EDME 470 670-01 Montessori Primary Practicum I

Ginger McKenzie
mckenzie@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/education_syllabi_fall_2014

Recommended Citation
http://www.exhibit.xavier.edu/education_syllabi_fall_2014/59

This Restricted-Access Syllabus is brought to you for free and open access by the Education Syllabi 2014 at Exhibit. It has been accepted for inclusion in Education Syllabi Fall 2014 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.
XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM
Fall 2014 (June 26, 2014)

Course: EDME 470/670-01 Montessori Primary Practicum I

Interns with Cooperating Teachers and Self-Directed

Observers: Dr. Ginger K. McKenzie, Julie Kugler-Ackley M.Ed.

Place: Practicum Sites in Montessori Schools

Office: Dr. Ginger K. McKenzie, Joseph 219, Phone 745-1073, 513-528-9046, mckenzie@xavier.edu

Julie Kugler-Ackley Joseph #220, phone 745-3210, 859-240-7274

Office Hours: Mondays 3:00-4:00, Tuesday 3:00 to 4:00, & 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, 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 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 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 including ELL students using Value Added Progress Component Assessment Rubric to support each child in mastering all skills.
• 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 about Ohio Academic Content Standards and Common Core Standards.

3. Skill Objectives
• Design and create learning environment for diverse populations including ELL students;
• Align instruction with learning goals, accommodating individual differences, including ELL students.
• 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 assessment for all children through (Value Added) Progress Monitoring;
• 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.

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 1,2,3,4,5,6,7,8)
   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 1,2,3,4,5,6,7,8)
   c. Demonstrates evidence of personal growth through self-evaluation and introspection; (assessment-
      assignment 1,2,3,4,5,6,7,8)
   d. Demonstrates knowledge of developmental and behavioral norms and potential recommendations for
      special support services. (assessment-assignment 1,2,3,4,5,6,7,8)

2. Classroom Leadership
   a. Demonstrates the ability to observe, plan and record the needs and progress of elementary age children;
      (assessment-assignment 1,2,3,4,5,6,7,8)
   b. Demonstrates sensitivity to the psychological and cultural needs of individual children; (assessment-
      assignment 1,2,3,4,5,6,7,8)
   c. Demonstrates the ability to personalize educational plans for a variety of learning styles; (assessment-
      assignment 1,2,3,4,5,6,7,8)
   d. Identifies and initiates effective classroom leadership strategies that build community; (assessment-
      assignment 1,2,3,4,5,6,7,8)
   e. Shows awareness of proper channels of communication, administrative functions, and professional
      conduct. (assessment-assignment 2,3,4,5,6,7,8)

3. Curriculum Implementation
   a. Implements an integrated Montessori cosmic curriculum; (assessment-assignment 1,2,3,4,5,6,7,8)
   b. Demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials,
      and lesson presentations; (assessment-assignment 1,2,3,4,5,6,7,8)
   c. Designs and maintains a developmentally appropriate Montessori environment in response to the needs of
      students; (assessment-assignment 1,2,3,4,5,6,7,8)
   d. Utilizes a variety of instructional strategies and assessment methods; (assessment-assignment 1,2,3,4,5,6,7,8)
   e. Demonstrates an awareness and understanding of governmental regulations. (assessment-assignment
      1,2,3,4,5,6,7,8)

4. Communication and Partnership with Families
   a. Utilizes cultural sensitivity in fostering professional school-family partnerships; (assessment-assignment
      1,2,3,4,5,6,7,8)
   b. Articulates an awareness of community resources for additional support of children and families; (assessment-
      assignment 1,2,3,4,5,6,7,8)
c. Identifies and has knowledge of available professional associations. (assessment-assignment 1,2,3,4,5,6,7,8)

NAEYC STANDARDS

Standard 1-Promoting Child Development and Learning
1a-knowing and understanding young children’s characteristics and needs (assessment-assignment 1,2,3,4,5,6,7,8)
1b-knowing and understanding the multiple influences on development and learning (assessment-assignment 1,2,3,4,5,6)
1c-Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments. (assessment-assignment 1,2,3,4,5,6,7,8)

Standard 2-Building Family and Community Relationships
2a-Knowing about and understanding family and community characteristics (assessment-assignment 1,2,3,4,5,6)
2b-Supporting and empowering families and communities through respectful, reciprocal relationships. (assessment-assignment 2,3,4,5,6,7,8)
2c-Involving families and communities in their children’s development and learning (assessment-assignment 3,4,5,6)

