



**University of Vermont Department of Education
2022 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. Examples of Stakeholder Involvement

Employer Satisfaction Survey

Our employer survey is administered each year in May to P-12 school principals of our program completers (who graduated two years prior and for whom we are able to obtain current employment data). This is one of four surveys (employer, alumnx, mentor, and exit) that include similar items so that we can make comparisons across instruments.

These surveys each ask about the degree to which completers have foundational knowledge and skills to promote P-12 student learning growth. All 2021 survey respondents identify as non-Hispanic or Latino and White. We report results categorically based on the percentages of responses in each category e.g., “somewhat agree/prepared” or “strongly agree/prepared” (see table below).

Survey results demonstrate employers are generally very satisfied with our completers’ preparation. On the 2021 survey, we met or exceeded our benchmark of 80% of respondents selecting “somewhat agree/prepared” or “strongly agree/well prepared” on all 27 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. Based on past survey results, The Education Department has identified four focus areas for program improvement (AFI). These areas are consistent with challenges in educator preparation across the US. These AFIs are shown in orange on the chart below. We are encouraged that we have been above benchmark on all these items for three consecutive years, and we will continue to strengthen our focus on diversity, equity, inclusion, and justice.

UVM Educator Licensure 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	Survey Questions (Orange = Department Focus Area for Improvement)	2021	2020	2019
		(2019 Completers) n=24	(2018 Completers) n=31	(2017 Completers) n=34
All CAEP R4.2, R5.1-4		Response Rate 53%	Response Rate 62%	Response Rate 52%
CAEP R1.4 InTASC 9	My employee demonstrates reflective skills that have enabled them to continue to learn and grow in their profession.	96%	94%	100%
CAEP R1.2 InTASC 4	My employee had the content foundation needed to teach in their field.	100%	94%	100%
CAEP R1.1, R1.2, InTASC 2, 5	My employee has foundational knowledge in multicultural/equity focused curriculum.	100%	87%	100%
CAEP R1.1, R1.2, InTASC 2, 5	My employee understands culturally responsive practices.	96%	89%	99%
CAEP R1.1, R1.2, InTASC 2, 5	My employee understands issues of inequality that impact student achievement.	96%	81%	95%
CAEP R1.3 InTASC 8	My employee understands technology for instruction and assessment.	96%	N/A	N/A
CAEP R1.1, R1.2, InTASC 1, 2, 5	My employee understands ability/disability that impacts student achievement.	96%	N/A	N/A
CAEP R1.2, R1.3, InTASC 5, 7, 8	My employee understands evidence-based practices to promote student achievement.	96%	N/A	N/A
CAEP R1.2, R1.3, InTASC 5, 7, 8	My employee understands evidence-based practices to promote critical student thinking and problem solving.	100%	N/A	N/A
CAEP R1.1 InTASC 3	My employee is effective in supporting student learning growth.	96%	91%	100%
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?	100%	90%	88%
CAEP R1.1 InTASC 3	When starting their teaching position, how prepared was your employee to respond effectively to student behavior?	86%	87%	91%
CAEP R1.2, R1.3, InTASC 5, 7	When starting their teaching position, how prepared was your employee to design curriculum around standards?	100%	100%	97%
CAEP R1.2, R1.3, InTASC 5, 7	When starting their teaching position, how prepared was your employee to create high quality lessons and unit plans?	96%	97%	97%

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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	Survey Questions (Orange = Department Focus Area for Improvement)	2021 (2019 Completers) n=24		2020 (2018 Completers) n=31		2019 (2017 Completers) n=34	
		Response Rate	53%	Response Rate	62%	Response Rate	52%
All CAEP R4.2, R5.1-4							
CAEP R1.2, R1.3, InTASC 5	When starting their teaching position, how prepared was your employee to plan and facilitate learning experiences that make content relevant and meaningful for students?	100%		97%		100%	
CAEP R1.2, R1.3, 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)?	100%		97%		97%	
CAEP R1.2, R1.3, InTASC 5	When starting their teaching position, how prepared was your employee to use strategies to promote critical thinking?	100%		90%		94%	
CAEP R1.1, R1.3, 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?	96%		97%		91%	
CAEP R1.1, R1.3, InTASC 2, 6,7,8	When starting their teaching position, how prepared was your employee to differentiate instructional opportunities?	91%		93%		93%	
CAEP R1.1,R1.3 InTASC 1, 2, 6, 7, 8	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.?	96%		90%		88%	
CAEP R1.1,R1.3 InTASC 1, 2, 6, 7, 8	When starting their teaching position, how prepared was your employee to contribute to the learning of English language learners/Dual language learners?	95%		82%		90%	
CAEP R1.3 InTASC 6	When starting their teaching position, how prepared was your employee to assess student work and achievement in varied ways?	96%		85%		97%	
CAEP R1.3 InTASC 6	When starting their teaching position, how prepared was your employee to use assessment data to guide instruction?	95%		93%		97%	
CAEP R1.4 InTASC 10	When starting their teaching position, how prepared was your employee to collaborate with colleagues?	100%		100%		97%	
CAEP R1.3 InTASC 8	When starting their teaching position, how prepared was your employee to use technology to enhance instruction?	95%		100%		100%	
CAEP R1.2, R1.3, InTASC 5, 7, 8	When starting their teaching position, how prepared was your employee to implement evidence-based practices to promote student achievement?	100%		N/A		N/A	
	When starting their teaching position, how prepared was your employee in comparison to recent hires from other teacher preparation programs?	100%		96%		100%	

