

Chaminade University of Honolulu
Honolulu, HI 96816

~~Fall, 1998~~
Spring, 1999

Instructor: Sheri Schonleber
Course: Ed 490 Early Childhood Practicum
Ed 497 Early Childhood Student Teaching

Phone: 259-5594
739-4679
Office hours: Mon 1-4
Tues. 12-2

RATIONALE:

The practicum phase of the student's educational experience is the culmination of methods classes, philosophy and other course work. The seminar offers the student a chance to reflect on the experience in the company of his or her peers, provides directed reading experiences, allows for the integration of research and a final thesis, and supports the culmination of the student's educational experience.

OBJECTIVES:

The student will:

1. Demonstrate understanding and integration of Montessori methodology and philosophy as articulated in the program of study. (MACTE competency #1,2,3,5)

Have the necessary skills and knowledge to successfully begin and direct a developmentally appropriate program for 3-8 year olds according to both Montessori philosophy and current best practice. (MACTE competency # 1,2,3,4,5,6,7)
3. Understand and nurture the inter-relationship of the school home and the family home. (MACTE competency # 1.2, 6)
4. Know the history of early childhood education in the United States and the importance of the Montessori movement in that history. (MACTE competency # 2)
5. Describe educational "jargon". terms and concepts in terms parents and members of the community can understand. (MACTE competency #1.1, 4.4, 4.5, 5.3, 6.1,6.2, 6.3)
6. Be aware of current research in the field of early childhood education. (MACTE competency # 7.1, 4, 5, 1, 3)
7. Be able to accurately observe and assess children and their behavior and to provide appropriate learning materials based on those observations (MACTE competency # 3.1, 3.2, 3.7, 4.1,4.2,4.3,4.4,4.5,5.1,5.2,5.3)

METHODS:

lecture

demonstrations

notebook

journal

readings

final exam

ASSIGNMENTS:

1. Maintain a **daily** journal **including** reflections about your readings, your experiences this year in the **practicum**, ideas **for** future reference and reflection topics from your text.
2. Complete three observations per semester.
3. Complete 1/2 of card file of quotations per semester.
4. Complete and document practice hours **each** semester for a total of 120 hours. Use **form provided** in Student **Teaching Handbook**.
5. Submit an original 10-15 page senior thesis on a topic which reflects your own personal interests and **questions** regarding any aspects of the Montessori philosophy and **method**. Paper should include current **research**, use APA style for citations and **bibliography**, and include **current** material in the bibliography. At least 15 sources should be cited
6. Take full charge of classroom planning **including** **unfolding** of a cosmic unit, for the month of April. May be done earlier **only** with **permission** of Montessori program director. Do weekly observation **assignments** from text.
7. Complete all reading assignments on time,
8. Complete and present all mini-lessons as **required**
9. **Meet** weekly with **cooperating teacher** as per Student Teacher Handbook. Document **meetings** using forms provided. Use assignments from text, readings, benchmarks and leave competencies to form the basis for your **discussions**.

EVALUATION:

| | | |
|-----|--|-------------------------|
| 1. | Attendance and Participation Seminar | 10 points per semester |
| 2. | Journal and Summaries | 15 points per semester |
| 3. | Observations (Including weekly observations) | 45 points per semester. |
| 4. | Quotations | 15 points per semester |
| 5. | Practice Hours | 20 points per semester |
| 6. | Senior Paper | 15 points per semester |
| 7. | Readings | 15 points per semester |
| 8. | Mini-lessons | 15 points per semester |
| 9. | Attendance/Participation: Classroom | 25 points per semester |
| 10: | Portfolio | 25 points per semester |

Total: 200 points per semester

Cr = **above** 170 points

NCR = 170 points and below

TEXTS:

| | |
|--|---------------------------|
| Montessori: A Modern Approach | Paula Polk Lillard |
| The Discovery of the Child | Maria Montessori |
| The Secret of Childhood | Maria Montessori |
| A Key to Reading and Writing English | Muriel Duyer |
| The Montessori Method | Maria Montessori |
| The Absorbent Mind | Maria Montessori |
| To Educate the Human Potential | Maria Montessori |
| Maria Montessori: A Biography | Rita Kramer |
| Nurturing the Spirit of the Child | Aline Wolff |
| The Montessori Controversy | John Chattin-McNichols |

