New Program Review Information

This information is for Vermont Educator Preparation Programs who wish to add a new approved licensure-track program.

Q: What is a new program review?

A: A new program review is part of the Results-Oriented Program Approval (ROPA) process. It grants institutions the authority to recommend candidates who have completed the approved program for a Vermont educator's license or additional endorsement on an existing license. The review consists of an application to the Vermont Standard's Board for Professional Educators (VSBPE). Once that application is approved, the VSBPE will authorize the Agency of Education (AOE) to empanel a review team. The institution will complete a self-study resulting in the preparation of an Institutional Portfolio which will document how the program will meet Vermont's Core Standards for Educators as well as the relevant endorsement requirements. This Portfolio will be submitted to the review team. The review team will schedule a visit to the institution to verify the information presented in the Portfolio through observations and interviews.

Q: How does our institution apply for a new program review?

A: The initial application for a new program review should include the following items that are sent to the VSBPE in care of the Agency of Education ROPA Consultant at least six months before the program review visit is conducted:

1. A formal letter from the president or head of the institution requesting a review
2. A completed application (see below) with all accompanying documents
3. A non-refundable application fee of $2000

Upon receipt of these materials, the VSBPE will consider the application and seek clarification from the institution, as needed, before approving a visit. The visit date will be scheduled by the AOE in cooperation with the institution. The Review Team will be determined by the AOE and approved by the institution. The team will then be approved by the VSBPE.

At least two months prior to the scheduled visit, the Institutional Portfolio (IP) should be sent to the AOE ROPA Consultant. The team reviews the IP and makes one of the following determinations:

- Not enough information was provided for the visit to take place as scheduled
- More information is needed prior to the visit
- Visit is ready to take place

Next, the visit is conducted. A report is issued by the Review Team and one of the following determinations is made by the VSBPE:

- Conditional approval for one year
- Conditional approval for two years
- Denial of request

Q: What is the fee to review a new program?

A: H.872 (Act 149) has determined the fee as "Colleges, universities, and other educator preparation programs that do not have existing approved ROPA programs, or that wish to add an additional program approved by ROPA shall pay a fee of $2,000.00 for the initial program application." The check should be sent with the initial application and be made payable to: Vermont Agency of Education.

Q: When can our institution submit a request for a new program?

A: The application process for New Programs is open year round. New Program Applications can be submitted electronically or by post to: Ellen Cairns, ROPA Consultant Ellen.Cairns@vermont.gov Agency of Education, 219 North Main Street, Barre, VT 05641. Checks must be submitted by post.

Q: How long does it take for a new program to get approved?

A: The length of the process can vary depending upon factors including the approval of the application form, submission of fee, and the schedule of the VSBPE, which meets 10 months per year. Plan on submitting your application at least six months prior to the first semester for the new program.

Q: How does a new program receive full approval?

A. New programs may receive conditional approval for either one or two years and are eligible for full approval at the end of a two-year period after a two-year report has been received and approved by the VSBPE.

Questions?

Ellen Cairns, Vermont AOE ROPA Consultant: Ellen.Cairns@vermont.gov (802)479-7461

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Application for New Program Review

Directions: Applicants seeking a new program review must submit the following to the AOE at least 6 months before the program review is conducted:

☐ A completed Design Document: you may use the template provided below or create your own Design Document detailing the proposed program.

☐ A formal letter requesting a review visit from the president or head of the institution

☐ Application fee of $2000

Program Name	Middlebury Language Schools MA in Modern Language Teaching
Address	14 Old Chapel Dr., Middlebury, VT, 05753
Contact Name	Dr. Thor Sawin
Phone	231-620-8796
Email	tsawin@middlebury.edu

Endorsement Area Sought	Modern and Classical Languages
	Grades 7-12
	2- 06 A French
	2- 06 B Spanish
	2- 06 C German
	2- 06 G Arabic
	2- 06 I Italian
	2- 06 J Japanese
	2- 06 K Chinese
	2 - 06 Korean
	2 - 06 Hebrew

