



The Center for
**GUIDED
MONTESSORI
STUDIES**

Infant - Toddler Course Catalog

2026

Infant- Toddler Course Catalog

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Purpose of the Course Catalogue

This Infant –Toddler Course Catalogue is designed to be a companion guide to our Adult Learner Handbook. The course catalogue provides specific information concerning the Infant –Toddler program including course hours, practicum requirements, and course syllabi. Adult Learners are asked to carefully read through this catalogue and address any questions to the Infant –Toddler Director or one’s Instructional Guide.

Our Commitment to Ethics and Responsibility

The Center for Guided Montessori Studies, (CGMS), is committed to the creation of a positive and supportive learning community. We resolve to treat all Adult Learners and faculty with the same respect granted to children in Montessori classrooms. All policies and procedures of CGMS will reflect our commitment to integrity and ethical practices on the part of all participants. All policies and procedures will be applied equally to every faculty member and student regardless of age, sex, race, color, religion, marital status, or national origin.

CGMS is responsible for providing a learning environment that will promote the professional development of our Adult Learners and prepare them for a successful career as a Montessori Educator.

Students are responsible for adherence to the policies and procedures of The Center for Guided Montessori Studies. Adult Learners will demonstrate respect for the course requirements and standards by their commitment to participate actively in the learning community and by putting forth their best efforts in all of their course work. Adult Learners will demonstrate this commitment further through respectful interactions with fellow students, instructors, administration, and all parents, children and faculty they encounter in their internship.

Infant –Toddler Certificate Course Structure

The Center for Guided Montessori Studies Infant Toddler Course is a 19-month program. We offer two options for certification: The Full Certification program combines our comprehensive distance learning course (620 hours) with a 10-day residential program (80 hours); or the Associate Certification program which consists of the distance course only. Both certificate levels also require a practicum/internship in an approved Montessori classroom. This Practicum Phase (400 hours) is generally done concurrently with the distance learning studies.

Distance Learning Phase will consist of online video lectures, reading and written assignments, online discussions, special projects, and documented independent practice time. The Adult Learner should expect to spend a minimum of 10 - 15 hours per week on this ongoing course work. The site for this phase is <https://it.cgms.edu/> Adult Learners will

receive a username and password for accessing this site.

Practicum Phase Adult Learners will complete an internship in an approved Montessori Infant –Toddler environment with guidance from a certified and experienced Montessori supervising teacher or mentor. The 400 hour internship must consist of at least 160 hours of teaching/caregiving, which may be classroom teaching, specialized infant and/or toddler caregiving, and/or parent –child programs. There are also 100 hours of observation built into the program, with remaining hours to be completed through interactions with parents/family, specific teaching/caregiving, and environmental design.

Residency Phase (for Full Certification) assures that you have opportunities for guided hands-on learning experiences within a supportive Montessori community. It includes on campus academic course work and practice labs. Students often attend a residential session before beginning the practicum phase.

Infant-Toddler Teaching Credential

The CGMS Infant/Toddler Teacher Certification program is a unique blend of distance learning with a low residency requirement. The Full Certification program is affiliated with the International Montessori Council (IMC) and is MACTE accredited.

Please note that one must attend 80 hours of onsite residential training at one of our residential sites to qualify for the CGMS Full Certification.

Infant - Toddler Certification Eligibility

Eligible Adult Learners will generally hold a minimum of a bachelor's degree from an accredited college or university. Adult Learners without a bachelor's degree may be accepted in the program at the Educational Director's discretion. Eligible students must have a minimum of a high school diploma or its equivalent and must be able to demonstrate that they possess adequate academic and organizational skills for success in this program and in their teaching career. Adult Learners without a bachelor's degree must submit an Educational Portfolio documenting post-secondary educational and professional development experiences, as well as evidence of skills and aptitude for college level studies.

IMC Infant-Toddler - Full Certification

Adult Learners accepted into the program and who satisfactorily complete all requirements for the Residency, Distance Learning, and Practicum phases will be eligible for **Full IMC and MACTE Infant-Toddler Teaching Certification.**

IMC Infant-Toddler - Associate Certification

Adult Learners accepted into the program and who satisfactorily complete all requirements for the Distance Learning and Practicum phases will be eligible for **IMC Infant-Toddler Associate Teaching Certification (Distance Only program - non-Accredited)**

The IMC Associate Certificate can be upgraded to Full Certification when a recognized residential program is completed, and documentation is submitted to the IMC- Teacher Education Committee office. The Full Certification upgrade is automatic if the residential program is completed within 3 years of the completion of the distance course. After three years, the candidate may be required to complete a review of the online studies in addition to attending the residence session in order to qualify for the upgrade to Full Certification.

Residential Facilities

CGMS uses facilities at host schools for our residential session.

Residential Registration and Information Packets

Adult Learners will receive a packet of information about the residential location and surrounding area by email prior to the start date of the residency session. This packet will contain travel and lodging information as well as general information about the area, such as where to find a hospital or urgent care center, pharmacy, grocery and health food stores, and more. The packet will contain directions to the residential facility and contact information for the Onsite Coordinator and a local representative from the host school.

Adult Learners are required to complete a Residential Registration Form and provide Emergency Contact Information. Registration forms are available in January. Space at each Residential location is provided on a first come first serve basis.

Infant- Toddler Course Descriptions

The Early Childhood Certificate course includes a wide range of courses. Below is a description of the courses and skills to be learned. Full Syllabi for each course section is provided at the end of this catalog.

Orientation

This course will help adult learners to lay a foundation for a healthy and engaged learning community. Course expectations, long-term and practicum assignments, and requirements for participation will be clearly presented. Adult learners will also be given opportunities to familiarize themselves with our online learning format, and will

also be introduced to some basic concepts in Montessori philosophy.

Montessori Philosophy and Interdisciplinary Studies

This course provides an interdisciplinary theoretical and scientific foundation, which is the essence of the Montessori educational approach. Topics include an historical overview of the life and times of Maria Montessori, as well as an introduction to key concepts such as the absorbent mind, sensitive periods, and the spiritual and moral development of the child. The course seeks to provide the adult Montessori student with a philosophical framework, which will lead to greater understanding of the dynamic relationships between the child, the prepared environment, and the role of the adult.

Observation

This course will focus on observation as the chief role of the Montessori guide. Adult Learners will learn the importance of creating the habit of observation and will work to develop their ability to perceive subtly the social, emotional, and intellectual needs of children. They will gain a working understanding of various observation techniques and how to interpret their observations to support the development of children.

Human Development

This course engages in the study of several biological and theoretical perspectives in order to better understand and support the development of children from conception through age 3. This includes prenatal stages, birth, the symbiotic period, and various crises in development. We spend several weeks studying nutrition and its impact on well-being and health. There will also be a focus on sensitive periods and human tendencies and how early experiences impact both mental and physical outcomes. We will also look at theoretical influences since the Enlightenment and the progression of modern thinkers who continued to research the mechanisms by which we “become” human. We will consider how our theories and beliefs shape the perception of reality, and therefore, behavior and the course of history. Course content and experiences will help the student locate their own place in history and contemplate the theories of human nature and the evolution of thought which have brought us to the present day. This will include perspective-taking from the different schools of thought within the discipline of psychology and human development. Finally, we will look at today’s instrumentation and understandings in relationship to Dr. Montessori’s prescient observations and theories as it informs our responses to children as an “aid to life” and their healthy holistic development.

Leadership and Administration

This course provides information and practice to prepare the intern for their roles in

leadership capacities. This includes the teacher's responsibility to create an emotionally stable classroom through positive relationships and regard for their assistant, as well as other members of the staff. Often, parents turn to the teacher for guidance, so this course also seeks to strengthen communication skills, and encourages teachers to foster a commitment towards building a caring community in which all members feel valued. Finally, this course will serve as an introduction for the logistics and legal requirements for operating a school with the intent of helping the intern to be more understanding and supportive of their administrator.

Principles to Practice: Environmental Design

This course studies both the practical and philosophical components that are essential when designing spaces that will support the growth and development of infants and toddlers. From discussions of preparing for the newborn during the symbiotic period, to anticipating the needs of an energetic toddler, we take a close look at the indoor and outdoor design elements that support the needs of each individual child, as well as a caring Montessori community of learners.

