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EDME 470 670-01 Montessori Primary Practicum I: Interns with Cooperating Teachers

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XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM

Fall, 2012 (Revised 8/17/2012)

Course:	EDME 470/670-01 Montessori Primary Practicum I Interns with Cooperating Teachers
Observers:	Dr. Ginger K. McKenzie, Julie Kugler-Ackley M.Ed., Laura Saylor M.Ed
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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, though 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 strive s 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 this course relates to Mission statement: During this course, students are completing their Montessori Practicum experience. It serves as a culminating experience, providing the opportunity to put into practice all methods and techniques learned throughout their coursework. All students interact daily with a variety of children with a variety of needs and qualities. They integrate developmentally appropriate practices and research based teaching techniques. They are able to interact with children and their families in such a way that reflects a deep commitment to a quality educational experience. The daily classroom experiences mirror all elements listed above and allow for the creation of professional, and sensitive educators.

Objectives and Competencies to be Achieved:

1. General Statement and Purpose

The general purpose of the practicum is for the intern to spend a full academic year with children in a Montessori primary environment in order to experience under the guidance of a qualified supervising teacher (unless the intern is a self-directed intern) the total experience of teaching in a Montessori primary environment.

2. Knowledge Objectives

- Philosophical review of the cosmic curriculum as part of daily experiences;

- Review the Montessori Elementary curriculum and knowledge based on Montessori material, philosophy, observation, and early childhood classes;
- Strengthen knowledge in developing curriculum in music, art, drama, physical education, and technology;
- Using and improving observation skills while experiencing a Montessori classroom environment;
- Understanding the developmental needs of children in education environments;
- Understanding the positive qualities of primary teachers, and working with other professionals in an early childhood setting;
- Gain knowledge in working with students with different exceptionalities, ethnic, cultural, and/or socio-economic backgrounds;
- Gain knowledge in the areas of classroom management and discipline;
- Gain knowledge in the areas of record keeping and parent-teacher conferences and parent involvement;
- Gain knowledge in integrating Ohio Academic Content Standards and/or Common Core Curriculum in daily lesson plans;
- Gain knowledge in the Teacher Performance Assessment, which will be used second semester of one's internship. It is a performance-based assessment designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic, experiential ways.

3. Skill Objectives

- Design and create learning environment for diverse populations;
- Align instruction with learning goals, accommodating individual differences;
- Teacher Performance Assessment will require interns to complete four tasks: (1) Planning, Instruction, and Assessment, (2) Instructing and Engaging Students in Math or Language Arts Learning, (3) Assessing Student Learning, and (4) Analyzing Teaching;
- Ability to organize, set-up, and maintain a Montessori classroom;
- Overall classroom management and expectations; organizing contract and/or work plans for student use;
- Parent involvement, in-service, parent-teacher conferences including methods of record keeping. This will involve observing, diagnosing, responding, and evaluating children;
- Cosmic curriculum review through individual and group presentations;
- Using observation skills and positive support for all children;
- Practice and review of Montessori materials in language, zoology, botany, history, geography, math, and geometry;
- Staff involvement including participating in meetings and establishing team compatibility throughout the school and with one cooperating teacher;
- Understanding and integrating technology including computers to enhance teaching and learning.
- Design and create learning environments for diverse populations;
- Align instruction with learning goals, accommodating individual differences.

4. Attitudes/Values/Dispositions

- A positive attitude regarding oneself as a Montessori teacher;
- A positive attitude toward all children and committed to children's developmental needs;
- Valuing of the philosophical basis of Montessori Education;

- Valuing ethical practices;
 - Life long learner;
 - Respectful of diverse populations concerned about the promotion of social justice committed to school, family, and community collaboration.
5. Methodology
- A minimum of two visits from a practicum coordinator from the Xavier University Montessori Teacher education program;
 - Weekly communications/meetings and regular communications and observation visits from a practicum coordinator from the Xavier University teacher education program;
 - Assignments as determined by the Xavier University supervisor.

