EDME 353 553-01 Montessori Math and Geometry Methods

Nico DiMarco
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XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM
EDME 353/553-01 Montessori Math & Geometry Methods: Summer, 2015

Course: EDME 353/553-01 Montessori Math and Geometry Methods
Instructor: Ms. Nico L. DiMarco
Time: 5 PM- 8:30 PM
Mon. Tues. Thurs. June 15 to July 16, 2015,
Hours: 3 credit hours
Place: Joseph 206
Contact: cell (513) 702-6930
Email: nlrdimarro@gmail.com dimarconl@xavier.edu
Office Hours:

COLLEGE OF SOCIAL SCIENCE, HEALTH, AND EDUCATION
Department of Childhood Education and Literacy

Xavier University’s Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students’ families and communities.

How Course Content Connects to the Mission Statement for Department of Childhood Education and Literacy

The assignments and activities in this course support the mission statement of the Department of Childhood Education and Literacy by including class discussions, presentations, and observations in Montessori schools in order to enhance candidates’ understanding and experience. Candidates will practice working with the Montessori materials in order to increase knowledge of the classroom, while also learning different strategies and modifications to support the development of students with different needs.
Objectives and Competencies to be Achieved:

MACTE COMPETENCIES

1a- Defines and implements an understanding of Montessori philosophy, cosmic curriculum (assessment: practical exams in Montessori math and geometry, and write a philosophy paper about Montessori mathematics).

2a- Demonstrate the ability to observe, plan and record the needs and progress of children (assessment: observe and teach math during field experience).

2e- Shows awareness of proper channels of communication, administrative functions, and professional conduct (assessment: setting up field experience with school administrator, disposition report filled out by professor end of semester).

3a- Implements an integrated Montessori cosmic curriculum (assessment: develop math lessons to connect with Ohio Common Core Curriculum.)

3b- Demonstrates proficiency in applying Montessori principles in the context of the curriculum, materials, and lesson presentation (assessment: practice and present lessons during practical exams in math and geometry, develop math and geometry albums which are graded).

NATIONAL ASSOCIATION OF EDUCATORS OF YOUNG CHILDREN (NAEYC) STANDARDS:

1a- Knowing and understanding children’s characteristics and needs (assessment: field experience to observe and teach children math or geometry)

3a- Understand the goals, benefits, and uses of assessment (assessment: develop math or geometry lessons including assessment methods for new lesson).

3c- Knowing about and using observation, documentation, and other assessment tools (assessment: during field experience observe, teach lessons, and assess the lesson).

4b- Knowing and understanding appropriate effective strategies and tools for early education (assessment: practicing and taking practical exams in Montessori math and geometry lessons with manipulative materials appropriate for early education.

4c- Using a broad repertoire of developmentally appropriate teaching/learning approaches (assessment: practicing and taking practical exams in Montessori math and geometry using manipulative materials.).

*5a. Understanding content knowledge and resources in academic disciplines (Assessment: Practicing and practical exam with Montessori materials in math and geometry. Must show acceptable level of ability to present materials).

*5c- Using their own knowledge, appropriate early learning standard, and resources to design, implement, and evaluate meaningful, challenging curricula for each child (assessment: candidate designs developmentally appropriate materials for math with manipulative materials which meet Common Core Curriculum Standards and lessons are not available in Montessori materials).

6b- Knowing about and upholding ethical standards and other professional guidelines (assessment: professor fills out disposition report for each candidate)

*These are the 2 that need to be recorded with the Department of ECL for accreditation assessment.
Ohio Standards for Teaching Profession (OSTP) (Standards for Ohio Educators, 2005)
2.1 Teachers know the content they teach (assessment: practical exams on geometry and math; reflective paper on the materials).
2.3 Teachers understand Ohio content standards (assessment: connect Ohio Content Standards to Montessori math and geometry lessons).
2.4 Teachers understand content area to other content areas (assessment: History of math learned and included in practical exam).
4.1 Teachers align their activities with Ohio Content Standards (assessment: teachers develop Montessori lessons to meet the Common Core Curriculum 2012, Ohio Content Standards until 2012).
4.6 Teachers create activities to help independent learners and complex problem solvers (assessment: teachers design new math materials for independent learners).
5.4 Teachers create learning situations in which student work independently, collaboratively and/or as a whole class (assessment: during field experience the teachers give math or geometry lessons several students).
7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct (assessment: professor fills out the professional disposition report for each candidate).

