ROPA Report

Middlebury Language Schools Modern and Classical Languages Postbac Program
Institutional Portfolio
July 16, 2024

The Vermont Standards Board for Professional Educators (VSBPE) authorized a team to conduct a review of Middlebury Language Schools' Modern Languages Program on July 16th, 2024. The review team members were Ellen Emery, Kate Fay, Matt Foster, Steven Berbeco, and Ellen Cairns.

The ROPA Review Team wishes to thank Thor Sawin and Mairead Harris for their work in developing this program and shepherding it through the ROPA review. The Institutional Portfolio (IP) was clear and easy for the team to follow. The team appreciated your honest self-assessment throughout the IP, as well as your thorough responses to the team's questions prior to and during the visit.

Summary:
In our report, we included evidence that was submitted that we found relevant to the indicator. There may have been other evidence submitted than what we listed in the report. However, if we did not find the evidence provided to be relevant, we did not list it here.

During the visit, the team had the opportunity to interview the Associate Dean of Admissions, the Acting Dean of the Language Schools, the Admissions Systems Specialist, the Director and Assistant Director of one of the language schools and MA program, the Associate Provost for Digital Learning, the Director of Digital Pedagogy and Media, the Associate Registrar for the Schools, two professors who will be teaching in the online pedagogy portion of the program, and the program directors, who are the Associate Dean of Language Schools and the Associate Director of and Lecturer in the Chinese School. We also enjoyed lunch with four directors of existing teaching-focused Masters Language Schools.

When we write below that an interviewee said something, our words are not usually an exact quote, although sometimes they may be. We sometimes edited or paraphrased slightly for clarity and brevity.

The program as presented is geared towards people seeking initial educator licensure. Middlebury might also consider offering a modified program for already-licensed educators who want to add the Modern and Classical endorsement. With your approval for this program, it would not be a heavy lift to adapt the program to offer that recommendation as well, if you find there is a market for it.

Programs	Approval Recommendation
Modern and Classical Language Endorsement in Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Korean, and Spanish	Two-Year Conditional Approval

ROPA Approval Standards Summary

Standard	Title	Rating
1	Content Knowledge, Pedagogy, and Professional Dispositions	Satisfactory
2	Systems of Assessment	Partial
3	Field Experiences	Partial
4	Resources and Practices	Satisfactory
5	Diversity, Equity, and Inclusion Practices	Satisfactory

Stipulations: None

Standard 1--Content Knowledge, Pedagogy, and Professional Dispositions
Provider ensures that candidates have the necessary content and pedagogical knowledge to help all students learn and to create learning experiences that make the discipline accessible and meaningful for learners.

Overall Rating for Standard I:
☐ Exemplary Evidence (E) ☒ Satisfactory Evidence (S) ☐ Partial Evidence (P) ☐ Minimal Evidence (M)

ACRONYMS USED: IP - INSTITUTIONAL PORTFOLIO VLP - VERMONT LICENSURE PORTFOLIO

Indicators	Evidence	Rating
1.1 Candidates have the necessary content and pedagogical knowledge and understanding of learner development and differences to meet the Core Teaching Standards as evidenced by the successful completion of the Vermont Licensure Portfolio.	**From the I.P.:** ● [Curriculum Map: Candidate Portfolio Artifacts by Course & Standard](#) with mostly asynchronous online courses ● [Learner Development Syllabus](#) ● Completed Transcript Review Worksheet aligning all competencies with courses ● Former MA Candidate's Peer Review Portfolio ● Syllabi **From Interviews:** Associate Dean of Language Schools said: ● Candidates will create VLP portfolio artifacts as final assessment in the pedagogy classes. Prototype google drive for candidates to use for VLP creation. ● VLP assessment - Seven standards would be reviewed during the courses and the Student Teaching instructor would assess the final 3 standards. Associate Dean and a designated member of the Language Schools Licensure Program staff would be second readers. Every year faculty will be trained for reliability of scoring VLP. ● Summer faculty will grade artifacts but won't be official scorers. ● Still determining final assignments/artifacts (see required evidence of Part II) Faculty members said: ● When asked about if and how they will work with candidates on their VLPs: Looking at sample syllabus, language assessments. Key terms- reliability, validity… key concepts from ACTFL. Assessment as a funnel- larger down to a question a teacher might ask in a classroom to assess student learning. Large scale standardized assessment, moving to unit	S

