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### EDME 471 671-01 Montessori Primary Practicum II

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## XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM

Spring 2012

Course: EDME 471/671-01 Montessori Primary Practicum II  
**Supervised Interns with Cooperating Teachers**

Observers: Dr. Ginger McKenzie, Julie Kugler- Ackley M.Ed., Lisa Cerra-Klus M.Ed., Mary Beth Flaspohler, M.Ed.

Place: Practicum Sites in Montessori Schools

Office: Dr. Ginger McKenzie Hailstone Hall #320 745-1073

Office Hours: By appointment

### **Department of Childhood Education and Literacy Mission Statement**

*Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University 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, 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 in daily lesson plans;
3. Skill Objectives
- Design and create learning environment for diverse populations;
  - Align instruction with learning goals, accommodating individual differences;
  - 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 from a practicum coordinator from the Xavier University teacher education program;
- Assignments as determined by the Xavier University supervisor.

## **MACTE COMPETENCIES**

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

#### **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 1,2,3,4,5)**
- e. shows awareness of proper channels of communication, administrative functions, and professional conduct. **(assessment-assignment 1,2,3)**

#### **3. Curriculum Implementation**

- a. implements an integrated Montessori cosmic curriculum; **(assessment-assignment 1,2,3,4,5)**
- 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)**
- c. designs and maintains a developmentally appropriate Montessori environment in response to the needs of students;**(assessment-assignment 2,3,4,5)**
- d. utilizes a variety of instructional strategies and assessment methods; **(assessment-assignment 1,2,3,4,5)**
- 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 2,3)**
- b. articulates an awareness of community resources for additional support of children and families; **;(assessment-assignment 2,3)**
- c. identifies and has knowledge of available professional associations. **;(assessment-assignment 1,2)**

## **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](http://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 and Common Core Standards, MACTE and AMS standards, and NAEYC standards

**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 10 pts. Tab for each student you observe (5 pts. for narrative. 5 pts. for reflections).
- 2) Parent/Guardian, worth 5 pts.
- 3) Professional Development 5 pt.
- 4) Material Log 5 pt
- 5) Monthly reflective-goal to be individually chosen-5 points-Each month tabbed

- 6) Classroom Management-each month tabbed 5 pts
- 7) Assessment/Record Keeping -each month tabbed 5 pts

### Section I:

#### 1. Student section (10 pts., 5 record, 5 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).

\*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.

\*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. **Include suggestions or recommendations for lessons. Using the concepts of the assessment rubric, how did the child progress through the concepts presented during lessons. refer to assignment number #1 for specific due dates for assessment rubrics turned in with form one to your XU Supervisor. Found on page #9.**

#### 2. Parent Section: (worth 5 pts.)

- a. Put copies of 4 conference reports in this section. Do not include student's names because of privacy issues. **Due April 28, 2012** to XU Supervisor
- b. Plan for regular Parent communication. Include samples of at least one month of newsletter or classroom calendar. **Create an article to be included in a classroom newsletter. Suggested topics include a description or synopsis of the candidate's planning experiences for a curriculum area. Due February 25, 2012** to XU Sup.
- c. **Include a description of how your cooperating teacher maintains a parent communication log Due March 24, 2012** to XU Sup.
- d. Reflect on your experiences with conferences. Write a reflective summary to be included in this section. **Due April 21, 2012.** Specifically address the following:
  - \*how did you layout the furniture to create a meeting space, how did you put the parents at ease, what did you learn from the parent's body language, how did you share difficult information, did you have samples of the children's work available, and how did you keep the conferences on schedule?

**3. Professional Development Activities-requirements for a. c. to be completed by April 21, 2012**

- a. Must attend or present at least one professional meeting outside your internship school environment each semester: (date, time, materials, reflection). **April 21 to XU Sup**
- b. Attend at least one school staff meeting each semester (date, time, material, and reflection). **Due March 24 to XU Sub**
- c. Attend one school or their in-service professional development activity. In this section, list date, time and reflection about each activity. Describe how this sessions would be incorporated into your classroom. **Due April 21 to XU sub**
- d. Second semester of internship: requirements to be completed by **March 24, 2012**

Start developing your professional portfolio (resume pictures of projects, letters of recommendations, portfolio). Include a sample resume. It is strongly recommended that students make an appointment to visit Xavier's career services department to set up a mock or video interview session and have them review your resume.

**4. Material Log 6-9 or 9-12** – each time a lesson is presented, the intern dates the form. It will be looked at each time you are observed. The goal is to complete the form by the end of 2 semesters and to see a variety of lessons in all curriculum areas. Material log to be updated and current to be checked on **Jan. 28, February 25, March 24, and April 21, 2012 to XU Sup. or checked when you are observed and during Exit Interview by Dr. McKenzie. Check with your XU Supervisor to see how she plans to do this.**

**5. Monthly Reflective topics and goals to focus and reflect upon:**

I. Curriculum Planning-this will be a new tabbed section for your journal.

Before the **January 28, 2012** Curriculum Design class meeting, discuss with the cooperating teacher how they manage and maintain a scope and sequence. How do they plan ? What resources do they utilize when planning for each curriculum area? Be as specific as possible. (a) Create a summary of this conversation and be prepared to **share this during class on January 28, 2012**. You will use this information to determine your curriculum areas of focus for the remainder of the semester.

