

Xavier University

## Exhibit

---

Education Syllabi Fall 2018

Education Syllabi 2018

---

2018

### EDME 352 552 Curriculum Design and Teaching Strategies

Vanessa Rigaud  
rigaudv@xavier.edu

Follow this and additional works at: [https://www.exhibit.xavier.edu/education\\_syllabi\\_fall\\_2018](https://www.exhibit.xavier.edu/education_syllabi_fall_2018)

---

#### Recommended Citation

Rigaud, Vanessa, "EDME 352 552 Curriculum Design and Teaching Strategies" (2018). *Education Syllabi Fall 2018*. 45.

[https://www.exhibit.xavier.edu/education\\_syllabi\\_fall\\_2018/45](https://www.exhibit.xavier.edu/education_syllabi_fall_2018/45)

This Restricted-Access Syllabus is brought to you for free and open access by the Education Syllabi 2018 at Exhibit. It has been accepted for inclusion in Education Syllabi Fall 2018 by an authorized administrator of Exhibit. For more information, please contact [exhibit@xavier.edu](mailto:exhibit@xavier.edu).

**XAVIER UNIVERSITY**  
**College of Professional Sciences**  
**School of Education-Montessori Institute**  
**EDME 352/552 Curriculum Design and Teaching Strategies (3 credit hours)**  
**Fall 2018**

---

**Instructor:** Dr. Vanessa M. Rigaud  
[rigaudv@xavier.edu](mailto:rigaudv@xavier.edu)  
513-745-1073  
Joseph Hall Room 219

**Day and Time:**  
Tuesdays 5:00-7:30pm

**Class Location:** Joseph Hall-Room 312

**Office Hours:** Tuesdays: 3-4pm

---

**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.*

**COURSE OVERVIEW:**

This course serves to solidify the student's understanding of the importance of Montessori as a developmentally based pedagogy. This course serves the mission statement in that it provides an opportunity to utilize developmental milestones in classroom instruction and teacher reflection. This integration requires teacher candidates to consider their own development, just as the Jesuit tradition requires intellectual, moral, and spiritual preparation. It supports the continuing growth of the candidate as they move through their Practicum experience

**Objectives and Competencies to be Achieved:**

**General Statement and Purpose**

The general purpose of this course is to provide a bi-weekly seminar for candidates in Montessori elementary classrooms. Within this class setting is an opportunity for reflection on the day-to-day implementation of the Montessori philosophy; review, application, and enrichment of curriculum; feedback on classroom management techniques; and record keeping.

This course will also include discussions and activities related to the concepts of ELL, Value Added and Progress Monitoring, and Content Area Literacy.

### Knowledge Objectives

- Philosophical review of the cosmic curriculum as part of daily experiences.
- Philosophical review of the philosophy of the Montessori Elementary classroom
- Elementary curriculum design and knowledge based on Montessori material classes and subject matter presented in this course.
- Approaches to classroom management and discipline.
- Approaches to record keeping and parent-teacher conferences.
- Curriculum planning and integration with music, art, drama, science, history, and geography
- Review of Montessori primary curriculum in math and geometry.
- Using and improving observation skills in our own classrooms observing elementary classrooms.
- Technology including the integration of technology in the classroom
- Knowledge base and foundation of vocabulary related to academic language and vocabulary strategies

### **LEARNING OUTCOMES**

At the conclusion of this course, students will :

- Ability to organize and set up a Montessori classroom.
- Overall classroom management and expectations:
- Organizing contracts and/or work plans for student use.
- Parent involvement, in service, parent-teacher conferences including methods of record keeping.
- Cosmic curriculum review (math and geometry and enrichment .
- Integrated Art into the curriculum.
- Using observation skills and positive support for all children.
- Practice and review of Montessori materials in botany, math, geometry, zoology, earth science, chemistry, physics, history, geography and the arts.

### Attitudes/Values/Dispositions

- A positive attitude regarding oneself as a Montessori teacher.
- A constructive attitude toward all children.
- Valuing of the philosophical basis of Montessori Education.

### Methodology

- Lecturers, discussions, films, participation, demonstration, guest speakers, assignments, practical exam on botany, history, geography, zoology, earth science, and chemistry areas.

