



**University of Vermont (UVM) Department of Education  
2024 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, 2021-2022, and 2022-2023 academic years we were only able to engage one or two completers. Across the six years of the study, 34 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 (2018-2023)  
N=34**

Endorsement Area	Number of Study Participants
Art	-
Early Childhood	-
Early Childhood Special Education	2
Elementary Education	6
Middle Grades	7
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 five 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 2.7 to 3.8. 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 (3.3 and 2.7). Frequencies and means for each dimension are presented in the tables below. Ratings for 24 (70%) of the participants met the expectation that rubric ratings be primarily advanced (4's). Twenty (58%) participants met the expectation of no ratings at developing (2's) or underdeveloped (1's).

Across the board, alumnx 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 (2018-2023)**

Dimension	Frequencies				Mean
	1 Undeveloped	2 Developing	3 Target	4 Advanced	
Developmentally Appropriate & Challenging	0	0	11	22	3.7
Inclusive with High Expectations for Diverse Learners	0	0	14	19	3.6
Discipline Appropriate, Accessible and Meaningful	0	0	9	24	3.7
Multiple Assessment Methods Aligned with Objectives and Standards	0	0	13	20	3.6
Rigorous Learning Objectives Based on Content Standards	0	0	13	20	3.6
Rigorous Standards to Focus Instruction	0	0	17	16	3.5
Technology, Instructional Materials, & Curricular Resources	0	0	16	15	3.3

**Classroom Practice  
Aggregated Data from Five Annual Studies (2018-2023)**

Dimension	Frequencies				Mean
	1 Undeveloped	2 Developing	3 Target	4 Advanced	
Differentiation & Modifications Based	0	1	8	25	3.8
Positive Learning Environment for Active, Collaborative Learning	0	2	7	25	3.8
Concept Connections, Questioning, and Perspectives for Higher Order Critical Thinking	0	2	16	16	3.5
Variety of Instructional Strategies	0	0	9	25	3.8
Technology Use	0	14	15	4	2.7
Multiple Assessment Methods to Engage Learners in their Growth	0	0	13	21	3.7
Monitors Student Progress & Data Use for Instructional Decisions	0	0	11	23	3.8
Classroom Routines & Effective Communication Strategies	0	3	8	23	3.7
Transition Monitoring to Encourage Active Participation	0	3	11	20	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, 2021-2022, and 2022-2023 academic years we were only able to engage one or two completers. Across the five years of the study, 34 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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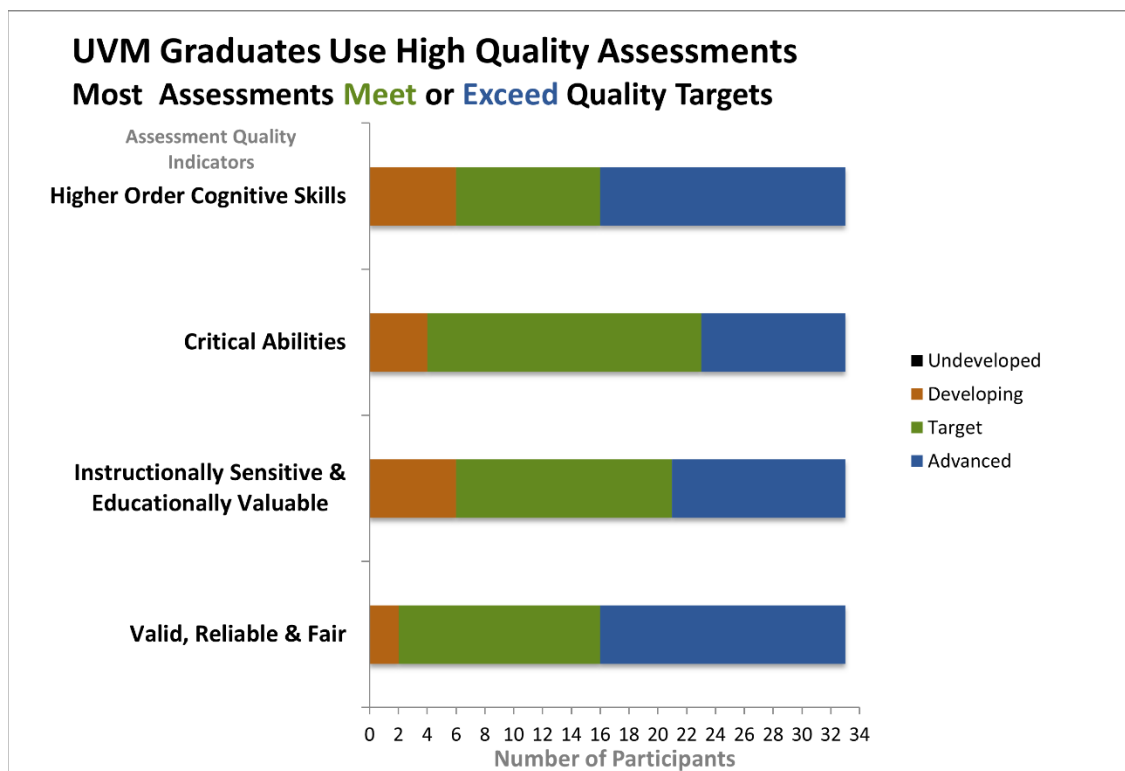
### What is the quality of the assessments shared by study participants?