1. General Statement and Purpose
   • To learn an approach to assist the math and geometry skill development of the 6 to 9 year old student in a Montessori environment utilizing a variety of materials and teaching strategies.
   • To learn about the Teacher Performance Assessment requirements for state certification as it relates to the curriculum area of Mathematics.
   • To learn about the Common Core State Standards for Mathematics.
   • To support the Jesuit mission of education at Xavier by empowering our students to be caring teachers who contribute to and serve, with a disposition for peace and justice, a world of many cultures and diverse people.

2. Knowledge Objectives
   • To understand the development of math/geometry skills of the 6-9 year old student.
   • To observe and investigate different strategies for the successful development and use of math/geometry materials.
   • To learn how to integrate story telling as it applies to the history of math/geometry.
   • To prepare students to be effective in matching the child's needs to the available developmental materials.
   • To continue the merging of Montessori philosophy with the methodology of teaching math and geometry.
   • Develop methods of student assessment for math and geometry lesson plans to be used in 6-9 elementary classrooms.
• Connect the Common Core State Standards for Mathematics to the Montessori lessons in the Albums and lesson plans created by the students.

3. **Skill Objectives**
   • To give students an extended exposure to the range and rationale of Montessori materials available for the 6-9 year old in the areas of math and geometry;
   • To learn how to present a variety of math and geometry materials to students ages 6-9;
   • To learn how to make concrete math and geometry materials for use in classrooms;
   • To learn ways to protect the natural development of the child;
   • To be a strong advocate for the children's rights.

4. **Attitudes/Values**
   • Respect for the child and his/her culture.
   • Respect for self.
   • Respect for the math and geometry environment.

5. **Methodology**
   • Lectures
   • Visits to Montessori schools and classrooms
   • Presentations of materials
   • Students practice presenting materials

6. **Textbooks/Manuals**
   • Montessori Mathematics Manual 3-6 & 6-9 –See album ordering information on CANVAS
   • Geometry for Montessori Elementary Classrooms Manual
   • Common Core State Standards, Ohio Dept. of Ed.-Google “ODE Model Curriculum” [http://www.ode.state.oh.us](http://www.ode.state.oh.us)
   • Math & Geometry Supplemental Materials –Bring graph paper, colored pencils and colored pens to each class.

**Academic Honesty:** The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Please refer to the Xavier University Catalog for the official statement and consequences.

**Accommodations:** Xavier University’s Learning Assistance Center can be reached by called 745-3280. The Writing Center phone number is 745-2875. Please inform the instructors of accommodations as soon as possible.
CALENDAR

June 15 M  Orientation; syllabus
            Introduction to numbers
            Key to decimal system
            Linear counting

June 16 T  Process of addition, Memorization of addition facts,
            Sign up for Additional Lessons to write up assng. #6.

June 18 Th  Addition cont. if necessary
             Process of Multiplication

June 22 M  Memorization of Multiplication Facts

June 23 T  MATH PRACTICAL EXAM #1
            DUE: Practice Sheet #1

June 25 Th  Multiplication and process of subtraction

June 29 M  Process of subtraction; memorization of subtraction facts

June 30 T  Subtraction continued. Process of division.

July 2 Th   Math more division.

July 6 M   Fifth Great Lesson and Fractions

July 7 T   MATH PRACTICAL EXAM #2, GRADE MATH
            ALBUM, PRACTICE SHEET #2, Start Geometry

July 9 Th   Geometry, Due: Philosophy Paper #8

July 13 M  Geometry, Due: Lesson Plans #6

July 14 T  Geometry, Due: Set of Numeral Cards #5

July 16 Th  GEOMETRY PRACTICAL EXAM #3
            DUE: Geometry Album & Practice Sheet #3 & Field
            Experience Assignment #7

Field Experience opportunities Monday-Friday June 16th-June 26th 8am-11am, North
Avondale Montessori. 615 Clinton Springs Ave. 45229
EVALUATION

1. Albums: Math due July 7, 2015
   Geometry due July 16, 2015
   Albums must contain:
   a. album must be large enough to turn pages easily 1 pt;
   b. table of contents 2 pts;
   c. sections tabbed with sturdy, permanent tabs. Tabs must be wide enough to see beyond end of page paper or page protectors if used 2 pts.
   d. name, address, and other contact information noted on cover and inside album 2 pts;
   e. class notes must be included throughout entire album, either on the pages of presentations or included on separate pieces of paper 1 pts.