### **REQUIRED TEXT & RESOURCES:**

- Beyond Discipline: From Compliance to Community by Alfie Kohn, 10th Anniversary edition  
*Kohn, A. (2008). Beyond discipline: from compliance to community. Alexandria, Va: Association for Supervision and Curriculum Development.*
- Smart but Scattered by Peg Dawson and Richard Guare  
*Dawson, P., & Guare, R. (2009). Smart but scattered: the revolutionary "executive skills" approach to helping kids reach their potential. New York: Guilford Press.  
Read: Chapter 9: 121-129*

**STANDARDS:**

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

<b><i>Links to Standards, Professional Development, and Professional Conduct</i></b>	
<b>Standard</b>	<b>Links</b>
<a href="http://www.macte.org">MACTE</a>	www.macte.org
<a href="http://www.naeyc.org/ncate/files/ncate/Initial_2pager.pdf">NAEYC</a>	www.naeyc.org/ncate/files/ncate/Initial_2pager.pdf
<a href="https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf">CEC</a>	https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf
<a href="http://www.cc.yosu.edu/~ramcewin/OhioStandards.pdf">OSTP</a>	www.cc.yosu.edu/~ramcewin/OhioStandards.pdf
<a href="http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards">ODE</a>	http://education.ohio.gov/Topics/Ohio-s-New-Learning-Standards This link will take you to the state of Ohio's Department of Education new learning standards and model curriculum for all academic topics.
<b>Professional Development &amp; Licensure Code of Professional Conduct for Ohio Educators</b>	
http://education.ohio.gov/Topics/Teaching/Professional-Development <a href="#">Click Here</a>	
http://education.ohio.gov/Topics/Teaching/Educator-Conduct/Licensure-Code-of-Professional-Conduct-for-Ohio-Ed <a href="#">Click Here</a>	

NAEYC standards (updated 2011 National Association for the Education of Young Children, Professional Preparation Standard)

**Standard 1-Promoting Child Development and Learning**

1a-knowing and understanding young children's characteristics and needs, from birth through age 8. (assessment-parent teacher conference form, work plan/work verification form)

1c-Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children. (assessment-Setting Up a classroom, scope and sequence activity)

**Standard 2-Building Family and Community Relationships**

2a-Knowing about and understanding diverse family and community characteristics (assessment-parent teacher conference form, work plan/work verification form)

2b-Supporting and empowering families and communities through respectful, reciprocal relationships. (assessment-parent teacher conference form, work plan/work verification form)

2c-Involving families and communities in their children's development and learning (assessment-parent teacher conference form, work plan/work verification form)

**Standard 3-Observing, Documenting, and Assessing to support Young Children and Families**

3a-Understanding the goals, benefits, and uses of assessments-including its use in development of appropriate goals, curriculum, and teaching strategies for young children. (assessment-Parent teacher conference form, work plan/work verification form, field experience reflection)

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. (assessment-Parent teacher conference form, work plan/work verification form, field experience reflection)

3c-Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. (assessment-Parent teacher conference form, work plan/work verification form)

3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments. (assessment-Parent teacher conference form, work plan/work verification form)

**Standard 4-Using Developmentally Effective Approaches to Connect with Children and Families**

- 4a- Understanding positive relationships and supportive interactions as the foundation of their work with young children. (assessment-Parent teacher conference form, work plan/work verification form,  
4b: Knowing and understanding appropriate effective strategies and tools for early education, including appropriate uses of technology. (assessment-videotape reflection, Setting Up a Classroom album)  
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches (assessment-videotape reflection)  
4d: Reflecting on their own practice to promote positive outcomes for each child (assessment-videotape reflection)

**Standard 5-Using Content Knowledge to Build Meaningful Curriculum**

- 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.  
(assessment-creative drama assignment, Practical exam presentations)  
5b-Knowing and using the central concepts, inquiry tools and structures of content areas or academic disciplines (assessment-creative drama assignment, Practical exam presentations)  
5c-using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful, challenging curricula for each child. (assessment-scope and sequence, design of student work plan/work verification form)

**Standard 6-Becoming a Professional-**

- 6a-Identifying and involving oneself with the early childhood field (class content-Ohio Standards for the Teaching Profession and assessment-Student Disposition Progress form)  
6b-Knowing about and upholding ethical standards and other early childhood professional guidelines. (class content-Ohio Standards for the Teaching Profession and assessment-Student Disposition Progress form)  
6c-Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. (assessment-videotape reflection)  
6d-Integrating knowledgeable, reflective, and critical perspectives on early education (assessment-videotape reflection)

**EVALUATION/ASSIGNMENTS:**

<b>Assignments</b>	<b>Due Date</b>	<b>Points</b>	<b>Percents</b>
Beginning of the School Year Album/Setting Up a Classroom Assignment	September 4	15	25%
Community Building Lesson Plan	September 18	10	
Practical Life Activity	October 9	10	
Scope and Sequence -3-year overview	October 23	20	
Video Taping Reflection	October 30	15	
Science Notebook Entries	November 13	15	
Science Inquiry Assignment	November 20	20	
Comprehensive Research Paper- Outline	September 25	10	40%
Comprehensive Research Paper- 1st Draft	October 16	10	
Comprehensive Research Paper- Final	December 11	40	
Comprehensive Cultural Practical/Written Exam	November 6	30	25%
Field Trip Lesson Project & Presentation	December 4	30	
Reading Responses and Discussion	Weekly	13	10%
Journal Reflections	Weekly	15	
Participation	Weekly	0	
FBI/BCI Forms Submitted	August 28	0	
Total :		193	100%