Standard 3-Observing, Documenting, and Assessing to support Young Children and Families
3a-Understanding the goals, benefits, and uses of assessments (assessment-assignment 1,2,3,4,5,6,7,8)
3b-Knowing about assessment partnerships with families and other professionals (assessment-assignment 1,2,3,4,5,6,7,8)
3c-knowing about and using observation, documentation, and other appropriate assessment tools and approaches. (assessment-assignment 1,2,3,4,5,6,7,8)
3d-Understanding and practicing responsible assessment to promote positive outcomes and mastery for each child. (assessment-assignment 1,2,3,4,5,6,7,8)

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 1,2,3,4,5,6,7,8)
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches (assessment-assignment 1,2,3,4,5,6)
4d: Reflecting on their own practice to promote positive outcomes for each child (assessment-assignment 1,2,3,4,5,6,7,8)

5-Using Content Knowledge to Build Meaningful Curriculum
5a-Understanding content knowledge and resources in academic disciplines (assessment-assignment 1,2,3,4,5,6)
5b-Knowing and using the central concepts, inquiry tools and structures of content areas or academic disciplines (assessment-assignment 1,2,3,4,5,6,7,8)
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 1,2,3,4,5,6,7,8)
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 2,3,4,5,6)
   6b-Knowing about and upholding ethical standards and professional guidelines. (assessment-assignment 1,2,3,4,5,6,7,8)
   6c-Engaging in continuous, collaborative learning to inform practice. (assessment-assignment 1,2,3,4,5,6,7,8)
   6d-Integrating knowledgeable, reflective, and critical perspectives on early childhood. (assessment-assignment 1,2,3,4,5,6,7,8)
   6e-Engaging in informed advocacy for children and the profession (assessment-assignment 2,3,4,5,6,7,8)

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

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:

1) Student section, worth 6 pts. Tab for each of the six students you observe (3 pts. each month for narrative & reflections 12 points total; 3 points total for Resource Analysis, 15 points for both). One student must be on an IEP and one should be an ELL/ESL student.

2) Parent Section 3 pts. total________

3) Professional Development 2 pts. total_____

4) Material Log 4 pts. total____

5) Assistant and/or Intern Expectations 2 pts. total_____

6) Classroom Management, Prepared Environment, & Academic Language* “which is oral and written language used for academic purposes. Academic language is the means by which children develop and express content understandings.” (edTPA 2012, 41) 3 pts. total

7) Assessment and Record Keeping 3 pts. total____

8) Practicum Forms 1,2,3 (worth 3 points each month) Assessment Rubrics for (Value Added) Progress Monitoring until mastery is achieved (1 point), and C.T. Monthly Form (1 point) (worth 20 points total) 20 pts. total ______

9) Mid-semester C. T. or X.U. evaluation 10 pts. and End of Semester C.T. or X.U. evaluation and disposition report 18 points total ____

10) X.U. Supervisor’s Observation Narrative and O.S.T.P.* forms filled out each time you are observed. 20 pts. total. *Ohio Standards for the Teaching Profession – observation form.
Due Sept. 20, 2014 Hard copy of (2), (3), (6), (7), & (8) must be in to X.U. Supervisor’s Joseph Building mail box no later than Sept. 20. Bring them earlier than Sept. 20, if this works best for you. Do not email these items.

1. Student Section from your reflective journal on all 6 students including Resource Analysis (Dr. McKenzie will read this section when she observes you. Please ask the professor who does observe you, where he/she wants to receive these.) 3 pts.
2. Parent Section: Begin the planning for regular parent communication. Include sample of at least one monthly newsletter or classroom calendar. 1 pt.
3. Professional Development: Attend at least one school staff meeting (date, time, and ½ page reflection). 1 pt.
4. Material log (Dr. McKenzie will check this section when she observes. Please ask the professor who does observe you, where he/she wants to receive this.) 1 pt.
5. Assistant and/or Intern Expectations: Nothing Due
6. Classroom management, Prepared Environment, and Academic Language during Lessons: Type ½ page about the (a) academic language you are using during lessons; (b) the calm voice and appropriate consistent words you are using to support positive classroom management with the children. What are your strengths, challenges, and goals. 1 pt.
7. Assessment and Record Keeping: Type ½ page about how the students were assessed with formal state or general testing this month by the C.T. or you if self directed. 1 pt.
8. Practicum Forms 1, 2, 3, Assessment Rubrics for (Valued Added) Progress Monitoring until mastery is achieved for one Montessori math/geometry, language, and cultural lessons all connected to either Common Core or Ohio Content Standards, and C. T. Monthly Goal Form. 5 pts.

