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EDME 366 566 Montessori Curriculum Design and Teaching Strategies I: Early Childhood

Gina Lofquist
lofquistgm@xavier.edu

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Course: EDME 366/566 Montessori Curriculum Design & Teaching Strategies I: Early Childhood
Credit Hours: 3 credit hours
Instructor: Gina Lofquist, M.Ed., 745-3424, lofquistgm@xavier.edu
Anne Kroger, M.Ed., (c) 226-7557, brodericka@xavier.edu
Location: Joseph Bldg, Rm 113
Time: Saturday, 9-2:30 p.m.,
Office: Joseph Bldg, Rm 301, 513/745-3424
Office Hours: By Appointment

Department of Childhood Education and Literacy Mission Statement

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

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

The assignments and activities in this course support the mission statement of the Department of Childhood Education and Literacy by including class discussions, visiting members from the community, and assignments that address current critical issues in early childhood education. Teachers, support personnel, and administrators from different traditional and Montessori schools and Xavier University will speak to the class to help support the candidates as they learn about the academic, moral, and social development of today's students including the importance of serving families and communities. The candidates will have the opportunity to work with students with special needs in order to learn to better serve all children and will work and observe in public and private settings in order to experience a variety of school settings and communities.

Objectives and Competencies to be achieved:

1. General Statement and Purpose

The general purpose of this course is to provide a bi-monthly 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.

Objectives and Competencies to be achieved:

1. 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.

2. Knowledge Objectives

- Philosophical review of the 3-6 curriculum and its methodology.
- Philosophical review of the philosophy of the Montessori Early childhood classroom
- Early childhood curriculum design and knowledge based on Montessori material classes and subject matter presented in this course.
- Approaches to classroom management
- Approaches to record keeping and parent-teacher conferences.
- Curriculum in music, art, drama, and geography. Review of Montessori primary curriculum in language, geography, music and art.

*Using and improving observation skills in our own classrooms and visiting other classrooms.

- Technology including the use of global internet resources as means of enriching teaching practices.
- Knowledge base and foundation of English Language Learners

3. Skill Objectives

- Ability to organize and set up a Montessori Early childhood classroom.
- Overall classroom management and expectations: initiating, organizing, and implementing a record keeping system
- Parent involvement, in service, parent-teacher conferences including methods of record keeping.
- Curriculum review (math and geometry and enrichment .Music and Art integrated into the curriculum.
- Using observation skills to direct instruction to meet the need of children
- Practice and review of Montessori materials in Language, geography, Art, storytelling, and music.
- To create meaningful learning experiences for all students.
- To study and practice in a variety of communities, with students of different ages, and with
- culturally diverse and exceptional populations.

4. Attitudes/Values/Dispositions

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

5. Methodology

- Lecturers, discussions, films, participation, demonstration, guest speakers, assignments, practical exam on language and areas of the curriculum.

Textbooks

1. Textbooks:
A Framework for Understanding Poverty, Ruby K. Payne
Discovering and Exploring Habits of Mind, Costa & Kallick
Absorbent Mind, Montessori
Discovery of the Child, Montessori
Dr. Montessori's Own Handbook, Montessori
Montessori Method, Montessori
Ohio CORE Standards (may also access <http://www.corestandards.org/>)
Ohio CORE Standards K-12 Math
Ohio CORE Standards; Early Learning
Positive Discipline for the Classroom, Nelson
Mindful Teaching and Teaching Mindfulness, Schoeberlein

2. Recommended Readings:
The Tao of Montessori, Catherine McTamane
Scaffolding Children's Learning, Vygotsky and Early Childhood, Beck, Laura E. & Winsler, Adam

MACTE Competencies (The MACTE Accreditation Handbook: Section 3.2, p. 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: Exams-Language, Parent presentations, scope and sequence**)
 - 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: Parent presentations, development of materials in Practical life**)
 - c. demonstrates evidence of personal growth through self-evaluation and introspection;(**Assessment: video taping of teaching practice, discussion group**)
 - d. demonstrates knowledge of developmental and behavioral norms and potential recommendations toward early intervention services.(**Assessment: Parent/Teacher conferences, Practical Life and Storytelling materials**)
2. Classroom Leadership
 - a. demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children;(**Assessment: Development of Observation tool, parent-teacher conference report**)
 - b. utilizes cultural sensitivity in support of the development of individual children;(**Assessment: Daily and monthly observation forms, graduate presentation, group discussions, geography unit**)
 - c. demonstrates an ability to implement effective classroom strategies;(**Assessment: Candidates will present classroom management techniques and reflect upon the success of group meetings and individual presentations**).