## **GRADING SCALE:**

### Undergraduate

A	97-100
A-	93-96
B+	90-92
B	87-89
B-	84-86
C+	81-83
C	75-80
D+	73 – 75
D	70 – 72
F	70 or below

VF	Failure to officially withdraw	0.00
W	Official withdraw	N/A
I	Incomplete	0.00
AU	Audit, no credit, no effect on GPA	N/A

### Graduate

A	97-100
A-	93-96
B+	90-92
B	87-89
B-	84-86
C+	81-83
C	75-80
F	70 or below

## **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.

## **COURSE POLICIES:**

**Attendance:** The Xavier University catalogue states “In order to earn credit in any course for which he/she is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.” (Additional attendance policies are determined by the individual faculty members and must be outlined in the syllabus.)

**Academic Honesty:** The School of Education 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.

## **ACADEMIC 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.
- 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. 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.
- 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.
- Please view the University policy on Academic Honesty, <http://www.xavier.edu/library/xu-tutor/Xaviers-Policy-on-Academic-Honesty.cfm>

**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.*

### **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.

### **ACADEMIC SUPPORT:**

#### **Office of Disability Services**

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations letter from Disability Services, it is essential that you email the letter and meet with me as soon as possible to discuss your disability-related accommodation needs for this course.

If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) to coordinate reasonable accommodations as soon as



possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

*It is important to note that any disability-related information including accommodations is confidential.*

**Office of Student Success -**

Location: 514 Conaton Learning Commons

Phone: 513-745-3036

Email: [studentretention@xavier.edu](mailto:studentretention@xavier.edu)

The Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit [www.xavier.edu/student-success](http://www.xavier.edu/student-success) to learn more or visit us in the Conaton Learning Commons.

**Writing Center** - The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at [writingcenter@xavier.edu](mailto:writingcenter@xavier.edu). 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 in an online course 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>

**Commuter Students-** Make safe decisions involving your commute and communicate your decisions immediately. It is your responsibility to follow-up with your professors and to find out what you need to do to make up the missed class. You are highly encouraged to contact a fellow classmate to obtain missed class notes. Note that there are limited parking spaces during the snow removal process, which can make parking a challenge. Be extra careful of snow and ice hazards. If you have further questions about snow emergencies and school cancellations, please email [commuterservice@xavier.edu](mailto:commuterservice@xavier.edu) and read the inclement weather policy in the student handbook: <http://www.xavier.edu/handbook/general/inclement-weather-policy.cfm>

## COURSE CALENDAR:

---

### Module One: The Prepared Environment and Community Building

---

Tuesday, August 21

Session #1

- Journal Reflection -
  - Building Community Activity
  - Presentation Topic: Prepared Environment for 6-12
  - Examine the Prepared Environment through the lens of second stages of development project.
  - Review Syllabus
  - Upcoming Assignment Review
- 

Tuesday, August 28

Session #2

- Journal Reflection -
- Taking the Pulse
- Presentation Topic: Prepared Environment; Following the Child
- Discussion:
- Group Activity: Be prepared to discuss the following readings below in class and post response/replies on the discussion board.

**Readings Due for Canvas Discussion and Class Session:**

**Assignments/Presentations Due:**

---

Tuesday, September 4

Session #3

- Journal Reflection -
- Taking the Pulse
- Presentation Topic: Classroom Management; The Three Essential Keys
- Discussion:
- Group Activity: *Chapter 1: The Nature of Children*. Be prepared to discuss the following readings below in class and post response/replies on the discussion board.

**Readings Due for Canvas Discussion and Class Session:**

*Kohn, A. (2008). Beyond discipline: from compliance to community. Alexandria, Va: Association for Supervision and Curriculum Development.*

Read: Intro./Chapter 1- pages xi- 11

**Assignments/Presentations Due:** [Setting Up the Classroom Binder](#)

---

Tuesday, September 11

Session #4

- Journal Reflection -
- Taking the Pulse
- Guest Speaker: Margaret Grechen
- Presentation Topic: Conducting Research; APA citations; finding primary source documents; Montessori Research resources
- Group Activity: *Beyond Discipline*- Chapter 2: Blaming the Kids. Be prepared to discuss the following readings below in class and post response/replies on the discussion board.

