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INTRODUCTION

And so we discovered that education is not something which the teacher does, but it is a natural process which develops spontaneously in the human being. It is not acquired by listening to words, but in virtue of experiences in which the child acts on his environment. The teacher's task is not to talk, but to prepare and arrange a series of motives for cultural activity in a special environment made for the child.

-Maria Montessori (1967, p.8)
ADDITIONAL REFERENCE INFORMATION

This handbook is provided electronically for students at the start of their program. Additional documentations and supporting information is provided at the start of the Practicum phase. This documentation is made available via the Blackboard course management platform.
COLLEGE OF PROFESSIONAL SCIENCES
STATEMENT OF PURPOSE

The College of Professional Sciences prepares undergraduate and graduate students in the Catholic Jesuit tradition intellectually, morally, and spiritually for careers and professions of service by:

- Challenging students to strive for academic excellence and life-long learning,
- Providing applied experiences grounded in theoretical foundations,
- Promoting collaboration and community partnerships,
- Incorporating research, scholarship, and innovation,
- Integrating ethical behavior and a respect for individual differences and diversity.

The programs in the College of Professional Sciences have a special focus on society in the areas of education, health, community services, and more. The college houses a wide variety of departments that include undergraduate programs, Master's degree programs and a doctoral program in psychology.

DEPARTMENT OF CHILDHOOD EDUCATION
MISSION STATEMENT

Xavier University’s Department of Childhood Education 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, and Montessori programs, though 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 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 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.
LOCATION OF THE PROGRAM

The program is housed in the Joseph Building on the Xavier University campus at 3800 Victory Parkway, Cincinnati, Ohio, 45207-6631.

The telephone number is: (513) 745-3424

The Joseph Building has the Montessori Offices, a practice room and a Lab School with an observation room.
I. **BRIEF DESCRIPTION OF THE COURSE:**

Xavier University Montessori Teacher Education Program offers two degrees. They are:

1. **Graduate Program** - The candidates in this program receive:
   - Master of Education in Montessori Education
   - American Montessori Society (AMS) Credential - Early Childhood ages 2 1/2 to 6 yrs., 9-12
   - Ohio 4-year Resident Educator License for Pre-K and K-3

2. **Undergraduate Degree (Bachelor of Science)**

   The candidates in this program will complete a liberal arts program and education courses. The candidates in this program will receive:
   - B.S. in Education
   - American Montessori Society (AMS) Credential - Early Childhood ages 2 1/2 to 6 yrs
   - Ohio 4-year Resident Educator License for Pre-K and K-3

All candidates will be involved in a practicum that lasts for nine months. First semester, you will be with children 1/2 day for five days a week. Second semester, you will continue the same schedule and you will choose one whole day to be at your site, in preparation for teaching a full day.

You are expected to arrive thirty minutes (30) before the children arrive. The daily schedule will be **four (4) hours**. Time after the session will be used to help prepare and to maintain the environment. Typically students are at their site for 4.5 hours.

All candidates must complete the Montessori philosophy course and credential level Montessori materials course, before beginning the practicum.
II. CHILD AGE RANGE FOR WHICH THE COURSE PREPARES:

- American Montessori Society (AMS) Early Childhood ages 2 1/2 through 6 years

III. LENGTH OF ONE CYCLE AND BASIC TIME FRAME:

1. The Graduate Program may take 2-6 years depending on whether the candidate is full- or part-time.
2. The Undergraduate Program takes four years.

IV. EDUCATIONAL LEVEL OF THE COURSE:

Graduate/Undergraduate

V. UNITS OR CREDITS, IF OFFERED:

1. Graduate Program with Early Childhood Resident Educators license and a Montessori Credential may be up to 52 semester hours. This may change when undergraduate transcripts are evaluated.
2. Undergraduate Program is 126 semester hours, and includes the degree credential and Resident Educators license.

VI. DEGREES:

1. Master of Education
2. Bachelor of Science

VII. CERTIFICATIONS:

1. American Montessori Society (AMS) Early Childhood Credential (ages 2 1/2 to 6 years)
2. Ohio 4-year Resident Educator License, Pre-K - 3
FAIR PRACTICES

I. NONDISCRIMINATION POLICY:

XAVIER UNIVERSITY: ENSURING A CLIMATE OF RESPECT

Xavier’s mission is to be a community of inquiry in the Catholic, Jesuit tradition dedicated to forming students intellectually, morally, and spiritually, with rigor and compassion, toward lives of solidarity, service, and success. Only a campus environment of mutual respect and genuine care for all individuals enables this mission to be realized.

Harassment or discrimination of any kind, including such action based on gender, race, ethnicity, color, religion, age, national origin, sexual orientation, disability or marital status impedes Xavier’s ability to carry out the mission. Therefore, it is important and necessary to have established policies and procedures in place to deal with harassment and discrimination. This document is an attempt to reinforce Xavier’s commitment to eliminating violence and harassment of any kind on campus by insuring that the policies are relevant and integrated into daily life. Xavier employees are informed about the University’s official procedures for reporting harassment through processes established by the office of human resources. New employees are informed about such policies and current employees are notified when policies are updated or changed. Students are informed about official University policies as a part of the first year orientation and in a letter from the assistant vice president for student life.

II. FINANCIAL POLICIES:

Tuition & Fees, from the 2011-2012 University online catalog
See [http://www.xavier.edu/bursar/tuition-and-fees.cfm](http://www.xavier.edu/bursar/tuition-and-fees.cfm)
See [http://xavier.edu/financial-aid](http://xavier.edu/financial-aid)
See [http://xavier.edu/residence-life/officeofresidencelife](http://xavier.edu/residence-life/officeofresidencelife)

III. REFUNDS:

Refunds, from the 2011-2012 University online catalog
The Xavier University Montessori Teacher Education Program has a strong foundation in the liberal arts, as well as best practices in Montessori Pedagogy. The Montessori Philosophy prepares the candidate with an understanding of Dr. Maria Montessori's Philosophy in light of education of the past and the present. The Montessori curriculum courses prepare the candidate to assess, plan, and teach in the following areas: Mathematics, Geometry, Science, Language and Literature, Geography, History, Practical Life, Movement, Music, Visual Arts and Crafts, and how to use Technology in the Classroom.

Student coursework also includes current theory on child development, differentiated instruction and teaching to a culturally diverse group of children.

The following are courses needed to complete AMS credentialing. (Note: This coursework as well as additional required courses allows students to pursue state licensing (resident educator license), master’s degrees and bachelor’s degrees.)

EDME 351/551 Montessori Education: Philosophical Approach
EDME 364/564 Montessori Methods: Early Childhood
EDME 377/577 Early Childhood Math & Science
EDME 563 Early Cognitive Development (grad only/online only)
EDME 359/559 Full Day Child Care Methods
EDME 376/576 Phonics Skills
EDME 354/554 Montessori Language Arts & Reading
EDSP 305/505 Foundations in Early Childhood Special Education
EDEL 251 Instructional Technology
EDME 350/550 Methods of Observation
EDME 356/556 Montessori Curriculum Design & Teaching Strategies I: EC
EDME 473/673 Montessori Curriculum Practicum I
EDME 367/567 Montessori Curriculum Design & Teaching Strategies II: EC
EDME 474/674 Montessori Early Childhood Practicum II

According to licensing requirements undergraduates take the following courses in child development.

EDFD 110 Human Development and Learning
EDEC 210 Early Childhood Development for Undergraduate Students
CAREER INFORMATION

1. The Career Services Center provides the candidates with the following information:
   a) Job search meetings that include information on interviews and how to set up a resume,
   b) A registration with the Career Services Center,
   c) Dates for on campus interviews,
   d) Information on salary ranges for the candidate's career,
   e) Information on the percentage of people who received jobs in the last year,
   f) Help with off campus job searches,
   g) Free practice videotape interviews,
   h) An annual report of job acquisitions by candidate.

2. The Montessori Office provides a job bulletin board.

3. The American Montessori Society website www.amshq.org

4. The Cincinnati Montessori Society www.cincinnatimontessorisociety.org

All candidates are required to set up a professional file during the year of their practicum. A copy of the Job & Internship Search Guide can be accessed online or picked up at the Career Services Center in the Conaton Learning Commons, Rm. 530.

See http://www.xavier.edu/career
ADMISSION REQUIREMENTS


5. The Xavier University Montessori Teacher Education Program also requires the following prior to acceptance:

- 3 letters of recommendation
- A professional resume
- Montessori state of purpose
- Meet with Program Director
CODE OF ETHICS OF THE AMERICAN MONTESSORI SOCIETY

Principle I – Commitment to the Student

In fulfillment of the obligation to the children, the educator:
1. Shall encourage independent action in the pursuit of learning
2. Shall protect the opportunity to provide for participation in educational programs without regard to race, sex, color, creed or national origin
3. Shall protect the health and safety of students
4. Shall honor professional commitments, maintain obligations and contracts while never soliciting nor involving students or their parents in schemes for commercial gain
5. Shall keep in confidence information that has been secured in the course of professional service, unless disclosure serves professional purposes or is required by law

Principle II – Commitment to the Public

The Montessori educator shares in the responsibility for the development of policy relating to the extension of educational opportunity for all and for interpreting educational programs and policies to the public.

