2015

EDME 376 576 Phonics Skills for Early Childhood

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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 providing an inquiry based environment that includes class discussions, lesson presentations, reflection, practice, and opportunities to create developmentally appropriate Language materials that demonstrate knowledge, application, and analysis of skills. Candidates will also provide a written rationale paper and album that reflects the academic, moral, spiritual, and social development of the young child including the importance of families, communities, teachers, and the prepared learning environment.
GENERAL STATEMENT OF PURPOSE:

- To gain an understanding of the Montessori language materials and their application in phonics instruction.
- To gain an understanding of language development and the development of literacy in the 2 1/2 – 6 year old child.

SKILLS OBJECTIVES

- To give students an extended exposure to the rationale and range of Montessori materials available to the 2 1/2 -6 year old student.
- To learn how to present a variety of language materials to 2 1/2 -6 year olds.
- To develop skills in storytelling and reading literature to 2 1/2 -6 year olds.
- To learn how to make concrete language materials for use instructional use in classrooms.
- To learn ways to protect and nurture the natural development of the child.
- To be a strong advocate for the respect and rights of all children.
- To be able to present any and all of the language materials.
- To be able to set-up and equip a classroom in the language area.
- To understand the importance of phonics in the child’s acquisition and application of language.

ATTITUDE/VALUES

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

KNOWLEDGE OBJECTIVES:

MACTE COMPETENCIES

EARLY CHILDHOOD (2 1/2 through 6 yrs.)

The Candidate for Certification:

1. Montessori Philosophy and Human Development
   a. demonstrates an understanding of and implements Montessori philosophy with a focus on the early childhood years. **Assessment: Rationale paper**
   b. comprehends and utilizes an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 1/2) through six (6) years of age. **Assessment: Rationale paper, in-class discussion and participation**
   c. demonstrates evidence of personal growth through self-evaluation and introspection; **Assessment: Field experience and reflection paper**

2. Classroom Leadership
   a. demonstrates observation, documentation, and analytical skills necessary for planning and recording the progress of children. **Assessment: Lesson planning and writing**
   b. utilizes cultural sensitivity in support of the development of individual children. **Assessment: Storytelling assignment**
c. demonstrates an ability to implement effective classroom strategies. **Assessment:** Storytelling assignment, Language material

d. demonstrates leadership skills and an understanding of professional standards. **Assessment:** relate state standards to language material lesson plan

3. Curriculum Implementation

a. demonstrates the principles of Montessori environmental and material design. **Assessment:** Language material, Language album and lesson plans

b. articulates the rationale and sequence of the Montessori curriculum. **Assessment:** Rationale paper, Practical exams

c. demonstrates proficiency in applying Montessori principles in the context of the curriculum, didactic materials, and lesson presentations. **Assessment:** Practical exams, Language album and lesson plans

e. utilizes a variety of instructional strategies and assessment methods. **Assessment:** Field Experience and Reflection, Assessment lesson plan and log

f. demonstrates an awareness and understanding of governmental regulations. **Assessment:** relate state standards to language material lesson plan

**NAEYC STANDARDS**

**Standard 1-Promoting Child Development and Learning**

1a knowing and understanding young children’s characteristics and needs. **Assessment:** Rationale paper, Field experience reflection

1b knowing and understanding the multiple influences on development and learning. **Assessment:** Rationale paper

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

3c knowing about and using observation, documentation, and other appropriate assessment tools and approaches. **Assessment:** Field experience reflection, Assessment lesson plan and log

**Standard 4-Using Developmentally Effective Approaches to Connect with Children and Families**

4b knowing and understanding appropriate effective strategies and tools for early education. **Assessment:** Rationale paper

4d reflecting on their own practice to promote positive outcomes for each child. **Assessment:** Field experience reflection, Assessment lesson planning and log

**Standard 5-Using Content Knowledge to Build Meaningful Curriculum**

5a understanding content knowledge and resources in academic disciplines. **Assessment:** Rationale paper

5b knowing and using the central concepts, inquiry tools and structures of content areas or academic disciplines. **Assessment:** Language album, Language material, Practical exams

5c using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child. **Key Assessment:** Language material, Storytelling presentation

**Standard 6-Becoming a Professional**

6c engaging in continuous, collaborative learning to inform practice. **Assessment:** In-class discussion and participation

6d integrating knowledgeable, reflective, and critical perspectives on early childhood. **Assessment:** Rationale paper
OHIO STANDARDS FOR TEACHERS

1 Teachers understand student learning and development and respect the diversity of the students they teach.
   • Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
   • Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
   • Teachers expect that all students will achieve to their full potential.
   • Teachers model respect for students’ diverse cultures, language skills and experiences.
   • Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

2 Teachers know and understand the content area for which they have instructional responsibility.
   • Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
   • Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
   • Teachers understand school and district curriculum priorities and the Ohio academic content standards.
   • Teachers understand the relationship of knowledge within the discipline to other content areas.
   • Teachers connect content to relevant life experiences and career opportunities.

