

## Middlebury Language Schools MA in Teaching Modern Language

Overview: Two summers in residence at Middlebury + five asynchronous courses during the academic year, four in between the summer sessions and one after the completion of the second summer.

Languages offered: French, Spanish, German, Arabic, Italian, Japanese, Chinese, Korean, Hebrew

Term	<p><b>Summer 1:</b></p> <p>In person residential intensive</p> <p>Courses taken in target language</p> <p>(X = target language)</p>	<p><b>Fall 1:</b> Asynchronous online courses</p> <p>One course at a time, each for ½ term</p> <p>Courses taken in English, students from all language tracks together</p>		<p><b>Spring:</b> Asynchronous online courses</p> <p>One course at a time, each for ½ term</p> <p>Courses taken in English, students from all language tracks together</p>		<p><b>Summer 2:</b></p> <p>In person residential intensive</p> <p>Courses taken in target language</p>	<p><b>Fall 2:</b></p> <p>Online with in-person collaboration with mentor teacher &amp; synchronous cohort meetings</p> <p>Course taken in English, students from all language tracks together</p>																				
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This model combines a strong foundation in language-specific content knowledge and pedagogy with robust coursework in English that is “language-agnostic,” or applicable to students who are teaching any language in the K-12 context. The two summers of in-person intensive coursework in the target language build on the foundation of our existing MA programs in the Language Schools, which is based in the language immersion environment created with the Language Pledge. The in-language courses taught in each language will be run in parallel, with each language school offering its own version of those courses — for example, the school of Chinese would offer “Intro to Teaching Chinese as a Foreign Language” taught in Chinese, and the school of Hebrew would offer “Intro to Teaching Hebrew as a Foreign Language” in Hebrew.

The online courses in the fall and spring semester build on the foundation Middlebury has in offering teacher training courses through the Middlebury Institute of International Studies at Monterey, a masters-only campus of Middlebury, which has been offering online asynchronous coursework since 2018 and developed considerable expertise in the design and delivery of online, asynchronous coursework. These courses would be taught in English, and students from across the different languages offered would enroll together in those courses.

Below is an outline showing how we plan to address the Vermont Core Teaching and Leadership Standards and the endorsement requirements for Modern and Classical Languages across the course sequence. The summer courses taught in the target language are designed to focus more on the endorsement requirements, while the online courses taught in English are designed to focus more on the Vermont Core Teaching and Leadership Standards, although there is some overlap.

<p><b>Course Requirements</b></p>	<p><b>Modern &amp; Classical Language endorsement-specific standards are in Blue</b>  <i>Performance Criteria for the Vermont Core Teaching and Leadership Standards are in magenta</i>            Courses with white background are in-person courses            Courses with yellow background are online courses</p>
<p>2 in-language courses</p> <p>Intro to Teaching X as a Foreign Language (in-language)</p> <p>and</p>	<p><b>Standard 4: Content Knowledge and Pedagogical Content Knowledge</b> – The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) [they] teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of content.</p> <p>Performance Criterion 4.1: <b>Candidates accurately communicate central concepts of the discipline.</b></p> <p>Performance Criterion 4.2: <b>Candidates accurately address common misconceptions of the discipline.</b></p>

Pedagogical  
Grammar of X  
language

**Performance Criterion 10.2 Candidates are prepared to advance the profession through advocacy, leadership and/or action research.**

1. Knowledge Standards:

Demonstrate knowledge of the current national standards related to modern and classical languages/ASL (i.e. The 5 C's of American Council of the Teaching of Foreign Languages, American Classical League, American Sign Language Teachers Association).

1.2. The structure, phonetic system, and different socio-linguistic levels of the target language(s)

3.7. Advocates for all students to acquire foreign language skills and cultural knowledge at the earliest possible age

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.

The developmental process of second language acquisition (SLA) at the early childhood/elementary and/or middle/secondary levels

linguistic outcomes specified in current national standards (i.e. The 5 C's of American Council for the Teaching of Foreign Languages (ACTFL), American Classical League ACL, and American Sign Language Teachers Association ASLTA)