In fulfilling these goals, the educator:
1. Shall support the American Montessori Society and not misrepresent its policies in public discussion. Whenever speaking or writing about policies, the educator should take the precaution to distinguish private views from the official position of the Society;
2. Shall not interfere with nor exploit the rights and responsibilities of colleagues within the teaching profession

Principle III – Commitment to the Profession

The Montessori educator makes efforts to raise professional standards and conditions to attract persons worthy of trust to careers in Montessori education.

In fulfilling these goals, the educator:
1. Shall extend just and equitable treatment to all members of the Montessori education profession
2. Shall represent his or her own professional qualification with clarity and true intent
3. Shall apply for, accept, offer, recommend, and assign professional positions and responsibilities on the basis of professional preparation and legal qualifications
4. Shall use honest and effective methods of administering duties, use of time, and conducting business

As American Montessori Society members, we pledge to conduct ourselves professionally and personally, in ways that will reflect our respect for each other and for the children we serve. We will do whatever is within our talents and capacity to protect the right of each child to have the freedom and opportunity to develop his/her full potential. AMS requires that all member
schools and affiliated teacher education programs agree to comply with the AMS Code of Ethics. AMS relies solely on self-compliance of this Code.

AMS Handbook for Teacher Education Program Affiliation
Adopted by the AMS Board of Directors October 1969,
Expanded June 1975. Updated October 2008 and 2010
EARLY CHILDHOOD TEACHER LICENSURE

The following is directly quoted from the State of Ohio Teacher Certification standards concerning admission, retention and assessment of students seeking teacher certification.

3301-21-02: Requirements of a college or university to be approved to prepare teachers

A. Organization

8. Admission and retention of an individual desiring certification shall be conducted pursuant to criteria and procedures adopted by the governing body of the college or university. The criteria and procedures shall be free of cultural bias, shall include provisions for determining whether the individual is of good moral character pursuant to rule 3301-21-01 of the administrative code, shall relate to the acquisition of the body of knowledge, skills, attitudes, and values determined essential for effective performance in the area of certification, and shall include the following provisions:

a. The college or university shall assess each individual as a condition for admission to a teacher education program.

The plan shall include provision for cognitive and affective assessment to assure the potential for attaining the knowledge, skills, attitudes, and values, determined essential for effective performance in the area of certification. Assessment shall include, but not be limited to:

1. Measures of oral and written communication and mathematics skills; see “Steps for Admission and Continual Progress”
2. Measures of academic aptitude and achievement; See “Steps for Admission and Continual Progress”
3. Determination of appropriate interpersonal relations and motivation; See “Candidate Disposition Progress Report”

The information provided in this handbook specifies how the Department of Childhood Education and Literacy meets the stated criteria.

Standards for licensure require that an individual must possess “good moral character.” State standard 3301-21-01 (M) states that “A person shall be deemed to be of good moral character provided that said individual has not pleaded guilty to or been convicted of any felony, any violation of Section 2907.04 (corruption of a minor) or Section 2907.06 (sexual imposition), or Division (a) or (c) of Section 2907.07 (importuning) of the Revised Code, and offense of violence, theft offense, or drug abuse offense that is a minor misdemeanor, or any substantively comparable ordinance of a municipal corporation or of another state.” To implement this standard, the School of Education requires a notarized “Statement of Moral Character” form signed by the student. The “Statement of Moral Character” forms are in the students’ files in the Department of Childhood Education and Literacy office. Copies of the blank form are available in the Department of Childhood Education and Literacy’s Office. The official notarized form is required for program admission and state licensure. The student is also required to undergo annual fingerprinting (FBI and BCI background checks) prior to field experiences, and as part of the state licensing application process. It is the student’s responsibility to notify the school and the state of Ohio regarding their report. Students must have a BCI/FBI check to complete their field placements and continue in the program.
For your convenience fingerprinting for FBI/BCI is available at the campus police department. Schools may require proof of completion of fingerprint. Plan to keep a copy with you when visiting schools.

Steps for Admission and Continual Progress
for Licensure in Early Childhood Education

Xavier University candidates for initial licensure in early childhood and middle childhood education must meet specific standards for entrance into the University, the major, student teaching, and the provisional license for the teaching profession. Steps must be successfully completed sequentially for licensure recommendation by the School of Education.

Step One: Admission to Xavier University
- Student is accepted into the University: Grade point average and ACT or SAT scores considered.
- Student declares major as early childhood education or middle childhood education.
- When field experience placements begin and annually thereafter, a BCI/FBI background check and TB (Tuberculosis Skin Test) test are required.

Step Two: Admission to Program
- Completion of Step One.
- Student completes EDEL 100, Introduction to Education, with grade of B or higher.
- ENGL 101, English Composition, completed with grade of B or higher.
- Overall grade point average of 2.5.
- Statement of Moral Character Notarized and on file in Department of Childhood Education and Literacy office.
- Completed “Application for Admission” form on file in Department of Childhood Education and Literacy office. (Both forms noted are received and returned during semester of EDEL 100.) Student receives acceptance letter from the department chair confirming acceptance or rejection for chosen major.
- One of two required mathematics courses completed with grade of C or higher.
- Annual BCI/FBI background check on file in Department of Childhood Education and Literacy.
- TB (Tuberculosis Skin Test) test results available.

Step Three: Pre-Internship Requirements
- Completion of Step Two.
- Student maintains grade point average of 2.5 overall, 3.0 in major.
- Student must receive “B” or higher in courses prefixed EDEC, EDMC, EDRE, or retake in subsequent semester.
- Second mathematics course complete with C or higher.
- Early childhood candidates complete all materials courses for their credential level. Candidates electronic portfolio reflects education foundation and block courses.
- Annual BCI/FBI background check on file in Department of Childhood Education and
Literacy.
• TB (Tuberculosis Skin Test) test results available.
• Evaluation forms completed by University personnel and field work cooperating teachers indicating progress in knowledge, performance, and necessary dispositions on file in the Department of Childhood Education and Literacy office. To complete this phase, student registers for an advisory day at the end of the appropriate semester; meets with a faculty team to present evidence of knowledge, dispositions and performance via discussion and portfolio content. Faculty team indicates to student, and in writing, that all requirements for progression in program have been met.

Step Four: Admission to Internship
• Completion of Step Three.
• Application for internship approved.
• All foundation, methods, content area courses, and majority of concentration courses must be complete for commencement of internship semester.
• One of two required Ohio Assessments for Educators (OAE) exams for Early Childhood Education must be passed prior to internship. “Early Childhood Education” must be passed prior to internship. Another OAE exam is required for licensure and may be completed during the internship.
• Two middle school subject area Ohio Assessments for Educators exams, as indicated by chosen concentrations, must be passed by middle childhood candidates prior to internship. Another OAE exam is required for licensure and may be completed during the internship.
• Annual BCI/FBI background check on file in Department of Childhood Education and Literacy.
• TB (Tuberculosis Skin Test) test results available.

Step Five: Resident License Approval
• Completion of Step Four.
• Successful completion of internship in early or middle childhood classroom, with goals, midterm appraisal and final letters of evaluation on file in Department of Childhood Education and Literacy office.
• Presentation and submission of exit portfolio.
• All Ohio Assessments for Educators exams passed and official results on file in Xavier University Certification Office.
• Online application process completed and all license application materials on file with Xavier University Certification Office.

See “Xavier University’s Master Catalog” for further information; available on the Xavier University Registrar website.
PRIVACY RIGHTS

Please see privacy rights addressed in the 2012-2013 University Online Catalog. See http://catalog.xavier.acalog.com/content.php?catoid=7&navoid=268
GENERAL REQUIREMENTS AND PROCEDURES

1. **The academic schedule:** The university has a rolling admissions policy, intake occurs: August, January, May, June, July. Graduate students typically take two academic years and undergraduates four. Due to the ability of students to determine their start date and the number of hours they wish to take within a semester, the academic schedule for a course study is flexible. All students meet with the Director as well as advisors, throughout their program. The schedule of classes is explained during advising.

   Example Cycles:
   Graduate: August 2010 (fall semester) completion May 2012 (spring semester)
   Undergraduate: August 2008 (fall semester) completion May 2012 (spring semester)
   (see attached advising document)

   The academic calendar is found on the portal system. This calendar lists the university days off as well as the university exam schedule. Students are also given notification of exams via course syllabi.

