EDME 354 554-51 Montessori Language Arts and Reading Methods

Ginger McKenzie
mckenzie@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/education_syllabi_spring_2015

Recommended Citation
http://www.exhibit.xavier.edu/education_syllabi_spring_2015/67

This Restricted-Access Syllabus is brought to you for free and open access by the Education Syllabi 2015 at Exhibit. It has been accepted for inclusion in Education Syllabi Spring 2015 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.
Xavier University Montessori Teacher Education Institute  
Spring 2015

Title of Course: EDME 354/554-51 Montessori Language Arts & Reading Methods  
Instructors: Dr. Ginger Kelley McKenzie  
Course Time: Tuesday 5:00-8:30  
Hours & Location: 3 credit hours, Joseph Room 206 Elementary Lab School Classroom  
Office Hours: Monday 2:00-3:00 and Tuesdays 3:30 to 4:30 Lab School & by appointment  
Contact Information: Dr. Ginger Kelley McKenzie, office 745-1073, home 513-528-9046, Cell 680-2858, fax 745-4378; mckenzie@xavier.edu, Office: Joseph 219

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 reflective and interactive class discussions, participating in field experience opportunities in a variety of Montessori Elementary classrooms, and completing assignments about current educational strategies, trends, and issues in early childhood education including insights about children and families of diverse cultural traditions. Creating developmentally appropriate language materials and lessons (oral language, writing and reading, function of words, phonogram study including spelling, word study, mechanics, and sentence analysis) will be carefully considered for children in different school structures whether urban, rural, and suburban. The course also supports our candidates to think creatively because they will experience developing a Cultural Unit to support Content Area Literacy, which they can use in their own classrooms.

Objectives and Competencies to be achieved:
General Statement of Purpose General Statement and Purpose

· To learn an approach to assist the speaking, listening, reading, and writing abilities of the 6-9 year old child in a Montessori environment with a language curriculum and opportunity to teach language lessons to children. Teacher Performance Assessment will be mentioned.
Skill Objectives

- To give students an extended exposure to the range and rationale of Montessori materials available for the 6-9 year old in the areas of language.
- To understand and develop an integrated cultural unit for Content Area Literacy and Vocabulary.
- To learn how to present a variety of Montessori language materials to 6-9 year olds.
- To develop skills in story telling and reading literature to 6-9 year olds.
- To learn ways to protect the natural development of the child.
- To be a strong advocate for children’s rights.

Attitudes/Values/Dispositions

- Respect for the child and his/her culture.
- Respect for self.
- Respect for the language environment.

Methodology

- Presentation of materials
- Practice presenting materials
- Lectures
- Guest speakers
- Reading assignments
- Professional journal article research and presentation
- In class presentations of writing mini lessons

MACTE COMPETENCIES Section D: Competencies for Montessori Teacher Candidates (MACTE Handbook 2013 p. 35-36.)

I. Knowledge

1.a. Montessori Philosophy-Implement the Montessori philosophy through learning and implementing Montessori language lessons including the History of Language Great Lesson. (Assessment: Practical exams on all 5 albums and lessons: history, grammar, mechanics, word study, and sentence analysis.)

1.b. Human Growth and Development-define the principles of human development for ages 6 to 9 in the area of Montessori Language skills and integrating language into other curriculum areas. (Assessment: Content Area Literacy Cultural Unit, Practical Exams; Present Montessori lessons during field experiences, and respond to text book assignment.)

1.c. Subject matter for course level not to exclude: Cosmic education, peace education, practical life, the arts, and fine and gross motor skills. (Assessment: Content Area Literacy Cultural Unit, Field Experience O.S.T.P. (Ohio Standards for the Teaching Profession) used by Observer; Language Great Lesson part of Practical Exam).


II. Pedagogy

2.a. Correct use of Montessori materials. (Assessment: Practical Exams, Field Experience teaching children and observed by XU Supervisor using O.S.T.P.)
2.b. Scope and sequence of curriculum (Assessment: Albums developed and used for History, Grammar, Mechanics, Word Study, and Sentence Analysis; and present materials from each album during practical exam.)

2.c. The prepared environment (Assessment: Presentations given and practical exams taken in a 6-9 Montessori classroom, Field Experience teaching children in a 6-9 Montessori classroom.)

2.d. Parent/teacher/family/community partnership (Assessment: Field Experience write up graded by X.U. professor; Dyslexia presentation by visiting community director of a Dyslexia Center.)

2.e. The purpose and methods of observation (Assessment: Field Experience write up including observation time in the classroom.)

2.f. Planning for instruction (Assessment: Field Experience write up after teaching children for several hours in a Montessori 6-9 classroom.)

2.g. Assessment & documentation (Assessment: Turn in lessons that were developed for the Field Experience lessons, and turn in lessons for the Content Area Literacy Cultural Unit developed. Each lesson includes a rubric with a description of how students will be assessed which must be directly connected to the objectives and how each learner on an IEP or ELL will be assessed.)

2.h. Reflective practice (Assessment: (1) For each reading assignment a reflection is turned in to be graded by the professor; (2) each adult learner is graded on their participation during class discussions, and (3) each adult learner after their two hour observation in a Montessori 6-9 classroom is asked to write up an insightful professional reflection about this experience.)

2.i. Support and intervention for learning differences (Assessment: Each lesson plan they turn in for their field experience lessons developed and for the lessons turned in for their Content Area Literacy Cultural Unit included “Differentiated Instruction” to support students for various needs like ELL and IEP children, etc.)

2.j. Culturally responsive methods (Assessment: Content Area Literacy Cultural Unit developed and graded. Field Experiences observed & graded by X.U. Supervised using O.S.T.P.)

III. Teaching with Grace and Courtesy

3.a. Classroom leadership (Assessment: Field Experience observing and teaching in 6-9 Montessori classroom observed by X.U. Supervisor using O.S.T.P.)

3.b. Authentic assessment (Assessment: Montessori materials made and used in a Montessori 6-9 classroom during field experiences. Practical Exams on all materials.)

3.c. The Montessori philosophy and methods (Assessment: Observing and Teaching in a Montessori 6-9 classroom during field experience observed by X.U. Supervisor using O.S.T.P.)

3.d. Parent/teacher/family partnership (Assessment: Field Experience includes observing and teaching in a 6-9 Montessori classroom.)

3.e. Professional responsibilities (Assessment: Completing all assignments and showing respect for all members in the class and all members of the school where doing field experience.)
Innovation and flexibility (Evidence: 2. Children’s learning and progress (Assessment: Teaching in a Montessori 6-9 classroom and being evaluated by X.U. Supervisor using the O.S.T.P.) 3. Poste-graduate professional performance (Assessment: Completing all assignments on time and in a professional way.)

