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Education Syllabi Spring 2019

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2019

### EDME 355 555-01-02 Montessori Cultural Subjects Methods

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Opfer, Laura, "EDME 355 555-01-02 Montessori Cultural Subjects Methods" (2019). *Education Syllabi Spring 2019*. 40.

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**XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM**  
**College of Professional Sciences**  
**School of Education**

Spring Semester, 2019

COURSE: EDME 377/577 Early Childhood Math and Science Methods  
CREDIT HOURS: 3 credit hours  
LOCATION: Joseph Building, Room 111  
TIME: Thursday, 5:00 pm- 8:30 p.m.  
INSTRUCTOR: Erin Phillips, M.Ed.  
513-600-3760 (c)  
baguse@xavier.edu  
Office Hours: before or after class or by appointment  
MONTESSORI OFFICE: Joseph Bldg., Rm 301, 513/745-3424

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School of Education Mission Statement:

In keeping with the Jesuit tradition, our mission is to educate men and women to be articulate in work, critical in thought, and competent in the knowledge, skills, and dispositions of their academic disciplines and professional endeavors. As such, they excel in teaching, leading, and serving their respective communities.

This educational mission is furthered by an effective staff and administration, and by a faculty of excellent teachers, scholars, and leaders who serve the needs of the university and its diverse stakeholders. Accordingly, we provide curricula, instruction, and assessment procedures designed to meet the expectations of the specialized professional associations and the respective appropriate related state and national accrediting bodies.

Montessori Teacher Education Program Mission and Vision Statement:

The mission of the Xavier University Montessori Institute is to educate and transform. We engage our community to be creative thought leaders, rooted in Montessori pedagogy, who advocate for human potential. We cultivate a sphere of action through rigorous academic and professional programs guided by our core values of trust, reflection, investigation, inspiration and service.

The Xavier University Montessori Institute will be the global leader in Montessori education, empowering people to experience transformation and become change agents for the common good.

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**OBJECTIVES AND COMPETENCIES TO BE ACHIEVED:**

GENERAL STATEMENT OF PURPOSE

- To gain an understanding of the Early Childhood Math and Science Methodology and the lessons and materials that support as well as honor the unique development of the child.

SKILL OBJECTIVES AND COURSE GOALS

- To learn the methodology, rationale, scope and sequence of the Math and Science areas of the Montessori classroom.

- To learn how to present a variety of Math and Science materials to 2 ½ -6 year old children.
- To develop skills in preparing the environment and creating lessons in the Math and Science areas that are appealing and developmentally appropriate for the 2 ½ -6 year old age range.
- To learn to incorporate the visual arts and other creative processes into the curricula areas of Math and Science.
- To gain an understanding of the natural development of the child including the domains of physical, social, cognitive, and emotional development as well as the “sensitive periods” of learning as described by Dr. Maria Montessori.
- To be a strong advocate for the rights and needs of children.

#### **ATTITUDES/VALUES/DISPOSITIONS:**

- Respect for the child and his/her culture
- Respect for self
- Respect for the learning environment

#### **METHODOLOGY:**

- Presentation of materials
- Practice creating and presenting materials
- Lectures
- Reading/writing assignments
- Field experience

#### **TEXTBOOKS (RECOMMENDED):**

Dr. Montessori's Own Handbook, Montessori  
The Montessori Method, Montessori  
The Discovery of the Child, Montessori  
The Secrets of Childhood, Montessori  
The Absorbent Mind, Montessori  
Quick Flip for Classroom Differentiation, Edupress

#### **KNOWLEDGE OBJECTIVES:**

#### **INTERNET LINKS TO MACTE, NAEYC, CEC, OSTP, Ohio's Department of Education New Learning Standards**

MACTE	<a href="http://www.macte.org">www.macte.org</a>
NAEYC	<a href="http://www.naeyc.org/files/naeyc/NAEYC%20Initial%20and%20Advanced%20Standards.pdf">www.naeyc.org/files/naeyc/NAEYC%20Initial%20and%20Advanced%20Standards.pdf</a>
OSTP	<a href="http://www.cc.yzu.edu/~ramcewin/OhioStandards.pdf">www.cc.yzu.edu/~ramcewin/OhioStandards.pdf</a>
ODE	<a href="http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards">http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards</a> : This link will take you to the state of Ohio's Department of Education new learning standards and model curriculum for all academic topics.

#### **Competencies for Montessori Teacher Candidates (MATCE, July, 2013):**

##### **I. Knowledge**

- 1a. Montessori Philosophy
- 1b. Human growth and Development
- 1c. Subject matter for each Course Level\* not to exclude:

- Cosmic education
- Peace education
- Practical life
- The arts
- Fine and gross motor skills

1d. Community resources for learning

## II. Pedagogy

Understands:

- 2a. Correct use of Montessori materials
- 2b. Scope and sequence of curriculum (spiral curriculum)
- 2c. The prepared environment
- 2d. Parent / teacher / family / community partnership
- 2e. The purpose and methods of observation
- 2f. Planning for instruction
- 2g. Assessment & documentation
- 2h. Reflective practice
- 2i. Support and intervention for learning differences
- 2j. Culturally responsive methods

## III. Teaching with Grace and Courtesy

As relates to each level the candidate for certification demonstrates and implements with children/adolescents:

- 3a. Classroom leadership
- 3b. Authentic assessment
- 3c. The Montessori philosophy and methods (materials)
- 3d. Parent/teacher/ family partnership
- 3e. Professional responsibilities
- 3f. Innovation and flexibility

MACTE Competencies (The MACTE Accreditation Handbook, Section 3, page 50)

### 1. Montessori Philosophy and Human Development

- a. demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years; **(Assessment: Candidates will develop, practice, and be graded on Math and Science lessons and practices)**
- b. comprehends and utilizes an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 ½) through six (6) years of age; **(Assessment: Candidates will turn in two written rationale papers and take two practicum exams), (Assessment: Graduate presentation)**
- c. demonstrates evidence of personal growth through self-evaluation and introspection; **(Assessment: Candidates will participate in readings and reflections)**