Principles to Practice: Infant- Toddler Pedagogy

At the Infant-Toddler level, 'the child is the curriculum.' Understanding the amazing journey from conception to age 3 and being of support to this process is at the heart of the work of a Montessori Infant-Toddler Guide. This course proves the bridge between Montessori Philosophy, Human Development and best practice, providing students with practical tools for working with young children. Exploring responsive caregiving, healthy rhythms and daily rituals, and positive guidance, the student learns to respect and nurture the emerging independence of each child. There is also focus on recognizing the needs and interests of each child and the preparation and introduction of developmentally appropriate activities. Through an expanding knowledge of the child and practical application of principles to practice, adult learner gains confidence in his/her ability to support children in becoming healthy, capable and confident human beings.

The Child in the Family

This course is meant to raise awareness of the whole child - including the parent/child relationship, and the family and culture in which they are embedded. We discuss the importance of the child seeing themselves in the stories, artwork, food, and music shared in the classroom. We hope to inspire an appreciation for the role of the parent in the child's life, and to foster a deeper understanding of the parenting styles, pressures, and cycles of today's families. The course also seeks to provide the Adult Learner with tools that will help them develop partnerships with parents, and to communicate

with them in a way that is supportive, informative and effective. Also included is instruction and demonstrations for leading weekly parent/child classes, and information about creating responsive Montessori home environments.

Early Childhood Overview

This overview course is required for all students completing the Infant-Toddler Certification who do not already have an Early Childhood certification from an accredited Montessori institution. The course will help students develop a deeper understanding of Montessori Philosophy and how the Early Childhood environment meets the needs of children 3-6. Adult Learners will see lectures explaining the theory of each curriculum area and see a sampling of lesson presentations.

Chart of the Infant- Toddler Course Hours

CGMS Infant- Toddler Course Hours		
* Distance learning hours are based on 10 hours of study per week.		
COURSE TITLE	Distance Hours*	TOTAL HOURS
Orientation	10	
Montessori Philosophy and Interdisciplinary Studies	100	
Principles to Practice: Infant-Toddler Pedagogy	150	
Human Development	150	
Principles to Practice: Environmental Design	50	
Observation	30	
Child in the Family – Montessori in the Home	60	
Leadership and Administration	40	
Early Childhood Overview	40	
Total Academic Hours	620	
Total Residential Hours	80	
Total Hours		700
Practicum – Internship Hours		400
Total Hours		1100

Infant- Toddler Course Schedule

Distance Learning Dates

Course work is scheduled over 7 terms or modules (8 for those who need the EC Overview); each module is 8 or 9 weeks in length. There is a one-week break between most terms. The summer term (winter in the southern hemisphere) is set up with a flexible schedule to enable Adult Learners the option of participating in one of the residential programs and to provide a two-week break. There is also a two or three-week break in the winter (summer for the southern hemisphere). **Adult Learners will receive a detailed week-by-week schedule noting course topics, dates, and breaks.**

Grades

Adult Learners will be receiving feedback throughout the course in the forums and in correspondence from the Instructional Guide. Officially, progress will be posted at the end of each Module (in the Cumulative Record found in the Practicum and Long-term section of the course). We use a two-point scale: Competency demonstrated or Needs More Evidence. Adult learners will need to work on assignments or course components until competency or proficiency is accomplished (and we strongly recommend that all module activities be completed by the end of the module). Our mission is to provide children with caregivers who are thoroughly prepared to respond to them in ways that will positively support human development. This includes professionalism, effective time management, good communication skills, and self-regulation and discipline.

Final Exams are scheduled individually with the Instructional Guide after the end of the Seventh Term. Please see the section on 'Course Completion' for full details regarding the time allowed for exams and completion of all course requirements.

Residence Session Dates:

Residential Sessions include 10 days of coursework at one of the host schools/approved residential locations. Sessions are scheduled in June and July. Residential Dates and locations are announced in January. Adult Learners may select the location and dates that they find most convenient.

Classes are generally held Monday – Friday from 8:30 – 5:30, with weekends off.

We strongly recommend that all students participate in one of the 2 week, 80-hour summer residencies in their first summer in the course and before

beginning their practicum. Adult Learners enrolled as Associate Certificate students can register for a residential session on an upgrade to Full Certification within 3 years of completing the distance learning course work. Associate Certificate students and Full Certificate students who do not attend the residential session in the first summer will use some of the summer flex schedule for review and lesson practice for practicum preparation.

Practicum Dates:

The practicum must run a minimum of 400 hours. Start and completion dates will vary according to the school calendar at the practicum site. Adult Learners will submit these dates to CGMS, and a Field Consultant will be assigned to provide guidance and assistance throughout the internship.

Practicum Requirements

CGMS considers the practicum phase to be an essential element for the preparation as a Montessori guide. The practicum requirement is for a minimum of 9 months – generally the full school year. It includes teaching/caregiving experience with infants and/or toddlers. It may also include Parent-Child classes. Adult Learners may choose one of the following three Practicum Concentrations:

Infant Concentration: This internship is designed for professionals in caregiving relationships with infants. The intern will participate in a practicum site that includes infants between birth and eighteen months of age. The intern is required to complete 400 clock hours. Those hours must include a minimum of 160 teaching/caregiving hours. Additional hours will include the option for more teaching/caregiving, environmental design, and observations both in the practicum environment and in other environments, including assignments in toddler environments.

Toddler Concentration: This internship is designed for professionals in caregiving relationships with toddlers. The intern will participate in a practicum site that includes toddlers between fifteen months and three years of age. The intern is required to complete 400 clock hours. Those hours must include a minimum of 160 teaching/caregiving hours. Additional hours will include the option for more teaching/caregiving, environmental design, and observations both in the practicum environment and in other environments, including assignments in infant environments.

Special Concentration: This internship is designed for professionals who are involved with infants and/or toddlers whose scope of work may not include a direct caregiver role, or is otherwise in a non-traditional setting (such as an administrator, or a nanny). The intern and instructional guide will collaborate with the administration to develop a plan that will meet the Practicum Requirements for 400 hours. Those hours must include 160 hours of teaching/caregiving which may be met by leading Parent-Child courses. Those hours must include a minimum of 160 teaching/caregiving hours.

Additional hours will include the option for more teaching/caregiving, environmental design, and observations both in the practicum environment and in other environments, including assignments in both infant and toddler environments.

The practicum experience provides the student teacher with a supervised teaching/learning experience during the course of a school year. The practicum brings together the theory and practice of Montessori Education as the student teacher engages in observation and instructional guidance of children and gains experience in all aspects of classroom leadership.

In some cases, student teachers are paid a stipend by the practicum site school. All such arrangements are made between the Adult Learners and the school. No assurance of compensation can be made by the CGMS. Adult Learners may propose their own practicum site or request our assistance in locating one. While we cannot guarantee there will be an available practicum site in any specific community and cannot guarantee placement, we will be happy to assist in researching local schools and make contacts on the Adult Learner's behalf.

Admission into the Practicum Phase

In order for students to enter the Practicum Phase of the teacher education program he/she must meet the following criteria:

1. Complete the first session of the residential program and/or a minimum of 60 hours in the distance-learning course with verification from the Instructional Guide of participation in the course and readiness for the Internship/Practicum experience.

Associate Adult Learners or Full Certification Adult Learners who do not attend the residential session before beginning the practicum will participate in an online practicum preparation program during the summer before the internship. This work will be in addition to regularly scheduled

cohort module.

2. Verification of practicum agreement with an appropriate practicum site that meets CGMS and IMC standards. (See the Practicum and Long-term assignment area (PLT) on the Moodle to download the required practicum documents)
3. Be in good financial standing with CGMS

Supervising Teachers

Supervising Teachers are defined as a certified and experienced Infant-Toddler teachers serving as the lead teacher, daily, in the intern's classroom. The Supervising Teacher must hold a Montessori teaching credential for the Infant-Toddler Level from a MACTE accredited program or an IMC recognized Teacher Education Center and will be in at least the third year of teaching after the receipt of his/her Montessori Early Childhood credential.

Supervising teachers will receive a practicum handbook, which will provide guidance in how to assist and mentor the student during the practicum. This guide will provide clear expectation of both the student and the supervising teacher.

CGMS will maintain open lines of communication with the Supervising Teacher and practicum site Head of School. The Supervising Teacher and student are responsible for creating an environment for healthy communication, which must include regularly scheduled and documented meetings for answering questions, support in practicing lessons, and providing feedback on the student's progress. The Supervising Teacher will also be responsible for completing evaluations on the student's work in the classroom and his/her development as a Montessori teacher.