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 the chart 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 exceeded the target on all four dimensions.

Aggregated Data from Five Annual Studies (2018-2023)



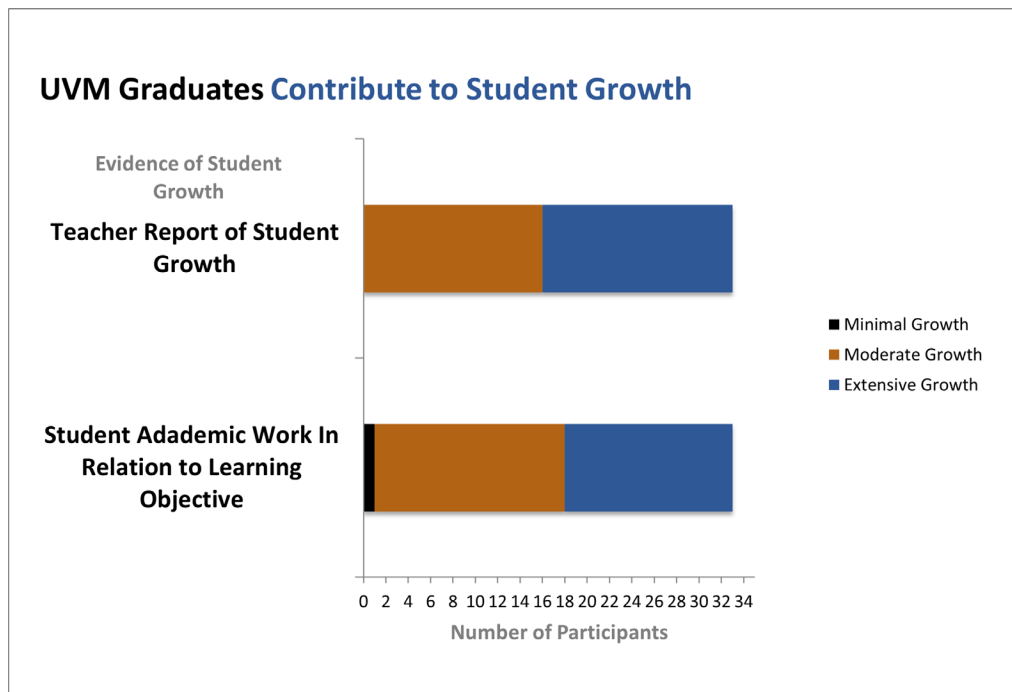
**What impact do completers have on student learning growth?**

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 12 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 (2018-2023)**



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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. We have 16 responses to this question on our 2023 survey. Most indicate 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 2023 survey are included below.

*I can differentiate, prepare, and provide instruction that is engaging and inclusive.*

*My biggest impact comes from the relationships I establish with the students in the classroom.*

*My ability to impact student learning starts with the relationships that I build with students and helping them to see the connections between what we learn in school and the real world. I feel strongly about the skills that I have to connect with all students and help them to see me as a support in the classroom. As a special educator, I create IEPs that directly impact what a child's goals will be for the year, and then utilize the skills I have to help engage those students with the material. I feel strongly that I have been able to engage students with the learning in fun ways that get them interacting with one another, as well as using critical thinking skills. Lastly, I have high expectations for ALL students and when given the right supports they can all succeed in the classroom. My ability to communicate this to students is very impactful to the learning that is done.*

*I have a great ability to build relationships with my students, and I use those relationships to hold the respect and attention of my students while I teach. As the year has gone on, my classroom management has shifted from mostly reactionary to nearly all proactive.... This classroom environment built on mutual respect allows for great access to learning for all of my students. I see them making connections and feeling comfortable enough in class to share them and work through their ideas as a group. Students are even regularly recalling information that I taught at the beginning of the year to make these connections. My students have a stronger connection to the world around them and can feel the impact of their learning through their understanding of the science in it all.*

*I have an enormous impact on student learning in my school. I utilize SEL practices to prepare students for learning, and keep an energetic and fast paced environment that allows students to grow and flourish in my classroom. Students are able to engage with material in multiple ways and have easy access to resources in my classroom and online.*

*I feel as though I am able to positively impact my students. I do this by establishing safe, friendly environments, and strong relationships with my students, which allow them to feel comfortable being themselves. This also allows students to access their learning in a comfortable, settled position. I gather much data that informs my decision making process for intervention.*

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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 on survey respondents teaching in Vermont who completed one of our programs in 2016, 2017, or 2018. Below is a summary of findings from those 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.*