



Chaminade Course Syllabus

[Chaminade University Honolulu](#)

3140 Waiialae Avenue - Honolulu, HI 96816

Course Number: EDUC 772/ CEED 479
Course Title: Advanced Leadership & Montessori
Credit: 3 Credits
Department Name: School of Education and Behavioral Sciences

Instructor Name: [Elizabeth Park, Ph.D.](#)
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Office Location: Brogan Hall 119 ([Campus Map](#))
Office Hours: By appointment
Zoom Link: [Elizabeth Park's Zoom](#)

Term Dates: Fall 2024 (September 30, 2024 - December 09, 2024)
Zoom Meetings: Weeks 4, 6, and 8 Sundays 4 pm HST
Class Location: [Canvas](#)

AMS Curriculum Summary:

- **AMS Course Component Name:** Classroom Leadership, Observation, and Parent Involvement/ Education
- **Hours:** Classroom Leadership 20 Hours; Observation 10 Hours; and Parent Involvement/ Education 10 Hours
- **Specified Dates:** Fall 2024 (September 30, 2024 - December 09, 2024); Additional Zoom meetings.

Helpful Resources	Service(s) Provided
Sullivan Family Library (Chaminade Library)	Tools to efficiently identify and access literature about an education research topic of your choosing
Chaminade Library < library@chaminade.edu > 808-739-4661	Available to assist with literature searches as well as answer questions regarding research
Google Drive Instructional Resources	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.

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>
APA Style	<p>This is the official American Psychological Association website where you will find resources related to APA Style 7th Edition.</p>

Catalog Description

The focus is on major issues and trends affecting leadership and guidance in early childhood education programs. These include working with families, classroom management and safety, nurturing children, creating developmentally and culturally appropriate environments, assessment, financing and budgeting, professionalism, administrative issues, and curricular trends. Required course for Montessori Credential, cross-scheduled with CEED 479.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. Education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace, and integrity of creation
5. Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice, Peace, and Integrity of Creation (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohē pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Model Code of Ethics for Educators

The Model Code of Ethics for Educators 2.0 is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to the profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

- The main focus for MCEE in this course is Principle III: Responsibility to Students.

Program Learning Outcomes (PLOs) for AS Early Childhood Education:

Learners will be able to	
PLO 1	Define knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for Early Childhood (2 ½ to 8 years old) students. (InTASC 1-3)
PLO 2	Identify central concepts, tools of inquiry, and structures of the subject matter disciplines for Early Childhood (2 ½ to 8 years old) students. (InTASC 4-5)
PLO 3	Describe formative and summative assessments, to determine, select, and implement effective instructional strategies for Early Childhood (2 ½ to 8 years old) students. (InTASC 6-8)
PLO 4	Summarize the values, commitments, and ethics of the teaching profession within the school and community. (InTASC 9-10)
PLO 5	Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Program Learning Outcomes (PLOs) for BS Early Childhood Education:

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

Program Learning Outcomes (PLOs) for BS Early Childhood Education with Montessori/PK-K:

Learners will be able to	
PLO 1	Apply knowledge of learner development, learner differences, diverse students, and the learning environment to optimize learning for Early Childhood (2 ½ to 6 years old) students. (InTASC 1-3)
PLO 2	Describe central concepts, tools of inquiry, and structures of the subject matter disciplines for Early Childhood (2 ½ to 6 years old) students. (InTASC 4-5)

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

NAEYC Power to the Profession (P2P) Standards and Competencies:

Learners will be able to	
Standard 1 Child Development and Learning in Context	Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.
Standard 2 Family-Teacher Partnerships and Community Connections	Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They(c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies
Standard 3 Child Observation, Documentation, and Assessment	Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. Early childhood educators (d) build assessment partnerships with families and professional colleagues
Standard 4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices	Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of

	developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.
Standard 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum	Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.
Standard 6 Professionalism as an Early Childhood Educator	Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

MACTE	Competencies
I. Content Knowledge	The adult learner understands the theory and content regarding:
	1a. Montessori Philosophy
	1b. Human Growth and Development
	1c. Subject matter for each Course Level* (IT, EC, etc.) not to exclude: <ul style="list-style-type: none"> ▪ Level specific subject matter as outlined below* (practical life, language, geometry, etc.) ▪ Cosmic education ▪ Peace education ▪ The arts ▪ Fine and gross motor skills
	1d. Community resources for learning
II. Pedagogical Knowledge	The adult learner understands the teaching methods and materials used regarding:
	2a. Correct use of Montessori materials
	2b. Scope and sequence of curriculum (spiral curriculum)

	2c. The prepared environment
	2d. Parent/teacher/family/community partnership
	2e. The purpose and methods of observation
	2f. Planning for instruction
	2g. Assessment & documentation
	2h. Reflective practice
	2i. Support and intervention for learning differences
	2j. Culturally responsive methods
III. Practice	The adult learner can demonstrate and implement within the classroom:
	3a. Classroom leadership
	3b. Authentic assessment
	3c. Montessori philosophy and methods (materials)
	3d. Parent/teacher/family partnership
	3e. Professional responsibilities
	3f. Innovation and flexibility

Course Learning Outcomes (CLOs):

	Learners will be able to
CLO 1	Plan for specific developmental, caregiving, and learning needs in early childhood settings.
CLO 2	Describe the design elements of settings and materials with implications for planning, supervision, access, and accountability.
CLO 3	Locate resources and materials to ensure alignment of your setting with quality rating improvement systems, licensing, and regulatory requirements.
CLO 4	Explain pedagogical leadership and identify assessment and elements of high-quality early childhood teaching.
CLO 5	Describe and implement linguistically and culturally responsive practices to promote families' role in relationship-based care and teaching.

Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2			4	2, 5
Program Learning Outcomes	1	3	3	4	5

NAEYC (Power to the Profession)	1	3, 4	3, 4	2, 6	2, 6
MACTE Competencies	1	2	2	3	3
InTASC Standards	1-3	6-8	6-8	9-10	

Course Prerequisites

You should have taken the pre-major courses prior to taking this course unless a special arrangement has been made with your advisor.

Required Textbook

Allen, L., & Kelly, B. B. (Eds.). (2015). *Transforming the workforce for children birth through age 8: A unifying foundation*. National Academies Press. [OER Textbook].

You can [click here](#) to download this book from National Academies.

Bowman, B. T., Donovan, M. S., & Burns, M. S. (Eds.). (2001). *Eager to learn: Educating our preschoolers*. National Academy of Sciences. [OER Textbook].

You can [click here](#) to download this book from National Academies.

Long, S., Souto-Manning, M., & Vasquez, V. M. (Eds.). (2016). *Courageous leadership in early childhood education: Taking a stand for social justice*. Teachers College Press. [This is not an OER, so you must purchase this book either from Chaminade Bookstore or Amazon].

You can [click here](#) to purchase this book on Amazon.

Snow, C. E., & Van Hemel, S. B. (Eds.). (2008). *Early childhood assessment: Why, what and how*. National Academies Press. [OER Textbook].

You can [click here](#) to download this book from National Academies.

Resources

[Developmentally Appropriate Practice \(DAP\)](#) [Website]

[NAEYC Power to the Profession](#) [Website]

[NAEYC](#) [Website]

[Executive Office on Early Learning \(EOEL\)](#) [Website]

[American Montessori Society](#) [Website]

[Hawaii Teacher Standards Board](#) [Website]

Course Website: <https://chaminade.instructure.com/>

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones to hear the audio.

Software Requirements: You will need to be able to listen to audio in MP3 format, watch videos in MP4 format, stream online videos, and read .pdf files. There is a number of free software available online. If you need assistance locating software, please contact the Chaminade Client Services at cstechsupport@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on the “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: cstechsupport@chaminade.edu or call (808) 735-4855

Kōkua ‘Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

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.

Learning Activities	Percentage of Overall Grade
Assignments	60%
Communities of Practice	10%
Key Assignment	30%

Grading Scale

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student’s daily work, class participation, quizzes, tests, term papers, reports, and the final examination.

They are interpreted as follows:

Grade Percentage	Undergraduate Level	Graduate Level	Certificate Level
90% - 100%	A	A	Credit
80% - 89%	B	B	Credit
70% - 79%	C	C (Must Retake)	Credit
60% - 69%	D (Must Retake)	D (Must Retake)	No Credit (Must Retake)

50% and Below	F (Must Retake)	F (Must Retake)	No Credit (Must Retake)
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Course Policies

Course Approach

This course is part of four Montessori methods courses, so it is an integrated approach. Montessori methods courses give you an opportunity to touch and feel the materials and start to understand the application of the Montessori philosophy that you learned prior to this course. The other three methods courses have many interconnected concepts, and you interact extensively with your peers and instructor(s). The instructor(s) will provide you with specific due dates for all the assignments for this course.

Instructor and Student Communication

Questions for this course can be emailed to the instructor using the email provided on this syllabus. Online, in-person, and phone conferences can be arranged per request. Response time will take up to 2 days unless the instructor is traveling or due to special circumstances.

Grades of "Incomplete"

Students should check with the instructor regarding the current "Incomplete" policy for unexpected situations in which they are unable to complete the courses.

Writing Policy

Students are expected to write at the graduate or undergraduate level they are in. Please check with your instructor for a specific writing format for the course. For education students, the general expectation is to use the APA writing style. You can visit [APA Style](#) for more information.

Late Work Policy

Canvas is configured to identify assignments 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 we can all progress through this learning experience together. If you need additional time to complete an assignment and/or have an emergency that will cause you to miss a deadline, you must communicate with me before the due date.

Late assignments (including the final paper) will be accepted for three days following the due date, but there will be a 10% deduction if submitted late. Late penalties may be waived with acceptable documentation (i.e., doctor's note, military order, etc.). The documentation must be scanned and emailed to your instructor within three days of the due date for consideration. After the third day, without any legitimate excuses, a grade of zero may be entered for the assignment.

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 you provide will support your learning and the learning of others in this course.

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 the 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, Roxana Jimenez at (808) 739-8530, titleix@chaminade.edu, or compliance@chaminade.edu. 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.

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Attendance Policy

The following attendance policy is from the [2020-2021 Academic Catalog](#).

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness or other extenuating circumstances prevent 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 the deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA 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, which is linked annually on the following webpage:
<https://chaminade.edu/current-students/>

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

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 is 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.

This three-credit course requires 135 clock hours of student engagement per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 40 hours in instruction, 20 hours completing the discussions and participatory assignments, 35 hours completing assignments, and 40 hours completing the Key Assignments, which is replacement assignments for the midterm/final exam.