MACTE COMPETENCIES ELEMENTARY I (6 through 9) and I-II (6 through 12)

The Candidate for Certification:

1. Montessori Philosophy and Human Development

- a. defines and implements an understanding of Montessori philosophy, cosmic curriculum, and peace education for the elementary years; **(assessment-assignment 1,2,3)**
- b. defines the principles of human growth, development, and educational theories with an emphasis on the elementary years from six (6) through twelve (12) years of age; **(assessment-assignment 1,2,3)**
- c. demonstrates evidence of personal growth through self-evaluation and introspection; **(assessment-assignment 1,2,3)**
- d. demonstrates knowledge of developmental and behavioral norms and potential recommendations for special support services. **(assessment-assignment 1,2,3)**

2. Classroom Leadership

- a. demonstrates the ability to observe, plan and record the needs and progress of elementary age children; **(assessment-assignment 1,2,3)**
- b. demonstrates sensitivity to the psychological and cultural needs of individual children; **(assessment-assignment 1,2,3)**
- c. demonstrates the ability to personalize educational plans for a variety of learning styles; **(assessment-assignment 1,2,3)**
- d. identifies and initiates effective classroom leadership strategies that build community; **(assessment-assignment 1,2,3)**
- e. shows awareness of proper channels of communication, administrative functions, and professional conduct. **(assessment-assignment 2,3)**

3. Curriculum Implementation

- a. Implements an integrated Montessori cosmic curriculum; **(assessment-assignment 1,2,3)**
- b. Demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations; **(assessment-assignment 1,2,3)**
- c. Designs and maintains a developmentally appropriate Montessori environment in response to the needs of students; **(assessment-assignment 1,2,3)**
- d. Utilizes a variety of instructional strategies and assessment methods; **(assessment-assignment 1,2,3)**
- e. Demonstrates an awareness and understanding of governmental regulations. **(assessment-assignment 1,2,3)**

4. Communication and Partnership with Families

- a. Utilizes cultural sensitivity in fostering professional school-family partnerships; **(assessment-assignment 1,2,3)**
- b. Articulates an awareness of community resources for additional support of children and families; **(assessment-assignment 1,2,3)**
- c. Identifies and has knowledge of available professional associations. **(assessment-assignment 1,2,3)**

NAEYC STANDARDS

Standard 1-Promoting Child Development and Learning

1a-knowing and understanding young children's characteristics and needs (**assessment-assignment 1,2,3**)

1b-knowing and understanding the multiple influences on development and learning (**assessment-assignment 1,2,3**)

1c-Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments. (**assessment-assignment 1,2,3**)

Standard 2-Building Family and Community Relationships

2a-Knowing about and understanding family and community characteristics (**assessment-assignment 2,3**)

2b-Supporting and empowering families and communities through respectful, reciprocal relationships. (**assessment-assignment 2,3**)

2c-Involving families and communities in their children's development and learning (**assessment-assignment 3**)

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

3a-Understanding the goals, benefits, and uses of assessments (**assessment-assignment 1,2,3**)

3b-Knowing about assessment partnerships with families and other professionals (**assessment-assignment 1,2,3**)

3c-knowing about and using observation, documentation, and other appropriate assessment tools and approaches. (**assessment-assignment 1,2,3**)

3d-Understanding and practicing responsible assessment to promote positive outcomes for each child. (**assessment-assignment 1,2,3**)

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-assignment 3**)

4b: Knowing and understanding appropriate effective strategies and tools for early education (**assessment-assignment 1,2,3**)

4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches (**assessment-assignment 1,2,3**)

4d: Reflecting on their own practice to promote positive outcomes for each child (**assessment-assignment 1,2,3**)

5-Using Content Knowledge to Build Meaningful Curriculum

5a-Understanding content knowledge and resources in academic disciplines (**assessment-assignment 1,2,3**)

5b-Knowing and using the central concepts, inquiry tools and structures of content areas or academic disciplines (**assessment-assignment 1,2,3**)

5c-using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child. (**assessment-assignment 1,2,3**)

6-Becoming a Professional-candidates identify and conduct themselves as members of the early childhood professionals. 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.