3 Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
   • Teachers are knowledgeable about assessment types, their purposes and the data they generate.
   • Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
   • Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
   • Teachers collaborate and communicate student progress with students, parents and colleagues.
   • Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

4 Teachers plan and deliver effective instruction that advances the learning of each individual student.
   • Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards and performance to plan and deliver instruction that will close the achievement gap.
   • Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
   • Teachers apply knowledge of how students think and learn to instructional design and delivery.
   • Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
   • Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
   • Teachers use resources effectively, including technology, to enhance student learning.

5 Teachers create learning environments that promote high levels of learning and achievement.
for all students.
• Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
• Teachers create an environment that is physically and emotionally safe.
• Teachers motivate students to work productively and assume responsibility for their own learning.
• Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
• Teachers maintain an environment that is conducive to learning for all students.

6 Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
• Teachers communicate clearly and effectively.
• Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
• Teachers collaborate effectively with other teachers, administrators and school and district staff.
• Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7 Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
• Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
• Teachers take responsibility for engaging in continuous, purposeful professional development.
• Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

**EXPECTATIONS, PROFESSIONALISM, AND PARTICIPATION**

**EXPECTATIONS:**
- Attendance and punctuality;
- Effective use of class and practice time, including participation in group experiences;
- Individual and original work on all assignments (unless designated as a collaborative assignment);
- Submission of lesson plans for review, due each class from the preceding class; lesson plans are to be completed and finished products; comments from earlier lesson plans are expected to be incorporated in revised lesson plans which are inserted in the language album;
- Completion of assignments on time is expected- failure to submit on due dates will result in a points taken off and an “incomplete” until all work is submitted; late papers or albums will receive a deduction of points for each class until submitted; late lesson plans will result in a deduction from the album grade points for each class until they are submitted;
- Practice time will be held throughout the term. Student proficiency with materials will be assessed during practice time. It is understood, and expected, that students will commit to practice time outside of class hours as well, documented on the Practice Log. (15 total hours of practice time are required)
PROFESSIONAL INTEGRITY

- Professionalism: Professional behavior is that which is expected of all teachers and is what you have come to expect of your teachers. This course is part of a teacher preparation program that leads to professional licensure and American Montessori Society credentials. Students are required to demonstrate behavior consistent with a professional career. In particular, students are expected to:

- Attend all class meetings and be on time. The professor should be notified of any absences in advance. More than two absences may result in the candidate’s need to withdraw from the class. Extended Medical or Family Emergency absences should be approved through the Dean of Social Science, Health and Education’s office. Reasonable attendance at all class meetings of courses for which a student has registered is expected of students as a condition for granting of academic credit. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.” (Xavier University Catalogue)

- Be responsible for your learning, prepare carefully and completely for class. Students should read the text and handout assignments as indicated on the course calendar and prepared to discuss the assigned readings during class. Correct grammar, mechanics, and spelling must be evident in all work that is submitted. All assignments must be typed. The standards for quality of written assignments are high.

- Interact professionally with professor, classmates, and cooperating teachers. Professional behavior includes cooperation with other students, faculty and school personnel. Be on time and be prepared! (See the Professional Disposition paper)

- Be Honest! The Childhood Education and Literacy Department values academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. Please refer to the Xavier University student catalog for the official statement.

- Assignments are due on the date noted on the syllabus. Grades for assignments submitted past the due date will follow the class absence and grade form, see attached.

TO LEARN ONE MUST BE PRESENT

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** means you are asking questions, engaging in discourse, listening respectfully to others’ questions and comments, being a supportive and constructive colleague to all class members; creating conversation and sharing information relevant to this course.

- **If you choose to use a computer, tape recorder, or other device to support your learning,** your professor must be consulted and give approval for its use. No cell phones are permitted in class.

**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

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

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 at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. 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

COURSE METHODOLOGY

METHODOLOGY:
Lectures, presentations, discussions, practicum lab sessions, collaborative projects.

TEXTBOOKS:
Required: Sound It Out!, Savage, John F.
Dr. Montessori's Own Handbook, Maria Montessori*
The Montessori Method, Maria Montessori*
The Discovery of the Child, Maria Montessori*
Absorbent Mind, Maria Montessori*
EDME 376/576-Phonics Skills for Early Childhood  
Instructor: Ms. Lesley Roth   SPRING 2015

Engaging Young Writers, Glover, Matt  
*Montessori majors will need these books in other courses

RECOMMENDED READING:

Phonics They Use, Cunningham, Patricia  
Starting Out Right, National Reading council

REQUIRED SITES FOR COURSE REFERENCE:

- For Common core standards for English and Language Arts: www.corestandards.org  
- www.reading.org  International Reading Association  
- www.readingrockets.org A national multimedia literacy initiative source  
- http://www.fcrr.org/ Florida Center for Reading Research  
- http://nichcy.org/ National Dissemination Center for Children with Disabilities

BACKGROUND CHECK

To participate in mandatory field experience activities, BCI and FBI fingerprinting must be completed and a copy produced at the visiting site with photo ID. Fingerprintes are sent to Xavier University, School of Education Department of Childhood Education and Literacy3800 Victory Parkway, Cincinnati, OH 45207. You will need to pick up your copies from the Hailstones Location, c/o April Thomas. Please call ahead before you pick up—allow 3-4 weeks for papers to be sent. Your paperwork will need to be presented to the school principal/cooperating teacher at your field experience sites.

