

**Middlebury College Graduate Course**  
**Educators as Researchers: Personalized Learning through Inquiry**  
**September 2024 - June 2025**

**Opportunity:** Investigate topics and questions that are compelling to you, while learning important ethics and approaches to research. Individual research projects can address a wide range of questions of your choosing and may be connected to teaching and learning, your discipline(s), or broader educational issues. For example (provided to convey the range of possible topics—*this is not a prescriptive list & each person will create their own question*):

- How does historical fiction help my students think about agency?
- How do teachers in other countries help students understand fractions?
- Which of my current practices sustain oppression and which support liberation, both for me as an educator, and for my students?
- How do my students describe our school culture?
- How do past court rulings connect to current litigation and legislation about inclusive education?
- When do teacher evaluation systems improve long-term practice?
- **What question do you want to explore?**

This course is professional development, directed by you, and supported by colleagues in a collaborative, creative atmosphere.

**Course Information**

- **Eligibility:** Open to any ACSD employee
- **Professor:** Tracy Weston (Associate Professor of Education Studies)
- **Credits:** 45 contact hours, 1 Middlebury College graduate course credit (equivalent to 3 credits elsewhere). You must attend all sessions and complete all assignments to earn credit.
- **Cost:** \$2,000 per participant (minimum of 10 needed)
- **Dates:** Thursday evenings, 4:00-8:00 p.m.
  - 9/5, 10/3, 11/7, 12/5, 1/2, 1/30, 2/20, 3/13, 4/10, 5/8, 6/5
- **Dinner:** Provided
- **Location:** Either an ACSD building or at Middlebury College (TBD)

**Overview**

- This course will provide a structure for professional, collaborative discussion of ideas, challenges, and questions, and provide access to college and local professionals and resources.
- The beginning of the course will include readings and speakers across a variety of research topics. We will use a video club model to collaborate through video clips from our classrooms and investigate initial queries about teaching and learning.
- Ongoing readings will explain various research approaches and methodologies from a wide range of sources including Indigenous knowledge, ecological knowledge, and various qualitative and scientific traditions.
- After some smaller assignments, you will create a research project proposal to investigate a question of your choosing that you can learn about from existing research and your own

data collection. This could be a question connected to your classroom practice, a content-related question, or a review of existing research about a wide range of topics.

- You do NOT need to start the course with a question or topic in mind.
- You will complete an ethics training and Institutional Review Board approval for your project.
- There will be due dates for smaller project segments that you will receive feedback on to incorporate in your work and thinking as your project develops. Portions of some class sessions will be used to apply course readings and “workshop” the next steps of your project. You will need to complete the majority of your project outside of class.
- Final projects will be presented to the community.

**About the Instructor:** Tracy Weston is an Associate Professor of Education Studies at Middlebury College and former elementary teacher. Dr. Weston’s research focuses on mathematical knowledge in teaching, teacher noticing, and initial teacher education. She is on the Executive Board of Vermont’s Educator Preparation Inquiry Collaborative, which leads the implementation and professional development for the K-12 Vermont Licensure Portfolio. Her recent research includes:

- Ecological approaches in mathematics and science teacher education. *Annual meeting of the Association of Mathematics Teacher Educators (AMTE)*.
- A review of analytic frameworks for noticing in mathematics and science: Comparing noticing frameworks across disciplines and over time. *International Journal of Science and Mathematics Education*.
- Teacher noticing: A literature review of mathematics and science teacher noticing conceptualizations. *School Science and Mathematics*, 123(7), 293-308.
- Supporting noticing of students’ mathematical thinking through 360° video and prompt scaffolding. *Proceedings of the 45th Conference of the International Group for the Psychology of Mathematics Education*. Alicante, Spain.
- Practicing discomfort in teacher education. *Proceedings of the annual meeting of the American Educational Research Association*.
- Investigating student teachers’ noticing using 360° video of their own teaching. *Journal of Technology and Teacher Education*, 29(3), 311-340.

**For more information or to express interest:** Please email Tracy at [tweston@middlebury.edu](mailto:tweston@middlebury.edu)