6a-Identifying and involving oneself with the early childhood field (**assessment-assignment 2,3**)

6b-Knowing about and upholding ethical standards and professional guidelines. (**assessment-assignment 1,2,3**)

6c-Engaging in continuous, collaborative learning to inform practice. (**assessment-assignment 1,2,3**)

6d-Integrating knowledgeable, reflective, and critical perspectives on early childhood. (**assessment-assignment 1,2,3**)

6e-Engaging in informed advocacy for children and the profession (**assessment-assignment 2,3**)

Licensure Code of Professional Conduct for Ohio Educators

www.ode.state.oh.us, follow the links to Teaching,, professional conduct, licensure code of professional conduct for Ohio Educators

Portfolio and Reflections Journal REFLECTIVE JOURNAL

The reflective journal is intended to assist the Xavier intern and the XU Practicum Supervisor in monitoring and guiding the candidates/intern's growth and experience. It is intended as a guide since schools and environments are different as are the interns involved.

The questions that interns are asked to reflect on or the assignments that they are asked to complete are designed to help interns holistically see the education of primary students as well as to integrate what has previously been learned in Montessori coursework and other university course work.

Interns are guided through the process of classroom management, observation, record keeping, assessments, room preparation, professionalism, all curriculum areas (language arts, math/geometry, social studies, science, art, music, physical education, drama, and technology).

Included in this process are reflections that are written solely from the experiences the intern has, as he/she becomes a teacher. The intern's personal reflective notes are strictly for the intern and the Xavier Practicum Supervisor unless the intern gives permission.

It is in all of these ways that we hope to help interns understand all that is implied in being a teacher of primary students.

This documentation is also intended to support the interns understanding of requirements set forth in the state of Ohio content standards/Common Core Curriculum, MACTE and AMS standards, NAEYC standards, and Teacher Performance Assessment State & XU Requirements.

Organization Requirements

Binders should be 2 inch, 3 ring binders. They should have folders or inside pockets for addition information.

Tabs for Reflective Journal should be:

Section I:

- 1) Student section, worth 6 pts. Tab for each student you observe (3 pts. for narrative. 3 pts. for reflections.)
- 2) Parent/Guardian, worth 2 pts.
- 3) Professional Development 2 pts.
- 4) Material Log 2 pts.
- 5) Expectations for assistants and Intern's Methods of Joining his/her New Classroom, worth 2 pts.
- 6) Monthly reflective question-6 points-2 pts per entry
- 7) Classroom Management-6 points, 1 ½ pts per entry
- 8) Assessment/Record Keeping -4 points, 1.3 per entry

- 9) Teacher Performance Assessment Process and Video sent through Task Stream to Pearsons. Section VI.

Reflective journal ,**30 points**

Checked and submitted on the following dates-or when your XU Supervisors comes to visit you. September 20, October 20, November 8, and December 6, 2012

1. Student section, worth 6 pts. Tab for each student you observe (3 pts. for narrative. 3 pts. for reflections)

*Section must have ‘Resource Analysis’ completed and included behind the tab that represents the student you are writing about.

*Sections are labeled for each student you are observing (never include student’s name; never send home to parents).

*** Sections are to be labeled for 6 students (2 first, 2 second, and 2 third levels if you are a 6/9 candidate or 2 fourth, 2 fifth, and 2 sixth graders if you are a 9/12 candidate.)**

___9/20 ___10/20 ___11/8 ___12/6 unless checked by XU Supervisor during his/her observation days in the classroom.

***Observe and record in separate sections of a journal at least 3 times per week.** Each entry is to be dated. **Sections are to be labeled for 6 students.** Observe your students doing and saying, how they respond to each other, to the classroom director, or to different situations (at lunch, at recess, field trips, etc.). Use this information for parent/teacher conferences, for the curriculum design discussions, for when your Xavier supervisor observes; and for your required written comprehensive elementary exam. Use this journal to help strengthen your assessment, observation, and teaching skills. **Three times a month, write a reflection in your journal about each student’s observations and how you are using the observations to better assess your teaching skills and write what you have changed to better support the needs of the student.**

2. Parent Section: worth 2 pts.

- Put copies of 2 conference reports in this section. Do not include student’s names because of privacy issues. Due 11/8_____
- Begin the planning for regular Parent communication. Include samples of at least one month of newsletter or classroom calendar. Due: 9/29_____
- Reflect on your experiences with conferences. Write a paragraph to be included in this section. Specifically address the following: Due: 11/8_____

*How did you or C.T. layout the furniture to create a meeting space, how did you or C.T. put the parents at ease, what did you learn from the parent’s body language, how did you or C.T. share difficult information, did you or your C.T. have samples of the children’s work available, and how did you or C.T. keep the conferences on schedule?