2. **The candidate to instructor ratio:** The Montessori Director establishes course size, in collaboration with Department Chair. The university requires a minimum of 8 students for a class to run. The Montessori lecture courses will accept as many as 25-30 students, materials courses are kept at a maximum of 18. Online courses maintain a maximum of 20.

3. **Descriptions of content, competencies found within each course:**
   All syllabi clearly state each course objectives and candidate expectations. Each Montessori program syllabus contains the following information pertaining to that:
   Course: MACTE competencies, and NAEYC competencies. Assessments are aligned with competencies to allow professors to track the successful completion of all students.

4. **ATTENDANCE**
   Attendance is an essential component of all courses and will be used in calculating the course grade. (Attendance includes promptness, attendance at all labs and daily attendance at your internship site unless you are scheduled to be at Xavier.) Candidates who miss classes must document how they make up the missed classes on a form signed by the teacher of the course.
   (see class absence form found at the back of the handbook.)
   Online courses: Candidates registering for an online course are verified through the use of their private portal account.

5. **WRITTEN ASSIGNMENTS**
   All written assignments must be appropriate for college students. The teachers in this program expect neat work with correct spelling and sentence structure. All papers must follow a correct set of guidelines for the format of a written paper.
   (see writing assessment form at back of handbook)

6. **REFERENCES**
Conventions of authorship and laws of plagiarism require that proper documentation be given when appropriate. Therefore,

a. If you use a direct quote from any source, include a proper footnote. Footnotes may be included on a separate page at the end of the paper.


c. Classroom discussions or lectures need not be footnoted. The information should be in your own words, however.

d. Flagrant plagiarism will result in dismissal from the course.*

*The four points above are from Dr. Daniel Geeding's (CBA/CMPD) handouts.

7. DATES FOR ASSIGNMENTS
Assignments handed in after the DUE DATE will automatically lower your final grade. Please make copies of all assignments if you want a copy.

8. CLASS PARTICIPATION
Class participation is an important element of a college environment. The candidate must accept a major responsibility for his/her learning.

9. REQUIREMENTS FOR AMERICAN MONTESSORI SOCIETY CREDENTIAL
All candidates in the graduate and undergraduate program are required to complete the following for American Montessori Society Credential (beyond the regular requirements for each course):

a. Make a COMPLETE set of organized albums in the major areas as outlined in your Early Childhood program.

b. Participate in practical exams demonstrating your knowledge of the Montessori material. (These exams will be scheduled during your internship.)

c. A written comprehensive exam on the Montessori Philosophy.

d. Curriculum research project (integrate drama, art, music, movement, geography, and history).

10. See attached Program requirements documents at the back of the handbook:
(undergraduate and graduate)

11. Please review all documents at the back of this handbook, including those used for the practicum phase.
12. All candidates receive a Disposition Progress reports for each course. The purpose of this document is to support a candidate’s development in the area professionalism and dispositions of a vested candidate. (see document at the back of the handbook)

13. LEARNING ASSISTANCE
The candidate is responsible for notifying his/her professors of any learning disability and s/he is required to register with the Learning Assistance Program that Xavier offers.

SOME SUGGESTIONS
14. Online technical requirements- Candidates will need to have access to a computer that allows for the addition of software, such as JAVA as well as a camera connection for live feed. It is recommended that Candidates have high internet access. Contact the Xavier Help Desk for more information and support- 513.745-HELP.

A. Buy a simple book on how to write a paper. Some suggestions are:
   i. The Elements of Style, Strunk & White
   ii. How to Write a Research Paper, Phyllis Cash
   iii. The Chicago Manual of Style, 13th edition or newer
   iv. A Writer’s Reference, Diana Hacker, 5th edition or newer
   v. APA Style Manual

c. Organize your time.
d. Talk to the instructor if you are having difficulty with the assignments.
e. Learn how to research an answer. This is the best way to learn the material.
f. If you are involved in a class in learning Montessori material, it is important to practice with all the materials being presented before the next class meets.
g. REMEMBER: The Montessori faculty is here to help you, but we cannot be of assistance if you fail to state your needs. We want you to be a responsible learner.
h. Use the writing center for support. Contact information is located on the portal system.
DISMISSAL POLICY

Dismissal of a student for academic reasons is normally an administrative matter based on academic requirements stated in the University Catalog. We follow the procedures of the University.

The Montessori Program may dismiss a student if the student has poor attendance, lack of respect for children, abuse of children, unsatisfactory work in the academic or practicum phase of the program, unsatisfactory completion of assignments in a timely manner, and/or an inability to support and practice the Montessori philosophy and methods.

Additionally, See the 2011-2012 University Online Catalog
http://catalog.xavier.acalog.com/content.php?catoid=7&navoid=264#Disciplinary_Actions

Including sections pertaining to:

• Disciplinary Actions
• Comprehensive Exams
• Xavier University Institutional Review Board (IRB)
• Xavier University Professional Review Board (PRB)
• Minimum Grade Point Average to Graduate
• Student Responsibility
• Reservation of Rights
GRIEVANCE POLICY

STUDENT ACADEMIC APPEAL PROCESS

Please refer to the 2011-2012 University Online Catalog
See
http://catalog.xavier.acalog.com/content.php?catoid=7&navoid=264#Grade_Grievance_Procedu re

GRIEVANCES

Normally, a student must wait one year following academic suspension before applying for readmission to the Dean of his college or through the Admissions Office. The Dean makes the final decision regarding readmission. The Dean may allow readmission subject to certain academic conditions being met by the student.

Also, see “Procedures for Challenging Content of Records” in Attachment #4

Montessori Accreditation Council for Teacher Education (MACTE). This Council accredits Xavier University Montessori Teacher Education Program. You may send your grievance to:

MACTE Commission
313 Second Street S.E., Suite 112
Charlottesville, VA  22902
E-mail:  information@MACTE.org

Xavier University is affiliated with the AMS. You may send your grievance to:

American Montessori Society
116 E. 16th St
New York, New York 10003-2163
www.amshq.org
GRADING SYSTEM AND CLOCK HOURS
As a University based teacher education program, our courses are organized by credit hour.
Three credit hour lecture courses are 37.5 clock hours; methods and materials courses are 55 hours. In addition courses may also have field experience hours above and beyond the course hours.

Candidates who receive below a B- (B minus) in a Montessori course must repeat the course.

**Grading System**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>97 - 100</td>
<td>A</td>
</tr>
<tr>
<td>93 - 96</td>
<td>A-</td>
</tr>
<tr>
<td>89 - 92</td>
<td>B+</td>
</tr>
<tr>
<td>87 - 89</td>
<td>B</td>
</tr>
<tr>
<td>84 - 86</td>
<td>B-</td>
</tr>
<tr>
<td>81 - 83</td>
<td>C+</td>
</tr>
<tr>
<td>75 - 80</td>
<td>C</td>
</tr>
<tr>
<td>74 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

No grade change can be made later than the 15th calendar day after the beginning of the next academic semester except in case of a resolved Grade Grievance. (Xavier University online catalog, 2011-12)

Classes can be dropped through the first seven calendar days of the term without a grade appearing on the student’s academic record. Undergraduate students receive a grade of “W” for classes dropped from the eighth calendar day of the term through approximately 80% of the term. For graduate students, a “W” occurs if a class is dropped from the eighth calendar day of the term through the last day of classes.
UNDERGRADUATE ACADEMIC POLICIES AND REGULATIONS

Please refer to the 2011-2012 University Online Catalog
See http://catalog.xavier.acalog.com/content.php?catoid=7&navoid=264

GRADUATE ACADEMIC POLICIES AND REGULATIONS

Please refer to the 2011-2012 University Online Catalog
See http://catalog.xavier.acalog.com/content.php?catoid=7&navoid=265
PRACTICUM PHASE ENTRY FOR EARLY CHILDHOOD

All students are required to have the following in order to participate in the practicum phase.

1. A minimum GPA of 2.7
2. The following courses must be completed
   EDME 351/551 Montessori: A Philosophical Approach
   EDME 364/564 Early Childhood Montessori Methods
   EDME 376/576 Phonics Skills for Early Childhood
   EDME 354/554 Montessori Language Arts and Reading
   EDME 377/577 Montessori Early Childhood Math and Science

Graduate Students only:
EDME 563 Early Childhood Cognitive Development

Undergraduates must complete the following foundations courses:
EDEL 110 Human Development and Learning
EDEL 100 Introduction to Education
EDEC 210 Early Childhood Development
EDSP 205 Foundations in Early Childhood and Special Education
EDEC 230 Play in Early Childhood Education.

3. All applicable fees must be turned in by the required date.
4. Attendance at practicum meeting (spring)
5. BCI/FBI Fingerprint (2nd)
6. Current TB test
7. Moral Character form (2nd)
8. Montessori handbook read, signature page signed and turned in to the Montessori office
PRACTICUM PHASE

Each candidate will be required to work with all of the materials during the Practicum Phase of the program. Each candidate is required to hand in a material log once a month. The candidate must have the Cooperating/Supervising Teacher sign the log.

