

MTSN Course 2007/08
Early Childhood Course Syllabus
Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
Review and Testing to be held on 6/13-15/08

Appendix H

Syllabi

MTSN Course 2007/08
Early Childhood Course Syllabus

Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
Review and Testing to be held on 6/13-15/08

Course Component: 5.2.5.1 Child Development/Psychology – Academic Phase

Instructors: Lori Bossy

Clock Hours: 30

Course Description: The Child Development/Psychology workshop will cover 30 hours, or 3 ½ day, of the Academic Phase of the training program and will include lectures, discussion, practice, and reading and writing assignments. Testing for Child Development/Psychology will be included in the Philosophy exam and will cover 4 hours of the Testing Phase of the training program. Total 30 hours.

Content:

Date	Emphasis	Instructor	Clock Hours
6/21,22/07	Theorists	Lori Bossy	8-Theorists
6/22,25/07	Stages	Lori Bossy	8–Stages
6/25,26/07	Areas	Lori Bossy	8–Areas
6/26,27/07	Current Research	Lori Bossy	6–Current Research
6/13/08	Testing	Lori Bossy	4-Testing

Competencies: 1a, 1b, 1d, 2a, 2b, 3a, 3b, 3e, 4a

Competencies	Means of Evaluation
1a	Exam, Written Assignment, Independent Study Lessons 1,2,3, Field Consultant Observation
1b	Exam, Independent Study Lesson 2, Field Consultant Observation
1d	Exam, Field Consultant Observation, Independent Study Lesson 2 & 3
2a	Exam, Field Consultant Observation, Independent Study Lesson 2 & 3
2b	Field Consultant Observation
3a	Field Consultant Observation
3b	Exam, Field Consultant Observation
3e	Field Consultant Observation
4A	Exam, Field Consultant Observation

Requirements/Evaluation:

Attendance at a minimum of 90% of academic clock hours

Class participation through discussion and group projects

Completion of all reading assignments

Successful completion of all written assignments

Successful completion of exam

Independent Study Lessons 1, 2, 3

Grading:

Pass – meets a minimum of 80% of criteria for each assignment.

Resubmit – does not meet a minimum of 80% of criteria for each assignment.

Readings:

Maria Montessori: Her Life and Work, Chapters 6-8, 10, 11, 12, 14, 16, 18

Montessori Method, Chapters 2, 4, 5, 20, 21

The Discovery of the Child, Chapter 3, 6, 10, 13, 23

Montessori: A Modern Approach, Chapter 1-3

Secret of Childhood, Part I, Chapter 1-7, Part II, Chapters 8, 21, 22, 23, 26

Absorbent Mind, Chapter 7, 8, 17, 18, 22-28

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Course Component: 5.2.5.2 Montessori Philosophy/Theory Academic Phase

Instructor: Lori Bossy

Clock Hours: 32

Course Description: This workshop will provide an overview of the basic philosophical ideas of Montessori, including relationships of Montessori's ideas to those of other educational philosophers. Discusses Montessori's views of the development of the physical, social, intellectual, moral, and spiritual aspects of the child. Peace education as an integral component of Montessori education is examined. The class also includes historical perspectives on Montessori and the Montessori Method. The following concepts, terms, and topics will be presented during the Montessori Philosophy/Theory workshop: historical perspective, philosophy specific to the method (absorbent mind, sensitive periods, logical-mathematical mind, spiritual and moral development of the child), and how the above relate to children, materials, teacher, and environment. The Montessori Philosophy/Theory workshop will cover 28 hours, or 3 ½ days, of the Academic Phase of the training program, and will include lectures, discussion, practice, and ready and writing assignments. The Philosophy exam will cover 4 hours of the testing phase of the training program. Total 32 hours.

Content:

Date	Emphasis	Instructor	Clock Hours
6/18/07	Historical perspective	Lori Bossy	8
6/19/07	Montessori Method	Lori Bossy	8
6/20,21/07	Sensitive Periods	Lori Bossy	6
6/21/07	Spiritual & Moral Development of the Child	Lori Bossy	6
6/13/08	Review & Test	Lori Bossy	4

Competencies: 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3d, 3e, 3f, 4a

Competencies	Means of Evaluation
1A	Class Participation, Independent & Field Consultant Observation, Exam
1B	Class Participation, Lesson 3, Field Consultant Observation, Exam
1C	Class Participation, Field Consultant Observation
1D	Class Participation, Lesson 3, Field Consultant Observation
2A	Lesson 3, Field Consultant Observation, Class Participation, Exam
2B	Field Consultant Observation
2C	Field Consultant Observation
3A	Class Participation, Field Consultant Observation, Exam
3B	Class Participation, Field Consultant Observation, Exam, Ind. Study Lessons 1,2,3
3E	Field Consultant Observation
4A	Exam, Field Consultant Observation

Requirements/Evaluations:

Attendance at a minimum of 90% of academic clock hours

Class participation through discussion and group projects

Completion of all reading assignments

Successful completion of all written assignments

Successful completion of exam

Independent Study Lesson 1, 2, 3, 4

Grading:

Pass – meet a minimum of 80% of criteria for each assignment.

Resubmit – does not meet a minimum of 80% of criteria for each assignment.

Reading:

Maria Montessori: Her Life and Work, Chapters 6-8, 10, 11, 12, 14, 16, 18

Montessori Method, Chapters 2, 4, 5, 20, 21

The Discovery of the Child, Chapter 3, 6, 10, 13, 23

Montessori: A Modern Approach, Chapter 1-3

Secret of Childhood, Part I, Chapter 1-7, Part II, Chapters 8, 21, 22, 23, 26

Absorbent Mind, Chapter 7, 8, 17, 18, 22-28

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Course Component: 5.2.5.3 Observation – Academic Phase

Instructor: Lori Bossy

Clock Hours: 46

Course Description: This workshop offers techniques and guided practice in the following concepts, terms and topics: Overview (10 hours); Observation of children, classrooms, teachers (10 hours); Record keeping (10 hours); and Field observation (16 hours). The Observation workshop will cover 46 total hours. The workshop will include lectures, discussion, practice time, and reading and writing assignments. Testing for Observation will be included in the Philosophy exam and will cover 4 hours of the Testing Phase of the training program. Total hours 46.

Content:

Date	Emphasis	Instructor	Clock Hours
6/27, 28/07	Overview	Lori Bossy	10
6/28,29/07	Observation of children, classrooms, teachers	Lori Bossy	10
6/29/07	Record Keeping	Lori Bossy	2
9/8/07	Record Keeping	Lori Bossy	8
10/05/07	Independent Observation	Independent	4
11/16/07	Independent Observation	Independent	4
2/8/08	Independent Observation	Independent	4
3/7/08	Independent Observation	Independent	4
6/13/08	Review & Test	Lori Bossy	4

Competencies: 1a, 1b, 1c, 1d, 2a, 2b, 2c, 3a, 4a, 4b, 4c

Competencies	Means of Evaluation
1a	Field Consultant Observation, Supervising Instructor Observation, Intern Observation
1b	Field Consultant Observation, Supervising Instructor Observation, Intern Observation
1c	Field Consultant Observation, Supervising Instructor Observation, Intern Observation
1d	Field Consultant Observation, Supervising Instructor Observation, Intern Observation
2a	Field Consultant Observation, Supervising Instructor Observation, Intern Observation
2b	Field Consultant Observation, Supervising Instructor Observation, Intern Observation
2c	Field Consultant Observation, Supervising Instructor Observation, Intern Observation
3a	Class Participation, Field Consultant Observation, Exam
4a	Exam, Field Consultant Observation
4b	Field Consultant Observation, Supervising Instructor Observation, Intern Observation
4c	Field Consultant Observation, Supervising Instructor Observation, Intern Observation

Requirements/Evaluations:

- Attendance at a minimum of 90% of academic clock hours
- Class participation through discussion and group projects
- Completion of all reading assignments
- Successful completion of all written assignments
- Successful completion of exam
- Independent Study Section 1, Lesson 4 and Section 2, Observations 1,2,3,4

Grading:

- Pass – meet a minimum of 80% of criteria for each assignment.
- Resubmit – does not meet a minimum of 80% of criteria for each assignment.