2. Practical Exams; Math #1, June 23, 2015 and Math #2 July 7, 2015;
   Geometry; July 16, 2015
   You may not have your albums accessible to read from during the exam presentation. You may use an index card to outline your presentation and include what comes before and after, and Common Core Curriculum Standard listed which you will say before you start.
   Evaluated on:
   a. Ease of presentation 2 pt;
   b. Knowledge of materials 2 pts;
   c. Focus and comfort level toward your student partner or to the group 1 pt;
   d. Organization 2 pt;
   e. Explain what comes before and after your presentation plus Common Core Curriculum Standards covered 1 pt;
   f. Respect to each person as they present 2 pt..

3. Practice Time – one hour outside of class for each class meeting. Time given during class for practice not included during this outside practice time. Practice Sheets due on June 23, 2015, July 7, 2015, and July 16, 2015. Hours must be totaled.

4. Class participation, attendance (including promptness) and professional dispositions (see attached Absence Policy Form and Disposition Form) 8 pts.

5. Set of numeral cards for math work in a container to be used in a classroom (laminated). Due: July 14, 2015, Worth 5 points

6. Find Common Core Curriculum standards at http://www.ode.state.oh.us
   Additional Lesson Plan– Undergraduates-create two lesson plan, Graduate
students create three lesson plans from one of these Common Core Curriculum Standards: Only 1 person can pick a grade & topic. Tell professor & sign up by **June 16** on the sign up sheet.

**Measurement and Data.**

p. 12 Kindergarten l. 2. or 3; p. 16 First Grade l, 2, 3, or 4; p. 20 Second Grade l. 2. 3. 4. 5. 6. 7. 8. 9. or 10; p. 24-25 Third Grade 1. 2. 3. 4.; p. 31-32 Grad 4 l. 2. 3. 4. 5. 6. 7.

Create and develop materials for lesson plan(s). Share copies with each member of the class. You can put your lessons through Blackboard one week before class or bring them with you. **YOU MUST BRING A HARD COPY TO THE PROFESSOR**

Lesson Plan format graded as follows for each lesson. On Blackboard is a description of the Lesson Plan Guidelines and XU Lesson Plan Rubric

a. Title ¼ point;
b. Objectives ½ point;
c. Standards-Common Core ½ point;
d. Assessment-is directly related to objectives & standards include a rubric- ½ point;
e. Instructional Activities in math must include 3 phases of the learning cycle: Engage, Explore, & Explain ½ point;
f. Resources and Materials ½ point;
g. Differentiated Instruction ¼ point;
h. Technology ¼ point;
i. Content ¼ point;
j. Context of the lesson – ½ point;
k. Mechanics – ½ point;
l. References – ½ point.

**DUE: July 13, 2015**

7. Field Experience: There will be opportunities to complete during the summer school day at North Avondale Montessori. (If needed—evening opportunities will be offered) presenting materials from math, geometry, or fraction lessons. Use the attached forms. Clip the SIGNED AND DATED forms to your written narrative reports. Due: **July 16, 2015 10 pts.**

8. Philosophy Paper – **Due: July 9** -address the following topics in a well-written and reflective paper describing the elementary math and geometry sequence and materials.

a. description of the general math and geometry areas of the classroom;
b. support with Montessori quotes from 3 different books, and reflections;
c. consider how you would explain these areas to a parent or for a parent education evening;

**Paper must follow APA citation format; double spaced, between 3 & 4 pages.**

Go to the web site for APA format: [http://owl.english.purdue.edu/owl/resource/560/07](http://owl.english.purdue.edu/owl/resource/560/07)

Add to your Philosophy Album developed during your Philosophy Class.
DUE: July 9, 2015.

Evaluation:

a. use of Montessori books (3 minimum), quotes, sources APA style in bibliography (4 pts.);
b. correct mechanics, grammar, and spelling (2 pts.);
c. good information and correct “in text” citations for each reference in the bibliography (4 pts.)

