

# ***REVIEW TEAM REPORT***

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## ***PROGRAM APPROVAL VISIT TO:***

### **BOWDOIN COLLEGE**

Teacher Preparation Program

Brunswick, Maine

February 25-28, 2007

***Program Review Team:***

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## **I. Introduction**

This report is based upon a review of Bowdoin College's Teacher Certification Program's "Status Report" as well as the site visit conducted February 25—28, 2007. During the on-campus site visit, interviews with college faculty, administration, students, host teachers and public school administrators were conducted in addition to class visitations. Furthermore, instructional syllabi, handbooks and other exhibits submitted by the Bowdoin Department of Education were reviewed.

Bowdoin College is a private liberal arts and sciences college enrolling approximately 1,666 students (enrollment reported in the 2006 catalogue). The College is situated in Brunswick, Maine, and has been in existence for over 200 years since the first class entered in 1802. The current mission statement originates from Bowdoin's first president Reverend Joseph McKeen's inaugural address in which he states that "literary institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them for education." This charge by Reverend McKeen has become the adage of Bowdoin College and it is pivotal to the university's mission statement.

Since 1905, Bowdoin College has offered courses in educational theory and practice. However, it was in 1974 when the Education Department at Bowdoin College officially proposed the establishment of a teacher certification program leading to secondary teacher licensure.

Annual enrollment in the Teacher Education Program ranges between 7-12 seniors since 2001. The Department of Education also offers an educational studies minor, but since this concentration does not lead to teacher certification, it is not within the purview of this Program Review Team. The review therefore, is focused on the Teacher Certification Program since this is the one path through which Bowdoin students may pursue Maine secondary certification in the areas of English/Language Arts, Mathematics, Life Sciences, Physical Sciences, Social Studies or K-12 Foreign Languages.

## II. Summary of the Unit's Conceptual Framework

*The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework(s) provides the bases that describe the unit's intellectual philosophy, which distinguishes graduates of one unit from those of another.*

**Level:** Initial

### **Findings:**

In the fall of 2006, the Education Department met to review what had been submitted in the prior program review report with respect to articulating their Conceptual Framework or intellectual philosophy of what makes their candidates uniquely Bowdoin College graduates. Two department meetings were used to discuss what had been in place, explore revisions, and agree to the central points that would provide direction for their programs. The following list of critical aspects was identified as their Conceptual Framework:

- ⇒ Commitment to the Common Good
- ⇒ Liberal arts model of inquiry
- ⇒ Subject content as evidenced by “a broad command of the liberal arts as well as a deep understanding of a discipline”
- ⇒ Educational foundations and contemporary theories
- ⇒ Pedagogy, particularly “pedagogy as demanded by diverse populations, specific students, and particular subject matters”
- ⇒ Development of reflective practitioners

The Status Report does not provide a clear knowledge-base or theoretical underpinnings to support the list of critical aspects offered by the Education Department. Faculty indicated the Conceptual Framework has not been shared outside of the faculty yet they felt the students should be able to identify many of these points since these tenets are embedded throughout the program. Interviews with students and public school personnel support this claim. Many of the bulleted points listed in the Conceptual Framework were highlighted when faculty members were asked to explain the Conceptual Framework of the Education Department or what type of teacher Bowdoin College is preparing. In particular, the Common Good was consistently mentioned as well as a strong background in the liberal arts, depth in a subject area, and an ability to reflect. Beyond these consistencies, responses expanded to include pedagogical approaches (progressive, constructivist, didactic), being responsible, knowing about different learning styles, and awareness of differences in students and class culture. Many of these points arguably could fall within one of the bulleted points listed by the Department in their Conceptual

Framework, but there is no coherent unit philosophy or knowledge-base for the philosophy. In addition, the Conceptual Framework is not explicitly referenced in departmental printed material such as the Student Teaching Handbook, the syllabi, etc. In short, the Conceptual Framework appears to be lived, but is not explicitly shared with all stakeholders, neither has it been incorporated in written course and departmental documents.

**Commendation:**

The College mission of “serving the common good” and providing depth and breadth within a liberal arts education is known and articulated by faculty, students, and administrators across the institution and area school partners. In addition, the importance of reflection is seen as a cornerstone of the Education Department’s Conceptual Framework.

