

BATES COLLEGE DEPARTMENT OF EDUCATION

Information for PROSPECTIVE STUDENTS AND APPLICANTS



2010 Student Teachers

MISSION AND CONCEPTUAL FRAMEWORK: The Bates College Department of Education seeks to foster the democratic possibilities of schooling through the study of American public education and other comparative systems. The aim of the department is to create an environment in which students and faculty together analyze the complex dynamics between the purposes and products of schooling, and the social structures and cultural processes that comprise the broader context for education. In particular, we want to nurture in our students the development of these qualities:

- **Critical action and civic responsibility** – Because we want our students to develop a sense of social responsibility and concern for the common good, we encourage them to be involved in the local community and beyond through field work, service learning projects, policy analysis, student teaching, and empirical research.
- **Reflection and engagement** – In our vision of education, reflection and engagement work together to deepen students' understanding and foster their personal growth.
- **Imagination and a passion for learning** - With imagination, a passion for learning, and the skills and knowledge that we help them develop, our students are well prepared to pursue their interests in education.
- **Commitment to social justice** – Throughout our program, we encourage students to recognize and address the influence of social context on the democratic possibilities of schooling.

Minors. The Bates Department of Education offers two minors in education for students interested in connecting their academic interests in a major discipline with the field of education. In both strands, students are required to take Education 231, Perspectives on Education. This course introduces students to the field through foundational perspectives that stimulate further interest in the field; it is open to first-year students. Students interested in designing a minor in education are encouraged to come to information sessions offered twice during the academic year and to make appointments with education faculty for early planning and advisement.

Teacher Education offers graduates the ability to complete certification as public school teachers (7-12) in several disciplines including English, social studies, science, mathematics, and modern languages (K-12). The program is approved by the Maine State Board of Education, and students who receive Maine certification gain opportunities to teach elsewhere through reciprocity with approximately forty other

states. Some students may choose to enroll in the teacher education program even if they are interested in teaching in an independent school where certification is not required, because they gain significant experience in the classroom and thus are better prepared for the challenges they will face when they enter a classroom on their own for the first time.

The Teacher Education program educates students to meet the Maine Standards for Beginning Teachers listed below in abbreviated form:

1. Demonstrates knowledge of subject matter and how to make it meaningful to students;
2. Demonstrates ability to integrate knowledge among disciplines;
3. Creates diverse learning opportunities appropriate to students at different stages of development;
4. Plans instruction based upon knowledge of subject matter, students and curriculum goals;
5. Employs a variety of instructional strategies and technologies;
6. Creates and maintains a supportive classroom environment that encourages learning;
7. Engages students, home, school, colleagues and community to support students' learning;
8. Uses a variety of formal and informal assessment strategies;
9. Demonstrates awareness of and commitment to ethical and legal responsibilities of a teacher;
10. Demonstrates a strong professional ethic and desire to contribute to the education profession.

Educational Studies offers students the opportunity to pursue a set of courses that are designed around students' emerging interests in a major and their developing goals for future work and study in educational fields. Many students interested in eventual certification at the elementary-school level gain significant background and experience in the electives offered by the department and may prepare for certification through summer programs or graduate school.

Planning. Students who wish to pursue a minor concentration in education in either teacher education or educational studies should begin planning their course schedules no later than the sophomore year. With early planning they will be able to meet all requirements for a major and a minor and spend some time in off-campus study as well. Those students interested in certification need to think about how to manage the demands of student teaching in their senior year with their course work and thesis.

Pass/Fail Grading Option. Pass/fail grading may be elected for courses applied toward the minors.

General Education. Class of 2010: Education 231 and any other course or Short Term unit listed below may serve as a department-designated set. The First-Year Seminar meets the requirements for an elective in the education department and may count as a third social science course. **Classes of 2011 and beyond:** A minor in either teacher education or educational studies may count as one of two required general education concentrations (GECs). In addition, three interdisciplinary general education concentrations include education department courses: *Children, Adolescents, School (C030)* with courses from education and psychology, *Science Education (C004)* intended for students likely to major in science or mathematics and *Science Education for Prospective Teachers of Children and Early Adolescents (C021)* intended for students who need some mathematics and science but who do not intend to major in one of these fields.

