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### **EDME 351 551-01 Montessori Education: Philosophical Approach**

Julie Kugler-Ackley

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# **Xavier University Montessori Teacher Education Program**

**Summer 2012**

**EDME 351/551-01 Montessori Education: Philosophical Approach**

**Instructor: Julie Kugler-Ackley, M.Ed.**

**Course Time: Monday, June 11-Friday, June 22,2012 12:30-4:30 PM**

**Hours: 3 credit hours**

**Office Hours: by appointment, 513-745-3210**

**Contact Information: 220 Joseph, 513-745-3210**

**Email: [ackleyjk@xavier.edu](mailto:ackleyjk@xavier.edu)**

## **COLLEGE OF SOCIAL SCIENCE, HEALTH, AND EDUCATION**

### **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 & Literacy**

The assignments and activities in this course support the mission statement of the Department of Childhood Education & Literacy by including class discussions, visiting members from the community, and a research paper about current critical issues in early childhood education including insights about children from diverse backgrounds and from different school structures whether urban, rural, and suburban. Teachers from different Montessori schools and students from Clark Montessori Secondary School will come to class on different evenings to help support the candidates as they learn about the academic, moral, and social development of today's students including the importance of families and communities.

### **Objectives and Competencies to be achieved:**

General Statement of Purpose

To examine Dr. Montessori's view of the child, her method of education, the spiritual development of the child and teacher and the adult's role in the child's life. As well as, understanding the importance of supporting the culturally and linguistically diverse needs of all

children.

#### Skill Objectives

To examine Montessori's biography

To develop a thorough understanding of Maria Montessori's major philosophical concepts and educational system, with the focus on early childhood education.

To understand the importance of teacher transformation and the role of the teacher in classroom

To present in spoken and written form the principles of Montessori education.

**To examine the NAEYC position statement on responding to linguistic and cultural diversity for effective early childhood education.**

**To examine myths and misconceptions about second language learners, and literacy development for English language learners.**

#### Attitudes/Values:

Respect for the Child

Respect for Self

Respect for the Environment

#### Methodology:

Lectures

Visits to Montessori schools and classrooms

Guest Speakers-teachers, Montessori secondary teachers, **& an expert in linguistic and cultural diversity.**

Presentations, research papers, & discussion

Films

#### MACTE Competencies 3.2 Early Childhood & 3.3 Elementary I p. 50 & 51.

1. Montessori Philosophy and Human Development

1.a. defines, demonstrates an understanding of Montessori philosophy, (cosmic education 6-12), & peace education (**assessment-participate in discussions from assigned readings; observe early childhood or elementary classrooms, & present peace lessons**).

1.b. comprehends & utilizes an understanding of the stages of human growth (**assessment: research paper plus readings & discussions on Planes of Development, Sensitive periods, Development of Intelligence, Elementary & Secondary Education**).

1. c. demonstrate evidence of personal growth through self-evaluation & introspection (**assessment-research paper, class readings & reflections, plus field experience**)

2. Classroom Leadership

2. a. demonstrates observation, documentation, and analytical skills necessary for planning

and recording progress of children 3-6, 6-12 (**assessment-field experience, reading assignments with reflections & discussion**).

b. utilizes cultural sensitivity in support of the development of individual children

(**assessment-guest speaker on English Language Learners, reading assignment and discussions, field experience, panel of teachers, panel from Clark Secondary School**).

3. 3. c. 2 ½ to 6 Demonstrate Montessori principles in lesson presentation (**assessment: develop & present peace lessons using didactic materials**).

f. 2 ½ to 6, 3. e. 6-12 Governmental Regulations (**assessment-English Language**

**Learner Presentation and reading state/federal regulations, state content standard alignment**).

4. Community Involvement & Partnership with families.

4. a. cultural sensitivity when working with families (**assessment-ELL presentation, articles, discussions, panel of teachers, & panel from Clark Secondary School**).  
**NAEYC Standards** (7/22/2009 [http://www.taskstream.com/Main/main\\_frame.asp](http://www.taskstream.com/Main/main_frame.asp))

1. Child development and learning, 1.c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments (**assessment-observation of early childhood and elementary classrooms, discussions, assignments including daily reflections about readings, research paper, panel of teachers**).

