with Objectives and Standards	0	0	11	19	3.6
Rigorous Learning Objectives Based on Content Standards	0	0	12	18	3.6
Rigorous Standards to Focus Instruction	0	0	15	15	3.5
Technology, Instructional Materials, & Curricular Resources	0	0	14	14	3.5

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

Dimension	Frequencies				Mean
	1 Undeveloped	2 Developing	3 Target	4 Advanced	
Differentiation & Modifications Based	0	1	8	22	3.8
Positive Learning Environment for Active, Collaborative Learning	0	2	7	22	3.8
Concept Connections, Questioning, and Perspectives for Higher Order Critical Thinking	0	2	15	14	3.5
Variety of Instructional Strategies	0	0	9	22	3.8
Technology Use	0	14	14	2	2.6
Multiple Assessment Methods to Engage Learners in their Growth	0	0	11	20	3.8
Monitors Student Progress & Data Use for Instructional Decisions	0	0	11	20	3.8
Classroom Routines & Effective Communication Strategies	0	3	8	20	3.7
Transition Monitoring to Encourage Active Participation	0	3	11	17	3.6

Completer Impact on P-12 Student Learning and Development

Because Vermont does not have a standardized measure of student achievement that is reported by educator or classrooms, we long-format interviewed and observed a small sample of program completers (3 yrs after graduation) who teach in Vermont. We also biannually surveyed alumnx. Supporting documents for the interview included a review of classroom assessments and student data. Our broad survey of alumnx about their impact on P-12 learning and student growth informed our interpretation of the observation data.

The following three sections highlight data from these interview and survey sources.

INTERVIEWS AND REVIEWS 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 earlier. These alumnx participate in an interview (in-person or virtual) and share assessments and 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 our initial licensure programs. The table below shows that we are close to meeting that goal. Details on the

interview and assessment review study are included in our [2020 report on Impact on P-12 Student Learning and Development](#).

**Completer Impact Study Participants (2018-2021)
N=31**

Endorsement Area	Number of Study Participants
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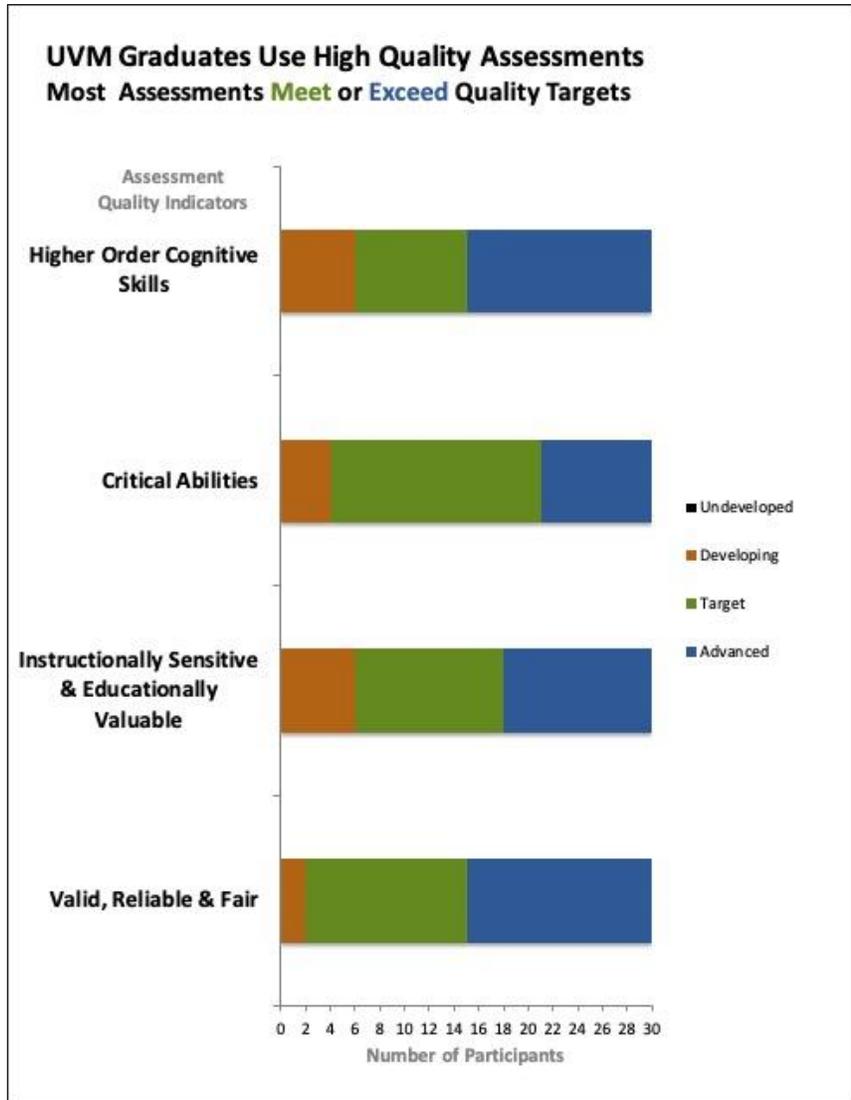
What is the quality of the assessments shared by study participants?