	level summative, then to integrative performance standards- 5 Cs - then formative assessment for keeping tabs on student learning and making adjustments, then bias, peer-review and peer-learning, final project artifact to share what they've learned with their classmates. ● Diverse ability/adaptations? Need to look at that a bit more but will integrate if necessary. ● Syllabus was a collaboration. Looks at types of assessments such as VLP, project-based design. How to teach and learn in asynchronous courses - 7 weeks, once course at a time (see outline). ● All the standards of professional practice- INTASC… - point out planning and assessment- he sees them as synonyms- integral part of the assessment course.	
1.2.1 Candidates demonstrate the use of technology to instruct and assess learners and to improve student outcomes. **1.2.2** Candidates demonstrate the ability to guide learners to use technology in safe, appropriate, and effective ways.	**From the I.P.:** Technology for the Secondary World Language Classroom **From Interviews:** Faculty members said: ● Performance based - integrating technology- the WHY do we use it. His indicator will be that they can do it- but how will he know they can do it with their students? They will need to integrate that into the syllabus. Often embedded into school policies. Defining best tech for their audience. ● In a faux beginner class a team member attended, technology was used to instruct and assess (Kahoot). The candidates in this program will be working as TAs in the faux beginner courses.	S

1.3 Candidates demonstrate the ability to engage students and involve adults in the planning, assessment, and reflection required to identify developmentally appropriate personalized learning goals.	**From the I.P.:** Assessment for Secondary Language Classroom Secondary Student Teaching & Portfolio Syllabus Assessment for Secondary Language Classroom Learner Development Syllabus **From Interviews:** Not addressed.	P
1.4 Candidates demonstrate the ability to nurture, maintain, and restore relationships with students so that they can recognize and respond to those who have been impacted by adverse life experiences and help them develop resiliency.	**From the IP:** Teaching the Whole Classroom Syllabus Draft Cornelius Minor text, proactive classroom management, welcoming learning environments, **From Interviews:** Not addressed.	P

Commendations:

- Strong inputs on how you will be working with students in relation to technology in the classroom.

Concerns:

- How will you know that candidates can engage *their* students in using technology in safe, appropriate, and effective ways? That will need to be integrated into the syllabus. (1.2.2)

- How will personalized learning structures that are specific to Vermont be taught and supported when students are placed around the country? (1.3)

- How will you know that your candidates can nurture, maintain, and restore relationships with students so that they can recognize and respond to those who have been impacted by adverse life experiences and help them develop resiliency? How will candidates demonstrate that ability? (1.4)

Considerations for Further Program Development:

- Consider allowing candidates to finish their VLP during second spring semester when they will likely have more time.

- Consider using a language acquisition text (Common Ground, for example).

STANDARD II: Systems of Assessment

Provider uses valid and reliable methods to systematically evaluate candidates' knowledge and performance competencies, to monitor candidates' progress, and to acquire data that is used in making programmatic improvements.

Overall Rating for Standard II:
☐ Exemplary Evidence (EE)   ☐ Satisfactory Evidence (SE)   ☒ Partial Evidence (PE)   ☐ Minimal Evidence (ME)

Indicators	*Evidence*	*Rating*

2.1 Programs use reliable, valid, and continuous assessment measures to evaluate candidates' knowledge and performance competencies in relation to the Vermont Core Teaching and/or Core Leadership Standards as well as to the endorsement requirements.	**From the I.P.:** No valid evidence. They will be designing specific artifacts that candidates will create as evidence to be used in their licensure portfolios. **From Interviews:** Associate Dean of Admissions said: ● There will be a coordinator specifically for this program who is well-versed in the specific requirements for the MAT pathway. This person will be the one shepherding the students through the program. ● Program assesses language competency for admission to the program through a combination of written and verbal tests (interviews with program faculty). ● For the MAT program, students will take Praxis II at the end of the first summer for those languages that need it. Program requirements are higher than VT standards; they have certified OPI testers for those languages that need it. ● VLP will be used throughout all four pedagogy courses. Associate Dean of Language Schools said: ● When asked how they assess dispositions: Coming through the admissions conversations and recommendations that they have to provide. Should we ask for a specific recommendation(s) speaking to dispositions? Or have that assessed in ST experience- but how does that work for those who are already teachers of record? ● Have the VLP as summative assessment but formative not yet developed ● As they are going through the program, they will have one or more specific artifacts created through each course that will be evaluated using the appropriate rubrics, for summer courses, artifacts are narrowed down by specific PC.	P

