

Instructor: Sheri Schonleber
Course: Ed 490 ECE Practicum

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Credit/hours 3 credits/45 hours

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. Articulate understanding and integration of both Catholic Marianist and Montessori methodology and philosophy as defined in the program of study. (MACTE competency #1,2,3,5)
2. Integrate the necessary skills and knowledge to successfully begin and direct a developmentally and culturally appropriate program for 2.5 to 6 year olds according to both Montessori philosophy and current best practice. (MACTE competency # 1,2,3,4,5,6,7)
3. Express and nurture the inter-relationship of the school home and the family home. (MACTE competency # 1.2, 6)
4. Describe 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. Use 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		

ASSIGNMENTS:

1. Maintain a weekly journal including the following:
 - five-minute daily observations;
 - reflections about your readings;
 - your experiences this year in the practicum; and
 - ideas for future reference.
2. Complete three observations as described in your student teaching handbook.
3. Do a case study and begin a portfolio documenting the progress of a child you will "follow" during the entire year. Completed portfolio will be due at the last seminar. Specifics regarding the portfolio will be given to you at the first class session.
4. 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.
5. Complete 60 hours of documented practice
6. Complete ½ the quotes as described in your Student Teacher Handbook
7. Complete all readings as assigned

EVALUATION:

1. Attendance and Participation: Seminar	15 points
2. Observations	15 points
3. Journal (Including weekly Meetings)	15 points
4. Case Study and Portfolio	10 points
5. Practice hours	15 points
6. Quotes	10 points
7. Reflections on readings	10 points
8. Posner Text Exercises	10 points
Total:	100 points

Required Readings

The Montessori Controversy

Field Experience: A Guide to Reflective Teaching

Chattin-McNicnols

Posner

Schedule and General Information



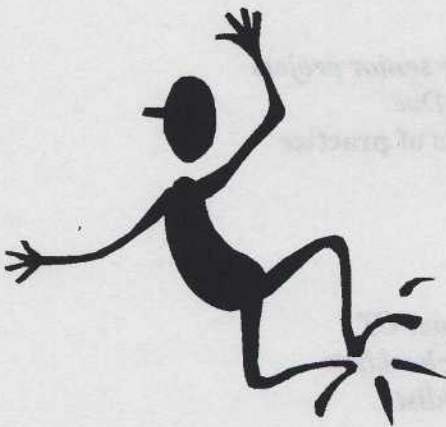
1. All seminars start **promptly** at 8:00 and end **promptly** at 2:30
2. Bring the following to all Seminars

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



3. General Seminar Schedule

- | | |
|------------|---|
| 8:00-9:30 | Welcome;
Writing/Reflection and Small Group Discussion |
| 9:30-12:00 | Lecture/Discussion and/or Mini-Workshop |
| 12:00-1:00 | Lunch |
| 1:00-2:30 | Continuation of Mini-workshop/Share Original
Activities; Closure |



Schedule

Dates and Topics

Assignments

September 6

**Review Requirements
How to do a Case Study
Comparision/Review of
Catholic Marianist and
Montessori methodology and
philosophy**

***Cooperating Teacher's Forms Due
Enjoy the Day!!!***

September 20

**Working as a Team
AMS Forms filled out
Lesson Strategies
Environmental Design**

***All Forms in Section I due
Payment due for AMS and MACTE
Complete 10 hours of practice
Chattin-McNichols ch 1,2,3,4
Posner, Part I***

