



**Instructor:** Sheri Schonleber  
**Course:** Ed 490 ECE Practicum  
Ed 497 ECE Student Teaching  
**Credits:** 45 hours/3 credits

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**Office:** Mon, Wed 8-10  
Tues, Thurs 10:30-12:30

**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 the field experience and academic work, 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. Know and demonstrate 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. Know and be able to demonstrate how to nurture the inter-relationship of the school home and the family home. Student will be able to describe how to take cultural issues into account, (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 where to find 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
visuals	discussions	readings	final exam
observation	practice		

**Required Reading**

The Montessori Controversy

John Chatten-McNichols

**Recommended Readings:**

The Montessori Method  
Nurturing the Spirit of the Child  
Maria Montessori, A Biography

Maria Montessori  
Aline Wolff  
Rita Kramer

## **ASSIGNMENTS:**

1. Attend each seminar; regular attendance in student teaching site is essential!
2. Maintain a weekly journal including five-minute daily observations, your experiences this year in the practicum, ideas for future reference. Due each seminar
3. Complete three observations as described in your student teaching **handbook**.
4. See syllabus for due dates
5. Begin an original 12-15 page senior ~~thesis~~ on a ~~topic that 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 10 sources should be cited. Outline and bibliography will be due on the last day of seminar.
6. Meet weekly with cooperating teacher as per Student Teacher Handbook. Document meetings using forms provided. Use assignments from classes, readings, benchmarks, and leave competencies to form the basis for your discussions. Due each seminar
7. Complete 60 hours of documented practice. Due each seminar
8. Complete  $\frac{1}{2}$  the quotes as described in your Student Teacher Handbook. Bring work in progress to each seminar
9. Complete all readings as assigned. Come prepared with a one-page **reflection**, including two questions on the readings.

## **EVALUATION:**

Attendance and Participation: Seminar	15 points
Attendance/Participation: Classroom	25 points
Journal	15 points
Observations	15 points
Senior paper: Draft and Bibliography	25 points
Weekly Meetings	15 points
Practice Hours	15 points
Quotes	10 points
Reflections on readings	20 points
Total:	200 points

"A"	180-200	All work completed in a consistently superior manner
"B"	160-179	All work completed in an above average manner
"C"	140-159	Work <del>completed</del> in an average or inconsistent manner
"D"	120-139	Below average and inconsistent work. Lack of <del>understanding</del>
"F"	Below 120	Work not turned in or turned in so late as to be unacceptable

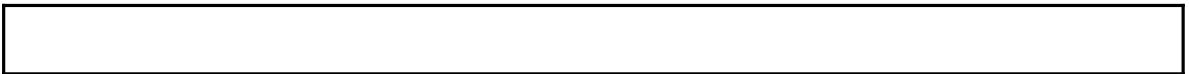
## Schedule and General Information



All seminars start promptly at 5:00 and end at 2:00

Bring the following to all Seminars

- *Weekly Teacher **Meeting** Logs*
- *University Supervisor Observation check sheets*
- ***Practice sheets***
- *Journals*



### General Seminar Schedule

8:00-9:30	Welcome; Small Group Discussion on readings
9:30-12:00	Lecture/Discussion and/or Mini-Workshop
12:00-1:00	<b>Lunch</b>
1:00-2:00	Share Original Activities; Closure

## Dates and Topics

## **Assignments**

September 1,

Review Requirements  
Survival Tips

Enjoy the Day!!!

September 15

Working as a Team  
Montessori Yesterday

Complete 10 hours of practice

**Chattin-McNichols** Ch 1,2,3,4

September 29

Practical Life Review  
Montessori Today

Bring: research paper ideas

Complete 6 hours of practice

**Chattin-McNichols** Ch 5, 6, 12, 13,14

October 13

Record-keeping  
Montessori in Public Schools

First Observation Due

Complete 10 hours of practice

Chattin-McNichols Ch 10, 11

October 27

Stress Management  
Time Management

Complete 10 hours of practice

Assigned handouts

November 3

Sensorial Review  
Montessori Tomorrow

Second Observation Due

Complete 8 hours of practice

**Chattin-McNichols** Ch 7,17

November 17

Working With Families  
Working With **Culture**

Complete 8 hours of practice

Assigned handouts

December 1

Language Arts Review  
Handling the Holidays

Third Observation Due

Bring: Outline for Paper

Complete 8 hours of practice

Assigned handouts

Syllabus and course content may be changed to meet the needs of the class

## **Rubric for Assignments and Evaluation**

1. Attendance and participation (15 points)  
@ 1 point for first session and 2 points thereafter. Students must attend at least 90 % of the course in order to pass. If more than 10% of the course will be missed special arrangements must be made to make up the class. "Incomplete" is given only, as per CUH catalogue, for illness or family emergency.
2. School attendance (25 points)  
Attend daily; be on time and stay late as needed. Be a willing participant in the life of the school. If you miss more than 10% due to non-school related matters, you may be asked to withdraw from student teaching.
3. Weekly journal (15 points)  
@ 2 points per meeting. Each journal entry must include all elements listed in syllabus
4. Three observations @ 5 points each (15 points)  
Follow format as listed in student teaching handbook 1 point  
Includes original notes with Ed 200 style write-up 3 points  
Standard English 1 point
5. Senior paper outline and bibliography (25 points)  
All drafts turned in on time 5 points  
Bibliography is in APA style 10 points  
At least 10 sources cited (3 internet only) 5 points  
Outline is complete and coherent 5 points
6. Weekly meeting forms @ 2 points per meeting (15 points)  
Forms are signed by the CT and the student .5 point  
Include benchmark or competency info .5 point  
Bonus for all on time 2 points
7. Documented practice @ 2 points per meeting (15 points)  
Practice done on a regular basis 1 point  
Bonus for all on time 2 points
8. Quotes (10 points)  
Turned in on time 5 points  
At least 3 sources (Montessori) 5 points
8. Reading reflections @ 3 points/week (20 points)  
Standard English 1 point  
Includes two questions 1 point  
**Reflective, not reiteration** 1 point