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Rationale (must include data and any other information indicating a demand for the program)	The Middlebury Language Schools' summer graduate programs have long been a professional development resource for practicing teachers in K-12 world language programs, but we have not had a teaching licensure component to these programs. Big-picture factors that have led us to proposing a dedicated licensure program include the following: • The vast majority (91%) of children in the United States receive formal education through the public K-12 system; only 20% of students in that system receive any world language instruction. • The lack of qualified teachers is the most commonly-cited rationale for cutting K-12 language programs. • A decrease in number of conferrals in language teaching degrees contrasts with growth in empty jobs from natural population growth and teacher attrition. The result: *schools trying to maintain or start world language programs cannot find teachers for these programs.* • In 2020-2021, 26% of all public K-12 schools nationwide reported at least one open teaching position in foreign language. • From 2015-16 to 2020-21, the percentage of traditional (non-charter) public schools with an unfilled position in foreign language teaching rose from 7.2% to 13.2%. o In rural schools, the change was from 15.2% to 23.4% over the same time period. *(All data above from the National Center for Education Statistics database.)* As an institution, we are committed to contributing to the development of the field of language education, and at a time when schools are facing such severe difficulties hiring qualified language teachers, we see an opportunity for us to make a positive impact by offering an official licensure component at the graduate level of our intensive language programs. The most recent statistics from the American Councils (from 2017) on foreign language enrollments in K-12 programs show that despite declines in overall enrollments, there are still many schools offering language programs, and some languages are particularly growing. Using the resources of Middlebury Language Schools, we plan to offer the highlighted languages in the table through this pathway. We will be capable of training teachers for many of the highest-enrolled languages.

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Distribution of High School Programs by Language

Table 4. below shows the distribution of languages offered by high schools in each state and the District of Columbia as reported in the high school survey.

Table 4. Distribution of Foreign Language Programs (as reported)		
Language	Number of HS programs per language	Percent of HS programs per language
Arabic	161	0.91
ASL	621	3.49
Azeri	31	0.17
Chinese	1144	6.43
French	3738	21.03
German	1548	8.71
Greek	129	0.73
Hindi	19	0.11
Japanese	433	2.44
Korean	43	0.24
Latin	1513	8.51
Persian	10	0.06
Portuguese	37	0.21
Russian	147	0.83
Spanish	8177	46.00

Internally, we have also seen student demand among our current and prospective students for a licensure component to our program. Over the past five years, we have met this student demand in part by providing individualized mentoring through the Vermont Peer Review process, as well as similar processes in other states where our graduate students reside. We have held an annual teaching licensure information session that has been well-attended (20-40 attendees) for the past five summers; this session gives an overview of the Vermont state requirements, the Vermont Peer Review process, requirements and pathways available in Massachusetts, California, and New York, and the National Board program and the ways National Board Certification intersects with but does not replace teaching licensure for public K-12 schools.

The faculty member who conducts the mentoring and information session for our graduate students, Mairead Harris, is a former K-12 teacher in public schools in Vermont and current Associate Director of the Chinese School. Throughout the academic year, Mairead fields inquiries from prospective students, current students, and alumni about licensure requirements and questions. These inquiries number between 3 and 10 per month, with more inquiries during the summer months when our programs are in session.

A market research study that private research firm Eduvantis conducted for Middlebury's graduate programs in Monterey in 2023 found that prospective students interested in language teaching identified "[the program] provides me with all the requirements to teach in the state I plan to work in" as one of the key criteria they used in deciding which program to attend:

TESOL/TFL	It includes a strong foundation of teaching theory	"Theory"
	It provides me with all of the requirements to teach in the state I plan to work in	"Learning Requirements"
	It addresses intercultural topics related to teaching	"Intercultural"
	It is heavily focused on practical skills	"Practical"

| Program Delivery Model	In the same Eduvantis survey referenced above, forty-two percent of those surveyed were interested in a hybrid model that combines asynchronous and synchronous components, the same percentage as those who prefer a completely asynchronous model:
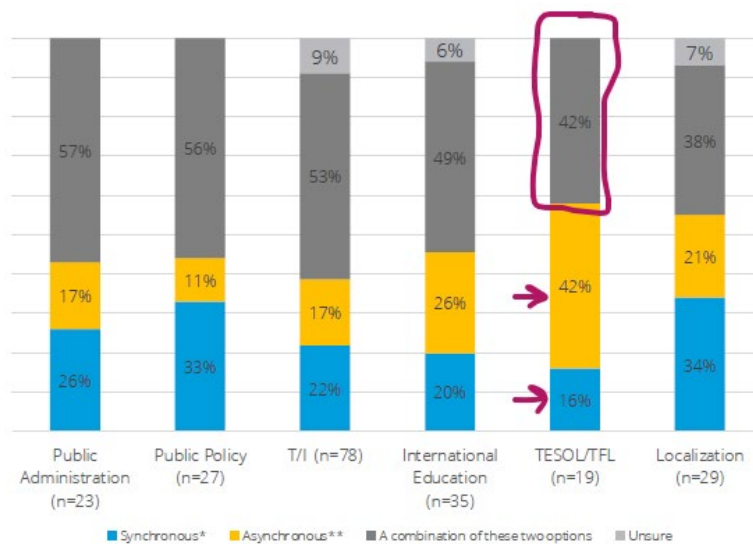
Our strength historically has been our in-person, synchronous programming; that is the model on which we have built the Language Schools' success for over 100 years. However, in recent years, we have experimented with various models, both as a result of the pandemic and as part of Middlebury's acquisition of the Middlebury Institute of International Studies at Monterey. These new experiments have led to some important learning for us as an institution, and we are now incorporating some synchronous and asynchronous online components into our programming. The proposed program would be a hybrid model, with a combination of in-person and online coursework, would flexibly meet the needs of a variety of prospective students.

For those surveyed in the Eduvantis study who were interested in a hybrid model, 42% had a preference for a cohort model:

Which did you most prefer for a part-time graduate program?
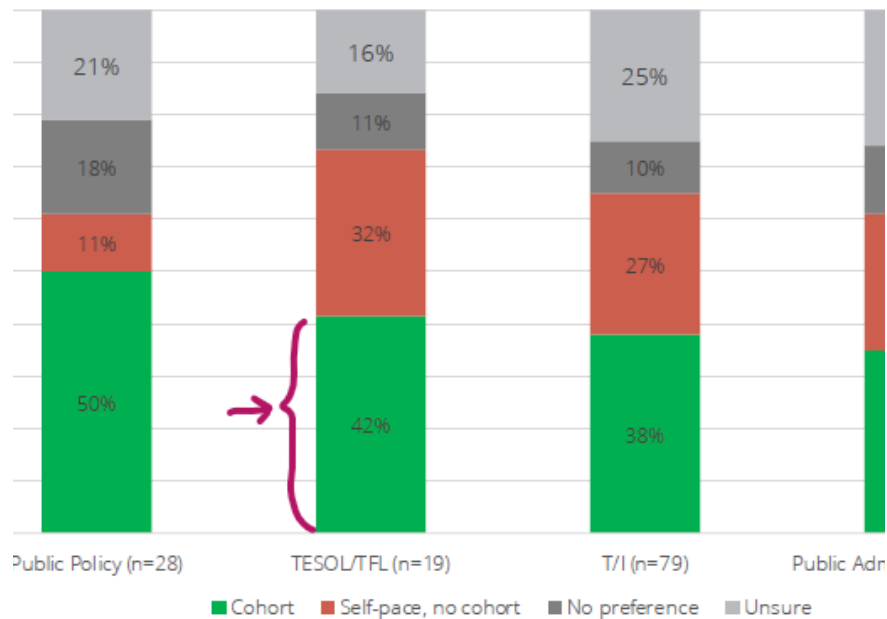
We have had success with graduate programs employing a cohort model, particular in our Schools of Hebrew and of Japanese; we plan to apply the successes of this model from the past to our new program in teaching licensure by offering a hybrid-mode, cohort-based model across the languages in which we will offer licensure.