ASSIGNMENTS

If an assignment is late, the grade will be lowered a letter grade, which is a departmental policy.

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<tr>
<th>ASSIGNMENT</th>
<th>Graduate</th>
<th>Undergraduate</th>
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<tbody>
<tr>
<td>Math Album</td>
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<td>Geometry Album</td>
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<td>Math Practical Exam 1</td>
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<td>Math Practical Exam 2</td>
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<td>Geometry Practical Exam</td>
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<td>Practice Sheet #1, 2, 3-two points each</td>
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<td>Class participation, On time attendance, Cooperation, Use of in-class practice time</td>
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<td>Laminated numeral cards</td>
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<td>Additional lesson plans . . (grad. 3) (undergrad 2)</td>
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<td>Field Experience</td>
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<td>Philosophy paper</td>
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GRADES

97-100 A
93-96 A-
90-92 B+
87-89 B
84-86 B-
81-83 C+
75-80 C
74 or below F
RULES WHEN USING LAB SCHOOL

PLEASE OBSERVE THE FOLLOWING RULES WHILE USING THE LAB SCHOOL

Please do not bring your children to class or into the Lab School. The environment is set up for adults. The reason for this rule is for safety and security. Unless you are invited to bring a child to our in class Field Experiences. Snacks: Snacks are to be set up in the lunch area. The area must be cleaned after each class. If you bring snacks you are responsible for washing the tables. DO NOT leave left over snacks in the refrigerator or kitchen. Take them home. If you bring food or drinks you MUST put them in a bag with your name on them. The refrigerator must be empty at the end of the session.

Classroom Materials: Whatever you use, please return to the same place. Do not take any material from the environment. Do not sit on antique chairs in the elementary classroom.
FIELD EXPERIENCE-EDME 353/553 Montessori Math & Geometry
Nico L. DiMarco

Due: July 16, 2015

Observer’s Name: ________________________________

Name of Center: ____________________________ Date: ____________________________

Age of Students: ________ Arrival Time: ________ Departure Time: ________

Signature of classroom teacher (or person of authority): ____________________________
(worth graduate 10 pts., & undergraduate 15 pts.)

I. **ENVIRONMENT** - Describe the environment (grad. 2 pts, undergrad. 2 pts)

II. **KEY ELEMENTS** – Math and/or Geometry

   a) List materials you presented (grad. 1 pt., undergrad. 2 pts)

   b) Briefly describe what you did and what you observed (grad 2 pts, undergrad. 2 pts.)

   c) What did the child or children do? (grad. 1 pt., undergrad. 2 pts)

   d) What did you learn from the presentations? (grad. 1 pt, ungrad 2pt)

   e) How might you change it? (grad. 1 pt, ungrad 2 pts)

RESPOND TO THE ABOVE QUESTIONS FOR EACH PRESENTATION OFFERED.

III. **GENERAL COMMENTS** (grad. 2 pts, ungrad. 3 pts)

Type assignment (double spaced, 3 pages maximum) and staple it to this form, which must be signed by the classroom teacher and dated. This must be returned with your typed summary or you will not receive credit for this assignment.
EDME 353/553 Montessori Math & Geometry     Nico L. DiMarco
PRACTICE SHEET #1 DUE: June 23, 2015

AT THE BOTTOM PLEASE TOTAL YOUR HOURS IN ORDER TO GET CREDIT.
Name: __________________________   One hour for each class meeting.

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<th>Date</th>
<th>Time Frame/ Total</th>
<th>Materials Practiced</th>
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Total Hours:
EDME 353/553 Montessori Math & Geometry  Nico L. DiMarco  
PRACTICE SHEET #2 July 7, 2015  
AT THE BOTTOM PLEASE TOTAL YOUR HOURS IN ORDER TO GET CREDIT  
Name: ___________________________________ One hour for each class meeting.