CANVAS

You are expected to resource CANVAS for additional articles, power points, and classmates' generated lesson plans. Announcements will also come through this system.

CALENDAR

January 14  Syllabus/Assignments  
Dr. Maria Montessori; The development of the philosophy and methodology

January 21  Language Rationale  
The 3-6 environment  
Introduction to Language; Early language development  
Auditory discrimination

January 28  Language Experience through books/ the library  
Oral Language-Storytelling/Material Lesson Plan Format  
Guest presenter: Arnice Smith, Librarian.  
**Due: Chapter 1-guided reflections**

February 4  Early Language Experience/Whole Language/Phonics  
Whole Language and Literacy: Reading and Writing  
Introduction to Visual Discrimination lessons
EDME 376/576-Phonics Skills for Early Childhood
Instructor:  Ms. Lesley Roth   SPRING 2015

Due:  School site Observation as part of Field Experience
Chapter 2, pp.25-35 guided reflections

February 11
Visual Discrimination
Due: Storytelling Presentation with Lesson Plan

February 18
Introduction to letter sounds and key elements of phonics
Field Experience Lesson Plan Format
Due:  Chapter 2, pp. 36-63 guided reflection

February 25
Language Exam #1 (Early Language Materials)
Phonics Terminology Key Sounds
Review of Language development and Literacy skills

March 4
NO SCHOOL-SPRING BREAK

Due:  Field Experience #1

March 11
Due:  Chapter 3, pp.65-96 guided reflection
Introduction to the Moveable Alphabet

March 18
Moveable Alphabet (cont.)
Creative Writing/ “Engaging Young Writers”, Matt Glover text
Due:  Reflective summary and class discussion on Glover text

March 25
Due:  Field Experience #2
Mechanics of handwriting
Guest speaker:  Lori Sendlebach, OG specialist

April 1
Assignments Due:  Graduate Presentations
Due:  Chapter 5 guided reflection

April 8
Early Reading --Literacy and Brain Research, Dyslexia, ELL
Due:  Chapter 3, pp. 96-115 guided reflection

April 15
Due:  Language Rationale
Due:  Chapter 4 guided reflection
Advanced Reading

April 22
Due:  Language Material Presentations
Due:  Field Experience #3 , Log Hours, and Reflection

April 29
Language Exam (Advanced Language Materials)
Due:  Albums, Practice Log, Field Experience Log
ASSIGNMENTS:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Overall participation (includes practice time, article discussions, group activities)</td>
<td>25</td>
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<tr>
<td>Chapter Guided Reflections</td>
<td>25</td>
</tr>
<tr>
<td>Storytelling Presentations</td>
<td>50</td>
</tr>
<tr>
<td>Language Rationale paper</td>
<td>75</td>
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<tr>
<td>Language Albums (including Lesson Plans)</td>
<td>100</td>
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<tr>
<td>Language Material</td>
<td>50</td>
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<tr>
<td>Practical Exams (50 points each)</td>
<td>100</td>
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<tr>
<td>Field Experience Hours/ Reflection/Assessment Papers,</td>
<td>75</td>
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<tr>
<td>(15 points each for Observation, Field Experience #1,#2,#3, Reflection)</td>
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<tr>
<td>15 hours graduate, 10 hours undergraduate</td>
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500 total points

*Graduate Students will have one additional assignment of a Research Presentation worth 50 points, totaling **550** possible points, see grade scale:

GRADES:

Grades will be based on the following total of:

1. Assignments and exams
2. Appropriate fulfillment of **ALL** expectations (including and submitting lesson plans for review when due);
3. Montessori majors must receive an A or B grade in the class; majors receiving a grade of B- or below must meet with the Montessori Program Director, Ms. Gina Lofquist.

Undergraduate Grade Scale- 500 possible points total

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<thead>
<tr>
<th>Score Range</th>
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<tr>
<td>97 – 100</td>
<td>A</td>
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<tr>
<td>93 – 96</td>
<td>A-</td>
</tr>
<tr>
<td>90 – 92</td>
<td>B+</td>
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<tr>
<td>87 – 89</td>
<td>B</td>
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<tr>
<td>84 – 86</td>
<td>B -</td>
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<tr>
<td>81 – 83</td>
<td>C+</td>
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<tr>
<td>74 or below</td>
<td>F</td>
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Graduate Grade Scale- 550 possible points total

<table>
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LANGUAGE RATIONALE PAPER GUIDELINES

LANGUAGE RATIONALE PAPER: DUE: April 15, 2015 Total: 75 Points

1. Must be typed in a readable font, size 12, and double spaced;
2. Must contain correct grammar, spelling, and punctuation;
3. Rationale papers must include at least 4 quotes from Dr. Montessori’s own writings, taken from at least two primary sources, using APA style for citations, additionally one source of recent research (within 10 years) must be cited to support this paper;
4. Reference page- use APA style for list of works cited;
5. Grades will be based on content, organization, mechanics, and appropriate referencing (APA style)—reference http://www.apastyle.com to support this process.
6. Rationale must be included in your Language Album as well as in your Philosophy Album

Content: The paper should be a comprehensive discussion of the aims of the language area (given in class and discussed in Montessori texts). You may quote or summarize class notes and/or Dr. Montessori’s own words, but you must also further explain each aim in your own words. Offer examples to bring your thoughts to life.

