

ROPA Report

Middlebury College

November 8-9, 2018

The Vermont Standards Board for Professional Educators (VSBPE) authorized a Review Team to conduct an on-site review of Middlebury College in Middlebury, Vermont. The visit occurred on Nov. 8-9, 2018. Members of the Review Team were: Kathy Leo-Nyquist, Professor of Education, Champlain College; Rai Farrelly, Assistant Professor, Applied Linguistics Department, St. Michael's College; Lindsay Meyer, Elementary Teacher; Garreth Parizo, recently retired English teacher; Dave Younce, Superintendent of Mill River Unified Union school district and former Social Studies teacher; and Ellen Cairns, former elementary school teacher and AOE ROPA Consultant.

The ROPA Review Team wishes to thank Middlebury College for the generous hospitality extended to us during our time there. The team appreciated the warmth and attentiveness from all involved. Jonathan Miller in particular is to be commended for his work on the Institutional Portfolio, arranging our interview schedule, and hosting us for two wonderful dinners. We also appreciate the team driving us to our field interviews and being available to answer our questions. The interviews and additional information compiled by the program allowed the team multiple opportunities to gather the information necessary to complete a comprehensive review.

Summary: The team reviewed eight programs, all at the Undergraduate level: Art Education (PK-12), Computer Science Education (7-12), Elementary Education (K-6), Modern and Classical Language Education in French, German, Russian, and Spanish (7-12), and Secondary Education in English, Math, Science, and Social Studies. The team reviewed Middlebury's institutional portfolios as well as conducted phone and in-person interviews with faculty, graduates, candidates and administrators.

Specific evidence was not available for the Art, Computer Science, or Modern and Classical Language endorsements. Those programs were still able to earn a Satisfactory rating in standards three and four, as the field experiences and resources for those candidates can be assumed to be consistent with the other endorsement areas.

Acronyms Used in the Report:

IP - Institutional Portfolio, VLP - Vermont Licensure Portfolio, CTS - Core Teaching Standards, ST - Student Teacher, CT - Cooperating Teacher

Program	Approval Recommendation
Art	Conditional
Computer Science	Conditional
Elementary Education	Full
English	Full
Languages (Spanish, Russian, French, German)	Conditional
Math	Full
Science	Full
Social Studies	Full

ROPA Approval Standards Summaries

Elementary, English, Math, Science, Social Studies

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

Art, Computer Science, Modern and Classical Languages

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

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.

Indicators	Evidence	Rating
<p>1.1 – Candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they are planning to teach.</p>	<p>Evidence in IP: Learning goals by department, Curriculum Map.</p> <p>Sample portfolios for standard 4 (P.C. 4.1), as evidence of student understanding (output)</p> <p>IP stated that “For secondary student teachers, the endorsement area competencies are met through their second major. Endorsement area courses are chosen in collaboration with their ED Studies academic advisor to ensure that the range of courses necessary to meet the expectations are taken. Due to the very small size of our program, we have done this through regular academic advising and transcript reviews. The student’s readiness (or not) shows up in their student teaching. Feedback from Cooperating Teachers has always been positive regarding our students’ endorsement area competency.”</p> <p>Sample lesson plans</p> <p>From interviews</p> <p>Evidence from interviews demonstrates the level of preparedness at the elementary level of the candidates. Interviewee suggested that the present teaching candidates are entering the classroom “...more and more prepared...” Interviewee at the secondary level spoke very highly of preparedness and quality of incoming teaching candidates.</p> <p>Per phone interviews with graduates who are current secondary teacher/principals, indicated feeling prepared in terms of tools of inquiry and the content in the discipline in which they teach.</p>	<p>S for EEd, Secondary Math, English, SS, Science</p> <p>M for Art, Computer Science, Foreign Languages</p>