Reading:

- Maria Montessori: Her Life and Work, Chapters 6-8, 10, 11, 12, 14, 16, 18
- Montessori Method, Chapters 2, 4, 5, 20, 21
- The Discovery of the Child, Chapter 3, 6, 10, 13, 23
- Montessori: A Modern Approach, Chapter 1-3
- Secret of Childhood, Part I, Chapter 1-7, Part II, Chapters 8, 21, 22, 23, 26
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Course Component: 5.2.5.4 Practical Life- Academic Phase

Instructor: Rosemarie Bushbaum

Clock Hours: 35 hours

Course Description: In the Montessori classroom, young children are normally drawn first to the Practical Life area because these materials are most familiar to them. The exercises of Practical Life have objects and materials normally encountered in everyday living experiences such as cleaning, pouring, and dressing. The exercises of Practical Life fall into four major categories: Care of Self, Care of Environment, Grace and Courtesy, and Control of Movement. Many are fundamental exercises that the child needs to master to be able to live comfortably in the adult world. The purpose of the Practical Life activities is to help the child develop coordination, concentration, a sense of personal independence, and a sense of order. Through the exercises of Practical Life the child develops the self-confidence and attention essential for mastery of the other more advanced areas of the Montessori classroom.

The Practical Life workshop will cover 31 hours, or 4 days, of the Academic Phase of the training program and will include lectures, lesson presentation, hands-on practice time, and reading and writing assignments. Testing for Practical Life will cover 4 hours of the Testing Phase of the training program and include exam preparation. Total 35 hours.

Content:

Date	Emphasis	Instructor	Clock Hours
7/2/07	Care of Self	Rosemarie Bushbaum	8
7/3/07	Care of Environment	Rosemarie Bushbaum	8
7/5/07	Grace & Courtesy	Rosemarie Bushbaum	8
7/6/07	Control of Movement	Rosemarie Bushbaum	4
11/17/07	Practical Life Seminar, Review	Rosemarie Bushbaum	3
6/15/08	Review & Test	Rosemarie Bushbaum	4

Competencies:

Through this coursework, students will demonstrate MACTE competencies 1a, 1b, 2a, 3a, 3b, 3c, 3d, 3e.

Competencies	Means of Evaluation
1a	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
1b	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
2a	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3a	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3b	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3c	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3d	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3e	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans

Attendance/Practice Time Requirements:

A minimum of 5 logged hours of hands-on practice time with Practical Life materials is required.

Attendance at a minimum of 90% of academic clock hours required.

Requirements/Evaluations:

- Class participation through discussion and group projects
- Completion of all reading assignments
- Successful completion of all written assignments and materials
- Successful completion of exam

Reading Assignment:

Maria Montessori: Her Life and Work, Chapter 13

The Montessori Method, Chapters 7, 8, 9

Discovery of the Child, Chapter 3,4, 5

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Academic Phase: Practical Life continued

Written Assignment:

Incorporate the information from the above chapters into an introduction page/rationale for your Practical Life Album. Length: 2-4 pages

Questions to consider: What is the purpose of the Practical Life Area? How do the Practical Life exercises benefit the child directly and indirectly?

Terms to include: Synthetic Movement; Motives of Activity; Analysis of Movement; Isolation of Difficulty; Preliminary Exercises; Points of Interest; Motives of Perfection

Other Assignments:

Create a Practical Life Album that includes pictures or illustrations to accompany lessons.

Create a written lesson plan and material for each of the following to share with other interns in the program:

- One original Practical Life lesson
- Two lessons based on presentations given by instructor.
- One Practical Life extension, variation or circle activity.

Grading:

Pass – meet a minimum of 80% of criteria for each assignment.

Resubmit – does not meet a minimum of 80% of criteria for each assignment.

Materials and Exercises Covered:

I. Care of the Person

Dressing Frames
Washing Hands
Hanging Coat
Polishing Shoes
Combing Hair
Putting on Coat

Face Washing
Nail Care
Using Napkin
Emptying Lunch Box
Lacing and Tying Shoes
Blowing Nose

II. Care of the Environment

Sponge Squeezing
Table Washing
Folding Cloths/Napkins
Sweeping/Mopping
Polishing Brass/Silver
Carrying a Chair
Rolling Small Rugs
Ironing
Setting the Table
Clamping Clothespins
Opening and Closing Doors
Peeling and Cutting Vegetables& Fruit

Using Hardware Tools
Opening and Closing Lids
Opening and Closing Drawers
Watering Plants
Caring for Animals
Buttering Bread/Crackers
Using Kitchen Tools
Sewing
Dusting
Arranging Flowers
Washing and Drying Dishes/Clothes

III. Grace and Courtesy

Greeting a Person
Offering an Item/Service
Making Introductions
Being Introduced
Table Manners

Walking around the Rug
Answering the Phone
Inviting a Person to do Something
Asking Pardon
Acting as Host

IV. Control of Movement

Silence Game

Walking the Line

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Course Component: 5.2.5.5 Sensorial – Academic Phase

Instructor: Melissa Eckes

Clock Hours: 35

Course Description: The sensorial area consists of materials that educate and refine the child's senses. The child learns to recognize similarities and differences; to discriminate between similar objects; to grade similar objects. This is important for later mastery of tasks involving math and language. The primary purpose of the Sensorial exercises is that "the child train himself to observe; that he be led to make comparisons between objects, to form judgments, to reason and to decide" (Dr. Montessori's Own Handbook). Thus, mastery of the exercise itself should not be stressed. Qualities such as size, shape, color, texture, temperature, pressure, intensity and pitch, and basic taste and odor sensations such as sweet and sour are discriminated with the senses of vision, touch, hearing (auditory), taste (gustatory), and smell (olfactory). Montessori included the stereognostic sense with which the child discriminates objects using non-visual tactile-muscular ability. By working with the Sensorial materials, children develop the organization and patterning skills inherent in math and language concepts. These concepts build upon the sensory awareness they have stimulated through the use of materials in the Sensorial area.

The Sensorial workshop will cover 31 hours, or 4 days, of the Academic Phase of the training program and will include lectures, lesson presentation, hands-on practice time, and reading and writing assignments. Testing for Sensorial will cover 4 hours of the Testing Phase of the training program and will include exam preparation. Total 35 hours.

Content:

Date	Emphasis	Instructor	Clock Hours
7/12/07	Overview and Visual	Melissa Eckes	8
7/13/07	Visual & Auditory	Melissa Eckes	8
7/16/07	Tactile	Melissa Eckes	8
7/17/07	Stereognostic/Olfactory/Gustatory	Melissa Eckes	4
10/6/07	All senses, practice	Melissa Eckes	3
6/14/08	Review & Test	Melissa Eckes	4

Competencies:

Through this coursework, students will demonstrate MACTE competencies 1a, 2a, 3a, 3b, 3c, 3d, 3e.

Competencies	Means of Evaluation
1A	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
2A	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3A	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3B	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3C	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3D	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3E	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans

Attendance/Practice Time Requirements:

A minimum of 10 logged hours of hands-on practice time with Sensorial materials is required.

Attendance at a minimum of 90% of academic clock hours required.

