

**CHAMINADE UNIVERSITY OF HONOLULU  
EDUCATION COURSE SYLLABUS  
ED 763/463 Montessori Observation and Management  
Spring 2014**

<b>INSTRUCTOR:</b>	Dr. Lisa A. Foster E-mail: <a href="mailto:lisa.foster@adjunct.chaminade.edu">lisa.foster@adjunct.chaminade.edu</a> <a href="mailto:lisaannefoster@hotmail.com">lisaannefoster@hotmail.com</a> Cell: 808-282-1300 Office: 808-282-1300
<b>OFFICE HOURS:</b>	Office hours by appointment – please email or call the instructor for an appointment.
<b>TIME and LOCATION:</b>	<a href="http://www.chaminade.college.com">http://www.chaminade.college.com</a> Check your student email account (or have it forwarded to the one you check) on a regular basis. For technical assistance with your student email account, contact <a href="mailto:helpdesk@chaminade.edu">helpdesk@chaminade.edu</a>
<b>TEXTS:</b>	<ol style="list-style-type: none"> <li>1. <b>Montessori: The Science Behind the Genius</b>, Angeline Stoll Lillard, ISBN: 9780-1951-68686, Oxford University Press, 1<sup>st</sup> Edition</li> <li>2. <b>Positive Discipline for Preschoolers: For Their Early years-Raising Children Who are Responsible, Respectful, and Resourceful</b>, Jane Nelson, Cheryl Erwin, Roslyn Ann Duffy, ISBN:9780-3073-41600, Three Rivers Press, 3rd Edition</li> <li>3. <b>The Child, Society and the World</b>, Maria Montessori, ISBN: 9781-8510-91126, Clio Press (Publisher no longer carries this book so it can be purchased through Amazon or Nienhuis), 1<sup>st</sup> Edition</li> </ol>
<b>COURSE FORMAT: WEB BASED COURSE (ON-LINE)</b>	Go to: <a href="http://chaminade.college.com">http://chaminade.college.com</a> Chaminade's online programs use eCollege to provide Internet access to fully online and hybrid courses at both the bachelors and graduate levels. Many traditional courses at CUH also use eCollege as a supplemental tool for class work. Please be sure you are officially registered and have received a CUH ID before attempting to login. Your CUH ID will be your login. Passwords are the last four digits of your Social Security number. If you do not see your course listed or have difficulty logging in, please contact <a href="mailto:helpdesk@chaminade.edu">helpdesk@chaminade.edu</a> (808-735-4855). <u>All communication for this course will be managed through the eCollege online management system which is linked to your Chaminade student email account. Please make sure that you check your student email account frequently for course updates and/or forward your Chaminade student email to a personal email account to assure your receipt of important announcements. Again, if you need assistance with this please contact the helpdesk@chaminade.edu (808-735-4855)</u>
<b>CATALOG DESCRIPTION:</b>	This course focuses on observation and management strategies based upon the philosophy of Dr. Maria Montessori and others for use in a learning environment, and on how to design and manage those environments for student success. Observation in a Montessori early childhood environment is required along with the completion of learning tasks and assignments to increase knowledge, skills, and dispositions of the Montessori teacher candidate in observation and record keeping, self-reflection and applying classroom management theories and strategies that support positive discipline and observation in praxis.
<b>MAJOR COURSE TOPICS</b>	Montessori philosophy, observation and classroom management strategies; leadership, guidance, and positive discipline strategies, environmental design, teaching and learning with collaborative culturally appropriate strategies.

