

EDUCATION

Educational Leadership, June 2014

Joint Doctoral Program

University of California, San Diego

California State University, San Marcos

Dissertation: “Examining Montessori Middle School through a Self-Determination Theory Lens: A Mixed Methods Study of the Lived Experiences of Adolescents”

Bachelor of Science in Nutrition and Food Science, 1993

University of California, Berkeley

PROFESSIONAL CREDENTIALS & CERTIFICATIONS

Administrative Services Credential, 2015

Elementary I, Lower Elementary, Montessori Certificate, 2002

Clear Multiple Subject Teaching Credential, 1999 (current)

Elementary I, Lower Elementary, Montessori Credential, 2002

Montessori Greenhouse Teacher Training Program

Clear Multiple Subjects Teaching Credential, 1999

Project Pipeline, TEACH Internship Program

TRAININGS

EdTech Trainings (Spring & Summer 2020)

In response to the move to distance learning in the Spring 2020 and Fall 2020 terms, the EdTech Center collaborated with professors across the Saint Mary's College to support the move to online instruction. Trainings were provided live and recorded.

- iMovie Editing (August 13)
- Building Community Part II – Teaching and Learning in Crisis (August 4)
- Asynchronous Participation Assessment Rubric (August 3)
- Communication Sans Keyboard – Whiteboard and Drawing (July 30)
- Lecture and Interactive Quiz (July 29)
- Advanced Use of Zoom (July 28)

Leading for Social Justice, Kevin Kumashiro Consulting, (July 2020)

Three-day workshops facilitated by Kevin Kumashiro, former dean of the school of education at the University of San Francisco. Topics included the current political climate and educational landscape, tensions between teacher education practices and the problems facing new teachers in the field.

Revised 10/2020

Participants were pushed to see their work in the academy as part of movement building for social justice and to frame themselves as social justice advocates

Ed Tech Camp (AY 2017-2018)

Two day training hosted by the EdTech Center at the SMC library. Topics included resources at SMC to flip classroom, screencasting with Loom, interactive classroom pedagogies using smartboards and Moodle gradebook.

Introduction to Anti-Bias, Anti-Racist (ABAR) Education, Crossroads Anti-Racism Organizing and Training, (June 2017)

This one-day workshop held during the first day of the Montessori for Social Justice Conference introduced participants to ABAR concepts and challenged them to identify their biases and dismantle internalized racism.

Digital Driver's License, KSOE Cohort 3, (Fall 2017)

Five, two-hour workshops hosted by Barry Eckhouse of SEBA. Topics and skills included using Camtasia and Snagit to create screencasts and videos, Voice Recorded Grading Techniques (including recording written comments using a tablet, creating a videocast using Camtasia)

PROFESSIONAL EXPERIENCE

I. Higher Education Experience

Assistant Professor, Montessori Teacher Education Program

Saint Mary's College of California, July 2015- Present

- Teach elementary mathematics, elementary foundations, field observations and practicum in Montessori Elementary Program
- Support and supervise students in practicum year of the elementary credential program • Coordinate admissions for Early Childhood and Elementary Montessori Education Programs • Support recruitment efforts
- Complete Montessori Education Program Assessment Report
- Coordinate Montessori Accreditation Council for Teacher Education (MACTE) Re-accreditation for AMS Early Childhood and AMS Elementary I-II credentials
- Wrote MACTE Accreditation document for AMS Early Childhood and AMS Elementary I-II credential programs
- Wrote AMS Affiliation document for AMS Early Childhood and AMS Elementary I-II credential programs
- Design and implement Masters of Arts in Teaching (MAIT) with an Emphasis on Montessori Education
- Chair masters thesis projects for MAIT adult learners with Montessori elementary credentials; traditional track masters thesis project for adult learners with Montessori elementary credentials • Chair masters thesis projects for adult learners enrolled in the Teachers for Tomorrow Program, Masters of Arts in Education
- Program Director, Montessori Teacher Education Program, American Montessori Society Early Childhood Credential & American Montessori Society Elementary I-II Credential (July 2017-June 2018)
- Program Director, Masters in Early Childhood Supervision and Leadership (July 2017-June 2018)