3. Professional Development 2 pts.

- Attend or present at least one professional meeting outside your internship school environment each semester: (date, time, materials, ½ page reflection). Due: 12/1_____
- Attend at least one school staff meeting each semester (date, time, material, and ½ page reflection). Due: 9/29_____

Second semester of internship: Look at page 22 in EDME 352/552 Syllabus

- Start developing your professional portfolio (resume, pictures of projects, letters of recommendations, portfolio). DUE: 10/20 (Debra only) _____

4. Material Log 2 pts.

Each time a lesson is presented, the intern dates the form. **It will be looked at each time you are observed or when your XU Supervisor schedules this with you..** The goal is to complete the form by the end of 2 semesters and to see a variety of lessons in all curriculum areas.

_____9/20_____10/20 _____11/3 _____12/1

5. (a) Expectations for assistants and (b) Intern's method of joining your new community.-2 points

(a) if your classroom has an assistant, how does your cooperating teacher interact with his/her assistant? How was this relationship established? How does the classrooms assistant understand their role in the environment? (b) Write a paragraph reflection on how you were able to join the community and meet all the staff and administrators in your school. Due: 11/3_____

6. Monthly reflective questions- -Each month tabbed-6 points and 2 points per entry. Monthly Reflective goal- focus and reflect upon: These are to be written in narrative form, minimum of one paragraph

(a) August/September: In a paragraph reflect upon the language that you are using with children-what are your strengths and what are your goals-Dated by September 29_____

(b) October/November: In a paragraph how are you incorporating new observation techniques and strategies into your role as a Montessori classroom teacher.-Dated by November 3_____

(c) November/December: you have been incorporating Montessori materials and presentations with the Common Core standards or Ohio Academic Content standards or your school's curriculum and using school testing goals to inform practice when using Montessori materials. Consider what you have discovered about this process over this first semester. What have you discovered about how this integration occurs? Due December 1_____

7. Classroom Management and Prepared Environment: Each entry tabbed, 6 points total, 2 points per entry

(a) September-In one paragraph, what have you learned about the language of teaching? How does your teacher communicate information with the students? Due September 8_____

(b) August/September-reflect upon the techniques of management implemented in your classroom. What specific techniques and approaches have you implemented. List 3 and provide specific examples-Due September 29 _____

(c) **October/November**-Consider your classroom procedures and routines. How have these contributed to the overall management of your classroom? What are your goals for second semester and what will you change? Consider what you wrote in the beginning of the semester and what has changed over the semester? Dated by December 1, 2012_____

8. Assessment and Record Keeping, each month tabbed, 4 points total

(a) **August/September**-how were the students assessed at the start of the school year? What tools or activities did you conduct? Dated by September 29_____

(b) **October/November**-what kind of record keeping systems have you observed? How does your Cooperating teacher maintain assessment records? Dated by November 3_____

(c) **October/November**-how has observation influenced your understanding of individual students and what assessment tools did you implement to assess student ability? How did your observation of their classroom activity or interaction with the material influence curriculum decisions? Dated by December 1_____

9. TEACHER PERFORMANCE ASSESSMENT – second semester interns, first semester interns have their schedule in EDME 352/552 Curriculum Design

August 25 must read the introduction to the requirements from math or language TPA Assessment Handbook. Including Professional Responsibilities p. 7 in Math & Language Must study and learn the Glossary of Terms pages 22-24.

- (1) TPA TASK 1 Part A, B, C in math or language September 8 – Planning Instruction and Assessment 8-13. Use Rubrics 1, 2, and 3 pages 25-27.
- (2) TPA TASK 2 in math or language September 29 – Instructing and Engaging Students in Learning 13-16. Use Rubrics 4, 5, 11, and 12.
- (3) TPA TASK 3 in math or language October 8 – Assessing Student Learning 16-20. Use Rubrics 6, 7, 8, 11 and 12. Use Rubric 9.
- (4) TPA TASK 4 in math or language November 17 –Analyzing Teaching 20-21
- (5) TPA TERMS in math or language Dec. 1 Glossary of Terms: Elementary Math or Language – 22-24 December 1, 2012.