**Readings Due for Canvas Discussion and Class Session:**

*Kohn, A. (2008). Beyond discipline: from compliance to community. Alexandria, Va: Association for Supervision and Curriculum Development.*

Read: Chapter 2

**Assignments/Presentations Due:**

---

---

## Module Two: Curriculum Development I

---

Tuesday, September 18

Session #5

- Journal Reflection -
- Taking the Pulse
- Presentation Topic: Cosmic Education
- Student Group Project Presentation:
- Group Activity: *Beyond Discipline*- Chapter 3: Brides and Treats & Chapter 4: Punishment Lite. Be prepared to discuss the following readings below in class and post response/replies on the discussion board.

**Readings Due for Canvas Discussion and Class Session:**

*Kohn, A. (2008). Beyond discipline: from compliance to community. Alexandria, Va: Association for Supervision and Curriculum Development.*

Read: Chapter 3 & 4

**Assignments/Presentations Due:** [Community Building Lesson/Presentation](#)

---

Tuesday, September 25

Session #6

- Journal Reflection -
- Taking the Pulse
- Presentation Topic: What is curriculum design?
- Group Activity: *Beyond Discipline*- Chapter 5: How Not to Get Control of the Classroom & Chapter 6: A Classroom of their Choosing. Be prepared to discuss the following readings below in class and post response/replies on the discussion board.

**Readings Due for Canvas Discussion and Class Session:**

*Kohn, A. (2008). Beyond discipline: from compliance to community. Alexandria, Va: Association for Supervision and Curriculum Development.*

Read: Chapter 5 & 6- pages 54-100

**Assignments/Presentations Due:** [Comprehensive Research Paper Outline](#)

---

Tuesday, October 2

Session #7

- Journal Reflection -
- Taking the Pulse
- Presentation Topic: Theories of Curriculum Development;
- Group Activity: *Smart but Scattered*: Chapter 1- How Did Such a Smart Kid End Up So Scattered? Be prepared to discuss the following readings below in class and post response/replies on the discussion board.

**Readings Due for Canvas Discussion and Class Session:**

*Kohn, A. (2008). Beyond discipline: from compliance to community. Alexandria, Va: Association for Supervision and Curriculum Development.*

Read: Chapter 7

**Assignments/Presentations Due:**

---

---

## Module Three: Curriculum Development II

---

Tuesday, October 9

Session #8

- Journal Reflection -
- Taking the Pulse
- Presentation Topic: Scope and Sequence Design -part 1
- Group Activity: *Smart but Scattered*: Chapter 1- How Did Such a Smart Kid End Up so Scattered? Be prepared to discuss the following readings below in class and post response/replies on the discussion board.

**Readings Due for Canvas Discussion and Class Session:**

Dawson, P., & Guare, R. (2009). *Smart but scattered: the revolutionary "executive skills" approach to helping kids reach their potential*. New York: Guilford Press.  
Read: Chapter 1

**Assignments/Presentations Due:** [Practical Life Activity & Sharing](#)

---

Tuesday, October 16

Session #9

- Journal Reflection -
- Taking the Pulse
- Presentation Topic: Scope and Sequence Design -part 2
- Group Activity: *Smart but Scattered*: Chapter 2 -Identifying Your Child's Strengthens and Weaknesses. Be prepared to discuss the following readings below in class and post response/replies on the discussion board.

**Readings Due for Canvas Discussion and Class Session:**

Dawson, P., & Guare, R. (2009). *Smart but scattered: the revolutionary "executive skills" approach to helping kids reach their potential*. New York: Guilford Press.  
Read: Chapter 2

**Assignments/Presentations Due:** [Comprehensive Research Paper -1st Draft](#)

---

Tuesday, October 23

Session #10

- Journal Reflection -
- Taking the Pulse
- Presentation Topic:
- Group Activity: *Smart but Scattered*: Chapter 3- How Your Own Executive Skill Strength and Weaknesses Matter? Be prepared to discuss the following readings below in class and post response/replies on the discussion board.

**Readings Due for Canvas Discussion and Class Session:**

Dawson, P., & Guare, R. (2009). *Smart but scattered: the revolutionary "executive skills" approach to helping kids reach their potential*. New York: Guilford Press.  
Read: Chapter 3

**Assignments/Presentations Due:** [Scope and Sequence: Three-Year Overview](#)

---

---

## Module Four: The Living Environment and Science Inquiry

---

Tuesday, October 30

Session #11

- Journal Reflection -
- Taking the Pulse
- Presentation Topic: Concept Building Mini Unit Plan; Nature Journaling: How to Capture Science in our Living Environment?
- Group Activity: *Smart but Scattered*: Chapter 4- Matching the Child to the Task. Be prepared to discuss the following readings below in class and post response/replies on the discussion board.