<p>1.2 – Candidates use technologies within their discipline(s), apply them appropriately, and guide learners to use technology in a safe and effective way.</p>	<p>Evidence in IP:</p> <p>EDST 0300 (Models of Inclusive Education) includes use of accessibility tool SensusAccess.</p> <p>EDST 0305 (Elementary Literacy and Social Studies Methods): Teacher Twitter - expected to tweet at least 2 x per week- all tweets must be related to course content.</p> <p>EDST 0410 (Student Teaching Seminar): Mentions tech in course description; use of twitter and “professional digital footprint;” asks them to “consider participating in a Twitter chat” and gives several examples; in Seminar 6 they are taught “how to annotate videos using Panopto;” no other references to technology found.</p> <p>Observation of ST’s use of technology.</p> <p>Lesson Plan and Portfolio samples -- one shows use of PowerPoint.</p> <p>From interviews:</p> <p>Elementary cooperating teachers stated that most candidates were comfortable with and able to apply existing technologies in the classroom and seemed to understand technology as a tool to support instruction; technologies at one school included: EPIC books, REZ, Leveled reading assessment; Twitter and creating videos.</p> <p>Candidates reported a lot of use of technology during field placements (e.g., SmartBoard, ELMO, Chromebooks, Google drive). Also noted focus in program on use of technology for their professional purposes (e.g., Padlet, Twitter, Live Chat). *Not as much focus on pedagogical applications of technology in course work. Report little focus on preparation to <i>teach</i> students about technology use.</p>	<p>P for all</p>
---	--	-------------------------

<p>1.3 – Candidates have the necessary pedagogical knowledge in their endorsement area to design and implement learning experiences that are research-based and promote each learner’s achievement of content.</p>	<p>Per IP:</p> <p>Two student teaching lesson plans.</p> <p>Independent tutorial model vs. individual methods courses due to the small numbers of secondary students.</p> <p>In Elementary Methods Course: Resources for best practices in lit, math (CCSS, Fountas and Pinnell, Boushey and Moser for lit, Van de Walle for math)</p> <p>Candidate’s narrative analysis of criteria 4.1 provided evidence of how a student tied the research related to pedagogical knowledge to her practice in the classroom.</p> <p>Per interviews:</p> <p>Elementary candidates are exposed to the essentials of lesson design and implementation of best practices in literacy. The interviewee indicated that the foundation classes require candidates to design lessons, implement the lessons and reflect on the lessons.</p> <p>Content area professor said an inquiry-based approach, student-centered methods and collaborative learning are used in the course. They indicated that there isn’t a strong focus on the actual teaching of pedagogy or pedagogical insights, but there is modeling of effective pedagogy.</p> <p>Graduates who are current secondary teacher/principals indicated feeling prepared in terms of pedagogical knowledge.</p> <p>Per interview with master cooperating teacher, 3 hour workshop was given this fall during student teaching seminar to provide unit planning instruction; also, lab school facilitates knowledge of single lesson plan which in turn prepares students more thoroughly for student teaching expectations.</p> <p>Candidate developed two IB units complete with assessments for their student teaching placement - a secondary English class - and the units were adopted by the school as part of their curriculum.</p>	<p>S for EEd, Secondary Math, English, SS, Science</p> <p>M for Art, Computer Science, Foreign Languages</p>
---	--	--

<p>1.4 – Candidates understand and use multiple methods of assessment to measure student learning and use results to adjust their instruction to meet learners’ needs.</p>	<p>Evidence from IP:</p> <p>EDST 0215 (Culturally Responsive Pedagogy): Per syllabus “Diverse ways of knowing” embedded throughout the course.</p> <p>EDST 0505 (Secondary Methods): Teaching portfolios with narratives and evidence provided by students. Student teachers’ use of Understanding by Design (backwards design) templates demonstrates alignment between outcomes and assessment.</p> <p>Candidate Portfolios</p> <p>From interviews:</p> <p>The elementary candidates understand the role and purpose of assessment and how it is used to adjust instructional practices. Candidates discussed the use of various formative and summative assessments to address students’ needs and to reflect on and possibly alter instructional practice.</p> <p>Lesson plan template provided to student teachers has a section on assessment: formative and summative, and asks “What steps did you take to ensure that all students were able to access the materials and demonstrate their understanding?”</p> <p>Both secondary and elementary candidates participated in scoring formative assessments, shared scoring with the department where they discussed results, and used the assessments to guide future instruction.</p> <p>Secondary candidates are trained in IB curriculum which incorporates formative and summative assessments. Co-planning with grade level IB teams introduces rubrics shared across grade level classes. Candidate noted progressive, process-oriented approach to writing and assessment within IB curriculum, which allowed for tracking growth over time.</p> <p>Elementary candidate discussed formative and summative assessment practices for 1st grade; noted how she differentiates for age/ability (e.g., recording students’ oral thoughts since they can’t put all ideas into writing).</p>	<p>S for EEd, Secondary Math, English, SS, Science</p> <p>M for Art, Computer Science, Foreign Languages</p>
---	--	--