	- Focus on standards 4 and 5 during summer courses and giving instructors just the specific criteria for the one artifact created in their course, the narrative etc will be added during academic year rather than being written completely in english during the summer immersive component, artifact itself is assessed during summer courses and then rational etc happens during english speaking component - Teaching the whole classroom standard 2 and 3, 2 major assignment, lesson plan demonstrating inclusive practices, adapting a lesson plan to two different contexts - Backwards design approach Faculty members said: - In the assessment course, primary assessments are real-life performance tasks. These are all things teachers need to do in real life- giving a valid, reliable view. Evaluation that incorporates student voices- what did they think? Course eval. Informative formative assessments- variety of data techniques.	
2.2 Programs ensure that candidates are knowledgeable about the program's assessment system, including its policies and criteria for entrance to the program, continuing in the program, entrance to student teaching, and successful completion of the program. Candidates should be knowledgeable about the Core Teaching Standards, Educator Quality Standards, and all licensure requirements.	**From the I.P.:** Draft of new Master of Arts in Teaching section for Language Schools Handbook Draft of Candidate Facing Website - Information to be Included Licensure for K-12 World Language Teachers License Transferability & Reciprocity Admissions and satisfactory progress tracking **From Interviews:** Associate Dean said: We make it as clear as possible on the website, then there is the admitted student website, linked in the letter from the dean	S

- ○ Website has logistics, what you need to be successful academically, almost too much information all laid out and always adjusted to make it as helpful as possible.
  - ○ Role of assistant director through the admission process, once students have been admitted, in summer and academic year, AD is outreach person for each student and is tracking their progress and the courses they need.
  - ○ On the summer side students also interact with associate directors in order to figure out what courses they need for completion, aspect of mentoring and direction for graduate students from associate directors.
- ● MAT would be outlined very clearly under an MAT page in each language school
  - ○ Guidelines for students to graduate linked in PDF form
  - ○ There is a handbook online that very clearly outlines policies and there will be MATL section added
- ● There will be two support people to help the MAT students. They have experience with this model in their established Modern Language PhD program.

Assistant Director (AD) of one of the MA programs said:

- ● The ADs are the primary point of contact during admissions, applicants might communicate with her prior to applying- she helps with the application process, financial aid… Once an application is submitted, there's a specific process she guides them through- recommendation letters, transcripts for all post-secondary, instructions for completing online placement assessment. Interfaces with them a lot during the process. Application language assessment is a timed assessment- they choose when to take it- it's 5 hours so a big commitment. Once they have completed assessment- graded portion and essay- essays evaluated. If they have the required level for admission, she connects them with the director, who evaluates oral level, then they move to the admissions stage. She then maintains contact to guide them through steps for enrollment- course registration… One

| | additional pathway (MAT) would be added to the current options. These will be the same steps for the MAT program.

The Language School Director said:

● She spends at least 45 mins on zoom with each candidate prior to admission- oral eval, outlining all of the requirements.
● If someone was determined not to be a good fit for the profession, they could potentially get an MA in the language, not MAT.
● Have career counseling to guide them to other careers they could get with the MAT- would have MAT but not license recommendation.
● Might also create an on-ramp after the first summer to capture MA candidates who want to enter the MAT program. A lot of flexibility among programs now.