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<p><b>PROGRAM LEARNING OBJECTIVES (PLOs)</b></p> <p><b>PLO 1</b> <b>PLO 2</b></p> <p><b>PLO 3</b></p> <p><b>PLO 4</b></p> <p><b>PLO 5</b></p> <p><b>PLO 6</b></p>	<p>The successful teacher candidate in Chaminade University of Honolulu's teacher licensure programs is able to demonstrate, plan, teach, assess, reflect and adapt. Therefore, the successful candidate:</p> <p><b>(DEMONSTRATE)</b> content knowledge of subject area  <b>(PLAN)</b> promotes child development and learning by designing developmentally appropriate learning experiences that incorporate knowledge of content, children, learner outcomes, pedagogy, and assessments in the field of early childhood education.  <b>(TEACH)</b> employs appropriate pedagogical practices and utilize resources to facilitate the learning process and the needs of diverse learners. This requires a developmentally appropriate content knowledge in the early childhood education and a focus on student learning.  <b>(ASSESS)</b> applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner in the early childhood education.  <b>(REFLECT)</b> builds family and community relationships by engaging in the process of continual and thoughtful reflection on his/her teaching practices in early childhood.  <b>(ADAPT)</b> strives to be a professional in the field of early childhood education by evaluating elements of change in the classroom and the wider world, actively bringing this awareness to work with children, faculty, and other member of the community in teaching, standards and conduct consistent with the values and beliefs based on the Catholic Marianist principles</p>
<p><b>COURSE LEARNING OBJECTIVES (CLOs)</b></p> <p><b>CLO 1</b> HTSB 1,2,5; NAEYC 1,5; MACTE 3.2.1</p> <p><b>CLO 2</b> HTSB 9; NAEYC 1, 3; MACTE 3.2.1</p> <p><b>CLO 3</b> HTSB 1,2,3,4,5, 9; NAEYC 1,5; MACTE 3.2.1, 3.2.2</p> <p><b>CLO 4</b> HTSB 1,2, 3, 4,5, 8 NAEYC 1,3; MACTE 3.2.2, 3.2.3</p> <p><b>CLO 5</b> HTSB 1, 2, 3, 4, 9 NAEYC 4; MACTE 3.2.3</p> <p><b>CLO 6</b> HTSB 1,2,3,9; NAEYC 4</p>	<p>At the end of this course, the student will:</p> <p>Demonstrate an understanding of Montessori philosophy through the choice of management strategies that promote the development of self-discipline, self-motivation, respect for self, others and for the environment;</p> <p>Comprehend and utilize an understanding of the stages of human growth, development, and educational theories with an emphasis from two and one-half (2 1/2) through six (6) years of age;</p> <p>Demonstrate evidence of personal growth through self-evaluation and Introspection;</p> <p>Demonstrate observation, documentation, and analytical skills necessary for planning and recording the progress of children;</p> <p>Demonstrate an ability to implement effective classroom strategies;</p> <p>Demonstrate the ability to use a variety of teaching strategies; using small groups and/or cooperative learning techniques as classroom management tools.</p>

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<b>LINKAGES BETWEEN COURSE LEARNING OBJECTIVES (CLOs) AND PROGRAM LEARNING OBJECTIVES (PLOs)</b>	<table border="1" style="width: 100%; text-align: center;"> <tr> <th></th> <th>PLO 1</th> <th>PLO 2</th> <th>PLO 3</th> <th>PLO 4</th> <th>PLO 5</th> <th>PLO 6</th> </tr> <tr> <th>CLO 1</th> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <th>CLO 2</th> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <th>CLO 3</th> <td>X</td> <td></td> <td></td> <td></td> <td>X</td> <td>X</td> </tr> <tr> <th>CLO 4</th> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <th>CLO 5</th> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <th>CLO 6</th> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> </table>								PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	CLO 1	X	X	X				CLO 2	X	X	X				CLO 3	X				X	X	CLO 4	X	X		X			CLO 5	X	X	X	X	X	X	CLO 6	X	X	X	X		
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CLO 6	X	X	X	X																																																				
<b>ESSENTIAL COURSE QUESTIONS</b>	<p>What are the key components of Montessori philosophy in relation to observation, classroom management strategies and the facilitation of the learning process?</p>		<p>Related CLOs: 1,2,4, 5,6 Related PLOs: 1,2, 3</p>																																																					
	<p>In what ways does the Montessori philosophy of observation and classroom management promote an environment where learners can develop self-motivation, inner direction, respect for others, one's self, and the environment?</p>		<p>Related CLOs:1,2,3,5,6 Related PLOs:1,2</p>																																																					
	<p>How does Montessori's philosophy of observation and classroom management influence teaching and learning relationships, the identity and behaviors of learners, teachers and the role of the environment?</p>		<p>Related CLOs: 1,2,3,4,5,6 Related PLOs:1,2,3,4,</p>																																																					
	<p>How can I become a more effective educator through the development of observation and classroom management skills?</p>		<p>Related CLOs 1,2,3,4,5,6 Related PLOs:1,2,3,4,5,6</p>																																																					
<b>Course Learning Objectives</b>	<b><u>Instructional Activities</u></b>			<b><u>Assessments</u></b>																																																				
<b>CLO 1</b>	Readings, Online Discussions, Written Assignments			Online Responses, Observations Reports, Visual Representation																																																				
<b>CLO 2</b>	Readings, Online Discussion, Written Assignments, Field Observation, Observation Reports			Online Responses, Reports, Reflections, Journal Entries																																																				
<b>CLO 3</b>	Self-Reflection, Journals and Inventories			Online Responses, Inventories, Reflection Papers																																																				
<b>CLO 4</b>	Observations, Anecdotal Writing, On-Discussions			On-line Responses, Reports																																																				
<b>CLO 5</b>	Observations, Anecdotal Writing, On-Line Discussions			Online Responses, Observation Observation Reports																																																				
<b>CLO 6</b>	Readings, On-Line Discussions, Classroom Management Philosophy Paper			Online Responses, Research Paper																																																				