Requirements/Evaluations:

- Class participation through discussion and group projects
- Completion of all reading assignments
- Successful completion of all written assignments and materials
- Successful completion of exam

Reading Assignment:

Maria Montessori: Her Life and Work, Chapter 9

The Montessori Method, Chapters 8, 9, 12

Discovery of the Child, Chapters 7, 8, 9

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(Academic Phase: Sensorial continued)

Written Assignment:

Incorporate the information from the above chapters into an introduction page/rationale for your Sensorial Album. Include the theory behind the Sensorial area. Length: 2-4 pages

Other Assignments:

Create a Sensorial Album that includes pictures or illustrations to accompany lessons.

Create a written lesson plan and material for each of the following to share with other interns in the program:

- One original Sensorial lesson
- Two lessons based on presentations given by instructor.
- One Sensorial extension, variation or circle activity.

Grading:

Pass – meet a minimum of 80% of criteria for each assignment.

Resubmit – does not meet a minimum of 80% of criteria for each assignment

Materials Covered:

I. Visual

Knobbed Cylinders	Pink Tower
Broad Stair	Long Rods
Color Tablets – Boxes 1, 2, 3	Knobless Cylinders
Constructive Triangles	Binomial Cube
Trinomial Cube	Geometric Cabinet and Cards
Botany Cabinet (placed under Botany)	Geography Maps (placed under Geography)

II. Olfactory

Smelling Bottles

III. Gustatory

Tasting Bottles

IV. Tactile

Touch Boards	Touch Tablets
Thermic Bottles	Thermic Tablets
Baric Tablets	Fabrics

V. Auditory

Sound Cylinders	Bells
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VI. Stereognostic

Mystery Bags	Geometric Solids
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Course Component: 5.2.5.6 Math - Academic Phase

Instructor: Melissa Eckes

Clock Hours: 35 hours

Course Description: Montessori believed that a child's mind is mathematical and based on the order and perceptual awareness found in the development of the senses. The acquisition of mathematical principles is seen as developing logically from concrete to abstract and simple to complex. The child that has mastered the basic concepts involved with the Practical Life and Sensorial materials progresses naturally to the beginning Math activities.

The Montessori Math scope and sequence includes the development of concepts such as numeration, place value, fractions, and the basic operations of addition, subtraction, multiplication, and division. The Math workshop will cover 31 hours, or 4 days, during the Academic Phase of the training program, and will include lectures, lesson presentation, hands-on practice time, and reading and writing assignments. Testing for Math will cover 4 hours of the Testing Phase of the training program and will include exam preparation. Total 35 hours.

Content:

Date	Emphasis	Instructor	Clock Hours
7/17,18/07	Introduction to numbers	Melissa Eckes	8
7/18, 19/07	Basic operations	Melissa Eckes	8
7/19/07	Counting and numbers	Melissa Eckes	4
7/20/07	Math facts	Melissa Eckes	8
10/06/07	Math facts, Seminar, Practice	Melissa Eckes	3
6/14/08	Review & Testing	Melissa Eckes	4

Competencies: 1a, 2a, 3a, 3b, 3c, 3d, 3e.

Competencies	Means of Evaluation
1A	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
2A	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3A	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3B	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3C	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3D	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3E	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans

Attendance/Practice Time Requirements:

A minimum of 15 logged hours of hands-on practice time with Math materials is required.

Attendance at a minimum of 90% of academic clock hours required.

Requirements/Evaluations:

- Class participation through discussion and group projects
- Completion of all reading assignments
- Successful completion of all written assignments and materials
- Successful completion of exam

Reading Assignments:

- The Montessori Method, Chapter 19
- Discovery of the Child, Chapter 18, 19

Written Assignment:

Incorporate the information from the above chapters into an introduction page/rationale for your Math Album.

Length: 2-4 pages

Other Assignments:

Create a Math Album that includes pictures or illustrations to accompany lessons.

Create a written lesson plan and material for each of the following to share with other interns in the program:

- One original Math lesson
- Two lessons based on presentations given by instructor.
- One Math extension, variation or circle activity.

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Academic Phase: Math Continued

Grading:

Pass – meet a minimum of 80% of criteria for each assignment.

Resubmit – does not meet a minimum of 80% of criteria for each assignment

Materials Covered:

I. Introduction to Number

- Number Rods
- Sandpaper Numerals
- Number Rods and Numerals
- Spindle Boxes
- Cards and Counters
- Memory Game

II. Basic Operations of the Decimal System:

- Addition, Subtraction, Multiplication, Division
- Golden Bead Material
- Presentation Tray
- Bird's Eye View
- Gathering
- Exchanging
- Addition – Static & Dynamic
- Subtraction – Static & Dynamic
- Multiplication – Static & Dynamic
- Division with One-digit Divisor – Static & Dynamic
(2 & 3 digit divisor optional)
- Stamp Game (for the four basic operations)

III. Counting and Numbers

- Ten Board
- Teen Board
- Hundred Board
- Bead Chains – Bead Cabinet

IV. Math Facts

- Short Bead Stair Exercise
- Addition Strip Board
- Positive Snake Game
- Addition Charts
- Subtraction Snake Game
- Subtraction Strip Board
- Subtraction Charts
- Short Bead Stair Multiplication
- Multiplication Board
- Multiplication Charts
- Division Board with 1-digit Divisor
- Division Charts

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Course Component: 5.2.5.7 Language – Academic Phase

Instructor: Rosemarie Bushbaum

Clock Hours: 35

Course Description: Development of language in a Montessori environment consists primarily of extending the child's speaking ability to include functioning with written language. Written language development generally proceeds through stages: Stage 1: Development of listening skills and vocabulary; Stage 2: Development of writing; Stage 3: Pre-reading (word pronunciation and composition); Stage 4: Reading of written language

The Language workshop will cover 31 hours, or 4 days, of the Academic Phase of the training program and will include lectures, lesson presentation, hands-on practice time, and reading and writing assignments. Testing for Language will cover 4 hours of the Testing Phase of the training program and will include exam preparation. Total 35 hours.

Content:

Date	Emphasis	Instructor	Clock Hours
7/6/07	Listening & Vocabulary	Rosemarie Bushbaum	4
7/9/07	Pre-writing & pre-reading	Rosemarie Bushbaum	8
7/10/07	Developmental writing & reading	Rosemarie Bushbaum	8
7/11/07	Reading & Grammar	Rosemarie Bushbaum	8
11/17/07	Reading & Writing, Practice	Rosemarie Bushbaum	3
6/15/08	Review & Testing	Rosemarie Bushbaum	4

Competencies: 1a, 2a, 3a, 3b, 3c, 3d, 3e.

Competencies	Means of Evaluation
1A	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
2A	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3A	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3B	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3C	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3D	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans
3E	Rationale, Album, Field Consultant Observations, Written Exam, Oral Exam, Written Lesson Plans

Attendance/Practice Time Requirements:

A minimum of 10 logged hours of hands-on practice time with Language materials is required.

Attendance at a minimum of 90% of academic clock hours required.

Requirements/Evaluations:

- Class participation through discussion and group projects
- Completion of all reading assignments
- Successful completion of all written assignments and materials
- Successful completion of exam

Reading Assignments:

The Montessori Method, Chapters 16, 17, 18

The Absorbent Mind, Chapters 10, 11, 12

Discovery of the Child, Chapters 14-17

Written Assignment:

Incorporate the information from the above chapters into an introduction page/rationale for your Language Album. Length: 2-4 pages

Other Assignments:

Create a Language Album that includes pictures or illustrations to accompany lessons.

Create a written lesson plan and material for each of the following to share with other interns in the program:

- One original Language lesson
- Two lessons based on presentations given by instructor.
- One Language extension, variation or circle activity.

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Academic Phase: Language Continued

Grading:

Pass – meet a minimum of 80% of criteria for each assignment.

