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 fundamental public institutions of the United States. Such study also reveals the humanistic dimensions of teaching and learning that are vital to constructing a meaningful life. Responsible teaching and informed dialogue about education depend upon a solid background in the social foundations of education.

2. **Embrace theory and practice.** Theoretical and text-based inquiries, as well as empirical studies of all kinds, provide a basis for understanding the purpose and practice of education. For teachers, effective practice depends upon a strong foundation of content knowledge and thoughtful application of curricular and pedagogical theory to practice. Teachers and students at all levels of education gain expertise by listening, observing, doing, and reflecting.

3. **Model and live in the spirit of inquiry.** Students and instructors in the Education Department position themselves first as learners about those they teach and about the communities in which they teach. They recognize the limitations of their own perspectives and the need to draw on multiple sources of knowledge. Students and instructors in the Education Department believe that teachers, especially, cannot assume that others will learn as they did and do. Therefore, teachers cannot teach only as they were taught. Teaching is an intellectually challenging practice that requires ongoing learning, self-assessment, collaboration, and research.

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**Learning Goals**

- Students analyze policies, dilemmas, and debates about public schooling from anthropological, historical, philosophical, and/or sociological perspectives.

- Students demonstrate their understanding of the diverse ways individuals and groups make meaning and interpret their experiences of education.

- Students create well-reasoned and research-based arguments to support their beliefs about quality teaching and learning in multiple contexts.
Maine Beginning Teaching 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.