### 2. Classroom Leadership

- a. demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children; **(Assessment: Candidates will submit a written observation and reflection based on field experiences)**
- b. utilizes cultural sensitivity in support of the development of individual children; **(Assessment: Candidates will create and present lessons in Math and Science that support the cultural sensitivities and development of children)**

- c. demonstrates an ability to implement effective classroom strategies;  
(**Assessment: Candidates will create and present lessons in Math and Science that support the cultural sensitivities and development of children**)
- 3. Curriculum Implementation**
- a. demonstrates the principles of Montessori environmental and material design;  
(**Assessment: Candidates will create and present lessons in Math and Science**)
  - b. articulates the rationale and sequence of the Montessori curriculum;  
(**Assessment: Candidates will submit two Rationale papers, one in Math and the other in Science**)
  - c. demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations; (**Assessment: Candidates will take two practicum exams, one in Math and the other in Science, and submit albums accordingly**)
  - d. utilizes a variety of instructional strategies and assessment methods;  
(**Assessment: Candidates will use field experience work to practice and reflect on strategies**)
- 4. Community Involvement and Partnership with Families**
- a. identifies and has an awareness of available professional associations  
(**Assessment: Candidate will submit articles and reflections for review and discussion**)

**National Association for Education of Young Children Standards (NAEYC):**  
*Standards for Initial Childhood Professional Preparation (July, 2011)*

**STANDARD 1 Promoting Child Development and Learning**

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

*Key elements in course:*

**1a:** Knowing and understanding young children's characteristics and needs, from birth through age 8.

**1b:** Knowing and understanding the multiple influences on early development and learning.

**1c:** Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

**STANDARD 2 Building Family and Community Relationships**

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

*Key elements in course:*

**2a:** Knowing about and understanding diverse family and community characteristics.

**2b:** Supporting and engaging families and communities through respectful, reciprocal relationships.

**2c:** Involving families and communities in young children’s development and learning.

### **STANDARD 3 Observing, Documenting, and Assessing to Support Young Children and Families**

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

*Key elements in course:*

- 3a:** Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.
- 3b:** Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment, and data collection.
- 3c:** Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
- 3d:** Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments.

### **STANDARD 4 Using Developmentally Effective Approaches**

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child’s development and learning.

*Key elements in course:*

- 4a:** Understanding positive relationships and supportive interactions as the foundation of their work with young children.
- 4b:** Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.
- 4c:** Using a broad repertoire of developmentally appropriate teaching / learning approaches.
- 4d:** Reflecting on own practice to promote positive outcomes for each child.

### **STANDARD 5 Using Content Knowledge to Build Meaningful Curriculum**

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

*Key elements in course:*

**5a:** Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

**5b:** Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.

**5c:** Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

### **STANDARD 6            **Becoming a Professional****

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

*Key elements in course:*

**6a:** Identifying and involving oneself with the early childhood field.

**6b:** Knowing about and upholding ethical standards and other early childhood professional guidelines.

**6c:** Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

**6d:** Integrating knowledgeable, reflective, and critical perspectives on early education.

**6e:** Engaging in informed advocacy for young children and the early childhood profession.

### **STANDARD 7            **Early Childhood Field Experiences****

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

*Key elements in course:*

**7a:** Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8).

**7b:** Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs).

### **Ohio Standards for the Teaching Profession (OSTP):**

**\*\* Why do I? How do I? \*\***

**1.** Teachers understand student learning and development and respect the diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
- Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students' diverse cultures, language skills, and experiences.

- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.
2. Teachers know and understand the content area for which they have instructional responsibility.
    - Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
    - Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
    - Teachers understand school and district curriculum priorities and the Ohio academic content standards.
    - Teachers understand the relationship of knowledge within the discipline to other content areas.
    - Teachers connect content to relevant life experiences and career opportunities.
  3. Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.
    - Teachers are knowledgeable about assessment types, their purposes, and the data they generate.
    - Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
    - Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
    - Teachers collaborate and communicate student progress with students, parents, and colleagues.
    - Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.
  4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
    - Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards and performance to plan and deliver instruction that will close the achievement gap.
    - Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
    - Teachers apply knowledge of how students think and learn to instructional design and delivery.
    - Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
    - Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
    - Teachers use resources effectively, including technology, to enhance student learning.
  5. Teachers create learning environments that promote high levels of learning and achievement for all students.
    - Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
    - Teachers create an environment that is physically and emotionally safe.
    - Teachers motivate students to work productively and assume responsibility for their own learning.
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- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
  - Teachers maintain an environment that is conducive to learning for all students.
6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
- Teachers communicate clearly and effectively.
  - Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development, and mental health.
  - Teachers collaborate effectively with other teachers, administrators, and school and district staff.
  - Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.
7. Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.
- Teachers understand, uphold, and follow professional ethics, policies, and legal codes of professional conduct.
  - Teachers take responsibility for engaging in continuous, purposeful professional development.

Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

## UNIVERSITY & COURSE POLICIES

### **Inclusivity Statement**

I am committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. In order to build a classroom community, I ask that students:

- share their unique experiences, values and beliefs;
- be open to the views of others;
- honor the uniqueness of their peers;
- appreciate the opportunity that we have to learn from each other in this community;
- communicate in a respectful manner;
- keep confidential discussions that the community has of a personal (or professional) nature;
- utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

### **Attendance**

Students must follow departmental guidelines regarding missed classes/assignments. See Montessori Class Absence and Grade Form at the end of this syllabus.