<p>1.5 – Candidates understand how learners grow and develop; recognize learner differences in cognitive, linguistic, social, emotional, and physical areas; and design and implement developmentally appropriate and relevant learning experiences.</p>	<p>From IP: Syllabi (esp. PSY 327 Educational Psychology, which is required for all); Portfolios</p> <p>Per interviews Focus on psychology of learning is evident, and portfolio entries reflect this.</p> <p>Universal Design for Learning is introduced in Children and the Arts course, as well as multiple modalities for learning; candidates observe planning meeting between artist and teacher and then are responsible for planning three lessons with art integration.</p> <p>Graduates attribute work on portfolio in seminar with helping them in their current work as educators related to tracking students’ progress and growth over time and to provide evidence for use in conferences with parents/guardians.</p> <p>Lesson plan template supports planning for all students to access materials and demonstrate understanding but does not specifically address individual learning plans, cultural/linguistic differences, etc.</p>	<p>S for all</p>
---	--	-------------------------

<p>1.6 – Candidates understand individual differences, diverse cultures and communities, and create inclusive learning environments enabling all students to learn.</p>	<p>From IP: Culturally Responsive Pedagogy and Models of Inclusive Education courses</p> <p>Foundations course, “Education in the U.S. “ provides the groundwork for exploration of diversity, equity, and access.</p> <p>Portfolios, other student work, scholarly articles by the faculty on diversity.</p> <p>J Term course, Children and the Arts, that includes field work at Integrated Arts Academy in Burlington.</p> <p>From interviews Students have opportunities in courses and in the field to work with IEPs -- they analyze the IEPs and create learning opportunities (lessons, curricula) that responds to the specific IEP recommendations. In the courses, they microteach to demonstrate those lessons. In the field, they deliver mini lessons to groups that include students on an IEP.</p> <p>Candidates are gaining experience in Diversity and Inclusion through specific course and field work to plan learning experiences based on</p>	<p>E for all</p>
--	---	-------------------------

	<p>Universal Design For Learning (access) and in a socio-cultural and linguistically diverse school in Burlington (J-Term only).</p> <p>It was mentioned that there was more of a focus on racial diversity than socio-economic diversity.</p>	
<p>1.7 – Candidates understand and demonstrate professional responsibility that is guided by legal and ethical principles and engage in ongoing professional learning.</p>	<p>From IP: Application for Student Teaching EDST Mission Statement ACSD Partnership MOU PDS Mission and Goal Statement EDST 0115 Education in the USA Alumni Survey Data Portfolios</p> <p>From Student Teacher Handbook, Final Evaluation by the C.T. page: Guidelines to Consider includes “His or her ability to maintain clear, ethical standards for him or herself as well as the students in the classroom.”</p> <p>Student teachers attend PD sessions and curriculum planning meetings with cooperating teachers throughout student teaching.</p>	<p>S for all</p>

Commendations:

- Clear commitment to preparing candidates to work with diverse populations.
- Candidates, graduates, and cooperating teachers noted the tremendous value of the Ed Studies faculty -- their support, expertise, relationship-based approach to mentoring/teaching, the range of their social justice interests (racial justice, climate justice), and useful feedback on teaching. “Awesome” was an oft-used adjective to describe the Ed Studies team. Cooperating teacher values expertise and observations and noted how much they learn from debriefing sessions with Jonathan and student teacher.

Considerations for Further Program Development:

- Consider more observation/practicum time in classrooms earlier in the program.
- Several candidates and graduates commented on desire for more preparation for implementing classroom management strategies. Perhaps the program could incorporate more ‘responsive classroom’ strategies, invite speakers with statewide PBIS expertise, reflect on critical incidents

case studies, watch video of classroom behaviors to reflect on, etc. *Caveat - a few noted that perhaps critical incidents/experiences of others still wouldn't be as meaningful as reflecting on one's own experiences.

