

**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></p> <p><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</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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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<p><b>LINKAGES BETWEEN COURSE LEARNING OBJECTIVES (CLOs) AND PROGRAM LEARNING OBJECTIVES (PLOs)</b></p>	<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <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> </thead> <tbody> <tr> <td>CLO 1</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CLO 2</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> <td></td> </tr> <tr> <td>CLO 3</td> <td>X</td> <td></td> <td></td> <td></td> <td>X</td> <td>X</td> </tr> <tr> <td>CLO 4</td> <td>X</td> <td>X</td> <td></td> <td>X</td> <td></td> <td></td> </tr> <tr> <td>CLO 5</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> </tr> <tr> <td>CLO 6</td> <td>X</td> <td>X</td> <td>X</td> <td>X</td> <td></td> <td></td> </tr> </tbody> </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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<p><b>ESSENTIAL COURSE QUESTIONS</b></p>	<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>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>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>How can I become a more effective educator through the development of observation and classroom management skills?</p>			<p>Related CLOs: 1,2,4, 5,6 Related PLOs: 1,2, 3</p> <p>Related CLOs:1,2,3,5,6 Related PLOs:1,2</p> <p>Related CLOs: 1,2,3,4,5,6 Related PLOs:1,2,3,4,</p> <p>Related CLOs 1,2,3,4,5,6 Related PLOs:1,2,3,4,5,6</p>																																																			
<p><b><u>Course Learning Objectives</u></b></p> <p><b>CLO 1</b></p> <p><b>CLO 2</b></p> <p><b>CLO 3</b></p> <p><b>CLO 4</b></p> <p><b>CLO 5</b></p> <p><b>CLO 6</b></p>	<p style="text-align: center;"><b><u>Instructional Activities</u></b></p> <p>Readings, Online Discussions, Written Assignments</p> <p>Readings, Online Discussion, Written Assignments, Field Observation, Observation Reports</p> <p>Self-Reflection, Journals and Inventories</p> <p>Observations, Anecdotal Writing, On-Discussions</p> <p>Observations, Anecdotal Writing,. On-Line Discussions</p> <p>Readings, On-Line Discussions, Classroom Management Philosophy Paper</p>			<p style="text-align: center;"><b><u>Assessments</u></b></p> <p>Online Responses, Observations Reports, Visual Representation</p> <p>Online Responses, Reports, Reflections, Journal Entries</p> <p>Online Responses, Inventories, Reflection Papers</p> <p>On-line Responses, Reports</p> <p>Online Responses, Observation Observation Reports</p> <p>Online Responses, Research Paper</p>																																																			

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<b>ACADEMIC REQUIREMENTS:</b>	<p>1. <b>Participation</b> - 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.</p> <p>2. <b>Assignments</b>- Submit assignments by midnight HAWAIIAN STANDARD Time by the assigned day in <b>DROP BOX OR OTHER DESIGNATED BOX in e-COLLEGE. 1 POINTS PER DAY</b> 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 <b>UNGRADED</b> and may receive a grade of <b>ZERO</b>. The instructor reserves the right to return, all work <b>UNGRADED</b> 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.</p> <p>3. <b>Grading Criteria</b> The following criteria will be used for evaluating course work:</p> <ol style="list-style-type: none"> <li>1. Completeness (all parts of the assignment must be done)</li> <li>2. On-time submittals of assignments.</li> <li>3. Quality of content (including correct spelling and grammar)</li> <li>4. Quality of participation.</li> <li>5. Thoughtfulness and reflection of resources and coursework.</li> <li>6. Properly cited references (according to APA 6<sup>th</sup> Ed).</li> </ol> <p>4. <b>Grading for Course Assignments :</b></p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%;"></th> <th style="width: 10%; text-align: right;"><b>Points</b></th> </tr> </thead> <tbody> <tr> <td>Discussion Question/Response</td> <td style="text-align: center;">10X20</td> <td style="text-align: right;">200</td> </tr> <tr> <td>Inventory Assessment</td> <td style="text-align: center;">10X1</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Inventory Reflection</td> <td style="text-align: center;">10X1</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Journal Article Review</td> <td style="text-align: center;">10X2</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Observations Reflections</td> <td style="text-align: center;">10X3</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Montessori Quotes (5)-PP</td> <td style="text-align: center;">5X5</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Reflective Journal Entry per Module</td> <td style="text-align: center;">10X5</td> <td style="text-align: right;">50</td> </tr> <tr> <td>Signature Assignment</td> <td style="text-align: center;">55X1</td> <td style="text-align: right;">55</td> </tr> <tr> <td><b>TOTAL POINTS</b></td> <td></td> <td style="text-align: right;"><b>400</b></td> </tr> </tbody> </table>			<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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<b>Assignment/Points</b>	<b>COURSE ASSIGNMENTS AND REQUIREMENTS/RUBRICS</b>
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 is required to post a minimum of two responses to their classmates posts per module.</p>
10 pts. Total Module 1 Week 1	<p><b><u>Inventory Assessment:</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. The self-scored inventory results are submitted to 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>
25 pts. Total	

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<p>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></p> <p>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).</p> <p>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.</p> <p>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 <u>June 15, 2014</u> 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>	<b>400-385=A; 384-369=B; 368-353=C; 352-337=D; 336 and below=F</b>
<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>