### **Incomplete Policy**

*For undergraduate courses:* Course assignments are due at the time specified by the instructor. Extension of time beyond the termination of the course is rarely granted and only for a serious reason. If an extension of time is granted, the grade of "I" (Undergraduate Incomplete) will be assigned and calculated as an "F" in the grade point average. Unless the work is completed and submitted by the fifteenth calendar day of the academic semester following the course, the student will fail the course and the "I" will be permanently changed to an "F" (Summer term is excluded). Exceptions to this policy must be approved in writing by the appropriate dean prior to that date. The faculty member initiates the grade change process once the student has made up the incomplete work. Deadlines for short-term courses may vary; please refer to program handbook or director.

*For graduate courses:* Grades of "M" (Graduate Incomplete) should be cleared within four weeks after the last day of the term in which the course was taken. This time limit may be extended upon administrative approval but generally may not exceed a period of one year from the end of the term.

### **Late Work/Make-Up Work**

All assignments will go down one grade if turned in past the due date. Due dates may be adjusted by the instructor on a case-by-case basis; requests for an adjusted due date must be made in writing. For each day the assignment is late past agreed due date, one level grade will be deducted.

### **Academic Integrity**

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. You should be aware of the University policy on Academic Honesty, <http://www.xavier.edu/library/xu-tutor/Xaviers-Policy-on-Academic-Honesty.cfm> Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an "F" in the course, and expulsion from the University" Your instructor may use plagiarism detecting software, such as Turn-It-In, to review your written assignments.

### **Copyright Policy**

Copyright laws and fair use policies protect the rights of those who have produced the material. To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit the library copyright Web page. You can also request copyright help from the library if you have specific questions. Xavier University course sites contain copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

### **Gender-based Discrimination and Violence**

Xavier University seeks to provide an environment that is free from discrimination based on sex and/or gender. If you have experienced sex discrimination, including sexual violence, intimate partner violence, stalking, or sexual harassment, we encourage you to seek support from Xavier's confidential Advocacy & Prevention Coordinator and to report to Xavier's Chief Title IX Officer and/or Xavier University Police Department. Xavier faculty is committed to supporting students and promoting a safe, respectful environment. Therefore, if a student

shares information regarding sex discrimination with a Xavier faculty member, that faculty member will share this information with Xavier's Chief Title IX Officer so that she can provide you with comprehensive information on your rights, options, and available resources. When sharing information with a faculty member, you may choose to withhold identifying information until you have spoken to a confidential resource to learn all options and resources. For a list of confidential and non-confidential resources, please see <http://www.xavier.edu/titleix/documents/22015-16XavierGenderBasedSexualMisconductReportingSupportOptions.pdf>.

### **Electronics in Class**

If you choose to use a computer for note taking, you must be present and engaged in the learning process around you. For audiotaping, you must provide a written request to the professor. The professor holds the right to deny/grant permission. All taped content must be deleted at the end of the semester. Cell phone usage is not permitted during class.

## **STUDENT SUPPORT**

**The Office of Academic Support** offers tutoring, Supplemental Instruction (SI), and study groups. For information about these services, contact Stephanie Daniels at 745-3214 or [danielss3@xavier.edu](mailto:danielss3@xavier.edu). The OAS is located on the fifth floor of the Conaton Learning Commons, Suite 514. Students with Disabilities Any student who feels he/she may need an accommodation based on the impact of a documented disability should notify the course instructor and contact Cassandra Jones in the Office of Disability Services at 745-3280 or e-mail [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations.

### **Mental Health Resources**

Undergraduate Life at college can get very complicated. Students sometimes feel overwhelmed, lost, experience anxiety or depression, struggle with relationship difficulties or diminished self-esteem. However, many of these issues can be effectively addressed with a little help. McGrath Counseling Services (located in the McGrath Health and Wellness Center) and the Psychological Services Center (located at the Sycamore House) help students cope with difficult emotions and life stressors. McGrath Counseling Services and the Psychological Services Center are staffed by therapists, counselors, and other staff who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at <http://www.xavier.edu/healthwellness/counseling/index.cfm> and <http://www.xavier.edu/psychologicalservices/welcome.cfm> or by calling (513) 745-3022 for McGrath or (513) 745-3531 for Psychological Services Center.

### **Graduate Life**

Graduate life in graduate school can get very complicated. Students sometimes feel overwhelmed, experience anxiety or depression, and struggle with relationships or family responsibilities. McGrath Counseling Services (located in the McGrath Health and Wellness Center) and the Psychological Services Center (located at the Sycamore House) help students cope with difficult emotions and life stressors. McGrath Counseling Services and the Psychological Services Center are staffed by therapists, counselors, and other staff who are attuned to the needs of college students. The services are FREE and completely confidential. Find out more at <http://www.xavier.edu/health-wellness/counseling/index.cfm> and <http://www.xavier.edu/psychologicalservices/welcome.cfm> or by calling (513) 745-3022 for McGrath or (513) 745-3531 for Psychological Services Center.

## Writing Center

The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students can contact the Center at 745-2875 to set up an appointment. The Writing Center is located in the Conaton Learning Commons room 400.

<http://www.xavier.edu/writingcenter/> Mathematics Tutoring Lab. The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. <http://www.xavier.edu/mathematics/Math-Lab.cfm>

## EXPECTATIONS FOR ADULTS SHARING THE MONTESSORI ENVIRONMENT

1. Wash hands before entering the classrooms!
2. The Montessori environment is sensitive to the needs of our children with allergies. **Please do not bring in any items that may contain peanuts or traces of nuts.**
3. Doors must remain locked at all times; this includes before, during, and after class. Children are still on premises until 5:30. Please check that all doors are locked as the last person leaves. This ensures the safety of adult and young students.
4. Please be sensitive to returning all chairs and tables to their proper positions. (The Maintenance crew appreciates it if chairs are put on top of tables in the evening).
5. Check that all windows are closed before you leave.
6. Do not leave food in the refrigerator or on the counter after class hours.
7. Check to see the coffeepot and stove are off and the kitchen is clean.
8. Food and drinks are permitted only in the kitchen and hallways. Please do not take anything onto the carpeted area of the classroom.
9. Please use adult sized chairs (found in the Lab School atrium or the blue chairs in the elementary hall) and return them neatly. Tables are for work only. They are not designed to be used as chairs.
10. All materials must be returned to their proper place. Please use only one material at a time.
11. Clean all tables (in classrooms and at snack) with antibacterial wipes when class is over.
12. In the event of practice time in the classroom off hours, please use the key to the Lab School located in the library. It is best to call Campus Police to make them aware of your practice in the classroom by calling 745-1000. Please lock all doors and windows when finished and return key.