Resubmit – does not meet a minimum of 80% of criteria for each assignment

Materials Covered:

I. Pre-writing

Metal Insets
Sandpaper Letters
Chalkboard

II. Pre-reading

Traditional Reading Readiness Activities
"I Spy" Games
Categories
Patterns
Relationships
Sequencing
Vocabulary Development
Sandpaper Letters
Initial, Final, Medial Sounds

III. Developmental Reading

Objects and Movable Alphabet
Pictures and Movable Alphabet
Phonogram Exercises Composing Words

IV. Developmental Writing

Suggested Methods
Spalding
D'nealian
Palmer

V. Reading

Word Synthesis/Reading
Phonogram Exercises Extended
Phonetic Reading Books
Command Cards (Sentence Reading)
Reading as a tool for the Content Areas (Botany,
Zoology, etc.)

VI. Grammar

Function of Words With Environment
Symbolic Grammar

Non-phonetic (mystery or puzzle) words

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 Early Childhood Course Syllabus
 Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
 Review and Testing to be held on 6/13-15/08

Course Component: 5.2.5.8 Art, Music, Movement – Academic Phase

Instructor: Lori Bossy

Clock Hours: 16

Course Description: Maria Montessori believed that the classroom was a prepared environment conducive to the development of the whole child. Therefore, it is necessary to bring art, music, and movement into the classroom. Along with the four main areas of the Montessori environment, these “Cultural Subjects” should be prepared, provided, and arranged so as to enrich the learning and awareness of the Montessori student.

The Art, Music and Movement section of the Cultural workshop will cover 16 hours, or approximately 2 days, of the Academic Phase of the training program, and will include lectures, lesson presentation, and assignments. Testing for Art, Music and Movement will be included in the Cultural exam and will cover 4 hours of the Testing Phase of the training program. Total 16 hours.

Content:

Date	Emphasis	Instructor	Clock Hours
7/25/07	Art, Music, Movement	Lori Bossy	8
4/26/08	Art, Music, Movement	Lori Bossy	8
6/13/08	Review & Testing	Lori Bossy	4

Competencies: 1a, 2a, 3a, 3b, 3c, 3d, 3e.

Competencies	Means of Evaluation
1A	Rationale, Album, Field Consultant Observations, Written Exam
2A	Rationale, Album, Field Consultant Observations, Written Exam
3A	Rationale, Album, Field Consultant Observations, Written Exam
3B	Rationale, Album, Field Consultant Observations, Written Exam
3C	Rationale, Album, Field Consultant Observations, Written Exam
3D	Rationale, Album, Field Consultant Observations, Written Exam

Attendance/Practice Time Requirements:

A minimum of 2 logged hours of hands-on practice time with Art, Music, and Movement materials is required.
 Attendance at a minimum of 90% of academic clock hours required.

Requirements/Evaluations:

- Class participation through discussion and group projects
- Completion of all reading assignments
- Successful completion of all written assignments and materials
- Successful completion of exam

Reading Assignment:

The Discovery of the Child, Chapters 4, 16, 20, 21

Written Assignment:

Incorporate the information from the above chapters into an introduction page/rationale to your Cultural Album.
 Total length of Cultural rationale 2-4 pages.

Other Assignment:

Create a Cultural Album using information from directions and notes given during the Cultural workshop.

Grading:

Pass – meet a minimum of 80% of criteria for each assignment.

Resubmit – does not meet a minimum of 80% of criteria for each assignment

MTSN Course 2007/08
Early Childhood Course Syllabus
Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
Review and Testing to be held on 6/13-15/08
Academic Phase: Art, Music, Movement Continued

Materials/Subjects Covered:

I. Music and Circle Activities

- Finger play and songs
- Creative Movement
- Rhythm
- Orchestral Instruments
- Composers

II. Art

- Various forms of media
- Paint
- Crayon
- Marker
- Chalk
- Pencil
- Clay
- Paper
- Scissors
- Paste/Glue
- String
- Yarn
- Stitchery
- Advanced use of Metal Insets
- Art appreciation

MTSN Course 2007/08
 Early Childhood Course Syllabus
 Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
 Review and Testing to be held on 6/13-15/08

Course Component: 5.2.5.9 Physical and Life Science – Academic Phase

Instructor: Lori Bossy

Clock Hours: 16

Course Description: Maria Montessori believed that the classroom was a prepared environment conducive to the development of the whole child. Therefore, it is necessary to bring physical science and life science into the classroom, specifically focusing on Botany, Zoology, Earth Elements and Physical Science. Live specimens of plants and animals assist with the concrete knowledge base. Along with the four main areas of the Montessori environment, these “Cultural Subjects” should be prepared, provided, and arranged so as to enrich the learning and awareness of the Montessori student.

The Physical and Life Science Academic Phase will cover 16 hours, or approximately 2 days, of the Academic Phase of the training program, and will include lectures, lesson presentation, and assignments. Testing for Physical and Life Science will be included in the Cultural exam and will cover 4 hours of the Testing Phase of the training program. Total 16 hours.

Content:

Date	Emphasis	Instructor	Clock Hours
7/23/07	Science /Botany/Ecology	Lori Bossy	8
7/24/07	Zoology / Anatomy	Lori Bossy	8
6/13/08	Review & Testing	Lori Bossy	4

Competencies:

Through this coursework, students will demonstrate MACTE competencies 1a, 2a, 3a, 3b, 3c, 3d, 3e.

Competencies	Means of Evaluation
1A	Rationale, Album, Field Consultant Observations, Oral Exam, Written Exam
2A	Rationale, Album, Field Consultant Observations, Oral Exam, Written Exam
3A	Rationale, Album, Field Consultant Observations, Oral Exam, Written Exam
3B	Rationale, Album, Field Consultant Observations, Oral Exam, Written Exam
3C	Rationale, Album, Field Consultant Observations, Oral Exam, Written Exam
3D	Rationale, Album, Field Consultant Observations, Oral Exam, Written Exam

Attendance/Practice Time Requirements:

A minimum of 4 logged hours of hands-on practice time with Physical & Life Science materials is required.

Attendance at a minimum of 90% of academic clock hours required.

Requirements/Evaluations:

- Class participation through discussion and group projects
- Completion of all reading assignments
- Successful completion of all written assignments and materials
- Successful completion of exam

Reading Assignment:

The Discovery of the Child, Chapters 4, 16, 20, 21

Written Assignment:

Incorporate the information from the above chapters into an introduction page/rationale to your Cultural Album.

Total length of Cultural rationale 2-4 pages.

Other Assignment:

Create a Cultural Album using information from directions and notes given during the Cultural workshop.

Grading:

Pass – meet a minimum of 80% of criteria for each assignment.

Resubmit – does not meet a minimum of 80% of criteria for each assignment

MTSN Course 2007/08
Early Childhood Course Syllabus
Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
Review and Testing to be held on 6/13-15/08
Academic Phase: Physical and Life Science Continued

Materials/Subjects Covered:

I. Botany

- Botany Cabinet (sensorial exercise)
- Botany experiments
- Parts of a Plant, Flower, Leaf
- Additional classified nomenclature
with wall charts, folders, and booklets

II. Zoology

- Living/Non-living
- Plant/Animal
- Vertebrate/Invertebrate
- 5 Classes of Vertebrates
- External Parts of each Vertebrate Class

III. Additional Science

- Ecology
- Astronomy
- Anatomy

MTSN Course 2007/08
 Early Childhood Course Syllabus
 Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
 Review and Testing to be held on 6/13-15/08

Course Component: 5.2.5.10 Social Studies – Academic Phase

Instructor: Lori Bossy

Clock Hours: 16

Course Descriptions: Maria Montessori believed that the classroom was a prepared environment conducive to the development of the whole child. Therefore, it is necessary to bring geography and history into the classroom., demonstrating Montessori’s concept of “Cosmic Education”. Along with the four main areas of the Montessori environment, these “Cultural Subjects” should be prepared, provided, and arranged so as to enrich the learning and awareness of the Montessori student.

