



**University of Vermont (UVM) Department of Education
2024 Annual Report - Council for the Accreditation of Educator Preparation
Standard Tw1.61.15d Pandar sections:**

1. Indicators of Teaching Effectiveness
2. Impact on P-12 Student Learning and Development
3. Alumx Survey Results

Completer Teaching Effectiveness

We gather information about the teaching practices of our alumx 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 about how we collect and

[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 observation (triplesure program) 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 budget for programs that 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



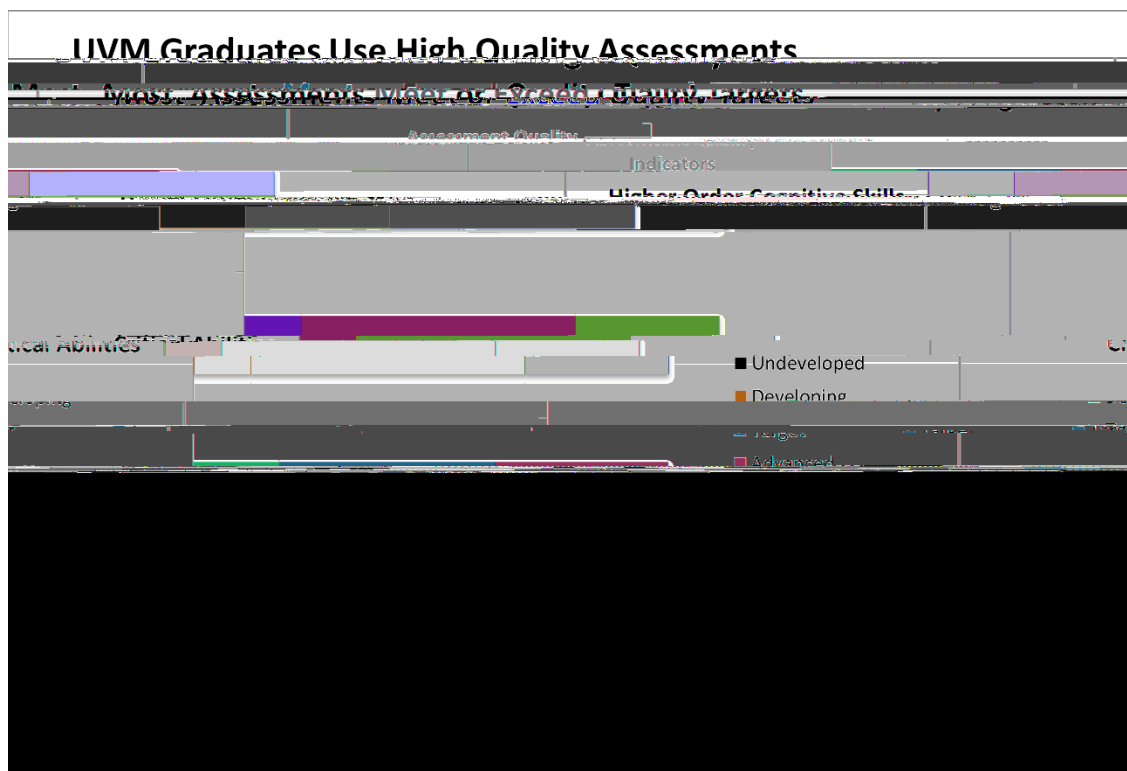
What is the quality of the assessments shared by study participants?

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) BDC /TT2 120.50 (t)2 (a)-MC 2 Tw -322 1 (

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.