Associate Registrar for the Language Schools said:

● Academic progress is clearly prescribed.
● How do students know what is expected of them - Outlined in the landing page website for each of the programs
    ○ There is a handbook online that very clearly outlines policies and there will be MATL section added
● Grade of B- or better in order to count towards degree
● Grades for summer programs are due the last day of class so students know where they stand. | |

2.3 Programs regularly and systematically use data from assessment measures to inform programmatic decisions. These assessments must include surveys of recent graduates and employers who hire them as teachers.	**From the I.P.:** ● Students fill out course evaluations at the end of each course. These forms are sent to the faculty member as well as the director of the school (for Language School classes) and the Associate Dean for Curriculum for the multi-language online classes. The faculty receive the reports about the effectiveness of the course itself, and then of the individual instructor. Faculty members in each level get feedback from their level coordinators, and also may have one-on-one debriefing sessions at the end of each summer with the language school Director and Associate Director. The Dean of the Language Schools also visits each of the schools faculty without that school's leadership present, to give an opportunity for faculty to give feedback directly to the School Dean. ● [Summer 2020 Course Evals.pdf](#) **From Interviews:** ● Weekly director meetings, annual retreats, faculty meetings ● Where the new Assistant Director of MAT role comes in - consistent thread throughout the program. ● Admit for summer of 2025- will have to hear from candidates, cooperating teachers- major review after initial cohort. Have student course evals- more instructive to hear from professors. Associate Provost for Digital Learning and Director of Digital Pedagogy and Media said: ● Patterns and trends can be identified through our directors who see these through their interactions and then are brought to our leadership team.	P

2.4 Programs have made measurable progress toward meeting a majority of the goals from their Continuous Improvement Plan, addressing the concerns noted in previous ROPA evaluations, and addressing licensure rule and policy changes as documented in their Annual Reports	**From the I.P.:** Not applicable **From Interviews:**	N/A

Commendations:

- Assistant Director consistent through-line from admissions to continued support for candidates.
- Strong evidence that candidates will have clear expectations and guidance of how to successfully complete the program.

Concerns:

- Need to develop a comprehensive assessment plan throughout the four courses. (2.1)
- Need to ensure VLP artifacts are assessed by reliable raters throughout the program. (2.1)
- Teaching of EQS not explicitly detailed. (2.2)
- Need a process for reviewing assessment data to inform programmatic decisions. (2.3)

Considerations for Further Program Development:

- Consider creating a professional learning community in which the program directors and others would engage in a process to use assessment data to inform future program planning.
- Consider adding checklists in Salesforce to track progress on requirements throughout the program.

STANDARD III: Field Experiences

Provider and its collaborative partners collaborate to ensure high-quality field experiences where candidates demonstrate effective teaching and take responsibility for student learning.

Overall Rating for Standard III:

☐ Exemplary Evidence (EE)   ☐ Satisfactory Evidence (SE)   ☒ Partial Evidence (PE)   ☐ Minimal Evidence (ME)

Indicators	Evidence	Rating
3.1 – Programs collaborate with their field partners to design, implement, and evaluate field experiences to ensure that candidates demonstrate effective teaching and support every student in meeting rigorous learning goals.	**From the I.P.:** ● Draft Handbook for Student Teaching ● Collaboration with field sitesPlanning Document ● portfolio template.jpegto share with field partners ● Data on extensive alumni network with whom to potentially place student teachers **From Interviews:** Assistant Dean said: ● Teaching placements for teachers who are already working - they would have a supervisor in their school who would work closely with the instructor for the student teaching course which would be a synchronous online course. ● Three-way relationship between candidate, course instructor and local supervisor.	P

3.2 Programs collaborate with their field partners to ensure that candidates are aware of and adhere to the expectations of the profession as well as the relevant laws and policies, including those related to flexible pathways, personalized learning plans, and proficiency-based learning.	**From the I.P.:** Secondary Student Teaching & Portfolio Syllabus - instructor not yet identified but will be a licensed VT educator familiar with Vermont laws and policies. **From Interviews:** We discussed the challenges of collaborating with field partners who may be in other states. No additional evidence provided.	P
3.3 Programs, with their field partners, ensure that candidates participate in systemic collaboration with special educators, related service providers, and specialists to assume shared responsibility for supporting all students.	**From the I.P.:** Secondary Student Teaching & Portfolio Syllabus **From Interviews:** We discussed the challenges of collaborating with field partners who may be in other states. No additional evidence provided.	P

3.4 Candidates complete a sequence of high-quality field experiences that include a diversity of educational settings and educators which represent the range of grade levels, content, and requirements of the endorsement.	**From the I.P.:** [Teaching Practicum Plans - Midd MA Licensure](#)- has some good ideas for flexible ways to ensure all candidates get a range of practicum opportunities. **From Interviews:** Associate Dean said: ● MAT Students would work as TAs in the false beginner language classrooms at Middlebury as part of the immersion program.	P

Commendations:

- List of Alumni teaching in secondary schools is impressive and will be a wonderful resource for this program.