The Social Studies workshop will cover 16 hours, or approximately 2 days, of the Academic Phase of the training program, and will include lectures, lesson presentation, and assignments. Testing for Cultural will cover 4 hours of the Testing Phase of the training program. Total 16 hours.

Content:

Date	Emphasis	Instructor	Clock Hours
7/26/07	Geography	Lori Bossy	8
7/27/07	History	Lori Bossy	8
6/13/08	Review & Test	Lori Bossy	4

Competencies: 1a, 2a, 3a, 3b, 3c, 3d, 3e.

Competencies	Means of Evaluation
1A	Rationale, Album, Field Consultant Observations, Oral Exam, Written Exam
2A	Rationale, Album, Field Consultant Observations, Oral Exam, Written Exam
3A	Rationale, Album, Field Consultant Observations, Oral Exam, Written Exam
3B	Rationale, Album, Field Consultant Observations, Oral Exam, Written Exam
3C	Rationale, Album, Field Consultant Observations, Oral Exam, Written Exam
3D	Rationale, Album, Field Consultant Observations, Oral Exam, Written Exam

Attendance/Practice Time Requirements:

A minimum of 4 logged hours of hands-on practice time with Social Studies materials is required.
 Attendance at a minimum of 90% of academic clock hours required.

Requirements/Evaluations:

- Class participation through discussion and group projects
- Completion of all reading assignments
- Successful completion of all written assignments and materials
- Successful completion of exam

Reading Assignment:

The Discovery of the Child, Chapters 4, 16, 20, 21

Written Assignment:

Incorporate the information from the above chapters into an introduction page/rationale to your Cultural Album.
 Total length of Cultural rationale 2-4 pages.

Other Assignment:

Create a Cultural Album using information from directions and notes given during the Cultural workshop.

Grading:

Pass – meet a minimum of 80% of criteria for each assignment.
 Resubmit – does not meet a minimum of 80% of criteria for each assignment

.Materials/Subjects Covered:

- | | | |
|---|--|--|
| I. Geography
Globes
Map of the Hemispheres
Land and Water Forms
Concrete complementary forms
Specific forms on globes and maps
Vocabulary cards | Flags
Identification of various flags
Matching flags to countries
Identification of flag parts
Multicultural awareness | II. History
Time
Calendar
Seasons
Personal history |
|---|--|--|

MTSN Course 2007/08
 Early Childhood Course Syllabus
 Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
 Review and Testing to be held on 6/13-15/08

Course Component: 5.25.11 Classroom Leadership – Academic Phase

Instructor: Lori Bossy

Clock Hours: 8

Course Description: Maria Montessori believed that the classroom was a prepared environment conducive to the development of the whole child. Therefore, it is necessary to utilize classroom leadership skills in the classroom. Along with the four main areas of the Montessori environment, these “Cultural Subjects” should be prepared, provided, and arranged so as to enrich the learning and awareness of the Montessori student.

The Classroom Leadership workshop will cover 8 hours, or approximately 1 day, of the Academic Phase of the training program, and will include lectures, lesson presentation, and assignments. Testing for Cultural will cover 4 hours of the Testing Phase of the training program.

Content:

Date	Emphasis	Instructor	Clock Hours
3/8/08	Class Leadership	Lori Bossy	8

Competencies:

Through this coursework, students will demonstrate MACTE competencies 1a, 1b, 1d, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b.

Competencies	Means of Evaluation
1A	Field Consultant Observation, Written Exam, Rational, Album
1B	Field Consultant Observation, Written Exam, Rational, Album
1D	Written Exam, Rational
2A	Field Consultant Observation, Written Exam, Rational, Album
2B	Field Consultant Observation
2C	Field Consultant Observation, Rationale
2D	Field Consultant Observation, Written Exam, Rational, Album
2E	Field Consultant Observation, Rationale
3A	Field Consultant Observation, Written Exam, Rational, Album
3B	Field Consultant Observation, Rationale, Album
3C	Field Consultant Observation
3D	Field Consultant Observation
3E	Field Consultant Observation, Rationale, Album
3F	Field Consultant Observation, Rationale, Album
4A	Field Consultant Observation, Rationale
4B	Field Consultant Observation, Rationale

Attendance/Practice Time Requirements:

Attendance at a minimum of 90% of academic clock hours required.

Requirements/Evaluations:

- Class participation through discussion and group projects
- Completion of all reading assignments
- Successful completion of all written assignments and materials
- Successful completion of exam

Reading Assignment:

The Discovery of the Child, Chapters 4, 16, 20, 21

Written Assignment:

Incorporate the information from the above chapters into an introduction page/rationale to your Cultural Album.
 Total length of Cultural rationale 2-4 pages.

Other Assignment:

Create a Cultural Album using information from directions and notes given during the Cultural workshop.

MTSN Course 2007/08
Early Childhood Course Syllabus
Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
Review and Testing to be held on 6/13-15/08
Academic Phase: Classroom Leadership Continued

Grading:

Pass – meet a minimum of 80% of criteria for each assignment.

Resubmit – does not meet a minimum of 80% of criteria for each assignment

Materials/Subjects Covered:

I. Leadership

Preparation of the environment

Scheduling and curriculum planning

Evaluation of children

Techniques for discipline, communication, and problem-solving

MTSN Course 2007/08
Early Childhood Course Syllabus

Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
Review and Testing to be held on 6/13-15/08

Course Component: 5.2.5.12 Parent Involvement/Education (Parent Educator Partnership) – Academic Phase
Instructor: Lori Bossy
Clock Hours: 4

Course Description: The Montessori environment is a community which incorporates the students, the educators, the administration, and the parents. Developing the knowledge base regarding Montessori philosophy and encouraging home implementation will support the connection between the home and the classroom. Along with the four main areas of the Montessori environment, these “Cultural Subjects” should be prepared, provided, and arranged so as to enrich the learning and awareness of the Montessori student and families.

The Parent Involvement/Education workshop will cover 4 hours of the Academic Phase of the training program, and will include lectures, lesson presentation, and assignments. Testing for Cultural will cover 4 hours of the Testing Phase of the training program. Total 4 hours.

Content:

Date	Emphasis	Instructor	Clock Hours
2/9/08	Parent Education	Lori Bossy	4

Competencies:

Through this coursework, students will demonstrate MACTE competencies 1a, 1b, 1c, 1d, 2a, 2b, 2d, 2e, 3a, 3b, 3f, 4a, 4b, 4c.

Competencies	Means of Evaluation
1A	Field Consultant Observation, Written Exam, Rationale, Album
1B	Field Consultant Observation, Written Exam, Rationale, Album
1C	Field Consultant Observation, Rationale
1D	Field Consultant Observation, Rationale
2A	Field Consultant Observation, Written Exam, Rationale, Album
2B	Field Consultant Observation
2D	Field Consultant Observation, Written Exam, Rationale, Album
2E	Field Consultant Observation, Rationale
3A	Field Consultant Observation, Written Exam, Rational, Album
3B	Field Consultant Observation, Rationale, Album
3F	Field Consultant Observation, Rationale, Album
4A	Field Consultant Observation, Rationale
4B	Field Consultant Observation, Rationale
4C	Field Consultant Observation, Rationale

Attendance/Practice Time Requirements:

Attendance at a minimum of 90% of academic clock hours required.

Requirements/Evaluations:

- Class participation through discussion and group projects
- Completion of all reading assignments
- Successful completion of all written assignments and materials
- Successful completion of exam

Reading Assignment:

The Discovery of the Child, Chapters 4, 16, 20, 21

Written Assignment:

Incorporate the information from the above chapters into an introduction page/rationale to your Cultural Album.
Total length of Cultural rationale 2-4 pages.

Other Assignment:

Create a Cultural Album using information from directions and notes given during the Cultural workshop.