The XU Supervisor (AMS: Field Consultant) will visit the candidate at the practicum site four times during the practicum year (more visits if doing a self-directed practicum*). The XU Supervisor will arrive 15 minutes before the beginning of class and meet with the candidate and the Cooperating/Supervising Teacher (AMS: Supervising Teacher) at the end of the three-hour visit.

The candidate is expected to be involved in the following activities:

1. Preparation of the environment
2. Cleanup of the environment
3. Large group activities
4. Individual lessons
5. Work in all areas of the classroom
6. Prepare parent teacher conference
7. Observe
8. Planning and assessment
9. Attend parent meetings
10. Attend faculty meetings
11. Putting new material in the environment

*Note: Candidates in a self-directed practicum would receive six visits during the year
TEACHER PERFORMANCE ASSESSMENT

Montessori student teachers working toward their initial Ohio 4-Year Resident Educator License are required to complete the Teacher Performance Assessment. During the internship year each student will submit an electronic, authentic teaching sample that will include artifacts from a 3-5 day teaching episode in Early Childhood Literacy or Math/Geometry. The authentic teaching sample will be developed and submitted to Pearson’s through Taskstream during your second semester of internship.

TPA in Ohio is a part of H.B. (House Bill) 1, which makes it a law for all student teachers in Ohio.

The materials and information you develop must include five areas of teaching: (1) Planning, (2) Instruction, (3) Assessment, (4) Analyzing Teaching, and (5) Academic Language which will support both Instruction and Assessment tasks. Student teachers will maintain written records on their lesson presentations, lesson planning, and assessment. These records will include details on teaching practice and student learning. Further documentation involves student conceptual understanding and use of academic language. Student teachers will keep notes on what is working, what is not working and why. The candidates reflect on the lessons and what they would continue to do and what they would change. In the reflections, candidates need to explain their conceptual understanding and rationales of why they did what they did in their lessons.
EARLY CHILDHOOD PRACTICUM STANDARDS REQUIREMENTS

There are two models for the early childhood Montessori Practicum:

Model 1: Daily teaching under the supervision of an approved Cooperating Teacher (AMS: Supervising Teacher) teacher.

Model 2: Teaching in a self-directed classroom with 6 visits per year from an XU Supervisor (AMS: Field Consultant). Cooperating/Supervising Teacher

The AMS has designated the requirements for the practicum, which also meet the guidelines of the MACTE. Xavier University abides by the requirements in order to confer on candidates American Montessori Society certification.

A field consultant must have five years Montessori teaching experience at the level being observed following receipt of a Montessori credential. [6/09] (AMS Handbook for Teacher Education Program Affiliation; 5.5.4 Field Consultant Qualifications, pg. 39

The function of the self-directed Practicum Phase is to provide for the candidate an experience in a Montessori environment, a period of observation, internalization, and further study. The practicum, combined with course work and consultation, brings together the theory and practice of Montessori Education.

STANDARDS AND RESPONSIBILITIES OF THE EARLY CHILDHOOD PRACTICUM PHASE

A. For the Practicum Site

1. The class should contain children in the full age span for which the candidate will be certified. An exception may be requested in the case of a beginning class, which may contain an age span of less than three years.

2. The class must be equipped with the full complement of Montessori materials appropriate to the ages and needs of the children.

3. Please provide the school’s written nondiscrimination policy for children and staff.

4. Does your school meet all local and state regulations?

5. Are janitorial services provided?

6. Please include any its administrative policies and guidelines that relate to Early Childhood teacher candidates.
7. The program must have in writing the school's willingness to cooperate in matters relating to the Early Childhood practicum.
B. For the Cooperating Teacher (AMS: Supervising Teacher)

Model 1: Service in the Classroom with an Approved Cooperating/Supervising Teacher

1. The Cooperating/Supervising Teacher must hold a Montessori Early Childhood credential from a MACTE accredited program or the equivalent and be in at least the second year of teaching after receipt of the credential.

2. Full-time presence of a Cooperating/Supervising Teacher in the candidate’s classroom must be assured.

3. The candidate must be assigned full-time to the classroom of the Supervising/Cooperating Teacher.

4. The Cooperating/Supervising Teacher is responsible for providing experiences in the following teaching areas that are available to the candidate:
   a. Preparation of the environment
   b. Record keeping
   c. Observing, responding, evaluating, planning, assessing
   d. Individual and group presentations
   e. Structuring activities
   f. Classroom management
   g. Involvement with parents: conferences, interviews, open house
   h. Staff involvement: participation in meetings, establishing team compatibility

5. The Cooperating/Supervising Teacher is to schedule regular review sessions with the Early Childhood teacher candidate to assess progress in the above areas. The Supervising/Cooperating Teacher is asked to inform the Xavier Supervisor of any difficulties involving the candidate's classroom performance.

6. The Cooperating/Supervising Teacher is asked to complete an evaluation form at mid-term and at end of semester with regard to the candidate(s). The candidate also is asked to fill out the same form. The Cooperating/Supervising Teacher and the candidate go over their forms together before the practicum coordinator receives them.

Model 2: Self-Directed Intern in a Montessori classroom With Supervision by a Xavier Supervisor/Field Consultant (XU Supervisor is the same as the AMS Field Consultant)

1. The Self-Directed Intern must hold a Bachelor Degree (If teaching in a public school, he/she must have a state teaching certificate and be highly qualified by the state at the level this teacher will be teaching).

2. Self-Directed Intern is responsible for providing the following teaching areas:
   a. Preparing the Montessori environment for all areas of the Montessori curriculum: math, geometry, practical life, geography, botany, zoology, phonics, grammar, reading, natural science, sensorial, outdoor play and art.
   b. Record keeping and using school/district technology to record student progress in all curriculum areas,
   c. Observing, responding, evaluating, planning, assessing
   d. Individual and group presentations,
e. Structuring activities,
f. Classroom management,
g. Planning and involvement with parents: conferences, interviews, open house, continuous communication including newsletters, etc.
h. Staff involvement: working with an assistant, attending in service and professional development activities, establishing team compatibility.

3. The XU Supervisor/Field Consultant must schedule at least three observations per semester for two consecutive semesters. The number of observations is dependent upon the arrangements made between the school district/school and the Xavier’s Montessori Teacher Education Program. The teacher candidate/self-directed intern will be assessed by the XU Supervisor/Field Consultant on progress in the areas listed above.

4. XU Supervisor/Field Consultant must complete all evaluation forms that the program requires included mid-semester and end of semester evaluation form. The Self Directed Intern also fills out the mid-semester and end of semester evaluation form and goes over it with his/her XU Supervisor.

Model 2: Service in a Self-Directed Classroom With Supervision by an Approved Cooperating/Supervising Teacher

1. The Cooperating/Supervising Teacher must hold a Montessori Early Childhood credential from a MACTE accredited program or the equivalent, and be in at least the second year of teaching after receipt of the credential.

2. The Cooperating/Supervising Teacher is responsible for providing a guidance and/or experiences in the following teaching areas that are available to the candidate:
   a. Preparation of the environment
   b. Record keeping
   c. Observing, responding, evaluating, planning, assessing
   d. Individual and group presentations
   e. Structuring activities
   f. Classroom management
   g. Involvement with parents: conferences, interviews, open house
   h. Staff involvement: participation in meeting, establishing team compatibility

3. The Cooperating/Supervising Teacher must schedule regular observation and review sessions (monthly or weekly, depending upon the arrangements made between the candidate and/or school district and Xavier's Montessori Teacher Education Program Director) with the teacher candidate to assess progress in the above areas and must submit a written report to the Practicum Coordinator following each of these sessions.

4. The Cooperating/Supervising Teacher is asked to inform the Practicum Coordinator of any difficulties arising that involve the candidate's classroom performance.

5. The Cooperating/Supervising Teacher must complete all evaluation forms that the program requires.
C. Standards and Responsibilities of the Montessori Teacher Education Program

1. Xavier University Montessori Teacher Education Program abides by and enforces all guidelines of the AMS and MACTE (the accrediting agency of the AMS).

2. The internship is defined as lasting a full academic year. The candidate works at the internship site for a half day 1st semester and 4 half days, 1 full day for the 2nd semester for nine consecutive months. The candidate is to follow Xavier University’s calendar for vacations, with the exception of spring vacation, and is not at the internship site during exam weeks. Spring vacation is to be taken when the internship site is scheduled, not when Xavier’s is scheduled. The candidate must be at the internship site one week before the school starts to help set up the environment. No part of the internship may precede the beginning of the academic phase of the program.