## GRADES & ASSIGNMENTS

### Grades

Grades will be based on:

1. Assignments
2. Punctuality- One point will be deducted for each time you are late. Bad weather is a valid excuse for late arrival.
3. Attendance- If you miss more than two classes you must withdraw from the class. If religious observance will cause you to be absent from class or otherwise affect your ability to complete academic assignments, you must notify the instructor in advance and make necessary arrangements to complete the entire course.
4. Participation, practice time/log and effective use of class time

All Montessori majors who receive a B or lower must meet with the Montessori program director.

### Grading Scale

97 – 100 = A	145 – 150 pts.
93-96 = A-	139 – 144 pts.
90 – 92 = B+	135 – 138 pts.
87 – 89 = B	130 – 134 pts.
84 – 86 = B-	126 – 129 pts.
81 – 83 = C+	121 – 125 pts.
74 or below = F	111 or less pts.

### Viewing Grades in Canvas

Points you receive for scored activities will be posted to the Canvas Grade Book. Click on the Grades link in the course menu to view your assignment scores.

### Assignments

	Undergraduates	Graduates
Circle Time Activity	10 points	10 points
Math Field Experience	50 points	50 points
Math Philosophy Paper Outline	15 points	15 points
Math Children's Literature Activity	15 points	15 points
Graduate Presentation		25 points
Math Philosophy Paper	60 points	60 points
Math Album	50 points	50 points
Math Practical Exam	50 points	50 points
Science Philosophy Paper	25 points	25 points
Science Lesson Plan/Presentation	15 points	15 points
Science Album	25 points	25 points
Participation/Readings	30 points	30 points
Practice Log/Time	5 points	5 points
	<b>350 points</b>	<b>375 points</b>

ASSIGNMENTS	STANDARDS	Undergraduate	Graduate
Circle Time Activity	NAEYC 1c, 3d, 4b, 5a, 5b,5c MACTE 1a, 1c, 2b, 2f, 2j, 3b, 3c, 3f OSTP 1, 2, 3, 4, 5	3% of total grade	3% of total grade
Math Field Experience	NAEYC 3a, 3b, 3c;4a, 4d; 5a;6b; 7a MACTE 2a, 2g; 3b, 3c, 3d OSTP 1, 2, 3, 4	14%	13%
Math Children's Literature Activity	NAEYC 1c, 3d, 4b, 5a, 5b,5c MACTE 1a, 1c, 2b, 2f, 2j, 3b, 3c, 3f OSTP 1, 2, 3, 4, 5	4%	3%
Graduate Presentation	MACTE 2d; 3d NAEYC 1b; 2a, 2b, 2c; 4a OSTP 2, 6	X	8%
Math Philosophy Paper	NAEYC 1a,1b,3c,5a,5c MACTE 1a,1b,2b,2c OSTP 1,2,4,5	21%	20%
Math Album	MACTE 1a, 1c; 2b, 2f, 2j; 3b, 3c, 3f NAEYC 1c,3d,4b,5a,5b,5c OSTP 1,2,3, 4, 5	14%	13%
Math Exam	NAEYC 5a, 5b MACTE 1c,1d, 2a, 3c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 3a, 3b, 3c, 3d, 3e, 3f OSTP 1, 2, 3, 4, 5, 6	15%	13%
Science Philosophy Paper	NAEYC 1a,1b,3c,5a,5c MACTE 1a,1b,2b,2c OSTP 1,2,4,5	7%	6%
Science Lesson Plan Presentation	NAEYC 1c, 3d, 4b, 5a, 5b,5c MACTE 1a, 1c, 2b, 2f, 2j, 3b, 3c, 3f OSTP 1, 2, 3, 4, 5	4%	3%
Science Album	MACTE 1a, 1c; 2b, 2f, 2j; 3b, 3c, 3f NAEYC 1c,3d,4b,5a,5b,5c OSTP 1,2,3, 4, 5	7%	7%
Participation and Readings	MACTE 1a, 1b, 1c, 1d; 2a, 2c, 2f, 2j; 3c, 3e NAEYC 1a, 1b, 1c; 3a, 3b; 4c; 6a, 6b OSTP 3, 4, 6, 7	9%	9%
Practice Log/Time	MATCE 2b,2c,2f,2g; 3a, 3c, 3e NAEYC 3,a,b,c OSTP 2,3,4,5,7	2%	2%

**CIRCLE TIME ACTIVITY:****10 points**

1. Create a circle time activity that will address either Math or Science skills.
2. The activity must be appropriate for a 3-6 classroom. Keep in mind the developmental needs of the students, including the appropriate length of time for the activity, academic readiness, and required student participation and movement.
3. Write a detailed lesson plan for your activity, following the XU lesson plan format on Canvas.
4. Student is responsible for providing the instructor a hard copy of their lesson plan as well as sharing it with each member of the class (posted on Canvas or a hard copy distributed).

**MATH FIELD EXPERIENCE:****50 points**

The Rationale for this assignment is to provide students with an in-depth learning experience with children who are using the materials demonstrated and practiced in class. This assignment provides you the opportunity to observe children in their Montessori setting, present lessons, and record the varied ways in which children interact with these materials. **A total of 10 hours of field work** is required and **all hours, signed CT field log/evaluation and final reflection are due April 25th.**

Julie Kugler-Ackley will contact you regarding your field experience assignment. Spend your first visit observing a full work cycle (two hours) in the classroom and include some time before or after your observation to ask/discuss questions about the environment with the teacher (if possible or follow up with an email). The remainder of your hours need to be spent working with a student(s) on math-related work. It would be ideal to observe the children with whom you will be working.