Title II "Report Card." An amendment to Title II, Higher Education Act (HEA), passed by Congress in 1998, requires that states and institutions with teacher-preparation programs annually report to the public the pass rates of program completers on assessments required by the state for teacher certification and other program information. Maine requires Praxis I tests in reading, writing, and mathematics. One hundred percent of Bates program completers in 2009 who took the examination earned passing scores required by Maine certification. Seven students were enrolled in the program as seniors in 2008-2009. The current requirement for clinical experience in the program is 450 hours. Further information about the program's annual report is available from the Director of Teacher Education.

PLANNING YOUR COURSE SCHEDULE — TEACHER EDUCATION STRAND

Use the grid below to plan your course schedule. Include required courses (including thesis) for your major and planned semester/year abroad. Teacher-education courses for senior year must be taken as indicated on the grid; note that no Bates courses may be scheduled during the day during winter semester.

	Fall Semester	Winter Semester	Short Term
First year			
Sophomore Year			
Junior Year			
Senior Year All courses listed are required for the Secondary Concentration in Teacher Education.	ED 460 Student Teaching	ED 461 Student Teaching II ED 447 Curriculum/Methods ED 448 Senior Seminar	

ARE YOU CONSIDERING DOING A MINOR IN EDUCATION?

Please complete the section below, detach it from the planning chart (which you should keep), and give it to a department faculty member or the student assistant in 309 Pettengill. We will add your name to a list that will assure you will get notices of education events and information as well as a place in a future education course.

-----Detach here and give the section below to a faculty member or leave in door box Room 309-----

Name: _____ Bates Class of _____

Box #: _____ e-mail: _____ Phone: _____ Major: _____

Home mailing address w/zip: _____

Home phone number (w/area code): _____

I am most interested in a Minor in _____ Education Studies _____ Teacher Education

(Student teaching interest: Subject _____ Level (Middle or High School) _____)

Education courses I have already taken:

Course Number/Title	Semester Taken/Year	Professor
ED		
ED		
ED		

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PLANNING YOUR COURSE SCHEDULE — EDUCATIONAL STUDIES STRAND

Use the grid below to plan your course schedule. Include required courses (including thesis) for your major and planned semester/year abroad. Also, include your plan for meeting the 70 hours field placement.

	Fall Semester	Winter Semester	Short Term
First Year			
Sophomore Year			
Junior Year			
Senior Year	EDU. 450 Seminar in Educational Studies		

ARE YOU CONSIDERING DOING A MINOR IN EDUCATION?

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-----Detach here and give the section below to a faculty member or leave in door box Room 309-----

Name: _____ Bates Class of _____

Box #: _____ e-mail: _____ Phone: _____ Major: _____

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I am most interested in a Minor in _____ Education Studies _____ Teacher Education

(Student teaching interest: Subject _____ Level (Middle or High School) _____)

Education courses I have already taken:

Course Number/Title	Semester Taken/Year	Professor
ED		
ED		
ED		

MINOR IN TEACHER EDUCATION
DEADLINE: MARCH 1 OF SOPHOMORE YEAR

Requirements for the College's recommendation for certification in Maine as secondary-school teachers include 1) Education 231; 362; a department elective; and all of the following: 447, 448, 460, and 461, including field experience in conjunction with each of these courses; 2) a major in an appropriate teaching field, although some fields may require additional courses; 3) fulfillment of the College's General Education and other degree requirements; and 4) fulfillment of state requirements, which including passing Praxis I and fingerprinting. Note that licensing of teachers is a state function; requirements differ from state to state, and these rules change frequently. Courses and experiences other than those offered at Bates may be required. Students interested in certification should consult with a faculty member as early as possible to plan for required course work. Applications must be submitted by March 1 of the sophomore year and completed by October 15 of junior year.