**Recommendations:**

The theories and research that support the tenets of the Conceptual Framework need to be identified and described, thereby providing evidence of a solid knowledge-base as is required by regulation.

The Conceptual Framework needs to be shared explicitly with all stakeholders.

### **III. Summary of Findings for Each Standard**

#### **Standard One: Initial Teacher Candidate Performance**

*Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and abilities necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.*

**Level:** Initial

#### **Findings:**

Bowdoin College's Teacher Certification Program Status Report, a self study of the program's ability to meet the State of Maine Higher Education Unit Standards for Teacher Preparation Program Approval, was reviewed by the Program Review Team. In reporting the Unit's ability to meet Standard 1, the Status Report specifies that the candidates are grounded in the liberal arts curriculum, combining "studies in their major with a requisite of seven courses in education to fulfill state competencies for initial certification". The Unit details the Teacher Education Program's coursework specifically designed to integrate theory, research and practice. Recent changes were incorporated to develop a "vision for social justice" with a plan for its realization in the school setting.

In order to improve efficacy and students' teaching proficiency the Unit has redesigned its program to distinguish candidates seeking teacher certification from those students seeking the Education Studies minor. Additionally, the Unit now requires a 3.0 Grade Point Average (GPA) with a subject area major that exceeds the state's 24-credit requirement. In order to provide knowledge needed prior to student teaching, course work in lesson and unit planning (Education 301) is taken earlier in students' programs. A more relevant course, Adolescents in the Classroom, is offered in lieu of Introduction to Psychology and is taken concurrently with Student Teaching, and Student Teaching Seminar: Analysis of Teaching and Learning (Education 304). Field experiences have been increased to 591 hours prior to student teaching.

The Review Team found convincing evidence that Bowdoin's Teacher Education Program is grounded in a strong liberal arts curriculum, together with education courses that foster development of a "vision of social justice for the common good", within a school setting. This conclusion is based on interviews with cooperating teachers and candidates, class syllabi and visitations, and data relating student academic accomplishments. Requirements including rigorous major coursework and a high GPA are substantiated by the evidence together with additional field and course work (including realignment of the sequence of coursework). The Unit appears through conversation to implicitly support the standards movement in the state. However, lesson and unit plans created by students, which were offered as evidence, lacked any reference to Maine Learning Results. Additionally, the Ten Initial Teaching Standards are utilized in one formative assessment but not as a systematic assessment system prior to student teaching and as a culminating evaluation.

The Unit has collapsed Maine's Ten Initial Teaching Standards into six Performance Standards for Beginning Teachers: Knowledge of Central Concepts, Knowledge of Learning Theory, Planning and Instruction, Classroom Management and School Culture, Assessment, and Ethical, Legal and Professional Responsibilities. Unit evidence revealed varying degrees of knowledge and understanding of the Teaching Standards among stakeholders. Conversations with students revealed that they are aware of the Performance Standards. Veteran cooperating teachers are aware of the Performance Standards because a formative evaluation based on these standards is utilized at midterm during the student teaching experience. First time cooperating teachers are unaware of the standards but were assured by their peers at the interview that they would soon become aware of the standards at the midterm and suggested that they should become familiar with the standards in the Student Teaching Handbook. Cooperating teachers and the college supervisor assist student teachers to develop goals for the remainder of their student teaching experience based on these standards.

In the past, a portfolio based on the Performance Standards was required of candidates. Conversations with alumni and education faculty revealed that the portfolio was replaced with another culminating activity. More recently, the candidates' culminating activity was designed to be a more meaningful and reflective evaluation than a portfolio according to faculty interview. Candidate presentations based on an "aspect of" themselves "embedded in a topic of choice," are presented to faculty and classmates. Notes from an April 2004 education faculty retreat reflected that a candidate should write a "thoughtful and substantive final reflection" of 5-7 pages. According to spring 2007 Student Teaching Seminar syllabi, the presentation is again required in addition to a portfolio based on Maine's Ten Initial Teaching Standards. Candidate interviews confirmed they were preparing portfolios, yet faculty interviews seemed to emphasize the presentation, which may include one aspect of the portfolio, without a clear process or rubric to assess the portfolio which provides the overview of meeting all standards.