Self-Directed Practicums

The ideal internship is to work under the guidance of a Supervising Teacher, however, with a shortage of experienced Infant-Toddler certified teachers, it is not uncommon for interns to start new programs or lead classrooms during their internship. With this in mind, a self-directed practicum, in which the student assumes full responsibility for a classroom while still in training, will only be allowed when a plan for mentorship and support can be put in place.

Requests for self-directed practicums will be reviewed by the Course Director on a case-

by-case basis. Should approval be granted, the student, practicum school and Course Director will develop a plan for providing additional support and mentorship. The Adult Learner (or sponsoring school) will be responsible for any additional fees necessary for the implementation of this plan. The plan and fees will be put in writing and agreed upon before the onset of the practicum phase. Any changes in the plan or fees will require approval of both the student and Course Director and must be put in writing.

Practicum Assignments - Development of Classroom Leadership Skills

The Adult Learner will be required to keep a Practicum Journal/portfolio documenting his/her experiences in the practicum classroom. Full cooperation is expected on the part of the practicum school and the Supervising Teacher to assure that the student has opportunities to develop the skills listed below. There will be specific assignments that address these skills with ongoing assessment of progress in these areas to be completed by the Adult Learner (self-evaluation), the Supervising Teacher, and the Field Consultant.

Practicum Classroom Leadership Skills include:

- Preparation of indoor and outdoor environment
- Observation, record keeping, assessing student progress, planning for individual student progress, and planning group activities
- Preparation and introduction of developmentally appropriate activities to individuals and groups
- Material making
- Developing communication skills with children, parents, and staff members
- Participation in Parent/Community activities such as parent education programs, parent–teacher conferences, interviews, open houses
- Classroom guidance – individual and group strategies for developing social and emotional intelligence
- Staff and School involvement – participation in staff meetings, problem solving, and participation in school–wide events

Adult Learners are responsible for contacting CGMS in a timely fashion if there is a problem at their practicum site, which is making it difficult or impossible to fulfill the requirements

listed above. Likewise, Supervising Teachers are asked to advise CGMS of problems the student may be having in fulfilling requirements. It is recommended that Adult Learners and Supervising Teachers first attempt to resolve problems amongst themselves. While that is always the ideal, CGMS instructional guides and field consultants are available to help smooth out issues so that a positive learning and work environment may be maintained.

Field Consultant

Each Adult Learner will be assigned a Field Consultant who will provide guidance during the practicum phase. Field Consultants will visit students to observe, evaluate and provide support during the practicum phase. When questions and concerns arise, the student may seek assistance from the Field Consultant by phone or email, however, we encourage students to first address such issues with their supervising teacher or mentor. Adult Learners may also consider seeking help in course discussion forums and chats from peers who often face many of the same challenges, and/or from the Instructional Guide with whom they have been working on a weekly basis. The key point is for Adult Learners to understand that there are multiple resources available to address one's needs throughout the course and internship.

Practicum Evaluation

Field Consultants will visit and observe students in their practicum classrooms at least three times during the practicum phase to provide feedback and support. An evaluation form will be completed as part of these visits. Video observations and consultations may be completed for up to two of the evaluation visits or for additional support when students are located in remote locations.

Adult Learners will also complete a self-evaluation at least twice during the practicum phase. The self-evaluation should be completed and sent to the field consultants before their visits. This will enable the field consultant to provide support more effectively.

Supervising Teachers or appointed Mentors will complete an evaluation twice during the practicum phase. Students and Supervising Teachers should review the evaluation together and set goals for the student's continuing growth and development in the practicum classroom.

Dismissal from Practicum Position

Any Adult Learner who is dismissed from their practicum position will immediately be placed on probation while CGMS administration investigates. A dismissal from the practicum site will result, at the least, in additional practicum hours and may result in immediate termination of enrollment and/or the failure of the practicum and, thus, the inability to receive certification. Please see Adult Learner Handbook for further elaboration on dismissal policies.

Practicum Extension

In some cases, the intern may reach the end of the scheduled practicum phase and still need more supervised practicum experience. In such cases, the intern will be informed of specific areas of improvement needed and goals will be set to meet them. The intern will be provided with further support from Instructional Guides and Field Consultants. This will result in one or more additional visits. The Adult Learner will be required to file a course extension and additional fees may be assessed.

Further information about Practicum Requirements can be found in the IMC Practicum Standards in the Addendum beginning on page, 60

Infant - Toddler Student Competencies

CGMS uses the Montessori Accreditation Council for Teacher Education (MACTE) competencies listed below as a standard for Adult Learner outcomes required for certification. In addition to the four areas of MACTE competency, CGMS has added a fifth section dealing with professionalism in the school community. These competencies are considered in assessment of all assignments and in evaluating the practicum experience.

Upon completion of all academic course work and the completion of the practicum phase, Adult Learners eligible for certification will be able to demonstrate competency in the following areas.

MACTE Competencies

- 1. Knowledge – demonstrates an understanding of:**
 - a. Montessori Philosophy

- b. Human Growth and Development
- c. Subject matter to include
 - Cosmic Education
 - Sensory and motor experiences
 - Language experiences
 - Positive social experiences
 - Self- Care
 - The Arts
 - Fine and gross motor skills
 - Peace Education
- d. Community Resources for Learning

2. Pedagogy – demonstrates and understanding of:

- a. Correct use of Montessori materials
- b. Scope and sequence of curriculum (spiral curriculum)
- c. The prepared environment
- d. Parent/teacher/family/community partnership
- e. The purpose and methods of observation
- f. Planning for instruction
- g. Assessment and documentation
- h. Reflective practice
- i. Support and intervention for learning differences
- j. Culturally responsive methods

3. Teaching with Grace and Courtesy – demonstrates and implements with children:

- a. Classroom leadership
- b. Authentic Assessment
- c. The Montessori philosophy and methods (materials)
- d. Parent/teacher/family partnerships
- e. Professional responsibilities
- f. Innovation and flexibility

Additional CGMS Competencies

4. School Professionalism and Contribution

The candidate for certification:

- a. Demonstrates effective communications, cooperation, and collaboration with fellow staff.
- b. Demonstrates effective guidance and management practices with support staff and works to develop a positive collaborative environment within the classroom
- c. Demonstrates effective communications and working relations with organizational leaders and supervisors
- d. Exhibits professionalism, sound character, and a commitment to organizational goals and values.

5. The Teacher as a Reflective Lifelong Learner

The candidate for certification:

- a. Understands the importance of daily renewal and reflective practices
- b. Sets personal development and self-improvement goals
- c. Responds to personal challenges and conflicts as opportunities for growth

Keeping up with Coursework, Probation, Termination and Re-enrollment

Adult Learners are expected to keep up with the weekly online work and turn assignments in by due dates. If life circumstances create unexpected stress and students need to ask for additional time to complete work, they must make arrangements with the Instructional Guide for alternative due dates and plans for making up work. Adult Learners who have significantly incomplete weeks within modules and/or are not submitting assignments will be required to repeat the module and pay an additional fee. This will also result in being placed on probation. Continued failure to meet requirements may result in termination. At such time, Adult Learners may petition for re-enrollment and will be expected to provide evidence of a plan of action indicating a commitment and ability to keep up with the course work. A re-enrollment fee will be assessed based on how much of the course must be repeated. Any termination or withdrawal of students due to failure to meet course requirements will be subject to the refund/tuition payment obligations as per the Tuition Agreement and Adult Learner Handbook. See the Adult Learner Handbook for further elaboration on Dismissal, Withdrawal, and Tuition policies.

Course Completion

It is expected that Adult Learners will complete all Infant-Toddler course requirements within the scheduled period as outlined for one's specific cohort. This will typically be an 18-month period for online coursework (including breaks and Early Childhood Overview) plus one month for the completion of exams. Adult Learners who need extra time will need to file an extension form and pay an additional fee. We strongly advise students to press forward and complete all work within the allotted time or if needed within a very short extension period. Please see the Adult Learner Handbook for further elaboration regarding course completion.

Course Syllabi

The Infant-Toddler coursework consists of 7 courses (8 if taking the Early Childhood Overview). The topics from these courses are presented over the 18+ months of study within the 8-week online modules and in the summer residential sessions. The syllabi provided below detail the topics and requirements for each course. Additional assignment instructions and due dates will be provided on the course site within the modules in which the course is presented.