Concerns:

- Need to do more planning for collaboration with field sites- since you will have student teachers all over the country, you won't have the opportunity to build deep relationships so the information for mentor teachers needs to be readily available right out of the box. Evidence for diversity of experience in a variety of educational settings. (3.1 and really all of standard 3)
- Need processes and procedures in place to ensure candidates are aware of and adhere to the expectations of the profession as well as the relevant laws and policies, including those related to flexible pathways, personalized learning plans, and proficiency-based learning, and that this is reinforced during their field placements. (3.2)
- Cooperating teachers can not also serve as supervisors. (Per Rule 5924.3 A: supervision shall be provided by qualified faculty from the teacher preparation program's staff including adjunct faculty. An individual shall not serve simultaneously as the cooperating Educator and the supervisor from the institution's faculty).
- Need processes and procedures in place to ensure candidates participate in systemic collaboration with special educators, related service providers, and specialists to assume shared responsibility for supporting all students. (3.3)
- Need processes and procedures in place to ensure candidates complete a sequence of high-quality field experiences that include a diversity of educational settings and educators which represent the range of grade levels, content, and requirements of the

endorsement. (3.4) (As you are only planning on recommending candidates at the high school level, this is less of a concern, but should be considered as you plan field experiences)

Considerations for Further Program Development:

- Candidates should be approaching administrators first to secure field experiences, not the cooperating teachers.
- Consider various methods for collaboration with mentor teachers including webinars, self-paced modules, sharing rubrics, zoom meetings…
- Consider having a host school agreement, mentor teacher agreement and mentor "application," as well as monthly checklists for candidates and mentors,
- Consider requiring some practicum hours in a 7-8 classroom as that is a very different placement than the higher levels at a high school.

STANDARD IV: Resources and Practices

Provider ensures that programs and candidates have the resources to meet Vermont's Core Teaching and/or Core Leadership Standards as well as the endorsement requirements.

Overall Rating for Standard IV:
☐ Exemplary Evidence (EE)   ☒ Satisfactory Evidence (SE)   ☐ Partial Evidence (PE)   ☐ Minimal Evidence (ME*)*

Indicators	Evidence	Rating
4.1 Provider's policies and resources support faculty in scholarship, service, and teaching as well as in their efforts to collaborate with colleagues across the institution and in the field.	**From the I.P.:** ● [Opportunities for funding for professional development](#) ● Information on workshops offered for summer faculty ● DLINQ- Office of Digital Learning and Inquiry- provides technical assistance ● Weekly Applied Linguistics circle brings together language faculty with an interest in research on language learning. **From Interviews:** Acting Dean of Language Schools said: ● Faculty that will be teaching the program are faculty that already work at Middlebury, can apply through all Middlebury avenues for professional development ● For the summer, traditionally those faculty have fallen through the cracks in terms of PD. Associate Dean's role is to continue to offer PD to these folks throughout the year, offer multi-summer contracts which would motivate program to better support development of those faculty. ● For the summer, traditionally those faculty have fallen through the cracks in terms of PD, Thor's role is to continue to offer PD to these folks throughout the year, offer multi summer contracts which would motivate program to better support development of those faculty Faculty said: ● Talked about systems in place for professors and program leads to meet and reflect-the normal model would be faculty meetings but don't have that in place with this model. Jason teaches in online MATESOL program- check in with each other on progress students are making, giving each other feedback on how to support those students.	S

	● Faculty have the experience and ability to understand supporting 7-12 learners, can encourage them to continue the development of teaching techniques and developments in secondary teaching
	● Current faculty - experience varies a lot, need someone to bridge the gap between teaching higher ed and teaching k-12
	● For courses that are planned to be taught online, those teachers (hopefully- not hired yet) have much more experience teaching K-12 learners
	● Learner development - hoping for a teacher from the teacher ed program
	    ○ Student teaching - supervisors will be current or recently retired VT teachers
	    ○ Thor and Maraid working on mapping out how to link core competencies to courses in the summer
	    ○ MAT Students would work as TAs in the false beginner classrooms as part of the immersion program
	● We have plenty of support from Midd- any time I want to go to a conference, I go- 2 per year. (ACTFL- they usually go together. Both are very active in ACTFL. Middlebury has done a ton to support that- recently went to a conference in Minneapolis.
	● Midd has put a tremendous amount of money and resources into my development as a teacher and instructor.	