The following is a list of points which should be discussed within your paper. You may include other ideas or information as well, but be sure to include the following:

- Discuss the history of language and its importance to humans.
- Discuss the typical development of language in a child. (Note: please be explicit about important aspects of early childhood language development; the rationale for this area comes from a knowledge of child development and is discussed in your album)
- What are the sensitive periods and described by Montessori and how do they play a role in the development of language in children? Be specific.
- Discuss the elements of literacy (reading, writing, speaking, listening), receptive and expressive language skills, and other factors that are needed for developing literacy skills for the young child.
- Discuss how all areas of the 3-6 Montessori environment are interrelated and support a child’s language development—give specific examples.
- Discuss the Montessori language materials and their aims, including the sequence of the materials and the child’s progression. For example, you will need to discuss the progression from oral language materials and experiences to the child’s gradual progression toward writing and reading.
- Discuss the Three Period Lesson and other means of assessing students in language.
- Discuss ways to differentiate lessons for students to bridge and extend concept building.
- Discuss the role of the teacher in the respect to the language development in a child and also in the Montessori language curriculum.
- Discuss the elements that should be present in a quality early childhood language environment. In other words, what constitutes a quality language environment for 3-6 year olds?
• Discuss ways that language development may be supported by family/caregivers.

WRITING ASSESSMENT

Candidate’s name ___________________________________________ Date ________________

Course _______________________________________________________

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>Does Not Meet Expectations 3 points</th>
<th>Meets Expectations 4 points</th>
<th>Exceeds Expectations 5 points</th>
<th>Does Not Apply to this Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citations are carefully and correctly documented according to APA format.</td>
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<tr>
<td>This paper reflects the philosophy of the Montessori method</td>
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<tr>
<td>The mechanics follow the rules of grammar and spelling.</td>
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<tr>
<td>The reader can follow the ideas of the writer.</td>
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<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>
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<tr>
<td>The paper is organized in both content and sequence. All components of the language rationale are covered and Montessori materials are cited with aims</td>
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<tr>
<td>The professional report reflects a clear understanding of the rationale for Language in the Montessori Early childhood setting and good Early Childhood practices</td>
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<tr>
<td>Bibliography shows that recent research is included in the paper.</td>
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EARLY CHILDHOOD LANGUAGE ALBUM DUE: April 29, 2015

LESSON PLANS:
1. Lesson plans: must be typed; clearly written, step-by-step, detailed explanations (so that a teacher could perform the lesson by reading the presentation)
2. Lesson plans are to be completed and finished products when submitted;
3. Lesson plans are to be submitted for review, due each class from the preceding class, lesson plans are deducted 5 points per day late.
4. Lesson plans marked “Resubmit” should be resubmitted for review the following class, with corrections made;
5. Comments from earlier lesson plans are expected to be incorporated in later lesson plans and finalized as corrections in the album.

ALBUM CONTENT:
1. Cover, title of album, your name (please include your name on both the front cover and the spine of your album);
2. Title page: name, address, telephone number must be included in the inside cover;
3. Table of contents must reflect proper pagination
4. Rationale paper with corrections made, at the beginning of album, with its own tab;
5. Tabs: minimum = 1 for each major heading on Table of Contents, plus additional tabs for any section with multiple sub-headings;
6. Lesson plans: Final drafts, retyped with ALL changes/corrections made; include all original drafts of lesson plans in the front pocket of the album!
7. Articles stipulated in the album must be properly arranged in the appropriate sections;

ALBUM GRADES: Total of 100 points
1. All lessons plans submitted for review when due;
2. All lesson plans, properly corrected and typed;
3. Contains all necessary content, as previously listed;
4. All additional information properly arranged;
5. Album carefully put together; neat; user friendly; aesthetic.

STANDARD DEDUCTIONS:
1. 5 point per day for lateness in submitting lesson plans for review; lesson plans marked “resubmit” should be returned for review the following class;
2. 5 point for each missing lesson plan;
3. Lesson corrections not made;
4. Sloppiness; disorganization including tabs;
5. Missing requirements, such as additional resources or title page.

ADDITIONAL RESOURCE ALBUM
1. Cover, title of album, your name (please include your name on both the front cover and the spine of your album);
2. Tabs to include: Songs/Rhyming, Articles, Power points, Graduate presentations, Storytelling lessons, Language material lessons, and Quotes
LANGUAGE ALBUM EVALUATION

Candidate’s name: ________________________  Date: __________

Contents: (20 pts.)