Grading:

- Pass – meet a minimum of 80% of criteria for each assignment.
- Resubmit – does not meet a minimum of 80% of criteria for each assignment

MTSN Course 2007/08
Early Childhood Course Syllabus
Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
Review and Testing to be held on 6/13-15/08

Academic Phase: Parent Involvement/Education (Parent Educator Partnership) Continued

Materials/Subjects Covered:

I. Parent Involvement/Education

- Raising the level of awareness
- Developing the knowledge base
- Providing options for collaboration
- Application-implementation of strategies

MTSN Course 2007/08
 Early Childhood Course Syllabus
 Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
 Review and Testing to be held on 6/13-15/08

Course Component: 5.2.5.13 Administration – Academic Phase

Instructor: Lori Bossy

Clock Hours: 4

Course Description: The course will provide a discussion of the many activities required for effective leadership of a classroom and a school, including: conflict resolution, discipline, staffing, health and safety issues, parent relations and parent education programs, record keeping and communication through aren't conferences, and relations with government agencies. An overview of the practicum experience is included I the area. Along with the four main areas of the Montessori environment, these "Cultural Subjects" should be prepared, provided, and arranged so as to enrich the learning and awareness of the Montessori student and families.

The Administration workshop will cover 4 hours of the Academic Phase of the training program, and will include lectures and assignments. Testing for Cultural will cover 4 hours of the Testing Phase of the training program. Total 4 hours.

Content:

Date	Emphasis	Instructor	Clock Hours
2/9/08	Administration	Lori Bossy	4
6/13/08	Review and Testing	Lori Bossy	4

Competencies:

Through this coursework, students will demonstrate MACTE competencies 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3d, 3e, 3f, 4a, 4b, 4c.

Competencies	Means of Evaluation
1A	Field Consultant Observation, Written Exam, Rationale, Album
1B	Field Consultant Observation, Written Exam, Rationale, Album
1C	Field Consultant Observation, Rationale
1D	Field Consultant Observation, Rationale
2A	Field Consultant Observation, Written Exam, Rationale, Album
2B	Field Consultant Observation
2C	Field Consultant Observation, Rationale
2D	Field Consultant Observation, Written Exam, Rationale, Album
2E	Field Consultant Observation, Rationale
3A	Field Consultant Observation, Written Exam, Rational, Album
3B	Field Consultant Observation, Rationale, Album
3D	Field Consultant Observation
3E	Field Consultant Observation, Rationale, Album
3F	Field Consultant Observation, Rationale, Album
4A	Field Consultant Observation, Rationale
4B	Field Consultant Observation, Rationale
4C	Field Consultant Observation, Rationale

Attendance/Practice Time Requirements:

Attendance at a minimum of 90% of academic clock hours required.

Requirements/Evaluations:

- Class participation through discussion and group projects
- Completion of all reading assignments
- Successful completion of all written assignments and materials
- Successful completion of exam

Reading Assignment:

The Discovery of the Child, Chapters 4, 16, 20, 21

Written Assignment:

- Incorporate the information from the above chapters into an introduction page/rationale to your Cultural Album.
- Total length of Cultural rationale 2-4 pages.

MTSN Course 2007/08
Early Childhood Course Syllabus
Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
Review and Testing to be held on 6/13-15/08
Academic Phase: Administration Continued

Other Assignment:

Create a Cultural Album using information from directions and notes given during the Cultural workshop.

Grading:

Pass – meet a minimum of 80% of criteria for each assignment.

Resubmit – does not meet a minimum of 80% of criteria for each assignment

Materials/Subjects Covered:

- I. Administration
 - Review of licensing requirements
 - Starting a school
 - Legal structures of schools
 - Budget and financial
 - Role of consultation and accreditation

MTSN Course 2007/08
 Early Childhood Course Syllabus
 Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
 Review and Testing to be held on 6/13-15/08

Course Component: 5.2.5.14 Practicum – Student- Teaching Phase

Instructor: Independent

Clock Hours: 540

Course Description: The function of the Practicum Phase is to provide for the student a supervised teaching/learning experience and a period of observation, internalization, and further study, to bring together the theory and practice of Montessori education. The practicum experience is important because it allows the student to observe a good model of the Montessori Method in actions. Students who have worked in Montessori schools often ask if they can count prior experience toward the practicum requirement. The requirement is that the major part of the academic section must be completed prior to starting the practicum so that the intern can practice the Montessori techniques and lessons presented in the academic courses. The practicum offers a constant source of feedback to student from the children as well as the head teacher. Therefore, no part of the practicum may recede the beginning of the academic phase of the course.

The Practicum Phase will cover a minimum of 540 hours, approximately 9 consecutive months with a minimum of 3 ¼ hours per day, 5 days per week.

Content:

Dates	Emphasis	Instructor	Hours
8/27/07-6/6/08	Practicum	Independent	540

Competencies:

Through this phase, students will demonstrate MACTE competencies 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 3f, 4a, 4b, 4c.

Competencies	Means of Evaluation
1A	Year Long Project, Field Consultant Observation, Supervising Instructor Observation
1B	Year Long Project, Field Consultant Observation, Supervising Instructor Observation
1C	Field Consultant Observation, Supervising Instructor Observation
1D	Year Long Project, Field Consultant Observation, Supervising Instructor Observation
2A	Year Long Project, Field Consultant Observation, Supervising Instructor Observation
2B	Field Consultant Observation, Supervising Instructor Observation
2C	Year Long Project, Field Consultant Observation, Supervising Instructor Observation
2D	Field Consultant Observation, Supervising Instructor Observation
2E	Field Consultant Observation, Supervising Instructor Observation
3A	Year Long Project, Field Consultant Observation, Supervising Instructor Observation
3B	Year Long Project, Field Consultant Observation, Supervising Instructor Observation
3C	Year Long Project, Field Consultant Observation, Supervising Instructor Observation
3D	Field Consultant Observation, Supervising Instructor Observation
3E	Field Consultant Observation, Supervising Instructor Observation
3F	Field Consultant Observation, Supervising Instructor Observation
4A	Field Consultant Observation, Supervising Instructor Observation
4B	Field Consultant Observation, Supervising Instructor Observation
4C	Field Consultant Observation, Supervising Instructor Observation

Attendance/Practice Time Requirements:

Attendance at a minimum of 90% of clock hours required.

Requirements/Evaluations:

- Class participation through discussion and group projects
- Completion of all reading assignments
- Successful completion of all written assignments and materials
- Successful completion of all observations
- Successful completion of practicum

MTSN Course 2007/08
Early Childhood Course Syllabus
Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
Review and Testing to be held on 6/13-15/08
Practicum Phase: Student Teaching Continued

Prior to Beginning Practicum

No part of practicum may begin before the Academic phase.

Practicum site must be approved, submit the Checklist for Prospective Practicum Site form & Practicum Agreement form

Supervising Teacher Information form must be submitted

Practicum Seminars:

A minimum of 40 hours of seminars will be scheduled during the practicum phase of the program.

Practicum Hours:

A minimum of 540 hours, approximately 9 consecutive months with a minimum of 3 ¼ hours per day, 5 days per week are required.

Supervisory visits

Three supervising teacher observation are required. A Supervising Teacher's Intern Observation will be submitted by the supervising teacher and reviewed with the student for each observation.

Three field consultant visits are required. Students choosing a self-directed internship are required three additional visits from a field consultant, for a total of six visits, which take the place of supervising teacher observations.

An intern checklist questionnaire must be completed by the student for each field supervisor visit.

The Field Consultant Observation Report will be submitted by the consultant and reviewed with the student.

A practicum experience evaluation form will be filled in and returned after the Practicum Phase has been completed.

Written Work:

A year-long project must be completed during the Practicum Phase

Written request for approval of topic must be submitted to Program prior to the start of the Practicum Phase.

See Year-long Project description form.

Grading:

Pass – meet a minimum of 80% of criteria for each assignment.