4.2 Programs have the leadership, authority, budget, personnel, facilities, and technology necessary to meet approval standards and indicators.	**From the I.P.:** ● Document describing the governance structure of college and language school. ● "In the Schools however, the directors, as the only faculty member in a year-round position, have full control over the curriculum of their schools." ● " The collaboration between each Language School, and the coordination of other Middlebury resources with the language schools, is the responsibility of the Associate Dean of Curriculum." ● 4.2 Sample budget for Middlebury Language Schools Teaching Licensure Program ● Language Schools Recruiting Visits 2023-2024	E

- Narrative on the spaces on campus available for the program, including instructional libraries for each school (and each school represents a different language, I believe).
- Technology Help Desk and Summer Tech Guide

From Interviews:

Acting Dean of Language Schools said:

- The MCL program is very well supported by Middlebury, committed to the program, have changed degree offerings to meet the market
- Doesn't foresee and has not ever seen a program being started and then pulled back, shifts have been made but not necessarily reduced
- College has backed up commitment to the program financially, will also be offering financial aid ($5 million in financial aid per year for graduate students)
- Endowment has traditionally been directed at summer program, donors have approved use of graduate endowment for whole academic year
- 85% of graduate students receive 85% of costs covered by financial aid, 85% for 85% will also be extended to MAT students who can demonstrate financial needs

Associate Dean said:

- Having recurring faculty for year round courses will ensure that K-12 training can be done and supported
- Director of language school have buy in to MAT program (only 9 out of 13 have come on board), on three year contracts, often will be very consistent, hire the summer faculty for their schools, will lean on them to know who point person will be, online training during the school year to ground these folks (summer language school faculty) in the important aspects of the MAT program
- As a larger institution Middlebury is very well resourced, institutional support has been strong due to view of a viable market

	● Faculty that will be teaching the program are faculty that already work at Middlebury, can apply through all Middlebury avenues for professional development ● I've never felt under-resourced by Middlebury. Associate Provost for Digital Learning and Director of Digital Pedagogy and Media said: ● Connecting what we do academically and the tech support for those programs. Programs have different needs and we want the digital aspects and support to be available and aligned. I work with the provosts to make sure we have what we need in place. ● I have a person who has a direct role and oversees a team of 5 instructional designers. They are partners with our faculty to design courses. ● Institution wide: We have a help desk for support (physical and online); we have an extra long shift to accommodate people on the west coast. The online is 23/7 availability with 2 hour turnaround. Canvas is 24/7/365 support for tier 1 and 2 support. Students anywhere at anytime can get help for CANVAS. D Link interns work out of our media lab and will sit down and are available for support here right now on campus. This is all done in English support- not language support. We try to get the new students' skill sets developed while here on campus to provide them what they need for when they leave and go home to work online.	

| 4.3 Provider and programs recruit, admit, support, and retain candidates, faculty, and cooperating teachers from diverse backgrounds. | **From the I.P.:**
● Information on financial aid options (see links in 4.2 in IP)
● Information on Middlebury's DEI Office
● Email from college president affirming strategies for recruiting a diverse community
● College-wide DEI initiatives
● Language Schools Recruiting Visits 2023-2024
● Inclusive Design Resources from the Center for Teaching, Learning, and Research
● Disability Resource Center
● Civil Rights and Title IX Office provides support and training
● Mental health/counseling services
● Demographics of Middlebury Language Schools

From Interviews:

The team met a diverse array of faculty and enjoyed speaking with them over lunch.