Due Sept. 27, 2014 C.T. Mid-semester evaluation form due after intern fills one out and goes over it with his/her C.T. or XU Supervisor if self-directed. Only C.T. or X. U. Supervisor evaluation is due no later than Sept. 28 signed and in X.U. Supervisor’s Joseph Building Mail Box. Do not email this form: 10 pts.

Due Oct. 18, 2014 Hard copy of (5), (6), (7), & (8) must be in to X.U. Supervisor’s Joseph Building mail box no later than Oct. 18. Do not email these items.

1. Student Section from your reflective journal on all 6 students including Resource Analysis (Dr. McKenzie will read this section when she observes you. Please ask the professor who does observe you, where he/she wants to receive these.) 3 pts.
2. Parent Section: Nothing Due
3. Professional Development: Nothing Due
4. Material log (Dr. McKenzie will check this section when she observes. Please ask the professor who does observe you, where he/she wants to receive this.) 1 pt.
5. Assistant and/or Intern Expectations: Type ½ page about how you were introduced to the school community and students. 1 pt.
6. Classroom management, Prepared Environment, and Academic Language: Type ½ page about the classroom procedures and how they contribute to the overall management of your classroom. 1 pt.
(7) Assessment and Record Keeping: Type ½ page about how your observations have supported your ability to use your (Valued Added) Progress Monitoring Assessments forms resulting in planning individualized lessons to support mastery for the students you are observing in your Reflective Journal. 1 pt.______

(8) Forms 1, 2, 3 plus one Assessment Rubric for (Valued Added) Progress Monitoring until mastery is achieved for one Montessori math/geometry, language, and cultural lesson, which are all connected to Common Core or Ohio Content Standards. The C.T. Monthly Goal sheet is also due. 5 pts.______

Due Nov. 15, 2014 Hard copy of (2), (5), & (8) must be in XU Supervisor’s Joseph Building mail box no later that Nov. 15. Do not email these items.

(1) Student Section from your reflective journal on all 6 students including Resource Analysis (Dr. McKenzie will read this section when she observes you. Please ask the professor who does observe you, where he/she wants to receive these). 3 pts.______

(2) Parent Section: Type ½ page about the parent teacher conferences you have observed (or given is self-directed) to include general procedures, and how your C.T. or you, if self-directed, managed difficult information, etc. 1 pt.______

(3) Professional Development: Nothing Due

(4) Material log (Dr. McKenzie will check this section when she observes) 1 pt.______

(5) Assistant and/or Intern Expectation: Type ½ page about how the assistant supports the children in your classroom. 1 pt.______

(6) Classroom Management, Prepared Environment, and Academic Language: Nothing Due

(7) Assessment and Record Keeping: Nothing Due

(8) Forms 1, 2, 3 plus one Assessment Rubric for (Valued Added) Progress Monitoring until mastery is achieved for one Montessori math/geometry, language, and cultural lessons, which are connect to Common Core or Ohio Content Standards. The C.T. Monthly Goal sheet is also due. 5 pts.______

Due Dec. 13, 2014 C.T. Semester evaluation form due after intern fills one out and goes over it with his/her C.T. or XU Supervisor if self-directed. Disposition form also due from C.T. or X.U. Supervisor if self-directed. Must be in X.U. Supervisor’s Joseph Building Mail box no later that Dec. 12 signed 18 pts. ________


(1) Student Section from your reflective journal on all 6 students including Resource Analysis (Dr. McKenzie will read this section when she observes you. Please ask the professor who does observe you, where he/she wants to receive these). 3 pts.______

(2) Parent Section: Put copies of 2 conference reports in this section with student names completely covered for privacy. 1 pt.______

(3) Professional Development: Type ½ page reflecting on one professional meeting you attended outside your internship school include date, time, and place. 1 pt.______

(4) Material log (Dr. McKenzie will check this section when she observes). 1 pt.______

(5) Assistant and/or Intern Expectation: Nothing Due
6. Classroom management, Prepared Environment, & Academic Language: **Nothing Due.**