Systematic analysis by the Review Team failed to find evidence of a culminating activity in the process leading to certification that demonstrates consistent understanding among the candidates, their cooperating teachers, and the college supervisor or that demonstrates candidates' ability to meet Maine's Ten Initial Teaching Standards in order to be certified by the Department of Education Certification Division.

**Recommendations:**

The culminating review of a student teacher's performance on each of Maine's Ten Initial Teaching Standards should be clearly documented by the cooperating teacher, the college supervisor, and the student teacher.

The purpose and process of portfolio creation and presentation by teaching candidates should be clearly articulated and documented.

Candidates' lesson and unit plan objectives should be clearly aligned with the Maine Learning Results.

Assessments used to determine a candidate's readiness to be recommended for initial certification, including portfolios, reflections, and teaching lessons and units, should be clearly aligned with Maine's Ten Initial Teaching Standards.

**Review Team Decision: Standard One is met.**

## **Standard Two: Assessment System and Unit Evaluation**

*The unit has an assessment system that collects and analyzes data on the qualifications of applicants, the performance of candidates and graduates, and on unit operations to evaluate and improve the unit and its programs.*

**Level:** Initial

### **Findings:**

Bowdoin College's Teacher Certification Program is proud of the accomplishments of its candidates. Over the past five years 46 students have successfully completed the program with 6 students qualifying for Phi Beta Kappa (3.8 GPA and above) and 23 receiving Latin Honors. The program is supported by its highly qualified personnel.

The Unit also speaks of its Teacher Certification Program assessment system. The small size of the program makes for close relationships between faculty and students. Students major in their content area and minor in Teacher Certification taking four or five education courses prior to acceptance into the program in order to student teach in the spring of their senior year. Multiple instructors evaluate students for their written and oral presentations and participation in course work throughout the candidate's college career. Junior year field placement cooperating teachers evaluate candidate progress at the conclusion of the fall semester with particular emphasis on student teaching readiness. At this point there has been no introduction of Maine's Ten Initial Teaching Standards and assessment of these standards is not evident.

Application for admission into the Teacher Certification Program is made in the fall of candidates' senior year. Requirements include senior standing, a major with sufficient coursework to satisfy State certification endorsement requirements, a 3.0 GPA in Education 301 and 303, a cumulative 3.0 grade average, completion of four education courses, good standing in the department, two letters of reference by both education and major content area faculty members, and approval by Education Faculty following an interview. However, paperwork describing the application process and a description of the appeal process should a candidate be unsuccessful in the attempt, is confusing and contradictory. Retreat notes confirming the decision making process are in conflict as well. Page 1 states that there is no appeals process. Page 2 lists the requirements for an appeal. It would be helpful for students to have the process clearly defined if one does indeed exist.

Once accepted into student teaching a second phase of assessment takes place. Cooperating teachers consistently critique students' teaching and interactions with students. A college supervisor visits, critiques lessons, and thoroughly discusses positive aspects of lessons as well as possible alternative routes. The college supervisor reads the student teacher's weekly reflection papers on their present understandings. Again, no mention of Maine's Ten Initial Teaching Standards is introduced in the evidence supplied or requested.

It is at midterm that student teachers first are introduced to Maine's Ten Initial Teaching Standards. At this time the supervising, cooperating, and student teachers discuss candidate performance on Six Performance Standards from which goals for the remainder of the semester are derived. Observation feedback from both the cooperating teacher and the college supervisor continues throughout the semester. The supervising teacher may choose to either describe the candidates' ability to meet the Six Performance Standards with a paragraph for each standard or write a final letter of recommendation. The supervising teacher also writes a letter of recommendation. No evidence of the former was submitted to the Review Team as evidence of a systematic assessment system.

There is a final assessment of the candidates' student teaching experience. This event takes on one or more of three possibilities: creation of a portfolio based on the Six Performance Standards (2001 evidence, 2004 Faculty Retreat, Education Department Protocol Forms and Student Teaching Seminar syllabus), a presentation of an area of choice referenced to one of Six Performance Standards (Student Teaching Seminar Syllabus) and a final reflection paper. Over the past five years, a combination of two or three of these requirements was in use. However, faculty interviews revealed that portfolios based on standards were neither read nor kept. They were perceived to be for student teachers seeking employment. Therefore, the standards were not considered as assessment for the completion of the program.