3. Curriculum Implementation

- a. demonstrates the principles of Montessori environmental and material design; **(Assessment: prepares environment, designs language and practical life material)**
- b. articulates the rationale and sequence of the Montessori curriculum; **(Assessment: develops scope and sequence, parent presentations, Language exam)**
- c. demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations; **(Assessment: presentations in Language, Practical Life, storytelling, music)**
- d. designs and maintains a developmentally appropriate Montessori environment in response to the needs of students; **(Assessment: setting up and maintain classroom environment)**
- e. utilizes a variety of instructional strategies and assessment methods; **(Assessment: parent/teacher conferences, record keeping system.)**
- f. demonstrates an awareness and understanding of governmental regulation, **(Assessment: Ohio Academic Content standards to be cited on lesson plans)**

4. Community Involvement and Partnership with Families

- a. demonstrates cultural sensitivity in communications and work with families and children; **(Assessment: parent/ teacher conferences)**
- b. demonstrates an awareness of community resources for additional support of children and families; **(Assessment: parent/teacher conferences)**
- c. identifies and has an awareness of available professional associations. **(Assessment: webpage review)**

NAEYC Competencies (2009)

Standard 1-Promoting Child Development and Learning

1a- knowing and understanding young children's characteristics and needs, from birth through age 8. **(Assessment: observation tool, parent/teacher conference)**

1b-knowing and understanding the multiple influences on development and learning **(Assessment:parent/teacher conference, observations)**

1c-Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children .**(Assessment: preparing environment, scope and sequence. Parent/teacher conference)**

Standard 2-Building Family and Community Relationships

2a-Knowing about and understanding diverse family and community characteristics **(Assessment: parent /teacher conferences, parent presentations)**

2b-Supporting and empowering families and communities through respectful, reciprocal relationships. **Assessment: parent /teacher conferences, parent presentations)**

2c-Involving families and communities in their children's development and learning **Assessment: parent /teacher conferences, parent presentations)**

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: developing record keeping tools, parent/teacher conference**)
- 3b-Knowing about assessment partnerships with families and other professionals(**Assessment: developing record keeping tools, parent/teacher conference**)
- 3c-knowing about and using observation, documentation, and other appropriate assessment tools and approaches. (**Assessment: developing record keeping tools, parent/teacher conference**)
- 3d-Understanding and practicing responsible assessment to promote positive outcomes for each child. (**Assessment: developing record keeping tools, parent/teacher conference**)

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

- 4a-Knowing, understanding, and using positive relationships and supportive interactions as the foundation of their work with children. (**Assessment: setting up classroom, parent/teacher conference**)
- 4b: Knowing and understanding appropriate effective strategies and tools for early education (**Assessment: setting up classroom, parent/teacher conference**)
- 4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches (**Assessment: Language, movement, music, lessons**)
- 4d: Reflecting on their own practice to promote positive outcomes for each child (**candidate disposition form**)

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.
(**candidate disposition form**)
- 5b-Knowing and using the central concepts, inquiry tools and structures of content areas or academic disciplines((**candidate disposition form**))
- 5c-using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.(**Tracking experience: Videotaping, Exit interview**)

CALENDAR

Saturday, August 25 *Anne and Gina teach*

“Practical Ways to Organize Your Year as an Intern”
Curriculum Design syllabus
Practicum syllabus and forms/Reflective Journal
Rights and Responsibilities as Interns
University supervisor observations/schedule
Observation and record keeping
Daily observation and monthly summary forms
Classroom Management discussion
Parent Presentation assignments

Due on September 4: Website Resource Research

Locate three Montessori school websites and 2 teacher blog pages that support the development of the Montessori environment or professional development. Prior to class, post to Blackboard the web addresses to share with classmates. Be prepared to share your input.