Program administrators said (see statements from above):
● Much of the evidence showing the resources from 4.2 is also applicable here, as it shows how diverse candidates are supported.
● Will be diverse cooperating teachers since throughout the country
● Academic year online helps to support a more diverse candidate pool and then at Middlebury for 6 weeks in the summers. Balance between benefit of language school immersion and ease of online access
● Might also create an on-ramp after the first summer to capture MA candidates who want to enter the MAT program. A lot of flexibility among programs now. | E |

4.4 Provider demonstrates continuous collaboration with their local educational community to ensure a sustained, responsive relationship for their mutual benefit.	**From the I.P.:** ● Planning a post-licensure counseling and mentorship Professional Learning Network to support new language completers (more info under 4.3 in IP**)** ● They listed a lot of other things that I don't consider valid for this indicator - most candidates are not local and will just be in VT for the summers **From Interviews:** Not addressed.	P

Commendations:

- The program is well-resourced and supported financially.
- The program recruits, admits, supports, and retains candidates, faculty, and cooperating teachers from diverse backgrounds.

Concerns:

- It is understandable that the program has not yet developed a plan for collaboration with the local educational community, especially as much of this program is in session during the summer. It may be that indicator 4.4 should be deemed not applicable to this program; however, if you can find a way to collaborate with the local educational community, that would be wonderful. If not, perhaps a system to show how your candidates are benefiting their local educational communities in the states where they are doing their student teaching could also suffice.

Considerations for Further Program Development:

- Consider summer language camps for the community. (4.4)
- Consider ways to give mentor teachers access to Middlebury programs and online courses. (fits both Standard 3- collaboration with field partners, as well as indicator 4.4)

Standard 5: Diversity, Equity, and Inclusion Practices

Provider ensures that candidates understand and demonstrate professional responsibility as it relates to issues of equity and inclusion.

Overall Rating for Standard V:
☐ Exemplary Evidence (EE)   ☒ Satisfactory Evidence (SE)   ☐ Partial Evidence (PE)   ☐ Minimal Evidence (ME*)*

Indicators	*Evidence*	*Rating*
5.1 Candidates create welcoming learning environments that are inclusive of all students.	**From the IP:** ● Teaching the Whole Classroom syllabus- learning outcome: Know how to foster an inclusive, welcoming learning environment for all learners ● Convocation Video ● DEI Accomplishments Brainstorm ○ shows great breadth of work but I would be interested to see if there is a systematic plan for supporting welcoming and inclusion, mission statement would be a good thing to link here, what about the hiring	S

	procedures in place to ensure faculty are diverse and focused on creating equitable classrooms that teach DEI concepts throughout? **From Interviews:** ● Modeling from summer courses ● Embedded in structure and material of courses, modeled by course instructors ● Co/extra-curricular offerings for summer students	

5.2 Candidates are aware of and reflect on their own biases and of how implicit biases affect them as educators. They have learned techniques for mitigating the effects of biases on their teaching practice.	**From the I.P.:**
	● Teaching the Whole Classroom Syllabus
	● Action Plan for Anti-Racism, DIversity, Equity and Inclusion
	  ○ This would fit well with the above standard as well
	  ○ How do candidates within this specific college utilize and exemplify this work?
	
	From Interviews:
	
	Not addressed
		S

5.3 Candidates have learned techniques for addressing prejudice, cultural bias, and oppression in teaching materials, educational practices, and learning communities to ensure equitable access to meaningful learning opportunities.	**From the I.P.:** ● Teaching the Whole Classroom Syllabus ● Coures descriptions culturally competent pedagogy ● DEI Accomplishments Brainstorm **From Interviews:** Not addressed	P
5.4 Candidates have learned	**From the I.P.:**	S

techniques to engage students in critical thinking across the curriculum regarding the history, contributions, and perspectives of historically marginalized populations and the systems that created them.	● [Course Descriptions History and Society](#) ● [DEI Accomplishments Brainstorm](#) **From Interviews:** Not addressed	
5.5 Candidates demonstrate and communicate a commitment to equity and learner-centered, personalized approaches.	**From the I.P.:** ● [Standard 2 Evidence](#) **From Interviews:** Not addressed	P

Commendations:

- Overall as an institution, Middlebury shows dedication to equity-centered practices.

Concerns:

- Need to create or clarify the teaching and assessment that will show that your candidates have learned techniques for addressing prejudice, cultural bias, and oppression in teaching materials, educational practices, and learning communities.
- Need to create or clarify the assessment that will show that your candidates demonstrate and communicate a commitment to equity and learner-centered, personalized approaches.

Considerations for Further Program Development:

- Writing prompts as part of an assignment could provide evidence for the two concerns above, although you can certainly craft more creative options if you prefer.