**Readings Due for Canvas Discussion and Class Session:**

Dawson, P., & Guare, R. (2009). *Smart but scattered: the revolutionary "executive skills" approach to helping kids reach their potential*. New York: Guilford Press.  
Read: Chapter 4

**Assignments/Presentations Due:** [Video Tape Reflection](#)

---

Tuesday, November 6

Session #12

- Journal Reflection -
- Taking the Pulse
- Presentation Topic: Science Inquiry; Science Notebook;
- Comprehensive Practical Exam
- Group Activity: *Smart but Scattered*: Chapter 5-Ten Principles for Improving your Child's Executive Skills. Be prepared to discuss the following readings below in class and post response/replies on the discussion board.

**Readings Due for Canvas Discussion and Class Session:**

Dawson, P., & Guare, R. (2009). *Smart but scattered: the revolutionary "executive skills" approach to helping kids reach their potential*. New York: Guilford Press.  
Read: Chapter 5

**Assignments/Presentations Due:** [Comprehensive Cultural Practical Exam/ Completed Written Exam](#)

---

Tuesday, November 13

Session #13

- Journal Reflection -
- Taking the Pulse
- Presentation Topic: Concept Building Mini Learning Cycle; What is STEM?
- Group Activity: *Smart but Scattered*: Chapter 6- Modifying the Environment: A is for Antecedent. Be prepared to discuss the following readings below in class and post response/replies on the discussion board.

**Readings Due for Canvas Discussion and Class Session:**

Dawson, P., & Guare, R. (2009). *Smart but scattered: the revolutionary "executive skills" approach to helping kids reach their potential*. New York: Guilford Press.  
Read: Chapter 6: 81-91

**Assignments/Presentations Due:** [Science Notebook Entries](#)

---

---

**Module Five: Beyond the Classroom Walls- "Going Out"**

---

- Tuesday, November 20      Session #14
- Journal Reflection -
  - Taking the Pulse
  - Presentation Topic: Going Out: Art Museum
  - Group Activity: *Smart but Scattered*: Chapter 7- Modifying the Environment: A is for Antecedent & Chapter 8- Motivating Your Child to Learn and Use Executive Skills. Be prepared to discuss the following readings below in class and post response/replies on the discussion board.

**Readings Due for Canvas Discussion and Class Session:**

Dawson, P., & Guare, R. (2009). *Smart but scattered: the revolutionary "executive skills" approach to helping kids reach their potential*. New York: Guilford Press.  
Read: Chapter 7 & 8

**Assignments/Presentations Due:** [Science Inquiry Assignment](#)

- 
- Tuesday, November 27      Session #15
- Journal Reflection -
  - Taking the Pulse
  - Presentation Topic: Follow-Up after Field Trip: Art Museum

**Assignments/Presentations Due:**

- 
- Tuesday, December 4      Session #16
- Journal Reflection -
  - Taking the Pulse
  - Presentation Topic: Understanding Students; Culture Responsive Practice.
  - Student Presentation: Field Trip Project & Presentation -*both Undergraduate and Graduate*

**Assignments/Presentations Due:** [Field Trip Lesson Plan Project & Presentation](#)

- 
- Tuesday, December 11      Session #17
- Journal Reflection -
  - Comprehensive Research Paper -Final paper and Discussion

**Assignments/Presentations Due:** [Comprehensive Research Final Paper](#)

---

<b>Assignments</b>	<b>Description</b>	<b>Points</b>
Beginning of the school year album/ Setting Up a classroom resource	Create an album documenting how your classroom environment was set up at the start of the school year. Once the classroom is prepared for the first day of school, take a photograph of every shelf and station (snack, food preparation, easel painting, library, etc.) in the classroom. Organize the photos according to areas (Practical Life, Art, Cultural, Math, Language, Geometry, etc.) Photographs need to be in color, labeled by area, and large enough to clearly identify the works on the shelf and any important details. Descriptions with photos should include detailed names of materials. You may put multiple photos on a page. Be as comprehensive as possible.  <b>Due Date: September 4</b>	15
Community Building Lesson Plan	For this assignment, each student will design/create a community building lesson plan-form 5. Design a community building activity that can be done with a large group- Music, dance, a cooperative game, mindfulness activities, etc. <ul style="list-style-type: none"> <li>- Use the reflection sheet to guide the process of planning, instructing, assessing, and reflecting.</li> <li>- The lessons must be suitable for large groups. The lesson must be between 15-25 minutes.</li> <li>- You will be required to present your lesson plan and all materials needed.</li> <li>- You will be required to present your lesson plan, and all materials in</li> </ul> <b>Due Date: September 18</b>	10
Practical Life Activity	Create a practical life activity that can be used in your present classroom. Design the material and place it on the shelf with all the necessary materials. <ul style="list-style-type: none"> <li>- You will submit a 1-2 page written description stating how it meets one or more of the following characteristics: social-emotional; practical skill; taking responsibility; independence; grace and courtesy; community service. Bring the activity in a tray or basket, and present the activity to the class. We will share examples in class.</li> </ul> <b>Due Date: October 9</b>	20
Scope and Sequence 3-Year Overview	Scope and Sequence: Overview Three-Year Plan Chart: Develop a three-year plan guided by our course discussion/notes and content area albums. <ul style="list-style-type: none"> <li>- This three-year plan must include all content areas of the 6-9 curriculum for 1st-year, 2nd-year, and 3rd-year students. Be sure to align it with the Ohio State Standards also.</li> <li>- A sample template is available for use or reference).</li> </ul> <b>Due Date: October 23</b>	20
Video taping reflections	Using the form posted on our Canvas site, video record a lesson presentation. Record a lesson at the start of the semester and then closer to the due date. You will submit only the written form for this assignment, but it is suggested, if possible, to view this with your cooperating teacher for additional feedback.  <b>Due Date: October 30</b>	15
Cultural Practical Exam	Posted on Canvas site is a list of the presentations that will be included. <b>Practical Exam on November 6</b>	30
Cultural Written Exam	Posted on Canvas site is a list of the presentations that will be included. <b>Due Date: November 6</b>	30