The following visits should be made in blocks of approximately **2-2½ hours** in the classroom for each visit for a total of 10 hours undergrad/15 hours graduate (which includes the two hours of observation). A week before your field experience visit, remind the classroom teacher via email that you will be coming and ask if they can let you know what materials you should be prepared to present. You may also offer which materials you would like to present and allow them to suggest compatible students.

**In the interest of professionalism and conduct please arrive on time, dressed appropriately, and prepared to observe and present lessons.**

Write-up your first two-hour observation as follows (**Due February 14**):

- Use a descriptive format. Simply describe the room (both physical and components of the classroom community) and objectively what you see; withhold your evaluative comments. Be as clear and explicit in your description as possible.

For each subsequent field experience complete the Field Experience Assessment/Reflection Form, available on Canvas (**Due February 28, March 21 and April 25**).

I will visit you on two of your three visits to see you give 1-2 presentations of math materials. You will be evaluated using the Field Experience Evaluation form and the Field Experience Disposition Form, both available on Canvas.

Remember these are required:

- The cooperating classroom teacher must initial and, once completed, sign the Field Experience log sheet and complete the evaluation form once you have completed

your 10/15 hours. (Forms available on Canvas; have a copy ready at arrival or email the form before you arrive.)

- Once you have completed your 10/15 hours of field experience, send the cooperating teacher a note or email thanking them for their time and the opportunity to work with their students.

**MATH PHILOSOPHY PAPER OUTLINE:** **15 points**

Must be typed in a readable font, include brief notes on all content listed below in your own words (not just copy and pasting bullet points) and must include at least 3 quotes.

**MATH ACTIVITY CONNECTED TO CHILDREN'S LITERATURE:** **15 points**

1. Choose a quality piece of children's literature that incorporates a developmentally appropriate math concept for a 3-6 classroom.
2. Create a math activity related to the book and one that follows material making guidelines.
3. The activity must be reflective of an age-appropriate skill for a 3-6 classroom.
4. The activity must be reflective of the Montessori philosophy; for example, it may be a variation or extension of a Montessori material from your album.
5. Write a detailed lesson plan for your math activity, following the XU lesson plan format on Canvas.
6. Student is responsible for providing the instructor a hard copy of their lesson plan as well as sharing it with each member of the class (posted on Canvas or a hard copy distributed).

**GRADUATE PRESENTATION:** **25 points**

It is important for teachers to be able to provide interventions and extensions for a variety of learners within the classroom. For this project, each graduate student will be assigned a Montessori material. Each student will create a modification of the material for a struggling child, and an extension of the material for a child who needs to be challenged. These 2 lessons must be original yet still meet the same aims as the original Montessori material. Students will present their materials to the class and provide lesson plans (using XU lesson plan format on Canvas) and a **specific** and **detailed** rubric on how the student's progress will be assessed. More information on this assignment will be distributed in class.

**MATH PHILOSOPHY PAPER GUIDELINES:** **60 points**

Must be typed in a readable font, size 12, and double spaced;

1. Must contain correct grammar, spelling, and punctuation;
2. Rationale papers must include at least 4 quotes from Dr. Montessori's writings, taken from at least two primary sources, using APA style for citation;
3. Reference page- use APA style for list of works cited;
4. Grades will be based on content, organization, mechanics, and appropriate referencing (APA).
5. Philosophy paper must be included in your Math album. Any paper receiving a B or lower must be revised before placing in album.

**Content:**

The following is a list of points which should be discussed within your paper. The paper should demonstrate your own knowledge and understanding of the Montessori philosophy. You are encouraged to include other ideas or information, but be sure to include the following:

- Philosophy: Discuss the rationale/philosophy of the math area in the early childhood Montessori setting, respectively.
- Mathematical Mind: Define and explain how this is supported in the Montessori curriculum and prepared environment.
- Aims: The paper should be a comprehensive discussion of the aims of the Math curriculum (given in class and discussed in Montessori texts). Offer examples of materials and their corresponding aims to bring your thoughts to life.
- Sensitive Periods: Discuss the "Sensitive Periods" in the range of child development and specifically address how the math materials support each sensitive period in the developing child.
- Nature of the Child: Relate how the math curriculum support the child's spiritual, cognitive, physical and social growth.
- Materials/Lessons: Discuss the sequence of the materials/lessons, how they scaffold and build upon one another, and how this supports learning (building new knowledge from experience and prior knowledge).
- Prepared Environment: Discuss the importance of the prepared environment and how it cultivates and supports the holistic education of the child, spontaneous activity, repetition, and self-direction.
- Scope and Assessment: Describe the importance of a varied Math curriculum which evolves throughout the child's 3 year Montessori experience and give examples of materials; describe assessments that will meet the needs of children in varying developmental stages and with diverse learning needs.

You may quote or summarize class notes and/or Dr. Montessori's own words, but you must also further explain each in your own words.

### EARLY CHILDHOOD METHODS ALBUMS

**Math: 50 points/ Science: 25 points**

**DUE: Math Album 3/22, Science Album 5/3**

#### **LESSON PLANS:**

1. Lesson plans: must be typed, clearly written, step-by-step, detailed explanations (so that a teacher could perform the lesson by reading the presentation).
2. Lesson plans are to be complete, finished products when submitted.
3. Montessori lesson plans are to be submitted for review, due each class from the preceding class.
4. Lesson plans marked "Resubmit" should be resubmitted for review the following class, with corrections made.
5. Comments from earlier lesson plans are expected to be incorporated in later lesson plans.