2. Building family and community relationships 2a. Knowing about and understanding family and community characteristics (**assessment-observations, assignments, discussions, philosophy journal, panel of teachers, and ELL presentation**).

3. Observing, documenting, and assessing to support young children and families. 3. b. Knowing about and using observation as assessment tool (**assessment-observing classrooms & writing reports, panel of teachers, research paper, readings**). 3.d. Knowing about assessment partnerships with families and other professionals (**assessment-ELL presentation, panel of teachers, readings**).

4. Teaching and Learning 4.a. Connecting with children and families. Knowing, understanding, and using positive relationships and supportive interactions (**assessment field experiences, research paper, panel of teachers, daily readings**).

**American Montessori Society Affiliation Handbook**

#### **6.2.5 Course Component Descriptions – Early Childhood Course**

##### **6.2.5.2. Montessori Philosophy/Theory**

(1) Historical perspective (**assessment-daily readings of Montessori & other books and articles; reflections, presentations, & class discussions; films; Research Paper**)

(2) Philosophy specific to the method (i.e. absorbent mind, sensitive periods, logical mathematical mind, spiritual and moral development of the child, etc.)-(**assessment-daily readings, presentations, discussion of Montessori & other articles; research paper; guest speakers.**)

(3) How the above relate to the child from 0 through 6 in relation to Montessori philosophy, materials, teacher, and environment (**assessment- field experiences, visit school, panel of teachers, research paper, films & power points to support readings and daily topics.**)

#### **6.3.5. Course Component Descriptions – Elementary Courses**

##### **6.3.5.1 Montessori Philosophy/Theory and Child Development:**

(1) Montessori's view of child development: four planes of development; the development of intelligence; the development of language; moral development; social development (**assessment daily readings of Montessori & other books and articles; reflections, presentations, & class discussions; research paper; Philosophy Album; guest speakers; Montessori films; field experiences.**)

(2) Characteristics of the child from six to twelve and their implications for design of the Montessori elementary curriculum (**assessment-daily readings of Montessori & other books and articles; Philosophy Album; field experience, guest speakers including a panel of**

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**experienced teachers plus trip to a Montessori school/all classrooms/curriculum including specials**).

(3.) Current theories and developmental processes of the elementary children . . . child's relationship to the culture; language development; and learning challenges (**assessment-daily readings, presentations, & discussions of Montessori & other books/articles; guest speakers including topic "Supporting the Culturally and Linguistically Diverse Needs of All Learners"**).

##### **6.3.5.2. Management in an Elementary in an Elementary Classroom Including:**

(4.) Spiritual/psychological conditions of the environment (**assessment-readings, reflections, &**

**discussion of Montessori and other articles/ Education and Peace; visit local school and panel of experienced teachers; Montessori Album.**

### **Required Textbooks**

1. Maria Montessori: A Biography by Kramer
2. The Absorbent Mind by Maria Montessori
3. Education and Peace by Montessori
4. Formation of Man by Montessori
5. From Childhood to Adolescence by Montessori
6. Secrets of Childhood by Montessori
7. To Educate the Human Potential by Montessori
8. Maria Montessori Her Life and Work by Standing
9. Education for a New World by Montessori

### **Articles to be placed into Philosophy journal and/or read prior to class discussions-**

. “Montessori Secondary Schools: Preparing Today’s Adolescents for the Challenges of Tomorrow”, by Ginger K. McKenzie, Montessori Life.-

“Widening the Circle “, Marta Donohoe, Montessori Life

“The Teaching Presence”, Rachel Kessler

“The Heart of The Teacher”, Parker Palmer

“The Hand in Education”, Albert Joosten, NAMTA journal, 1990

“Revisiting the Process of Normalization”, Rita Schaefer Zener, NAMTA journal, 1999

“Responding to Linguistic and Cultural Diversity Recommended for Effective Early Childhood Education”, A position statement of the National Association for the Education of Young Children, Nov. 1995

timeline of Maria Montessori’s life

“Some Suggestions and Some Remarks Upon the Method of Observing, Course Lecture, 1921, Dr. Montessori