Center for Guided Montessori Studies Orientation Course Guide

Clock Hours: 10 hours

Video Instructors: Terri Sherrill, Kitty Bravo, Tim Seldin

Orientation Course Description: This week we will participate in several activities that will help us get to know each other and become familiar with the course software. We will also begin with some introductory videos and discussions about Montessori philosophy.

Course Outline:

1. Please read the Weekly Note
2. Please watch the following **videos**:
 - Moodle Basics (4:40)
 - Moodle Layout (8:15)
 - Principles and Practice - The PLT

- Navigation Panel
- Two-Child Case Studies
- Observation
- The Green Book (3:38)
- Diversity, Inclusion, Self-awareness (2:11)
- Orientation Video- CGMS Policies (Kitty Bravo) 17:40
- Honoring Life (1:20)
- Cultivating the Child's Potential (Tim Seldin) 10:13
- Points to Ponder

3. Please engage in the online **Academic Honesty** unit

4. Post engage with the **Scavenger Hunt** and post your findings in the Assignment Forum.

5. Getting to Know You: Profile Pic and Description/Personal Montage – Help us get to know you by creating a :

Moodle Profile - uploading a picture of yourself and providing a short bio to create your moodle profile.

MONTAGE - Please make a more detailed montage entry with a few pictures of yourself, family, and things you are passionate about. Post in the Montage forum. View fellow students' montages and discuss common interests. (See online instructions for details about both the Profile and Montage.) Remember to use your new “resizing a picture” skills when posting your montage.

6. **Read** over the welcome letters from Tim Seldin and Kitty Bravo, and browse the information in the Student Handbook, our Course Catalog, Required Book list, Module Syllabus, Course Guide, Two-Child Case Study, and Album Instructions. All of this information will also be available in the Green Book throughout the course.

7. Participate in the “Discussion Forum.” Answer posted questions, respond to classmates, and post your own questions and topics. Each forum will display the number of responses required for the forum.

8. Reflect in the Journal

9. Take the Quiz! (It's easy :)

10. GO TO THE PLT (Practicum and Long Term Assignment area). Please familiarize yourself with the section - locating the Practicum Journal/Portfolio and dropboxes for long term assignments. Click on the corresponding section for Orientation.

- Create your first Journal Post

- Create a short video and upload it as instructed
- Turn in a document with the name of your video in the provided drop box

Center for Guided Montessori Studies Montessori Philosophy and Interdisciplinary Studies Course Guide

Academic Clock Hours: 100 Distance Learning / 21 Residential Hours

Video Instructors: Terri Sherrill, Victoria DeLilla, and Kathy Leitch

Additional Video Presentations from: Kitty Bravo, Tim Seldin, Jon Wolff, Paul Epstein,

Course Description: This course provides an interdisciplinary theoretical and scientific foundation, which is the essence of the Montessori educational approach. Topics include an historical overview of the life and times of Maria Montessori, as well as an introduction to key concepts such as the absorbent mind, sensitive periods, and the spiritual and moral development of the child. The course seeks to provide the adult Montessori student with a philosophical framework, which will lead to greater understanding of the dynamic relationships between the child, the prepared environment, and the role of the adult.

Course Objectives:

(MACTE Competencies Correlation numbers noted)

- *To provide an overview of the course, to lay the philosophical groundwork for future learning (1a)*
- *To create community within the group through shared experience and language (2e)*
- *To place Montessori's work in historical context, relating her ideas to other important educators, philosophers, and psychologists of her time as well as those of the present. (1a, 1b)*
- *To demonstrate understanding of the basic elements of Montessori philosophy (1a) including:*
The absorbent mind, and sensitive periods
The characteristics of the four planes of development
The development of the will and inner discipline
The need for movement and sensory exploration
The role of the Montessori teacher
The cosmic curriculum; Education for peace The prepared environment
- *Demonstrate an understanding of the needs, interests, and characteristics of the child from age birth - 3, and Montessori's view of the ideal environment to meet those*

needs. (1a, 1b,1c, 2b,c, 2h, 2e, 2f, 2, 2h, 2i, 3e, 3f)

- *Demonstrate the ability to relate and explain the basic principles of*

Montessori philosophy to parents and other educators. (1a, 1b, 1c, 2d, 3d, 3e)

- *Encourage what Dr. Montessori called, “the spiritual preparation of the teacher,” by supporting the Montessori student teacher on a lifelong journey of self-discovery for both personal and professional development. (1a,1c, 2h. 2j, 3e, 3f)*
- *To instill a profound respect for infants and toddlers as whole and capable human beings (1a, 1b, 1c, 2h, 2d 3e, 3f)*

Outline of Content and Learning Experiences:

Residential Course Topics

1. Introduction to Montessori Philosophy – Key Concepts including
 - Montessori – A living environment that supports human development
 - Montessori’s goal to transform society through education
 - The Montessori Triad
 - Preparing an environment to meet the child’s needs
 - Understanding the Child – Introduction to the Absorbent Mind, Planes of Development and Sensitive Periods
 - The Spiritual Embryo and respecting the spirit of every human being
 - The role of the adult and the spiritual transformation of the teacher
 - Observation as the method for following the child and supporting development Daily Philosophy readings, reflection, and discussion
3. Montessori Philosophy: the heart of caregiving for infants and toddlers

Distance Learning Course Outline

MPIS 1. Montessori Philosophy and Interdisciplinary Studies

Titles of Presentations/Lecture Content:

- Montessori Interdisciplinary Studies
- Montessori: A Postmodern Perspective
- How Does it Feel to be a Baby?
- The Absorbent Mind
- Weekly Reflection: Tao of Montessori 51

Assigned Reading: Chapter 1 – The Absorbent Mind, In Maria’s Words – Camera Analogy 1946 London Lectures; Poem – On Children by Kahlil Gibran; On reading, PPT notes, CGMS Positions

Internet Resource: A Stroke of Genius - Jill Bolte Taylor

Assigned Essay Questions: (2 Constant Sense of Self? The Absorbent Mind), **Forums:** Discussions (2), Journal Entries (1,)

Quiz #2

Weekly Zoom Class: Lesson/Review in real time with Instructional Guide and Cohort

MPIS 2. Historical Context

Titles of Presentations/Lecture Content:

- Montessori on the Timeline
- History of Childhood (Part 1)
- History of Childhood (Part 2)
- The Montessori Hidden Curriculum
- Learning in Community
- Alloparenting
- Weekly Reflection: Tao of Montessori 29

Assigned Reading: Chapter 2 – The Absorbent Mind; Historic and Modern Parenting Conditions, Montessori on the Timeline, Historical Conditions-Benches, The Seven Lesson School Teacher; Causality and Finality

Internet Resources: Epigenetics Means What We Eat, How We Live and Love, Alters How Our Genes Behave – Duke Medicine; Psychohistory; The Last 200 Years in 4 Minutes

Assigned Essay Question 1 Comparing Hidden Curriculums

Forums: Discussions (2), Journal Entries (1)

Weekly Zoom Class: Lesson/Review in real time with Instructional Guide and Cohort

MPIS 3. Montessori Biography

Titles of Presentations/Lecture Content:

- History
- Support for All Mothers
- Helpers of Humankind
- Maria Montessori una vida por los niños
- Weekly Reflection: Benefit of Conversation

Assigned Reading: The Conditions of the First Children's House – excerpts from The Montessori Method; The Maria No One Knows: A Heartbreaking Betrayal, Timeline,

Internet Resources: Exhibition article, Vintage Footage of Dr. Montessori speaking Assigned

Forums: Assignment (1), Discussions (2), Journal Entries (1)

Weekly Zoom Class: Lesson/Review in real time with Instructional Guide and Cohort

MPIS 4. Montessori Philosophy

Titles of Presentations/Lecture Content:

- What is Philosophy?
- Philosophy and the Mathematical Mind
- Philosophy
- Locke and Rousseau
- Why Philosophy is Essential (1 and 2)
- Philosophy of Freedom and Independence
- Philosophy of Justice and Peace
- Philosophical Paradigms
 - Montessori's Spiral Curriculum
- Spiral Dynamics
- Weekly Reflection: Tao of Montessori 72

Assigned Reading: Chapter 3 – The Absorbent Mind; Socrates and Socratic Questioning; Freedom and Montessori, The Partnership Model and Consent; In Maria's Words; Montessori and Spiral Dynamics; Evolution of Thought, Planes of Development 1