#### **ALBUM CONTENT:**

1. Cover, title of album, your name (please include your name on both the front cover and the spine of your album).
2. Title page: name, address, telephone number must be included.
3. Table of contents with page numbers reflecting new pages added.
4. Rationale paper with corrections made, at the beginning of album, with its own tab.
5. Tabs: minimum = 1 for each major heading on 'Table of Contents'.
6. Lesson plans: Final drafts, retyped with **ALL** changes/corrections made; include **all original drafts of lesson plans in the front pocket of the album**.
7. All supplementary information (files in Canvas, handouts during class, lesson plans submitted by classmates), properly arranged in appropriate sections.

8. Additional Resources: In addition to supplementary information, at least **3 additional resources** of your own contribution related to the topic.
9. Plastic page protectors.

**ALBUM GRADES: Total of 50 points (Math) and 25 points (Science)**

1. All lesson plans submitted for review when due and resubmitted the following class.
2. All lesson plans properly corrected and typed in the album.
3. Contains all necessary content, as previously listed.
4. All supplementary information and additional resources are properly organized.
5. Album carefully put together- organized; neat; user friendly; aesthetic.

**STANDARD DEDUCTIONS:**

1. All assignments will go down one grade if turned in past the due date. Adjusted due dates for late assignments are decided by the instructor. For each day the assignment is late, past adjusted due date, one level grade will be deducted.
2. Lesson plans marked "resubmit" should be returned for review the following class.
3. Deductions for each original lesson plan missing from the front sleeve of your album.
4. Deductions taken for lesson corrections not made.
5. Deductions taken if album is disorganized.
6. Deductions for missing requirements, such as additional resources or title page.

**MATH PRACTICAL EXAM:****50 points**

Students will present a lesson from the Math Album and be evaluated using the rubric at the end of this syllabus.

**SCIENCE PHILOSOPHY PAPER:****25 points**

1. Write an explanation of the philosophy of the Early Childhood Science Curriculum.
2. This can be formatted completely in a narrative form, or it can be in a combination of narrative and bulleted format.
3. It should include the rationale of the science materials, curriculum, lessons, and sequence.
4. This will be included in your Science album.

**SCIENCE MATERIAL PRESENTATION:****15 points**

1. Students will create three science materials, one from each area- zoology, botany, and physical science.
2. Each activity must be reflective of an age-appropriate skill for a 3-6 classroom.
3. The activity must be reflective of the Montessori philosophy: for example, it may be a variation or extension of a Montessori material from your Science album.
4. Write a detailed lesson plan, which will be shared with classmates, for each of your science activities; this must include your name, the name of your science activity, all necessary materials, prior learning, etc. (refer to XU lesson plan format on Canvas).

**PARTICIPATION AND READINGS:****30 points**

In our continued efforts of learning and assimilating information into our practice, it is in professional readings and reflections that we can understand more fully the philosophy, methodology, and spiritual tenet that is Montessori education.

- Professional readings will be assigned throughout the course and posted in Canvas.

- Canvas discussion posts will be open for different assignments. Students are expected to post their own response and respond to one classmate in order to receive credit. Each discussion topic is worth 5 points.
- You will be responsible for responding to these readings as instructed.

**PRACTICE TIME:****5 points**

Supervised practice time will be offered during class, when time allows. Two Saturdays will also be available for students to come to the Lab School for supervised practice time – dates TBA. Students must complete a minimum of 15 practice hours, logged on the Practice Time Log Sheet.

**Calendar**

The instructor reserves the right to modify the course schedule based on the needs of the students.

Class Date	Due Today	Topics for Class
January 17	Bring a copy of the syllabus and purchased albums to class today	<ul style="list-style-type: none"> <li>• Syllabus Overview</li> <li>• Assignments</li> <li>• Practice Log</li> <li>• Participation</li> <li>• Lesson Plan Formats</li> <li>• Field Experience Expectations &amp; Forms</li> <li>• Activity: Montessori Philosophy Overview</li> <li>• Discussion: Teaching math to all children</li> <li>• Academic Language</li> <li>• Principles of Montessori Math Methods</li> </ul>
January 24	<ul style="list-style-type: none"> <li>• Read <i>The Absorbent Mind</i> by Maria Montessori pgs 184-191, respond to discussion post on Canvas and respond to one other classmate.</li> <li>• Read "<i>The Mathematical Mind</i>" by Helfrich (on Canvas), print and answer questions on Canvas, come prepared to discuss in class.</li> <li>• Bring proof of completed FBI/BCI checks &amp; Assumption of Risk (AOR) form to class</li> </ul>	<ul style="list-style-type: none"> <li>• The Mathematical Mind and the Montessori Math Philosophy PowerPoint</li> <li>• Lesson presentations: Introduction to Numbers</li> </ul>
January 31	Read <i>The Secret of Childhood</i> by Maria Montessori Ch. 20, respond to discussion post on Canvas and respond to one other classmate.	Lesson presentations: Finish Introduction to Numbers & Decimal System