Revised 10/2020

- Program Director, Masters of Arts in Education (MATS series of courses) (July 2016-June 2020) • Program Director, Single Subject Teacher Education (Fall 2020)

II. Professional Experience in the Field of Education

Principal, Murrieta and Lake Elsinore Student Centers

River Springs Charter School, July 2008- June 2015

- Design and implement Classical Homeschool Academy, homeschool and on-site instruction hybrid • Design and implement Casa Montessori, homeschool and on-site instruction hybrid • Design and implement DaVinci Academy, STEAM model
- Design and implement Montessori Middle School
- Hire, oversee and evaluate certificated and classified staff
- Recruit new students, plan and implement advertising and marketing for student centers • Orient and facilitate new parents and students to River Springs
- Facilitate workshop and trainings for all programs at Murrieta Student Center and Lake Elsinore Student Center
- Facilitate parent support workshops and trainings
- Recruit high school students, plan and implement CTE courses in the Health, Dental and Technology Pathways

TEACHING EXPERIENCE

I. Higher Education – Saint Mary’s College of California, Assistant Professor

In January Term

JAN070—Generation World: Italian Language and Culture Abroad for Freshmen (JA2019). Travel study course that introduces freshmen to Italian language and culture. Freshmen complete the equivalent of Italian I. (*Developer and Chaperone*)

In the Justice Community and Leadership-Teachers for Tomorrow Program, SOLA

EDUC144—Cognitive Development in a Diverse Society (SP2016, SP2017). Lecture course that supports *Teachers for Tomorrow* program develop understanding of cognitive development theory and practical applications. (*Instructor*)

JCL 125—Text-Based Discussion in Middle School, Critical Literacy (SP2018). Experiential learning course that support *Teachers for Tomorrow* students implement strategies from Collegiate Seminar in a local Moraga School. Limited lecture on critical pedagogy and practice in preparation for this experience. (*Instructor*)

JCL 126—Montessori for All, Best Practices for Classroom Innovation (SP2018, SP2020). Experiential learning course that introduces *Teachers for Tomorrow* (TFT) students to Montessori pedagogy and practice that can be implemented in traditional classrooms. (*Developer, Instructor*)

In the Master of Arts in Teaching Program (MAIT), KSOE

Revised 10/2020

MAIT 401—Introduction to Inquiry (SU2017). Experiential learning course that introduces Masters of Arts in Teaching (MAIT) candidates to the MAIT program and supports them in creating their e-portfolio and website. *(Instructor)*

MAIT 410—Special Topics in Education: Montessori (SP2020, FA2020). This course challenges master's candidates to delve deeper into educational topics. This course included Montessori philosophy as it applies to social justice and equity issues.

In the Master of Early Childhood Supervision and Leadership Program (MaECSL), KSOE ECE

310—Advanced ECE Observation (SP2020). It is important for MaECSL candidates to have knowledge of different pre-school learning environments. In this course, along with the instructor, the master candidate chooses four pre-school settings that exemplify four distinct philosophies such as Montessori, Waldorf, play-based, Reggio Emilia, forest school.

ECE 340— Advanced Supervised Field Experience (FA2018, FA2019, SP2020). It is important for MaECSL candidates to develop a reflective practice. In this class, adult learners identify a need in their learning environment and design a project/intervention to address that need.

In the Master of Arts in Teaching (MaEd), KSOE

MATS 501—Introduction to Research Methods (SU2019). Experiential learning course that introduces TFT and Single Subject Teacher Education (SSTE, 4+1) candidates to action research and supports them in completion of chapter 1 of their master's thesis. *(Instructor, Revised syllabus and activities)*

MATS 530—Introduction to Research Methods (FA2017, FA2018, FA2019). Experiential learning course that introduces TFT and Single Subject Teacher Education (SSTE, 4+1) candidates to action research and supports them in completion of chapter 1 of their master's thesis. *(Instructor, Revised syllabus and activities)*

MATS 531—Action Research Classroom Project (SP2019). Experiential learning course that introduces TFT and Single Subject Teacher Education (SSTE, 4+1) candidates to action research and supports them in completion of chapter 2 and 3 of their master's thesis. *(Instructor, Revised syllabus and activities)*