Internet Resources: Virtual Philosopher; You are What You Believe, The History of Ideas; The Moral Life of Babies, Logical Fallacies

Forums: Assigned Essay Question, Discussion Forums (3), Journal Entries (1)

Weekly Zoom Class t: Lesson/Review in real time with Instructional Guide and Cohort

MPIS 5. Montessori Science

Titles of Presentations/Lecture Content:

- Science
- Physiology
- Sensitive Periods
- Sensitive Periods – Hugo DeVries
- The Four Planes of Development

- Planes of the Development – The Bulb

- The Absorbent Mind
- The Absorbent Mind - Anthropology The Prepared Environment (Overview)

Assigned Reading: Chapters 4, 5, 6; The Absorbent Mind; Physiology Slide Show (ppt); Flow and Normalization, Stages of Development: Infants and Toddlers

Internet Resources: How Early Experiences Alter Gene Expression and Shape Development – Harvard, How Childhood trauma effects health

Handouts – Influences on Human Development, Sensitive Periods, Chart: SP, Chart: Bulb, Absorbent Mind to Abstract Thinking

Forums: Assigned Essay Question; Discussions Forums (3), Journal Entries (1)

Weekly Zoom Class: Lesson/Review in real time with Instructional Guide and Cohort

MPIS 6. Introduction to Montessori Pedagogy (Applied Science)

Titles of Presentations/Lecture Content:

- Basic Montessori Principles
- Following the Child
- Spirit of the Child
- What is the Child Trying to Accomplish?
- Sending the Right Message (Teacher Awareness of Nonverbal Cues) • A Symbiotic Relationship
- Textures, Weight, Sensorial Experiences.
- A Language of Respect
- Guidelines for Effective Communication
- What is Fair (in group care)
- Montessori Dos and Don'ts
- Defense Mechanisms (Deviations)
- The Prepared Environment
- Weekly Reflection: Tao of Montessori 60

Assigned Reading: Chapters 7, 8, and 9 The Absorbent Mind; Language Development, In Maria's Words ~ On Learned Helplessness; In Maria's Words ~ On the Importance of Modeling; Position Statement, Knowledge is not understanding, In Maria's Words - Responsive Morning Prayer; Album Set 1

Assigned Essay Question: Discussions Forums (3), Journal Entries (1) Quiz #3

Handouts (Corresponding notes for Lectures): Basic Montessori Principles, Basic Montessori Principles – Definitions and Clarifications, Following the Child, Pincian Gardens, Most Surprising Thing, Trusting Children, Language of Respectful Discipline, Effective Communication Guidelines, Slow Moving World of the Child

Weekly Zoom Class: Lesson/Review in real time with Instructional Guide and Cohort Extra resources for album are also provided

MPIS 7. Montessori Discovery- The Secret of Childhood

Titles of Presentations/Lecture Content:

- The Road to San Lorenzo Part 1
- The Road to San Lorenzo Part 2
- The Road to San Lorenzo Part 3
- Love Grows - Vicki deLilla
- The Greatest Energy
- Evolution of Sentiment
- Weekly Reflection: Tao of Montessori 74 – Kathy Leitch

Assigned Reading: Chapters 26-27 of the Absorbent Mind; The Secret of Childhood, In Maria's Words - Spirit of the Scientist and Teacher, The Vow, Paul's PPT, Trust that the child will reveal themselves

Internet Resource: Compilation, UVA Study, Public School Makes the Case for "Montessori for All"

Discussions Forums (3), Journal Entries (1)

Weekly Zoom Class: Lesson/Review in real time with Instructional Guide and Cohort.

MPIS 8. Spiritual Preparation of the Teacher

Titles of Presentations/Lecture Content:

- Preparing Ourselves to Teach
- Inner Preparation of the Teacher 1
- Inner Preparation of the Teacher 2
- Inner Preparation of the Teacher 3
- Inner Preparation of the Teacher 4
- Inner Preparation of the Teacher 5
- Spiritual Preparation of the Teacher
- Biological Basis of Stress I and II
- Coping Techniques

Constructive Responses

- Levels of Well-being
- Making Real Progress
- Weekly Reflection: Tao of Montessori 7

Assigned Reading: Chapters 27 and 28 The Absorbent Mind; Nan Hanrath, Spiritual Preparation for Teaching: Handbook; The Child as a Mentor for Adult Spiritual Preparation; Implicit Biases, A Friendly Approach to Error, Love

Internet Resources: Daily Practices, Emotional Processing

Additional Resources: Choice Chart, Mission Statement, Love

Forums: Assignment Forum (2); Discussions Forums (2), Journal Entries (1)

Weekly Zoom Class: Lesson/Review in real time with Instructional Guide and Cohort

MPIS 9 - MPIS REVIEW AND ABSORBENT MIND STUDY COMPANION

Adult Learners work on Review Papers in lieu of exam. May present rough draft to instructor for feedback and comments. Study Companion completed and submitted

Weekly Zoom Class: Review in real time with Instructional Guide and Cohort

MPIS 10. Practicum Preparation Week – Prepare the Adult

Titles of Presentations/Lecture Content:

- Introduction to Philosophy/Practicum (Kitty and Tim) 22:20
- Montessori's Morning Prayer (4:14)

Assigned Reading: Weekly Note - What is Practicum Prep? What is a Practicum? Frequently Asked Questions and Other Information; Chapter 1 and 2 DAP Focus on Infants and Toddlers; Awakening the Teacher Within; When Montessori Goes Viral - Non-negotiables

Internet Resources: Different; Webinars (Pick and Choose)

Additional Resources: ASSIGNMENT - Preparing for Your Practicum; Practicum Information and Form; PREVIEW docs: Creating an Assistant's Packet; Hiring An Assistant Who is a 'Good Fit'; Caregiver/Tone keeper - the one UP one DOWN rule; Guidelines for Creating Alignment; Teaching Team Meeting Agenda (with clarifications); Teaching Team Meeting Agenda (BLANK)

Forums: Discussions Forums (2), Journal Entry

Quiz #4

Weekly Zoom Class: Lesson/Review in real time with Instructional Guide and Cohort

Assignments, Evaluation Requirements, and/or Performance Assessments

1. View all Course videos
2. Read all text and provided resources
3. Complete Assigned
Essays: The Absorbent
Mind
Comparing Hidden Curriculums
Reflections on the timeline of Montessori's
Life Montessori Quote Part 1 and 2
4. Participate in Discussion Forums and Journals
5. Quiz 2, 3, 4
6. The Absorbent Mind Study Companion (20 questions to be filled in
as student reads and studies)
7. MPIS Review/Term Paper (5-8 pages)
8. Module Participation Grade

Required Textbooks

The Absorbent Mind, Maria Montessori

The Tao of Montessori, Catherine McTamanev

Developmentally Appropriate Practice - Copple, et
al.

Articles and internet resources provided on the course site and listed in weekly

Center for Guided Montessori Studies

Principles to Practice: Infant and Toddler Pedagogy Course Guide

Academic Clock Hours: 150 Distance Learning/22 Residential Hours

Video Instructors: Beverly Kovach, Tracey Hall, Victoria DeLilla, Katharine Edlin

Additional Video Presentations from: Nicole Vigliotti, Meghan Hicks, Deborah Greenwald, Terri Sherrill, Cathie Perolman, Kathy Leitch, Duna Strachen

Course Description: At the Infant-Toddler level, ‘the child is the curriculum.’ Understanding the amazing journey from conception to age 3 and being of support to this process is at the heart of the work of a Montessori Infant-Toddler Guide. This course proves the bridge between Montessori Philosophy, Human Development and best practice, providing students with practical tools for working with young children. Exploring responsive caregiving, healthy rhythms and daily rituals, and positive guidance, the student learns to respect and nurture the emerging independence of each child. There is also focus on recognizing the needs and interests of each child and the preparation and introduction of developmentally appropriate activities. Through an expanding knowledge of the child and practical application of principles to practice, adult learner gains confidence in his/her ability to support children in becoming healthy, capable and confident human beings.

