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## University of Vermont Education for Cultural and Linguistic Diversity Program Two-Year Report

Directions: Complete this template to submit your Two-Year Report. A completed submission of a Two-Year Report includes the following:

- A completed template and any accompanying documents referred to (or links to online versions of them)
- A fee of \$500 (checks payable to State of Vermont)

<b>Program Name</b>	Education for Cultural and Linguistic Diversity
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### Introductory Narrative Description

The Education for Cultural and Linguistic Diversity (ECLD) program was first approved as a University Minor in 2016 and earned initial ROPA approval in 2022. It allows education majors an opportunity to seek #40 ELL endorsement via the ECLD minor and is intended to equip teacher candidates with the skills and expertise necessary to teach an increasingly culturally and linguistically diverse PreK-12 student population. The foundational course, *Language Policy Issues, Race, & Schooling*, which is a

prerequisite for all other courses in the minor, is also now required for all education majors at the university, and also fulfills a Diversity requirement at the university level.

The program has grown and developed in the past two years since initial review. We are developing a plan to increase online course offerings, especially at the graduate level, to make the curriculum more accessible to in-service teachers and nontraditional students across Vermont. Our online course instructor was the 2023 recipient of UVM's Prelock Online Teaching Award, which "recognizes superior online synchronous and asynchronous teaching, provides models of excellence for fellow faculty" ([UVM](#)). We have also adopted the following mission and vision statements:

The mission of the ECLD program is to graduate students with the reflective habits, proven practices, and cultural sensitivity to effectively engage in multilingual and culturally diverse settings. We offer UVM students a unique opportunity to grow into culturally responsive practitioners who are adept at recognizing strengths and addressing needs of multilingual individuals.

The vision of the ECLD program is to cultivate a new generation of leaders and professionals who are not only proficient in their fields but are also equipped with the cultural and linguistic sensitivity to navigate and enrich diverse communities.

## I. Program Overview

Undergraduate

Program	Delivery Model	Number of Graduates in The Last 3 Years	Number of Enrollees	Notes

## Additional Endorsement/Postbac

Program	Delivery Model	Number of Graduates in The Last 3 Years	Number of Enrollees	Notes
Education for Cultural and Linguistic Diversity	Undergraduate	6	14 (Spring 2024)	Graduates = Completed all requirements for endorsement

**Progress Addressing Concerns**

	<p><b>ROPA Standards</b></p>	<p><b>Concerns from ROPA Visit</b></p> <p><b>Note: Text should come directly from last ROPA report.</b></p>	<p><b>Action Steps Taken</b></p>	<p><b>Evidence Note: This section should consist of links to documentation. Please include any narrative in “Action Steps Taken.”</b></p>
<p><b>1</b></p>	<p><b>Content Knowledge Pedagogy and Professional Dispositions</b></p>	<p>N/A</p>		

<p><b>2</b></p>	<p><b>Systems of Assessment</b></p>	<p>A checklist and an observation rubric that are used during the practicum or student teaching can ensure that candidates have covered and been assessed on the endorsement performance standards.</p>	<p>In our ECLD3890 (ELL practicum), we employ continuous assessment measures such as classroom observations, reflective journals, and final portfolios, which are all aligned with the Vermont Core Teaching Standards and specific endorsement requirements. From the start of the semester, candidates are fully briefed about the assessment system, standards, and licensure requirements through the syllabus, practicum guidelines, observations/teaching rubrics. In addition, all assignments are made available on the online learning platform Brightspace. This ensures that students are aware of all the assignments they need to complete throughout the semester. To further enhance our assessment methods, we use a detailed observation rubric and a teaching assessment rubric that was modified from assessment tools used in the middle level and secondary education programs. This rubric assesses various competencies such as Classroom Engagement, Integration of Theory and Practice, and Cultural Competence. The tool helps with systematically evaluating the application of theoretical knowledge to practical scenarios, reflective practice, and community engagement among other aspects. The Teaching/Observation Assessment Rubric includes indicators like Content Knowledge &amp; Standard Alignment, Developmental Understanding, and Culturally Responsive Teaching, which are crucial for designing lesson plans, collaborating with mentor teachers, and effectively teaching in their placements. Each performance indicator is evaluated across a spectrum from Emerging to Proficient, providing clear criteria for assessment. Twice during the semester, the mentor teachers and course instructor use the Professional Attributes and Dispositions Assessment (a DOE common assessment for all licensure candidates) to evaluate and provide formative feedback to candidates.</p>	<p>EDLC 3890 (PRACTICUM) SYLLABUS</p> <p>ECLD TEACHING OBSERVATION ASSESSMENT</p> <p>ECLD PRACTICUM OBSERVATION RUBRIC</p> <p>ECLD PRACTICUM WEEKLY REFLECTION PROMPTS</p>
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<p><b>3</b></p>	<p><b>Field Experiences</b></p>	<p>Need a written system of evaluation of candidates during practica. Evaluation process should be aligned with expectations of the practica.</p> <p>Need a system to ensure candidates have field experiences in the instructional ranges in which they will be recommended, i.e. 60 hours at both PK-6 and 7-12 if they will be recommended for the full range (Pk-12).</p>	<p>Please see the narrative and evidence in Standard 2 above describing the system of assessment in the practicum.</p> <p>All field placements in UVM’s educator licensure programs are overseen by our Director of Community Collaboration who works closely with program coordinators and candidates to ensure field experiences meet instructional range and minimum hour requirements. Placement selection for candidates in our ECLD program also includes collaboration with school MLL liaisons. The tracking system is comprised of program faculty cross-checking the placement grade level with endorsement level requirements for each candidate, sharing this information with the Director of Community Collaboration who secures the placement, and recording the placement in our TK20 knowledge management system. During the practicum, ECLD candidates log their hours and the logs are reviewed by their clinical supervisor (UVM faculty).</p>	<p>LOG/ATTENDANCE FORM</p>
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4	<b>Resources and Practices</b>	<p>While there is commitment to recruiting faculty and students from diverse background, it seems that there could be more action on this front especially with recruiting students from the global majority.</p> <p>A need for marketing resources to better recruit students and faculty.</p>	<p>In the past year, UVM’s College of Education and Social Services has developed an Inclusive Excellence Action Plan that includes specific goals to increase diversity of perspectives, experiences, and thoughts. The plan also includes specific goals to increase international inclusion and global education.</p> <p>The ECLD program has not needed to recruit new faculty in the past two years; however, existing faculty have since earned PhDs and become more permanent fixtures in the program. All three full-time faculty are multilingual and have international teaching experience and one has lived mostly outside the U.S.</p> <p>Of all students enrolled in both endorsement and non-endorsement pathways of the minor who are graduating in Spring 2024, 40% are first-generation Americans who grew up as English learners or multilingual children of English learners. Enrollment has increased by approximately 40 students per semester across course sections.</p> <p>The ECLD program, along with the rest of UVM, has prioritized improvement of recruitment for a more diverse student body. We are currently revamping our marketing materials, e.g. brochures and program website, for distribution by Fall 2024. Our ongoing plans for recruiting a more diverse student body include building relationships with UVM’s College of Arts &amp; Sciences to integrate ECLD courses into more programs outside of DOE, for example the World Languages Dept. We are also planning to expand our graduate-level online course offerings beginning Summer 2025, to be more accessible to students who otherwise would not be able to take classes at UVM.</p>	<p><a href="#">CESS INCLUSIVE EXCELLENCE ACTION PLAN 2022-2027</a></p>
5	<b>Diversity, Equity, and Inclusion Practices</b>	N/A		