Tuesday, September 4- *Gina teaches*

Guest Presenter: Kim Stegmaier, M.Ed., Head Teacher Montessori Lab School.
“Teacher Presence in the Classroom”
Small groups/questions about your internship
Website Resources and Presentations
Geography Unit assignment
Language Exam -November 17th

Due on September 15: Be prepared to teach an unfamiliar, unique song without accompaniment as well as a movement/rhythm activity, which can be taught with props, using background music, or other sources.

Due on September 15: Discuss with your cooperating teacher the challenges of orientation and the strategies they use to support these challenges. Be prepared to share your discussion during our next class.

Due on September 15: Read TPA Task 1.

***Please bring Positive Discipline for the Classroom to class on September 15th. Be prepared to discuss chapter 1.**

Saturday, September 15 *-Anne teaches*

Guest presenter: CJ Connor Diversity in Literature
TPA
Reflections on Orientation and Strategies
Developing a Curriculum Scope and Sequence
Music and Movement presentations
Discussion of Positive Discipline for the Classroom
Due on September 25: Parent Presentations
Due on September 25: Bring your cooperating teacher’s top five classroom management techniques to class. (September Journal Question # 4)

Tuesday, September 25- Gina teaches

Review TPA-Task 1
CT's classroom management techniques
Brainstorming classroom management ideas
Parent Presentations

Due on October 6th : Read TPA Task 2

Due on October 6th:

August/September Reflective Journal
Monthly Progress Report- Practicum syllabus
Attendance Form-Practicum syllabus
Video Tape form-CD syllabus

Saturday, October 6- *Anne teaches*

Guest Presenter: Amy Hawkins-Language materials and the movable alphabet sequence- 9:00-11:30
Aligning literature with Common CORE
TPA- Task 2
Geography- Guest Presenter: TBA
Review Scope and Sequence planning

Due on October 23:

Mid-semester Evaluation (blue form)-Practicum Syllabus
Observation Form #1-CD syllabus

Due on October 23: Practical life activities

October 13-14

XU Fall Holiday. You do not have to be in your site, however if you need to make up hours this would be a good time to do so. Make sure your CT is aware of your intention!!

Tuesday, October 23 *Gina teaches*

Practical Life Presentations

Due on November 3:

Read TPA Task 3
October Reflective Journal
Monthly Progress Report
Attendance Form

Saturday, November 3- *Anne teaches*

Guest presenter: Ed Green, Topic of ELL 1:00-2:30
TPA-3
Small group discussions

Due on November 17: Language Exam (see Assignments)

Read TPA Task 4

Saturday, November 17--*Anne teaches*

Art in the 3-6 environment-Stephanie Burchett
9:30-11:30 we will meet at Center Room
Review Professional Portfolios
Language Exam
TPA Task 4

Due on November 27th : Graduate Presentations

Tuesday, November 27- *Gina Teaches*

Review expectations for AMS comprehensive Paper
Spirituality of Teacher
Graduate Presentations

Due on December 8: Art Activity Presentations-- Create an original and beautiful art activity that is developmentally appropriate for a 3-6 classroom. It should :

1. Spend no more than \$10.00.
2. The activity should be ready to go on the shelf.
3. Bring a copy of the lesson plan for everyone.
4. Correlate with assigned geography unit.

Due on December 8-Geography Unit presentation.

Due on December 8:

December Monthly Journal
Teacher's Monthly Progress Report
Attendance Form
Observation Form #2
End of the semester evaluations
Disposition Progress Report

Saturday, December 8 *Gina and Anne teach*

Art Presentations
Geography Unit Presentation

*Week of Dec. 10th End of the semester meetings- to be scheduled individually

ASSIGNMENTS

Due:

Tuesday, September 4

Website Resource Research and Presentation

Saturday, September 15

Bring notes on discussion of orientation with CT

Music and Movement Presentations

Read TPA Task 1

Read Chapter 1 of Positive Discipline for the Classroom

Tuesday, September 25-

Cooperating teacher's top five class management techniques (from Sept. journal,
Question #4)

Parent Presentations

Saturday, October 6 -

Read TPA Task 2

August/September Reflective Journal

Monthly Progress Report

Attendance Form

Videotape form

Practical Life lesson should be designed and implemented (in consultation with
the CT)

Tuesday, October 23

Practical Life Presentations and Lesson plan

Mid-semester Evaluation

Observation Form #1 (off site)