Course Objectives:

(MACTE Competencies Correlation numbers noted)

- *Develop an awareness of the importance of allowing children to learn through “pitching in” and living with them in the moment (1a, 1b, 1c, 2i, 3a, 3f)*
- *Raise awareness of our nonverbal communication as well as the “tone” of our voices and presence (1a, 1b, 2h, 2i, 2j, 3a, 3e, 3f)*
- *Become mindful of the delicate balance we must achieve in not doing too much or too little for them (1a, 1b, 2h, 2i, 2j, 3a, 3e, 3f)*
- *Develop strategies for positive guidance: to frame our requests in what we wish to see the child do (giving them the information they need to be successful, as well to introduce the concept of “sportscasting” and acknowledgement as a tool for learning to regulate emotions (1a, 1b, 2h, 2i, 2j, 3a, 3e, 3f)*

- *To champion the role of movement in development, and to include it in every area of the classroom (as a way to provide children with multiple opportunities to express their drives and energy in a constructive way) and as a primary way to gain knowledge (embodied cognition) (1a, 1b, 1c, 2a, 2c, 2f,2i,3a,3e,3f)*
- *Develop skill in the preparation and introduction of materials that provide opportunities for sensory exploration and aid children as they begin to develop and refine their senses.) (1a, 1b, 1c, 2a, 2b, 2c, 2f,2i,3a,3e,3f)*
- *Develop an understanding of appropriate rituals and routines to support the development of infants and toddlers (1a, 1b, 2c, 2i,3a,3e, 3f)*
- *Develop the ability to guide and support the development of independence in dressing, toileting, eating and sleeping, care of the environment and the importance of self-care for developing healthy, confident and capable human beings. (1a, 1b, 1c, 2a,2b,2c,2f,2i,2j,3a,3c,3e,3f)*
- *Develop skill in preparing and introducing practical life activities appropriate for the developing infant and toddler (1a, 1b, 1c, 2a,2b,2c,2f,2i,2j,3a,3c,3e,3f)*
- *Understand the importance of creating a language rich environment to support the sensitive period for language development (1a, 1b, 1c, 2a,2b,2c,2f,2i,2j,3a,3c,3e,3f)*
- *Develop skill in preparing and introducing language activities appropriate for the supporting communication and language development for infants and toddlers (1a, 1b, 1c, 2a,2b,2c,2f,2i,2j,3a,3c,3e,3f)*
- *Develop skills in preparing and introducing activities for appropriately exposing young children to the diversity of culture on our planet through music, art, and food. (1a, 1b, 1c, 2a,2b,2c,2f,2i,2j,3a,3c,3e,3f)*
- *Develop an appreciation for the importance of connecting children to nature and simple laws of everyday science (1a, 1b, 1c, 2a,2b,2c,2f,2i,2j,3a,3c,3e,3f)*
- *Develop skill in preparing and presenting developmentally appropriate art activities that will encourage creative expression and support motor development (1a, 1b, 1c, 2a,2b,2c,2f,2i,2j,3a,3c,3e,3f)*

- *Begin to create a collection of songs, poetry, and movement activities to further*

support the development of the body, mind, and spirit of the child (1a, 1b, 1c, 2a,2b,2c,2f,2i,2j,3a,3c,3e,3f)

- *Develop skills in observation children in their daily activities for the purpose of assessing the developmental needs of children to inform the preparation of the environment and introduction of new activities to support these needs. (1a, 1b, 1c, 2c,2e,2f,2g,2h,2i,2j,3a,3b,3c,3e,3f)*

Outline of Content and Learning Experiences: Residential Course Topics

1. Developmentally appropriate practices to support the timeline of human development from prenatal to 36 months
2. Creating healthy routines, rituals and caregiving practices to support development
3. Respectful and positive guidance of the emerging will
4. Aids to Independence – procedures and activities to support self-care
5. Aids to Development – planning and introducing activities for motor, language, and social development
6. Material making

Distance Learning Course Outline

Ped 1. The Importance of Responsive Care

Presentation/Lecture Titles

- The Role of the Adult
- Basic Body Care and Empathetic Gestures
- Gestures that Support Empathy
- Consistency that Builds Trust
- How to Find Time for Each Child
- Demonstration: How to Pick up an Infant
- Weekly Reflection: Tao of Montessori # 48

Assigned Reading: Being With Infants and Toddlers (BWIT) p 13-21, 47-68; Your Baby is Speaking to You: Introduction ix - p 14; Emotional Life of the Toddler CH 1, Illuminating the Pedagogy of Care. Young Children Develop in an Environment of Relationships, More ways to hold a baby

Internet Resource: Serve and Return - Harvard University; Still Face Experiment; Would you pick up this baby? – Janet Lansbury; Mother and Child, Modeling and Showing Kindness

Forums: Assignment forum: Serve and Return Essay Question (effect on cognition, trust, emotional well-being); Forum Discussions (2), Journal Entries (1)

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

Demonstration Video Assigned - due at end of module.

Ped - 2 Transitions

Presentation/Lecture Titles

- Transitions Overview
- Transitions for Infants
- Transitions for the Newly Mobile
- Transitions for the Early Toddler
- Transitions for Toddlers
- Weekly Reflection: Tao of Montessori #

Assigned Reading: (BWIT), p 86-88; DAP p 52-55, 66-71; Your Baby is Speaking to You: 18 - 48

Internet Resource: Comparing and Contrasting Daily Practices; Distraction is the Opposite of Connection

Assignment Forum Essay Questions: Comparing and Contrasting Practices; Components of Successful Transitions

Forum: Discussion (2)

Practicum assignment (PLT): Observations of transitions in classroom

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

Ped 3. A Healthy Rhythm of Life

Presentation/Lecture Titles

- The Rhythm of a Healthy Life
- Other Considerations
- Food Curriculum – Mercedes Castle
- Living in the Moment with Children
- Between Order and Chaos
- Tea Parties
- Tao of Montessori 65

Assigned Reading: Your Baby is Speaking to You: 52 - 88; Emotional Life of the Toddler CH2, The

Children's House as The Montessori Method; In Maria's Words ~ 1946 London Lectures, Encouraging Attentive Helpfulness, Building Skills One Step at a Time, Seven Habits of Highly Effective People - what we model;

Internet Resource: Everyday Food; Journey to Independence
Assignment Forum - Essay Question:
Describe daily routine
Forums: Discussions (3), Journal Entries (1)

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

Ped 4. Positive Guidance

Presentation/Lecture Titles

- Trust vs. Mistrust
- Sharing
- Positive Guidance
- Being Kind
- Using Your Behavior to Guide the Environment
- Supporting the Individual Child
- Quizzing Toddler
- Play Therapy
- The Fine Art of Interrupting
- Art of Consistent Follow Through

Assigned Reading: The Emotional Life of the Toddler Chapter 3; In Maria's Words ~ The Three Levels of Discipline and the Fine Art of Interruptions; More on When to Interrupt, Teaching by Teaching, Variable Ratio Schedules, The Myth of Sharing, Why Do Toddlers Bite?

Internet Resource: All Behavior is Communication, Montessori Alternatives to Praise, Saying no; Is Acknowledgement Enough? Saying "no" the Montessori Way

Forum: Discussion (3)

Practicum assignment (PLT): Supporting Children

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

Ped 5. Temperaments and "Good Fit"

Presentation/Lecture Titles

- Temperaments – Introduction

- Responding to Temperaments
- Temperaments for Infants and Toddlers
- Part of Your Quality World

Assigned Reading: The Emotional Life of the Toddler Chapter 4; How the 9 Temperaments Affect Behavior; Working with Children’s Behavioral Temperaments; Learning Temperaments, Locus of Control

Internet Resource: Temperaments in Practice; Comparing Temperaments, Profiles of 16 Personality Types

Forum: Assignment Forum; Discussion (3)

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

Ped 6. Incorporating Movement into Every Area

Presentation/Lecture Titles

- Large Motor Needs for Infants and Toddlers
- Preparing the Environment for Toddlers
- Using the Whole Body
- Meeting the Needs of Individual Children
- Large Motor Indoor Tour
- Large Motor Outdoor Tour

Assigned Reading: Chapters 13 and 14 of The Absorbent Mind; The Emotional Life of the Toddler CH 5, Voluntary Movements in Infancy; Development in the Progress of the Grasp; What is a Play Schema? Play Schema Theory as a Lens on Development, Motivations for Movement, Movement Chart

Internet Resources: Movement and Brains – TED; Absorbing Knowledge Through Movement, The Paradoxical Shell, Integrating Body and Mind