<b>February 7</b>	Read <i>The Discovery of the Child</i> by Maria Montessori Ch. 18 & 19, respond to discussion post on canvas (separate posts for each chapter) and respond to one other classmate.	<ul style="list-style-type: none"> <li>Lesson presentations: Linear Counting</li> <li>Discussion: Children's Literature and Math</li> </ul>
<b>February 14</b>	<ul style="list-style-type: none"> <li>Circle Time Activity (must have printed lesson plans for all classmates and come prepared to present activity)</li> <li>Field experience observation/reflection</li> </ul>	<ul style="list-style-type: none"> <li>Present Circle Time Activities</li> <li>Lesson presentations: Process of Addition &amp; Memorization of Addition Facts</li> </ul>
<b>February 21</b>	<ul style="list-style-type: none"> <li>Math philosophy paper outline</li> <li>Read <i>The Montessori Method</i> by Maria Montessori Ch. 19, respond to discussion post on Canvas and respond to one other classmate.</li> </ul>	Lesson presentations: Process of Multiplication & Memorization of Multiplication Facts
<b>February 28</b>	<ul style="list-style-type: none"> <li>Children's Literature &amp; Math activity (must have printed lesson plan for all classmates and come prepared to present activity to the class)</li> <li>First field experience write-up</li> </ul>	<ul style="list-style-type: none"> <li>Present Math and Children's Literature Activities</li> <li>Lesson presentations: Process of Subtraction &amp; Memorization of Subtraction Facts</li> </ul>
<b>March 7</b>	<ul style="list-style-type: none"> <li>Graduate Presentations (must have printed lesson plan for all classmates and come prepared to present to the class)</li> </ul>	<ul style="list-style-type: none"> <li>Graduate Presentations</li> <li>Montessori Math and Ohio Early Learning Standards</li> </ul>
<b>March 14</b>		<b>NO CLASS – SPRING BREAK</b>
<b>March 21</b>	<ul style="list-style-type: none"> <li>Math Philosophy Paper</li> <li>Second field experience write-up</li> </ul>	<b>AMS CONFERENCE – SUBSTITUTE</b> Lesson presentations: Process of Division, Memorization of Division Facts & Fractions
<b>March 28</b>	<ul style="list-style-type: none"> <li>Math album</li> <li>Math practical exam</li> </ul>	<ul style="list-style-type: none"> <li>Montessori Science Philosophy</li> <li>Montessori Science Curriculum Overview</li> </ul>
<b>April 4</b>	Article Review: <i>Teaching Science During the Early Childhood Years</i> by Dr. Kathy Cabe Trundle	Lesson presentations: Botany
<b>April 11</b>	Science philosophy paper	Lesson presentations: Zoology
<b>April 18</b>		<b>NO CLASS – EASTER HOLIDAY</b>
<b>April 25</b>	<ul style="list-style-type: none"> <li>Final field experience form</li> <li>Field experience log signed by CT</li> <li>Field experience reflection write-up</li> </ul>	<ul style="list-style-type: none"> <li>Lesson presentations: Physical Science</li> <li>Workshop: Science Material Making</li> </ul>

<b>May 2</b>	Science lesson plans & presentation (must have printed lesson plan for all classmates and come prepared to present activity during class)	<ul style="list-style-type: none"><li>• Science Lesson Presentations</li><li>• Activity: Integrated Science Curriculum</li></ul>
<b>May 9</b>	Science album	Activity: Year-Long Science Scope and Sequence

**CIRCLE TIME ACTIVITY**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Points Earned	Points Possible	MATERIAL:
	3	Materials are appropriate for the 3-6 classroom and presented to the class in an engaging manner
	3	Activity targets specific math or science skill and aligns to Montessori philosophy
	4	Lesson plan contains all necessary components and copies are distributed to classmates
	10	FINAL GRADE

**MATH PHILOSOPHY PAPER OUTLINE EVALUATION**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

## GENERAL/MECHANICS:

Points Earned	Points Possible	
	1	Typed in a readable font, size 12, and double spaced
	10	Contains brief content listed for each required area
	4	Includes at least 3 quotes from Dr. Montessori's writings, taken from at least two primary sources, using APA style for citation
	<b>15</b>	<b>FINAL GRADE</b>

**CHILDREN'S LITERATURE PRESENTATION**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Points Earned	Points Possible	MATERIAL:
	2	Materials are engaging & appropriate for the 3-6 classroom
	2	Activity is reflective of the Montessori philosophy
	3	Activity includes a quality piece of children's literature and targets a specific math skill
	3	Activity is of high quality, well-designed and presented to the class
	5	Lesson plan contains all necessary components and copies are distributed to classmates
	15	FINAL GRADE

**GRADUATE PRESENTATION EVALUATION**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Points Earned	Points Possible	MATERIAL:
	9	Modification of the material for struggling child presented to the class is appropriate and engaging
	9	Extension of the material for child who needs extra challenge presented to the class is appropriate and engaging
	7	Lesson plan contains all necessary components (including a <b>specific</b> and <b>detailed</b> rubric on how the student's progress will be assessed) and copies are distributed to classmates
	25	FINAL GRADE

**MATH PHILOSOPHY PAPER EVALUATION**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**GENERAL/MECHANICS:**

Points Earned	Points Possible	
	2	Typed in a readable font, size 12, and double spaced
	2	Contain correct grammar, spelling, and punctuation
	4	Includes at least 4 quotes from Dr. Montessori's writings, taken from at least two primary sources, using APA style for citation
	2	Reference page included (use APA style for list of works cited)

**CONTENT:**

*The paper should demonstrate your own knowledge and understanding of the Montessori philosophy. You are encouraged to include other ideas or information, but be sure to include the following:*

	8	Philosophy: Discuss the rationale/philosophy of the math area in the early childhood Montessori setting, respectively.
	6	Mathematical Mind: Define and explain how this is supported in the Montessori curriculum and prepared environment.
	5	Aims: The paper should be a comprehensive discussion of the aims of the Math curriculum (given in class and discussed in Montessori texts). Offer examples of materials and their corresponding aims to bring your thoughts to life.
	5	Sensitive Periods: Discuss the "Sensitive Periods" in the range of child development and specifically address how the math materials support each sensitive period in the developing child.
	4	Nature of the Child: Relate how the math curriculum support the child's spiritual, cognitive, physical and social growth.
	4	Materials/Lessons: Discuss the sequence of the materials/lessons, how they scaffold and build upon one another, and how this supports learning (building new knowledge from experience and prior knowledge).
	4	Prepared Environment: Discuss the importance of the prepared environment and how it cultivates and supports the holistic education of the child, spontaneous activity, repetition, and self-direction.
	4	Scope and Assessment: Describe the importance of a varied Math curriculum which evolves throughout the child's 3 year Montessori experience and give examples of materials; describe assessments that will meet the needs of children in varying developmental stages and with diverse learning needs.