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**ACADEMIC  
 REQUIREMENTS:**

1. **Participation** - Weekly discussion questions, responses, and assignments.  
 Complete and submit discussions and assignments each week according to the weekly schedule due dates. Entries should reflect an understanding and mastery of the all the resources provided (texts, other readings, web resources and videos). You may communicate any concerns regarding your inability to participate (prior to due dates for discussions and assignments) that may arise during the course directly with the instructor.
2. **Assignments**- Submit assignments by midnight HAWAIIAN STANDARD Time by the assigned day in **DROP BOX OR OTHER DESIGNATED BOX in e-COLLEGE. 1 POINTS PER DAY** will be deducted for late assignments if received after midnight of the due date. Assignments submitted one week after the due date will receive a grade of zero (unless a student has made an arrangement with the instructor prior to the due date for the discussion/assignment).  
 Please review the description of plagiarism later in this syllabus and also the university policy regarding plagiarism in your student handbook. Any assignment that contains plagiarism (intentionally or otherwise) will be returned UNGRADED and may receive a grade of ZERO.  
 The instructor reserves the right to return, all work UNGRADED that may be required to be resubmitted based upon the grading criteria mentioned in this syllabus. All submitted assignments are to be word-processed and of the quality for graduate or undergraduate study. Take the time to proof read (spell and grammar check) your submitted discussions and assignments.  
 Each assignment is to be submitted as an independent assignment or discussion and will be assessed as such. Submitting work from other coursework will not meet the requirements for this course and may be considered an act of plagiarism. Submitting partial or work that is another's is considered plagiarism and is a serious offense.
3. **Grading Criteria**  
 The following criteria will be used for evaluating course work:
  1. Completeness (all parts of the assignment must be done)
  2. On-time submittals of assignments.
  3. Quality of content (including correct spelling and grammar)
  4. Quality of participation.
  5. Thoughtfulness and reflection of resources and coursework.
  6. Properly cited references (according to APA 6<sup>th</sup> Ed).
4. **Grading for Course Assignments :**

		<b>Points</b>
Discussion Question/Response	10X20	200
Inventory Assessment	10X1	10
Inventory Reflection	10X1	10
Journal Article Review	10X2	20
Observations Reflections	10X3	30
Montessori Quotes (5)-PP	5X5	25
Reflective Journal Entry per Module	10X5	50
Signature Assignment	55X1	55
<b>TOTAL POINTS</b>		<b>400</b>

