



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 Credits
Department Name: School of Education & Behavioral Sciences

Instructor Name: Elizabeth Park, Ph.D.
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Instructor Information: Elizabeth Park, Ph.D.
Other Contact Information (Zoom): <https://zoom.us/my/epark>

Term: Spring Student Teaching 2022
Dates: January 21, 2021 - May 16, 2021
Zoom Meetings: Fridays 4:00 pm - 6:00 pm HST ([Zoom Dates](#))
Class Location: [Canvas](#)

Textbooks (Recommended):

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.

Helpful Resources:

Resource	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Val Coleman, Librarian vcoleman@chaminade.edu 808-739-4661	Available to assist with literature searches as well as answer questions regarding research

Google Drive Instructional Resources	<p>A resource with SHORT video clips to assist you with navigating Google Drive. Competency in Google Drive begins with the ability to open and access a Google account. Students must be able to create a document, employ the comments and history buttons, and navigate the various document types (Document, Sheet, Slide). In addition, students need to be able to store and share files, understanding the nature of the automatic save.</p>
ProQuest RefWorks Modules	<p>A resource with SHORT video clips to assist you in creating an account and using ProQuest RefWorks. RefWorks is an educational tool that allows users to store, annotate, and research material. To better facilitate the research process, RefWorks modules will guide students through the process. Inherent in the search process is the use of digital text and competency in Google Drive is a precursor to the RefWorks process.</p>

Catalog Description:

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

Mission Statement:

The mission of the education division is to foster the education of teachers and leaders in education through programs based on the liberal arts tradition, Catholic Marianist values, current research, and best practices.

Marianist Values:

1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, Peace, and the Integrity of Creation
5. Educate for Adaptation and Change

Program Learning Outcomes (PLOs):

Learners will be able to		Covered in this course
PLO 1	Synthesize knowledge of learner development, learner differences, diverse students, and the learning environment to	MACTE 1 InTASC 1-3

	optimize learning for Early Childhood (ages 2 ½ to 6 years old) students. (InTASC 1-3) (MACTE 1)	
PLO 2	Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for Early Childhood (ages 2 ½ to 6 years old) students. (InTASC 4,5) (MACTE 1)	MACTE 1 InTASC 4-5
PLO 3	Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Early Childhood (ages 2 ½ to 6 years old) students. (InTASC 6-8) (MACTE 2)	MACTE 2 InTASC 6-8
PLO 4	Analyze the values, commitments, and ethics of the teaching profession within the school community. (InTASC 9,10) (MACTE 3)	MACTE 3 InTASC 9-10
PLO 5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.	Marianist Values

Montessori Accreditation Council for Teacher Education (MACTE) Competencies:

Learners will be able to		Covered in this course
MACTE 1 Content Knowledge	Understand the theory and content regarding: <ol style="list-style-type: none"> 1. Montessori Philosophy 2. Human Growth and Development 3. Subject matter for each Course Level* (IT, EC, etc.) not to exclude: <ol style="list-style-type: none"> a. The level-specific subject matter as outlined below* (practical life, language, geometry, etc.) b. Cosmic education c. Peace education d. The arts e. Fine and gross motor skills 4. Community resources for learning 	MACTE 1
MACTE 2 Pedagogical Knowledge	Understand the teaching methods and materials used regarding: <ol style="list-style-type: none"> 1. Correct use of Montessori materials 2. Scope and sequence of the curriculum (spiral curriculum) 3. The prepared environment 4. Parent/teacher/family/community partnership 	MACTE 2

	<ol style="list-style-type: none"> 5. The purpose and methods of observation 6. Planning for instruction 7. Assessment & documentation 8. Reflective practice 9. Support and intervention for learning differences 10. Culturally responsive methods 	
MACTE 3 Practice	<p>Demonstrate and implement within the classroom:</p> <ol style="list-style-type: none"> 1. Classroom leadership 2. Authentic assessment 3. Montessori philosophy and methods (materials) 4. Parent/teacher/family partnership 5. Professional responsibilities 6. Innovation and flexibility 	MACTE 3

Course Learning Outcomes (CLOs):

Learners will be able to

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, identifies scope and sequence of the 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 by the code of ethics.
CLO 6	The Montessori teacher candidate is able to apply authentic assessment for the Montessori philosophy and methods using the materials.

MACTE 3b-3c	
CLO 7 MACTE 3d, 3f	The Montessori teacher candidate is able to lead partnerships with the parent, teachers, and family members and provide innovative and flexible ways to communicate and support children's learning and development through Marianist characteristics.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6	CLO 7
Program Learning Outcomes	1, 2	3	3	3	4	4	5
MACTE Competencies	1	2	2	2	3	3	3
Marianist Values							1-5

Course Requirements

Grading:

The basis for the Final Grade in this course will be evaluated in the following items.

Learning is an iterative process that includes making mistakes, therefore, students will be provided feedback on their progress towards completion of the listed assessment items with opportunities to edit work that has been submitted.

Items	Grade %	Descriptions
Attendance and Participation	10	Learners will attend all required Zoom meetings and actively engage in discussions.
Reflections	10	Learners will be reflecting on the student teaching experience by writing a journal.
Key Assignments	60	<ul style="list-style-type: none"> • Case Study Portfolio (20%) • Integrated Curriculum (20%) • Professional Portfolio (20%)
Montessori Finals	20	<ul style="list-style-type: none"> • Written Final & Rubrics (10%) • Performance Final & Rubrics (10%)

These key assignments will be submitted to Canvas.

Grading Scale

A 90-100%

- B 80-89%
- C 70-79%

Anything below 80% for graduate students and below 70% for undergraduate students is not a passing grade and the student will have to retake the course. All written course assignments must follow the American Psychological Association (APA) standards for writing student papers (See chapter six of APA manual 7th ed.).

Course Policies

Attendance:

As stated in the Chaminade University catalog, students are expected to attend all classes for courses in which they are registered. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

Due Dates:

Course activities will run from Monday to Sunday. In order to allow sufficient time for students to engage in online conversations about the ideas expressed in the reading assignments, initial posts/reflections about the assigned reading chapters will be due by Friday at 11:59 pm. This will provide 48 hours for comment and discussion. All peer comments need to be completed by 11:59 pm on Sunday. Any other assignments will be due by 11:59 pm on Sunday as well.

Late Work Policy:

Canvas is configured to identify assignments that are submitted after the due date/time. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues, plan ahead and submit your work on time, so that we can all progress through this learning experience together. If you need additional time to complete an assignment and/or you have an emergency that will cause you to miss a deadline, you must communicate with me in advance of the due date.

Group Work/Cooperative Learning:

Learning requires the interaction and support of others. In other words, knowledge is socially constructed. In order to support the learning of all students, you will be expected to work cooperatively with others in this course. Your contribution to the online discussion and the feedback that you provide will support your learning as well as the learning of others in this course.

University Policies

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2019-2020 Academic Catalog (p. 54-55). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor’s Chaminade email address, calling the instructor’s campus extension, or by leaving a message with the instructor’s division office. It is the instructor’s prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu Tutor Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://chaminade.edu/wp-content/uploads/2019/08/NEW-STUDENT-HANDBOOK-19-20-Final-8.20.19.pdf>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a

different amount of time. Direct instructor engagement and out-of-class work result in a total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in a fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.