



Course Syllabus

Chaminade University Honolulu

3140 Waiālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: EDUC 690
Course Title: Seminar: ECE PK-3
Credit: 3 Credit
Department Name: Education Division

Instructor Name: Elizabeth Park, Ph.D.
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Term: Spring Student Teaching 2017
Dates: January 17, 2017 - May 11, 2017
Zoom Meetings: [Zoom](#)
Class Location: [Canvas](#)

Textbooks (Required):

No required textbook but reading and resource materials will be provided by the instructor.

Textbooks (Recommended):

Bredenkamp, S., & Copple, C. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3d ed.). Washington D.C: NAEYC.
ISBN: 978-1-928896-64-7

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: ABC CLIO, Incorporated.

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*.

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

Catalog Description:

Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. (Must be taken in conjunction with EDUC 691. Prerequisite: Pass PRAXIS II and acceptance to student teach.)

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 and NAEYC standards
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 a professional portfolio 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. <i>(Content Knowledge)</i>
PLO2	Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning. <i>(Developmentally Appropriate Practice)</i>
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. <i>(Pedagogical Content Knowledge)</i>
PLO4	Knowledge and application of appropriate technology for student learning. <i>(Technology)</i>

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. (Diversity)
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. (Focus on Student Learning)
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. (Professional & Ethical Dispositions and Communication)

NAEYC Standards and MACTE Competencies

NAEYC Standards	MACTE Competencies and Standards for Montessori Teacher Education Programs (TEPs)
<p>1. Promoting child development and learning</p> <p>Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of a) young children's characteristics and needs, and b) multiple interacting influences on children's development and learning, to c) create environments that are healthy, respectful, supportive, and challenging for each child.</p>	<p>I: Knowledge, II: Pedagogy, III: Teaching with Grace and Courtesy (caring manner)</p> <p>The adult learner, in a MACTE Accredited Teacher Education Program, is well versed in the research-based understanding of child development, the foundation for which is based on the Montessori educational approach to early learning. Knowledge of psychological, social/emotional, cognitive and physical development of the young child is the basis for creating a "prepared" learning environment, one that is also healthy, nurturing, safe, respectful, supportive, nutritionally sound, and developmentally individualized for each child.</p> <p>1b. Human Growth and Development 1c. Subject Areas are not to exclude: Cosmic Education, Peace Education, Practical Life, The arts and Fine and Gross Motor Skills. 2c. The Prepared Environment 3c. The Montessori Philosophy and methods (materials) *To include Targeted Subject Matter by Instructional Level</p>
2. Building family and community	I: Knowledge, II: Pedagogy, III: Teaching with Grace

<p>relationships</p> <p>Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They a) know about, understand, and value the importance and complex characteristics of children’s families and communities.</p> <p>They use this understanding to b) create respectful, reciprocal relationships that support and empower families, and c) to involve all families in their children’s development and learning.</p>	<p>and Courtesy (caring manner)</p> <p>An adult learner in a MACTE Accredited Teacher Education Program demonstrates an understanding of the integral role of families in positive child outcomes through caring, professional relationships based on respect for the unique characteristics of each family. The adult learner supports and involves parents through education, various means of communication, conferences and a “team approach” based on respect and trust. The Montessori professional is aware of community resources that will support children and their families and makes referrals as needed.</p> <p>1d. Community Resources for Learning 2d. Parent/Teacher/Family/Community Partnership 2j. Support and intervention for learning 3d. Parent/Teacher/Family Partnerships</p>
<p>3. Observing, documenting, and assessing to support young children and families</p> <p>Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals.</p> <p>They a) know about and understand the goals, benefits, and uses of assessment. They b) know about and use systematic observations, documentation, and other effective assessment strategies c) in a responsible way, d) in partnership with families and other professionals, to positively influence the development of every child.</p>	<p>II: Pedagogy, III: Teaching with Grace and Courtesy (caring manner)</p> <p>An adult learner in a MACTE Accredited Teacher Education Program demonstrates understating of a variety of specific observation techniques, appropriate application, and competence in documenting each child’s development and learning. Ongoing formative assessments are used to prepare lesson plans, learning activities, and differentiated instruction. The comprehensive assessments are shared with parents, and other professionals when appropriate, to enhance the positive development of every child.</p> <p>2e. The Purpose and Methods of Observation. 2g. Assessment & Documentation 2i. Support and intervention for learning differences 2h. Reflective Practices 3b. Authentic Assessment</p>
<p>4. Using developmentally effective approaches</p> <p>Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary</p>	<p>I: Knowledge, II: Pedagogy, III: Teaching with Grace and Courtesy (caring manner)</p> <p>An adult learner in a MACTE Accredited Teacher Education Program understands the dynamic relationship between child, teacher, and environment. The “prepared” environment is</p>