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Assignment/Points	COURSE ASSIGNMENTS AND REQUIREMENTS/RUBRICS
200 pts. Total 10 pts. for posting a discussion and 10 pts. for a response to classmate(s) Modules 1-5 Week 1-10	<p><b><u>Discussions Questions:</u></b>            Each week there will be an assigned discussion question to respond to. These will be assigned from your readings. Answers should be based on content from the text/readings (references included) and include a reflective statement/response to the question as to how the topic has impacted your thinking and/or behavior as an educator. This assignment is designed to encourage you to integrate content from the readings. A total of 10 discussion questions/responses will be posted. Posts should be at least 1 paragraph. To create a threaded discussion click on “respond.” To reply to a classmate’s post, click on “reply.” Each student shall post a 1-2 responses to their classmates per module.</p>
10 pts. Total Module 1 Week 1	<p><b><u>Inventory Assessment/Reflection:</u></b>            The Inventory will be provided by instructor, and shall be completed as sincerely and candidly as possible for the most beneficial results: greater insight and self-awareness; greater understanding and compassion of others as fellow educators; greater opportunities for self-improvement, self-competency, self-efficacy, confidence and personal growth. . Then you will write a one page reflection paper regarding the results and how this information could be useful to you. The self-scored inventory results are submitted and shared with the instructor only.</p>
10 pt. Total Module 1 Week 1	<p><b><u>Inventory Reflection:</u></b>            The reflective paper should reveal one’s depth of understanding regarding the relationship of 1) various environmental aspects, 2)one’s personal qualities and characteristics ways of communication/behavior in regards to discipline and classroom management. 1-2 pages typed, double spaced.</p>
20 pts. Total Module 2,3 Week 3, 5	<p><b><u>Journal Article Review #1 and #2</u></b>            You will research and select a journal article that is found in either a Montessori Journal, or that is a scholarly article on Montessori education. 2 pages typed, double space with title of article, source. Attach article with review.</p> <p><b>Journal Article #1 Topic: Observation in a Montessori Classroom</b>  <b>Journal Article #2 Topic: Management and Discipline in a Montessori Classroom</b>            Each review should reflect how each journal article contributes to the development and/or enhancement of “normalization” demonstrated by:</p> <ol style="list-style-type: none"> <li>a) Harmonious behavior</li> <li>b) Self-Discipline and independence</li> <li>c) Socialization and interdependence</li> <li>d) A sense of self-efficacy and self-esteem</li> </ol>
30 pts. Total Module 1,2, 3 Week 2,4,6	<p><b><u>Observation and Reflection on Three Topics Regarding Montessori Observation and Management</u></b>            You will complete three (3) observation reflection papers, each 2 pages typed, double spaced. The materials for these reflections may be obtained from observations you have made of Montessori classroom environments; either in other Montessori classes or observations you have made for this class. The three topics are:</p> <ol style="list-style-type: none"> <li>1. The student’s behavior influenced by an aspect(s) of the environment</li> <li>2. The student’ behavior influenced by an aspect(s) of the curriculum materials</li> <li>3. The student’s behavior influenced by the interaction with another student or other students/or the student’s behavior influenced by the teacher or other adults in the environment.</li> </ol>

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<p>25 pts. Total Module 1,2,3,4,5 Week 1,3,5,7,9</p>	<p><b><u>Montessori Quotations/Power Point</u></b> You will select 5 Montessori quotes that should be made on the basis of the perceived importance and value in the classroom. The quote should be accompanied by an APA citation of the quote and an explanation/ rationale of its perceived value. You will also provide your own personal reflection about why you selected the quote. Minimum 1 paragraph. You will create a power point (Due Week #10) that includes a minimum of 5 slides with your personal reflection paragraphs. This is to be deposited to the DOC SHARING in eCollege for sharing with your classmates.</p> <p><b>Five Topics include:</b></p> <ol style="list-style-type: none"> <li>1. Teacher as the Observer of the Environment</li> <li>2. Aesthetics and the Physical Environment</li> <li>3. Curriculum and Materials</li> <li>4. Teacher as Observer of the Learner</li> <li>5. Student Choice and Independence.</li> </ol> <p><b><u>Attendance/Participation</u></b> Full points will be awarded to those who turn in assignments on time and who participate with enthusiasm, respectful, meaningful and scholarly manner, in discussion posts and other assignments.</p>
<p style="text-align: center;"><b>Signature Assignment</b></p> <p>55 pts. Total Module 5 Week 10</p>	<p><b>Signature Assignment: Final Research Paper- Classroom Management Philosophy Paper</b> In this paper you will present your own classroom observation and management philosophy that will demonstrate your understanding of the tenets of the Montessori philosophy as a basis for effective observation and classroom management and discipline in early childhood environments. It should succinctly describe all necessary interdependent components of a nurturing classroom environment (clearly revealing an internally integral and consistent approach). The paper should reveal depth of perspective, clarity of thought, logical organization, cohesiveness and flow. It should also effectively demonstrate:</p> <ul style="list-style-type: none"> <li>-Connections between and interrelationships between the teacher’s role and observation and management;</li> <li>-Purpose of environmental design and observation and management;</li> <li>-Use of a developmentally appropriate curriculum towards observation and management;</li> <li>-Understanding and meeting the needs of diverse learners and unique learning styles;</li> <li>-The value of a coherent environment that fosters peace and positive discipline and a sense of community.</li> </ul> <p><b>Format:</b> the paper will be a minimum of 8-10 pages; typed, double spaced, using APA format, which includes an abstract, title/heading, introduction, body, conclusion, and a citing of a minimum of one scholarly reference per page included on an additional reference page using the APA (6<sup>th</sup> ed.) referencing style. Your paper needs to include a title/heading, introduction, body/content and conclusion.</p>
<p style="text-align: center;"><b>All Assignments And Due Dates</b></p>	<p>Please also see details of all the assignments and their respective due dates posted in eCollege in the Weekly/Module Schedule.</p> <p><b>ALL COURSE WORK MUST BE SUBMITTED BY DUE DATE. Late assignments (points deducted) must be submitted no later than June 15, 2014 to receive a grade for this course. Grades to be submitted on June 16<sup>th</sup>. Coursework not completed may warrant a withdrawal from the course, an incomplete contract, and/or a remediation plan arranged with the instructor and Dean of Education.</b></p>