	<b>50</b>	<b>FINAL GRADE</b>
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**MATH ALBUM EVALUATION**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**CONTENTS:**

Points Earned	Points Possible	CURRICULUM AREA:
	2	Cover with title of album and student name; name on spine of album
	2	Title page with: Name, address, and phone number
	2	Table of Contents is updated and reflects page numbers and sections added to album
	2	Rationale Paper included with corrections
	2	Supplemental Information: including class handouts, peer lesson plans
	2	Additional Resources: minimum of three additional student-added resources

**TABS:**

	2	Tabs included for all sections including rationale
	2	Additional Resources & supplemental information clearly tabbed
	2	Each major heading has a tab
	2	Tabs are clearly identified and labels/names will not fall off

**LESSON PLANS:**

	4	Typed and clearly written
	4	Photographs taken and included with lesson plans, as needed
	4	During the course of the semester, lesson plans were submitted on time for review
	4	Resubmitted lesson plans were correctly edited and submitted on time
	4	All corrections made to final lesson plans and those are placed in album
	4	All original drafts placed securely in the front pocket of album

**OVERALL:**

	2	Album is neat & well-organized
	2	Album is aesthetic
	2	User friendly- pages are secured; pages move freely in the binder; binder is sturdy

	<b>50</b>	<b>FINAL GRADE</b>
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**MATH PRACTICAL EXAM**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Points Earned	Points Possible	MATERIAL:
	10	Preparation of material
	10	Poise, composure, and grace throughout the presentation. Speech is at an appropriate rate. Directions are clear and the teacher engages the student.
	10	Accuracy, sequencing, and pacing of presentation
	10	Use of language during presentation, clear articulation and appropriate usage
	10	Written Exam- Knowledge of material previous learning, direct/indirect aims, follow-up lessons and/or differentiation
	50	FINAL GRADE

**SCIENCE PHILOSOPHY PAPER EVALUATION**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**GENERAL/MECHANICS:**

Points Earned	Points Possible	
	1	Typed in a readable font, size 12, and double spaced
	2	Contain correct grammar, spelling, and punctuation

**CONTENT:**

	10	Philosophy: Discuss the rationale/philosophy of the science curriculum in the early childhood Montessori setting
	6	Materials/Lessons: Discuss the sequence of the materials/lessons, how they scaffold and build upon one another, and how this supports learning (building new knowledge from experience and prior knowledge).
	6	Scope and Sequence: Describe the importance of a varied Science curriculum which evolves throughout the child's 3 year Montessori experience and give examples of materials; describe assessments that will meet the needs of children in varying developmental stages and with diverse learning needs.

	<b>25</b>	<b>FINAL GRADE</b>
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**SCIENCE MATERIAL PRESENTATION**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Points Earned	Points Possible	MATERIAL:
	2	Materials are engaging & appropriate for the 3-6 classroom
	3	Materials are reflective of the Montessori philosophy
	5	Material is well-prepared and of high quality and presented to classmates
	5	Lesson plan contains all necessary components and copies are distributed to classmates
	15	FINAL GRADE

**SCIENCE ALBUM EVALUATION**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

**CONTENTS:**

Points Earned	Points Possible	CURRICULUM AREA:
	1	Cover with title of album and student name; name on spine of album
	1	Title page with: Name, address, and phone number
	1	Table of Contents is updated and reflects page numbers and sections added to album
	1	Rationale Paper included with corrections
	1	Supplemental Information: including class handouts, peer lesson plans
	1	Additional Resources: minimum of three additional student-added resources

**TABS:**

	1	Tabs included for all sections including rationale
	1	Additional Resources & supplemental information clearly tabbed
	1	Each major heading has a tab
	1	Tabs are clearly identified and labels/names will not fall off

**LESSON PLANS:**

	2	Typed and clearly written
	2	Photographs taken and included with lesson plans, as needed
	2	During the course of the semester, lesson plans were submitted on time for review
	2	Resubmitted lesson plans were correctly edited and submitted on time
	2	All corrections made to final lesson plans and those are placed in album
	2	All original drafts placed securely in the front pocket of album

**OVERALL:**

	1	Album is neat & well-organized
	1	Album is aesthetic
	1	User friendly- pages are secured; pages move freely in the binder; binder is sturdy

	<b>25</b>	<b>FINAL GRADE</b>
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**MONTESSORI CLASS ABSENCE AND GRADE FORM**

Name of candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Material or topic: \_\_\_\_\_ Faculty signature: \_\_\_\_\_

<b>Situation</b>	<b>What happens?</b>	<b>Documented</b>
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 <i>two</i> classes.	Candidate is responsible to do an official withdrawal at the registrar's office.	Practicum Handbook, page 72
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 withdraw at the registrar's office.	Practicum Handbook, page 72.
Material class absence	You are responsible for presenting material (without a teaching partner) to the instructor by way of videotape or in person. Failure to fulfill this requirement will result in an automatic grade of C or lower for the course.	Practicum Handbook, page 72.
Lecture class absence	A thorough research paper must be written on the lecture topic. The paper must include a bibliography and follow all standards and procedures for a paper. The instructor decides the length of the paper. Failure to fulfill this requirement will result in an automatic grade of C or lower for the class.	Practicum Handbook, page 72
Late assignments	Candidates will receive a letter grade below the final grade earned (A, to A-). All late assignments are due the next day. The grade will be lowered one level for each day the assignment is late. It is the candidate's responsibility to hand-deliver the assignment to the instructor.	Practicum Handbook, page 72
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	Practicum Handbook, page 72

	will receive a failing grade for the course.	
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, page 72
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). One point will be deducted for each time you are late.	Practicum Handbook, page 72 Xavier University Catalog, page 48
Mechanics of Writing	The university requires a high quality of writing. The Writing Center is located in the Conaton Learning Commons room 400. Faculty members may refuse to accept an assignment that does not meet acceptable standards.	Xavier University Catalog Page 53  Practicum Handbook, page 72

Candidate's signature: \_\_\_\_\_ Date: \_\_\_\_\_