**STUDENTS ARE STRONGLY ENCOURAGED TO KEEP ALL TEXTS PURCHASED, AS THEY WILL BE USED IN ALL MONTESSORI COURSES.**

### **Recommended Readings**

1. Wild Boy of Aveyron by Jean Marc Gaspara Itard
2. Montessori Life Quarterly journal put out by the American Montessori Society (AMS)
3. NAMTA Journal Quarterly journal put out by the North American Montessori Teacher Association (NAMTA)
4. Young Children Quarterly journal put out by the National Association for the Education of Young Children (NAEYC)
5. Montessori in Contemporary American Culture by Loeffler
7. Montessori: The Science Behind the Genius by Angeline Stoll Lillard 2005
8. Montessori Method by Maria Montessori
9. Montessori a Modern Approach by Maria Montessori

## Schedule of Classes and Assignments

**June 11**

### **WELCOME TO XAVIER MONTESSORI!**

Defining our learning community  
The roles that define our possibility  
Montessori and the University Mission  
Syllabus and assignments discussed.  
Guest speaker-Lesley Roth, The Prepared Environment

### **MARIA MONTESSORI AND HER VISION**

Film: "Follow the Child"

#### **(Assignment 4) Maria Montessori and the movement"**

Maria Montessori by Kramer 235-372; Education for a New World  
Introduction p. 1-3 and Ch. 2, p. 4-11; Education and Peace preface, Ch.  
1, Ch. 11, Maria Montessori Her Life and Work, Chapters II and III

### **THE PREPARED ENVIRONMENT**

**(Assignment 4) The Prepared Environment:** Maria Montessori Her  
Life and Work Chaps. 16 & 17; The Secret of Childhood Ch. 18; The  
Formation of Man, Ch. 2 Readings:

*Consider:*

- 1. How does preparing the classroom free a child?*
- 2. What other prepared environment is there, beyond the physical environment.*
- 3. How does educating the senses support development of a child?*
- 4. How does practical life support the idea of changing humanity?*

**June 12**

### **OBSERVATION**

- Observation and the creation of Montessori pedagogy
- The teacher as a scientist/ a new way of looking at educators
- The child as a teacher and observer
- Michelle Early- Turnitin

**(Assignment 4)**

**Observation** Reading: The Discovery of the Child, Ch. 12, & 19; Education for a New World Ch 11. The Secret of Childhood, Ch. 29, pp.109-142, Maria Montessori Her Life and Work, Chapter II

**Read “The Teaching Presence,” Kessler**

- The teacher as a scientist/a new way of looking at educators
- Teacher transformation

**(Assignment 4) The Teacher**, Education for a New World Ch. 13, Reading: The Secret of Childhood, Ch. 22.

**THE NATURE OF THE CHILD**

- The Planes of Development
- Erikson/Fowler – our spiritual development- assignment given
- The Sensitive Periods
- The Absorbent Mind

**(Assignment 4) The Planes of Development** Reading: The Absorbent Mind Ch. 3; From Childhood to Adolescence Ch. 1; Education for a New World Ch. 3  
Maria Montessori: Her Life and Work Ch. 6

**The Nature of the Child, Continued- see blackboard for video uploads**

- The Hand in Education- Martha McDermott

**(Assignment 4) The Hand in Education:**

“The Hand in Education, (1971)”, Joosten, A.M. Montessori, The Secret of Childhood, Ch. 12

**The Nature of the Child, Continued**

- The Absorbent Mind-Formative period
- The Sensitive Periods
- The Hand in Education- discussion

**(Assignment 4) Absorbent Mind – Formative Period”**

Readings: The Absorbent Mind Ch. 7, 8, 16, 17, 18; The Formation of Man Section 3 Part 2 (pp. 61-64); Maria Montessori: Her Life and Work Ch. 6, 7 & 16 (p. 263-266).

**(Assignment 4) Sensitive Periods-** Reading: Maria Montessori: Her Life and Work Ch. 7; The Secret of Childhood Ch. 7 & 28.

Speaker- Michelle Early- Turnitin

**June 13**

- Practical Life- the development of humanity
- Sensorial Education, educating through the senses/ordering our world
- Experimenting with the materials

**(Assignment 4) Practical Life and Sensorial:** Maria Montessori Her Life and Work Chaps. 9 & 13.

**(Assignment 4)**

The Secret of Childhood Chaps. 18, 19

*Consider:*

3. *How does educating the senses support development of a child?*
4. *How does practical life support the idea of changing humanity?*

### **Spiritual Development Exercises**

**June 14**

#### **Normalization**

**(Assignment 4) Normalization**-Information shared and then lead discussion

Readings: The Secret of Childhood Ch. 21; The Absorbent Mind Ch. 19; Maria Montessori: Her Life and Work Ch. 8 & 9. "Revisiting the Process of Normalization," 1999, Zener

*Consider: How does the prepared environment support the normalization of children?*

**June 15**

**Due:** Candidates turn in to your professor the title and outline of your research paper. Pick from the list in your syllabus or get permission to pick a different topic.