- Secondary candidates noted desire for more cohort-specific seminar -- i.e., not as useful to process with Elementary counterparts in seminar. Graduate noted she was only secondary candidate and missed opportunity with colleagues. Are there opportunities to plug candidates into a professional learning community - perhaps of working teachers - in the absence of a cohort for seminar?
- Consider collaborating with colleagues who have expertise in second language acquisition (linguistics) and language teaching methods (i.e. TESOL, Prof. Shawna Shapiro) if you continue with the foreign language teaching endorsements.

Concerns:

- Incorporate more Special Education information, especially on IEPs and trauma-informed practices.
- Add more early literacy pedagogy to Elementary Education program, especially for candidates who are not placed in a primary-grade classroom for their student teaching.
- Add information on how to guide students in the safe and effective use of technology prior to student teaching.
- Develop a system to ensure specific endorsement requirements are being met. This would include curriculum maps and syllabi specifically stating which endorsement knowledge and performance criteria are being covered in specific assignments, as well as the assessment(s) used to evaluate how each endorsement requirement is met. Endorsement crosswalks could appear in program handbook and/or website and used at advising to track competency achievement over time. Please see VSBPE Rules [5440 Endorsement Areas](#) for Knowledge and Performance criteria for each area.

Standard 2--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.

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.	Per IP: Supervisor evaluations- Danielson Framework as the evaluation of student teachers Vermont Licensure Portfolios Evidence of regular observations and supervisor visits for student teachers Feedback from cooperating teachers	P for all
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 exit from the program.	From IP: Evidence is Student Teaching Handbook, ST Application Form, ST Handbook, EDST online page, two examples of candidates' plans with their advisors. ST Handbook had clear guidelines for preparing for solo teaching with the weekly schedule (although schedule needs to be updated to show full 13 weeks). When asked about notification of Praxis requirements: We talk about this individually during advising along the way. Formally, we hold required pre-student teaching meetings for the upcoming cohort of student teachers the spring before student teaching. The first meeting includes an overview of the licensure process, including Praxis scores, the required tests for VT per endorsement, and scheduling. From interviews: Candidates are knowledgeable about progression through the program and are comfortable seeking further information from EDST faculty as they progress through the program.	P

<p>2.3 – Programs regularly and systematically use data from the assessment measures to inform programmatic decisions.</p>	<p>Per IP: EDST Retreat Notes from June 2015 and Double Major Proposal. Both are evidence of response to “both student feedback and state efforts to revise and improve licensure standards” but there is no evidence of data from assessment measures or how data has been used to inform programmatic decisions.</p> <p>Response to request for additional information: Our program is so small that we do not have quantitative survey data that would be considered a formal assessment measure beyond end-of-semester evaluations. Over the years, formative assessment has played a more important role. What follows is a concrete example from fall semester 2018.</p> <p>We currently have six student teachers, four elementary and two secondary. As we have done for many years, we began the semester with the elementary and secondary student teachers, together, for the weekly student teaching seminar. Many of the themes surrounding setting up a classroom and the expectations of the portfolio requirements are the same K-12 even as the particular expressions are distinct by grade level and context. In the past, this mixed elem and sec environment has proved fruitful. However, four weeks into fall semester 2018, as the secondary teachers were nearing the start of their max time, they expressed a desire to debrief their work in a separate seminar. The local high school had completely changed their schedule this year and was introducing the IB curriculum--there was a lot going on that was specific to the secondary setting and they wanted more time to debrief. We made the adjustment in week 5 and a second EDST faculty member stepped up to lead a parallel weekly seminar with the two, secondary licensure students. Those students have been very grateful for the change and the focused conversations have enabled, thoughtful and critical reflection to inform their teaching. In sum, we made a significant programmatic change, in real time, in response to the needs of our students, but it was a formative process without formal quantitative data. In a program like ours, our “N” is so small that carefully maintaining relationships that ensure candid exchange is, sometimes, the most effective source of data.</p>	<p>P</p>
<p>2.4 – Programs have made significant progress toward implementing their Seven-Year Plan and addressing the concerns noted in previous ROPA evaluations.</p>	<p>The evidence provided was not relevant to the concerns noted in the previous ROPA evaluation, and many of those concerns are still valid.</p> <p>Midd. comments on progress towards meeting Seven-Year Plan goals:</p> <p>We have increased our course offerings, as discussed above, in both Culturally Responsive Pedagogy and Inclusive Education.</p> <p>We have deepened the preparation of our student teachers by developing a year-long methods sequence for Elementary and Secondary licensure candidates that is grounded in the schools.</p>	<p>P</p>