Other Requirements:

- Praxis I score at or above level of Maine standard (Reading 176 Writing 175 Math 175) or a composite score of 526 with no individual score less than three points below the required score.
- Completion of all degree requirements for certification in English, social studies, mathematics, science, or foreign languages
- Development of products and a professional portfolio documenting that all Maine Initial Teacher Standards have been met
- Recommendations/satisfactory evaluations from college supervisor, mentor teacher(s), and faculty member from academic department

MINOR IN EDUCATIONAL STUDIES
DEADLINE: MARCH 1 OF SOPHOMORE YEAR

Students choosing this option must complete seven courses. This minor requires that six of the seven courses be Department of Education courses. Education 231 & Education 450 (optional for classes of '10 & '11) is required for all students. Each education course requires at least thirty hours of field experience (such as tutoring or action research) in educational settings or fieldwork related to education more generally, such as research on policy. In addition, for the classes of '10 and '11 at least one field experience must be extended to the equivalent of a semester-long experience of at least seventy hours unless the student enrolls in EDU 450. Students may also meet this requirement in other ways, such as a faculty-approved and supervised placement in a semester when they are not currently enrolled in an education course, a field-based thesis study, or an off-campus program with prior departmental approval and appropriate documentation. Students may apply to have an off-campus program or course count as one of the six required education courses. These requests require the prior approval of education faculty. Students are strongly advised to begin preliminary planning and application as soon as possible. A formal application must be submitted by March 1 of sophomore year and completed October 15 of the junior year.

FIELD EXPERIENCES

As part of its larger mission, all courses in the Department of Education include a 30-hour field placement component. In coordination between department faculty, students, and The Harvard Center for Community Partnership, students are placed in local school and community settings and complete community-based learning projects designed to encourage the integration of theory and practice and address the interests of community members and organizations. Course assignments offer students an opportunity to reflect systematically on the larger questions surrounding educational structures and practices raised through field experiences.

OFF-CAMPUS STUDY. Students may apply to have an off-campus program or course to count as one of the six required Education courses as part of their planned programs. Because such requests require the prior approval of the Department of Education faculty, students must complete proposal forms and their secondary concentration applications *before* they leave campus.

COURSES OFFERED in recent years

Some are cross-listed with other departments or programs. Additional courses are planned.

ED 231	Perspectives on Education	ED 362	Basic Concepts in Special Education
ED 240	Gender Issues in Education	ED 365	Special Topics
ED/SO 242	Race, Cultural Pluralism and Equality in American Education	ED 378	Ethnographic Approaches to Education
ED 245	Literacy in the Preschool and Elementary Years	ED/SOC 380	Education Reform and Politics
ED 235	Teaching Math and Science	ED 447	Curriculum and Methods (co-requisite: ED 461)
ED 250	Critical Perspectives on Teaching and Learning	ED 448	Senior Seminar: Reflection/Engagement (co-requisite: ED 461)
ED 280	Globalization in Education	ED 460-461	Student Teaching I and II
ED/PS 262	Action Research	ED 450	Seminar in Educational Studies
ED 320	Community Education/Community Action	FYS 300	Exploring Education Through Narratives
ED/WGS 330	Gender, Power and Leadership	s27	Literacy in the Community
ED 343	Learning and Teaching: Theories and Practice	s50	Individual Research
ED 360	Independent Study	s20	Creating Educational Experiences at Morse Mountain
		s28	Children's Writing Workshop

**CONTACT INFORMATION
FOR
ACADEMIC YEAR 2009-2010**

Buck, Patricia

Associate Professor
Room 302, Pettengill Hall
Bates College
(207) 786-8378
pbuck@bates.edu

Regan, Helen

Department Chair
Room 304, Pettengill Hall
Bates College
(207) 786-6064
hregan@bates.edu

Sale, Bronwyn

Lecturer
Room 306, Pettengill Hall
Bates College
(207) 786 8378
bsale@bates.edu

Charles, Anita

Lecturer
Room 308, Pettengill Hall
Bates College
(207) 786-8349
acharles@bates.edu

Deschaine, Sylvia

Administrative Assistant
Room 355, Pettengill Hall
Bates College
(207) 786-8297
sdescha2@bates.edu

Alcorn, Ellen

Service-Learning Coordinator
Harward Center
Bates College
(207) 786-8235
ealcorn@bates.edu