Saturday, November 3

Read TPA Task 3

October Reflective Journal

Monthly Progress report

Attendance form

Saturday, November 17

Read TPA Task 4

Language Exam

Tuesday, November 27

Graduate Presentations

Saturday, December 8

Art presentation, lesson plan, rubric
Geography Unit of Study
Copies of lesson plan to share
Observation Form #2 (off site)
November/December Monthly Journal
Monthly Progress Report
Attendance Form
End of Semester Evaluation
Material Log
Disposition Progress Report

ASSIGNMENTS

WEBSITE RESEARCH REVIEW AND PRESENTATION: Students will review 3 Montessori School websites and 2 blogs that support Montessori teacher development. Students are expected to post 3 sites and 2 blogs to Blackboard prior to class. Consider the following for discussion in class:

- What did you find interesting and helpful in this site?
- Would this site/blog be a good resource for parents? Why or why not?
- Is there a marketing strategy for this school and how is Montessori addressed?

OBSERVATIONS:

Students are to observe two times off site during the semester, one in September and one in November. You must observe at a Montessori school. See your Supervising Teacher for suggestions. The observations are for the purposes of assimilating the knowledge you have gathered from your methods courses and your internship site experiences into discernment in your teaching practice. Is there an area you would like to spend more focus on? Decide what you need to spend more time observing, i.e. class management, language

lessons. Please take the forms included. Have the classroom teacher sign the form. Please turn in the form on due dates. Attach any observation notes you make. You DO NOT need to retype them.

Due dates: October 23 and December 8, 2012. Do not schedule these the day before you are being observed and be sure to notify your CT two weeks in advance.

VIDEOTAPING:

Students are to be videotaped for one hour. The videotape should include presentations and class management. While presenting, the video should include the area around the lesson, what's happening in the periphery! Students should be videotaped by **September 21, 2012** Students should meet with the Cooperating Teacher to fill out the included form. Turn in the form (only) on **October 6, 2012.**

PARENT PRESENTATIONS

Students are to give a 10-15 minute oral presentation on a topic relevant to parent education (topics will be assigned in class). Students will be graded on preparedness, comfort level with public speaking, and understanding of the topic. Speaking points to consider:

- The sequence of the materials. Why is it important and how does it apply to a 3 year cycle?
- The general aims. Isolate one specific material for an example.
- The interrelatedness of the whole environment to the specific area.
- How does this relate to the holistic development of the child?
- What did Montessori say about this area? Include the philosophical perspective.
- How can you facilitate this experience to make it meaningful and clear for parents?
- Anticipate questions to answer if you were a parent.

Due September 25, 2012

PRACTICAL LIFE PRESENTATIONS:

Students will prepare a hands-on, age appropriate practical life activity and lesson plan for the classroom. The activity should correlate with your assigned geography unit. The activity must be in the classroom by **October 2, 2012** and presented in the Curriculum Design class on **Tuesday, October 23, 2012**. A practical life template is included in this syllabus and should be filled out by you in consultation with the Cooperating Teacher. The form, as well as the lesson plan is due on **October 23, 2012**. All students should bring or email copies of their lesson plans for their peers. See attached template for lesson plan.

LANGUAGE EXAM PRESENTATION:

Students will come prepared to present any language lesson from the album and discuss the objectives, previous learning, age of students, extensions/variations, differentiated instruction, and follow -up.

Due: November 17, 2012

GRADUATE PRESENTATION GUIDELINES:

1. Graduates will be assigned to read three chapters each; evaluate and present on the most relevant aspects of those three chapters from Ruby K. Payne's A Framework for Understanding Poverty.
2. Present the key points of a chapter, related research/topics, and the impact on children.
3. Power Point Presentations must be 30 minutes in length.
4. Presentations should include an activity which involves non-presenters.
5. A typed bibliography should be provided for everyone.
6. A printout of the presentation should be given to University Supervisor.
7. Please advise if you will need equipment other than Power Point set-up.

Due: November 27, 2012.

GEOGRAPHY UNIT PRESENTATIONS:

This is a group project. Students will create an entire unit for their assigned continent. The unit must include materials and lesson plans that span the entire curriculum. All students should bring or email copies of lesson plans for their peers. Bring your cameras.