MATS 532—Action Research Classroom Project (SU2017, SU2018, SU2019). Experiential learning course that introduces TFT and Single Subject Teacher Education (SSTE, 4+1) candidates to action research and supports them in completion of chapter 2 and 3 of their master's thesis. *(Instructor, Revised syllabus and activities)*

In the Montessori Teacher Education Program (MTEP), KSOE

MEC 311/312—Early Childhood Observation and Seminar (F/SP15-16, F/SP16-17, F/SP17-18). Experiential course with seminar that supports Montessori Early Childhood credential candidates develop

their observation skills. *(Instructor)*

Revised 10/2020

MEL 210—Montessori Philosophy (FA2018, SP2020). Experiential class that support adult learners in the AMS Early Childhood Credential, AMS Elementary I-II Credential and the Masters in Early Childhood Supervision and Leadership program. Course introduced Montessori Philosophy and applied Montessori's pedagogy and practice to Montessori early childhood, Montessori elementary and non-Montessori early childhood settings. *(Instructor, Revised syllabus and activities)*

MEL 231—Positive Discipline and Classroom Management (JA2016). Experiential class with seminar that supports candidates in developing and practicing classroom management skills and trains them using the Positive Discipline model. *(Instructor, Revised syllabus and activities)*

MEL 261—Learning, Cognition and Development in a Cultural Context (SP2019). Experiential class with seminar that supports candidates in developing understanding of education psychology as it applies to Montessori elementary learning environments. Learners engaged with major theorists in educational psychology including Piaget, Vygotsky, Kohlberg and Montessori. This course included ABAR (Anti-Bias/Anti-Racist) lens which was incorporated in including educational theorist representing marginalized groups and the educational theories of these groups. *(Instructor, Revised syllabus and activities)*

MEL 263—Elementary Mathematics I (SP2016). Experiential class that supports Montessori Elementary I-II candidates gain skill in presenting Montessori elementary math materials. *(Instructor)*

MEL 265—Elementary Foundations (JA2016) Experiential class that supports Montessori Elementary I-II candidates gain skill in presenting Montessori elementary history materials. *(Instructor)*

MEL 266—Elementary Sciences (SU2016) Experiential class that supports Montessori Elementary I-II candidates gain skill in presenting Montessori elementary biological, earth, physical and social science materials. *(Instructor)*

MEL 269—Elementary Mathematics II (FA2015, FA2016). Experiential class that supports Montessori Elementary I-II candidates gain skill in presenting Montessori elementary advanced math materials including algebra, integers and geometry. *(Instructor)*

MEL 411/412—Elementary Observation and Seminar (F/SP15-16, F/SP16-17, F/SP17-18). Experiential course with seminar that supports Montessori Elementary I-II credential candidates develop their observation skills. *(Instructor)*

MEL 420/430—Elementary Practicum I/II (F/SP15-16, F/SP16-17, F/SP17-18, F/SP18-19, F/SP19-20, F/SP20-21). Experiential course with seminar that support candidates in their practicum site placement *(Instructor, Revised syllabus)*

In the Multiple Subject Teacher Education Program (MSTE), KSOE

MSTE254—Reading and Language Development II (SP2017). Lecture course that supports teachers

in building capacity in the teaching of reading, reading comprehension and other areas of language arts. Teacher Candidates prepare for California Commission on Teacher Credentialing (CCTC) Content Area Task (CAT). (*Instructor*)

Revised 10/2020

II. TK-12 (Transitional Kindergarten through Twelve)

Educational Specialist, Homeschool

River Springs Charter School, August 2006-June 2008

- Facilitate homeschool learning environments for K-12th grade students on Homeschool Education Specialist roster
 - Attend IEP's for students and provide input on general education progress
 - Provide training and support to homeschool parents in implementing River Springs "Key Skills" (based on California State Standards)
 - Provide training and support to parents in the teaching of core subjects
 - Provide training and support to parents in evaluating student work for grade level proficiency • Provide training and support to parents in creating plan to assist students in areas of need in order to reach grade level proficiency
 - Plan and implement RTI (Response to Intervention) process for students who require academic assistance
 - Report and manage student files for state and county audits
 - Report and manage student attendance
 - Counsel and manage high school student courses and graduation requirements •
- Serve on Homeschool High School Steering Committee

PRESENTATIONS AND PUBLICATIONS

I. Publications

a. Published

Peer Reviewed

Murray, A.K., **Johnston, L.Casquejo**, Sabater, A. and Clark, K. (2020). Hidden Black voices in Montessori education. *American Educational History Journal*. 47(1/2): 205-221.