<p>2-3 courses in- language courses</p> <p>Culture/ literature/ media courses in X language</p>	<p><b>Standard 5: Application of Content</b> - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p> <p>Performance Criterion 5.1 <b>Candidates engage learners in applying perspectives from more than one discipline (e.g. math, art, social studies, ELA, etc.) in authentic contexts (such as local and global issues).</b></p> <p>1.3. The practices, products, and perspectives of the target culture(s), including a broad general foundation in the arts, history, geography, economics, and literature of the target culture(s). Cultural and linguistic outcomes specified in current national standards (i.e. The 5 C's of American Council for the Teaching of Foreign Languages (ACTFL), American Classical League ACL, and American Sign Language Teachers Association ASLTA)</p> <p>Incorporates authentic materials and media (e.g. music, art, food, film, literature, or print or online resources) in order to develop students' understanding and appreciation of the target language and its cultures' history, geographical regions, values, and customs</p> <p>Designs instruction to develop linguistic and cross-cultural competence, and interdisciplinary connections through critical thinking, problem solving and communication.</p>
<p>1-2 courses in Materials/Curriculum Design/Teaching Strategies for X language in the Language Schools</p>	<p><b>Standard 7: Planning for Instruction</b> - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p>Performance Criterion 7.1 <b>Candidates plan instruction by drawing upon knowledge of content areas to meet rigorous learning goals.</b></p> <p>Performance Criterion 7.2 <b>Candidates plan instruction by drawing upon knowledge of learners to meet rigorous learning goals.</b></p>

	<p><b>Standard 8: Instructional Strategies</b> - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.  <b>Performance Criterion 8.2 Candidates use a variety of instructional strategies to encourage learners to build skills to apply knowledge in meaningful ways.</b></p> <p>Research-based instructional methods and strategies that develop target language communication skills as they relate to the continuum of instruction and the endorsement level.</p> <p>Incorporates authentic materials and media (e.g. music, art, food, film, literature, or print or online resources) in order to develop students' understanding and appreciation of the target language and its cultures' history, geographical regions, values, and customs</p> <p>3.5. Designs a variety of learning activities that incorporate all modes of communication (interpretive, interpersonal and presentational).</p> <p>3.6. Integrates classroom curricular themes with the target language curriculum (early childhood/elementary)</p>
<p>Online Multilingual Course:  Technology in the World Language Classroom</p>	<p>Uses appropriate technologies to enhance instruction and learning.</p> <p>Incorporates authentic materials and media (e.g. music, art, food, film, literature, or print or online resources) in order to develop students' understanding and appreciation of the target language and its cultures' history, geographical regions, values, and customs</p> <p><b>PC 3.1 Candidates design learning environments that support individual learning marked by active engagement.</b></p>

<p>Online Multilingual Course:</p> <p>Assessment in the World Language Classroom</p>	<p><b>Standard 5: Application of Content</b>  The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.  PC 5.2 Candidates integrate cross-disciplinary skills (such as critical thinking, creativity, and collaborative problem solving) to help learners demonstrate their learning in unique ways.</p> <p><b>Standard 6: Assessment</b>  The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.  PC 6.1 Candidates plan and implement multiple methods of assessment over time, and use the results to inform their instructional practice.  PC 6.2 Candidates analyze an individual student’s work products over time, using multiple means of assessment, in order to adjust instruction for that student.</p> <p>PC 7.2 Candidates plan instruction by drawing upon knowledge of learners to meet rigorous learning goals.</p>
<p>Online Multilingual Course:</p> <p>Teaching Every Learner in the World Language Classroom</p>	<p><b>Standard 2: Learning Differences</b>  The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.  Performance Criterion 2.1: Candidates use an understanding of individual differences to design inclusive learning experiences.  Performance Criterion 2.2: Candidates use an understanding of diverse cultures and communities to design inclusive learning experiences.</p> <p><b>Standard 3: Learning Environments</b>  The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>

	<p>PC 3.1 Candidates design learning environments that support individual learning marked by active engagement.</p> <p>PC 3.2 Candidates design learning environments that support collaborative learning marked by positive social interaction.</p> <p><b>Standard 9: Professional Learning and Ethical Practice</b>  The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p>PC 9.2 Candidates are prepared to practice in a legal and ethical manner.</p> <p><b>Standard 8: Instructional Strategies</b>  The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p>PC 8.1 Candidates use a variety of instructional strategies to make the discipline accessible for diverse learners</p>
<p>Online Multilingual Course:</p> <p>Educational Developmental Psychology</p>	<p><b>Standard I: Learner Development</b>  The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p>PC 1.1 Candidates use an understanding of learning theory to design appropriate learning experiences.</p> <p>PC 1.2 Candidates use an understanding of developmental theory (in areas such as cognitive, linguistic, social emotional or physical) to design appropriate learning experiences.</p>

<p>Online Multilingual Course:</p> <p>Supervised Student Teaching</p>	<p>PC 1.1 Candidates use an understanding of learning theory to design appropriate learning experiences.</p> <p><b>Standard 9: Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. PC 9.1 Candidates are prepared for self-directed, continuous professional learning.</p> <p><b>Standard 10: Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. PC 10.1: Candidates are prepared to collaborate with stakeholders (such as learners, families, colleagues, other school professionals, or community members) to ensure student learning. PC 10.2 Candidates are prepared to advance the profession through advocacy, leadership and/or action research.</p>
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