

CHAMINADE UNIVERSITY OF HONOLULU  
COURSE SYLLABUS  
EDUC 787/ ED 431 Montessori Performance Final  
Spring 2015

**Course Information:**

**Number and Name:** ED 431/ EDUC 787 Montessori Performance Final

**Credits:** 3 credits

**Term:** Spring 2015

**Format:** Hybrid; To access go to <http://www.chaminade.college.com>;

LOGIN: CUH ID (7 DIGIT NUMBER); PASSWORD: Last 4 #s of Social

**Class Day/Time:** Face-to-face in Brogan Hall 103 or via Zoom:

Week 2 Saturday (4/18/15) 3 p.m. - 6 p.m.

Week 4 Saturday (5/02/15) 3 p.m. - 6 p.m.

Week 8 Saturday (5/30/15) 3 p.m. - 6 p.m.

Week 10 Saturday (6/13/15) 3 p.m. - 6 p.m.

**O&P/Service Learning Requirements:** No

**Instructor Information:**

**Name:** Elizabeth Park

**Email:** epark@chaminade.edu

**Phone:** Office: 808-735-4859; Cell: 808-295-1390

**Office Hours/When to Contact:** Please email or call to make appointment

**Required Textbook(s):**

No textbook requirements but will reference previous books used for the Montessori courses.

**Recommended Textbook(s):**

No textbook requirements but will reference previous books used for the Montessori courses.

**Catalog Description:**

This course provides opportunity for students to review and practice all of the Montessori pedagogy to prepare for the final performance exam and the written exam to be recommended for American Montessori Society. Required course for Montessori Credential, cross-scheduled with ED 431.

**Prerequisites:**

All Montessori foundation courses and methods courses.

**Guiding Philosophy:**

The Education Division's guiding philosophy is based upon a set of beliefs that flow from Chaminade University's vision and mission statements, the Education Division's mission statement, the Marianist Core Academic Beliefs, and the Hawai'ian 'Ōlelo of Mana (intrapersonal; spirit; embodiment of love, faith, and ethical practice), Aloha (interpersonal; love; sacredness; divine breath), 'Ohana (classroom; family; interconnectedness), Pono (community; being in alignment and balance in life and the community), and Ho'oma'ama'a (world; become adapted to; teach one to work). These values and beliefs are based on the Catholic Marianist principles; a

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commitment to mentor instructional and educational leaders to their fullest potential; a commitment to teaching excellence, engagement in scholarship in the pursuit of truth; and a commitment to scholarly service for the university and the larger community. This alignment is designed to prepare education professionals for effective classroom and school leadership by demonstrating professional dispositions, content knowledge, pedagogical skills, and leadership to work effectively with a diverse community of learners.

**Education Division Mission Statement:**

The Education Division's mission is to foster the development of knowledgeable, proficient, and reflective teachers and educational leaders. Our programs are based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and professional standards. In this context we develop educators who demonstrate ethical, effective and culturally responsive practices, and a commitment to building a just and peaceful society.

**Marianist Values:**

1. Education for Formation in Faith (Mana): Within the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All Education Division members join the larger community of faith, hope, love and ethical practice.
2. Integral, Quality Education (Aloha): The community is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. All Education Division members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.
3. Education and the Family Spirit (Ohana): The community of learners is a second family which encourages the personal development of each of its members. Mutual respect for all members of the Education Division family allows the community to share responsibility for decision making at all levels.
4. Education for Service, Peace and Justice (Pono): All members of the community strive to serve the university community and the larger community. Education Division community members are committed to scholarly service and to dispense and receive justice to and from each other and to the larger community.
5. Education for Adaptation and Change (Ho'oma'ama'a): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. The Education Division scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.

**Program Learning Outcomes (PLOs):**

Successful teacher candidates in Chaminade University of Honolulu's initial teacher licensure programs will demonstrate knowledge, skills, and dispositions in the following areas:

1. PLO1: Content Knowledge (Knowledge of subject matter).
2. PLO2: Developmentally Appropriate Practice (Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning).
3. PLO3: Pedagogical Content Knowledge (Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner).

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4. PLO4: Educational Technology (Knowledge of and application of appropriate technology for student learning).
5. PLO5: Assessment for Learning (Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning).
6. PLO6: Diversity (Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments).
7. PLO7: Focus on Student Learning (Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology).
8. PLO8: Professional & Ethical Dispositions and Communication (Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues).

9.