Forums: Discussion (3) Journal

Practicum assignment (PLT): Describe movement opportunities in your classroom

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

Ped 7. Aids to Independence: Practical Life-Care of the Environment

Titles of Presentations/Lecture Content:

- Practical Life
- Practical Life for Infants: Include the Child in their Care and Daily Life
- Tour of an Infant Room (Nurturing Nest)
- Practical Life
- Under the Kitchen Sink
- Teacher's Shelves
- Support the Need to Explore
- Food Preparation
- Thoughtful Interactions with Children and the Materials
- Putting a Practical Life Lesson Together
- Other Practical Life Experiences
- Lessons in a Toddler Room
- Zen Like Demonstrations
- Heightening the Magic
- The Need for Order
- Preparing the Practical Life Area
- The Need for Freedom and Beauty
- The Need to be a Member of the Community
- Clothes Pins
- Clear Containers with Food – Infants
- Infant and Mirror
- Using a whisk to make bubbles
- Blow noses
- Tao of Montessori 50

Assigned Reading: Environmental Supports, Being with Infants and Toddlers, 115-119; The Emotional Life of the Toddler Chapter 6; In Maria's Words- The Children's House, In Maria's Words, the Need to Practice, Grace and Courtesy, PRACTICAL LIFE ALBUM

Internet Resource: Montessori Practical Life, Real Life; Montessori Notebook Ultimate List

Discussion Forum (3), Journal Forum (1)

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

Ped 8. Aids to Independence: - Care of Self/ Toileting and Dressing

Titles of Presentations/Lecture Content:

- Who Has Control?
- Preparing for Toileting /Infants
- The Toileting Process
- Hand washing and Prep
- Changing an Infant's Diaper
- The Standing Child (not walking)
- The Mobile Child
- Helping a New Child
- Independent Toileting -Older Child
- Frequently Asked Questions
- Changing Clothes 1
- Changing Clothes 2
- Primary Caregiving
- Weekly Reflection: Tao of Montessori #48

Assigned Reading: BWIT pages 22-23, 68-75; Benefits of Montessori Approach; History Timeline of Toileting; Peaceful Toileting, Sensitive Periods, Record Keeping Resource

Internet Resource: Toilet Training Versus Toilet Learning; Basic Care of the Intact Child; Aid to Life (Resources for Parents)

Assignment Forum Essay Question: Diaper History Timeline

Discussion (3) Journal (1)

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

Ped 9. Aids to Independence - Care of Self – Eating and Sleeping

Titles of Presentations/Lecture Content:

- Breastfeeding
- Pacifiers
- Infant Review
- Weaning
- Setting Up a Weaning/Feeding Area 1
- Setting Up a Weaning Area 2
- Toddler Snack/Lunch
- Snack In the Toddler Environment
- Getting Started with Independent Snack
- Educating Parents About Self-Serve Snack

- Skills Learned During Snack
- Creating An Independent Lunch
- Snack Photos and Resource
- Sleep
- Foundations for Sleep
- Preparing the Environment and Establishing Routines
- Sleeping Area
- Weekly Reflection: Tao of Montessori 14

Assigned Reading: Direct vs Indirect Aims, BWIT p 24 - 31; 78 - 85; Emotional Life of the Toddler Chapter 10 and Conclusion, Breast is Best (whenever possible), Practical Life PPT- TH; Transfer Work; PRACTICAL LIFE ALBUM FOOD PREP INSERT

Additional Resources: Breastfeeding and Childcare, Review Album Set 1

Internet Resource: Paced Bottle Feeding, Aid to Life; Hazel Sets the Table

Assignment Forum: Essay Question: Write Lesson for PL Material (to share with group);

Forum: Discussion (2), Journal (1)

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

Ped 10. Aids to Development: Sensorimotor

Titles of Presentations/Lecture Content:

- Infant Tour (Sensorimotor) _
- Gross Motor
- More Gross Motor
- Sensorimotor - Introduction
- Varying by One Attribute
- Varying by Two Attributes
- Allowing for Discovery
- Some Examples
- Posting and Threading
- Mother and Child working with material
- Mother and Child Ball Tracker
- Mother and Child Cylinder Drawer
- Arranging Material on the Shelf
- How We Engage

- Mat vs Rugs
- Math 1
- Math 2
- Math 3
- Infant with Bells
- Child with Mobile and Mirror
- Weekly Reflection: Tao of Montessori #41

Assigned Reading: BWIT p 34-37; 49-51; DAP 146-148, In Maria's Words – How Lessons Should be Given; OUTLINE, Attributes of Montessori materials/activities, Piaget's Stages, Motivations for Movement (Review); Additional Resources: Walking Curriculum, SENSORIMOTOR MATERIALS ALBUM

Internet Resource: Senses and Sensibility, Sequence of Stacking

Assignment Forum Essay Question: Write Lesson for Sensorimotor Material (to share with group)

Discussion Forum (2); Journal (1)

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

Ped 11. Aids to Development: Language

Titles of Presentations/Lecture Content:

- Elaine Shares Language Baskets and Cards
- Preparations for the Lesson
- The Lesson
- What's Missing?
- Diagnostic Value of the Materials
- Other Things to Keep in Mind
- Terri Talks about enunciation (again)
- The Value of Practice
- Everything is Curriculum
- Symbolic Play
- Books
- Infant Looking at Book
- Weekly Reflection: Tao of Montessori #20

Assigned Reading: BWIT 42-47; 96-104; 38-42, 89-95; The Three Period Lesson, Language Album Insert, Categories and Schemas, Speech and Language Milestones

Internet Resource: 12 Ways to Support Language Development, AMI Classification Cards, Understanding Play

Assignment Forum - Essay Question: Write Lesson for a Language Material (to share with group)

Discussion Forum (3) **Journal** (1)

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

Ped – 12 Language and Music

Titles of Presentations/Lecture Content:

- Language and Music
- Hello Songs
- Traditional Songs
- Finger-plays and Movement
- Special Topics
- Being Sensitive to Every Child's Needs
- Preparing the Voice
- Poetry
- Introducing the Written Word
- Conclusion and Wrap Up
- Music (shakers)
- Rhythm and Voice
- Singing Game

Assigned Reading: The Absorbent Mind, 11; What's Going On in There? Chapter 10 p 228-248, Language Album, 26-46, Other Important Things to Keep in Mind, In Maria's Words, Songbook Lyrics, In Maria's Words

Internet Resources: Tonal Language the Key to Perfect Pitch, Poetry: Tool of the Classroom Magician

Assigned: Video record song, poem, story or finger play – upload.

Forums: Discussion forum (2) and Journal (1)

Weekly Video Class: Lesson/Review in real time with Instructional Guide and Cohort

Ped 13. Introducing Cosmic Education – Art and Culture

Titles of Presentations/Lecture Content:

- Art - Introduction
- Art Area Preparation
- Engaging with Paper
- Playdough and Markers
- Crayons, Chalk, Printmaking and Rock Painting
- Painting
- Stickers and Art Wrap Up
- Symbolic or Pretend Play
- Introduction to Cosmic Ed
- Science for Infants
- Science for Toddlers
- Geography for Infants
- Geography for Toddlers
- Outdoor classroom area
- Supporting the Older Toddler
- Driven to Abstraction - the impact of imposing academics
- Weekly Reflection: Tao of Montessori #12

Assigned Reading: DAP 137-145 BWIT 104-110, Transitions by Judy Orion, Transitions PPT

Internet Resource: A Child's Work

Assignment Forum - Essay Question: Write Lesson for Art or Cosmic Material (to share with group);

Discussion (3), **Journal** (1)

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

Ped 14. The Importance of Practice

Review of All Album material and presentation write ups

Introduction of the Practice Log

What Practice Looks Like

Forum – Adult Learner discusses the experience of using albums to repeated practice with the materials. Practice logs are turned in for evaluation.

Ped 15- . Matching the Timeline of Development with Developmental Supports

Titles of Presentations/Lecture Content:

- Timeline 1
- Timeline 2
- Timeline 3
- Timeline 4
- Timeline 5
- Timeline 6
- Timeline 7
- Timeline 8

Assigned Reading: Chapter 11- What's Going on in There?