For the remaining months, you will work to plan, present, and assessment a series of lessons for each level in your classroom. During your weekly planning meeting with your Cooperating Teacher, discuss and document specific lesson recommendations and assessments. Include this in a tab labeled Curriculum Planning.

Be particularly attentive to the assessment of lessons and materials. Are children progressing with that concept-are they at the enrichment level, or are they in need of re-teaching. The assessment rubric can be used to support this assessment process.

**(b) February focus-**with the guidance and recommendations of your Cooperating Teacher, plan for a sequence of lessons for first level students for one area of the curriculum. **Due February 25**

**(c) March focus-** with the guidance and recommendations of your Cooperating Teacher, plan for a sequence of lessons for first level and second level students for one area of the curriculum. **Due March 24**

**(d) April focus-** with the guidance and recommendations of your Cooperating Teacher, plan for a sequence of lessons for students for all levels.

This work will culminate in your two weeks of being responsible for lessons, planning, assessment, and record keeping. Plan to begin this by the week of March 24<sup>st</sup>.

Include how you are incorporating Montessori materials and presentations with Ohio Academic Content standards or your school's curriculum and using school testing goals and expectations to inform practice when using Montessori materials. A reflection on this topic is listed under assessment and record keeping section, **due April 21, 2012.**

## **6. Classroom management**

**(a) February:** reflect upon the language that you are using with children-what are your strengths and what are your goals-**Due February 24**

**(b) March:** how are you incorporating new observation techniques and strategies into your role as a Montessori classroom teacher. Utilize one form of observation besides narrative description. **Due by March 24**

**(c) March-**reflect upon the techniques of management implemented in your classroom. What specific techniques and approaches have you implemented?  
List 5 and provide specific examples-**Due March 24**

**(d) April** –Describe your classroom management style. Consider what you have learned this year and how will you establish  
**Due April 21**

## **7. Assessment and Record Keeping**

**(a) February-**what system of record keeping is used in your classroom? How does your cooperating teacher maintain records of the lessons given and how is assessment happening?  
**Include 4 specific examples of how children are being assessed before, during, and after a lesson** **Due February 25**

**(b) March-**Consider how you are assessing children's progress in one curriculum area. How would you describe your assessment of their skills in that area. For this month of planning, the assessment rubric would be used to document the child's progression in that one, specific curriculum area.  
**Due March 24**

**(c) April-**Reflect on your experiences during your two weeks as the lead teacher? What surprised you the most? What were you most prepared for and what issues developed as the week went on? How did you organize your planning? **Due April 21**

## **Tabs for Section II of Reflective journal**

### **Section II**

Forms 1, 2, 3 – intern is responsible to copy these forms before they are returned

each month. Include an assessment rubric for a cultural lesson, math/geometry lesson, and language lesson each month. For the Monthly Progress goals form, keep a copy in your journal and turn in with your forms 1,2, and 3

#### Section III Goal Forms

Copy of completed and signed goals form

#### 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: Class Management, reading assignments, guest speakers.  
Topics: from class, notes you take during class, and handouts from class.

### 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. These are to be filled out completely, and neatly. **Due dates: January 28, February 25, March 24, April 21, 2011.** Make a copy before they are turned in. These forms will be included in your Reflective Journal. For the Monthly Progress goals form, keep a copy in your journal and turn in with your forms 1,2, and 3 to your XU Practicum Supervisor.
2. Participation with Xavier's Practicum Supervisor (if self-directed) or with your C.T. if you are not self-directed in a mid-term evaluation (due March 3) and a final evaluation (due April 21, 2012) Also, due Disposition Progress Report April 21, 2012.
3. Reflective Journal:  
Binder will be turned in **February 25, March 24, and April 21, 2012**  
During observation visits, supervisor will check status of observations and organization. Bring to Curriculum design class for discussion. If Dr. McKenzie is your XU Supervisor she will come early and read your reflective journal and check your Material Log.  
All updates and assignments completed on April 21, 2012
4. Your XU Supervisor's visit observation forms will also be part of your final grade. Spring 2012 each time your XU Supervisor observes, she will record from 1 to 10 points toward your final grade unless you get 3 visits then each visit is worth 3.5 points.

### STUDENT EVALUATION

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

1<sup>st</sup> semester

1. mid term and final semester evaluation-**20, 10 points for mid term and 10 for final evaluation**

2. Forms 1,2, and 3 -**20 points- form one worth 3 points each month, forms 2 and 3 worth 1 point each for each month**

3. Reflective journal TABS-**40 points**

Section I 1) Student section, worth 10 pts. Tab for each student you observe (5 pts. for narrative. 5 pts. for reflections.

2) Parent/Guardian, worth 5 pts.

3) Professional Development 5 pt.

4) Material Log 5 pts.

5) Monthly Reflective topics and Curriculum Planning 5 points

6) Classroom Management, 5 points

7) Assessment and Record Keeping, 5 points

4. Visit Observation Form filled out by your XU Supervisor each time she/he observes will count from 1 to 10 points unless you are observed 3 times then each visit will count up to 3.5 points.

GRADES, percentage scale, out of 120 total points

Undergraduate & 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