### **DISCIPLINE, ORDER, OBEDIENCE DEVELOPMENT OF INTELLIGENCE**

**(Assignment 4) Discipline, Order, Obedience (7)** Readings: (a)

Education for the New World Ch. 12; (b) Maria Montessori Her Life and Work Ch. 5, 10 & p. 198-199; (c) The Secret of Childhood Ch 8, p. 122-123, & Ch. 21, 23, 24; (d) The Absorbent Mind Ch. 18, 21.

**(Assignment 4) Development of Intelligence:** Readings: Absorbent Mind Ch. 16, 17; Secret of Childhood Ch. 9 & 12; Cont'd.

Maria Montessori Her Life and Work pp.158-168. To Educate the Human Potential Ch. 1& 2

*Consider: What factors and conditions are needed in the environment to effectively support the natural develop of intelligence in young children?*

**June 18**

### **IMAGINATION AND FANTASY**

### **MONTESSORI ELEMENTARY COSMIC EDUCATION THE COSMIC TASK**

**(Assignment 4) “Imagination and fantasy”**

Readings: Review Educate the Human Potential Ch. 2; Maria Montessori Her Life and Work 334-351; The Formation of Man 31-42 Education and Peace Ch. 14; The Absorbent Mind Ch. 17

*Consider:*

- 1. How does imagination and fantasy support a child’s expanding cognitive abilities?*
- 2. What is important to remember when supporting imagination and fantasy in the classroom?*
- 3. How does Montessori’s perspective on fantasy and imagination differ from other pedagogies?*
- 4. Describe or show how reality-based experiences for preschool children promote their development of creativity and imagination.*
- 5. What does Montessori mean by the statement: Individual freedom is the basis on all the rest (Education and Peace p. 101)?*

**(Assignment 4) “Cosmic Education”** Readings: To Educate the Human Potential Ch. 4, 9, 10, 18; From Childhood to Adolescence Ch. 2, 3, 4, 5, 6, 7; article: “Cosmic Education: Information on Montessori Philosophy and the Advanced Montessori Program for Children 6-12” by Dr. Ginger McKenzie

**June 19**

**SECONDARY (ERDKINDER) MONTESSORI**

Readings: McKenzie, G.K. (2007) “Montessori Secondary Schools: Preparing Today’s Adolescents for the Challenges of Tomorrow,” Montessori Life, 19 (4), 26-32; From Childhood to Adolescence, Appendix A p. 96-109.

**Montessori- Working With Culturally and Linguistically Diverse Learners.**

(Assignment 4) “Montessori and Cultural Diversity”, pp.14-21, Renton, “Emphasizing Variety Rather than Commonality Educating Young Children for a Culture of Peace” Lisa Goldstein, “Responding to Linguistic and Cultural Diversity Recommended for Effective Early Childhood Education”, A position statement of the National Association for the Education of Young Children, Nov. 1995.

**June 20**

**Administering a Montessori school**

**THE WORK OF THE CHILD**

Spontaneous activity

Montessori lessons

Aligning State content Standards to Montessori lessons.

(Assignment 4) **Montessori Lessons** Readings: Maria Montessori Her Life and Work 89-104, 215-220; The Absorbent Mind 241-247; From Childhood to Adolescence Section B p. 113-126. ; The Discovery of the Child, Ch. 6.

**June 21 PEACE EDUCATION**

(Assignment 4) Peace education Readings: Education and Peace Ch. 1, 2, 3, 11, “Education for Integrity Connection, Compassion, and Character,” Rachel Kessler

**CREATIVITY IN THE CLASSROOM-TOOLS FOR CREATIVE THINKING**

Due- 1. Presentation of spiritual development/peace education activity.

**June 22 BEING A PREPARED MONTESSORI TEACHER**

- Spiritually prepared
- Authentic model
- Roles of

(Assignment 4) Readings: Education for the New World Ch. 11, 13. Maria Montessori Her Life and Work Ch 14, 16, 18.