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<b>Grading Scale</b>	400-385=A; 384-369=B; 368-353=C; 352-337=D; 336 and below=F
<b>UNIVERSITY POLICIES:</b>	<p><b>Attendance and Participation-Online</b>          Students are expected to participate regularly in the course in which they are registered. Students should notify their instructors when illness prevents them from participating in class, and make arrangements to complete missed assignments. Notification may be done by calling the instructor's phone number or by sending an email to the instructor. It is imperative that you contact the instructor and agree to a plan B for late submission of assignment/s or discussions <u>prior to the due date</u>. Attendance is assessed by participation in the weekly online discussions and by timely posting of assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops posting discussions and/or does not submit assignments without officially withdrawing (2 or more consecutive weeks), may be automatically withdrawn from the course and receive a failing grade.</p> <p><b>Writing Standards</b>          All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:</p> <ol style="list-style-type: none"> <li>1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.</li> <li>2. Develop ideas, themes, and main points coherently and concisely.</li> <li>3. Adopt modes and styles appropriate to their purpose and audience.</li> <li>4. Be clear, complete, and effective.</li> <li>5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism.</li> </ol> <p><b>Plagiarism</b> - "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:</p> <ol style="list-style-type: none"> <li>1. Complete or partial copying directly from a published or unpublished source without proper acknowledgment to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgment of the source of a text is always mandatory.</li> <li>2. Paraphrasing the work of another without proper author acknowledgment.</li> <li>3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.</li> <li>4. Please refer to your <b>Student Handbook, General Catalog, and the Education Division Policy Manual</b> for other important institutional and academic policies including more detailed information regarding Plagiarism, Classroom department, Freedom of Expression, Add/Drop, Disabilities, and others.</li> <li>5. Freedom of Expression, Add/Drop, Disabilities, and others.</li> </ol>

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**5 MODULES/ 10 WEEKLY ASSIGNMENT SCHEDULE**

<b>Module Number</b>	<b>Week-Dates</b>	<b>Learning Objectives</b>	<b>Assignments</b>	<b>Assignments Due /Sunday</b>
#1	April 7 Week 1	Montessori Philosophy Pedagogical Practices Content Knowledge	Bio/ Introduction of Yourself- 1-2 paragraphs – Post in DOC SHARING (e-College) <b>Readings:</b> Chap 1-3: The Child, Society and World Chap 1: Montessori-Science Behind the Genius Chap 1-2: Positive Child Guidance <b>Discussion Question: What is the aim of Montessori education for young children and why is that important to you?</b> <b>Response to Classmates</b> <b>Inventory Form - Assessment &amp; Reflection</b>  <b>Montessori Quote#1-Post in Doc Sharing</b>	<b>April 13</b>  Respond on-line  Submit to Drop Bo no later than this de
#1	April 14 Week 2	Montessori Philosophy Pedagogical Practices Content Knowledge	<b>Readings:</b> Chap 4-6: The Child Society and World Chap 2: Montessori-Science Behind the Genius Chap 3-4: Positive Child Guidance <b>Discussion Question: How does meaningful learning take place in a Montessori environment?</b> <b>Response to Classmates</b>  <b>Observation Reflection #1:</b> Topic: The student's behavior influenced by an aspect(s) of the environment <b>Module #1 Reflection –Post in Journal</b>	<b>April 20</b>  Respond on-line  Submit to Drop Bo no later than this de
#2	April 21 Week 3	Developmentally Appropriate Practice Child Development Educational Theories	<b>Readings:</b> Chap 3-4: Montessori-Science Behind the Genius Chap 5-6: Positive Child Guidance <b>Discussion Question: What does developmentally appropriate practice mean to you and how and how would you use this knowledge as a teacher?</b> <b>Response to Classmates</b>  <b>Journal Article Review Paper #1</b> <b>Montessori Quote#2-Post in Doc Sharing</b>	<b>April 27</b>  Respond on-line  Submit to Drop Bo no later than this de
#2	April 28 Week 4	Developmentally Appropriate Practice Child Development Educational Theories	<b>Readings:</b> Chap 5-6: Montessori-Science Behind the Genius Chap 7-8: Positive Child Guidance <b>Discussion Question: How does a teacher's understanding of child behavior and development impact one teaching?</b> <b>Response to Classmates</b> <b>Observation Reflection #2:</b> Topic: The student's behavior influenced by an aspect(s) of the curriculum/materials	<b>May 4</b>  Respond on-line  Submit to Drop Box no later than thi date