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Total Hours:
Situation | What happens? | Documented
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If you miss more than two classes, in Fall or Spring semester, you must withdraw from the class. If you are absent from an all day Saturday class you are missing two classes. | Candidate is responsible to do an official withdrawal at the registrar’s office. Practicum Handbook. | 
If you miss more than one class in Summer session, you must withdraw from class. If you miss an all day class, you must withdraw. | Candidate is responsible to do an official withdrawal at the registrar’s office. Practicum Handbook. | 
Material class absence | You are responsible for: 1) meeting with a classmate to review the information covered in class and 2) presenting material to the instructor by the next class meeting. Failure to fulfill this requirement will result in a deduction from your final semester grade. Practicum Handbook. | 
Lecture class absence | An assignment based on the lecture topic will be due according to the instructor’s requirements. If it is a written assignment, it must include a bibliography and follow all standards and procedures as is required for other written assignments. Failure to fulfill this requirement will result in a full letter grade deduction. Practicum Handbook. | 
Late assignments | Based on the class syllabus, candidates will have points deducted or receive a letter grade below the final grade earned (i.e. A to B). All late assignments are due the next day. The final grade will be lowered one level for each day the assignment is late. It is the candidate’s responsibility to hand-deliver (or email) the assignment to the instructor. Practicum Handbook. | 
Fail an Exam | Candidate fails a practical exam; he/she will not gain extra points when the materials are presented at a later date. In order for the candidate to continue in the program, he/she must present the materials to the instructor. If the candidate fails to do this, he/she will receive a failing grade for the course. Practicum Handbook. | 
Failure to complete an assignment | Candidate will lose two letter grades if he/she fails to complete any assignment. (i.e. Grade of A will become B). They will also lose assigned points for that assignment. Practicum Handbook. | 
Late for Class | Candidate will lose points for late class arrival. Professionals are expected to be on time. (Bad weather is a valid excuse for late arrival). Practicum Handbook Xavier University Catalog. |
| Mechanics of Writing | The university requires a high quality of writing. Students can receive instruction at the Writing Center located in the XU Learning Commons: Room 400 (Ph. 745-2875). Faculty members may refuse to accept an assignment that does not meet acceptable standards. | Xavier University Catalog Practicum Handbook, |
Montessori Teacher Education Program Jan. 2012

PROFESSIONALISM
(Integrity)

Professionalism: Professional behavior is that which is expected of all teachers and is what you have come to expect of your teachers. This course is part of a teacher preparation program that leads to professional licensure and American Montessori Society credentials. Students are required to demonstrate behavior consistent with a professional career. In particular, students are expected to:

• Attend all class meetings and be on time. The professor should be notified of any absences in advance. More than two absences may result in the candidate’s need to withdraw from the class. Extended Medical or Family Emergency absences should be approved through the Dean of Social Science, Health and Education’s office. “Reasonable attendance at all class meetings of courses for which a student has registered is expected of students as a condition for granting of academic credit. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.” (Xavier University Catalogue)

• Be responsible for your learning, prepare carefully and completely for class. Students should read the text and handout assignments as indicated on the course calendar and prepared to discuss the assigned readings during class. Correct grammar, mechanics, and spelling must be evident in all work that is submitted. All assignments must be typed. The standards for quality of written assignments are high.

• Interact professionally with professor, classmates, and cooperating teachers. Professional behavior includes cooperation with other students, faculty and school personnel. Be on time and be prepared! (See the Professional Disposition paper)

• Be Honest! The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Please refer to the Xavier University student catalog for the official statement.

• Assignments are due on the date noted on the syllabus. Grades for assignments submitted past the due date will follow the class absence and grade form, see attached.

• Accommodations: Xavier University’s Learning Assistance Center can be reached by calling 745-3280 and is located in room 514 of the Learning Commons. The Writing Center is located in the Learning Commons room 400 and can be reached at 745-2875. Please discuss necessary accommodations with the professor.

Participation- All students are expected to participate in the class experience. Participation is also required as part of your grade. As a professional, you are expected to be on time and attend each class. You are expected to participate in reading reflections, discussions, and activities during class, as well as to come to class prepared. Full participation: asking questions, listening respectfully to all others’ questions and comments, supportive and constructive colleague to all class members; Students are expected to create a conversation and share information during class time. Each interaction will be noted by the instructor in each class. Qualitative data will be taken in anecdotal form and compiled at the end of the semester.

To learn, one must be present.

If you choose to use a computer for note taking, you must be present and engaged in the learning process around you. You will be asked on occasion to share your notes. Please refrain from texting and taking phone calls during class. Students who engage in texting during class will be considered absent.
**COURSE NAME/NUMBER**  EDME 353-553-73 Montessori Math & Geometry  **SEMESTER**  Summer 2015

**XAVIER UNIVERSITY DEPARTMENT OF CHILDHOOD EDUCATION AND LITERACY**

**DISPOSITION PROGRESS REPORT FORM**

Candidate’s Name (please print)  

Signature of Candidate  

(Candidate’s signature only indicates that she/he has reviewed this report; it does not imply agreement.)