NAEYC (National Association for Education of Young Children Standards:
1. Promote Child Development and Learning
   1.a. Understand what young children are like (Assessment: field experience including teaching children)
   1.b. Understand what influences their development and learning (Assessment: Montessori Language 6-9 curriculum album; lesson extensions; field experience; Orton Gillinghan presentation on spelling, phonics, and cursive; and Content Area Literacy with Cultural Unit.)
2. Build Family and Community Relationships
   2.a. Understand and value children’s family communities (Assessment: Teaching in Montessori classrooms during field experiences. Presentation on dyslexia by the Director of the Children’s Dyslexia Center of Cincinnati (norwood@cdcoc.org) Sara Harig).

3. Observe, Document, and Assessment
   3.a. Understand the purposes of assessment (Assessment: Catching Readers Before they Fall , chapter ten, Assessment: looking Closely at Readers; develop assessment rubrics for each lesson in the Cultural Unit for Content Area Literacy; and assessing children during field experience lessons.)

4. Teach to Support Children’s Learning
   4.b. Use developmentally effective teaching and learning strategies (Assessment: field experiences including teaching children, practice hour requirements, practical exams on Montessori lessons, language lessons connected to Common Core Standards.)
   4.c. Have sound knowledge of academic disciplines of content areas (Assessment: Practice hour requirements, practical exams on Montessori lessons, text book discussions and activities, field experience including teaching children.)

5. Become a Professional
   5.b. Be guided by ethical and other professional standards (Assessment: professional disposition report)

Standards from the Council for Exceptional Children
2.CEC Initial Preparation Standard 2 Learning Environment
   2.1 Key Elements: Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, and culturally responsive learning environments (Assessment: field experiences including teaching children and working with teachers in Montessori classrooms, practicing with Montessori materials including differentiating as needed, presenting to other professionals during class; adult students present professional articles on Cultural and Linguistic differences plus Cultural Unit for Content Area Literacy.
   2.2 Key Elements: Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. (Assessment: Dyslexia Lecture, Orton Gillingham Lecture, field experiences including teaching children and working with teachers in Montessori classrooms, practicing with Montessori materials including differentiating as needed, presenting to other professionals during class, and Cultural Unit for Content Area Literacy.)

3.CEC Initial Preparation Standard 3 Curricular Content Knowledge Curricular Content Knowledge to individualize learning for individuals with exceptionalities.
   3.3 Key Elements: Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. (Assessment: Develop and present Cultural Unit for Content Area Literacy, field experiences including teaching children individualizing Montessori language lessons; learning how to differentiate lessons and practice using all Montessori manipulative materials for grammar, word study, mechanics, and sentence analysis;
making materials for all grammar key experiences; practical exams using materials; and learning skills for teaching individualize reading and writing skills.

4.CEC Initial Preparation Standard 4 Methods of assessment and data-source in making educational decisions.

4.4 Key Elements: Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. (Assessment: Develop and present Cultural Unit for Content Area Literacy; field experience to teach children in Montessori schools and professor observes using the Ohio Standards for Teaching Performance to assess the teacher which includes selecting and using a variety of diagnostic, formative, and summative assessments.)

5.CEC Initial Preparation Standard 5 Instructional Planning and Strategies-select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

5.4 Key Elements: Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. (Assessment: Dyslexia Lecture; Orton Gillingham Lecture; Develop and Present Cultural Unit for Content Area Literacy; present article about Cultural and Linguistic Differences; field experience to teach children Montessori language lessons and observed by course professor using the O.S.T.P. which includes “differentiates instruction to support learning needs of all students”; practical exams taken on all language lessons; and manipulative materials made for grammar lessons.)

5.7 Key Elements: Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. (Assessment: Develop and present Cultural Unit for Content Area Literacy; field experience to teach children Montessori language lessons and observed by course professor using the O.S.T.P. which includes “Creates and selects activities designed to help students develop as independent learners and complex problem-solvers, use of higher level thinking questions.”)

6.CEC Initial Preparation Standard 6 Professional Learning and Ethical Practice use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

(Assessment: Share recent professional article, participate in 15 hours of field experience teaching children in schools and practicing professional collaboration, disposition form filled out by professor, and using O.S.T.P. for field experience assessment.)

XU Support Centers for Adult Learners 2014/2015

**Academic Support:**

**Learning Assistance Center** - The Learning Assistance Center (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and cura personalis. Students in an online course can contact the LAC at (513) 745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. [http://www.xavier.edu/lac](http://www.xavier.edu/lac)

**Writing Center** - The Writing Center offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Center at (513) 745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email.
writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. [http://www.xavier.edu/writingcenter/](http://www.xavier.edu/writingcenter/)

**Mathematics Tutoring Lab** - The Mathematics Tutoring Lab offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at (513) 745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. [http://www.xavier.edu/mathematics/Math-Lab.cfm](http://www.xavier.edu/mathematics/Math-Lab.cfm)

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

**Required Textbooks**

- Xavier Montessori Language Arts Albums (Sentence Analysis) McKenzie
- Xavier Montessori Language Arts Albums (Grammar, Mechanics, History/Writing and Reading, Word Study) Doepke and Roark
- [www.ode.state.oh.us](http://www.ode.state.oh.us) and then following the quick links to Academic Content Standards, and Common Core Standards

**Optional Books/Resources**

- Montessori, Maria. The Secret of Childhood, Chapter 9.
- Montessori, Maria. The Absorbent Mind, Chapter 17.
- Montessori, Maria. From Childhood to Adolescence, Chapter 5.
- Montessori, Maria. To Educate the Human Potential, Chapter 2.
- Sibold, C. Building English language learners’ academic vocabulary strategies and tips. Multicultural Education.
- **Essential Questions: Opening Doors to Student Understanding** by Jay McTighe & Grant Wiggins 2013
- Conversations: Strategies for Teaching, Learning and Evaluating by Regie Routman
- Creating Independent Readers by Hurst, Wilson, Camp, Cramer
Engaging Young Writers, Preschool-grade 1 by Matt Glover
 Strategies for Reading Assessment and Instruction by Ruetzel
 Writing Essentials: Raising Expectations and Results While Simplifying Teaching by Regie Routman
 Yoga for the Brain and Unjournaling by Dawn Di Prince and Cheryl Miller Thurston
 Rip the Page-Adventures in Creative Writing, Karen Benke
 Strategies that Work, Harvey and Goudvis

CALENDAR

Jan. 13, 2015
Meet Joseph 206. Enter main entrance. Orientation, syllabus, overview of assignments/materials to be made, we will talk about group or individual snacks each night including paper goods–NO NUTS and can’t use dish washer.
Introduction to Montessori language sequence for grammar lessons.
DUE: “Catching Readers Before They Fall” Chapters 1, 2, 3 Read but assignment due Jan. 20. We will talk about this assignment.
DUE: Bring the following albums: Grammar – Nouns (All Grammar Lessons to View which will explain Function of Word/Grammar Lesson Assignment-and how to make materials)
Read and bring syllabus and rubrics. Bring Mechanics Album & Word Study Album.
For class every evening you will need scotch tape, scissors, a set of sharpened colored pencils (black, red, light blue, dark blue, green, pink, yellow, orange, purple), Common Core standards for language found on Canvas or from internet.