Science Notebook Entries	<p>Science notebooks are modeled after the way scientists really work, and each scientist's notebook is unique to that person, area of inquiry, type of experiment, and investigation. Student scientists record their observations, ideas, drawings, and other illustrations such as charts, tables, models, and graphs, along with their questions, ideas, and reflections in a running record of their thinking.</p> <ul style="list-style-type: none"> <li>- Please submit three completed entries in your science notebook. Be sure that it has the following items included on the Canvas page.</li> </ul>	15
<b>Due Date: November 13</b>		
Science Inquiry Assignment	<p>Select a content area of science in the Cosmic Education curriculum. Identify a lesson/a particular science concept, from your album that you would like to children to explore in greater depth.</p> <ul style="list-style-type: none"> <li>- Create an original inquiry science experiment that aligns with the lesson in your album. Complete form 6, present to a small group, write a reflection and collect evidence for assessment. You will present this in class.</li> </ul>	20
<b>Due Date: November 20</b>		
Field Trip Announcement to Parents- <i>*Undergraduate Students</i>	<p>Create a list of 5 possible field trips in the Cincinnati area and write a short paragraph blurb about what is available at the place and why it might be a good place to visit.</p> <ul style="list-style-type: none"> <li>- Select one and research/visit the site.</li> <li>- Write a letter to parents 1-2 pages explaining about upcoming field trip you have selected and how it relates/extends the Cosmic Curriculum in the 6-9 Montessori Classroom. Please give details about what students will gain at the site. You may include attachments/brochures from the place.</li> </ul>	
<b>Due Date: December 4</b>		
Field Trip Lesson Plan (includes three mini-lessons)	<p>With the assistance of the CT, select a field trip that aligns with the current curriculum to prepare a lesson plan using form 5- The lesson must include a pre-lesson, lesson at the field trip site, and a follow-up lesson upon return.</p> <ul style="list-style-type: none"> <li>- Use reflection sheet to guide the process of planning, instructing, assessing, and reflecting.</li> <li>- Include the State Learning Standards for the content area.</li> <li>- The lessons must be suitable for large groups. The lesson must be between 15-25 minutes.</li> <li>- Students work and follow-up must be documented with artifacts (pictures and samples of work completed).</li> <li>- You will be required to present your lesson plan, all materials, and artifacts.</li> </ul>	20
<i>*Graduate Students Only</i>	<b>Due Date: December 4</b>	



---

Comprehensive Research Paper	<p>This paper challenges you to use impressions and creativity to present “cosmic education” 60 in the Montessori 6-9 classroom- representing the human being’s search for identity and place.</p> <ul style="list-style-type: none"> <li>- Must follow the APA guidelines for writing a research paper.</li> <li>- 12+ pages in length</li> <li>- Reference to Planes of Development- Examples of ways Cosmic Ed. curriculum responds to needs of 2nd Plane</li> <li>- Discussion of specific components of the curriculum: interdependence, heritage...</li> <li>- Includes direct quotes from M. Montessori, other Montessorians</li> <li>- Includes personal interpretation/statement</li> <li>- Weave in all areas of the curriculum and the Great lessons</li> </ul>
------------------------------	--

*Submitted final copy must include the following: title page, table of contents, section headers and work cited/reference page. Please see canvas for more details.*

**Due Date:**

- Outline- September 25 -10pts**
- 1st Draft- November 3 -10pts**
- Final Paper- December 11 -40pts**