SCHEDULE:

1. Hours: All **seminars start** promptly at 8:00 **AM** and end **promptly** at 2:30 PM
2. Bring the following to all Seminars

Reflection Journals
Weekly Teacher Meeting Logs
Lesson Plans for Lessons **Presented**
Completed Observation Assignments From Text
Weekly Plan Book

3. General Seminar Schedule

| | |
|-------------------|--|
| 8:00-8:30 | Welcome; turn in and review assignments |
| 8:30-9:00 | Writing/Reflection and Small Group Discussion |
| 9:00-12:00 | Lecture/Discussion and/or Mini-Workshop |
| 12:00-12:30 | Lunch |
| 12:30-2:30 | Share/Critique Activities |

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~~Fall, 1998~~
~~Winter, 1999~~
~~Spring, 1999~~

Instructor: Sheri Schonleber
Course: Ed 690 Early Childhood Practicum
Ed 697 Early Childhood Student Teaching

Phone: 259-5594
739-4679

Office hours: Mon 1-4
Tues. **12-2**

RATIONALE:

The **practicum phase** of the **student's** educational experience is the culmination of methods classes, philosophy and other course work. The seminar offers the student a chance to reflect on the experience in the company of his or her peers, provides directed **reading** experiences, allows for the integration of research and a final thesis, and supports the culmination of the student's educational experience.

OBJECTIVES:

The student will:

1. Demonstrate understanding and integration of Montessori methodology and **philosophy** as articulated in the program of study. (**MACTE** competency #1,2,3,5)
2. Have the necessary skills and knowledge to **successfully** begin and **direct** a developmentally appropriate program for 3-8 year olds according to both Montessori philosophy and current best practice. (MACTE competency #1,2,3,4,5,6,7)
3. Understand and nurture the inter-relationship of the school home and the **family** home. (**MACTE** competency # 1,2,6)
4. Know the history of early childhood education in the United States and the importance of the Montessori movement **in** that history. (MACTE competency # 2)
5. Describe educational "jargon" terms and concepts in terms parents and members of the community can understand. (MACTE competency # 1, **1,4,4,4,5,5,3,6,1,6,2,6,3**)
6. Be aware of current research in the field of early childhood education.(MACTE competency # 7.1,4,5,1,3)
7. Be able to accurately observe and assess children and their behavior and to provide appropriate learning materials based on those observations (MACTE competency #

3.1,3.2,3.7,4.1,4.2,4.3,4.4,4.5,5.1,5.2,5.3)

METHODS:

lecture
visuals

demonstrations
discussions

notebook
readings

journal
final exam

ASSIGNMENTS:

1. Maintain a daily journal **including** reflections about your readings, your experiences this **year** in the **practicum, ideas for future** reference and reflection **topics from your text**.
2. Complete two field **observations** per accelerated semester.
3. Complete 1/3 of card file of quotations per accelerated **semester**.
4. Complete and document practice hours each accelerated semester for a total of 120 hours. Use form provided in Student Teaching Handbook.
5. Submit an original 10-15 **page** research paper on a topic which reflects your own personal interests and **questions** regarding any aspects of the Montessori philosophy and method. Paper should include current research, use APA style for citations and bibliography, and include **current** material in the bibliography. At least 15 sources **should** be cited.
6. Take full charge of classroom planning including unfolding of a cosmic unit, for the month of April. May be done earlier only with permission of Montessori program **director**. Do weekly **observation** assignments from text.
7. Complete all reading assignments on time.
8. Complete and present all mini-lessons as **required**
9. Meet weekly with **cooperating** teacher as per Student Teacher Handbook. Document meetings using forms provided. Use assignments from text, readings, benchmarks and leave competencies to form **the** basis for your discussions.

EVALUATION:

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| 1. | Attendance and Participation: Seminar | 10 points per semester |
| 2. | Journal and Summaries | 15 points per semester |
| 3. | Observations (Including weekly observations) | 45 points per semester. |
| 4. | Quotations | 15 points per semester |
| 5. | Practice Hours | 20 points per semester |
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