Jan. 20
Grammar Album Lessons: Articles, Adjectives
DUE: Bring Grammar Album: Article, Adjective
DUE: “Catching Readers” Chapters 1 2, 3 Discussion & written reflections due (p.9) & Special Project (p.9)- (1) Ch. 1 Derek Bosse, (2) Ch. 2 Jillian Ducro, (3) Ch. 3 Michelle Fair (focus on Vygotsky Theory).

Jan. 27
Bring Grammar Album: Verb, Adverb, Preposition, Pronoun
DUE: “Catching Readers” Chapters 4-6 discussion & written reflections due & Special Project (4) Ch. 4 p. 51-63 Sheila Corrigan (5) Ch. 4 p. 64-69 Kaitlyn Viera, (6) Ch. 5 p. 72-82_,(7) Ch. 5 p. 82-96 and (8) Ch. 6_.

Feb. 3
Bring Grammar Album: Conjunction, and Interjection; Mechanics Album- Each candidate will receive a list of which Mechanics Lessons they will be responsible for presenting. Materials for these lessons are in the Ca. Boxes which are in the 6-9 Xavier Lab School Class Room. The Lesson is described in your Mechanics Album.
DUE: “Catching Readers” Chapter 7-8 discussion & written reflections due & Special Project if assigned (9) Ch. 7 (10) Ch. 8.

Feb. 10
Grammar Practical Exam-p.10: Grammar Album p. 9, Due: Practice Sheet, and Grammar Album and Mechanics Albums to be graded. Due: Grammar Key Experiences Materials due to be graded. Bring Mechanics Album: If time permits we will do: Capitalization, Period, Question Mark, and Exclamation Mark If time does not permit, we will do these Sept. 30. Each student will present their assigned lessons.
DUE: Grammar Album, Practice Sheet #1, Grammar Key Experiences to be graded, Grammar Practical Exam.
DUE: Be prepared to present your Mechanics lesson, and Grammar Album and Mechanics Album will be graded.
Feb. 17 - **Guest Speaker: Joyce Pickering.** Bring your Reading/Writing/History of Language resource album *History of language presentations, Metal insets* Bring Mechanics Album: Apostrophe, Comma, Quotation Mark, and Hyphen
DUE: “Catching Readers” Chapters 9-10 discussion & written reflections due & Special Project: (11) Ch. 9 p. 157-167 and (12) Ch. 9 p. 167-178, (13) Ch. 10 DUE: Be prepared to present your Mechanics Lesson

Feb. 24
Bring Mechanics Album & Sentence Analysis Album
Dyslexia guest speaker: Sara Harig, Director, Childrens’ Dyslexia Center of Cincinnati.


March 3
No Class – X.U. Spring Vacation

March 10
No Class – Field Experience

March 17 - Sentence Analysis Album & Guest Speaker Dr. Joyce Pickering – attend 5:00
DUE: #8 p. 13 Graduate Students Present Article on Cultural & Linguistic Differences of Children to support Cultural Unit for Content Area Literacy. Bring hard copy of your report to class for the professor. Post report on Canvas for the students.

DUE: Be prepared to present assignment from “Mini Lesson Text” (1) Ch. 1 p. 1-18 The Six Traits of Effective Writing- Derek Bosse and (2) Ch. 1 p. 18-29 Writing Workshop Jillian Ducro.

March 24
Sentence Analysis Album.
Each candidate will receive a list of which Word Study Lessons they will be responsible for presenting. Materials for these lessons are in the Ca. Boxes which will be given to you by Dr. McKenzie. The Lesson is described in your Word Study Album.

DUE: Be prepared to present assignment from “Mini Lesson Text” (3) Ch. 2 p. 46 Writing Idea Bingo- Michelle Fair, (4) Ch. 2 p. 50 Topic Tree- Sheila Corrigan, (5) Ch. 2 p. 65 3-2-1 Planner- Kaitlyn Viera and (6) Ch. 2 p. 59 Five Finger Planner

March 31
Sentence Analysis Album and Word Study Album.

DUE: Be prepared to discuss from “Mini Lesson Text” (7) Ch. 3 p. 76 Painting Word Pictures, (8) Ch. 3 p. 80 Show Don’t Tell, and Word Study Lessons.

April 7.- Word Study Album
DUE: Assignment #11 (p. 14): Students present Cultural Unit for Content Area Literacy, and turn in a hard copy to professor tonight and bring copies or post on Canvas for students. (Bring literature/reference books and materials that will be used as part of your unit and presentation.)
DUE: Be prepared to discuss “Mini Lesson Text” (9) Ch. 3 p. 99 Stretching Sentences – (10) Ch. 3 p. 106 Notice It, Name It, Try It – and Word Study Lessons.

April 14- Word Study Album
Lecture on Orton Gillingham-spelling, cursive, phonics by guest speaker Donna Leopardi, Good Shepherd Catholic Montessori School

DUE: #6B Field experience assessment form for lessons you presented (page 25) , and Field Experience Log (page 27), and be prepared to discuss.
DUE: Field Experience Written Narrative #6A page 24, & be prepared to discuss.

April 21 - Word Study Album, Sentence Analysis, and History & Writing Resource Albums will be graded.

April 28 - Word Study, Sentence Analysis, & History Practical Exam Due: Practice Sheet #2
May 5 No Class unless we have to make up a class because of bad weather

ASSIGNMENTS

1. Language Albums - Due Dates:
Feb. 19 – Grammar Album, and Mechanics Album
April 28 - Sentence Analysis Album, Word study Album, and History of Language/Reading & Writing Resource Albums (containing new tabs for information presented throughout semester, in class activities, and reading assignments).

