



Course Syllabus

Chaminade University Honolulu

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 784/ED 493B
Course Title: Seminar: ECE Montessori/PK-K
Credit: 3 Credit
Department Name: Education Division

Instructor Name: Elizabeth Park, Ph.D.
Email: epark@chaminade.edu
Phone: 808-735-4859
Office Location: Brogan Hall 119
Office Hours: By appointment
Instructor Information: Elizabeth Park, Ph.D.
Other Contact Information (Zoom): <https://zoom.us/my/epark>

Term: Spring Student Teaching 2016
Dates: January 5, 2016 - May 27, 2016
Zoom Meetings: [Zoom](#)
Class Location: [Canvas](#)

Textbooks (Required):

Lillard, A. (2008). Montessori: The science behind the genius. New York, NY: Oxford University Press.

Montessori, M. (1989). To educate the human potential. Santa Barbara, CA: ABCCLIO, Incorporated.

Textbooks (Recommended):

Wolfe, A. D. (1996). Nurturing the spirit. Westminster, MD: Parent Child Press.

Seldin, T. (2004). The world in the palm of her hand. (2nd ed.). Sarasota, FL: The Montessori Foundation.

Trudeau, C. (n.d.) Curriculum for the cosmic plan of education and environmental studies.

Catalog Description:

Student support seminar is required with all student teaching courses. Student completes MACTE Competencies and Standards-based Exit Portfolios. Must be taken in conjunction with EDUC 781/783. Required course for Montessori Credential, cross-listed with ED 493A/493B.

Conceptual Framework:

The Education Division's Conceptual Framework is based upon a set of beliefs that flow from the University's vision and mission statements, the Division's vision and mission statements, and the

core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist principles; a commitment to mentor teacher and educational leader candidates to their fullest potential; a commitment to teaching, scholarship and research; and a commitment to serve the university and the larger community. This alignment is designed to prepare education professionals who meet the National Council for Accreditation of Teacher Education (NCATE) standards for effective teaching by demonstrating professional dispositions and empathy, content knowledge, and the pedagogical/leadership skills to work effectively work with a diverse community of learners.

Major Course Topics:

1. Consolidation of Montessori theory, methods and practice including review, extension and problem-solving with basic curriculum areas
2. Field experience: oversight (orientation, site analysis and culture, monitoring) and reflective thinking
3. Methods of observation as applied to individualized curriculum planning and the completion of a Case Study portfolio
4. Theories and basis/criteria for curriculum planning
5. Principles of integrated curriculum
6. Formats for curriculum planning and writing a unit of study and the opportunity to create an integrated curriculum unit of study
7. Appropriate strategies for assessment using an integrated perspective
8. Synthesis of Montessori’s cosmic curriculum for the 3-6 child
9. Classroom management models and techniques that support the use of individualized instruction, learning centers and unfolding curriculum
10. Ethics and professionalism in Early Childhood Education including the development of an exit portfolio

Program Learning Outcomes (PLOs):

Successful teacher candidates in the Chaminade Master of Arts in Teaching program meet relevant professional, state, and institutional standards and will demonstrate:

PLO1	Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts. (Content Knowledge)
PLO2	Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning. (Developmentally Appropriate Practice)
PLO3	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. (Pedagogical Content Knowledge)
PLO4	Knowledge and application of appropriate technology for student learning. (Technology)
PLO5	Knowledge and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning. (Assessment)

PLO6	Skills for adapting learning activities for individual differences and the needs of diverse learners, and for maintaining safe, positive, caring, and inclusive learning environments. (<i>Diversity</i>)
PLO7	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. (<i>Focus on Student Learning</i>)
PLO8	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. (<i>Professional & Ethical Dispositions and Communication</i>)

MACTE Competencies for Montessori Teacher Candidates:

Successful candidate understands

1. Knowledge
 - a. Montessori Philosophy
 - b. Human growth and Development
 - c. Subject matter for each Course Level* not to exclude:
 - Cosmic education
 - Peace education
 - Practical life
 - The arts
 - Fine and gross motor skills
 - d. Community resources for learning
2. Pedagogy
 - 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
 - a. Classroom leadership
 - b. Authentic assessment
 - c. The Montessori philosophy and methods (materials)
 - d. Parent/teacher/ family partnership
 - e. Professional responsibilities
 - f. Innovation and flexibility

Course Learning Objectives:

CLO 1 MACTE 1	The Montessori teacher candidate demonstrates knowledge of Montessori philosophy, human growth and development, subject matter for the early childhood years. Subject matter should include cosmic education, peace education, practical life, the arts, and fine and gross motor skills. The Montessori Teacher Candidate should be able to identify community resources for learning.
CLO 2 MACTE 2a-2d	The Montessori teacher candidate demonstrates correct use of Montessori materials, identify scope and sequence of curriculum (spiral curriculum), apply prepared environment, different ways to provide parent, teacher, family, community partnership.
CLO 3 MACTE 2e-2h	The Montessori teacher candidate identifies purpose and methods of observation, planning for instruction, different ways to assess and document and apply reflective practices.
CLO 4 MACTE 2i-2j	The Montessori teacher candidate is able to support and use intervention for learning differences and use culturally responsive methods.
CLO 5 MACTE 3a, 3e	The Montessori teacher candidate demonstrates classroom leadership and professional responsibilities including abiding to the code of ethics.
CLO 6 MACTE 3b-3c	The Montessori teacher candidate is able to apply authentic assessment for the Montessori philosophy and methods using the materials.
CLO 7 MACTE 3d, 3f	The Montessori teacher candidate is able to lead partnership with parent, teacher, and family members and provide innovative and flexible ways to communicate and support children’s learning and development.