Due: December 8, 2012

LOOKING AHEAD: ALBUM GUIDELINES

- Geography
- Music & Movement
- Story Telling & Drama

Albums will be turned in towards the end of the spring semester. Students will be graded on organization and content added throughout the year. Albums should be white or black, 2 or 3-inch, 3-ring binders that have full-view plastic sleeves on the outside. This allows you to identify it with your name, address, etc. They should have inside pockets for additional information. Albums must include the following:

1. Table of contents with matching divisions and tabs
2. Handouts from class
3. Lesson plans of activities you have observed in your classroom or other rooms (these can be used as your original plans as long as you are not plagiarizing someone's work)
4. Lesson plans from classmates
5. Your original lesson plans***
6. Photographs from class and presentations of guests

***Five original lesson plans, planned and implemented by you, must be added to each album. Use the Lesson Plan Form attached to this syllabus as a template for the ones you do. Be sure to include your name on every original lesson plan. Please make a list of the additions you have made. Place this list in the front pocket.

MISSING CLASSES:

1. Your grade will go down one grade if you miss class.
2. All late assignments will go down one grade. (If you get an A it will be a B, etc.)
3. If you are tardy to class more than one time, there will be a 3-point deduction to your final grade.

ASSIGNMENTS:

	Undergraduate	Graduate
Website Resource Research.....	3.....	3.....
Observation Form #1	5.....	5.....
Practical Life Activity & Lesson Plan (form).....	16.....	16.....
Language Practical Exam	15.....	15.....
Videotape Due (form).....	5.....	5.....
Group Geography Presentations	20.....	20.....
Observation Form #2	5.....	5.....
Art Activity/Gift.....	10.....	10.....
Music/Movement Presentations	5.....	5.....
Parent Presentations.....	6.....	6.....
Preparation, participation (reflections/discussions)	10.....	10.....
Graduate Presentations.....	20.....
Total	100.....	120.....

Undergraduate/Graduate Grades

97 to 100	116 to 120	= A
93 to 96	111 to 115	= A-
89 to 92	106 to 110	= B+
85 to 88	101 to 105	= B
81 to 84	96 to 100	= B-
77 to 80	91 to 95	= C+
73 to 76	86 to 90	= C
72 and below	85 and below	= F

ASSESSMENT RUBRIC FOR GIFT / ART ACTIVITY

	Does not meet expectations (0 pts.)	Meets some expectations (1 pt.)	Meets all expectations (2 pts.)	Not applicable (2 pts.)
The activity is developmentally appropriate.				
The activity is attractive and engaging.				
The activity is complete and ready to go on the shelf.				
A lesson plan is provided for everyone, which contains direct and indirect aims.				
There is originality and creativity apparent in the activity.				

Candidate: _____ Date: _____ Grade: _____ out of 10 pts

ASSESSMENT RUBRIC FOR GRADUATE PRESENTATIONS

	Does not meet expectation (0 pts.)	Meets some expectations (1 pt.)	Meets all expectations (2 pts.)
The presentation is a minimum of 30 minutes.			
Each student participates equally in presenting.			
A hands-on activity is included.			
A bibliography is provided for each student.			
A printout of the presentation is provided to University Supervisor and this rubric is attached.			
Information provided is relevant to a 3 to 6 classroom.			
Candidate understands information presented and can answer questions.			
Cited research is current (not older than 10 years).			
Presenters are professional and practiced in the use of technology.			
Candidate projects his/her voice, uses correct grammar, and presents clear and organized speech.			

Candidate: _____ Date: _____ Grade: _____ out of 20

OBSERVATION FORM #1
Due October 23, 2012

Student's name: _____

Name of school: _____

Date of observation: _____

Arrival time: _____

Departure time: _____

Signature of teacher: _____

*This observation must be of a Montessori classroom and be at least 2 hours long.

ASSESSMENT RUBRIC FOR PRACTICAL LIFE ACTIVITY

	Does not meet expectations (0 pts.)	Meets some expectations (1 pt.)	Meets all expectations (2 pts.)	Not applicable (2 pts.)
Is the activity developmentally appropriate for ages 3 to 6?				
Does the activity include all the materials required for the child to be successful?				
Is there creativity and originality apparent in this activity?				
Does the lesson plan include direct and indirect aims and reference relevant ODE standards?				
Does this activity promote coordination, concentration, independence and order?				
Was the activity presented to children by a due date?				
Is the lesson plan grammatically correct and organized?				
Does the lesson plan reflect differentiated learning components?				