Each album must include: name on the outside of album, and address and phone number on the inside of album; album sections tabbed (tabs must extend beyond the pages which require careful consideration when buying the tabs or use individual tabs connected to the page protectors if you use page protectors) for easy access; legible notes and reflections on materials presented and practiced, sketches, and correct use of symbols/colors. For the History of Language/Reading and Writing Resource album, include class handouts, in class activities, or shared resources. Information and notes from the mini lessons presented in class and “Catching Readers Before They Fall” should be included with a separate tab in this resource album. Although page protectors are not required, they are recommended.

2. “Catching Readers Before They Fall: (p.15) (a) Reading Responses (worth 6 points) and (b) Special Project (Worth 4 points): (a) Catching Readers Before They Fall Reading responses will be written and discussed orally. On the evenings that reading assignments are due, each person will pick one quote to rewrite, give page number, and add a ½ page reflection about how the quote (topic, idea, etc.) you selected will be used in your own classroom to support your children. You will share this information during class and turn in a hard copy to your professor on the night the readings are due. It will not be accepted by email or on another day. (b) Special Project: Please refer to the syllabus each calendar day for specific chapter and page assignments. Be creative in how you share what your section of the text is covering. You will be evaluated on your cumulative knowledge of the assigned section, which will be exemplified by your oral and written work. This includes professional participation in class discussions and activities, active listening of others, and quality of written work about your quote each day and summary of your presentation. When you do the Special Project, which you will share during class, you don’t do the quote assignment for the same night. Give Professor hard copy of your Special Project on the night it is due (it will not be accepted by email), and post on Canvas for the class member.
3. Writing Mini-lessons Presentations - From the text, Marvelous Mini-lessons for Teaching Beginning Writers, K-3, you will be assigned a mini lesson (p.26). You will provide the class with a brief introduction of the lesson then implement the lesson with the class acting as your students. Although a script of the lesson is provided, be natural in your delivery and personalize the lesson where you feel it is appropriate. **Include a short written description and an activity for your lesson with your presentation, as these will be included in a section in the reading/writing resource album.** Give Professor hard copy of the description on the night you present (it will not be accepted by email or another day), and post on Canvas for the class members. The Mini-Lesson Book must be read before the night each activity in the chapter is being presented. Please be prepared to be an active participant in each activity and/or discuss the mini-lessons due that night.

4. Language Practical Exam Procedures and Dates for Exams
Feb. 10, 2015 Practical Exam – Grammar Album & Mechanic Album graded
April 28, 2015 Practical Exam – Word Study, History, & Sentence Analysis

On the evening of your practical, you will pick a card or two cards, which will have your assignment(s) on it from your professor. You will print your name on the card and turn it back to your professor.

You will have about 10 minutes to set up your exercise and read through your lessons, and write up a card for your lesson. You use a 4 by 6 card to outline from your album the lesson you drew. On the backside of your own card, write down what lesson comes before and what lesson comes next plus write down the Common Core Standards that are covered in your lesson. (You can develop your 4 x 6 cards while you are practicing with the materials, if that is helpful.)

Once it is time to start the presentations, each person will be asked to close their albums and put their note cards away. The person presenting obviously keeps his/he not card out.

The person presenting can present to a friend they choose or to the whole class. If you present to a friend, you don’t ask questions, you are graded on your knowledge not the friend’s knowledge.

**Rubric below:**

1. **Knowledge of materials-**
   - Ease of presentation (2 points)
   - Knowledge of material (2 points)
   - List previous lesson and what lesson comes next and
   - List Common Core Standards covered (can read off of a card) (1 point)
   
   _____ / 5 points

2. **Engagement of student-**
   - Focus and comfort level toward your student partner or
   - toward whole group (1 point)
   - General Comment (1 point)
   
   _____ / 2 points

3. **Active listening during presentations-**
   - Demonstrate respect to other presenters (1 point)
   
   _____ / 1 point

**Total = 8 pts.**
5. Practice Sheets – Due Dates: Feb. 10 - Practice sheet #1, April 28 - Practice sheet #2 (p. 11)

Practicing with the materials and reviewing the content of your albums is such an important component in your own learning. A MINIMUM of 1 hour practice PER CLASS is expected. When you are presented to during class that counts for practice time. Total your total number of practice hours for each sheet before submitting it.

6. A. Field Experience-Written narrative due April 14, 2015. Follow the expectations are listed in this syllabus (p. 24).

There are mandatory field hours required for this class.
For undergraduate students and Montessori graduates, five hours of field experience is required (2 hours to observe and 3 hours to teach lessons). (Montessori majors do two semesters of internship which makes up the other hours required for Special Education graduates students plus Montessori majors will be required to do a language Rationale Paper.)
For Special Education graduate students, 8 hours total of fieldwork is required (2 hours observe first & then 6 hours teaching lessons. This is fewer than required for the state but your practice hours will count for 7 hours.) (Please talk to Dr. McKenzie about any concerns about these required hours if you are full time employed.)

The teacher in the Montessori school will be asked to sign (1) 6.A. (p. 24) your cover sheet for your written two hour Observation report, and (2) the page you record your lessons on for 6.B (p. 27).

Your visits should include some time before or after your observation to ask/discuss questions about the environment with the teacher. You must also include 2 hours of observation time in the classroom where you will present lessons.
Information about schools and teachers for these placement hours will be explained during the first class meeting. Make sure you are prompt in your arrival and respectful of the environment. A log/tracking sheet (signed by the classroom teacher) will be provided and should be submitted with your lesson sheets (#6B) (p. 27).

6.A. p. 24 Your paper must include the following components: a description of the environment with language as your focus, a description of the interactions between students and the classroom teacher(s), inclusion of specific language related lessons or activities/works you observed and with which you assisted, and thought-provoking questions and in-depth professional reflections on your observation experience. Please provide a heading for each component as you address it in your paper. The classroom teacher must sign your observation form. It must be turned in on time. ALL written work is expected to reflect correct style, grammar, and spelling. Your observation paper should be 3 pages (double spaced) in length, with margins of no more than 1-inch, and font no larger than 12 point.