*Consider: 1. A description of the ideal Montessori Directress/or.  
2. What are the Dispositions expected of a Montessori teacher?*

(Assignment 4) Maria Montessori Her Life and Work, Chapter IV

**Readings:**

“The Heart of The Teacher,” Parker Palmer-e reserve

“Read “The Teaching Presence,” Kessler

- The teacher as a scientist/a new way of looking at educators
- Teacher transformation
- Impact of transference and counter transference-what we share, is given in return

(Assignment 4) **The Teacher**, Education for a New World Ch. 13, Reading: The Secret of Childhood, Ch. 22.

**Due:**

1. Presentation of spiritual development/peace education activity.
2. Artistic representation of who you will be as a teacher.

At the beginning of each class meeting, students will spend time experiencing an activity that stirs up the ideas of teacher transformation, spiritual development of the child or peace education. Students will keep notes on the activities in their philosophy journal.

## **ASSIGNMENTS**

1. **Philosophy Journal** – This album will follow you through your coursework in our program. You will begin this album in this class and continue to add information regarding Montessori philosophy while taking other Montessori courses. This album will be divided with tabs for each topic listed below. You can add new tabs as needed and you will include a Table of Content listing each tab/section, do not include page numbers. Must have all e-reserve handouts, all articles, all your notes and any information given out by each student, professor, and guest speaker. You must have your name, address, phone number, etc. in the front of this album.

Sections:

1. Life of Maria Montessori
2. Observation
3. Nature of the Child
  - a. Sensitive Periods
  - b. The Absorbent Mind
  - c. Planes of Development
4. Development of Intelligence
5. Normalization
6. Imagination and Fantasy
7. The Prepared Environment (Practical Life/Every Day Living, & Sensorial)
8. The Montessori Teacher
9. Discipline, Order, & Obedience
10. Cosmic Education
11. Lesson Presentations including three period lesson
12. Montessori Secondary Education (Erdkinder)
13. Peace Education, & Spiritual Preparation of the Montessori Teacher

**Submit June 15 and June 22. For the June 15 check in, students should have the structure of the album, with tabbed sections and notes from the first week of class.**

2. **Graduate Assignment Reading Presentations** – The goal is for the graduate students assigned to a “Topic” on a particular day to be prepared to lead a discussion about the readings for the topic he/she is assigned. Come with 4 good quotes from the readings/topic and a reflection about the quotes. You will pass out your one to two page handout on 3 hole paper, which includes the author, book or article title, date of publication, and page number for each quote, to use to stimulate a conversation. After going over your quotes & reflections, then he/she will lead the discussion involving all the candidates. Everyone will be graded on his/her participation each evening during the discussion time. **(G. 10 pts)**

3. **Daily readings and discussion** – Everyone is expected to read the daily assignments and be prepared to discuss the topics. You will turn in a paper only to the professor at the end of class with 2 to 3 quotes **and** reflections about each quote to share **(for each topic covered that day)**

during the discussion plus a section of notes you have taken that night during the discussion. You will be graded daily on your 2 to 3 quotes for each topic, which **must include the author, book or article title, date of publication, and page number for each quote**, and if you shared information during the discussion. Place papers into your work folder. (UG 25 pts, G 21 pts)

#### **4. Research Paper Due July 6. Turn in your topic and brief outline during class June 15**

A hard copy of your Research Paper must be submitted to the Montessori office or mailed to my attention at the Montessori office by July 6. Will also be submitted via Turn it in.

If needed, Xavier has a writing center to support any student, and a Learning Assistance Center for candidates with learning challenges. (UG 24 pts., G 24 pts.)

Research Paper Format: (a) Follow APA (American Psychological Association) research style manual; (b) Length: 6 to 8 pages double spaced; (c) References: 6 minimum. For each reference mentioned in your Bibliography, you must foot note **within the text the reference APA style** in the body of your paper [**example: (Standing, 1957, p. 267)**]; (d) Style: The research paper must be typed, proof read, correct grammar and sentence structure expected, sections labeled, page numbers included, and have a table of contents, an introduction, a conclusion and headings to introduce each new topic; and (e) Turn-it-In – you must put your paper through the **Turn-it-In** system at Xavier University Library before July 6. Michelle Early is available at the library and will come to class to discuss this system.