3. The program requires the following from all candidates:
   a. Completed resource albums for all Early Childhood material curriculum areas.
   b. Completed assignments and materials for the weekly "Curriculum Design and Teaching Strategies" Course.
   c. Successful participation in practical exams to demonstrate knowledge of Montessori materials. The candidate is responsible for logging practice time with materials each semester.
   d. Completion of a research paper for the required course "Educational Research" (Graduate candidates only).
   e. Demonstrate knowledge of Montessori Philosophy in a final written Comprehensive Examination and demonstrate knowledge of materials during a practical exam.

4. Final written evaluation and recommendation for certification is made on the advice of the Cooperating/Supervising Teacher, the University Supervisor, the Practicum Coordinator, and ultimately, the Program Director.

5. Candidate records, including transcripts and four internship evaluation reports, are maintained in the Xavier University Montessori Education Office.

6. The Xavier University Montessori Teacher Education Program has a Practicum Coordinator for the early childhood program. He/She is responsible for intern observation visits and the weekly "Curriculum Design and Teaching Strategies" course. She is the link between the candidate and the program.

7. The program maintains contact with the Cooperating/Supervising Teacher by way of meetings, written communication, and telephone conversations. We believe that the goals and expectations of our Cooperating/Supervising Teachers are compatible with those of the program.

8. The University Appeals Procedure can be found in this handbook. Within our program, we request that the candidate, who is experiencing difficulty, first consult the Supervising/Cooperating Teacher then, if necessary, consult the Xavier Supervisor. If the difficulty is not resolved after meeting with the Xavier Supervisor, then the candidate together with the Xavier Supervisor will consult with the Program Director.

D. Standards and Responsibilities of the Candidate

1. The candidate is responsible for awareness of all pertinent policies and requirements of Xavier University.
2. The candidate must fulfill all course requirements which include, but are not limited to:
   • Practicum classroom participation in all areas defined in Part B above.
   • Program requirements as defined in Part B above.

3. The candidate is responsible for notifying the Xavier Supervisor if opportunities for learning in
   the specified areas are not being provided at the practicum site.

4. The candidate must fulfill all academic assignments and requirements of the program,
   including: materials and resource albums, projects, practice sessions with materials,
   observation, satisfactory attendance, and any other assignment. (See General Requirements.)

5. The candidate must satisfy all financial obligations to the University and to the program.

6. The candidate is the responsible for initiating problem-solving procedures in situations in
   which it is warranted.

7. The candidate must complete written evaluations upon completion of each course and the
   practicum.

8. The candidate must take and pass all required PRAXIS exams in order to receive a 4 yr.
   Resident Education License.

9. If pursuing resident educator licensing, the candidate must complete the requirements of the
   Teacher Performance Assessment in either math or language in order to receive a 4 yr. Resident
   Education License.
# Bachelor Degree Advising Sheet

**B.S. Montessori Education EARLY CHILDHOOD (3-6) PROGRAM**

4-year Resident Educator License

American Montessori Credential Early Childhood (Ages 3 to 6)

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td><strong>Freshman Year</strong></td>
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<tr>
<td><strong>Sem. Hrs.</strong></td>
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<td></td>
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<tr>
<td>ENG 101 English Composition</td>
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<td>Foreign Language I</td>
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<tr>
<td>History I</td>
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<td>Theology 111</td>
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<td>EDEL 110 Human Development &amp; Learning</td>
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<td><strong>Sophomore Year</strong></td>
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<td><strong>Sem. Hrs.</strong></td>
<td><strong>Sem. Hrs.</strong></td>
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<tr>
<td>MATH 201 Foundations of Arithmetic for EC Teachers</td>
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<tr>
<td>Science</td>
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<tr>
<td>EDME 351 Montessori Philosophy</td>
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<tr>
<td>EDME 364 EC Montessori Method</td>
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<tr>
<td>PHIL 290 Theory of Knowledge</td>
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</tr>
<tr>
<td>Oral Communication</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
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| **Junior Year** |               |
| **Sem. Hrs.** | **Sem. Hrs.** |
|               |                |
| ENG 205 Literature and Moral Imagination | 3 | EDCI 524 Children's Literature for Early Childhood |
| EDME 354 Montessori Language Arts & Reading Methods | 3 | EDEL 251 Instructional Technology |
| EDME 376 Phonics Skills for Early Childhood | 3 | EDEC 230 Play in EC Education |
| Fine Arts | 3 | Philosophy Elective |
| Theology 300 Level Elective | 3 | EDRE 312 Reading Methods for Early Childhood |
| EDME 359 Full Day Child Care | 3 | EDEL 260 Cultural Diversity in Education |
| **Total** | 3 | **Total** |
| 18 | 18 |

| **Senior Year** |               |
| **Sem. Hrs.** | **Sem. Hrs.** |
|               |                |
| ERS/Focus Elective | 3 | EDR 478 Diagnosis/Correct of Reading Disability |
| EDME 366 Curriculum Design | 3 | EDME 474 Montessori EC Practicum II |
| EDME 473 Montessori EC Practicum I | 6 | EDME 367 Curriculum Design |
| EDME 350 Methods of Observation | 3 | Total |
| **Total** | 12 | **Total** |
| 18 | 18 |

**Advising Notes:**

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<th><strong>Candidate Signature:</strong></th>
<th><strong>Advisor Signature:</strong></th>
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</table>

EC - Undergrad - Curriculum Advisor Form (pink).xls
# Xavier University Graduate Degree Advising Sheet

**Montessori Teacher Education Program**

3800 Victory Parkway  
Cincinnati, OH 45207-6631  
513/745-3424

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**Advising Form**

<table>
<thead>
<tr>
<th>Degree</th>
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<tbody>
<tr>
<td>Master of Education</td>
</tr>
<tr>
<td>Elementary I</td>
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<tr>
<td>Elementary II</td>
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<td>Educator License</td>
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**Student Information**

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<td>Phone #</td>
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**Advising Dates**

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<tr>
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<th>Course Name</th>
<th>Credit</th>
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<tr>
<td>1</td>
<td></td>
<td>EDME 551 Mont Education: Philosophical Approach</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>EDME 553 Mont Math &amp; Geometry</td>
<td>3</td>
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<tr>
<td>1</td>
<td></td>
<td>EDME 563 Early Cognitive Development (online only)</td>
<td>3</td>
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<tr>
<td>2</td>
<td></td>
<td>EDME 555 Mont Cultural Subjects Methods (Spring only)</td>
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<tr>
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<td>EDME 559 Full Day Child Care Methods</td>
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**Reading Requirements for the State of Ohio**

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<tbody>
<tr>
<td>EDME 576 Phonics Skills</td>
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<tr>
<td>EDRE 512 Reading Methods for EC (EDME 576 pre-req)</td>
<td>3</td>
</tr>
<tr>
<td>EDRE 678 Diagnosis of Reading Problems (EDRE 512 &amp; EDME 576 pre-req)</td>
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<tr>
<td>EDME 554 Mont Language Arts &amp; Reading</td>
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</table>

**Foundation Courses** (includes EDME 551)

<table>
<thead>
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<th>Course</th>
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<tbody>
<tr>
<td>EDSP 505 Foundations in EC Special Educ</td>
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</tr>
<tr>
<td>EDFD 505 Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDFD 507/508 Educ Research/Research Paper</td>
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</tr>
<tr>
<td>EDFL 251 Instructional Technology</td>
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<table>
<thead>
<tr>
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<td>EDME 550 Methods of Observation</td>
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<tr>
<td>EDME 552 Mont Curr Dsgn &amp; Tchg Srfgs I: Primary</td>
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<tr>
<td>EDME 670 Mont Elementary Practicum I</td>
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<tr>
<td>EDME 556 Mont Curr Dsgn &amp; Tchg Srfgs II: Primary</td>
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<tr>
<td>EDME 671 Mont Elementary Practicum II</td>
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**Praxis Exams for Initial State of Ohio Licensure**

1. Principals of Learning  
2. Specialty Area – Education of Young Children

**University required Comprehensive Exam**

(due 2nd semester of Practicum)

---

**Courses needed:** based on transcript review form

---

**The following courses must be taken prior to the Practicum**

EDME 551, 553, 554, 555, and EDFD 251

You must receive a letter grade of B or higher in these courses in order to participate in the Practicum

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***See your advisor prior to making any changes to your schedule***

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<tbody>
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<td>Student's signature</td>
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<tr>
<td>Advisor's signature</td>
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<tr>
<td>Date</td>
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</table>
UNDERGRADUATE PROGRAM REQUIREMENTS

The Xavier University Montessori Teacher Education Program requires the candidate be responsible for the following:

Please make contact with the appropriate office for admissions applications and requirements, as listed in the current Xavier University catalog. (Admissions or CAPS)

Freshman year
____ Meet with the Program Director
____ Montessori Statement of Purpose turned in to Montessori office

Sophomore Year
____ Three Letters of Recommendation:  1._____  2._____  3._____  
____ Read the entire Program Handbook and turn in the signature page. (found in the back of the Program Handbook)
____ Moral Character Form (must be notarized)

Junior Year
____ Application for Practicum (handed out in spring Montessori classes. Otherwise obtain one in the Montessori office)
____ Attendance is required for a Practicum Meeting in the spring.