6.B (p.25). Field Experience Lessons Given & Assessment Forms Filled out for lessons you present: After you do your 2 hour Field Experience Observation (6.A. p. 24) and write up your narrative then you will return to the same sight and present the Key Experience grammar lessons learned in class & with materials you made. Special Education Graduates will do 6 hours of presentations. Montessori graduates will do 3 hours of teaching plus write a 2 page Rationale Paper (Rationale Paper: Discuss how all areas of the 6-9 Montessori language albums are interrelated and support a child’s language development across the 6-9 Montessori curriculum. Use at least two quotes from Montessori’s books (as included in Optional Books page 5 of this syllabus) to support your excellent paper; and undergraduates will do 3 hours of presentation. Attached to this syllabus is the form you must fill out each time you do a lesson at a school (page 25 of this syllabus). Bring your forms Nov. 18 to share and turn into the professor.
The lesson plan format listed below (& p. 25) gives some information to help you plan your lessons for your field experiences when you are teaching children. Undergraduates will write up 2 different lessons worth 4 points each totaling 8 pts. Graduates will write up 3 difference lessons worth 3 points each totaling 9 pts. Form to record hours in the classroom is part of this syllabus (p. 27) and will be turned in April 14, 2015.

Lesson Plan Format to use for #11 Cultural Unit and #6 Field Experience Lessons
1. Title;
2. Objectives – provide a clear sense of what students will know and be able to do as a result of the lesson. Objectives are closely related to the Common Core Standards/or Ohio or Ky. Standards in Science/Social Studies/Arts/Drama and measureable;
3. Resources and materials – clear, complete, and appealing to the students and enhance the lesson;
4. Previous learning;
5. Grade level/age of students;
6. Instructional Activities and/or Procedures – provide a logical path of meeting the objectives and students with different learning styles can benefit from the activities.
7. Follow-up activities and extensions/ variations;
8. Higher level thinking questions-Bloom’s taxonomy questions included as a means of assessment which must directly connect to the objectives of each lesson.
9. Assessment - Rubric with a description of how students will be assessed which must be directly connect to the objectives of each lesson, and how each learner on an IEP or ELL will be assessed. (Rubric example p. 28 syllabus.)
10. Bibliography – Cite all books, websites, or other references utilized to create this lesson plan.
11. Differentiated Instruction – lesson plan attends to students with various needs and will help these students meet the objectives of the lesson. (ELL, Reading Challenges, IEP, ADHD, ADD, etc.).
12. Technology – is effectively integrated into the lessons.
13. Content – what are you teaching? What information is important to know in order to help students learn the material?

7. TEACHER PERFORMANCE ASSESSMENT (edTPA) (This is not an assignment. It is important information about the edTPA for your information.)

Below is general information about edTPA. There is no specific assignment but your field experiences during this course will support what you will need to know for edTPA.

Special Education teachers in training will have their own expectations for edTPA.

Montessori student teachers working toward their initial Ohio 4-Year Resident Educator License are required to complete the Teacher Performance Assessment. During the internship year each student will submit an electronic, authentic teaching sample that will include artifacts from a 3-5 day teaching episode Early Childhood Classrooms. The authentic teaching sample will be developed and submitted through Task Stream during your second semester of internship.

edTPA in Ohio is a part of H.B. (House Bill) 1, which makes it a law for all student teachers in Ohio.

The materials and information you develop must include five areas of teaching: (1) Planning, (2) Instruction, (3) Assessment, (4) Analyzing Teaching, and (5) Academic Language which will support both Instruction and Assessment tasks. Student teachers will maintain written records on their lesson presentations, lesson planning, and assessment. These records will include details on teaching practice and student learning. Further documentation involves student conceptual understanding and use of academic language. Student teachers will keep notes on what is working, what is not working and why. The candidates reflect on the lessons and what they would continue to do and what they would change. In the reflections, candidates need to explain their conceptual understanding and rationales of why they did what they did in their lessons.
8. **Article: Cultural & Linguistic Differences** (Preparation for Cultural Unit for Content Area Literacy)

Graduate student assignment - for this assignment, you will be asked to read and summarize an article from a recent professional educational journal in the area of language development to support your assignment for Content Area Literacy for the age group you are working with or will work with in respective to the cultural and linguistic differences of students from various racial and ethnic backgrounds. Topics to consider: English Language Learners, what can a teacher do to implement culturally responsive instruction, or what are some of the cultural and linguistic differences that students from various racial and ethnic backgrounds bring to the classroom and how do you support them in their Content Area Literacy learning. **Include the following in your summary:** name of journal, publication information, 5 significant points from the article and how this information could be utilized in your environment through your Cultural Unit for Content Area Literacy. Due: March 17, 2015, to present to class, turn in hard copy to professor, and post on Canvas.

9. **Function of Words** (Grammar Lesson Key Experiences you make and will be used when you do your field experience.) – **Due Feb. 10, 2015.**

You will create materials using objects, etymology written/typed on a card or sentence strip, definition for each part of speech with Common Core Standards Listed on back of card or sentence strip, and labels that are in cursive or/and print for each of the grammar key experiences (noun, article, adjective, verb, conjunction, preposition, adverb, pronoun, and interjection). Materials need to be neat, consistent in child friendly print type/size, follow correct color and symbol usage, and appropriate objects. Use the grammar album as a guide in creating these materials. 3-dimensional symbols are not required. Lamination of labels is not required but highly recommended especially if you use your materials during your field experience. **Write out language Common Core Standards covered by each lesson on the back of your definition card for each part of speech. Put your initials on each item or label.**

10. **Participation and Professionalism**

All students are expected to participate in the class experience. Participation is also required as part of your grade. As a professional, you are expected to be on time and attend each class. You are expected to participate in reading reflections, discussions, and activities during class, as well as to come to class prepared. **Full participation:** asking questions, listening respectfully to all others’ questions and comments, supportive and constructive colleague to all class members; Students are expected to create a conversation and share information during class time. 5 points for attendance and participation.

Attendance and Late Assignments - Please review the ‘Montessori Class Absence and Grade form provided with your syllabus for complete information on this topic. This information will be kept in your file. **Advise professor if you will be late or absent from a class, as soon as possible.**

The following statements are most relevant to this course:

- If you miss more than two classes, in Fall or Spring semester, you must withdraw from the class.
- If absent for a materials class, you are responsible for presenting material (without a teaching partner) to the instructor by way of videotape or in person. Or make materials as specified by the instructor. Failure to fulfill this requirement will result in an automatic grade of C or lower for the course.
- If an assignment is late, candidates will receive a letter grade below the final grade earned (A, to A-). All late assignments are due the next day or as directed by the professor. 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 (to respective mailbox in Joseph or Joseph 219 Dr. McKenzie’s office.).

Oral Presentations Assessment – Please review the ‘Oral Presentation Assessment’ form provided with your syllabus for complete information on this topic. This information will be kept in your file.
Writing Assessment – Please review the ‘Writing Assessment’ form provided with your syllabus for complete information on this topic. This information will be kept in your file.