	<p>We did expand our urban education program, for several years, and moved it from NYC to Washington DC to make better use of Middlebury alumni teachers and our Middlebury DC Office. But, the cost of this program was unsustainable. Instead, for Elementary candidates, we adjusted the Winter Term Children and the Arts course to include weekly, day-long sessions at the Integrated Arts Academy in Burlington. In addition, as we advise our secondary candidates, we are working with them to encourage summer work with organizations such as Breakthrough Collaborative and, when possible, supporting individual Winter Term placements in Washington D.C. with Middlebury alumni.</p> <p>While the PD school and MOU with ACSD were not explicitly listed as goals at the time of our last ROPA review they are certainly a product of our goal to enhance the collaborative relationship with ACSD colleagues.</p> <p>Where we still have the most work to do is the establishment of a formal system of continuous assessment. The small number of student teachers over the past few years has meant that person-person data collection, while immensely time consuming, has been effective in responding to individual student needs and making programmatic changes. However, with the move to a double major and our continued effort to publically stress the importance of equity and excellence in education, more students are choosing a double major. We are responding to the need for more formal assessment and management systems, by ensuring that the focus of the new 0.6 position in Education Studies will be on the Licensure program. The position is currently posted and we will be hiring a new person by February 2019 to begin in August. We seek to hire a person whose primary focus will be to work with us to develop and monitor a more formal and ongoing process of program assessment.</p>	
--	--	--

Considerations for Further Program Development:

- Consider adding information about Praxis to ST application; although that is not required, many EPPs prefer to have that done before ST. Even if you don't require it ahead of time, it would be good to mention it as an upcoming requirement for recommendation. Could also add that information to the Education Studies Requirements web page.
- Consider a Program Handbook that would have all of the information on requirements for successful completion of the program, with checklists for tracking completion by the candidate and the advisor.
- Consider creating a form that outlines some of the criteria to be observed (Student Teaching classroom observation form). Students noted great value in feedback that included transcript of teacher-student exchanges with feedback from supervisor; also greatly valued consultation following teaching to reflect and brainstorm alternative approaches.

- Consider advising/assisting candidates to complete Part One of their portfolios sooner than the student teaching semester. Make the connections between assignments and portfolio requirements more explicit.

Concerns:

- Lack of assessment data. There have been [student surveys at Midd.](#) but these should be occurring annually and be targeted to candidates in the Education major, cooperating teachers, hiring principals, and recent graduates. Data should also be collected from other assessments throughout a candidate's time in the program, i.e. Student Teacher observation forms, test scores, VLP results... A system should then be established for annual review of the data and using to it inform programmatic improvements.
- Need mechanisms in place to inform students earlier in the program what is involved in the licensure process (Praxis, GPA, portfolio elements, nature and timing of student teaching, etc.). Need systems in place -- advising sheets, tracking forms.
- Candidates are being assessed on content knowledge in their coursework, but there needs to be evidence that the assessments are aligned with the CTS and endorsement requirements.
- Develop a system to track progress on goals in your Seven Year Plan and the concerns in this report.

Standard 3--Field Experiences

Provider and its PK-12 partners collaborate to ensure high-quality field experiences where candidates demonstrate effective teaching and take responsibility for student learning.

Indicators	Evidence	Rating
<p>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.</p>	<p>From the IP:</p> <p>Use the <i>Danielson Framework for Teaching</i> as the framework for evaluating student teachers. Each college supervisor or cooperating teacher has adapted the Framework according to situation and context with the understanding that no single observation can address all the Domains.</p> <p>Two examples of completed ST evaluations by CTs.</p> <p>The Student Teaching Handbook gives a template for the formal observation form, mid-term evaluation, and final evaluation) using Danielson framework.</p> <p>Website/handbook details Student teaching experience, responsibilities of cooperating teachers and college supervisors and the gradual increase of teaching responsibility over 12 weeks (needs to be updated to 13 weeks).</p> <p>MOU with ACSD is evidence of collaboration.</p> <p>Responsibilities of the Cooperating Teacher page on Midd. website. Very comprehensive, week-by-week guidelines. Midd. faculty meets with CTs to review the handbook, a timeline for the semester, responsibilities, and answer questions.</p> <p>Cooperating Teacher Feedback Form: Five open-ended questions (attendance, communication, rapport with students, lessons, additional comments).</p> <p>Syllabus from EDST 0305 includes “the opportunity to regularly work with elementary students at Weybridge Elementary School throughout the semester during class time... You will also observe and help in a different elementary school placement during literacy/social studies for 3 hours/week outside of class time.” This shows evidence of field placements in general, but less so evidence of collaboration with the field partners to meet the goals of this indicator.</p> <p>Secondary Methods - EDST 0505 and 0337 (year-long course)- fall is independent study in secondary methods, winter is field placement in secondary/sped, spring is again independent study in secondary methods.</p>	<p>S</p>