Examples of Stakeholder Involvement – AY 2020 – 2021

Our Department of Education believes that strong partnerships with P-12 school systems are critical in preparing future educators and require mutual and reciprocal relations. The following are examples of some of the ways we partnered with P-12 school systems in academic year 2020-2021:

- Collaboration with field sites on Mentor Teacher Selection
- Partnership MOUs
- Principal Distribution of the Vermont Educator Preparation Survey
- New Partner Survey Results – Experimental Remote Field Placement Fall 2020

Mentor Teacher Selection

Our Director of Community Collaboration and Director of Educator Licensure work closely with Vermont principals to match candidates with mentor teachers for student teaching internship placements. 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, especially teachers who have not previously served as mentors, is very important in our selection process.** 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 are kept and reviewed for future placements, demographics and DEIJ relevant indicators are also considered in selection and retention.

Partnership Memorandum of Understanding

The University of Vermont enters into a formal agreement with every school system where are candidates learn through “field experiences” (i.e., practica and student teaching). The Memorandum of Understanding (MOU) clearly states 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 2021 – June 2024.

Principal Distribution of the Vermont Educator Preparation Survey

In addition to collaborating with us on field placements, we partner with our P-12 stakeholders to collect and disseminate information. One example of this is our Spring [2021 Vermont Educator Preparation Survey](#). In order to reach as many Vermont teachers as possible, many principals worked with us to distribute the survey link to their faculty. In turn, we have made the full survey report available on our website.

New Partner Survey Results – Experimental Remote Field Placement Fall 2020

We also invite our P-12 partners to reflect with us on what is working well and how we can improve educator preparation experiences for both candidates and mentor teachers. The shift in fall 2020 to more remote instruction (due to the Covid pandemic) by both P-12 schools and the University of Vermont was an opportunity to develop a new partnership for candidate practicum experiences with a supervisory union geographically distant from our campus. Working closely with administrators, we placed 94 elementary education candidates with 30 mentor teachers. The experiences and interactions were virtual. Results of a survey of these mentor teachers and candidates at the end of the fall semester indicate most felt this pilot experience was valuable, and also that learning how to mentor in a virtual setting during a pandemic was challenging. Our Director of Community Collaboration led a discussion of the survey results and next steps with school leaders and department faculty. One of the slides used to share the survey results is included below. Feedback from this new collaboration helped us check our assumptions about the clarity of communications around expectations for university supervisors and field-based mentors and will be used as we develop a new mentor training webinar.

Partial Results of Fall 2020 Survey – Experimental Remote Field Placement

What parts of the collaboration were most valuable to you?

Partner Faculty Member Responses

- Allowing students to experience another teaching style
- Students enjoyed interacting with the UVM students
- Watching the UVM students growth and ability to teach lessons by the end of the semester
- The UVM students were able to conduct small groups, freeing up the teacher to work with other groups of students
- Working with the UVM students and providing them with support on their journey to become teachers
- The importance of giving future teachers classroom experience, even in a virtual setting
- The UVM student's willingness to learn

UVM Student Responses

- Working with and interacting with students
- Communication with UVM advisors
- Getting a push to teach more lessons
- Learning how to effectively communicate
- Learning to put others needs before my own
- Getting assistance with lesson planning
- Observing teachers working in a remote setting and how they are handling it
- Relationship with my mentor teacher
- Emphasis on technology
- Learning how to manage behaviors virtually
- Creating meaningful connections with the students
- Learning the challenges of navigating special education services virtually
- The passion of educators to provide a quality education, even during challenging times