Disposition Progress - Please review the ‘Disposition Progress’ form provided with your syllabus for complete information on this topic. This information will be kept in your file.

11. Cultural Unit (Content Area Literacy): “Content literacy” (Vacca, Vacca, Mraz, (2014, p. 16) refers to learning subject matter in a given discipline or area through the use of reading, writing, talking, listening, and viewing a subject. “The underlining goal of a discipline-specific approach to literacy is to show students how to think and learn with text or (reference material) as they develop a deep understanding of concepts and ideas encountered in text or (other reference materials)” (Vacca, Vacca, Mraz, 2014, p. 18).

Pick a continent and a specific topic to develop a Cultural Unit. Use Lesson Plan Format found on p. 10-11. Undergraduates develop two lessons (each lesson worth 3 points each). Graduates develop three lessons (each lesson worth 2 points each). These lessons with your materials will be shared during class April 7, 2015.

Example: Continent of North America using Hawaii as a focus. (a) Lesson one: General Over View of the Hawaiian Islands and what cultural heritage founded the islands. Identify the similarities and differences of the people, etc. (b) Lesson two: Zoology study of bats starting with “Stellaluna” a fiction book about bats. Use this book to engage the children in directed reading-thinking content area literacy. Bats and seals are the only two mammals that are native to Hawaii. (c) Lesson three: Poetry Lesson Plan. “Until I Saw the Sea” by Lilian Moore. Use this poem to model for the children writing their own patterned poetry and illustrate their work. (d) Lesson four: Study of Specific Land Form: Volcano Study. Do a volcano experiment and they will make their own volcanoes. Ready several books like “Volcano” by E. J. Prager. Terminology study including types of rocks. (e) Lesson five: Drama Activity. The children will act out the information they have learned about how a volcano erupts. Active exploding volcano, magma bursts to surface, gas and magma bulge outward, etc.
EDME 354/554-51 Montessori Language Arts & Reading Methods
Instructors: Dr. Ginger Kelley McKenzie Spring 2015

Student’s Name________________________________________ Date:________________________________________

#2. "Catching Readers Before They Fall: Reading Responses Rubric Sheet-Quotes and Reflections total 6 pts. Special Project 4 pts.
You will be evaluated on your cumulative knowledge of the assigned reading material, which will be exemplified by your oral and written work. This includes professional participation in class discussions and activities, active listening of other participants, and quality of written work. Prepared in-depth written responses to text or completed assigned must use appropriate writing style and grammar and be turned in to the instructor on the evening due.

**Jan. 20** – Quote Ch. 1-3 Written Work __/.5 Class Work __/.5
Notes:
Special Project: (1) Ch. 1 *Derek Bosse*, (2) Ch. 2 *Jillian Ducro*, (3) Ch. 3 (Vygotsky Theory) *Michelle Fair*

**Jan. 27** – Quote Ch. 4-6 Written Work __/.5 Class Work __/.5
Notes:
Special Project: (4) Ch. 4 p. 51-63 *Sheila Corrigan* (5) Ch. 4 p. 64-69 Kaitlyn Viers
Special Project: (6) Ch. 5 p. 72-82 (7) Ch. 5 p. 82-96 ___ and (8) Ch. 6 ___

**Feb. 3** – Quote Ch. 7-8 Written Work __/.5 Class Work __/.5
Notes:
Special Project: (9) *Adam* Ch. 7 ___ and (10) Ch. 8 ___

**Feb. 17** Quote Ch. 9-10 Written Work __/.5 Class Work __/.5
Notes:
Special Project: (11) Ch. 9 p. 157-167 ___ and (12) Ch. 9 p. 167-178 ___
Special Project: (13) Ch. 10 ___

**Feb. 24** Quote Ch. 11-12 Written Work __/.5 Class Work __/.5
Notes:
Special Project: (14) Ch. 11 p. 200-209 ___(15) Ch. 11 p. 209-219 ___
Special Project: (16) Ch. 12 ___
ASSIGNMENT and PARTICIPATION POINT VALUES:

<table>
<thead>
<tr>
<th>Assignment Name</th>
<th>Undergraduate Points</th>
<th>Graduate Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1a p9Album – Grammar</td>
<td>Feb. 10</td>
<td>4</td>
</tr>
<tr>
<td>#1b p9Album – History/Writing/Reading</td>
<td>April 21</td>
<td>4</td>
</tr>
<tr>
<td>#1a p9Album – Mechanics</td>
<td>Feb. 10</td>
<td>4</td>
</tr>
<tr>
<td>#1b p9Album – Word Study</td>
<td>April 21</td>
<td>4</td>
</tr>
<tr>
<td>#1b p9Album – Sentence Analysis</td>
<td>April 21</td>
<td>4</td>
</tr>
<tr>
<td>#3 p10Marvelous Mini lesson presentation</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Exam-#4aGrammar 8 pts. #4bWord study, Sentence Analysis, History 8pts</td>
<td>#4a Feb. 10, #4b April 21</td>
<td>16</td>
</tr>
<tr>
<td>#5a p11Practice Sheet 1</td>
<td>Feb. 10</td>
<td>2</td>
</tr>
<tr>
<td>#5b p11Practice Sheet 2</td>
<td>April 28</td>
<td>2</td>
</tr>
<tr>
<td>#6B p11Field Experience Present Lessons</td>
<td>April 14</td>
<td>8 total 2 lessons 4 each</td>
</tr>
<tr>
<td>#2 p9(a) Reading Responses – Catching Readers, Special Project (b)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>#9 p13Function of Words Materials Grammar Key Experiences</td>
<td>Feb. 10</td>
<td>18</td>
</tr>
<tr>
<td>#6A p11Field Experience 2 hr Observation</td>
<td>April 14 p24</td>
<td>7</td>
</tr>
<tr>
<td>#8 p13 Graduate-article summary and review</td>
<td>March 17</td>
<td>8</td>
</tr>
<tr>
<td>#11 p.14Cultural Unit Content Area Literacy</td>
<td>April 7</td>
<td>6</td>
</tr>
<tr>
<td>#10 p.13Attendance and Participation</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

ALL ASSIGNMENTS ARE TO BE TURNED IN ON TIME.