Casquejo Johnston, L. (2019) "Montessori Middle School: The Erdkinder," *Middle Grades Review*: 5(3), Article 4.

Casquejo Johnston, L. (2016). Examining Montessori middle school through a self- determination theory lens: A study of the lived experiences of adolescents. *Journal of Montessori Research*, 2(1): 27-42.

b. In Press

Peer Reviewed

Casquejo Johnston, L. (in-press). Model minority: The promise and the reality. *Handbook of Women in Educational Leadership*

Invited

Stevenson, S. and **Casquejo Johnston, L.** (in-press Winter Issue). *Introducing the JEDI committee. Montessori Life*

c. In Progress

Revised 10/2020

Casquejo Johnston, L. (revise and re-submit, Submitted July 2020). Teacher transformation: Becoming an Anti-racist Montessori guide. *Journal of Montessori Research*

II. Conference Presentations

a. Peer-Reviewed—Upcoming

Casquejo Johnston, L. (2021). Teacher transformation: Becoming an anti-racist Montessori guide. *Racial Justice and Equity in Montessori Research Virtual Conference. AERA (American Educational Research Association) Montessori SIG.* online January 2021

Casquejo Johnston, L. (2021). Leadership for liberation. *The Montessori Event, (American Montessori Society Annual Conference)*, online March 2021

Casquejo Johnston, L. (2021). Montessori as liberatory practice. *Virtual AERA (American Educational Research Association) Annual Meeting*, online March 2021

Casquejo Johnston, L. and Fortner, K. (2021). Culturally authentic leadership for liberation in schools (CALLS). *10th International Conference on Education and Social Justice*, online: December 2020

b. Peer-Reviewed—Submitted

Casquejo Johnston, L. and Sabater, A. (2021). Parent perceptions in Montessori learning environments. *American Educational Research Association.* online, March 2021.

c. Peer-Reviewed—Presented

Murray, A. and **Casquejo Johnston, L.** (2019). Hidden Figures in Montessori Education. *Organization of Educational Historians*, Kansas City, KS. October 5, 2019

Casquejo Johnston, L. (2019). Reclaiming the cosmic tales. *Montessori for Social Justice.* Portland, OR, June 2019

Casquejo Johnston, L. (2018). In conversation: Montessori, Freire and hooks. *Montessori for Social Justice.* Minneapolis, MN, June 2018

Casquejo Johnston, L. (2018). More science behind the genius: Montessori and motivation. *American Montessori Society.* Denver, CO, March 2018

Casquejo Johnston, L. (panel member) (2018). Cosmic education in public Montessori schools. *American Montessori Society.* Denver, CO March 2018

Casquejo Johnston, L. (roundtable) (2018). Interrogating the self: Best practices in teacher education programs. *Hawaii International Conference on Education.* Honolulu, HI, January 2018

Casquejo Johnston, L. (2016). Motivating middle school students: A practical approach. *Lasallian Symposium Learning Lab*. Moraga, CA, January 2016

Revised 10/2020

Casquejo Johnston, L. (poster session) (2015). What do they say: Montessori middle school students speak about self-determination. *American Montessori Society Annual Conference*. Philadelphia, PA, March 2015

d. Invited—Upcoming

Casquejo Johnston, L. (panel member) (2020). Leading for social justice panel. *10th International Conference on Education and Social Justice*. (online), December 2020

Casquejo Johnston, L. (2020). Transformation of the teacher through an ABAR lens. *Lead Montessori Online Global Community Conference*. online, November 2020

e. Invited—Presented

Casquejo Johnston, L. (2020). Transformation of the teacher through an ABAR lens. *Lead Montessori Online Global Community Conference*. online, November 2020

Casquejo Johnston, L. (panel member) (2020). From the ivory tower to the streets. *Montessori for Social Justice*. (live via webinar-July 6, 2020)