	<p>Per interviews:</p> <p>The elementary candidates benefit from a well-designed, thoughtful, collaborative model in which students learn, practice, and discuss best practices in the field with the benefit of immediate feedback and support. Candidates meet once a week in a lab situation where best practices are modeled and reviewed. Candidates then design and teach a lesson based on the best practices to a small group of students. Classroom teachers and supervisor give feedback during the lesson to the candidates via post its. The candidates then gather after the lesson to reflect on the feedback.</p> <p>Strong collaboration among ACSD leadership, EDST faculty and college administration for mutual benefit is evident on various projects.</p> <p>Development of field experience in Methods Courses increased student teachers' readiness in areas such as classroom management.</p> <p>Expectations for cooperating teachers are clear in handbook and 1- page summary document.</p>	
<p>3.2 – Programs collaborate with their field partners to ensure that candidates understand the expectations of the profession as well as the relevant laws and policies (e.g., school mentoring program, anti-bullying policies, teacher evaluation practices, personal learning plans, and school action plans.)</p>	<p>From IP:</p> <ul style="list-style-type: none"> - Syllabus for ST Seminar: presentation by people in the field as well as local parents; write a letter home to parents and request permission to photograph, video, tweet about children (policies). - Portfolio PC 9.2 (prepared to teach in a legal and ethical manner). - STs participate in pre-service days <p>The <i>Models of Inclusive Education</i> course expands the notion of special education and services and provides a rigorous historical and theoretical discussion but it is not evident if specific practices (PLPs, IEPs, etc) to address laws and policies are addressed here and more specifically in the field for the licensure students in the program.</p> <p>Response: The “Models of Inclusive Education” class works from an expanded notion of inclusive education. We are specifically not doing the typical (disability per week) approach to teaching about difference. The course itself is open to students across the College, not just licensure students (in fact there are usually only 6 or less licensure candidates per classes of 40). As such, there is a balance between broader conceptions of inclusion and narrower definition of inclusion (i.e. pertaining to students with disabilities and the services they receive that is frequently found in the K-12 world.) The whole class is given instruction regarding IDEA and much discussion and application is addressed to the conception of Least Restrictive Environment via designing units with conceptions of Universal Design for Learning. Further, all students in the class are clear about the federally recognized categories of disabilities. One of the course texts is: Causton, J. and Tracy-Bronson, C.</p>	<p>S</p>

(2015) *The Educator's Handbook for Inclusive School Practices*. This text is required for the class and we utilize a variety of readings that specifically address inclusion and disability within regular classroom settings. However, given that our licensure students need more practical skills as well there are several individual modules offered in the course these include:

- 1.) How to Read an IEP
- 2.) The difference between and IEP and a 504
- 3.) Holding a mock IEP meeting...talking about who are the LEP reps...their responsibilities as regular educators.
- 4.) Guest speakers including, Dr, Vicki Wells, Assistant Superintendent of Students Services of ACSD (and specialist in inclusion/disability) regularly speaks with students in the class in small modules regarding legal responsibilities of regular education teachers; explanations of service delivery models, reading sample IEP's.
- 5.) Guest speaker: Kathleen Kilbourne, elementary principal in a number of local schools over the years and her schools lead the area in inclusive practices. She comes to our classes to speak about the on the groundwork of inclusion and we have done site visits to her schools.

From interviews:

The Field Experience in Secondary Education and Special Education EDST 0327 provides a field-based experience in a local middle school working with teachers to study special education policy and work with middle schools students: observe, tutor and assess student work. The instructor is a middle school teacher at Middlebury Union Middle School.