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 the sample assessments met or exceeded the target on at least two of the four dimensions, and 18 of the sample assessments met or exceeded the target on all four dimensions.

Aggregated Data from Four Annual Studies (2018-2021)



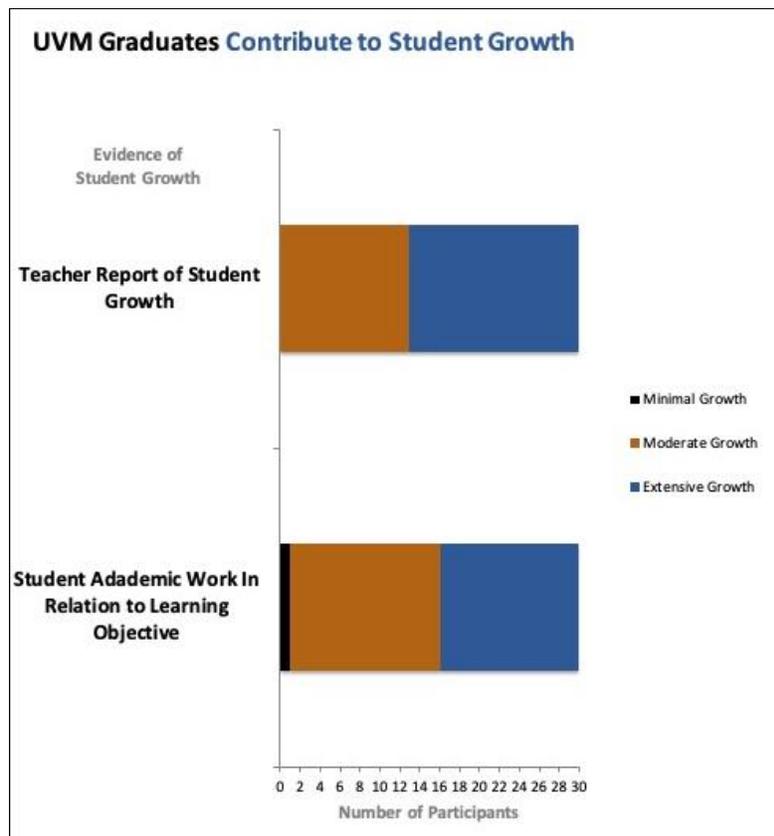
What impact do completers have on student learning growth?

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 corresponding student data provided. teacher reporting during the interview matches student data which show that students met or exceeded the learning target (n=11). Teacher reporting during the interview matched moderate growth student data and student learning approaching the learning target in 10 cases.

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, 2020, and 2021 surveys combined, we have 45 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 2021 survey are included below.

I try to meet students where they are already at and build on what they already know. I want them to access their current understandings and incorporate what they learn. I know students have learned in my class because they start out not knowing [World Language] to being able to use and understand the language.

I'm able to make data-driven decisions on an individual and classroom wide basis to impact student learning positively. These data points allow me to assess students in different ways that work best for them to demonstrate their knowledge. Then I'm able to use these accurate and effective assessment to inform my future lessons and focus.

Currently my instruction is focused on capturing as many students as possible. It is challenging to impact high achieving students or students who need a lot of extra support. As I continue to develop more curriculum, I am trying to differentiate instruction as much as possible to impact the learning of all students.