_____ Cover with title of album and student name; name on spine of album
_____ Title page with: Name, address, and phone number
_____ Table of Contents
_____ Rationale Paper, included with corrections made
_____ Additional Resources: class handouts and at least three additional student-added resources
_____ All supplementary information, logically arranged

Tabs: (20 pts.)

_____ Rationale
_____ Additional Resource Album, tabbed correctly
_____ Each major heading
_____ Additional tabs – multiple sub-headings

Lesson Plans: (20 pts.)

_____ Typed and clearly written
_____ Submitted on time for review, resubmitted as needed
_____ All corrections made
_____ Original drafts in the front pocket of album

Overall: (20 pts.)

_____ Neatness
_____ User friendly
_____ Aesthetics

Additional Resource Album: (20pts.)_____

Total Possible Points: 100 points

FINAL GRADE: __________
ADDITIONAL ASSIGNMENTS:

STORYTELLING ASSIGNMENT:  50 Points  Due: February 11, 2015

1. Choose a story to present to the class in a storytelling presentation. The book or story must accompany this lesson and be approved by the instructor prior to the presentation.
2. The story may be from a book, oral tradition, or an original work, but no part of the presentation may be read from a book or paper.
3. The story must be engaging for the children and may be told using props, music, or audience participation.
4. The story must be appropriate for the multi range of 3-6 years; keep in mind the developmental needs of the students, including the appropriate time length, student participation and/or movement.
5. The lesson plan must include all elements of the format for full points. Your procedure for this assignment should include a brief overview of the story and the procedure of its delivery.  It must adhere to the lesson plan format on page 16 of the syllabus.
6. You will need to provide hard copies for your classmates the day of presenting.

LANGUAGE MATERIAL:  50  Points  Due:  April 22

1. Create a Language material that addresses an age-appropriate language skill for the 3-6 learning environment. This should be an extension of the materials and lessons not a replication of those already presented.
2. The material must be reflective of the Montessori philosophy and aims of the Language area; for example, it may be a variation or extension of a language material in your album.
3. The material must be complete and ready to present to the class on the due date.
4. The lesson plan must include all elements of the format for full points. It must adhere to the lesson plan format on page 16 of the syllabus.
5. You will need to provide hard copies for your classmates the day of the presentation.

FIELD EXPERIENCE AND REFLECTION PAPER:  75 Points total, 15 points per write up
Due:  February 4, March 11, March 25, April 22

1. It is important to record and have signed all field experience sheets—you need to make a copy of your hourly sheet before turning it in to the instructor.
2. All students must complete hours of material and lesson application in the field.
3. Graduates students must complete 15 hours of field experience (10 Field Experience/5 Supervised Practice Time); undergraduate students must complete 10 hours of field experience (8 Field Experience with 2 Supervised Practice Time).
4. All hours must be recorded on your Field Experience Log to be turned in as documentation of your time working with students.
5. After completing your field experience hours, write a summative reflection paper to discuss your experiences working with students on Literacy skills.
LESSON PLAN FORMAT TO BE USED FOR STORYTELLING, LANGUAGE MATERIAL, AND GRADUATE PRESENTATION ASSIGNMENTS

1. Title--name of the presentation

2. Objectives—name the aims of this lesson. What do you want your students to learn?

3. Materials—list all the resources and materials needed for this lesson. Identify those for teacher use and those of the student.

4. Previous learning—list those experiences or lessons that directly prepare the student to meet success.

5. Common Core Standards—list the standards that apply to this lesson (at least 2)

6. Grade level/age of students—target the age range or grade level appropriate for this lesson; the common core standards should meet those of the kindergarten level for the purposes of this class.

7. Procedure—list the steps and guidelines for the lesson

8. Follow up activities/variations/extensions—list 2 ways the lesson could be varied or extended in order to support the particular skill or concept

9. Differentiated learning/instruction—provide at least 2 ways that the lesson could be modified in instruction or material to aid in a more complete understanding of the concept.

10. Higher level thinking—how can the concept of the lesson be supported at a deeper and impressionable level of understanding for the student. Consider the levels of Blooms’ Taxonomy and the verbs that support synthesizing and assimilating information, for example, “the student may create a book using …, or act out the story…”.

11. Assessment—what is the appropriate and meaningful measure to assess the students’ learning and mastery of the concept? You will need to develop at least one rubric for either your storytelling or language material.

12. Bibliography—you must cite sources you used to prepare for this lesson
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>(1.5) Meets Expectations</th>
<th>(2) Exceeds Expectations</th>
<th>Does Not Apply to this Assignment</th>
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<tbody>
<tr>
<td>Candidate presents a clear and organized speech.</td>
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<td>Candidate uses correct grammar.</td>
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<td>Candidate projects his/her voice for people to hear the information.</td>
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<td>The content indicates that the candidate understands the information being presented.</td>
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<td>Uses technology as part of presentation or other appropriate visual material.</td>
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<td>Candidate can answer questions about the presentation.</td>
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<td>Candidate’s presentation is appropriate for this situation.</td>
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<td>Candidate shows respect toward other presenters during this class.</td>
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<tr>
<td>Candidate follow lesson format with assessment</td>
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<tr>
<td>Candidate is able to demonstrate ideas that differentiate to the needs of children</td>
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Total points:______________________________
EVALUATION: STORYTELLING PRESENTATION