Based on this data, we plan to offer a licensure pathway which is cohort-based, and is equally divided between instruction in the summers which is in-person, and entirely in-language (students live in dormitories, eat in cafeterias, and participate in social events where only their language is spoken) and instruction during the academic year which is online and shared with teachers of multiple languages using English as the medium of instruction.

Summer 1	Fall 1A	Fall 1B	Spring 1A	Spring 1B	Summer 2	Fall 2
Three 6-week courses in-language in residence in Vermont	One 7-week online asynch course	One 7-week online asynch course	One 7-week online asynch course	One 7-week online asynch course Finalize practicum placement	Three 6-week courses in-language in residence in Vermont	12-week Supervised Teaching Practicum with accompanying online course
						Submit licensure portfolio

This adds up to a 12-course, 36-credit-hour pathway.

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	Through Middlebury's alumni network and candidates' own professional networks, we will identify a school setting for licensure candidates' supervised teaching practicum with a cooperating teacher willing to provide mentorship to our licensure candidates. The Supervised Teaching Practicum is based on a three-way learning relationship between the candidate, the practicum instructor, and the cooperating teacher.
	These cooperating teachers may not all be in the state of Vermont, but they will be paired with cooperating teachers who are licensed in their own states. This design feature is primarily due to the difficulty of finding qualified and interested cooperating teachers for all of the languages we plan to offer within the state of Vermont. We also have a wide network of graduates of Middlebury Language Schools programs who are certified teachers of the languages that we will be training candidates in. Candidates will spend 12 weeks in a supervised teaching practicum in the age group in which they are pursuing licensure.
	Simultaneously, candidates will be enrolled in a 6 credit-hour online practicum course, where they will be guided in finalizing their licensure portfolio containing the artifacts which illustrate their performance criteria. In this course, candidates will be receiving further instruction on instructional design and classroom management, will be collecting, sharing, and evaluating together artifacts from their teaching, and solidifying their emerging identities as world language teachers. The practicum course instructor will be a licensed Vermont teacher experienced in mentoring junior teachers.
Timeline	We propose this timeline for the development and launch of our program: **July-Nov 2023:** Internal design with multiple stakeholders **Nov 2023:** Submit plans to request a site visit **Jan-Feb 2024:** Do internal financial modelling and more detailed course design **May 2024**: Seek approval from Middlebury College board to offer this degree, pending the results of the Vermont Agency of Education's site visit and review **July 2024:** Host officials from the Vermont Agency of Education for a site visit **Sep 2024:** Pending a positive evaluation in the site visit begin marketing the program **Fall 2024:** Assign faculty to the academic year classes for the 25-26 school year **Spring 2025:** Create the online courses for Fall 2025 with the instructor of record and the Middlebury Digital Learning and Inquiry office,

	which offers assistance and quality control on course design
	Summer 2025: Enroll first cohort of students in their initial in-language residential summer courses
	Fall 2025: First cohort of students begins taking online asynchronous courses.
	Fall 2025: Create the online courses for Spring 2026 and the Fall 2026 Supervised Teaching Practicum course with the instructors of record and the Middlebury Digital Learning and Inquiry office (DLINQ), which offers assistance and quality control on course design.
	Fall 2025: Identify potential supervised teaching practicum field sites via coordinated outreach identifying Middlebury alumni and other connections through the wide professional networks of Middlebury Language School faculty
	Spring 2026: Students begin second semester of online asynchronous classes.
	May 2026: Students finalize their supervised teaching practicum placements for Fall 2026.
	Summer 2026: Students take second summer of in-person, in-language coursework.
	Fall 2026: Students enroll in 6-credit practicum teaching course, and are also doing 12 weeks of supervised teaching practicum with their cooperating teacher. The practicum course guides them in the final compilation of the portfolio demonstrating their mastery of Performance Criteria.
	Dec 1, 2026: Licensure candidates submit their portfolios for review by two raters according to State of Vermont evaluation rubrics.
	Dec 15, 2026: Candidates are notified of the evaluation results and cleared for graduation. Program sends names of students recommended for licensure to the state.
	January 2027: First cohort of students receive their licenses.