The Handbook Model Schedule for Elementary Student Teaching instructs students to read all IEP, EST, and 504 plans for their students.

Interviews with candidates and cooperating teachers indicates knowledge of legal requirements for special education.

Student teachers are required to attend beginning of year inservice where legal requirements are reviewed.

<p>3.3 – Programs collaborate with their field partners to ensure that candidates know when and how to access resources (e.g., special educators, related service providers and specialists) to address students’ needs.</p>	<p>From IP:</p> <p>Syllabus for EDST 0327 (Secondary and SPED)</p> <p>“These topics are identified in the Handbook and addressed in the meetings that include the student teacher, cooperating teacher and college supervisor that take place prior to the beginning of student teaching. As indicated in 3.1 above, we believe that it makes more sense to address these issues at the school level, in the actual classroom where the teaching will take place.”</p> <p>From interviews</p> <p>Candidates are exposed to various Addison County school resources that address students’ needs. Candidates work with school special educators, district director of special education, resource officer, administration and Addison County Counseling Services.</p>	<p>S</p>
<p>3.4 – Candidates complete a sequence of high-quality field experiences that represent the range of grade levels, content, and the requirements of the endorsement.</p>	<p>Per IP:</p> <p>Elem: Over the course of the program, elementary candidates participate in at least 4 field experiences before student teaching (Children & Arts, 0305, 0306, 0307). These are at a range of schools and grade levels. Also, the in-class teaching that candidates do at Weybridge Elementary during 305, 306, 307 provides experiences in all endorsement grades, K-6.</p> <p>Sec: Licensure candidates have a placement at the middle school as well as the high school. At the high school they are placed at different grade levels during the year long methods sequence.</p> <p>F18 ST Placement History is evidence of ensuring range of field placements for current student teachers.</p> <p>When asked how CTs are selected:</p> <p>With such a small program, we are able to hand select the Cooperating Teachers (CT) with whom we work. These colleagues are people we have either worked with for years, and/or have come to our awareness through our time spent in schools. They are often educators who have hosted one of the previous methods course field placements and from that we learn that they would be an excellent cooperating teacher. If we are interested in using someone new to us, we talk with the building principal and others who are familiar with our program and the teacher to ask for their professional input about the match and fit between that person in the role of a CT and our program.</p>	<p>P</p>

<p>3.5 – Programs provide candidates with a variety of high-quality field experiences with a diverse population of students and educators.</p>	<p>EDST 0327 for middle/secondary students references working with teachers to support diverse learners in the classroom.</p> <p>The Children and the Arts course provides candidate experience working with a diverse population at the magnet school, The Integrated Arts Academy--this is a J term course- only taken by EEd candidates, not secondary.</p> <p>Interviewees mentioned learning about diversity but most field experiences were not very diverse.</p>	<p>P</p>
---	---	-----------------

Commendations:

- The ASCD partnership MOU with Middlebury demonstrates strong efforts at collaboration with field partners.
- Field experiences are connected to methods courses to support connecting theory, content and practice. This coherence is based on scholarly research in this area conducted by Middlebury faculty.
- Student teachers take the professional development trainings that ACSD teachers take in the fall which helps to ensure that candidates understand the expectations of the profession.

Considerations for Further Program Development:

- Develop specific rubrics to match field experiences indicators which include a reflection for students as well as supervisor.
- Review lesson planning format to include planning the specifics for addressing diverse social and learning needs.
- Consider a greater variety of placements to span grade levels and diversity of field experiences. Use a system to track candidates’ progress through the program (e.g., grades they work with, schools they visit...).
- Add to student teaching handbook a set of expectations of the profession as well as the relevant laws and policies (e.g., school mentoring program, anti-bullying policies, teacher evaluation practices, personal learning plans, and school action plans.) Use the [Vermont Code for Professional Educators](#).
- Maintain instruction for candidates in Common Core as well as IB curricula.

Concerns

- Most supervisors’ notes make references to classroom management. No evidence of reflections/plans/actual course to address this vital need.
- Develop a system to assess student teachers and evaluate field experiences. (You reference involving EPIC- would not be work for that group, but would be a great topic for VCEPP.)
- Develop a consistent system to track field experiences and ensure candidates are getting the appropriate range of grade levels and diversity of placements.

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.

