

Chaminade University of Honolulu
Honolulu, HI 96816

Fall, 1999
Sp 2000

University Supervisor : Sylvia Carey
Course: ED 497 ECE Student Teaching

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RATIONALE:

The ~~practicum~~ phase of the ~~student's~~ educational experience is ~~IN~~ 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 years 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 i n 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. Beware 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	notebooks	journal
visuals	discussions	readings	final exam
observation	practice		

ASSIGNMENTS:

1. Maintain a daily journal **including** five-minute daily **observations, 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 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 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.

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** WA readings, benchmarks, and leave competencies to form the basis for your **discussions**.
10. Submit a portfolio for a three-year old, a four-year old **and** a five-year old, **demonstrating** authentic **assessment**.

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:	Portfolios	25 points per semester

Total: 200 points per **semester**

Cr above 170 points
NCR 170 points and below.

TEXTS:

Montessori: A Modern Approach
The Discovery of the Child
The Secret of Childhood
A Key to Reading and Writing English
The Montessori Method
The **Absorbent** Mind
To Educate the **Human** Potential
Maria Montessori: A Biography
Nurturing the Spirit of the Child
The Montessori Controversy
Montessori Bells

Paula Polk Lillard
Maria Montessori
Maria Montessori
Muriel Duyer
Maria Montessori
Maria Montessori
Maria Montessori
Rita Kramer
Aline Wolff
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

Journals
Weekly Teacher Meeting Logs
Practice Check Sheets
Quotations completed
University Supervisor Observation check sheets
Weekly Plan Book
Lesson Plans for **all new activities, and** for **circle time** activities
Authentic Assessment Portfolios

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

Dates and Topics

Assignments

August 28

Welcome Back
Course **Requirements/Syllabus**
Requirements for **Certification**
Creating a Portfolio

September 10

Classroom Leadership
Preparation of the Environment
Scheduling/Curriculum Planning
Professionalism

Read **Montessori, A Modern Approach**
Bring a **scale** drawing of your classroom
Bring a Practical Life Activity/lesson plan

October 1

Evaluation of Children
Authentic Assessment
work sampling
Observation

Read **The Montessori Controversy**
Bring **the** school's record-keeping systems
Bring a folder with **children's** work **sample**
Bring a Sensorial **Activity/lesson** plan

October 22

Parent Involvement and Education:
Communication and Problem Solving
Raising the level of awareness
Discipline

Read **The Discovery of The Child**
Bring *the* school's **conference forms**
Bring the school's handbooks
Bring a current discipline challenge

November 19

Language **Arts** Workshop
Handling the Holidays

Read **A Key to Reading]** Writing **English**
Read **The Montessori Method**
Bring a Language Arts Activity/lesson plan

December 3

Math workshop
Nurturing the Spirit

Read **Nurturing the Spirit of the Child**
Bring a Math **Activity/lesson** plan
Bring a favorite poem or saying
Turn in **outline** for Senior paper
Turn in **Journals**
Turn in **practice** check sheets (First %s)
Turn in quotes (First ½)
Turn in **observations** (First three)
Turn in children's portfolios

January 7

Teambuilding/Type
Communication/Problem solving

Read The Absorbent Mind

Read handouts

January 28

Music and Circle time Workshop

Parent involvement

Application of strategies

Read The Secret of Childhood

Read Montessori Bells

Bring a Music Activity/lesson plan

Bring Draft for Research Paper

February 18

Art Workshop

Read Maria Montessori. A Biography

Read Handouts

Bring an Art Activity/lesson plan

March 11

Geography Workshop

Read To Educate the Human Potential

Bring a **Geography Activity/lesson** plan

April 1

Botany and Zoology Workshop

Bring a Botany Activity/lesson plan

Bring 2nd draft of paper for peer editing

April 22

Administrative Issues: **Rules/Regs**

Your Curriculum Vitae

Turn in Research Paper

Turn in **Journals**

Turn in Practice Check Sheets (Last %_)

Turn in Quotes (Last %)

Turn in all observations (**Last** three)

Turn in children's portfolios

May 7th

Final Performance Evaluation

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