

Education Studies

Learning Goals

1. To be prepared for recommendation for initial licensure in the state of Vermont and beyond in accordance with state required standards.
2. To learn the principles and philosophy of education.
3. To understand and apply multiple lenses to examine, debate, and write about critical issues in education policy and practice, that include content, pedagogy, and/or discipline specific issues as well as issues of power, privilege, social dominance, and social justice.
4. To be able to engage K-12 students in meaningful educational experiences in local, national and global contexts using current "best practice" techniques, appropriate application of educational technologies, and relevant knowledge and cultural competencies to engage diverse student bodies.

About the minor

In the Education Studies Program we believe that we must become a more inclusive and just society. We must honestly name and relentlessly address the educational inequities that we have created and that we sustain as individuals and members of multiple communities. In our formal settings, whether a Kindergarten class or senior seminar at Middlebury, and in our informal interactions with each other, we seek to embody the intellectual understandings, the humility, and empathy essential to this work.

The mission of the Education Studies Program is to prepare students to effectively contribute to a more just, compassionate, and equitable society by developing their self-awareness, critical lenses, analytical frameworks, and pedagogical content knowledge manifested in meaningful practices.

Reasons you might choose this minor

- You are interested in understanding the interdisciplinary study of education.
- You want to develop skills as critical thinkers, analytic writers and skilled researchers through active experiences in course work, independent study, and supervised experiences in the field.
- You want to explore the variety of educational settings where teaching and learning occurs.
- You want to understand how contextual factors such as social class, race, immigration, demographic shifts and rural/suburban/urban contexts have influenced educational policies and practices.
- You are interested in making connections between educational theory and practice while also acknowledging tensions that may occur between educational theory and practice.
- You wish to apply your learning in communities of practice such as school classrooms and community agencies, where present educational problems and change efforts can be observed in their full contexts.



Translating Learning into Professional Competencies

Throughout your time at Middlebury, you will develop and enhance the following core professional competencies, skills, and dispositions highly valued by employers that will prepare you for leadership and success in any given field:

Critical Thinking: Exercise sound reasoning to analyze issues, make decisions, and overcome problems.

Oral/Written Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms.

Teamwork/Collaboration: Build collaborative relationships with colleagues and customers from diverse backgrounds.

Leadership: Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others.

Professionalism/Work Ethic: Demonstrate personal accountability and effective work habits.

Global/Intercultural Fluency: Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions.

Digital Technology: Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals.

Career Management: Identify and articulate one's skills, strengths, knowledge, and experiences relevant to career goals, and identify areas necessary for professional development.

Where education studies minors go

Applying your learning through internships . . .

Students pursue internships and research in a variety of fields, enabling them to apply their liberal arts learning in real-world settings. Internships, research, and self-directed projects enrich your academic experience and help prepare you for life after Middlebury. Students have interned or done research at the following:

Middle East Institute

Immersion Language and Leadership Academy

Next Generation Scholars

Logos English Camps

Akilah Institute

BILD Bosnia

Breakthrough Collaborative

Global Family Initiative

Shelburne Farms

Creating Safe Spaces

Teton Science Schools

Hurricane Island Center for Science and Leadership

Teach for China

Yale Center for Emotional Intelligence

Better World Ed

TEACHRWanda

Harlem RBI & DREAM Charter School

. . . leading to meaningful, dynamic, and engaging career paths.

See just some of the many interesting ways our graduates have applied their liberal arts learning to engage the world. If you want to see what other Middlebury alumni are doing now, log into Midd2Midd and search by major. [go/midd2midd](#)

Yale Center for Emotional Intelligence, *Director of Education*

MA Department of Elementary and Secondary Education, *Educational Specialist*

EdVestors, *Director, Zeroing in on Math*

Macmillan/Tor-Forge Publishers, *Publicist/Tor*

Rutgers University, *Director of Teacher Education*

School/Not School, *Founder and Executive Director*

Avenues: The World School, *Grade 5 Head Classroom Spanish and English*

Bancroft School, *Math Department Chair*

Boston Children's Hospital, *Developmental Medicine Center*

Generation Teach, *Chief Program Officer*

Springfield School District, *Speech & Language Pathologist*

FaithActs for Education, *Director of Operations and Program*

U.S. Geological Society, *Geologist/Volcano Science Center*

Brighton Elementary School, *Principal*

Union County Public Schools, *Instructional Technology Facilitator*

Penguin Random House, *Coordinator, School 7 Library Marketing*

Goldman Sachs, *Human Capital Management Analyst, Diversity Recruiting*

SUNY Albany, *Director of Student Success*

The Mountain School of Milton Academy, *Director of Admissions*

University of Rochester, *Manager/Youth Risk and Resilience Lab*

Los Altos High School, *English Teacher*

Behavioral and Educational Solutions, *Behavior Therapist*

Natural Resources Defense Council, *Attorney and Senior Energy Advisor*

The Carroll School, *Fab Lab Learning Commons Director*

Harvard University Teaching and Learning Lab, *Senior Project Manager*

Watkinson School, *Head of Upper School*