Program data should be utilized to inform planning and instruction. It appears that there were several opportunities to collect data on program performance since the last Program Review. A single measure to determine growth over time was initiated but was not utilized to make decisions about program change. In 2001, a survey yielding 116 respondents was sent to graduates. Documentation of both qualitative and quantitative data appeared to be informative for program evaluation and planning and a group of alumni were invited to campus in 2002 for discussion. However, no data were collected or stored after this meeting and apparently no decisions were based on the information gleaned, though inclusion of a higher level psychology class may have been conceived as a result of one of these conversations.

The education faculty members meet monthly and yearly for a retreat. The formal monthly meeting agendas are available for inspection but no minutes are kept, requiring individuals to remember meeting purpose and decision results. An annual retreat is organized and one year's retreat notes were submitted to the Review Team upon request. It was evident that program change had resulted from the meeting. Bifurcation of the program to distinguish Teacher Certification from Education Studies students represents a significant decision that has ultimately clarified the career paths of education students. Regular meeting notes could enhance and document program decisions.

The requirement for passing Praxis I and II prior to graduation could not be located in any documentary evidence submitted to the Review Team. If this is accurate, the Review Team strongly recommends clarifying the Praxis requirements in program materials.

In the Report of the Program Approval Visitation Team Review of the Education Personnel Preparation Program, of February, 2001 two recommendations were made.

The Education faculty members are actively encouraged to develop a more systematic assessment of all aspects of the program in order to communicate program effectiveness to others and to inform program changes.

The faculty should consider creating a systematic process for assessing the work of individual students in the field placements prior to student teaching. Such a process would clarify and communicate to host teachers and students the specific objectives for field placements and allow for the continuous collection of data that the program can use to assess the overall program.

The Review Team found no apparent evidence of action on either of these recommendations.

**Recommendations:**

An assessment system should be designed to define and chronologically track students' progress through their learning process. This system needs to be aligned with Maine's Ten Initial Teaching Standards. The key elements of the assessment system include:

- ⇒ monitoring candidate performance and unit operations
- ⇒ multiple assessments which identify key transition points, and,
- ⇒ fair, accurate, and consistent assessments.

Data from the assessment system and from all decision-making processes should be regularly collected, summarized, analyzed, and maintained to inform program planning.

Data used for program improvement should be shared with stakeholders to encourage reflection and improvement.

**Review Team Decision: Standard Two is not met.**

### **Standard Three: Field Experiences and Clinical Practice**

*The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge and skills, necessary to help all students learn.*

#### **Level: Initial**

#### **Findings:**

The Bowdoin certification Teaching Minor includes a field placement and clinical experiences in its course of studies with 591 total practicum hours and student teaching. The Director of Field Experiences makes field placements in conjunction with schools. Interviews with school principals, classroom mentor teachers, and students revealed overall satisfaction with the quality of the clinical experiences. Teachers and principals enjoy having Bowdoin students in their schools and classrooms. The students are committed and conscientious. Field study teachers and cooperating teachers expressed satisfaction with the placement process and the support provided for the school. In one incident reported, Bowdoin faculty members were quick to reach resolution when contacted by a principal who had not been notified of a student teacher placed in his school one semester. A student teaching handbook exists that outlines procedures and roles and is utilized by student teachers, cooperating teachers, and the college supervisor. The standards designed by the education faculty based on Maine's Ten Initial Teacher Standards are reviewed by the student, the college supervisor, and the cooperating teacher mid-way through the placement. There is no other stipulation of the assessment of the Maine Teaching Standards involving the cooperating teacher.

Both school faculty and college education faculty expressed the desire for more collaborative professional development between the College and school partners. Public school educators desire to meet with college faculty to provide a school perspective, while college faculty members desire to provide more staff development in support of school faculty.

The student teaching sequence occurs in the senior year and involves a combination of teaching and observing. The concurrent seminar that meets once a week during student teaching provides opportunities for students to reflect on school experiences and explore the act of teaching more deeply. In the event that a student is having trouble with the placement or the general requirements of the student teaching sequence, the student works with the cooperating teacher and the college supervisor to remediate the situation, or in some cases the student is counseled out of teaching. This year, 2006-7, seven seniors participated in the student teacher sequence.