---

Reading Responses and Socratic Seminar	<p>All the reading response/socratic seminar assignments on Canvas under each sessions 13 module. For each assigned reading, there will be a discussion board where you must post a response and reply to other members of the community. In class, we will discuss the readings during the discussion time.</p> <p><b>Due each week for every class session</b></p>
In session-Journal Reflection	<p>Each week you will be given a Montessori quote or question in our class session. You will 15 be ask you to reflect and journal for the first 10 minutes of class.</p> <p><b>Due each week during class sessions.</b></p>

---

**COURSE COMPONENT  
XAVIER UNIVERSITY MONTESSORI DEPARTMENT DISPOSITION FORM**

**COURSE NAME/NUMBER** \_\_\_\_\_ **SEMESTER** \_\_\_\_\_

Candidate's Name (please print) \_\_\_\_\_

Signature of Candidate \_\_\_\_\_ Date: \_\_\_\_\_

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

Faculty completing the form (please print name) \_\_\_\_\_

Signature of Person \_\_\_\_\_ Date \_\_\_\_\_

Please check the appropriate rating for each category using the following scale. **Be sure to document a score of 0 or 1 by providing evidence in the comment column.**

**3= Consistent** *(The candidate demonstrates strong theoretical understanding and meets the competency at a very consistent level)*

**2= Fundamental** *(The candidate demonstrates basic theoretical understanding and meets the competency at a fundamental level)*

**1=Inconsistent** *(The candidate demonstrates basic theoretical understanding and meets the competency at an inconsistent level)*

**0=Failure to meet component, Director is informed, School of Education Disposition form is initiated**

<b>COURSE COMPONENT</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>Comments</b>
Candidate attends all classes and is punctual.					
Candidate demonstrates respect for the learning community and alternative viewpoints.					
Candidate demonstrates initiative in class discussions and activities.					
Candidate demonstrates responsibility for requirements and assignments of the course and submits them in a timely manner.					
Candidate demonstrates attention to detail as evidenced in coursework/binders.					
Candidate respectfully engages and participates as a learning community member.					
Candidate receives professional feedback with grace and respect.					

**XAVIER UNIVERSITY SCHOOL OF EDUCATION  
PROFESSIONAL DISPOSITION PROGRESS REPORT**

Candidate's Name (please print) \_\_\_\_\_

Signature of Candidate \_\_\_\_\_ Date \_\_\_\_\_  
(Candidate's signature only indicates that she/he has reviewed this report; it does not imply agreement.)

Name & Signature of Person Completing the Form \_\_\_\_\_

Check one: Faculty/Instructor \_\_\_\_\_ University Supervisor \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

COURSE NAME/NUMBER \_\_\_\_\_ SEMESTER \_\_\_\_\_

A candidate may receive a professional disposition report with a remediation conference for any one of the following reasons:

<b>Professionalism in Courses and Field Experiences</b>	<b>Documentation with details – provide interventions implemented to date</b>
Lack of Attendance	
Candidate does not take responsibility for requirements of the course.	
Candidate lacks engagement and participation in classroom setting.	
Candidate displays behavior not recognized as socially appropriate and acceptable in educational and professional settings	
Candidate fails to demonstrate professionalism in actions, appearance, and demeanor.	
Candidate does not work effectively with all students' academic needs.	
Candidate does not work effectively with all students' behavioral needs.	
Candidate does not collaborate with school professionals during field experience including student teaching and interns.	
Candidate does not react positively to constructive criticism.	
Candidate is not professional in remarks to mentor teacher.	
Other	

Documentation:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Remediation Conference Date and Attendees: \_\_\_\_\_

---

---

Outcome of Remediation conference: \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

*For more information, Office for Professional Conduct <http://education.ohio.gov/Topics/Teaching/Educator-Conduct>*

*Montessori/Teacher Education Program/ Forms-Student and Faculty/Faculty Forms/Disposition Forms/ ProfessionalDispositionFormFINAL2017*