Resubmit – does not meet a minimum of 80% of criteria for each assignment

MTSN Course 2007/08
Early Childhood Course Syllabus
Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
Review and Testing to be held on 6/13-15/08

Practicum Phase: Year-long Research Project

Introduction

Work on the year-long research project must begin during Practicum.

This assignment may be either a research project or a curriculum development project. Each student will choose his/her own subject for research. The subject must be approved by the training center prior to the student's begin. It must pertain to child development as related to the Montessori Method.

To serve as an example, past projects have included discipline techniques, Montessori and the cultural subjects, children under two years old in the Montessori environment, planning a Montessori school, parent education, etc.

Approval

In order to receive approval, the student must submit the following:

1. Title of proposed research topic
2. Objectives of research
3. Headings of all areas to be covered
4. Sub-headings describing all topics under a main heading
5. Reason for choice of research

Format

Year-long research project must be at least ten pages in length; the paper must be typed and double-spaced. A minimum of five references must be used. This format may change if the student chooses to do a practical research project.

Due Date

Students must turn in projects by the specified due date. Projects demonstrating excellence may be submitted to a Montessori Magazine, such as the NCME Reporter Magazine.

MTSN Course 2007/08
Early Childhood Course Syllabus
Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
Review and Testing to be held on 6/13-15/08

Course Component: 5.2.5.15 Independent Study

Instructor: Independent

Clock Hours: N/A

Course Description: The independent study provides the theoretical foundation needed to successfully implement Montessori principles in the classroom. There are two sections to the Independent Study: Section 1: Principles and Philosophy of Montessori Education; Child Development, Section 2: Observations of a Classroom.

Content:

See 5.2.5.1 through 5.2.5.3

Competencies:

See 5.2.5.1 through 5.2.5.3

Requirements/Evaluations:

Attendance in class

Class participation through discussion and group projects

Completion of all reading assignments

Successful completion of all written assignments

Successful completion of exam

1. All papers must be typed and double-spaced. Permission is given in select cases for papers to be handwritten. If they are handwritten, they must be legible and half again the suggested length. If number of pages for a paper is 2 pages, the student would make it half again as long, or 3 pages.
2. All papers must have the following heading the top right hand corner:
 - a. Name, Section number and heading (Ex. Section 2: Classroom Management), Date, Lesson number and title
3. All papers must begin with the question asked written out in totality.
4. Papers must be concise.
5. See 5.2.5.1 through 5.2.5.3.

Grading:

Pass – meet a minimum of 80% of criteria for each assignment or resubmit.

Resubmit – does not meet a minimum of 80% of criteria for each assignment.

Reading:

The page references given in this handbook refer to the pages of specific publishers and publication dates. If your text books happen to be of different publisher or date than the ones listed below, you may need to adjust page numbers accordingly.

Lillard, Paula Polk-Montessori: A Modern Approach-New York: Schocken Books, 1972

Montessori, Maria-The Absorbent Mind-New York: Dell Publishing Co., Inc., 1984

Montessori, Maria-The Montessori Method-New York: Schocken Books, 1964

Montessori, Maria-The Secret of Childhood-New York: Ballantine Books, 1991

Montessori, Maria-The Discovery of the Child-New York: Ballantine Books, 1990

Singer, Dorothy-How a Child Thinks-New York: New American Library, Penguin Books, 1984

Standing, E.M.-Maria Montessori: Her Life and Work-New York: New American Library, Penguin Books, 1984

Gordon, Cam-Together With Montessori-Minneapolis:Jola Publications, 2001.

MTSN Course 2007/08
Early Childhood Course Syllabus
Academic Classes Meet from 8:00am-5:00pm, 1 hour lunch from 12:00pm-1:00pm
Review and Testing to be held on 6/13-15/08
Independent Study
Section 1

Principles and Philosophy of Montessori Education
Child Development

Objectives

1. To obtain a thorough knowledge and understanding of Montessori's major philosophical ideas.
2. To obtain a theoretical knowledge of Montessori's educational method.
4. To examine the main educational and philosophical ideas that influenced Maria Montessori.
5. To gain a better understanding of children.
6. The student will demonstrate ability to assess children's developmental needs through a variety of mediums, i.e. observation, cases studies, tests, developmental scales, classroom products.

During the Independent Study, students will demonstrate MACTE competencies 1a, 1b, 1c, 1d, 2a, 2b 3a, 3b, 3c, 3d, 4a, 4b, 4c.

Content

Through a series of readings from Montessori texts, the student will be able to focus on specific aspects unique to Montessori education. Students may also use their local library to research writing assignments under lessons 3 and 4. The reference source must be included, giving title, author, publisher and date of publication, and page numbers.

Lesson 1: Role of the Teacher: Classroom Normalization; Discipline, Order, & Obedience; Montessori Classroom

Lesson 2: The Absorbent Mind; Sensitive Period of the Child

Lesson 3: Developmental Characteristics of the Child Ages 2 ½ - 6

Lesson 4: Keys to Effective Observation of Children

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Lesson 1: Role of the Teacher: Classroom Normalization; Discipline, Order, and Obedience; Montessori Classroom

Dr. Montessori referred to the teacher as a "Directress" who functions as a guide and resource for the child. She observed that children under this guidance acquired a normalized state characterized by their ability to complete cycles of activity, demonstrate patience and concentrations, choose activities without assistance from others, and obey the rules of the classroom. Dr. Montessori observed that these children acquired a sense of inner peace and order which was exhibited in the form of self-discipline and social order. She set forth a specific structure of which to follow when preparing the environment of the Montessori classroom. Through emphasis on the beauty and order of the physical environment, a social structure will evolve which is conducive to the normal development of the child.

Reading Assignments:

Maria Montessori: Her Life and Work, Chapters 8, 10, 11, 14, 16, 18, 20
Montessori Method, Chapters 4, 5, 20, 21
The Discovery of the Child, Chapter 3, 6, 10, 13, 23
Montessori: A Modern Approach, Chapter 1-3
Secret of Childhood, Part II, Chapters 8, 21, 22, 23, 26
Absorbent Mind, Chapter 22-28

Written Assignment:

Based on your readings, provide a description of a Montessori classroom as you might see it during an ideal work cycle. Include information on how preparing and maintaining the environment directly relates to the development of the child. Also, include the aspects and conditions of a Montessori classroom that contribute to the child's acquisition of "self-discipline. Don't forget to include information on the Montessori teacher and the normalized child.

Total Length: 2-4 pages of observation report

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Lesson 2: The Absorbent Mind; Sensitive Periods of the Child

Dr. Montessori observed that the young child seemed to have an extraordinary ability to absorb experiences in the environment and incorporate them unconsciously into his/her existence. In this regard, the young child's mind is seen as much more open to experiences and learning than is the mind of older children and adults. Therefore, the environment should provide sufficient opportunities for the child to experience learning during the "sensitive periods", or those times when the child has an acute capacity to acquire certain skills.

Reading Assignments:

Secret of Childhood, Part I, Chapters 1-7
Maria Montessori: Her Life and Work, Chapters 6, 7, 8, 12, 16
Absorbent Mind, Chapters 7, 8, 17, 18
Montessori: A Modern Approach, Chapter 2

Written Assignment:

Describe the concepts of "Absorbent Mind" and "Sensitive Periods". Include the specific sensitive periods and the approximate ages at which they occur.

Total Length: 2-4 pages of observation report

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Lesson 3: Developmental Characteristics of the Child Ages 2 ½ - 6

It is important for a Montessori teacher to understand the norms of growth and development at specific ages during the early childhood years.

Written Assignment:

Compile a list of characteristics for the following ages:

- a. 2 ½ - 3 ½
- b. 3 ½ - 4 ½
- c. 4 ½ - 5 ½
- d. 5 ½ - 6 ½

Each age grouping's list should be organized according to the following headings:

- a. Emotional
- b. Social
- c. Intellectual
- d. Physical

Total Length: 2-4 pages of observation report

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Lesson 4: Keys to Effective Observation of Children

A primary purpose of education is to determine and provide the kind of environment which most effectively stimulates the development of intelligence. Observation is the key to understanding a child, his needs and his development.