			Module #2 Reflection-Post in Journal	
#3	May 5 Week 5	Effective Classroom and Teaching Strategies	<b>Readings:</b> Chap 7-8:Montessori-Science Behind the Genius Chap.9-10:Positive Child Guidance <b>Discussion Question: Describe an example of what an effective teaching practice would look like in the classroom environment?</b> <b>Response to Classmates</b> <b>Journal Article Review Paper #2</b> <b>Montessori Quote#3-Post in Doc Sharing</b>	<b>May 11</b>  Respond on-line   Submit to Drop Box no later than the date
#3	May 12 Week 6	Effective Classroom and Teaching Strategies	<b>Readings:</b> Chap 9-10:Montessori-Science Behind the Genius Chap 11-12:Positive Child Guidance <b>Discussion Question: How does the prepared environment provide the essential elements for optimal development in young children?</b> <b>Response to Classmates</b>  <b>Observation Reflection #3:</b> Topic: The Student's behavior influenced by the interaction with other students; or the student's behavior as influenced by interaction with the teacher, or other adults in the environment <b>Module #3 Reflection-Post in Journal</b>	<b>May 18</b>  Respond on-line   Submit to Drop Box no later than the date
#4	May 19 Week 7	Observation, Assessments, Documentation	<b>Readings:</b> Chap.13-14: Positive Child Guidance <b>Discussion Question: How can the use of various assessments methods be used to support children's learning and progress?</b> <b>Response to Classmates</b>  <b>Montessori Quote#4-Post in Doc Sharing</b>	<b>May 25</b>  Respond on-line
#4	May 26 Week 8	Observation, Assessments, Documentation	<b>Readings:</b> Chap.15-16: Positive Child Guidance <b>Discussion Question: How would you explain the purpose, value and uses of observations and assessment to others?</b> <b>Response to Classmates</b>  <b>Module #4 Reflection-Post in Journal</b>	<b>June 1</b>  Respond on-line
#5	June 2 Week 9	Reflective Teaching and Practice Building Relationships	<b>Readings:</b> Chap. 17-18: Positive Child Guidance <b>Discussion Question: How do reflective teaching practices provide teachers with skills and understanding to teach children in a diverse society?</b> <b>Response to Classmates</b> <b>Montessori Quote #5 -Post in Doc Sharing</b> <b>Work on Signature/Research Paper (8-10 pages). <u>Due No later Than June 15, 2014, 12 Midnight</u></b>	<b>June 8</b>  Respond on-line   <b>Post Final Paper in Dropbox</b>

#5	<b>June 9</b> <b>Week 10</b>	Reflective Teaching and Practice Building Relationships	<p><b>Readings:</b>          Chap. 19: Positive Child Guidance  <b>Discussion Question: What are two questions you would ask yourself as a reflective teacher practitioner?</b>  <b>Response to Classmates</b>          Final Reflection on Inventory Self-Assessment taken in Week #1. Address any personal growth, etc. if applicable.</p> <p><b>Module # 5 Reflection-Post in Journal</b></p> <p><b>Montessori Quotes:</b> Create a Power point of your 5 quotes, each with a personal reflection and post in Doc Sharing</p> <p><b>Final Signature/Research Paper Due to Instructor on or before in DROP BOX by <u>SUNDAY, JUNE 15, 2014, NO LATER</u></b></p> <p>Course Evaluation done through E-College. Contact: <a href="mailto:helpdesk@chaminade.edu">helpdesk@chaminade.edu</a> (808-735-4855)  <b>On-Line Fall Term Ends Monday, June 16, 2014</b>  <b>Note: This schedule is subject to change. Changes will be announced in advanced via email</b></p>	<b>June 15</b> Respond on-line  <u><b>ALL OTHER LATE ASSIGNMENTS MUST BE SUBMITTED ON LINE, NO LATER THAN JUNE 15, 2014, 12 MIDNIGHT POINTS ARE DEDUCTED FOR LATE ASSIGNMENTS</b></u>
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### Course Requirements and Guidelines