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.	Per IP: Grant opportunities, Center for Teaching, Learning and Research “EDST faculty present regionally nationally and internationally. We utilize Faculty Professional Development Funds and other College funding lines to support this work.” Many examples of faculty scholarly articles and presentations. Reflective narrative in IP indicates the EDST department feels supported by the college. Per interviews, the entire Middlebury College faculty voted unanimously to move Education from a minor to a major. Support from the College for collaboration on proposed Professional Development School (PDS).	E

<p>4.2 - Programs have the leadership, authority, budget, personnel, facilities, and technology necessary to meet approval standards and indicators.</p>	<p>The tenure line position and double major shift demonstrate the college’s commitment to the program.</p> <p>The college contributed \$25,000 for initial start-up costs associated with MOU with ACSD.</p> <p>As above, reflective narrative in IP indicates the EDST department feels supported by the college.</p> <p>[We have just completed a Letter of Intent to the Spencer Foundation to apply to the Lyle Spencer Research Grant Program. Please see that grant application here. We have also requested that EDST receive a one-year, “Professor of the Practice” whose expertise would include IB experience. As of this writing we have not yet been told whether we will receive that position. Our goal is to have that position be an ongoing reflection of Middlebury College’s commitment to the ACSD partnership. We will need further personnel if the PDS is really going to take hold.]</p> <p>Budget to help support field partners/cooperating teachers.</p> <p><u>Staffing plan for academic years 2018-2019, 2019-2020, 2020-2021.</u></p> <p>There is extensive support on campus for whatever technology students may want to employ. There is a walk in Library Help Desk that is staffed from 8am -midnight M-F, and 8am -6m on the weekends. There is also the Wilson Media Lab staffed by both trained tutors and professional staff in the main library that is open 6-8 hours day, M-F and from 12-4pm Saturday and Sunday. The Help Desk focuses on “how-do-I-make-this-work” problems and the Wilson Media Lab helps students with larger, academic projects. Both those resources are available to all Middlebury students.</p>	<p>S</p>
<p>4.3 – Provider and programs recruit, admit, support, and retain candidates, faculty and cooperating teachers from diverse backgrounds.</p>	<p>Per IP:</p> <p>Middlebury College has a long-standing effort to diversify the faculty and given the international program focus of the college, many new faculty come from all over the world. The class of 2022 is the most diverse in Middlebury's history.</p> <p>“Middlebury College has invested extensive resources towards diversifying both the faculty and student body: http://www.middlebury.edu/student-life/community-living/diversity-inclusivity ”</p> <p>Per interviews:</p> <p>Three years ago the college brought experts on board to provide a series of 4 workshops to recruitment committees for increasing diversity of</p>	<p>S</p>

	<p>new faculty hires; while current faculty at the college is 18-20% non-white, recent hires are 30% non-white. Middlebury administration is now able to run the workshop series on their own and expects this increased diversity to continue.</p> <p>The alignment and partnership between the College and the local school district with regard to the IB initiative could be a draw for recruiting diverse faculty members.</p>	
<p>4.4 Provider demonstrates an overall effort to address community, local, regional, state and national needs for hard-to-staff schools and fields of teacher shortage.</p>	<p>Efforts to establish meaningful, ongoing partnership with local School District equips the department to be well informed of what needs are present.</p>	<p>P</p>

Commendations:

- The faculty clearly collaborates with each other effectively.
- There is much evidence of scholarly work by faculty, as well as support for it by the college.

Considerations for Further Program Development:

- Development of the Professional Development School with ACSD may be moving forward without an understanding or plan for the costs and staffing required in an era of reducing costs for both the college and the local school district. A project manager may help the initiative succeed.
- Explore opportunities for candidates to have professional experiences/collaborations with colleagues (teachers, cultural liaisons, paraeducators) of diverse backgrounds (cultural, linguistic, ethnic).
- Ensure that all students can access Education in the U.S. course by adding another session so that all candidates who want to pursue the double major can do so.

Concerns:

- Only .4 replacement for Jonathan Miller-Lane next year while he is on sabbatical, plus only .6 replacement for Claudia, who is retiring. This comes at a time when interviewees express the

need for increased budget and an increase in personnel for the education department now that education is a major and the number of candidates are increasing.

- Some required courses fill up quickly, which could affect the sequence of the candidates' courses and their ability to complete the program on time.