Tabs for Section II of Reflective journal

Section II

Forms 1, 2, 3 – intern is responsible to copy these forms before they are turned in each month; and C.T. Monthly Progress Report. **Include an Assessment Rubric for a cultural lesson, math/geometry lesson, and language lesson each month.**

Section III Goal Forms-monthly goals forms

First semester – **during your weekly meetings with your Cooperating Teacher (C.T.), complete each portion of the monthly goals forms (see attached document)**

Section IV

Evaluation forms

One completed, keep your copy of your mid-semester and end of semester evaluation.

Give original to XU \Practicum Supervisor. Disposition Form completed by XU

Practicum Supervisor.

Section V

Curriculum Design class: TPA handouts and notes, Class Management, children of poverty, curriculum, art, drama, contracts for students, parent-teacher conference, and permanent record keeping. Topics: from class, notes you take during class, and handouts from class. **Lesson Plan book strongly recommended**

Section VII Teacher Performance Assessment

If you are a Second Semester Intern it must be completed. All interns who are first semester will discuss each part in order to be ready to complete it during their second semester.

ASSIGNMENTS

1. Completion of the Monthly Reports: include Form 1 Presentation Form plus 3 assessment rubrics, Form 2 Practice sheet. ****Practice time is NO LESS than 2 hours per week*****, and Form 3 Attendance Form. And C.T. Monthly Progress Reports worth 2.5 each These are to be filled out completely and neatly, and given to your XU Supervisor. **Due dates: September 20, October 20, November 3, & December 6, 2012** Make a copy before they are turned in. These forms will be included in your Reflective Journal.
2. Participation with your Cooperating Teacher or Xavier's Practicum Supervisor (if self-directed) in a mid-term evaluation (due Sept. 29, 2012 and a final evaluation due December 1, 2012) Also, due Disposition Progress Report filled out by Cooperating Teacher or XU Supervisor December 1, 2012.

Mid-semester Grades are due Oct. 17 and we don't meet until Oct. 20th. That is why the mid-semester C.T. evaluation is due September 29th.

3. Reflective Journal. (1) **Due for reflections about the children you observe and Material Log:** Sept. 20, Oct. 20, Nov. 3, and December 6, 2012 or when your XU Supervisor comes to observe you and at end of semester meeting with XU Supervisor.

(2) Other Assignments in your Reflective Journal will be turned in to your X.U. Supervisor as listed in this syllabus.

4. Teacher Performance Assessment for second semester interns **ONLY**.
INTRODUCTION by August 25, 2012 in math or language
 - (1) TPA TASK 1 in math or language September 8
 - (2) TPA TASK 2 in math or language September 29
 - (3) TPA TASK 3 in math or language October 20
 - (4) TPA TASK 4 in math or language November 17

(5) TPA ACADEMIC LANGUAGE in math or language Dec. 1 and everything sent to TASKSTREAM Dec. 1, 2012

STUDENT EVALUATION

The student's semester grade will be determined by the following:

1st semester Total = 100.

1. mid term and final semester evaluation by your C.T. plus Observation Narrative-**30, 10 points for mid term and 10 for final evaluation Also the Observation Narrative Forms completed by your XU Supervisor will count 10 points.**

2. Forms 1,2, and 3 -**30 points- form one worth 3 points each month, forms 2 and 3 worth 1 point each for each month. C. T. Monthly Progress Report worth 2.5 points each.**

3. Reflective journal TABS-**30 points**

Section I

- 1) Student section, worth 6 pts. Tab for each student you observed (3 pts. for narrative. 3 pts. for reflections)
- 2) Parent/Guardian, worth 2 pts.
- 3) Professional Development 2 pt.
- 4) Material Log 2 pts.
- 5) Expectations for Assistants & Intern Joins School & Classroom- 2 points
- 6) Monthly reflective- -Each month tabbed-6 points,2 points per entry
- 7) Classroom Management-each month tabbed-6, 2 points per entry
- 8)Assessment/Record Keeping -each month tabbed-4 points, 2 per entry
- 9) Teacher Performance Assessment – Second semester intern complete and put into Section VI of Reflective Journal and send through Taskstream to Pearson.