Assignment	Points	Assignment Description	Due Date
Discussions and Responses each Week	200 pts. 10 points For Posting a Discussion 10 pts. For Responses to classmate(s) Threaded Responses 20X10=200	<p><b>Discussion questions: Each week there will be an assigned discussion question to respond to:</b></p> <p>These will be assigned from your readings. Answers should be based on content of your readings and include a reflective statement/response to the question as to how this topic has impacted your thinking as a teacher/guide for children. This assignment is designed to help you integrate content from the readings.</p> <p><b>A total of 10 posted <u>discussions</u> will be required. A total of 10 posted <u>responses</u> will be required. To create a threaded discussion response: Click on (Respond) To reply to your classmate's post: Click on (Reply)</b></p>	Modules 1-5 Discussion Thread  (Due Sunday first week of each module)  Response to a classmate(s) due Sunday first week of each module

Assignment	Points	Assignment Description	Due Date
<p>Inventory Result and Reflection</p> <p>Assessments Results/Reflection</p> <p>Final Reflection Paper-Module #5</p>	<p>20 points Total</p> <p>(1 x 10 points)</p> <p>(1 x 10 points)</p>	<p><b>Inventory Results and Reflection Papers</b></p> <p>An inventory, provided by the instructor at the beginning of the course, is to be completed by the student as sincerely and candidly as possible for the most beneficial results; greater insight &amp; self-awareness; greater understanding and compassion of others in the field of education; greater opportunity for self-improvement, self-competency/efficacy and self-confidence; growth of self-esteem. The self-scored inventory results are submitted to the instructor only, along with a reflection paper.</p> <p>For the last Module (#5), the Final Inventory reflection paper should evaluate and summarize how one's depth of understanding regarding the relationship of 1) various environmental aspects; 2) one's personal qualities and characteristic ways of communicating/behaving, to discipline and classroom management has evolved since taking the Inventory (self-survey), or if there has been no change/explain.</p>	<p>Modules 1, 5 (Due Sunday Week 2, 10)</p>
<p>Journal Article Reviews (2)</p>	<p>20 points (2 x 10 points)</p>	<p><b>Journal Article Review Papers # 1 &amp; # 2</b></p> <p>You will research and select a journal article that is found either in a Montessori Journal or that is a scholarly article written on Montessori education.</p> <p><b>Journal Article Topic I:</b> Observation in a Montessori Classroom</p> <p><b>Journal Article Topic II:</b> Management &amp; Discipline in a Montessori Classroom (Each review should reflect how each journal article contributes to the development and/or enhancement of "normalization" demonstrated by:</p> <ul style="list-style-type: none"> <li>a) Harmonious behavior</li> <li>b) Self-discipline and independence</li> <li>c) Socialization and interdependence</li> <li>d) A sense of self-efficacy and self-esteem.</li> </ul>	<p>Modules 2, 3 (Due Sunday: Week 4, 6)</p>

Assignment	Points	Assignment Description	Due Date
Observation Assignments	30 pts. (3 x 10 pts. each)	<p><b>Observation Reflections on Three Topics Regarding Montessori Observation and Management</b></p> <p>You will complete (3) observation reflection papers. The material for these reflections may be gleaned from observations you have made of Montessori classroom environments (in other Montessori classes or that you conduct yourself during this Montessori class).</p> <p>You will write about three consecutive topics as follows:</p> <ol style="list-style-type: none"> <li>1. The student's behavior influenced by an aspect(s) of the environment</li> <li>2. The student's behavior influenced by an aspect of the curriculum/materials</li> <li>3. The student's behavior influenced by the interaction with another (other) student(s) OR the student's behavior as influenced by interaction with the teacher or other adults in the environment.</li> </ol>	Modules 1, 2, 3  (Due Sunday: Weeks 2, 4, Week 6, of these modules)
Montessori Quotes (x 5)	25 points (5 x 5 points each)	<p><b>Montessori Quotations (5)</b> Selection of each quote should be made on the basis of the perceived importance and value in the classroom. The quote should be accompanied by resource and page and followed by an explanation and an example as to the rationale for its perceived value. <b>Final:</b> Create power point with a minimum of 5 slides. Due no later than June 15, 2014 and submit to Doc Sharing (eCollege)</p> <p><b>Five Topics:</b> 1. Teacher as the Observer of the environment/atmosphere; 2. Aesthetics &amp; Physical Environment; 3. Curriculum &amp; Materials; 4. Teacher as Observer of the learner; 5. Student Choice and Independence.</p>	Modules 1, 2, 3, 4, 5  (Due Sunday: Week 2, 4, 6, 8, 10)
Signature Assignment	55 points	<b>Signature Assignment: Classroom Management Philosophy Paper</b>	Module 5  (Due Week 10 on last Sunday)