<p>depending on children's ages, characteristics, and the settings within which teaching and learning occur.</p> <p>They a) understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates b) know and understand effective strategies and tools for early education, c) know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and d) positively influence each child's development and learning.</p>	<p>developmentally appropriate for the characteristics and learning styles of every child. The foundational philosophy of respect is the basis for all interactions. A Peace Curriculum and lessons in Grace and Courtesy create a positive classroom culture in which children develop independence, positive self-esteem, skills of executive functioning, and conflict resolution through adult modeling and support. Parent education and conferences provide opportunities to inform and involve parents in their child's development and learning.</p> <p>1a. Montessori Philosophy 2a. Correct use of Montessori Materials 3c. The Montessori Philosophy and Methods (materials) 3f. Innovation and Flexibility *To include Targeted Subject Matter by Instructional Level</p>
<p>5. Using content knowledge to build meaningful curriculum</p> <p>Candidates prepared in early childhood degree programs a) use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They b) know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates c) use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.</p>	<p>I: Knowledge, II: Pedagogy</p> <p>An adult learner in a MACTE Accredited Teacher Education Program demonstrates competence in the scope and sequence of the research-based Montessori curriculum (sensory activities, self-care skills, fine and gross motor development, practical life language and literacy, mathematics, science, physical and cultural geography, the arts (visual, music, movement, drama), the Peace curriculum, and Grace and courtesy lessons) and the use of the Montessori didactic materials. The adult learner prepares a classroom environment to be responsive to all domains of learning and development. The adult learner is able to differentiate instruction to respond to individualized learning and development. The adult learner is competent in the use of ongoing formative assessment to provide developmentally appropriate challenge for each child and is able to document progress in each domain and academic content area.</p> <p>1c. Subject Matter for each Course Level, to include but not limited to: cosmic education, peace education, practical life, the arts, fine and gross motor skills (additional requirements by affiliations). 2a. Correct use of the Montessori Materials 2b. Scope and Sequence of Curriculum 2f. Planning for Instruction</p>

<p>6. Becoming a professional</p> <p>Candidates prepared in early childhood degree programs a) identify and conduct themselves as members of the early childhood profession. They b) know and use ethical guidelines and other professional standards related to early childhood practice. They c) are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that d) integrate knowledge from a variety of sources. They are e) informed advocates for sound educational practices and policies.</p>	<p>III: Teaching with Grace and Courtesy (caring manner)</p> <p>An adult learner in a MACTE Accredited Teacher Education Program conducts herself with professionalism and a respectful attitude in her classroom leadership, relationship with colleagues, families, and those in the community. Reflective teaching practice is foundational to the Montessori philosophy and the adult learner, through a mentored practicum, engages in the ongoing process of self-analysis and critical examination of her practice. The adult learner demonstrates a commitment to innovation and flexibility and formal and informal professional development. The adult learner is informed of policy and advocates for best practice for children and families.</p> <p>3a. Classroom Leadership 3e. Professional Responsibilities 3f. Innovation and flexibility</p>
<p>7. Early Childhood Field Experiences</p> <p>Candidates have field experiences and clinical practice in a) at least two of the three early childhood age groups (birth–age 3, 3 through 5, 5 through 8 years) and in b) the variety of settings that offer early education (early school grades, programs).</p>	<p>MACTE Accredited Program Practicum:</p> <p>An adult learner in a MACTE Accredited Teacher Education Program completes a cumulative 1,240 hours in teacher preparation, including a mentored practicum.</p>

Course Learning Objectives:

<p>CLO 1 NAEYC 1 MACTE 1, 2, 3</p>	<p>Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>
<p>CLO 2 NAEYC 4 MACTE 1, 2, 3</p>	<p>Learning Differences—The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>
<p>CLO 3 NAEYC 4</p>	<p>Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and that</p>

MACTE 1, 2, 3	encourage positive social interaction, active engagement in learning, and self motivation.
CLO 4 NAEYC 5 MACTE 1, 2	Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
CLO 5 NAEYC 5 MACTE 1, 2	Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
CLO 6 NAEYC 3 MACTE 2, 3	Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
CLO 7 NAEYC 4 MACTE 1, 2, 3	Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
CLO 8 NAEYC 5 MACTE 1, 2	Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
CLO 9 NAEYC 2 MACTE 1, 2, 3	Standard 9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
CLO 10 NAEYC 6 MACTE 3	Standard 10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
CLO 11	The teacher identifies the Marianist characteristics and able to describe how they are integrated into their teaching practice.

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
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CLO 1		X					X	
CLO 2						X		
CLO 3		X						
CLO 4	X							
CLO 5	X							
CLO 6					X			
CLO 7			X					
CLO 8			X	X				
CLO 9								X
CLO 10								X
CLO 11								X

Essential Questions Addressed in This Course

Essential Questions
What are the key components of child development that support learners and learning?
How can integrated curriculum be used to provide technological pedagogical affective and content knowledge (TPACK)?
What are the instructional practice that promote appropriate, relevant, and meaningful learning?
How can professional learning, ethical practice, leadership and collaboration provide platform to fulfill professional responsibilities of an educator?

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,
2. Reflective Blogs (10%): You will post your internship reflections and thoughts on discussion questions to different topics each week in Google+ Community.
3. SMILE (20%): You will create questions using SMILE after reflecting on readings and discussion topics.

4. Key Assignments (60%): For full points the Key Assignments for this course will include the development of:

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

These key assignments will need to be submitted to Canvas and Google Drive. Please review submission of Key Assignments and other assignments as identified by instructor.

Grading Scale:

A 90%-100%

B 80%-89%

Anything below 80% (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.).

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.