GRADING SCALE:

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 or below   F

Montessori Education majors must review any grade below “B” with the Program Director.
Lab School

Please observe the following rules when using the Lab School:

1. Do not bring your children to class or into the Lab School while practicing. This rule is for safety and security.

2. Food and drinks may be consumed only in the hall or kitchen. Class snack is to be set up down stairs. The area must be cleaned after each class. Please be responsible for clean-up on your assigned snack night, which includes washing the tables. DO NOT leave left over snacks in the refrigerator or kitchen. THE LAB SCHOOL IS A NUT FREE ZONE! Please don’t bring any nuts, or snacks containing nuts, into the lab school!

3. Classroom materials must be returned to the same place they were found. Practice only 1 material at a time. Do not take any material from the environment. Do not sit on antique chairs in the elementary classroom.

4. If you come to the lab to practice materials outside of class, use the key found on main floor of Joseph Building. Be sure all windows are closed and turn off all lights when you leave. Double check that the door is locked by pulling on it. Return the key from where you got it.

5. No smoking in the building or in the children’s garden/play ground.

Thank you for your cooperation in the use of the Lab School.
<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME FRAME</th>
<th>MATERIALS PRACTICED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total time**

MUST TOTAL THE HOURS AND INCLUDE AT THE BOTTOM OF THIS FORM.
<table>
<thead>
<tr>
<th>Situation</th>
<th>What happens?</th>
<th>Documented</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 two classes.</td>
<td>Candidate is responsible to do an official withdrawal at the registrar’s office.</td>
<td>Practicum Handbook</td>
</tr>
<tr>
<td>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.</td>
<td>Candidate is responsible to do an official withdrawal at the registrar’s office.</td>
<td>Practicum Handbook</td>
</tr>
<tr>
<td>Material class absence</td>
<td>You are responsible for presenting material to the instructor by way of videotape or in person. Or complete a set of materials as assigned by professor. Failure to fulfill this requirement will result in an automatic grade of C or lower for the course.</td>
<td>Practicum Handbook</td>
</tr>
<tr>
<td>Lecture class absence</td>
<td>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.</td>
<td>Practicum Handbook</td>
</tr>
<tr>
<td>Late assignments</td>
<td>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.</td>
<td>Practicum Handbook</td>
</tr>
<tr>
<td>Fail an Exam</td>
<td>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.</td>
<td>Practicum Handbook</td>
</tr>
<tr>
<td>Failure to complete an assignment</td>
<td>Candidate will loose 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.</td>
<td>Practicum Handbook</td>
</tr>
</tbody>
</table>
| 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  
Xavier University Catalog |
| Mechanics of Writing | The university requires a high quality of writing. Students can receive instruction at the James E. Glenn Writing Center, CLC. Faculty members may refuse to accept an assignment that does not meet acceptable standards. | Xavier University Catalog  
Practicum Handbook |

Candidate’s signature: ___________________________ Date: ___________________________

Pass out at every class. Student signs one copy which is returned to the professor and keeps one copy for their file. If a student misses class, a copy of this form goes in the candidate’s file. Professor will highlight the situation and sign off that the candidate followed through on all requirements.
Public speaking is a key experience for candidates. Our goal is to lead candidates to a leadership role in the school, community, and professional organizations. We begin by having students give oral reports in classes, presenting information at parent meetings, and eventually presenting at a professional conference. The candidate’s ability to clearly express the information and to use correct grammar is a model for students. One of the keys of Early Literacy is auditory discrimination: students need to have excellent models in their environment. Check one: Class Presentation _____ Parent Meeting _____ Professional Meeting _____ Other _____

<table>
<thead>
<tr>
<th>Please make comments where necessary.</th>
<th>(1) Does Not Meet Expectations</th>
<th>(2) Meets Expectations</th>
<th>(3) Exceeds Expectations</th>
<th>Does Not Apply to this Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate presents a clear and organized speech.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate uses correct grammar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate projects his/her voice for people to hear the information.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The content indicates that the candidate understands the information being presented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses technology as part of presentation or other appropriate visual material.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate can answer questions about the presentation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate’s presentation is appropriate for this situation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate shows respect toward other presenters during this class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of person filling out this form ________________________________

Date __________________

COURSE NAME/NUMBER __________________________ SEMESTER
Candidate’s Name (please print) __________________________ Signature of Candidate ____________

(Candidate’s signature only indicates that she/he has reviewed this report; it does not imply agreement.)

Person Completing the Form (please print) Dr. Ginger K. McKenzie Signature of Person ____________________________

Date ______________

Check one: Faculty/Instruction _______ 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 expectations)

N/A = Not Applicable

<table>
<thead>
<tr>
<th>COURSE COMPONENT</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate attends all classes and is punctual.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Candidate demonstrates respect for the learning community and alternative viewpoints.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Candidate demonstrates initiative in class discussions and activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Candidate takes responsibility for requirements of the course.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FIELD COMPONENT</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates professionalism in actions, appearance, and demeanor.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Candidate works well with diverse students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Candidate collaborates with school professionals during internship and field experience.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Candidate demonstrates ability to reflect on practice and proactively reacts to constructive criticism.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Candidate is professional in remarks to students and mentor teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
Writing is a key experience for candidates. Our goal is to lead candidates to the idea that in order to become a professional one must engage in research-based writing. Students will write about theory and current trends in Early Childhood Education. They will do reflective writing in their intern journal and observation class. They will learn how to write conference reports for parents and for other professionals. Candidate’s written ability is a model for their students. A key disposition is to respect the work of others and to carefully credit all sources used in the final paper.

Check one: Research-based Paper ______ Creative Idea Paper _______ Journal Reflection ______
Conference Report or IEP ___ Other ___

<table>
<thead>
<tr>
<th>Please make comments where necessary.</th>
<th>(1) Does Not Meet Expectations</th>
<th>(2) Meets Expectations</th>
<th>(3) Exceeds Expectations</th>
<th>Does Not Apply to this Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citations are carefully and correctly documented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To the best of your knowledge this assignment is not copied.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The mechanics follow the rules of grammar and spelling.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The reader can follow the ideas of the writer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The content shows that the writer understands the issue, is clear about the issue, and documents findings with current education theory and research.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The paper is organized in both content and sequence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The candidate’s reflections show a clear understanding of good Early Childhood practices.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The professional report reflects a clear understanding of assessment. It uses correct terms in describing the student.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bibliography shows that recent research is included in the paper.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of person filling out this form ____________________________________________
Completed observation must be 3 pages, double-spaced, typed. This is a 2 hour observation in order to prepare yourself to return to this classroom and present lessons on other days. Follow the expectations of the teacher when you work with children in future visits when you present. Ask where the observation chair is located. Please always use a very quiet voice and if a child ask for help tell him/her you are here to observe today.