<b>Assignment</b>	<b>Points</b>	<b>Assignment Description</b>	<b>Due Date</b>
		<p><b>(Continued)</b></p> <p>In this paper you will present the tenets of the Montessori philosophy as a basis for effective observation and classroom management and discipline in early childhood environments. It should succinctly describe all necessary interdependent components of a nurturing classroom environment (clearly revealing an internally integral and consistent approach. paper should reveal depth of perspective, clarity of thought, logical organization, cohesiveness and flow. It should effectively demonstrate:</p> <p>Connections between and interrelationships between the teacher's role and observation and management, purpose of environmental design and observation and management, use of a developmentally appropriate curriculum towards observation and management, understanding and meeting the needs of diverse learners and unique learning styles, and the value of a coherent environment that fosters peace and positive discipline and community.</p> <p>Format: the paper will be a minimum of 8-10 pages; typed, double spaced, using APA format, which includes an abstract, introduction, body, and conclusion, and a citing of a minimum of one scholarly reference per page, included on an additional reference page.</p>	of the Course)

**ASSESSMENT: Your performance in this course will be assessed on the following:**

1. **Responses to Assigned Questions:** Responses to the questions related to the readings should be posted to the Discussion Board (e-College) by the scheduled due date per the syllabus. Full points will be awarded to responses that are submitted on time, are thorough and reflect an understanding of the resources/readings in their response.
2. **Journal Article Reviews:** For full points you will choose an appropriate Montessori article from either a Montessori journal or other scholarly journal that discusses two topics: Observation and Management & Discipline in a Montessori classroom. To guide your review you are to select the sub-topics listed and discuss these in reference to one of these two larger topics (observation or management and discipline in a Montessori classroom).

3. **Observation Reflection Reports:** For full points three observation reflections will be completed according to the criteria for describing a student's behavior in a Montessori setting as the student interacts with the environment, the materials, or other students and/or the adults in the Montessori setting. All criteria for completing this report must be met to include a minimum of one-page double spaced reflection; APA format.
4. **Inventory Report:** For full points you will take an inventory provided by your instructor in Module 1 of Week 1. Complete this inventory as sincerely and candidly as possible for the most beneficial results. Then you will write a one page reflection paper regarding the results and how this information could be useful to you. The self-scored inventory results are submitted to the instructor only and not shared with anyone else.

**Final Reflective Inventory Paper:** For full points you will do a final reflection paper (1 page) similar to the first report, but this time to assess as whether there has been any personal growth and/or understanding in since taking the Inventory at the beginning of the course.

5. **Montessori Quotes /Electronic Portfolio:** For full points you will create an electronic portfolio of Montessori quotes and your own personal reflection about the quote, and its relevancy to Montessori's philosophy with respect to observation, classroom management and discipline.

You will create a Power-Point Presentation that includes a minimum of 5 slides with at least one direct Montessori quote from a Montessori written material. Include an APA citation of the quote and a rationale for choosing the quote to illustrate the theme for each module. No late submissions accepted

6. **Module- Reflection:** For full points you will write a reflective paper (1-2 paragraphs) at the end of each module (5 modules), describing any new concepts learned, or reinforced, and the relevancy to the theme of the module.
7. **Signature Assignment: Classroom Management Philosophy Paper:** For full points you will write your own classroom observation and management philosophy paper that will demonstrate your understanding of the tenets of the Montessori philosophy as a basis for effective observation, classroom management and discipline in early childhood environments. It should succinctly describe all necessary interdependent components of a nurturing classroom environment (clearly revealing an internally integral and consistent approach). Format: the paper will be a minimum of 8-10 pages; typed, double spaced, using APA format. Also include an abstract, introduction, body, and conclusion. Cite a minimum of one scholarly reference per page included on an additional reference page.
8. **Attendance/Participation:** Full points will be awarded to those who turn in assignments on time, and who participate with enthusiasm, flexibility and respect, in discussions posts and responding to another's post and activities in a respectful, meaningful, and scholarly manner.

**TOTAL POINTS: 400**

Anything below 336 points is not a passing grade and the class will have to be re-taken.

All written course assignments must follow American Psychological Association (APA) standards for writing student papers (See chapter six of APA manual 6<sup>th</sup> Edition).