NAME: __________________________________ DATE: ______________

➢ Appropriate for the 3-6 Classroom: age-appropriate story, time length, participation (10 PTS)

➢ Quality of the story, presentation, and student engagement: including any props, music, or audience participation used (10 PTS)

➢ Overall Presentation—poised, speaks clearly and at an appropriate rate, uses inflection, correct grammar, and sequences story well (10 PTS)

➢ Lesson Plan includes all necessary elements (10 PTS)

➢ Lesson plan is printed and shared with classmates (5 PTS)

➢ Originality and creativity (5 PTS)

Total Possible Points: 50

FINAL GRADE: _______
LANGUAGE MATERIAL EVALUATION

NAME: _______________________________ DATE: ________________

➢ Appropriate for the 3-6 Classroom: addresses age-appropriate language skill (10 PTS)

➢ Reflective of the Montessori Philosophy and aims of the Language area (10 PTS)

➢ Language material: Well prepared, quality is appropriate for use in the Early Childhood classroom and connects to elements of phonics. (10 PTS)

➢ Lesson Plan is written correctly: Includes all necessary parts and is written in correct format (10 PTS)

➢ Overall Presentation of the material (5PTS)

➢ Lesson plan is provided to classmates at time of the presentation (5 PTS)

Total Possible Points: 50

FINAL GRADE: ___________
GRADUATE ASSIGNMENT GUIDELINES

GRADUATE PRESENTATIONS: 50 Points Due: April 1st
1. Work in small groups of 2-3 students.

2. Students will work collaboratively five essential components of literacy instruction:
   a. Phonemic Awareness
   b. Phonics
   c. Vocabulary
   d. Comprehension
   e. Fluency

3. Research the component, finding information about its importance to the development of reading and writing skills. You must use at least 3 professional resources (journal articles, professional books) for your research. Resources used must be cited in a references page that will be turned in.

4. Research information will be shared with the class during your small group presentation. All members of the group must participate in the sharing of the research information. You may choose to have a handout with bulleted information, use a PowerPoint presentation, or other activity to present your research.

5. Choose a quality piece of children’s literature. Using the book as a guiding source, create a lesson for whole group instruction/circle time activities that develop the skills of your component. Follow the lesson plan format for writing your lesson plan. Each student in the group will create and present his/her own lesson plan.

6. Create a Montessori Language Material that addresses the skills of your component. Follow the lesson plan format for writing your lesson plan. Each student in the group will create and present his/her own material (this needs to be a different language material than the one assigned for the whole class and should be specific to the objective of your topic).

7. Presentation of the research information, lesson plans, and materials will be done in class on April 1, 2015
GRADUATE PRESENTATION EVALUATION

NAME: _________________________________ DATE: ________________

- Research Information: Discusses what the component entails and its importance to the development of reading and writing skills; Reference page with all resources used is included. (10 PTS)

- Handout included with references cited; (10 points)

- Lesson plan for circle time activity connected to a quality piece of children’s literature: Is written correctly, includes all necessary parts, and is shared with classmates; addresses appropriate skill; activity is appropriate for the 3-6 classroom. Lesson plan must be included and follow format. (10 PTS.)

- Language Material is reflective of the Montessori Philosophy and aims of the Language area; addresses appropriate skill. Lesson plan must be included and follow format. (10 PTS)

- Overall Presentation (10 PTS)

Total Points Possible: 50

FINAL GRADE: ________

Note that there are 3 requirements to this project; a handout, circle activity, and language material
LANGUAGE PRACTICAL EXAM  (2 per semester, 50 points each)

NAME: ______________________________________ DATE: _________________

MATERIAL: ___________________________________________________________

➢ Preparation of material (10 pts)

➢ Poise, composure, and grace through presentation (10 pts)

➢ Accuracy, sequencing, and pacing of presentation (10 pts)

➢ Use of language during presentation (10 pts)

➢ Knowledge of material (previous learning, aims, what lessons would follow (10 pts)

Total Possible Points:  50

FINAL GRADE:_________________
FIELD EXPERIENCE
Phonics: Spring 2015

The Rationale for this assignment is to provide students with an in-depth learning experience with children who are using the materials demonstrated and practiced in class. This assignment provides you the opportunity to observe children in an Early Childhood Montessori setting, present lessons, and record the varied ways in which children interact with these materials. The Field Experience Assignment is broken into 5 assignments each one worth 6 points. It is important that you space your visits to include the new lessons that you will be learning during your methods course. In this way you will be able to apply new levels of understanding in your teaching practice.

Observation of classroom: Using assignment format, due February 4, 2015
Field Experience #1: Using assignment format, due March 11, 2015
Field Experience #2: Using assignment format, due March 25, 2015
Field Experience #3: Using assignment format, due April 22, 2015
Reflection Summary: One-two page summary due April 22, 2015

In preparation for this experience, you should make initial arrangements to spend 2-2 1/2 hours in a classroom concentrating on the area of language. A week beforehand remind the classroom teacher that you will be observing for this time period. It is required that you have the observation form signed and your write up is attached.