Candidate: _____ Date: _____ Grade: _____ out of 16

PRACTICAL LIFE ACTIVITY FORM

Name of student: _____

Name of activity: _____

The activity was put in the classroom on: _____

The student designed the activity and showed it to you before presenting it to children: ____

The activity promoted independence: _____

The children were successful with the activity: _____

The activity is carefully designed and aligned with ODE standards _____

List any suggested changes: _____

Cooperating Teacher Signature

Date

Activity due in classroom 2 weeks prior to due date. Form due October 23, 2012.

OBSERVATION FORM #2
Due December 8, 2012

Student's name: _____

Name of school: _____

Date of observation: _____

Arrival time: _____

Departure time: _____

Signature of teacher: _____

*This observation must be of a Montessori classroom and be at least 2 hours long.

Please use this format for the following assignments: Practical Life activity and Music and Movement.

LESSON PLAN

Name of Activity:

Material:

Aims:

Direct:

Indirect:

Previous Learning:

Presentation:

Core Standards:

VIDEO TAPE FORM #1

(To be filled out by Candidate and signed by Cooperating Teacher)

Due October 6, 2012

Name: _____

Date of videotaping: _____

Date you viewed with your C. Teacher: _____

What did you learn: (ex. Strengths, weaknesses, etc?) _____

How do these insights redefine your goals? _____

Signature of Cooperating Teacher

Date

***You must be videotaped by September 24, 2012. You must view the videotape with your supervising teacher before turning this form in. Videotaping must be 1 hour in duration.**

PARENT PRESENTATIONS

	Does not meet expectations (0 pts.)	Meets some expectations (1 pt.)	Meets all expectations (2 pts.)	Not applicable (2 pts.)
Is the candidate prepared to present information pertinent to topic?				
Does the candidate include speaking points in the presentations. <ul style="list-style-type: none"> • Sequence-including 3 yr. cycle • Aims: including citing materials • Interrelatedness of all areas • Includes Montessori philosophy 				
Public Speaking <ul style="list-style-type: none"> • Is candidate poised and comfortable in speaking • Is it presented in a way that parents would understand • Is Candidate is able to answer questions 				

Candidate _____ Date _____ Grade _____ out of 6

- I. First semester start developing your professional portfolio used during job interviews and other important preparation:
 1. Take photos during both semesters while presenting lessons, photos of follow-up work, drama activity, artwork, materials you have developed for lessons, etc. Do not take front views of children for privacy reasons.
 2. Keep copies of formal lesson plans you have developed like your drama with Ohio Content Standards, etc.
 3. Decide on which Montessori curriculum album you will take for your interviews.
 4. Keep Honor Society certificates for this professional portfolio.
 5. Decide which philosophy paper you will use in this professional portfolio.
 6. Start developing answers to possible questions:
 - a) What are my strengths?
 - b) What are my challenges and how am I developing myself professionally in order to meet these challenges? Example: parents – in order to improve communication skills, I'm attending events where parents and children are present – soccer games, school parent events, etc.
 - c) How would I develop a strong reading program in my classroom and am I familiar with CPS expectations like "Voyager"?
 - d) What are my classroom management strengths and what methods do I use?
 7. Be sure you take your Praxis test for Ohio before May, 2012 and have scores sent to Xavier.
 8. Change home and cell answering machine message to be professional.
 9. If available, attend Xavier's Career Placement programs.

- II. Second semester what to add to my plans and professional portfolio:
 1. Attend Xavier Career Placement program and do a mock interview with them.
 2. Develop an excellent resume with professional review like Xavier Career Placement and always take six to eight copies to each interview.
 3. Begin appropriate networking with districts and principals in public and private schools.
 4. Add one cooperating teacher's evaluation to portfolio.
 5. Add AMS paper to portfolio.
 6. Continue saving photos and lessons plans from second semester sites.
 7. Before interviews, be sure to go to school's website and learn about mission statements, structure of the school, number of students, etc.
 8. Be sure you have taken your necessary Praxis test for Ohio and scores are sent to Xavier before May, 2013.

Professional preparation for interviews: be at school for interview early, dress appropriately, be prepared with copies of resume, answers to probable questions, professional portfolio, a curriculum album and material you have made, etc