Please provide a 3-5 sentence summary of your existing programs and concerns from your last ROPA review, if applicable. Attach additional supporting documentation as needed.

Existing Approved Programs and Delivery Models	Middlebury College has an existing full-time, residential BA major in Education Studies which is a Vermont state approved teacher preparation program. While also under the overarching umbrella of Middlebury as an institution, the undergraduate program is administratively distinct from the Language Schools, and the graduate programs at the Language Schools are operated under a different structure, serve different students, and are taught by different faculty.

We view the relationship between Middlebury's existing major in Education Studies and the proposed MA in Teaching World Languages as similar to the relationship between Champlain College's undergraduate teacher education programs and its Teacher Apprenticeship Program (TAP). These programs have different licensure officers. Following this model, we propose that the Middlebury Language Schools MA in Teaching World Languages have its own licensure officer, separate from the undergraduate program, as these two programs have no overlap - neither in coursework nor faculty. |
Programs under Conditional Approval	N/A
Progress toward Addressing Identified Program Concerns	N/A
Potential Impact of Proposed Program on Existing Programs	No impact – The student populations and teaching faculty in this proposed program would be completely different from the students and faculty in the existing Bachelors-level teaching licensure program.

Please provide a brief overview of the proposed program. Attach a curriculum map detailing the program's alignment with the *Core Teaching and Leadership Standards* and endorsement knowledge and performance standards and additional documentation, as needed.

Program and/or Endorsement Overview	See attached overview document.
Criteria for admission	• Bachelor's degree from an accredited institution of higher education. • For non-native speakers of English: ○ Minimum TOEFL IBT scores: 100 overall, 25 reading, 25 listening, 23 speaking, 27 writing ○ Minimum IELTS scores: 7.5 Overall, 7.5 Listening and Reading, No Sub-score below 7.5 Advanced low proficiency on the American Council on the Teaching of Foreign Languages (ACTFL) scale in the target language. This is higher than the proficiency level of intermediate high, which is required by many states. This level of language proficiency is inline with admissions to other language-related Middlebury graduate programs.
Curriculum Overview (course titles and descriptions)	In the GoogleDoc linked at the top of the page, you will see laid out the courses in our proposed licensure pathway, as well as some of the pre-matriculation and post-graduation activities that we will carry out. For each of these courses and non-course activities, you will see in the overview document linked above that we have mapped out which of the ROPA standards, the Modern & Classical Languages endorsement standards, and which of the Core Teaching & Leadership Standards' Performance Criteria for the licensure portfolio will be covered in each step. The courses with a tan background are the courses that will be intentionally designed as online, asynchronous classes, to be taught in English to prospective teachers in all the languages together. These courses will be consistent, and taught by faculty from the Language Teacher Education masters program at the Middlebury Institute and adjunct faculty (emeriti and affiliated faculty of Middlebury College) who hold Vermont credentials. The courses with a white background are the courses which will be taught in person, in the summer, exclusively in the language that candidates are pursuing a credential in. The course names will differ

	somewhat by language school, but we will work with the directors of each language to ensure that courses are offered in their schools which meet the ROPA, Modern & Classical Languages endorsement, and the Vermont Core Teaching and Leadership Standards. The schools already offer similar courses. The learning objectives of these courses will be slightly reworked, and the assessments will be re-designed so that licensure candidates will have concrete evidence to include in their portfolio. This document provides a sampling of masters-level courses already offered in the Middlebury Language Schools https://docs.google.com/document/d/13nLXS9qII-9KkAfKC31vGn3NbKeOLm1se7Da0LhDi5c/edit?usp=sharing
Desired impact of program	Our goal is for this program to train effective teachers of the target languages to work in public K-12 schools in Vermont, or in other states with which Vermont has licensure reciprocity. This licensure option will enable our current students who are teaching in private schools to broaden their professional horizons into public education, and it will also allow us to attract students without teaching experience who are interested in public education specifically to our program. Most importantly, we hope that by providing a pipeline of well-trained language educators, we can make positive contributions to the language and cultural learning of students in public K-12 schools, making these opportunities more accessible for all students.