7. Assessment and record keeping: Type ½ page about how your C.T. or you (if self-directed) maintain grades or a Permanent Record for each student. 1 pt.________

8. Forms 1, 2, 3 plus one Assessment Rubric (Valued Added) Progress Monitoring until mastery is achieved for one Montessori math/geometry, language, and cultural lessons, which are connected to **Common Core or Ohio Content Standards.** The C.T. Monthly Goal sheet is also due. 5 pt.________

1. **Student section,** Tab for each student you observe 3 times a week and then twice a month write a reflection about each of your 6 students: 2 first, 2 second, and 2 third graders (Worth 3 points each month).

**Picking Students to Observe:** Your C.T. will help you decide which students to observe. We are asking you to include as one of these 6 students (1) a student that is ELL (English Language Learning) and (2) a student that is classified as having a learning challenge and on an IEP (Individualized Education Plan). Your classroom may not have either classification, which means you will not be observing them in your reflective journal. Never include the name of any student in your reflective journal. Simply identify each student as #1, #2, #3, etc. Both semesters the Intern should be invited to attend the IEP meeting of the student you are observing (if this is possible and in the meeting you will be only an observer. You must keep everything confidential). First semester we hope you can visit with the special education teacher and your C.T. about how this child is being supported. If the Special Education teacher is in your room, observe him/her giving lessons. Second semester we hope the intern will be supported by the C.T. and special education teacher and to be allowed to give lessons to one student on an IEP.

*Sections must have a “Resource Analysis” completed and included behind the tab that represents each student you are writing about. Never ask a parent or anyone to help you complete this form or share this with anyone except you XU Supervisor. The privacy of each child is very important.

*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 by number and not include names.** 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. **Twice 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.**

1. Reflective Journal: Checked and submitted on the following dates: (or when Dr. McKenzie comes to observe you she will read your journal.) Sept 20, Oct. 18, Nov. 15, and Dec. 13, 2014. (3 points each month for narrative and reflection = 12 points; 3 points for Resource Analysis; 15 for both each semester.) One student should be on an IEP and one student should be an ELL student.
2. Parent Section: (3 pts. total)

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/20</td>
<td>Nothing Due 10/18</td>
</tr>
<tr>
<td>11/15</td>
<td>Nothing Due 12/13</td>
</tr>
</tbody>
</table>

Comments:

3. Professional Development: (2 pts. total)

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/20</td>
<td>Nothing Due 10/18</td>
</tr>
<tr>
<td>11/15</td>
<td>Nothing Due 12/13</td>
</tr>
</tbody>
</table>

Comments:

4. Material Log: (4 pts. total)

Each time a lesson is presented, the intern dates the form. It will be looked at each time you are observed by Dr. McKenzie or turned in on the following dates. Ask your XU Supervisor.

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/20</td>
<td>1 pt.</td>
</tr>
<tr>
<td>10/18</td>
<td>1 pt.</td>
</tr>
<tr>
<td>11/15</td>
<td>1 pt.</td>
</tr>
<tr>
<td>12/13/14</td>
<td>1 pt.</td>
</tr>
</tbody>
</table>

Comments:

5. Assistant and/or Intern Expectations: (2 pts. total)

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/20</td>
<td>Nothing Due</td>
</tr>
<tr>
<td>10/18</td>
<td>1 pt.</td>
</tr>
<tr>
<td>11/15</td>
<td>1 pt.</td>
</tr>
<tr>
<td>12/13</td>
<td>Nothing Due</td>
</tr>
</tbody>
</table>

Comments:

6. Classroom Management, Prepared Environment, and Academic Language “Academic Language is the means by which children develop and express content understandings.” (edTPA 2012, p. 41): (2 pts. total)

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/20</td>
<td>1 pt.</td>
</tr>
<tr>
<td>10/18</td>
<td>1 pt.</td>
</tr>
<tr>
<td>11/15</td>
<td>Nothing Due</td>
</tr>
<tr>
<td>12/13</td>
<td>Nothing Due</td>
</tr>
</tbody>
</table>

Comments:

7. Assessment and Record Keeping by C.T. or you if self-directed: (3 pts. total)

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/20</td>
<td>1 pt.</td>
</tr>
<tr>
<td>10/18</td>
<td>1 pt.</td>
</tr>
<tr>
<td>11/15</td>
<td>1 pt.</td>
</tr>
<tr>
<td>12/13</td>
<td>1 pt.</td>
</tr>
</tbody>
</table>

