Core Values of the Education Department

At each level of the curriculum - from introductory classes to seminars in curriculum and teaching - students are exposed to the three tenets that guide Bowdoin’s Education Department:

1. **BE AWARE OF THE BIG PICTURE.** The study of education sheds light on one of the United States' fundamental public institutions and on the humanistic dimensions of teaching and learning that are vital to constructing a meaningful life. Responsible teaching depends upon a solid background in the social foundations of education.

2. **EMBRACE THEORY AND PRACTICE.** Effective teaching builds on a strong foundation of content knowledge and thoughtful application of curricular and pedagogical theory to practice. Teachers gain expertise by listening, observing, doing, and reflecting.

3. **MODEL AND LIVE IN THE SPIRIT OF INQUIRY.** Excellent teachers position themselves as learners of their students and communities, and adjust their curricula, pedagogies, and use of technology to meet the needs of individuals. Teachers cannot assume that others will learn as they did and do and cannot teach simply as they were taught. Teaching is an intellectually challenging practice that requires ongoing learning, self-assessment, collaboration, and research.

Maine Beginning Teaching Standards

Maine has adopted the InTASC Core Teaching Standards to ensure that beginning teachers are prepared to work effectively with learners and their families and to contribute to the quality of schools and public education generally. Bowdoin’s Education Department ensures that all students taking courses in the Teaching Minor are familiar with these standards. All students completing the Bowdoin Teacher Scholars certification route will demonstrate and meet these standards.

**Standard #1: Learner Development**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard #11: Technology Standards for Teachers
Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.