Please provide a brief overview of the proposed program(s) assessment system including how the program anticipates using assessments as part of its overall evaluation system. Attach additional documentation, as needed.

Assessment System Overview	Participation in the EPIC team and system as assessment and normalization of how we are doing with our own process.

Key Assessments Essential Data to be collected	Key assessments will be mostly project-based and will be aligned to ACTFL World-Readiness Standards of Learning Languages (https://www.actfl.org/uploads/files/general/World-ReadinessStandardsforLearningLanguages.pdf) and the Vermont Core Teaching and Leadership Standards. Students will design authentic products for teaching environments, generating artifacts in each of their courses and especially over the course of their Supervised Teaching Practicum to use as evidence in their portfolios. Specific standards are mapped onto the learning objectives for each course – both the online and in-language residential courses. In the in-language courses, each graduate faculty will have some degree of independence in designing an assessment that will be specific to their own language and cultural context while meeting the assigned standards. Internally, we will collect data on what percentage of portfolios are approved by language over time, which state(s), if any, graduates successfully transfer licenses to outside of Vermont, and what job placements they end up getting — language, location, grade levels, and type of school.
Proposed Evaluation System	To evaluate students within the program: Students in the program will compile a portfolio showing their progress toward proficiency in the Vermont Core Teaching and Leadership Standards, with artifacts generated from specific courses aligned to specific standards throughout the sequence. These portfolios will be evaluated using a rubric by two faculty — the practicum instructor and a graduate faculty member — at the completion of the program. Due to the nature of world language teaching, the portfolio will include some artifacts in the target language, with reflection and narratives in English. In addition, students will receives letter grades for all coursework in the program, and must earn at least a B- in every course in order to complete the program with recommendation for licensure. To evaluate our own program: We will continue to participate in the EPIC team to calibrate our assessment metrics for our own students' portfolios, and we will engage in informal internal evaluation on a yearly basis by connecting with our colleagues in the undergraduate Education Studies program to learn about their practices and get feedback on our own. We will also seek student feedback throughout the program and after graduation, surveying students about their learning experience, needs, and post-graduation preparation for the teaching profession.

Please provide a brief overview of the resources available to support the proposed program. Attach additional documentation, as needed.

Resources and Practices Overview	Middlebury College is a well-resourced institution with a strong global network of alumni and faculty in the world language education field.
Key Policies and Resources in place to support the new program	- Middlebury's strong reputation as a language education leader will enable us to attract students to this new program. - Our graduate program in Monterey (the Middlebury Institute for International Studies at Monterey, or MIIS) already has the infrastructure for enrolling students in online courses in place; our academic calendars have been recently merged, which will facilitate better collaboration. These faculty have significant experience as well in teacher training. - Our internal DLINQ (Office of Digital Learning and Inquiry) office has funding and infrastructure to support the development of online curriculum materials and courses. They have a strong track-record of developing quality masters-level on-line courses, since 2016. - Our wide alumni network offers many potential field sites for the teaching practicum. - Our colleagues in the Education Studies department at the undergraduate college are collaborative and helpful in sharing their own program's curriculum maps, student portfolio templates, etc. - We have the financial resources to invest in this program's success, from the college's endowment to its specific "Language Incubator" funds earmarked for projects specific to languages. - Our teaching faculty in the summer Language Schools is a large, diverse, and highly experienced group who are excited about offering this new program.