#### **Topics:**

- (1) Compare and Contrast the Montessori preprimary Philosophy with the Elementary (Cosmic Education) Philosophy.
- (2) The work and influence of Maria Montessori in America (include her 1913 and 1915 visits to America and the Montessori Renaissance 1950's and 1960's).
- (3) Maria Montessori – Her Educational Training and Her Early Montessori Teaching.
- (4) Compare and Contrast Montessori's Philosophy and other Early Childhood Educators (pick one) and/or Philosophers (Examples: Rousseau, Pestalozzi, Froebel, Piaget, Dewey, Erikson). Only one candidate can do one of these. Turn in your first choice and your second choice in case someone else wants to do the same one.)
- (5) Montessori in Contemporary America (include public Montessori movement).
- (6) The Elementary Montessori Philosophy – Cosmic Education, or The Montessori Secondary Philosophy and practices.
- (7) Topic of your choice approved by the professor.
- (8) Teacher Spiritual Preparedness.
- (9) Spiritual Development of Children

**5. Erikson/ Fowler paper- Due July 6** Dr. Montessori repeatedly wrote about the importance of student teachers walking through a transformational process. This process is necessary to be able to share our true selves, so that in return we will receive the gift of the child sharing himself with us. Transformation also supports us in clearing away any obstacles that may interfere with observing objectively. To support this process for yourself you are asked to write a paper that is biographical in nature and based on the work of Dr. Erik Erikson (human development) and Dr. Robert Fowler (spiritual development).

Students will research Erikson's and Fowler's stages of development and reflect on their own development.

This should be a thoughtful process, one that makes you look inside yourself and ask yourself some very big questions. This paper may require interviews with family and friends, reading old journals and diaries. Our hope is that you continue this biography long after you have finished this course as transformation is an ongoing process. (This paper is only read by the professor of the class all information remains confidential.) (UG, 20 pts., G 20 pts.)

**6. Children's peace/spirituality activity- Due June 21** Students will create an activity for classroom that supports, peace education and spirituality. The activity should last no more than 5 minutes. Students will present their activity. (UG 10 pts, G. 10 pts.)

**7. Artistic representation activity-Due June 22** The beauty of being a Montessori teacher or a child in a Montessori classroom is that you are surrounded by creative processes. Creativity takes us to a heightened awareness of ourselves and this can then be reflected outwardly in a piece of art for everyone to experience. Students will consider who they will be as a teacher and artistically represent themselves through the medium of their choice. (UG 5 pts, G 5 pts.)

### **8. Montessori and Working With Culturally and Linguistically Diverse Learners-due July 13**

Using the following sources and articles, and those as provided on Blackboard, Create your own personal position statement about incorporating English Language learners into the Montessori classroom. Create this statement using resources and information from class discussions and additional resources (3 articles and/or text sources). This paper should be 2-3 pages in length. The following two resources will be incorporated into your positions statement.

“Montessori and Cultural Diversity”, pp.14-21, Renton, “Emphasizing Variety Rather than Commonality Educating Young Children for a Culture of Peace” Lisa Goldstein, “Responding to Linguistic and Cultural Diversity Recommended for Effective Early Childhood Education”, A position statement of the National Association for the Education of Young Children, Nov. 1995

**9. There will be two visits to Montessori schools close to Xavier's campus. I have included an outline to use during these visits. We will work to experience much of what is listed on this outline. Submit a written summary of these visits that incorporates the discussion points listed on this outline (UG-10 points; G-10 points)**

### **PROFESSIONALISM (Integrity)**

1. 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 credential. 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 can result in failure of 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 personal. 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 page 68 of the Xavier University 2006-08 Catalog for the official statement.
- Assignments are due on the date noted on the syllabus. Grades for assignments submitted past the due date will be reduced five points for each day late.
- Accommodations: Xavier University’s Learning Assistance Center can be reached by calling 745-3280. The Writing Center is located in Alter B12 and the phone number is 745-2875. Please discuss necessary accommodations with the professor.

Please refrain from texting and taking phone calls during class. Students who engage in texting during class will be considered absent. (To learn, one must be fully present.)