**Montessori Accreditation Council for Teacher Education (MACTE) Competencies**

1. **Knowledge:** The candidate understands
  - a. Montessori Philosophy
  - b. Human growth and Development
  - c. Subject matter for Early Childhood level not to exclude:
    - i. Cosmic education
    - ii. Peace education
    - iii. Practical life
    - iv. The arts
    - v. Fine and gross motor skills
  - d. Community resources for learning
2. **Pedagogy:** The candidate understands
  - a. Correct use of Montessori materials
  - b. Scope and sequence of curriculum (spiral curriculum)
  - c. The prepared environment
  - d. Parent/teacher/ family/community partnership
  - e. The purpose and methods of observation
  - f. Planning for instruction
  - g. Assessment & documentation
  - h. Reflective practice
  - i. Support and intervention for learning differences
  - j. Culturally responsive methods
3. **Teaching with Grace and Courtesy:** The candidate for certification demonstrates and implements with children
  - a. Classroom leadership
  - b. Authentic assessment
  - c. The Montessori philosophy and methods (materials)
  - d. Parent/teacher/ family partnership
  - e. Professional responsibilities

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f. Innovation and flexibility

**Course Learning Outcomes:**

At the end of this course, the students will:

1. CLO 1: Students will successfully demonstrate selection, rationale, method, and developmental sequence of Practical Life, Sensorial, Language Arts, Math, and Cosmic activities.
2. CLO 2: Students will successfully demonstrate communicating their understanding of the Montessori philosophy.

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

1. **Attendance and Participation:** Attend all the meetings to review the lessons and review the philosophy..
2. **Written Final:** Students will complete a take-home written final at the end of the course. The written Final will be provided for you on Week 8 Saturday afternoon at noon after your meeting. You will have one week to complete the written final and submit it to LiveText by Week 9 Saturday 11 p.m. Please Submit this assignment in LiveText under EDUC 787/ED 431 course. Detailed instruction of the written final will be provided for you by the instructor.
3. **Performance Final:** Students will complete a performance final at the end of the course. The performance final will take place on Saturday of Week 10 via in-person or via Zoom. It will consist of Practical Life, Sensorial, Language Arts, Math, and Cosmic activities and you will be asked to choose the correct activity, demonstrate how to present the activity, know the rationale for the activity, age-level and aim(s) for the activity and activities that might come before and after that activity. The rubrics used for each performance activity is provide by the instructor.

**Grading Scale:**

A = 250-300 points

B = 200-249 points

C = 140-199 points (ED 431 students only)

D = 80-139 points (ED 431 students only)

F = 0-79 points (ED 431 students only)

Attendance and Participation	60 points
Written Final	120 points
Performance Final	120 points

**TOTAL: 300 points**

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For graduate students, anything below “B” 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.

For undergraduate students, anything below “D” 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.

**Signature Assignment:**

To document candidates’ progress toward the mastery of the requisite knowledge, skills and dispositions for teacher licensure, all required courses have a signature assignment. Signature assignments are assessed via a rubric linked to the relevant program learning outcome(s). The signature assignments for this course are the development of:

- Written Final
- Performance Final

**University Policies:**

**Attendance:** As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the Division as appropriate for the course format (on-ground, hybrid, or online).* Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

A summary of the Education Division’s attendance policy is attached at the end of this syllabus.

**Writing Standards:** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

- 1) Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
- 2) Develop ideas, themes, and main points coherently and concisely.
- 3) Adopt modes and styles appropriate to their purpose and audience.
- 4) Be clear, complete, and effective.
- 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.

**Plagiarism:** “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:

- 1) Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
- 2) Paraphrasing the work of another without proper author acknowledgement.

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- 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.

Please refer to your **Student Handbook** and the **Graduate Catalog** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

**Diversity/Full Inclusion:** Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

**Education Division Attendance Policy**  
**(Revised 3/8/10)**

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

*Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.*

**1. Excused Absences**

- a. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
- b. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

**2. Unexcused Absences. Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:**

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- a. **On-ground courses.** When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
  1. **Accelerated Semester Classes (10 classes):** More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
  2. **Undergraduate Day Courses T/Th (30 classes):** More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
  3. **Undergraduate Day Courses MWF (45 classes):** More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.
- b. **Hybrid courses** (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
- c. **Online courses and online portion of hybrid courses.** The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

**3. Additional Notes**

- a. *If a student does not logon to an online or hybrid course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.*
- b. *Any student who stops attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.*