GRADES, percentage scale, out of 120 total points

Undergraduate & Graduate

97-100=A 81-83=C+
 93-96=A- 75-80=C
 90-92=B+ 74-F = F
 87-89=B
 84-86=B-

C.T. TEACHER’S MONTHLY PROGRESS REPORT

Candidate signature: _____ Date: _____

Coop. Teacher signature: _____ Date: _____

The Progress Report is utilized as follows:

- 1.) The Candidate is responsible for assuring that the form is completed monthly and that all parts are completed and documented. Candidates are also responsible for making copies of this form and giving them to their Cooperating Teacher.
- 2.) At the end of each month, the Candidate and Cooperating Teacher should meet to discuss and evaluate the previous month’s activities. Both parties should sign the form and set goals for the following month.
- 3.) **This form should be turned in each month with forms 1, 2, and 3 to your XU Supervisor.**
- 4.) The progress report is based on the Cooperating Teacher’s observations and discussions with the Candidate.

What are some strengths of this Candidate?

How were last month’s goals met?

What are some goals for next month?

How will you work towards your set goals?

Date and time of meetings with Candidate: _____

Days late: _____ Days absent: _____

How were these days made up?

Due to XU Supervisor: September 20, October 20, November 3, and Dec. 6, 2012.

To better understand the students you are working with and observing, the following resource analysis should be completed. (Source: Payne, R. K. 2003. A Framework for Understanding Poverty. Highlands, TX. Aha! Process, Inc.)

RESOURCE ANALYSIS

Intern's name: _____ Student's initials: _____

Date: _____

Emotional resources provide the stamina to deal with difficult and emotional situations. Role models can be part of emotional resources. Who are the role models for this student? What other resources support this student's emotional resources?

Mental resources allow this student to read, write, and do math skills necessary to process information for daily living and classroom work. Briefly describe what are the acquired and natural abilities of this student.

Spiritual resources help the student to believe that there is a higher power. This belief helps foster feelings of self worth and support from a higher being. Briefly describe the spiritual resources of this student.

Physical resources allow the student to be physically strong and capable of mobility. What food does this student eat daily? Does this student get plenty of sleep and exercise? Briefly describe the physical abilities and health habits of this student.

Support systems include family, friends, and external resources necessary to help a student who needs help. Where does this student get financial or emotional help? Who listens when s/he feels rejected? Who helps him/her with homework? Briefly describe this student's support systems.

Relationships/Role Models that are appropriate and available to the student in a nurturing way. Briefly describe the role models available to this student.

Financial and other resources that are available to this student. Briefly describe where this student lives, what the parents/guardians do to make a living, what resources are available in the home, etc.

Knowledge of Hidden Rules that exist in poverty, in middle class, and in wealth, as well as, in ethnic groups and other units of people. "Hidden rules are about the salient, unspoken understandings that cue the members of the group that this individual does or does not fit" (Payne, 2003, p. 18). Briefly describe the "hidden rules" that help you to better understand this student.

Exceptionalities: Has this student been tested for exceptionalities? Is this student receiving special services at school or outside of the school? If yes, briefly describe these services

ASSESSMENT RUBRIC

Date _____ Teacher's Name _____

Lesson title _____

Goal for the Lesson _____

Skill to be assessed _____

Follow-up assignment for student(s) _____

*For child w/exceptionalities, list modifications made to lesson & to follow-up assignment _____

State of Ohio Competencies or Common Core Standard (skill, page #, item #) _____

Montessori Album (skill, page #) (if applicable) _____

STUDENT'S NAME	PERFORMANCE LEVEL (high or acceptable)	UNDERSTANDS CONCEPT	NEEDS REVIEW	FOLLOW-UP ASSIGNMENT COMPLETED
1. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*The major purpose of assessment is to inform instructional practice. Documentation and assessment must be directly tied to new planning.

THE TEACHER'S PLAN FOR EACH STUDENT WHO NEEDS FURTHER REVIEW

STUDENT'S NAME	NEW INSTRUCTIONAL PLAN	NEW PLAN PERFORMED	UNDERSTANDS CONCEPT
A. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Comments:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