In the interest of professionalism and conduct please arrive on time, have fingerprint form with you, be dressed appropriately, and be prepared to observe and present lessons.

For future field experience hours, try to spend the first ½ hour observing and the next 2 hours working with the child and materials. It would be ideal to observe the children with whom you will be working; or choose a few children whose activity with phonics interests you. Use the Field Experience Lesson Plan Format to complete these assignments. If you are unable to observe due to school schedules you may begin lessons as soon as the teacher invites you.

A reflection paper summarizing your experiences in your field experiences is due December 1, 2014. It should not be over 2 pages, double spaced and generally describe your reflection of the time spent in the classroom; consider your professional growth in this area as well as the child/children you spent time with.

Remember to provide the teacher with the evaluation paper in order to note your progression to during your field experiences. Also remember to have the teacher sign the field experience log after each visit.
FIELD EXPERIENCE LOG
EDME 376/576 Phonics Skills for Early Childhood

Name: ________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Frame/ Total</th>
<th>Name of School/ Signature of Teacher</th>
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Undergraduate students need 8 hours of documented field hours and 2 hours of supervised practice time to total 10 field experience hours.

Graduate students need 10 hours of documented field hours and 5 hours of supervised practice time to total 15 field experience hours.

COPY THIS FORM UPON COMPLETION FOR YOUR RECORDS

The cooperating teacher must sign this form after each visit.
Phonics Field Experience – Initial Classroom Observation – summary narrative

Focusing on Montessori Phonics Skills in the Montessori 3-6 Classroom

Completed observation must be 3 pages, double-spaced, typed.

Observer’s Name ________________________________
Name of School _______________________________
Number of Adults in Room ________________
Age of Students ________________

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 3-6 learning environment.

II. Describe the language environment

Examples of Key Elements to include in Your Descriptions for sections I, II,
evidence of language lessons/activities promoting literacy skills across the curriculum
a. evidence of social interactions/collaboration/communication
b. evidence of a literacy rich learning environment
c. evidence of cross curricula supporting literacy development
d. evidence of materials/lessons supporting pre reading and pre writing skills
e. evidence of children reading/book looking/storytelling
f. evidence of children engaged in writing works (writing center, creative writing, chalk, etc.)
g. evidence of phonemic (sound) awareness
h. evidence of vocabulary building activities
i. evidence of writing (creative, factual, journal)

III. 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.) Insightful professional reflections about the language environment you observed.

THIS SHEET MUST BE ATTACHED TO YOUR OBSERVATION PAPER, AND MUST INCLUDE THE CLASSROOM TEACHER’S SIGNATURE
You must complete 1 of these documents per field experience with the exception of your initial observation and reflection summary.

Ms. Lesley Roth
Course name/# EDME 376/576 Phonics Skills for Early Childhood

Student

Date(s)

List your pre-assessment questions:

Name of material/presentation:

Objective of the presentation:

Describe the presentation:

Determine the child's outcomes:

meets expectations exceeds expectations making progress reteach

How were outcomes determined? What forms of assessment were used?

What post assessment questions were used?

Follow up/next presentations:

Recommendations:

*Please note, pre assessment and post assessment questions should be directed to the teacher before and after observations (email is usually best).
Xavier University Montessori Teacher Education Program

Field Experience/Observation Evaluation

Student Name __________________________________________ Date of Observation __________________________________________

Cooperating Teacher/Field Observer _________________________ School/Grade __________________________________________

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

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

<table>
<thead>
<tr>
<th>Focus on Teaching and Learning (OSTP:1,2,3,4)</th>
<th>E</th>
<th>P</th>
<th>IP</th>
<th>C</th>
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</thead>
<tbody>
<tr>
<td>Models respect for students' diverse cultures, language skills, and experiences.</td>
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<td>Accurate use and presentation of Montessori materials, name specific material.</td>
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<td>Knows content being taught and uses knowledge of content-area concepts, assumptions, and skills to plan instruction. Evidence of content area academic language.</td>
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<td>Makes content meaningful and relevant to students' lives.</td>
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<td>Selects, develops, and uses a variety of diagnostic, formative, and summative assessments. Evidence of three period lesson-add this if appropriate.</td>
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<td>Aligns instructional goals and activities with school and district priorities, Common core standards, and Ohio's academic content standards.</td>
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<td>Uses information about students' learning and performance to plan and deliver instruction. Use of prior knowledge.</td>
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<td>Communicates clear learning goals and explicitly links learning activities to those goals.</td>
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<td>Differentiates instruction to support learning needs of all students.</td>
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<td>Creates and selects activities designed to help students develop as independent learners and complex problem-solvers.add use of higher level thinking questions.</td>
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<tr>
<td>Uses resources and technology effectively to enhance student learning. Add statement.</td>
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<thead>
<tr>
<th>Conditions for Teaching and Learning (OSTP 5)</th>
<th>E</th>
<th>P</th>
<th>IP</th>
<th>C</th>
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<tbody>
<tr>
<td>Treats all students fairly and maintains an environment that is respectful, supportive, and caring.</td>
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<td>Maintains an environment that is conducive to learning for all students: prepares materials in advance, manages student behaviors and transitions, and effectively paces lessons.</td>
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<tr>
<th>Teaching as a Profession (OSTP 6,7)</th>
<th>E</th>
<th>P</th>
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<tr>
<td>Communicates clearly and effectively with proper oral and written language.</td>
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<td>Exhibits professional dispositions such as appropriate dress, punctuality, and consistent attendance.</td>
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Additional comments and Observational Notes: please use back if necessary