Person Completing the Form (please print)  Dr. Ginger Kelley McKenzie

Signature of Person  

Check one:  Faculty/Instructor  University Supervisor  Cooperating Teacher

Please check the appropriate rating for each category using the following scale. Be sure to document a score of 1 or 2 by providing evidence in the comment column. Use back portion for additional comments.

4=Exemplary  
3=Proficient (meets expectations)  
2=Basic (inconsistently meets expectations)  
1=Unacceptable (does not meet minimal expectations)  
N/A = Not Applicable

<table>
<thead>
<tr>
<th>COURSE COMPONENT</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
<th>Comments</th>
</tr>
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<tr>
<td>Candidate attends all classes and is punctual.</td>
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<td>Candidate demonstrates respect for the learning community and alternative viewpoints.</td>
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<tr>
<td>Candidate demonstrates initiative in class discussions and activities.</td>
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<tr>
<td>Candidate takes responsibility for requirements of the course.</td>
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<thead>
<tr>
<th>FIELD COMPONENT</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Candidate demonstrates professionalism in actions, appearance, and demeanor.</td>
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<td>Candidate works well with diverse students.</td>
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<td>Candidate collaborates with school professionals during internship and field experience.</td>
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<td>Candidate demonstrates ability to reflect on practice and proactively reacts to constructive criticism.</td>
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<td>Candidate is professional in remarks to students and mentor teacher.</td>
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</table>
Public speaking is a key experience for candidates. Our goal is to lead candidates to a leadership role in the school, community, and professional organizations. We begin by having students give oral reports in classes, presenting information at parent meetings, and eventually presenting at a professional conference. The candidate’s ability to clearly express the information and to use correct grammar is a model for students. One of the keys of Early Literacy is auditory discrimination: students need to have excellent models in their environment.

<table>
<thead>
<tr>
<th>Please make comments where necessary.</th>
<th>(1) Does Not Meet Expectations</th>
<th>(2) Meets Expectations</th>
<th>(3) Exceeds Expectations</th>
<th>Does Not Apply to this Assignment</th>
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</thead>
<tbody>
<tr>
<td>Candidate presents a clear and organized speech.</td>
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<td>Candidate uses correct grammar.</td>
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<td>Candidate projects his/her voice for people to hear the information.</td>
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<td>The content indicates that the candidate understands the information being presented.</td>
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<td>Uses technology as part of presentation or other appropriate visual material.</td>
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<td>Candidate can answer questions about the presentation.</td>
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<td>Candidate’s presentation is appropriate for this situation.</td>
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<tr>
<td>Candidate shows respect toward other presenters during this class.</td>
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</table>
Writing assessment

Candidate’s name ___________________________________________ Date ______
Course __________________________________ Professor: ________________________

Writing is a key experience for candidates. Our goal is to lead candidates to the idea that in order to become a professional one must engage in research-based writing. Students will write about theory and current trends in Early Childhood Education. They will do reflective writing in their intern journal and observation class. They will learn how to write conference reports for parents and for other professionals. Candidate’s written ability is a model for their students. A key disposition is to respect the work of others and to carefully credit all sources used in the final paper.

Check one:  Research-based Paper  Creative Idea Paper  Journal Reflection  Conference Report or IEP  Other

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<tr>
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<tbody>
<tr>
<td>Citations are carefully and correctly documented.</td>
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<tr>
<td>To the best of your knowledge this assignment is not copied.</td>
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<td>The mechanics follow the rules of grammar and spelling.</td>
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<tr>
<td>The reader can follow the ideas of the writer.</td>
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<td>The content shows that the writer understands the issue, is clear about the issue, and documents findings with current education theory and research.</td>
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<td>The paper is organized in both content and sequence.</td>
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<td>The candidate’s reflections show a clear understanding of good Early Childhood practices.</td>
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<td>The professional report reflects a clear understanding of assessment. It uses correct terms in describing the student.</td>
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<td>Bibliography shows that recent research is included in the paper.</td>
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