Comments:

8. Forms 1, 2, 3 with 3 Assessment Rubrics for (Value Added) Progress Monitoring until mastery is achieved – one for each curriculum area: math/geometry, language, and cultural. When possible include the 6 students you are observing in your lesson presentations for your Assessment Rubrics for (Valued Added) now called Progress Monitoring for students reaching mastery. C.T. Goal Sheet turned in monthly. Worth 20 points, 5 points each month

<table>
<thead>
<tr>
<th>Date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/20</td>
<td>5 pts.</td>
</tr>
<tr>
<td>10/18</td>
<td>5 pts.</td>
</tr>
<tr>
<td>11/15</td>
<td>5 pts.</td>
</tr>
<tr>
<td>12/13/14</td>
<td>5 pts.</td>
</tr>
</tbody>
</table>

Comments:

Comments:

10. X.U. Supervisor’s Observation Narrative and Ohio Standards for the Teaching Profession (O.S.T.P.) FORMS filled out each time you are observed. 20 pts. total (10 points if observed 2 times or 10 points each, 6.6 points if observed 3 times or 6.6 points each visit).

ASSIGNMENTS and EVALUATION

1. Student Section of Reflective Journal and Resource Analysis. Due: 9/20, 10/18, 11/15, & 12/13, or when your XU Supervisor comes to observe you and at end of semester meeting with XU Supervisor Worth 15 points. (3 points each month and 12 points total, & 3 points for the Resource Analysis)
2. Parent Section 3 pts. total
3. Professional Development 2 pts. total
4. Material Log. 4 points total
5. Assistant and/or Intern Expectations: 2 pts. total
6. Classroom management, Prepared Environment, & Academic Language: 2 pts. total
7. Assessment and Record Keeping: 3 pts. total
8. Completion of the Monthly Reports: include Form 1 (Presentation Form) plus 3 assessment rubrics for (Value Added) now called Progress Monitoring until mastery is achieved for one Montessori math/geometry lesson, one Montessori Language lesson, and one Cultural Lesson (worth 3 points each month), Form 2 Practice sheet (1 point each month). **Practice time is NO LESS than 2 hours per week***, and Form 3 (1 point each month) Attendance Form. And C.T. Monthly Progress Reports. These are to be filled out completely, and given to your XU Supervisor. Due dates: 9/20, 10/18, 11/15, & 12/13. Total of 5 points each month or 20 points each semester. Make a copy before they are turned in. These forms will be included in your Reflective Journal.
9. Participation with your Cooperating Teacher or Xavier’s Practicum Supervisor (if self-directed) in a mid-term evaluation worth 10 points and due Sept. 27, 2014; and a final evaluation worth 10 points due Dec. 13, 2014. Also, due a Disposition Progress Report filled out by Cooperating Teacher or XU Supervisor worth 8 points Dec. 13, 2014. Total value 28 points.
10. X.U. Supervisor’s Observations (Observation Narrative Form and Ohio Standards for the Teaching Profession Form (O.S.T.P.) Worth 10 points each or Total of 20 points each semester or self-directed interns 6.6 points for each of the 3 observations.

GRADE SCHEDULE-Undergraduate and Graduate
97-100=A; 93-96=A-; 90-92=B+; 87-89=B; 84-86=B-; 81-83=C+; 75-80=C; 74 below F
C.T. TEACHER’S MONTHLY PROGRESS REPORT (updated 8/11/13)
Candidate Print Name: ___________________________ Date: __________________________

Cooperating Teacher* Print Name: ___________________________ Date: __________________________

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, which includes one assessment rubric for a Montessori language lesson, math/geometry lesson, and cultural lesson.

4.) The progress report is based on the Cooperating Teacher’s observations and discussions with the Candidate. *On the back of this form, the C.T. is asked to write out two lessons he/she observed this month given by your intern.

What are some strengths of this Candidate?

How were last month’s goals met?

What are some goals for next month include student on an IEP and an ELL student?

How will you work towards your set goals and how will you communicate with the Special Education teacher supporting your student on an IEP?