Casquejo Johnston, L. (opening ceremony speaker) (2020). Curiosity, wonder, invitation. *The Montessori Event (TME)*, *American Montessori Society*. online, June 2020

Casquejo Johnston, L. (panel member) (2019). Leading for social justice. *9th International Conference on Education and Social Justice*. Honolulu, HI, November 2019

Casquejo Johnston, L. (panel member) (2019). Mentoring panel. *9th International Conference on Education and Social Justice*, Honolulu, Hawaii, December, 2018

III. Dissertation

Casquejo Johnston, L. (2013). Examining montessori middle school through a self-determination theory lens: A mixed methods study of the lived experiences of adolescents (*Order No. 3599912*). Available from ProQuest Dissertations & Theses Global. (1464388882)

V. Federal Grant

a. Discovery Research K-12 (DRK-12), National Science Foundation, November 2018
“CEL-STEAM Co-Lab” (declined)

b. Arts Education Model Design and Dissemination, Department of Education, 2014 “ArTS (Arte, Tecnologia, Scienza): Dissemination of the DaVinci Arts Integration Model” (declined)

SERVICE

I. Service to the Teacher Education Department

Single Subject Teacher Education, Program Director. *(July 2020-present)*

Revised 10/2020

- Advise adult learners
- Oversee and manage instructor assignment to courses for tenure track and per course adjunct faculty
- Recruit for SSTE Program & Conduct Information Sessions

Master of Arts in Education, Program Director. *(July 2018-June 2020)*

- Oversee MATS course sequence
- Teach research strand – MATS530, MATS531, MATS532
- Manage formation of masters thesis committees and facilitate any challenges within the work of each committee
- Support Credential Specialist in the Degree Verification process

Master of Arts in Early Childhood Supervision and Leadership, Program Director. *(July 2018-June 2019)*

- Advise adult learners
- Oversee and manage instructor assignment to courses

Montessori Teacher Education Program, Program Director. *(July 2018-present-June 2019)*

- Advise Montessori Early Childhood Credential candidates
- Advise Elementary I-II Credential candidates
- Manage and facilitate placement at practicum site
- Oversee college supervisors
- File all paperwork and reports required by the American Montessori Society (AMS) • File all paperwork and reports required by the Montessori Accreditation Council on Teacher Education (MACTE)

• Oversee and manage instructor assignment to courses in both credential programs **Montessori Teacher Education Program, Elementary Program Coordinator.** *(August 2015-June 2018)* • Advise Montessori Elementary I-II Credential candidates

- Manage and facilitate placement at practicum site
- Oversee college supervisors
- File all paperwork and reports required by the American Montessori Society (AMS) • File all paperwork and reports required by the Montessori Accreditation Council on Teacher Education (MACTE)
- Oversee and manage instructor assignment to courses in Montessori Elementary I-II Credential program
- Write and file the Montessori Early Childhood Credential Program AMS Affiliation and MACTE Accreditation Self-Study Documents
- Write and file the Montessori Early Childhood Credential Program AMS Affiliation and MACTE Accreditation Self-Study Documents
- Manage On-Site Visiting Team for AMS Affiliation and MACTE Accreditation

Teacher Education Research Group, member (*August 2015-December 2017*)

II. Service to the Kalmonovitz School of Education

Academic Policies Committee. (*July 2018-September 2018*) representative for Early Childhood Supervision and Leadership and Montessori Teacher Education and Masters of Arts in Education

Revised 10/2020

Research Committee, Member (*July 2017-May 2020*) –attend monthly meetings to discuss research and support of master’s thesis candidates

Center for Environmental Literacy, Director. (*July 2018-June 2020*)

- Oversee and support work of Coordinator of the River of Words
- Work with Advancement Office to build relationships with major donors to support programs, efforts and operation the CEL
- Work with Advancement Office to identify, write and obtain funding from foundations to support programs, efforts and operation of the CEL
- Work with Office or Research to identify, write and obtain funding through state and federal grants to support research and development of programs
- Develop and implement programs to disseminate Watershed Explorer curriculum

Center for Environmental Literacy, Co-Director. (*July 2017-June 2018*)

- Work with Office or Research to identify, write and obtain funding through state and federal grants to support research and development of programs
- Develop and implement programs to disseminate Watershed Explorer curriculum