Required memberships and fees due the summer before your Practicum year:
____ American Montessori Society-(includes a two year membership)
____ National Association for the Education of Young Children – (includes a one year membership)
____ Montessori Accreditation Council for Teacher Education

Required prior to the start of your Practicum: (you will receive further information during your practicum meeting)
____ BCI/FBI Background check (must be completed on a yearly basis)
____ An updated TB test (school districts require this)

Senior Year
First semester, candidates must take the following exams for state licensure. (further information can be found online or in the Montessori office)
Praxis II exams: (codes current as of September 2012, check codes prior to registering)
____ Principles of learning and Teaching, code 0621 (paper test) OR 5621 (computer)
____ Education of young children, code 0021 (paper test) OR 5021 (computer)

____ Application for AMS Credential (in class)
____ Application and fee for 4 year resident educator license
____ The Practicum year was reviewed with candidate.
Upon the successful completion of the program, as explained to this candidate he/she will earn the following:

_____ Bachelor of Science Montessori Education

_____ 4 year Resident Educator License

An American Montessori Credential in:
_____ Early Childhood
_____ Elementary I
_____ Elementary II

If a student decides to change their schedule, they must make an appointment with their advisor. Changing a planned schedule could jeopardize a candidate’s ability to graduate on time. The program requirements are subject to change based on the State of Ohio as well as Xavier University.

Student Signature________________________________________ Date____________

Program Director________________________________________ Date____________

Or

Advisor Signature________________________________________ Date____________
The Xavier University Montessori Teacher Education Program requires that the candidate is responsible for the following:

Submit the following online to GRADUATE SERVICES for admission into the program, https://admit.xavier.edu/apply/

- Completed application with application fee
- Miller Analogies Test or GRE test results * (Foreign students are required to take the TOEFL exam, in lieu of the MAT and GRE)
- Undergraduate transcript* the undergraduate GPA must be 2.7 to be accepted into the Graduate Program. (Foreign students must have their transcripts reviewed by WES.)
- Three Letters of Recommendation: 1. _____ 2. _____ 3. _____
- Professional Resume
- Montessori Statement of Purpose
- Meet with the Program Director prior to acceptance
*The Montessori Program Director reviews these items for acceptance into the program. A transcript review is necessary to determine any courses needed to fulfill the General core course requirements for the professional educator licensure

Submit to the MONTESSORI OFFICE- During first semester of coursework:
- Program Handbook read and Signature page returned. (Form located at the end of the handbook)
- Moral Character Form (must be notarized
- Fingerprinting-Montessori Philosophy class (The BCI/FBI fingerprinting must be done on a yearly basis.)

Semester prior to practicum
- Application for Practicum and attend Practicum information meeting
- American Montessori Society-application and fee
- National Association for the Education of Young Children – application and fee
- Montessori Accreditation Council for Teacher Education fee

Required prior to the start of first semester of Practicum
- BCII Bureau of Criminal Identification and Investigation/ FBI Fingerprinting
Electronic fingerprinting can be done at many locations in Ohio, including Xavier University. If you prefer to have the fingerprinting completed at Xavier University, you may visit Xavier University’s Campus Police, The cost is $60 (subject to change), billed to your Bursar’s account. You will need to supply your State ID and your Xavier University All Card. Visit the Ohio Attorney General’s website http://www.ag.state.oh.us or contact the BCI in London, Ohio at (740) 845-2375 for information regarding fingerprinting.
To find other fingerprinting locations, visit http://www.ag.state.oh.us/business/fingerprint/data/index.asp.
Any questions you may have regarding this process should be directed to these agencies. You should
have the results of your BCI/FBI fingerprinting sent to the following address:

____ Current TB test (school districts require this, you do not turn this in to the Montessori office)

**Required during first semester of Practicum, for candidates seeking state licensure**

___ Praxis II exams: (codes current as of September 2012, check codes prior to registering)
   ___ Principles of learning and Teaching, code 0621 (paper test) OR 5621 (computer)
   ___ Education of young children, code 0021 (paper test) OR 5021(computer)

**Required during second semester of Practicum**

_____ Completion of comprehensive exam
_____ Application for AMS Credential (in class)
_____ Application and fee for 4-year Resident Educator License (in class)
_____ Transcript Request form (in class)

**Other Program requirements:**

___ Practicum year expectations reviewed
___ Candidates who receive a C or below in a Montessori class, must retake the class.
___ Candidates must register for graduation; check the University Registrar’s office for deadlines.

Upon successful completion of the program, as explained to this candidate, he/she will earn the
following:

___ Master of Education degree
___ Ohio, 4 year resident educator license

An American Montessori Society Credential in:

___ Early Childhood
___ Elementary I
___ Elementary II

IF a student changes their schedule, they must make an appointment with their advisor. Changing a
planned schedule may jeopardize a candidate’s ability to graduate on time and their financial aid.
All parts of this document have been reviewed by the Program Director or an advisor.

NOTES:

Candidate’s Signature__________________________________________   Date______________

Program Director’s_____________________________________________ Date______________
Or
Advisor’s Signature____________________________________________ Date______________
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. Candidates 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 candidates. 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>(1) Does Not Meet Expectations</th>
<th>(2) Meets Expectations</th>
<th>(3) Exceeds Expectations</th>
<th>Does Not Apply to this Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citations are carefully and correctly documented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To the best of your knowledge this assignment is not copied.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The mechanics follow the rules of grammar and spelling.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The reader can follow the ideas of the writer.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<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>
<td></td>
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</tr>
<tr>
<td>The paper is organized in both content and sequence.</td>
<td></td>
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<tr>
<td>The candidate’s reflections show a clear understanding of good Early Childhood practices.</td>
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<tr>
<td>The professional report reflects a clear understanding of assessment. It uses correct terms in describing the student.</td>
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<tr>
<td>Bibliography shows that recent research is included in the paper.</td>
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</tbody>
</table>
XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM

MONTESSORI CLASS ABSENCE AND GRADE FORM

<table>
<thead>
<tr>
<th>Situation</th>
<th>What happens?</th>
<th>Documented</th>
</tr>
</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>Practicum Handbook</td>
</tr>
<tr>
<td>withdraw from the class. If you are absent from an all day Saturday class</td>
<td>office.</td>
<td></td>
</tr>
<tr>
<td>you are missing two classes.</td>
<td></td>
<td></td>
</tr>
<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>Practicum Handbook</td>
</tr>
<tr>
<td>from class. If you miss an all-day class, you must withdraw.</td>
<td>office.</td>
<td></td>
</tr>
<tr>
<td>Material class absence</td>
<td>You are responsible for: 1) meeting with a classmate to review the</td>
<td>Practicum Handbook</td>
</tr>
<tr>
<td></td>
<td>information covered in class and 2) presenting material to the instructor</td>
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<tr>
<td></td>
<td>by the next class meeting. Failure to fulfill this requirement will result in</td>
<td></td>
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<tr>
<td></td>
<td>a deduction from your final semester grade.</td>
<td></td>
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<tr>
<td>Lecture class absence</td>
<td>An assignment based on the lecture topic will be due according to the</td>
<td>Practicum Handbook</td>
</tr>
<tr>
<td></td>
<td>instructor’s requirements. If it is a written assignment, it must include</td>
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<td></td>
<td>a bibliography and follow all standards and procedures as is required for</td>
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<td></td>
<td>other written assignments. Failure to fulfill this requirement will result</td>
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<tr>
<td></td>
<td>in a full letter grade deduction.</td>
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<tr>
<td>Late assignments</td>
<td>Based on the class syllabus, candidates will have points deducted or</td>
<td>Practicum Handbook</td>
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<tr>
<td></td>
<td>receive a letter grade below the final grade earned (i.e. A to B). All</td>
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<td></td>
<td>late assignments are due the next day. The final grade will be lowered one</td>
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<td></td>
<td>level for each day the assignment is late. It is the candidate’s</td>
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<tr>
<td></td>
<td>responsibility to hand-deliver (or email) the assignment to the instructor.</td>
<td></td>
</tr>
<tr>
<td>Fail an Exam</td>
<td>Candidate fails a practical exam; he/she will not gain extra points when</td>
<td>Practicum Handbook</td>
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<td></td>
<td>the materials are presented at a later date. In order for the candidate</td>
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<td></td>
<td>to continue in the program, he/she must present the materials to the</td>
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<td></td>
<td>instructor. If the candidate fails to do this, he/she will receive a failing</td>
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<tr>
<td></td>
<td>grade for the course.</td>
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<tr>
<td>Failure to complete an assignment</td>
<td>Candidate will lose two letter grades if he/she fails to complete any</td>
<td>Practicum Handbook</td>
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<tr>
<td></td>
<td>assignment. (i.e. Grade of A will become B). They will also lose assigned</td>
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<tr>
<td></td>
<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>Practicum Handbook</td>
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<tr>
<td></td>
<td>expected to be on time. (Bad weather is a valid excuse for late arrival).</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>Practicum Handbook</td>
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<tr>
<td></td>
<td>instruction at the Writing Center located in the Conaton Learning Commons:</td>
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<tr>
<td></td>
<td>Room 400 (Ph. 745-2875). Faculty members may refuse to accept an assignment</td>
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<tr>
<td></td>
<td>that does not meet acceptable standards.</td>
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</tbody>
</table>