**EARLY CHILDHOOD FIELD EXPERIENCE**

Include information from our visits to Montessori classrooms

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

Date: \_\_\_\_\_

Name of Center: \_\_\_\_\_

Arrival Time: \_\_\_\_\_ Departure Time: \_\_\_\_\_

Age of Students: \_\_\_\_\_

1. **ENVIRONMENT** – Describe the environment.
2. **CLASSROOM DIRECTORS** – How does the classroom directors interact with the children?
3. **KEY ELEMENTS** –
  - a. Practical Life Lessons or Children's work observed:
  - b. Sensorial Lessons or Children's work observed:
  - c. Math/geometry Lessons or Children's work observed:
  - d. Language/Reading Lessons or work observed:
  - e. Whole group activity:
  - f. Social Interactions:
  - g. Independence/initiative:
  - h. Drama, Music, and/or Art:
  - i. Outside Activities & Describe the space & equipment:

**4. REFLECTIONS**

Signature of Classroom Director: \_\_\_\_\_

Type assignment (double spaced, 2 pages maximum) and staple it to this form, which must be signed by the classroom teacher and dated.

### MONTESSORI CLASS ABSENCE AND GRADE FORM

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

Situation	What happens?	Documented
If you miss more than two classes, in Fall or Spring semester, you must withdraw from the class. If you are absent from an all day Saturday class you are missing <i>two</i> classes.	Candidate is responsible to do an official withdrawal at the registrar's office.	Practicum Handbook, page 72
If you miss more than one class in Summer session, you must withdraw from class. If you miss an all day class, you must withdraw.	Candidate is responsible to do an official withdraw at the registrar's office.	Practicum Handbook, page 72.
Material class absence	You are responsible for presenting material (without a teaching partner) to the instructor by way of videotape or in person. Failure to fulfill this requirement will result in an automatic grade of C or lower for the course.	Practicum Handbook, page 72.
Lecture class absence	A thorough research paper must be written on the lecture topic. The paper must include a bibliography and follow all standards and procedures for a paper. The instructor decides the length of the paper. Failure to fulfill this requirement will result in an automatic grade of C or lower for the class.	Practicum Handbook, page 72
Late assignments	Candidates will receive a letter grade below the final grade earned ( A, to A-). All late assignments are due the next day. The grade will be lowered one level for each day the assignment is late. It is the candidate's responsibility to hand-deliver the assignment to the instructor.	Practicum Handbook, page 72
Fail an Exam	Candidate fails a practical exam; he/she will not gain extra points when the materials are presented at a later date. In order for the candidate to continue in the program, he/she must present the materials to the instructor. If the candidate fails to do this, he/she will receive a failing grade for the course.	Practicum Handbook, page 72
Failure to complete an assignment	Candidate will lose two letter grades if he/she fails to complete any assignment. (ie. Grade of A will become B). They will also lose assigned points for that assignment.	Practicum Handbook, page 72
Late for Class	Candidate will lose points for late class arrival. Professionals are expected to be on time. (Bad weather is a valid excuse for late arrival). One point will be deducted for each time you are late.	Practicum Handbook, page 72 Xavier University Catalog, page 48
Mechanics of Writing	The university requires a high quality of writing. Students can receive instruction at the James E. Glenn Writing Center, Alter Hall, rm B12. Faculty members may refuse to accept an assignment that does not meet acceptable standards.	Xavier University Catalog Page 53  Practicum Handbook, page 72

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

**XAVIER UNIVERSITY DEPARTMENT OF CHILDHOOD EDUCATION AND LITERACY  
DISPOSITION PROGRESS REPORT FORM**

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.)*

Person Completing the Form (please print) \_\_\_\_\_

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

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

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

**4=Exemplary**

**3=Proficient (meets expectations)**

**2=Basic (inconsistently meets expectations)**

**1=Unacceptable (does not meet minimal expectations)**

**N/A = Not Applicable**

COURSE COMPONENT	4	3	2	1	N/A	Comments
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 takes responsibility for requirements of the course.						
FIELD COMPONENT	4	3	2	1	N/A	Comments
Candidate demonstrates professionalism in actions, appearance, and demeanor.						
Candidate works well with diverse students.						
Candidate collaborates with school professionals during internship and field experience.						
Candidate demonstrates ability to reflect on practice and proactively reacts to constructive criticism.						



Bibliography shows that recent research is included in the paper.

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