III. Service to Saint Mary’s College

Academic Senate (Pre-Tenure Senator At-Large) (*August 2019-present*)

- Attend bi-monthly Academic Senate Meetings
- Prepare for each meeting

BALOS Tenure Track Faculty Search Committee (member) (*December 2019-January 2020*)

- Review candidate files
- Participate in all rounds of interview process
- Provide feedback to the Provost in collaboration with search committee

Sociology Tenure Track Faculty Search Committee (member) (*September-November 2019*)

- Review candidate files
- Participate in all rounds of interview process
- Provide feedback to the Provost in collaboration with search committee

Chaperone, Generation World: Italian Language and Culture Abroad for Freshmen, JAN070 (*JAN2019*)

- Reviewed and collaborated with Maria Grazie DeAngelis Nelson on Jan Term Proposal for experimental travel course for freshmen. This experimental course was designed to introduce freshmen to Italian culture through excursions in Rome, Anzio, Nettuno, Sienna, Orvieto, and Florence. In addition, students took either Italian 1 or Italian 2 in a three week language intensive in Sienna.
- Collaborated on cultural activities with course instructor
- Served as chaperone to 18 freshmen

KSOE Dean Search Committee (member) (November 2018-February 2019)

- Provide input and review leadership profile

Revised 10/2020

- Participate in feedback/talk-back sessions with faculty and staff
- Review candidate files
- Participate in all rounds of interview process
- Provide feedback to the Provost in collaboration with search committee

Faculty Development Fund, member (appointed). (September 2015-June 2019) • Review undergraduate student, graduate student and professor applications to the Faculty Development Fund

- Review nominations for Annual Faculty Awards
- Review applications to the Provost's Research Grant

IV. Service to the Field of Montessori Education

Golden Oak Montessori Charter School, Chair of the Board of Director (October 2019-present)

American Montessori Society

American Montessori Society, Board Member, Professional Section (July 2019-present)—attend quarterly board meetings, serve on the Research Committee, Serve on the Archives Committee • *Co-Chair, Justice, Equity, Diversity and Inclusion Standing Committee (newly appointed)* • *Member, Archives Standing Committee (July 2019-present)*

- *Member, Member Engagement (July 2019-present)*
- *Member, Global Working Group (July 2019-June 2020)*

Montessori Research Group, Member. (September 2018-present) – attend annual meeting of the Montessori Research Group at the University of Kansas.

Montessori in the Public Policy Initiative, Member. (September 2018-July 2019) –attend annual meeting of the MPPI and develop initiatives to expand reach and access of Montessori in the public sector. Develop public policy advocacy group in California

Montessori for Social Justice, Founding Board Member. (June 2017-June 2019) –attend monthly meetings, participate in developing mission and vision, serve as representative at the annual MPPI meeting.

Montessori for Social Justice, Conference Planning Committee, Chair. (October 2018-August 2019) – chair monthly meetings, coordinate with conference planner, facilitate selection of conference

sessions, keynote speaker, consult with MSJ treasurer on budget, facilitate review of scholarships for Montessorians of Color

Montessori for Social Justice, Anti-Bias/Anti-Racism Committee, Member. *(June 2017- June 2019)* – attend bi-monthly meetings, participate in developing Anti-Bias/Anti-Racism rubrics for Montessori guides, Montessori classrooms and Montessori schools

AWARDS

Revised 10/2020

Internal

Filippi Endowment Grant (Saint Mary's College) *(July 2020-\$400 for equipment, \$1500 for participation)*— grant was awarded for the re-design of SSTE 340: Teaching for Social Justice to synchronous/asynchronous online course.

California State Parks Foundation Grant *(August 2018 - \$10K)* –collaborated on grant to obtain funding for state park field trips in the greater SF Bay Area, led teacher training on the Watershed Explorer curriculum

Saint Mary's College Provost's Research Grant *(February 2018 - \$3500)* –wrote and won grant to engage local teachers in the process of examining and re-designing the Watershed Explorer curriculum for the Center of Environmental Literacy

PROFESSIONAL AFFILIATIONS

*American Education Research Association
American Montessori Society
Montessori for Social Justice
Positive Discipline Association*

Revised 10/2020