Student use of technology in their teaching appears sporadic; however, students reported their own proficiency and comfort level with technology. There were fewer reports of consistent use of learning technologies in their classroom practica,

particularly in classrooms not part of the Maine Learning Technology Initiative (MLTI). Students reported availability of technology tools in the public school classrooms is limited; however, the Instructional Media/Technology center at Bowdoin reported that technology tools are available to be checked out by students. Technology is incorporated in the Maine Teaching Standards but it is not clear if the level of technology use in teaching is being assessed.

**Recommendations:**

The role of the cooperating teacher in collaboration with the college supervisor should be strengthened in the final review of the student teacher's performance on the Maine Teaching Standards.

Education faculty members should increase expectations for the use of technology tools in student teaching, especially given the availability of resources through the College's Information Technology Division.

**Review Team Decision: Standard Three is met.**

## **Standard Four: Diversity**

*The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge and skills necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.*

### **Level: Initial**

#### **Findings:**

The self-study reflects Bowdoin College's commitment to valuing and enhancing diversity on its campus both in its recruitment of a diverse student population and its recruitment of faculty and staff. The number of students of color enrolled on campus rose from 13.3% in 2000 to 26.1% in 2005. The number of students receiving need-based aid rose from 37.2% in 2000 to 43.2% in 2005. The students who pursue a teaching minor and certification through the Education Department have increasingly begun to reflect the diversity of the College as evidenced in education course visits and meetings with students, although it should be noted that only two of the 21 student teachers the last three years have been students of color.

Bowdoin College is a member of the Diversity Hiring Coalition of Maine. Bowdoin College also belongs to the Consortium for Faculty Diversity that brings pre or post doctoral fellows to campus for a yearlong appointment. The College is participating in the Collaborative on Academic Careers in Higher Education (COACHE). COACHE is a component of The Study of New Scholars housed at Harvard University's Graduate School of Education that aims to increase the recruitment, retention, status, success, and satisfaction of women and minority faculty members. The emerging success of these efforts is shown by the fact that 2 of 8 members of the Education Department are faculty of color.

No formal data were presented on the cultural and ethnic demographics of the schools where student clinical practica are completed. Discussions with the school partners in the Brunswick and Topsham areas indicate diverse student populations resulting from the Brunswick Naval Air Station and Bowdoin College faculty families. These demographics may change as a result of the closing of the Naval Air Station.

Interviews with College staff and faculty indicate numerous organizations and programs for diverse students. There is a senior administrative Assistant Dean position, which includes responsibility as Director of Multicultural Student Programs.

Review of course syllabi and course classroom visits demonstrate that students address and reflect on how issues of diversity influence individual student learning and the structure and role of schools in society.

Review of faculty vita and faculty interviews reveal their experience and involvement in minority affairs, such as the Gay and Lesbian Studies program, rural schools, and teaching with English Language Learners.

**Commendations:**

The Education Department is commended for its success in attracting a diverse faculty.

The Education Department is commended for designing a curriculum in which students analyze and reflect on broad social and justice issues relating to educating diverse students in a democratic society.

**Review Team Decision: Standard Four is met.**

## Standard Five: Faculty Qualifications, Performance, and Development

*Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.*

**Level:** Initial

### **Findings:**

The program currently has eight faculty members. Three are full time tenure track faculty members. Five are fixed length or lecturer appointments: one Visiting Fellow in Education, one Pre-Dissertation Fellow in Education, two adjunct lecturers, and one lecturer. The mixture of adjunct, temporary, and tenure track appointments contributes to a continuous infusion of new experiences, research and insight; however it also could adversely affect the stability of the Teaching Minor and continuous program planning and improvement.

The department's ability to support students in putting theory into practice is enhanced by those faculty members who have both expertise and experience in public school settings. Students and school partners noted the benefits of this experience. A review of faculty vitae reveals a broad array of experiences and research pursuits. College faculty, administrators, and students spoke of the presence of the Education faculty in the life of the College and their willingness to share their experience and expertise with others in a collaborative manner.