*Hand out at every class*  Student signs on copy that will be handed back to the professor and keeps one copy. If a student misses class, a copy of this form goes in the candidate’s file. Professor will highlight the situation and sign off that the candidate followed through on all requirements.
**DISPOSITION PROGRESS REPORT FORM**

**COURSE NAME/NUMBER** ____________________________ **SEMESTER** ________

**XAVIER UNIVERSITY DEPARTMENT OF CHILDHOOD EDUCATION AND LITERACY**

**DISPOSITION PROGRESS REPORT FORM**

Candidate’s Name (please print) ____________________________________________________________

Signature of Candidate __________________________________ Date ____________

(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 __________________________________ Date ____________

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.

4 = Exemplary  
3 = Proficient (meets expectations)  
2 = Basic (inconsistently meets expectations)  
1 = Unacceptable (does not meet minimal expectations)  
N/A = Not Applicable

<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>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate attends all classes and is punctual.</td>
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<tr>
<td>Candidate demonstrates respect for the learning community and alternative viewpoints.</td>
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<tr>
<td>Candidate demonstrates initiative in class discussions and activities.</td>
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<tr>
<td>Candidate takes responsibility for requirements of the course.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FIELD COMPONENT</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates professionalism in actions, appearance, and demeanor.</td>
<td></td>
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<tr>
<td>Candidate works well with diverse students.</td>
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<tr>
<td>Candidate collaborates with school professionals during internship and field experience.</td>
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<tr>
<td>Candidate demonstrates ability to reflect on practice and proactively reacts to constructive criticism.</td>
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<tr>
<td>Candidate is professional in remarks to students and mentor teacher.</td>
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</tbody>
</table>
Xavier University Early and Middle Childhood Education Programs
FIELD AND STUDENT TEACHING OBSERVATION

Student Name _______________________________ Date of Observation ________________

Cooperating Teacher ___________________________ School/Grade ___________________

Please evaluate the Xavier University student by placing checkmarks as appropriate below. Please include narrative and anecdotal remarks on the form as well.

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>S</th>
<th>IP</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Models respect for students’ diverse cultures, language skills, and experiences.</td>
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</tr>
<tr>
<td>Knows content being taught and uses knowledge of content-area concepts, assumptions, and skills to plan instruction.</td>
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</tr>
<tr>
<td>Makes content meaningful and relevant to students’ lives.</td>
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</tr>
<tr>
<td>Selects, develops, and uses a variety of diagnostic, formative, and summative assessments.</td>
<td></td>
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</tr>
<tr>
<td>Aligns instructional goals and activities with school and district priorities and Ohio’s academic content standards.</td>
<td></td>
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</tr>
<tr>
<td>Uses information about students’ learning and performance to plan and deliver instruction.</td>
<td></td>
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<tr>
<td>Communicates clear learning goals and explicitly links learning activities to those goals.</td>
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<tr>
<td>Differentiates instruction to support learning needs of all students.</td>
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<tr>
<td>Creates and selects activities designed to help students develop as independent learners and complex problem-solvers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses resources and technology effectively to enhance student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Conditions for Teaching and Learning (OSTP 5)

<table>
<thead>
<tr>
<th>E</th>
<th>S</th>
<th>IP</th>
<th>C</th>
</tr>
</thead>
</table>

- Treats all students fairly and maintains an environment that is respectful, supportive, and caring.

- Maintains an environment that is conducive to learning for all students: prepares materials in advance, manages student behaviors and transitions, and effectively paces lessons.

### Teaching as a Profession (OSTP 6,7)

<table>
<thead>
<tr>
<th>E</th>
<th>S</th>
<th>IP</th>
<th>C</th>
</tr>
</thead>
</table>

- Communicates clearly and effectively with proper oral and written language.

- Exhibits professional dispositions such as appropriate dress, punctuality, and consistent attendance.

### Additional comments and Observational Notes

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

- does not meet expectations
- meets expectations
- exceeds expectations

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______________________________________________________________

Student’s Signature______________________________________________________________

Revised 2012
TEACHER’S MONTHLY PROGRESS REPORT

Candidate signature: ___________________________ Date: ____________________

Coop. Teacher signature: ______________________ Date: ____________________

The Progress Report is utilized as follows:

1.) The Candidate is responsible for assuring that the form is completed monthly and that all parts are completed and documented. Candidates are also responsible for making copies of this form and giving them to their Cooperating Teacher.

2.) At the end of each month, the Candidate and Cooperating Teacher should meet to discuss and evaluate the previous month’s activities. Both parties should sign the form and set goals for the following month.

3.) This form should be turned in each month with your journal.

4.) The progress report is based on the Cooperating Teacher’s observations and discussions with the Candidate.

What are some strengths of this Candidate?

How were last month’s goals met?

What are some goals for next month?

How will you work towards your set goals?

Date and time of meetings with Candidate: __________________________

Days late: __________________________  Days absent: _______________________

How were these days made up?

*Coop. Teachers: Please include a summary of your two observations. You are welcome to write on the back of this paper.

Due dates: October 6, November 3, and December 8, 2012

XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM
EARLY CHILDHOOD OBSERVATION FORM

OBSERVATION OF EARLY CHILDHOOD INTERNS

Interns Name: _________________________________ Date: ________________

Internship Site: ____________________________ Time of Observation: ____________

Observer: ________________________________ Weather: ________________

Supervising Teacher: ________________________________

Size of class: # of adults ________ # of children ________ absent ________

OBSERVATION NARRATIVE
I. PRESENTATION OF MATERIALS/LESSONS (strengths/suggestions)-

Group lessons given (strengths/suggestions)-
II. UNDERSTANDING OF THE DEVELOPMENT OF THE CHILD

Fosters independence, concentration, repetition, choices, and order for each child-

III. MAINTAINS THE WORK ENVIRONMENT

Monitors the environment-

Aware of areas where supervision or help is needed-

Maintains order in the environment and encourages respect for each other and materials-

Limits time spent with individual children; relates to all children in the classroom-

Communicates clearly and with respect-

Uses honest and judicious praise, when appropriate-

Sets and maintains clear expectations and limits-

Intercedes when it is necessary-
Intercedes when it is necessary-

Balances observation time and teaching time-

Presents both group lessons and individual lessons-

Supports and is aware of other adults in the environment-

Able to manage group time in an organized manner-

Able to orchestrate transitions-

IV. OBSERVATION

1. Ability to observe

2. Records meaningful observations

3. Uses observation as a tool for teaching
V. PREPARATION FOR ROLE OF TEACHER
- Mannerism in classroom
  Presence, composure, tone of voice, movement and dress

- Communicates well with other staff members

VI. OVERVIEW
Comments of intern:
Was there anything different or unusual about today?

How was your morning/afternoon?

How do you feel about your presentations today and in general?

How do you feel about your class management skills?
Intern’s strengths:

II. APPLICATION OF MONTESSORI’S PHILOSOPHY

1. PREPARATION OF THE PREPARED ENVIRONMENT

- Prepares the environment before teaching and reorders the environment at sessions end.

- Creates an interesting, ordered environment. Cleans up and re-orders environment.

Able to make materials according to Montessori principles?

Can articulate the philosophy of the materials?

Demonstrates ability to present materials/lessons?

Able to adapt and sequence materials for each child?

Can make appropriate choices of work for each child
Focus for next visit:
XAVIER UNIVERSITY MONTESSORI TEACHER EDUCATION PROGRAM
EARLY CHILDHOOD EVALUATION FORM - PRACTICUM EXPERIENCE

Name of Candidate: ___________________________ Date: __________________
School: ____________________________________________
Cooperating Teacher name & signature: _______________________________________
University Supervisor’s signature: __________________________________________
Candidate’s Signature: __________________________________________

Complete this evaluation form at the end of each semester, and return it to the Montessori office. It is suggested that a mid-semester evaluation be completed with the early childhood candidate, using this form as a guide. If an area has not been observed, leave it blank. Both the candidate and cooperating teacher must sign the final form.