Reading Assignments:

The Discovery of the Child
The Montessori Method

Written Assignment:

Describe important information that you, as a Montessori teacher, would need to remember when observing a student within his/her classroom. Include specific information that you would need to gather when you make a general classroom observation.

Total Length: 2-4 pages of observation report

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**Independent Study
Section 2**

Observation Overview

Introduction

Dr. Maria Montessori believed that the primary tool for studying children was direct observation of their behavior within the prepared environment. Therefore, careful objective observation of children is essential for the adequate preparation of all Montessori teachers.

So that the student may better relate to the Montessori philosophy being studied, four observation assignments are given. An extensive presentation of observation techniques will be given during the Academic Workshop to support the student's understanding.

Always call the school in which you wish to observe, and make an appointment for your observation. Each observation should last 4 hours, totaling 16 hours of observations. Each observation must take place in a different classroom, totaling four different classrooms observed. Classrooms observed must be from at least two different schools.

Objectives

1. To observe the Montessori teacher in action.
2. To observe the child's interaction with the environment.
3. To see how the Montessori theory relates to actual practice in the Montessori classroom.

During the Independent Study, students will demonstrate MACTE competencies 1a, 1b, 1c, 1d, 2a, 2b, 2c, 3a, 4a, 4b, 4c.

Content

- | | |
|----------------|--|
| Observation 1: | General observation of a Montessori classroom. |
| Observation 2: | Observation of specific subject areas within a Montessori classroom. |
| Observation 3: | Observation of a Montessori student. |
| Observation 4: | Observation of a Montessori teacher. |

Using the observation descriptions on the following pages, visit Montessori classrooms and compile a written observation report for each assignment.

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Section 2

Observation: 1
Observation of a Montessori Classroom

For this general observation, you should watch the group as a whole in relation to the following points for 4 hours. Head your observation report with the following information; your name, date and time of observation (i.e. 10/10/07 8:30-12:30), name of school site observed, name(s) of teacher(s) in classroom observed, number and age range of children in classroom, number of adults, number of years classroom has been functioning.

1. Observe the children's response to the total environment of the classroom.
2. Notice how children make their own decisions.
3. Check how often children initiate activities.
4. Do the children use the materials with respect, care, and purpose?
5. Is there evidence of creativity in the children's work with the materials?
6. What is the general atmosphere of the classroom? Is there a sense of harmony?
7. Note the social relationship and the working relationship between:
 - a. child and child
 - b. child and teacher
 - c. child and materials
 - d. teacher and teacher
8. Are children working individually as well as in couples or small groups?
9. Note the different lengths of time the children are involved in their work.
10. Observe the different levels of concentration and work patterns in the classroom.
11. Do children, even when distracted, return easily to their work?
12. Are different areas of the classroom (language, math, sensorial, etc) being explored by the children?
13. Note the role of the teacher.
14. Are the limits firmly established and reinforced?
15. Is there a sense of community based on cooperation and respect in the class?
16. Describe the location of the school and general appearance of school, such as cleanliness, noise level, order, etc.

Total Length: 2-4 pages of observation report

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**Independent Study
Section 2**

Observation: 2
Observation of Subject Areas

(5 separate reports, one for each subject area--Math, Sensorial, Language, Practical Life, Cultural)

For this study you should watch the child(ren) interact with materials and observe children within specific subject areas of the Montessori classroom. This assignment should take the entire 4 hours and one report must be completed for each of the above topics. Head your observation report with the following information; your name, date and time of observation (i.e. 10/10/07 8:30-12:30), name of school site observed, name(s) of teacher(s) in classroom observed, number and age range of children in classroom, number of adults, number of years classroom has been functioning. Use the following guidelines to help in your observation.

1. What is the setup of the area? Are the materials and shelves clean, cluttered, etc?
2. How much room is provided for that area? How many children can work within the area at one time?
3. What is the general atmosphere of the area (crowded, chaotic, peaceful, etc)?
4. What activities/lessons did you observe? What was the manner of the child performing the activity/lesson? Was the activity/lesson completed? What was the teacher's approach and steps of presenting the activity/lesson?
5. Did children use the materials for their intended purpose?
6. Total length of all 5 reports: 5 page minimum (1 page per area minimum)

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Section 2
Observation: 3
Observation of a Student

For this observation you should watch a specific student for 4 hours. Notice the interactions that are taking place. Use the following guidelines to help you with your observation. Head your observation report with the following information; your name, date and time of observation (i.e. 10/10/07 8:30-12:30), name of school site observed, name(s) of teacher(s) in classroom observed, number and age range of children in classroom, number of adults, number of years classroom has been functioning.

A. General Description of Student

1. Sex, age, race
2. Size, general appearance

B. Behavior Observations

At five-minute intervals, record in detail the nature of the child's activity and attitude. Record verbatim any conversation you can hear the child engaging in. DO NOT deliberately engage the child in conversation or prolong a conversation initiated by the child.

1. Note in particular:

a. Work

1. Time when child becomes occupied with a task
2. Duration of activity
3. Repetitions of exercise, if any
4. Number of tasks child undertakes during observation
5. Persistence in work despite distractions

b. Conduct

1. State of order or disorder; control of movement, balance, large/small motor coordination
2. Disruptive behavior, if any
3. Behavioral changes, if and when child is constructively occupied with work
4. Expressions of joy, intervals of serenity, manifestations of affection
5. Attitude toward other children

c. Obedience

1. Attention in group lessons
2. Response to call by teacher
3. Ability to follow directions given orally and/or written
4. Understanding of, and adherence to, established classroom rules and routines

d. Language Development

1. Articulation
2. Vocabulary
3. Fluency

2. Personal Data:

If possible, obtain from the teacher, relevant background data: health, home/family life, ethnic background, previous school experience (if any), etc.

(NOTE: All such information should be kept private and confidential.)

Total Length: 2-4 pages of observation report

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Section 2

Observation: 4
Observation of a Teacher

For this observation, you should watch an experienced Montessori teacher within the prepared environment for 4 hours. Head your observation report with the following information; your name, date and time of observation (i.e. 10/10/07 8:30-12:30), name of school site observed, name(s) of teacher(s) in classroom observed, number and age range of children in classroom, number of adults, number of years classroom has been functioning. Use the following guidelines to help you with your observation.

1. General Description
 - a. mannerisms
 - b. movement within classroom
 - c. years of experience as a Montessori teacher

2. Group Management
 - a. What classroom routines have been established in an effort to instill order? (i.e. beginning of day, entering class, transition between activities, etc.)
 - b. How does the teacher invite students to lessons?
 - c. What is the amount of eye contact with the students?
 - d. Is the teacher aware of individual needs during group interactions?
 - e. Does the teacher exhibit flexibility? (i.e. during lessons not holding the students' attention, accommodating students' interests, using students' interests to bring attention back to a lesson, etc.)
 - f. What techniques does the teacher use to handle disruptions of activities? Does the teacher use humor?

3. Interaction with Individual Children
 - a. Does the teacher listen attentively?
 - b. What is the nature and frequency of physical contact with children?
 - c. How are disputes handled?
 - d. How does the teacher encourage independence?
 - e. In what ways is correction handled?

4. Interaction with Adults
 - a. Is there an aide or other full-time teachers in the classroom? If so, how are classroom duties divided?
 - b. Is there consistency among behavioral expectations and methods of discipline?
 - c. Are there specialist teachers who teach in the classroom; how do they relate to the classroom routine?

5. Special Talents/Abilities
 - a. Does the teacher exhibit any; how are they used?

Total Length: 2-4 pages of observation report