The College's mission of "serving the common good" is integrated throughout the Education curriculum if not in terminology, then more importantly, in curriculum themes and student requirements. Conversations with faculty and students not directly involved in education programs revealed that the Education faculty members are valued for their expertise and collegiality. Several students indicated that their contact with Education faculty and courses has prompted them to consider education as a profession. College faculty who advise students who are pursuing a Teaching Minor at Bowdoin know about the program and could talk about those students' interest in education.

The faculty teaching load is 4 courses a year. The student teaching supervision load is seven students as one course. Bowdoin College faculty are evaluated systematically for their teaching, scholarly engagement and contributions to the community. Student evaluations are completed after every course, are read carefully by each professor, and are discussed with the department chair. Faculty members write self reports at the end of their first and third years of employment at the College and may be awarded tenure after a comprehensive tenure review process. Procedures and processes for faculty review are outlined in the Bowdoin College Faculty Handbook.

The College supports the continued development of its faculty by providing annual funds for each member to attend at least one national or regional professional meeting, by granting research money through the Bowdoin Faculty Resources Committee and by continuing to pay the annual dues and travel to CETE (Consortium for Excellence in Teacher Education) meetings -- a collaboration of New England private colleges with undergraduate teacher education programs. Sabbaticals are available on a periodic basis. Education faculty are involved in teaching improvement efforts by the College- in 2006 a group of Bowdoin faculty launched "Consultants for Teaching," a far-reaching program to support the teaching of Bowdoin faculty.

**Commendation:**

The Education faculty is commended for the esteem in which it is held by the College faculty, students, and administration.

**Review Team Decision: Standard Five is met.**

**Standard Six: Unit Governance and Resources**

*The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.*

**Level:** Initial

**Findings:**

The Bowdoin Department of Education is headed by a chair, who is appointed by the President on the recommendation of the Dean for Academic Affairs. The Dean's recommendation "is informed by the advice of the outgoing chair after consulting with all members of the department." The Department Chair is the college "officer closest to the point where the instructional and scholarly missions are carried out..." The Chair is responsible for managing and supporting faculty and staff, coordinating the department curriculum, coordinating advising and serving as the college-wide liaison between various offices and the department (e.g., Admissions).

Chairs generally are appointed for a 3-year fixed term. Currently, an interim chair is holding this position, while a tenure-track faculty member is on sabbatical. Upon the tenure-track faculty member's return in fall 2007, he will assume the role of chair for one-year, followed by another faculty member in the fall of 2008 who is returning to the department following several years of service as Associate Dean. In a span of three years, then, the Department will have a different chair each year, which departs from the general 3-year appointment.

Within the Education Department, meetings generally occur once a month, but little documentation was available in terms of meeting minutes or any archival documentation of business conducted. When archival documentation of the faculty retreat was requested, , for instance, these were produced from a faculty's personal file. Generally it is agreed by all faculty that decisions at the Department level are made consensually at the monthly meetings with informal meetings occurring as the need arises since the Department is small. A oral tradition of record keeping appears to be the primary way decisions are tracked.

Bowdoin College Department of Education's budget for operational costs (e.g., copying, office supplies, phone, etc.) appears to be on parity with other units across campus. In addition, the Education Department has additional budget lines due to costs incurred through honoraria paid to cooperating teachers and travel costs for supervision of student teachers.

All Department Chairs submit their budget requests (excluding payroll) annually to the Director of Academic Budget and Operations. Salaries and benefits are reviewed directly by the Dean and the Director of Academic Budget and Operations. Patterns of spending are reviewed with emphasis on increases that impact students' needs or faculty needs,

with all reasonable requests accommodated. Large items also are annually reviewed and handled on a case-by-case basis. Again, if capital items are linked to student and faculty needs, all efforts are made to accommodate these requests.

Special fiscal accommodations are identified to support faculty. New faculty members receive \$2500 to purchase library materials to support course development and/or their scholarship. Professional development funds are available up to \$1200 to support attending or presenting at a conference. Furthermore, there are competitive grants up to \$4000 for research. Course enrichment monies can be granted to support field trips or to stipend local teachers as guest lecturers in classes. Sabbaticals are available for faculty as well as supplemental funds that would cover two-thirds of one's salary for an additional semester linked to sabbatical.