**XAVIER UNIVERSITY MONTESSORI DEPARTMENT  
CLASS ABSENCE AND GRADE FORM**

Name of candidate: \_\_\_\_\_ Signature of Candidate: \_\_\_\_\_

Professor: \_\_\_\_\_

Situation	Action Steps	Documented
If you miss more than two classes, in Fall or Spring semester, you must withdraw from the class.	Candidate is responsible to do an official withdrawal at the registrar's office.	Program 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 withdraw at the registrar's office.	Program Handbook
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.	Program Handbook
Lecture class absence	A thorough research paper must be written on the lecture topic. The paper must include all criteria as stated in the research paper rubric. 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.	Program Handbook
Late assignments	Candidates will receive a letter grade below the final grade earned (A changes to B). 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.	Program 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.	Program Handbook
Failure to complete an assignment	Candidate will lose two letter grades if he/she fails to complete any assignment, e.g. grade of A will become C. Allotted points will also be reduced for the specific assignment.	Program 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). One point will be deducted for each time you are late. Proactive communication with professor is required.	Program Handbook  Xavier University Catalog
Mechanics of Writing	The university requires a high quality of writing. Students can receive instruction at the James E. Glenn Writing Center, Conaton Learning Commons. Faculty members may refuse to accept an assignment that does not meet acceptable standards.	Xavier University Catalog  Program Handbook,
Montessori Method/Material/ Practicum Course of B (B minus) or lower	Candidate must meet with the Director and his/her advisor. The course must be repeated.	Program Handbook
Trouble participating and effectively demonstrating learning in Montessori course	Director and Advisor will meet with candidate . Candidate will contact Cassandra Jones-Director of Disability Services at 513.745.3280 or jonesc20@xavier.edu	University Handbook  Program Handbook

## School of Education

Requirements for ALL Candidates for Field Observations and Experiences  
Undergraduate and Graduate Programs (courses, licensure, degree, non-degree, online)  
Moral Character Statement  
FBI/BCI Information

**To: All candidates in the School of Education**

**Re: Information as to State of Ohio requirements for admission to Teacher Education Preparation program, initial Certification by the State of Ohio, and completion of courses in the School of Education**

*Standards for licensure require that an individual must possess “good moral character” to be admitted to a teacher preparation program, remain in the program, and to be recommended for initial licensure. Candidates taking courses in the School of Education must also adhere to this requirement and possess good moral character as outlined in State of Ohio. “Good moral character” means a person that has not pled guilty to, been found guilty of, or been convicted of any offense listed in division (B)(2) or (C) of section [3319.31](#) of the Revised Code or any substantively comparable ordinance of a municipal corporation or another state. An individual who has pled guilty to, been found guilty of, or has been convicted of any such offense may have an application for licensure considered by the state board of education provided said individual meets the conditions specified in Chapters 3301-20 and 3301-73 of the Administrative Code. (please review the Ohio Department of Education website for more information, <http://education.ohio.gov/>)*

**Step One:** Upon entrance into the university and program, candidates in the School of Education are required to sign this “Statement of Moral Character” and submit the form to their programs. The “Statement of Moral Character” will be placed in the student’s file in the program’s office. The official form is required for admissions into the program, all field observations and experiences, and state licensure. Candidates should note that failure to disclose an act or event, failure to provide truthful and complete answers or failure to inform the program of any changes may result in revocation of admission to the program, disciplinary action by the program or refusal to grant a license by the State of Ohio. It is the candidate’s responsibility to provide immediate written notification to the university addressed to the program director, Director of the School of Education, and the Associate Dean of the College of Professional Sciences and the state of Ohio regarding his/her report and/or any changes in the status.

**Step Two:** The candidate is also required to undergo annual fingerprinting (FBI and BCI background checks) prior to all field observations and experiences, to continue in the program, and as part of the state licensing application process. In the event the candidate receives a report that indicates “may not be eligible or ineligible” on the background checks, the candidate must provide immediate written notification of this information to the program director, Director of the School of Education, and the Associate Dean of the College of Professional Sciences. In addition, the candidate should note that failure to disclose an act or event, failure to provide truthful and complete answers or failure to inform the program of any changes may result in revocation of admission to the program, disciplinary action by the program or refusal to grant a license by the State of Ohio. It is the candidate’s responsibility to provide immediate written notification to the university addressed to the program director, the Director of the School of Education, the Associate Dean of the College of Professional sciences, and the state of Ohio regarding his/her report and/or any changes in the status.

I \_\_\_\_\_ (print name) have reviewed the above provisions (state code), and certify that I possess good moral character, and agree to annual FBI/BCI background checks. I will provide immediate written notification to the Associate Dean in the College of Professional Sciences, the Director of the School of Education, and the program director if any changes occur in my status of eligibility for licensure or completing coursework in the School of Education.

---

Signature and date

## **Completion of Field Requirement form**

- Graduate Students – the form will be completed with the initial application for degree seeking, non-degree seeking, initial licensure, endorsement, and online courses and programs (part of the SLATE process)**
- Undergraduate Students – the form will be completed with the initial application for admission to the university and/or declaration of the major or minor in education**
- Change of Major/Minor students – the form will be completed when the student initiates a change in major or minor (during the initial meeting with a program director or academic advisor)**
- Transfer students – the form will be completed with the initial application for admission to the university and declaration of the major or minor in education**
- Undergraduate or Graduate Students – students who are not enrolled in one of our programs but taking coursework in the School of Education will complete a form at the beginning of the course and prior to completing any observations or field work**