At the end of this course, the students will:

Linkages between Course Learning Objectives (CLOs) and Program Learning Objectives

	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
CLO 1	X							
CLO 2		X	X				X	
CLO 3				X	X			
CLO 4						X		
CLO 5								X

CLO 6					X			
CLO 7				X				

Essential Questions Addressed in This Course

Essential Questions	Related CLOs	Related PLOs
What are the key components of Montessori’s philosophy of teaching and how are these practiced utilizing Montessori pedagogy in the classroom?	1, 2, 3	1, 2, 3, 4, 5
What is the purpose of an integrated curriculum to the overall philosophy and methodology of Montessori teaching and learning?	4, 6, 7	4, 5, 6
What competencies and experiences are essential to the professional development of Montessori teachers during their student teaching practicum?	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 8

Key Teaching-Learning Strategies

This is a face- to-face course with online course components. The key instructional, learning, strategies and activities include:

- Readings
- In class and online lessons
- In class and online discussions
- Written assignments
- Individual research
- Self-Reflection-Keeps a Written Internship Journal of Experiences and Reflections
- Visual and Material presentations
- Rubrics
- Setting up areas in the Montessori classroom
- Practice working with Montessori materials
- Creating Montessori materials for each area of the classroom
- Demonstrating and Performing How to Present lessons in each area
- Observations
- Development of a Year Long Individual Case Study and Portfolio
- Development of a Professional Portfolio
- Develops and implements an integrated study
- Develops and practices using assessment strategies and tools
- Plans and conducts a parent education session
- Student teaching practicum in the classroom

CLOs	Instructional Activities	Assessments
CLO 1	Readings, Discussions, Reflective Journals, Case Study, Montessori Quotes	Rubrics
CLO 2	Readings, Discussions, Reflective Journals, Professional Portfolio, Create Activities and Lesson Plans, Parent Interviews and Conferences. Montessori Quotes	Rubrics
CLO 3	Readings, Discussions, Reflective Journals, Case Study, Observations Reports,	Rubrics
CLO 4	Readings, Discussions, Reflective Journals, Case Study, Create Activities and Lesson Plans, Parent Interviews and Conferences.	Rubrics
CLO 5	Readings, Discussions, Reflective Journals, Professional Portfolio,	Rubrics
CLO 6	Readings, Discussions, Reflective Journals, Create Activities and Lesson Plans,	Rubrics
CLO 7	Readings, Discussions, Reflective Journals, Case Study, Create Activities and Lesson Plans, Parent Interviews and Conferences	Rubrics

Assignments & Assessment:

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

1. **Attendance & Participation (10%):** Full points will be awarded to those who turn in assignments on time, and who participate in the classroom and in online discussions with enthusiasm, flexibility and respect and to those who attend all face-to-face and online sessions and actively participates in session discussions. (10%)
2. **Reflective Blogs (10%):** You will post your reflection of your practicum and Montessori Quotes in Google+ Community. For full points each reflection will:
 - Post discussion postings by due date
 - Respond to at least one other classmate's posting by due date
 - Demonstrate understanding of Montessori philosophy and methodology
 - Demonstrate understanding of readings and resources
3. **Observation Reports (10%):** You will submit three observation reports during year long practicum.
4. **Inquiry-based Learning (10%)** using [SMILE](#) (Stanford Mobile Inquiry-based Learning Environment): You will create two questions from the Montessori Quotes you have chosen and respond and rate the questions created by your classmates.

5. **Signature Assignments (60%):** For full points the signature assignments for this course will include the development of:

- Case Study Portfolio (20%)
- Integrated Curriculum Guide (20%)
- Professional Portfolio (20%)

These signature assignments will need to be submitted to Livetext. Submission of Signature Assignment and other assignments as identified by instructor require a LiveText account. Login to LiveText at www.livetext.com

Grading Scale

A	180-200
B	160-179

Anything below 160 points (graduate students) 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 6th ed.).

Superior work includes, but is not limited to:

- 1 – full attendance
- 2 – outstanding participation in online and face-to-face sessions
- 3 – all assignments turned on time
- 4 – all written work
 - a – uses correct spelling, punctuation, grammar, etc.
 - b – is written in a style that is concise and reflects clear thinking,

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.
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.