Faculty lines within the Education Department have been strengthened with one tenure-track position added since the last program review. Bowdoin College also added a Visiting Fellow in Education for one year to substitute for a faculty member who has a temporary appointment as Associate Dean and a Pre-dissertation Fellow in Education to cover for a faculty member who is on sabbatical.

The Department of Education is housed within Kanbar Hall, a new facility, which is spacious providing a conference room and offices that are aesthetically attractive. Each faculty has individual office space with computer capacity and wireless service throughout the building. Faculty computers are replaced every three years.

Students readily indicated that library and technological support and services were adequate. In the Review Team's interviews with the library and technology staff, significant support is evident. The library budget is managed by the Director of Hawthorne-Longfellow Library and Technical Services. Purchases are made based on pre-approval selections from certain publishers and faculty requests. Innovative ways of matching usage to expenditures and also sharing resources among other colleges (Colby and Bates, in particular) are being explored to maximize the effectiveness of purchasing materials. Education faculty members are seen as being very receptive and responsive to any request from the library for suggested acquisitions. Expenditures are on par with other departments of similar size.

A separate curriculum materials lab is not present; all curriculum books are embedded within the collections. There is a small sample of curricular material maintained in the Education Department in Kanbar Hall. The library works with the Education Department to develop course guides and specific web search guides pertinent to education or even a particular area of education such as school law. In EDU 101 and 203, the Education faculty members have taken advantage of inviting a reference librarian to discuss library resources with the students. Interlibrary loan is statewide and increasing to include 6 New England Colleges in a network called NExpress. Library books can be loaned to faculty for up to 6 months. Article reach is a relatively new system in which articles can be sent electronically from other sites.

The library is open 109 hours a week. Reference staff is present for over 80 hours a week and generally available until 10:00 each evening. There are over one million volumes housed in the library and 7,455 journals are available electronically.

Full electronic indexing is available through Web Bridge with on-line full text articles available in many cases.

Bowdoin College's technology support system is expansive with redundant gigabit connectivity to the core in Hubbard throughout all 90+ buildings. There are 250+ wireless AP's deployed with centralized management and roaming across campus including all buildings. Bowdoin College has 6 to 8 computer labs with a total of 320 lab computers available throughout the campus. Two of the labs are open 24-hours a day (one of these is in Kanbar Hall). Bowdoin College is well-poised to meet all student and faculty needs for technology and is implementing a four-year staged and funded upgrade cycle for all classrooms and faculty computers are upgraded every three years. Training on technology is available with over 3200 hours of workshop training, 995 hours of one-on-one training, and 1984 instructional hours within classes being conducted in the 2005-06 year. Furthermore, a unique service is the loaner equipment program in which students can borrow equipment such as iPods, CD or DVD burners, still cameras, video cameras, combo DVD/VHS players, voice recorders, Mac and PC laptops, cell phones, and more for short term usage up to 10 days or longer if granted special permission.

The Instruction Technology Division takes a proactive stance in utilizing a Student Advisory group comprised of students with a range of technology experience from minimal to significant to meet with the Chief Information Officer and provide feedback on potential projects. Three to five projects are earmarked every year from this feedback; for instance, erecting a cell phone tower on campus was a suggestion that originated with this group.

Recently, the Instruction Technology Division has launched a pilot program, IT Advocates Program, to (1) increase communication between IT and academic departments, (2) help IT staff understand and respond to the particular technology needs of departments and faculty members, (3) ensure that faculty members are aware of the IT services that are currently available to them. The Education Department has agreed to participate.

### **Overall Assessment of Standard**

The Chair position is in a state of flux with an interim Chair and a possibility of different chairs for each of the next two years. Stability in this position will be helpful, and underscores the need for consistent record keeping.

Resources in terms of budgetary support, library support and technology services showed evidence of being equitable with outstanding support being provided by the Library and the Instructional Technology Division.

**Commendation:**

Technology and library services reflect a deep commitment to serving students. These resource areas are proactive and both should be commended for identifying areas of need and pursuing solutions that always have the student at the center of concern.