Date and time of meetings with Candidate: __________________________

Days late: __________________________ Days absent: __________________________

How were these days made up?
Due to XU Supervisor: 9/20, 10/18, 11/15, 12/13/14

*Cooperating Teacher or to self-directed intern-First semester help intern pick 2 first graders, 2 second graders, and two third graders to observe in intern’s Reflective Journal. One of these students must be on an IEP and one should be an ELL student.
Ohio Standards for the Teaching Profession (O.S.T.P.) This form will be filled out by your X.U. Supervisor each time you are observed

Student Name __________________________________________ Date of Observation ________________________________________

Cooperating Teacher/Field Observer ____________________________ School/Grade ____________________________

Please evaluate the Xavier University Montessori TEP student by placing checkmarks as appropriate below. Include narrative and anecdotal remarks on the form as well, if appropriate for further elaboration

E (Exceeds Expectations) P (Proficient) IP (In Progress) C(Concerns)

Focus on Teaching and Learning (OSTP: 1, 2, 3, 4)

- Models respect for students’ diverse cultures, language skills, and experiences.
- Accurate use and presentation of Montessori materials, name specific material.
- Knows content being taught and uses knowledge of content-area concepts, assumptions, and skills to plan instruction. Evidence of content area academic language.
- Makes content meaningful and relevant to students’ lives.
- Selects, develops, and uses a variety of diagnostic, formative, and summative assessments. Evidence of three period lesson-add this if appropriate.
- Aligns instructional goals and activities with school and district priorities, Common core standards, and Ohio’s academic content standards.
- Uses information about students’ learning and performance to plan and deliver instruction. Use of prior knowledge.
- Communicates clear learning goals and explicitly links learning activities to those goals.
- Differentiates instruction to support learning needs of all students.
- Creates and selects activities designed to help students develop as independent learners and complex problem-solvers. and use of higher level thinking questions.
- Uses resources and technology effectively to enhance student learning-add statement.

Conditions for Teaching and Learning (OSTP 5)

- Treats all students fairly and maintains an environment that is respectful, supportive, and caring.
- Maintains an environment that is conducive to learning for all students: prepares materials in advance, manages student behaviors and transitions, and effectively paces lessons.

Teaching as a Profession (OSTP 6, 7)

- Communicates clearly and effectively with proper oral and written language.
- Exhibits professional dispositions such as appropriate dress, punctuality, and consistent attendance.

Additional comments and Observational Notes (use back of this form as needed)

For the final observation, the observer should mark one of the following in reference to student’s overall performance.

Date:

- does not meet expectations
- meets expectations
- exceeds expectations

Signatures below verify that the marking of each standard and the supporting evidence have been discussed with the student teacher/field student.

Observer’s Name/Role

Observer’s Signature

Student’s Signature

12
To better understand the students you are observing, the following resource analysis should be completed for your 6 students and placed in your Reflective Journal in the appropriate sections. (Source: Payne, R. K. 2003. A Framework for Understanding Poverty, Highlands, TX. Aha! Process, Inc.) Keep this confidential and do not ask parents for information or share this with any one except your X.U. Supervisor. Add to it throughout the semester but it must be started before your XU Supervisor comes to observe you the 1st ti

RESOURCE ANALYSIS

Intern’s name: ________________________________ Student’s Number: _______

Date: ____________________________ School: __________________________

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, unsaid 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 for (Valued Added) Progress Monitoring to Reach Mastery

Date ___________________________ Teacher’s Name _____________________________
Lesson title ___________________________________________________________________
Goal for the Lesson ___________________________________________________________________
Skill to be assessed ___________________________________________________________________
Follow-up assignment for student(s) ________________________________________________
*For child w/exceptionalities and ELL student, list modifications made to lesson & to follow-up assignment ________________________________________________
State of Ohio Standards or Common Core Standard (skill, page #, item #) __________________
Montessori Album (skill, page #) (if applicable) ___________________________________________________________________

<table>
<thead>
<tr>
<th>STUDENT’S NAME</th>
<th>PERFORMANCE LEVEL</th>
<th>UNDERSTANDS CONCEPT</th>
<th>NEEDS REVIEW</th>
<th>FOLLOW-UP ASSIGNMENT COMPLETED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>7. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>8. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>9. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>10. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>STUDENT’S NAME</th>
<th>NEW INSTRUCTIONAL PLAN</th>
<th>NEW PLAN PERFORMED</th>
<th>UNDERSTANDS CONCEPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>B. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>C. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>D. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>E. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>F. Comments:</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>