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

Date:

<table>
<thead>
<tr>
<th></th>
<th>E</th>
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<th>IP</th>
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<tbody>
<tr>
<td>does not meet expectations</td>
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<td>meets expectations</td>
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<tr>
<td>exceeds expectations</td>
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</table>

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

Observer’s Name/Role______________________________________________________________

Observer’s Signature______________________________________________________________
# PRACTICE LOG

Name: ____________________________________________

<table>
<thead>
<tr>
<th>Date</th>
<th>Time Frame/ Total</th>
<th>Materials Practiced</th>
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<tbody>
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Total Hours: _________________________

All students must complete 15 hours of practice time. Field experience hours may not be included in this log.
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)  
Signature of Person  
Check one:  Faculty/Instructor  University Supervisor  Cooperating Teacher  
Please check the appropriate rating for each category using the following scale. Be sure to document a score of 1 or 2 by providing evidence in the comment column. Use back portion for additional comments.

<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>
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<tbody>
<tr>
<td>Candidate attends all classes and is punctual.</td>
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<td>Candidate demonstrates respect for the learning community and alternative viewpoints.</td>
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<td>Candidate demonstrates initiative in class discussions and activities.</td>
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<td>Candidate takes responsibility for requirements of the course.</td>
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<th>FIELD COMPONENT</th>
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<tr>
<td>Candidate demonstrates professionalism in actions, appearance, and demeanor.</td>
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<td>Candidate works well with diverse students.</td>
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<td>Candidate collaborates with school professionals during internship and field experience.</td>
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<td>Candidate demonstrates ability to reflect on practice and proactively reacts to constructive criticism.</td>
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<td>Candidate is professional in remarks to students and mentor teacher.</td>
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# THE LITERATURE CIRCLE

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Snack and Presenters</th>
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</thead>
<tbody>
<tr>
<td>January 14</td>
<td>Getting to know you</td>
<td>1. Lesley</td>
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<tr>
<td>January 21</td>
<td>“Developing Oral Language in Primary Classrooms” Kirkland and Patterson</td>
<td>1. 2.</td>
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<tr>
<td>January 28</td>
<td>Bring in a favorite childhood book</td>
<td>1. 2.</td>
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<tr>
<td>February 4</td>
<td>Discuss Field Experience</td>
<td>1. 2.</td>
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<tr>
<td>February 18</td>
<td>“Understanding the Learning Process to Effectively Differentiate Instruction” Alice Thomas</td>
<td>1. 2.</td>
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<tr>
<td>February 25</td>
<td>Music in Literacy/bring in a favorite childhood rhythm activity (finger play, song, etc.)</td>
<td>1. 2.</td>
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<tr>
<td>March 4</td>
<td>Spring Break, No School</td>
<td>1. 2.</td>
</tr>
<tr>
<td>March 11</td>
<td>Reflections of Field experience</td>
<td>1. 2.</td>
</tr>
<tr>
<td>March 18</td>
<td>Quotes that reflect children and language Bring bibliography to share with students, cite per APA format</td>
<td>1. 2.</td>
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<tr>
<td>March 25</td>
<td>Discuss Field Experiences</td>
<td>1. 2.</td>
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<tr>
<td>April 1</td>
<td>“The Hand” The Secret of Childhood, Chapter 12, p. 80</td>
<td>1. 2.</td>
</tr>
<tr>
<td>April 8</td>
<td>Literature that nurtures the spirituality of children “Evoking the Spirit in Public Education” Hap Parker</td>
<td>1. 2.</td>
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<tr>
<td>April 15</td>
<td>List 2 learning activities that you like from “Sound it Out”, prepare to discuss why.</td>
<td>1. 2.</td>
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<tr>
<td>April 22</td>
<td>Reflections on final field work</td>
<td>1. 2.</td>
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<tr>
<td>April 29</td>
<td>Community pot luck</td>
<td>1. Whole class participation 2.</td>
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</tbody>
</table>

Each class will allow for a 20 minute snack time to reenergize and reflect. You may bring something to eat or drink at this time; allowing for NO NUT products. Please refer to the schedule as we will join as a class community for 10 minutes of this time to discuss ideas from field experiences, share a reading or quote, etc. Students will be paired as facilitators to these conversations. Articles will post on Blackboard the week prior to discussion.
## MONTESSORI CLASS ABSENCE AND GRADE FORM

Name of candidate: ___________________________ Signature of Candidate: ___________________________
Professor: ___________________________

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

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