When completing the form, please use the following scale:

3 Exceeds Expectations The candidate performs at an exceptionally high level of competence, and demonstrates initiative, self-direction and professionalism. Rarely is teacher direction, instruction or monitoring required.

2 Meets expectations most of the time The candidate performs at a high level of competence, requiring minimal amounts of teacher support, direction, and instruction. The candidate often demonstrates initiative and performs above minimum requirements.
Meets expectations
The candidate meets course requirements, requires regular teacher
direction in use of material implementation and completion of
course requirements. The candidate demonstrates little additional
initiative.

Does not meet
expectations
The candidate demonstrates minimum effort and achievement, and
requires extensive teacher direction and monitoring.

Improved
The candidate's competence and ability in this area has shown
consistent improvement.

Consistent
The candidate's competence and ability remain fairly constant over
the course of the semester.

Regressed
The candidate's skills, efforts and/or abilities have declined over
the course of the semester.

Honest and fair evaluations of candidates are important to both the candidate and the teacher education
program. Our goal is to support each candidate in the pursuit of outstanding achievement. This can be
accomplished when candidates and supervisors work together to communicate strengths and
weaknesses, and outline goals for improvement and professional growth.

<table>
<thead>
<tr>
<th>PERSONAL</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>I</th>
<th>C</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shows patience and remains composed</td>
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<td></td>
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<td>2. Sense of humor</td>
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<td>3. Dependability</td>
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<td>4. Promptness (30 min. before class)</td>
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<td>5. Advises if late, ill, or observing</td>
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<td>6. Shows initiative</td>
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<td>7. Moves gracefully and naturally</td>
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<td>8. Dresses appropriately</td>
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<td>9. Shows maturity of judgment</td>
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<td>10. Uses common sense</td>
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<tr>
<td>11. Communicates needs</td>
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<td>12. Exhibits organizational skills</td>
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</tbody>
</table>

Comments required:
| RELATIONSHIPS WITH CHILDREN | 3 | 2 | 1 | 0 | I | C | R |

3 - Exceeds expectations  
2 - Meets expectations most of the time  
1 - Meets expectations some of the time  
0 - Does not meet expectations  
I - Improved  
C – Consistent  
R - Registered
1. Limits time spent with individual children; relates to all children in the classroom.

2. Can manage and relate to a group of children.

3. Adapts to individual child's needs (social, physical, emotional, cognitive, behavioral).

4. Supports child's developing independence through; - preparation of environment - preparation of materials - waiting to intervene

5. Supports and redirects the disruptive child.

6. Uses appropriate, positive, and affirming language.

7. Disciplines fairly and consistently.

8. Speaks softly, distinctly, and individually to children.

9. Remains at child’s level for lessons and observations.

10. Respectful of a diverse population including students with exceptionalities.

11. Uses honest and judicious praise when appropriate.

Comments required:

3 - Exceeds expectations
2 - Meets expectations most of the time
1 - Meets expectations some of the time
0 - Does not meet expectations
I - Improved
C – Consistent
R – Registered
<table>
<thead>
<tr>
<th>PROFESSIONAL GROWTH AND DEVELOPMENT</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>I</th>
<th>C</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has demonstrated growth in the following areas:</td>
<td></td>
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<tr>
<td>1. Creates a manageable observation form</td>
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<tr>
<td>2. Makes detailed observations</td>
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<td>3. Ability to act upon observations to respond to children's needs, interests and developmental level.</td>
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<td>4. Attends staff meetings (if possible).</td>
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<td>5. Participates and contributes in staff or team discussions.</td>
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<td>7. Evaluate a child's level of performance.</td>
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<tr>
<td>8. Shares professionally with colleagues.</td>
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<td>9. Interacts professionally with parents.</td>
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<td>11. Accepts and acts upon suggestions and constructive criticism.</td>
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<td>12. Participates as a member of the teaching team.</td>
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<td>13. Works cooperatively with other adults.</td>
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<td>14. Communicates clearly, both orally and in written form.</td>
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Comments required:
### MATERIALS AND ENVIRONMENT

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<tbody>
<tr>
<td>1.</td>
<td>Practices with the materials and plans and prepares for presentations?</td>
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<td>2.</td>
<td>Knowledgeable of materials and able to present them and adapt them to children.</td>
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<td>3.</td>
<td>Helps prepare and maintain a clean, safe, and aesthetic environment.</td>
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<td>4.</td>
<td>Creates aesthetic and developmentally appropriate materials with clear aims, isolation of skill, design control and control of error.</td>
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<td>5.</td>
<td>Offers clear, precise, and short lessons.</td>
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<td>6.</td>
<td>Awareness of importance of order, and can implement in the environment.</td>
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### Evaluate the candidate's ability to work effectively in the following areas:

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<tbody>
<tr>
<td>7.</td>
<td>Practical Life</td>
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<td>8.</td>
<td>Sensorial</td>
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<td>Art</td>
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<td>Music</td>
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<td>11.</td>
<td>Story Reading</td>
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<td>12.</td>
<td>Story Telling</td>
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<td>13.</td>
<td>Movement</td>
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<td>Science</td>
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<td>Social Studies</td>
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<td>16.</td>
<td>Math</td>
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<td>17.</td>
<td>Language</td>
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Comments required:
<table>
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<tr>
<th>CLASSROOM MANAGEMENT</th>
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<tbody>
<tr>
<td>1. Redirects negative behavior; follows up on child.</td>
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<td>2. Engages children in appropriate activities, both individually and small groups.</td>
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<td>3. Independently plans appropriate group activities and is able to adapt and change to meet interests and activity levels.</td>
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<td>4. Protects the concentrating child.</td>
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<td>5. Recognizes and supports a long, uninterrupted work cycle.</td>
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<td>7. * Can orchestrate a class from arrival, through transitions, to departure, respecting the children's pace and need for order, routine and predictability.</td>
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<td>8. Records observations for use in staff meetings, record keeping, and parent conference preparation.</td>
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<td>9. Anticipates children's needs and potential problems, and can pro-actively redirect.</td>
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<td>10. Anticipates transitions and assures smooth transitions.</td>
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<td>11. Remains aware of entire environment while working individually.</td>
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<td>12. Respects and reinforces classroom rules and routines.</td>
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<td>13. Manages small groups.</td>
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<td>14. Manages large groups.</td>
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Comments required:

*Second semester only:
Second semester only:

Would you as the Cooperating Teacher recommend this candidate for a head teaching position? If not, please explain.

Yes, I would recommend candidate.

_________________________  ______________________
Signature                  Date

No, I would not recommend candidate.

_________________________  ______________________
Signature                  Date

Explanation:
XAVIER UNIVERSITY EARLY CHILDHOOD TEACHER EDUCATION PROGRAM

REFLECTION FORM FOR CANDIDATE’S EXIT INTERVIEW

Bring to the exit interview the answers to the questions below, typed on a separate sheet of paper. Reflections will be used for discussion during this interview. (Professional Dispositions from Education Department’s Conceptual Framework)

Candidate’s name ___________________________________________ Date ____________

University Supervisor ________________________________________ Date ____________

*Attach the candidate’s answer sheet to this form.

<table>
<thead>
<tr>
<th>QUESTIONS FOR CANDIDATE TO ANSWER:</th>
<th>(1) Does Not Meet Expectations</th>
<th>(2) Meets Expectations</th>
<th>(3) Exceeds Expectations</th>
</tr>
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<tbody>
<tr>
<td>Do you see yourself as a caring and compassionate teacher with the children you work with in your internship site?</td>
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<td>Do you see yourself as a professional committed to scholarship using current and relevant research to support your teaching?</td>
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<td>Do you see yourself as a professional who will continue to use reflection in your work in the classroom? What did you learn to support your answer?</td>
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<td>Are you a self-reliant person who demonstrates personal and professional ethical behavior? Reflect on NAECY Code of Ethics when answering this question.</td>
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<td>What have you done as a candidate to advocate for children’s rights? How will you do this as a future professional?</td>
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<td>As an intern were you respectful of diverse populations in your internship site? How has this experience influenced your decision making about future jobs in the Early Childhood community?</td>
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<td>Have you had any experiences, in this program, to promote social justice? What are some ways you can do this as a future professional?</td>
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<td>What are the meaningful collaboration experiences that you have had with school professionals, students, families and community? How will these experiences influence your role as a future teacher?</td>
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Signature of Candidate ______________________________________ Date ____________

Signature of University Supervisor ______________________________________ Date ____________
After you have read this handbook, which has been sent electronically at the beginning of the program, sign below, remove this page, and return to the Montessori Office within one week of receipt.

- I have read all of the Early Childhood Program Handbook.
- I am responsible for knowing and understanding all of the material in this Handbook.

_________________________________________  ________________________________
Signature                                      Date