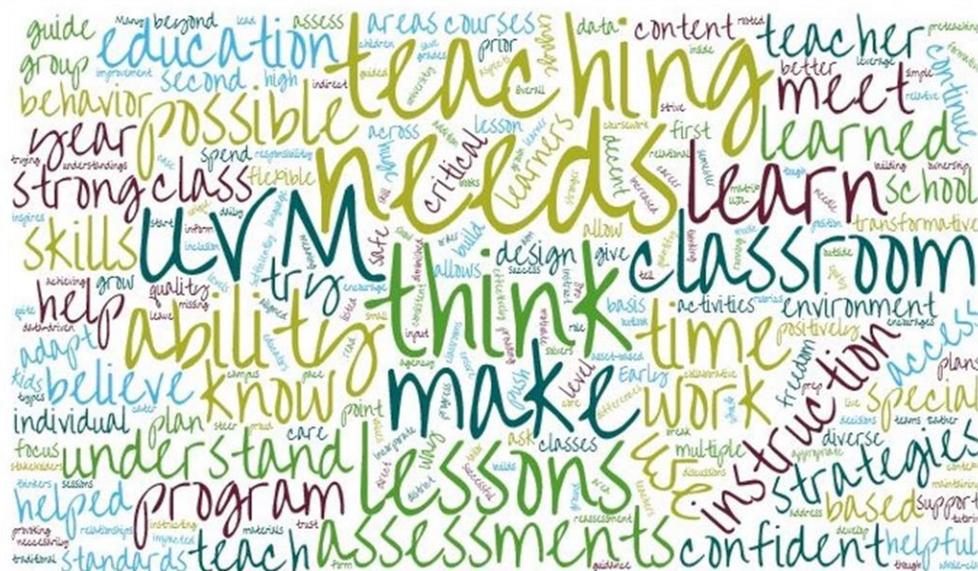
It's all about connection and relationship. Students cannot learn unless they feel they are safe. I seek to impact student learning by knowing my students and supporting them from wherever they are at. I use an asset-based approach to empower them and find meaningful learning opportunities. I know that I do not always know best; my students guide and lead the learning as much as possible.

My ability to enhance student learning has grown greatly since I attended university. As a new teacher, I struggled with flexibility in my lesson plans and part of that came with being familiar with instructing my content. It is easy to say you know a lot about a certain subject. But knowing about it and being able to teach a large diverse group about it are two very different things. As a new teacher, I am gaining skills and practices to adapt my plans to student needs, to flex the timetable to their pace instead of mine.

I am confident in my abilities to teach and guide student learning, but feel I have a somewhat diminished ability to impact student learning - moving the needle to transform students from disengaged to engaged learner. Many of my transformative experiences seem more like students maturing on their own or having sporadic engagement in the content. As much as I logically understand this is likely not the case, it is challenging to save the time to quantify the direct and indirect effects of my responsive, relational, and intensive teaching practice.

I feel as though I have a huge impact on student learning. I believe it is my responsibility to ensure that students learn the most possible, in the best way possible. I try to individualize learning as much as possible to meet learners where they are at, no matter which grade I teach.

Word Cloud – Alumnx Summary of Their Impact on Student Learning (2019-2021)



Defining Impact on Student Learning in Proficiency-Based Systems: Results of our 2021 Vermont Educator Preparation Survey

The purpose of the Vermont Educator Preparation survey is to gather information about how Vermont teachers define impact on student learning in proficiency-based systems. Of the 269 Vermont teachers who completed the survey, 56 (approximately 20%) completed their initial educator preparation at the University of Vermont. [Our full reporting of survey results](#) focuses on the 13 respondents who self-identified as completing one of our programs in the years 2015 – 2020. Below is a summary of findings from those 13 recent program completers.

Recent UVM alumnx report knowing their students are learning when their students are engaged, show progress on assessments, and make connections across contexts.

Sample responses include:

They are engaged and having well thought group discussions.

They can independently apply a taught strategy across contexts. Or when they can go back and correct their own mistakes with or without prompting.

Data gathered from formative and summative assessment suggests students are making progress towards learning targets.

Recent UVM alumna define “*student learning*” as internal motivation and drive to learn; deepening knowledge, understanding, and skill; application or use of new knowledge.

Sample responses include:

When a student is Interested in learning more and pushes themselves to learn.

Student learning is a relationship between a student and a teacher to help said student understand and use the concept, material or knowledge that is presented or instructed. Much of student learning depends on where students are currently at, and then a demonstration of being able to use that knowledge as well as potentially going slightly beyond that initial production of learning.

Student learning means that students are gaining something new, whether that be knowledge or an experience.

Growing in knowledge and ability to apply skills to in context and out of context situations.

Recent UVM alumna know whether their instruction is making a positive difference for student learning when students actively engage in learning activities, feel good about their learning experiences, and show progress on assessments. Sample responses include:

I know that my instruction is making a positive difference for student learning when they show up to class and participate. Especially for students who are attending school virtually, I know that it is easier to "hide" when they are at home. For some students, just logging in to the Google Meet is a win. I also gave my students end of course surveys, so I have their responses as a more concrete reflection of making a positive difference.

They leave with a feeling of accomplishment or wanting to ask more questions.

I know my instruction is making a positive difference on student learning by comparing student performance on diagnostic assessment with data gathered from formative assessment throughout the instruction and summative assessment at the end of instruction. If the comparisons indicate movement towards a learning target, I know my instruction is making a positive difference.

Full description of our 2021 Vermont Educator Preparation Survey is available online in our report titled [Defining Impact on Student Learning in Proficiency-Based K-12 Systems](#).