**Recommendations:**

Department archives that include minutes of meetings and retreats should be regularly maintained in a central departmental file in order to inform decision-making and program evaluation. In particular, assessments as to program effectiveness through course evaluations, graduate surveys, cooperating teachers' assessments should be brought to department meetings so an official record can be maintained.

As the Education Department prioritizes outreach projects, the need for support services in terms of a full-time administrative assistant should be explored to realize such plans. Support for such outreach efforts was identified as important by both education faculty and public school administrators.

**Review Team Decision: Standard Six is met.**

**IV. Recommendation to the State Board of Education**

Conditional approval with an interim report to be filed in two years describing how recommendations have been implemented.

## V. List of individuals Interviewed and Sources of Evidence

### INDIVIDUALS INTERVIEWED:

#### Administration and staff

Nancy Jennings, Associate Dean

Ann Oswald, Director of Academic Budget and Operations

Sherri Bergman, Director of Hawthorne-Longfellow Library and Technical Services

Virginia Hopcroft, Government Documents Librarian

Wil Smith, Assistant Dean of Student Affairs and Director of Multicultural Student Program

Mitchel Davis, Chief Information Officer, Information Technology

Christina Finneran, Acting Manager of Education and Research Consulting

Jennifer Snow, Educational Research Consultant

#### Education Department Faculty

Lu Gallaudet

Charles Dorn

Rodino Anderson

Nancy Jennings (also Associate Dean)

Suzanne Aldridge, Visiting Fellow in Education

Doris Santoro Gomez

Su Langdon

#### Faculty external to the Education Department

Matt Klinge, Assistant Professor of History and Environmental Studies

Kathleen O'Connor, Writing

Aviva Briefel, Associate Professor of English and Program Director of Gay and Lesbian Studies

#### Students

Ian Yaffe

Yessenia Torres

Elaine Tsai

David Yer

Sammie Francis

Megan Schuster

Tasha Graff

Dan Hackett

Daphne Leveriza

Susan Morris

Adam Paltrineri

### **Teachers/Administrators from the Brunswick, Topsham, Freeport Schools**

Johnna Stannton, Morse High School  
Diana Krauss, Mt. Ararat High School  
Peggy Callahan, Mt. Ararat High School  
Stu Palmer, Mt. Ararat High School  
Russ Pierson, Brunswick Junior High  
Henry Ogluby, Freeport High School  
Michael Wilhelm, Superintendent, SAD #75  
John Paige, Asst. Principal, Brunswick Junior High  
Bruce Cook, Principal, Brunswick High School

### **SOURCES OF EVIDENCE**

#### **Documents and Exhibits**

Bowdoin College 2006-07 Course Catalog  
Bowdoin College Mission Statement  
Bowdoin College—Organizational Chart  
Bowdoin College—Appointment and Responsibilities of Dept. Chairs document  
Student Teachers' Course Schedule  
Student teaching Brochure  
Student Teacher Handbook  
Student Teaching Application Requirements  
Cooperating Teacher Questionnaire  
Student Teacher Practicum Notes  
Samples of Cooperating Teachers' Evaluations  
Faculty's notes on a departmental retreat  
Course syllabi (EDU 101, 203, 205, 245, 301, 303, 304, 305)  
Education Minors Information Sheet  
Education Latin Honors  
Faculty Handbook  
Education Faculty Curriculum Vitae  
Education Department Budget Sheets  
Title II reports  
Portfolio from 2000  
Library:

- ⇒ Five year history of Ed Dept. Expenditures
- ⇒ List of Education Books: Checkout for July 04 to January 07
- ⇒ Various Library web pages on research strategies, indexes/databases, and specific course guides for library and Internet resources developed for individual courses (e.g., Education 250)
- ⇒ EBSCO sample search
- ⇒ WebBridge sample search

⇒ MaineCat Statewide Catalog

⇒ NExpress page

Information Technology:

⇒ Pertinent web pages describing resources and services including a list of Loaner Equipment and training sessions available

⇒ E-mail indicating Education Department's Participation in Pilot IT Programs

⇒ List of Education courses utilizing Blackboard

**College classroom observations**

EDU 101

EDU 203

EDU 305

**Public School visitations (Note: No classroom observations were scheduled)**

Mt. Ararat High School

Brunswick Junior High School

Brunswick High School

SAD #75 Superintendent's office