October 4

**Working with Families
Culture and School
Historical perspective-Yesterday**

***Case study subject/forms due
Complete 10 hours of practice
Chattin-McMichols ch 5,6,12,13,14***

October 18

**Evaluation of Children
The Professional Portfolio
Historical Perspective-Today**

***First observation due
Complete 10 hours of practice
Chattin-McNichols Ch 10,11
Posner ch 5,6,7***

Nov 1

**Values Clarification
Time management
Communication Skills**

***Complete 10 hours of practice
Handouts as assigned
Posner, Part III***

Nov 15

**Review of case studies
Review of portfolios
Standards
Historical Persepctive-Tomorrow**

***Second Observation Due
Complete 10 hours of practice
Chattin-McNichols ch 7, 17***

Nov 29

**Helping Children Problem-solve
Scaffolding language
Language Arts Review
Handling the Holidays**

***Progress report for senior project
Third Observation Due
Complete 10 hours of practice
Posner Part IV***

Dec 6

***45 quotes
Fall Evaluation from CT
3 Practicum Visit checklists
Competency Checklist***

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

Rubric for assignments

1. Attendance and Participation @ 2 points per class 15 points

Attendance is important in a seminar class and will be factored into your grade for the seminar. As per CUH policy, missing more than 90% of the class will lower your grade by one letter grade. Bonus point for perfect attendance.

2. Observations @ 5 points per observation 15 points

Each observation has a different focus. You may do any of the three in any order. Use the Ed 200 format in writing the observation, being sure to use Standard English.

3. Journal/Weekly Meetings @ 2 points per class 15 points

You will bring your journal and weekly meeting forms to each class session. It is vitally important that you reflect on a weekly basis, and that you are meeting with the cooperating teacher (or director) on a regular weekly basis. Making the meetings happen is your responsibility. Please let the seminar leader know if you are unable to schedule the meetings and we will help you. Bonus point if all weekly meeting forms are turned in on time, and all journals are turned in at every meeting.

4. Case Study and Portfolio 10 points

You will choose one child to "follow" for this year and will make regular weekly observations regarding this child's growth and development. The format you are to follow will be detailed on a separate sheet, and examples of the type of portfolio will be given as well.

5. Practice hours @ 2 points per hour 15 points

Practice hours must be done in a timely manner. Points will be deducted if the hours have not been completed by the date they are due. 3 bonus points if all practice hours are completed on time.

6. Quotes 10 points

Quotes must be from Montessori's own writings and the books you have already purchased for Ed 232 and 432 may be used. They are to be written on 3X5 or 5X7 cards, and should be color-coded by section. Quotes may not be taken from the Internet. The name of the book and the page number must be included.

7. Reflections on readings @ 1 point per reflection 10 points

Each session includes readings that you should have completed prior to the beginning of the session. Please write a one-page reflection on the readings, including one question you would like to ask the author. Bonus points will be given for all reflections turned in on time.

8. Posner Text Exercises

10 points

Each exercise is worth one or two points. To receive points the exercises must be turned in on time.

Due September 20st

Exercise 2.1 (p. 13) (1 point)

Exercise 2.2 (p. 15) (1 point)

Exercise 2.3 (p. 17) (1 point)

Due October 18th

Analysis of beliefs (p. 80) (2 points)

Due Nov 1nd

Exercise 8.1 (p. 92) (1 point)

Exercise 9.1 (p. 100) (1 point)

Exercise 9.2 (p. 102) (1 point)

Exercise 9.4 (p.106) (1 point)

Exercise 11.1(p.113) 1 point)

Pre and Post Test
Ed 490
Fall 2002

Id # _____
Date _____

For each of the items listed below, rate yourself as follows:

- 1 I know this subject like the back of my hand and feel that I have mastery of it
- 2 I know a little about this subject but don't feel confident that I have mastered it
- 3 I have no opinion
- 4 I think I might have heard of this once but am not sure what it means
- 5 I don't know what you are talking about here.

I can articulate my understanding and integration of both the Catholic Marianist and the Montessori methodology and philosophy as defined in the program of study.

1 2 3 4 5

I have integrated the necessary skills and knowledge to successfully begin and direct a developmentally and culturally appropriate program for 2.5 to 6 year olds according to both Montessori philosophy and current best practice.

1 2 3 4 5

I can express and nurture the inter-relationship of the school home and the family home.

1 2 3 4 5

I can describe the history of early childhood education in the United States and the importance of the Montessori movement in that history.

1 2 3 4 5

I can describe educational "jargon" terms and concepts in terms parents and members of the community can understand.

1 2 3 4 5

I can (and do) use current research in the field of early childhood education.

1 2 3 4 5

I know how to accurately use observation and assessment of children and their behavior in order to provide appropriate learning materials and experiences.

1 2 3 4 5