Observer’s Name (Print)__________________________________________

Name of School ________________________________________________

Date _______________________________ Number of Adults in Room ______

Age of Students ______________ Number of Students Observed ______

Classroom Teacher: Print Name __________________ Signature ______

Please provide a heading for each component as you address it in your paper. See rubric for specific information about how this assignment will be assessed.

I. Describe the language environment (undergraduates 1.5 pts. and grad. 1.5 pts.)

II. Describe examples of classroom teacher’s interactions with students, and the interactions between students. (under graduates 2 pts. and graduates 1.5 pts.)

III. Describe the lessons/activities you observed during this two hour observation. (under graduates 2 pts. and graduates 1.5 pts.)

Examples of Key Elements to include in Your Descriptions for sections I, II, and III:

a. evidence of language lessons/activities promoting reading across the curriculum
b. evidence of reading comprehension lessons/activities
c. evidence of children working on handwriting
d. evidence of children reading words
e. evidence of children reading sentences
f. evidence of children reading books
g. evidence of children working on grammar
h. evidence of spelling activities
i. evidence of vocabulary development activities
j. evidence of writing (creative, factual, journal)

k. evidence of work on mechanics of writing

IV. In-depth questions you have about the specific learning environment. (If you have the opportunity to discuss these questions with the classroom director/directress, include his/her responses or email your questions.) Write an insightful professional reflections about the language environment you observed. (under graduate 1.5 pts. and graduate 1.5 pts.)

THIS SHEET MUST BE ATTACHED TO YOUR OBSERVATION PAPER, and MUST INCLUDE THE CLASSROOM TEACHER’S SIGNATURE. NO POINTS WILL BE EARNED FOR THIS ASSIGNMENT IF TEACHER’S SIGNATURE IS MISSING.
Undergraduates use a form for 2 different lessons you present (4 points per form=8 pts.). Graduates use a form for 3 different lessons you present (3 points per form=9 pts.). Use the back of this form as needed to answer the questions. Must attach your Assessment Rubrics. Put these forms attached to your Field Experience Log. **Montessori graduates** include a two page **Rationale Paper**: Discuss how all areas of the 6-9 Montessori language albums are interrelated and support a child’s language development across the Montessori curriculum. Use at least two quotes from Montessori’s books (as included in Optional Books page 5 of this syllabus) to support your excellent paper.

Date(s), time, and School Name___________________________________________

(1) Title: 
(2) Objectives: Provide a clear sense of what students will learn. Include Common Core Standards and Academic Language Covered (How did you incorporate academic language into your presentation?)

(3) Resources and materials: 

(4) Previous Learning: 

(5) Grade level/age of students: 

(6) Instructional Activities and/or Procedures: (Include: How did this lesson engage your students?): 

(7) Follow-up activities: 

(8) Higher level thinking questions directly connected to objectives (How were you able to expand student thinking through questioning and discussion?)

(9) Assessment: **Rubric connected to objectives**: (How were outcomes determined? How will your assessments support your knowledge of students' conceptual/content understanding? **Develop and attach your rubric to each lesson.**

(10) Determine the child’s outcomes: meets expectation, exceeds expectations, making progress, reteach

(11) Differentiated Instruction to support students with various needs:

(12) Recommendations or General Comments
Writing Mini-lessons Presentations - From the text, Marvelous Mini-lessons for Teaching Beginning Writers, K-3, the professor has assigned a topic or one mini lesson from your portion of the text. The chapters are assigned through the semester and are listed on the Calendar and below. You will provide the class with a brief introduction of your part of the chapter, then implement the lesson with the class acting as your students. Although a script of the lesson is provided, be natural in your delivery and personalize the lesson where you feel it is appropriate. Chart paper will be available in class to aid in lesson preparation.

All students are asked to read the chapter on the day the presentations for that chapter are presented.

Brief Introduction to topic and how it relates to the chapter under study___/1 point
Lesson Implementation___/5 points
a. prepared____, b. knowledgeable____, c. Fluent____, d. engaging____, and e. Actively include students in lesson____.

(1) March 17 Chapter 1 (1-18) (1) The Six Traits of Effective Writing-Derek Bosse (2) (18-29) Writing Workshop, Jullian Ducro

March 24 Chapter 2 (3) p. 46 Writing Idea Bingo – Michelle Fair (4) p. 50 Topic Tree Sheila Corrigan (5) p. 65 3-2-1 Kaitlyn Viera, and (6) Ch. 2 p 59 Five Finger Planner Adam_______________.

March 31 Chapter 3 (7) Ch. 3 p. 76 Painting Word Pictures-___________(8) Ch. 3 p. 80 Show Don’t Tell-____________

April 7 Chapter 3 (9) p. 99 Stretching Sentences – ____________ (10) Ch. 3 p. 106 Notice It, Name It, Try It – ________________, and Word Study Lessons.


Xavier University Montessori Teacher Education Program  
EDME 354/554 Montessori Reading and Language Arts  
Field Experience Log, Spring 2015  
Dr. Ginger McKenzie  

Due: April 14, 2015 with Field Experience  

Name____________________________________  
School___________________________________ grades/age level_______________  

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>Brief description of activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cover sheet for Field Experience forms for teaching lessons.  

**Teacher’s signature** __________________________ **Teacher print name** __________________________  

**Student’s signature** _________________________________________________________________
### Small Group Participation Rubric
**Differentiated Instruction for Special Educators**
Adapted from: daretodifferentiate.wikispaces.com

<table>
<thead>
<tr>
<th>Trait</th>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cooperation</strong></td>
<td>Always listens, shares, and supports the efforts of others</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Usually listens, shares, and supports the efforts of others</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Rarely listens, shares, and supports the efforts of others</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Did not support the efforts of others</td>
<td>1</td>
</tr>
<tr>
<td><strong>Contribution</strong></td>
<td>Made insightful and meaningful contribution to the overall group effort.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Made some meaningful contributions to the overall group effort.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Contribution to the overall group effort was minimal</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Did not contribute to the overall group effort</td>
<td>1</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Had a high level of participation in the group</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Regularly participated in the group</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Occasionally participated in the group</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Did not participate in the group</td>
<td>1</td>
</tr>
<tr>
<td><strong>Completion of work</strong></td>
<td>Completed all assigned work.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Completed most of the assigned work.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Completed some of the assigned work.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Did not complete any of the assigned work.</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group member</th>
<th>Total score</th>
</tr>
</thead>
<tbody>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>