Review: Sensorimotor Stages, Stages of Development, Progression of the Development of the Grasp, Progression of Movement, Practical Life Album Review, Sensorimotor Album Review, Walking Curriculum Review, Montessori Charts of Development

Assignment Forum: Synthesis Activity

Zoom Live Video Class: Lesson/Review in real time with Instructional Guide and Cohort

Assignments, Evaluation Requirements, and/or Performance Assessments:

1. View all Course videos
2. Read all text and provided resources
3. Complete Assigned Essays and Participate in Discussion Forums and Journals
4. Submit written daily routine
5. Lesson Write ups/Analysis of Movement for Practical Life, Sensorimotor, and Art/Culture. Includes Sensitive Periods analysis
6. Five demonstration videos – Picking up and putting down an infant, Practical Life, Sensorimotor/Art, Language, Food Prep
7. Synthesis Activity – Using observations of children to plan for next activities and developmental supports

Required Textbooks

Being With Infants and Toddlers, Beverly Kovach

The Absorbent Mind, Maria Montessori

1946 London Lectures, Maria Montessori

The Tao of Montessori, Catherine McTamney

Your Baby is Speaking to You, Dr. Kevin Nugent

The Emotional Life of the Toddler, Alicia Lieberman, PhD

What's Going on in There? Elise Eliot, PhD

Developmentally Appropriate Practice: Focus on Infants and Toddlers, Carol Copple, et al

Articles and internet resources provided on the course site and listed in weekly

Center for Guided Montessori Studies Observation Course Guide

Academic Clock Hours: 30 Distance Learning Hours/17 Residential Hours

Video Instructors: Paul Epstein PhD, Katharine Edlin

Additional Video Presentations from: Terri Sherrill, Deborah Greenwald

Course Description: This course will focus on observation as the chief role of the Montessori guide. Students will learn the importance of creating the habit of observation and will work to develop their ability to perceive subtly the social, emotional, and intellectual needs of children. They will gain a working understanding of various observation techniques and how to interpret their observations to support the development of children.

Course Objectives: (MACTE Competencies Correlation numbers noted)

- *Define the Montessori method of observation and its significance in the role of the Montessori guide (1a, 1b, 2e, 2h)*
- *Identify Montessori's observation findings (1a 1b, 2c)*
- *Develop habits of observation (1a, 2e, 2f, 2g, 2h, 3b, 3d)*
- *Develop skills in perceiving with subtly social, developmental, and intellectual needs of children (1a, 1b, 2e 2h, 3b)*
- *Understand the phenomenon of interpretation, paradigm and voice in observation (2e, 2h, 3b)*
- *Cultivate an anthropological perspective of individual and group behavior in the classroom (2c, 2 e, 2h)*
- *Develop a working understanding of various assessment record keeping and planning tools and observation techniques currently used in diagnostic centers and educational settings (2e, 2f, 2g, 2h, 2i, 3a, 3b,3e, 3f)*
- *Develop methods of record keeping and student assessment which are informed by observation (2e, 2f, 3a, 3b, 3d, 3e, 3f)*
- *Develop the ability to assess and use observation skills to assess and plan for needs, adapt the environment, and match pedagogical practice to the observed development. (1a,1b, 1c, 2b, 2c, 2e, 2f, 2g, 2h, 2i, 3a, 3b, 3e, 3f)*

Distance Learning Course Outline

WK 1. OBS 1. The Experiences of Observation and Observation Literacy

Titles of Presentations/Lecture Content:

- introduction to the Experiences of Observation - Paul Epstein
- The Experiences of Observation Part 2
- Observation Literacy - Making Time
- Observation Defined
- Three Experiences of Observation
- Third Experience
- Cognitive Science (Part 1) - Terri Sherrill
- Cognitive Science (Part 2)

Assigned Reading: Really Seeing Children (p 2- 42); Observation as Story, Observation is Essential, Ideas inspired by the Observer's Notebook, Reasons we may have trouble observing, PowerPoint 1

Internet Resource Observation, Perception, and Cognitive Biases

Additional Handouts: Observer's Notebook Chapter 1, The Three Circles Chart

Assignment Forum Essay Questions: (1) Using the Three Circles Chart describe your perceptive, rational, and contemplative experience of observation during the provided video. (2) Reflect on your temperament and cognitive biases.

Discussion forum - Respond to at least (2) prompts. Journal Forum (1).

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

WK 2. OBS 2. The C.O.R.E. Process of Observation (Part 1)

Titles of Presentations/Lecture Content:

- Connect Part 1
- Connect Part 2
- Connect Part 3
- Obtain Part 1
- Obtain Part 2
- Obtain Part 3
- Obtain Part 4

Assigned Reading: Really Seeing Children (Sections Two and Three: p 44 - 101), Connecting Questions – Observational Hypothesis, Observation Forms (CHILDREN), Observation forms (ADULT AND ENVIRONMENT), Using Observation Forms to Coordinate Reflective Practice, Montessori Quote, PowerPoint 2 CORE

Assignment Forum: Observe the provided classroom footage - share your connecting questions, the results, and your reflections.

Discussion Forum (2), Journal (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

WK 3. OBS 3. The C.O.R.E. Process of Observation (Part 2)

Titles of Presentations/Lecture Content:

- Reflect
- Enable
- C.O.R.E at the Infant Toddler Level -Katharine Edlin
- Montessori and Observation -Terri Sherrill
- Object Free Observation -Deborah Greenwald

Assigned Reading: Really Seeing Children (Sections 4 and 5 p 104-150), Terri's Hints for Getting Started, WEEKLY OBSERVATION ASSIGNMENT

Assigned Observation Practice: Video clips that focus on particular aspects of development

- Observation Practice 1
- Observation Practice 2
- Observation Practice 3
- Observation Practice 4
- Observation Practice 5
- Observation Practice 6
- Observation Practice 7

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

Assignments, Evaluation Requirements, and/or Performance Assessments

1. View all Course videos
2. Read all text and provided resources
3. Complete Assigned Essay Questions
4. Participate in Discussion Forums and Journals
5. Complete Observation Video Assignments
6. Practicum - Weekly Observations of Child
7. Practicum – Weekly Observation/Self-assessments – Adult
8. Practicum – 2 Long-term observation case studies

Required Textbooks

Really Seeing Children – Deb Curtis

Articles and internet resources provided on the course site and listed in weekly

Center for Guided Montessori Studies Human Development Course Guide

Academic Clock Hours: 150 Distance Learning/24 Residential Hours

Video Instructors: Victoria DeLilla, Tracey Hall, Dr. Aja Staniszewski

Additional Video Presentations from: Meghan Hicks, Dr. Ann Epstein, Jan Katzen CN, Sally Goddard Blythe, Terri Sherrill

Course Description: This course engages in the study of several biological and theoretical perspectives in order to better understand and support the development of children from conception through age 3. Course content and experiences will help the student locate their own place in history and contemplate the theories of human nature and the evolution of thought which have brought us to the present day. We will consider how our theories and beliefs shape the perception of reality, and therefore, behavior and the course of history. We will look at influences since the Enlightenment and the progression of modern thinkers who continued to research the mechanisms by which we “become” human. This will include perspective taking from the different schools of thought within the discipline of psychology and human development. Finally, we will look at today’s instrumentation and understandings in relationship to Dr. Montessori’s prescient observations and theories as it informs our responses to children as an “aid to life” and their healthy holistic development.

Course Objectives:

(MACTE Competencies Correlation numbers noted)

- *Become acquainted with basic biological information such as the structure of the cell, parts of the brain, physiological systems, the process of myelination, and so on. (1a, 1b.)*
- *Understand that learning, cognition, emotions and culture have a biological basis, and commit themselves to aiding healthy outcomes in all areas (1a, 1b)*
- *Be able to recognize and observe evidence of psychomotor and sensory development, and to offer matching environmental supports (1a, 1b, 1c, 2a, 2c, 2i)*
- *Gain an understanding of both typical and atypical development with the intention of helping children to get the support they need during sensitive periods (1b, 2e, 2f, 2i)*
- *Gain a foundational understanding of the development and complexity of language acquisition, as well as the parts of the brain involved in learning to communicate. (1b, 2e, 2f)*
- *Develop simple sign language techniques as a strategy for supporting a child or children who are young, or who are not yet verbal (1a, 1b, 2f, 2i)*
- *Be able to explain many of the needs of children from birth to six, and identify*

the common characteristics and differences between infants, toddlers, preschoolers and the kindergarten aged child, as well as the different planes of development (1a, 1b, 1c, 2b)

- *Learn to find and appreciate the importance of seeking information about resources in their own communities so they will be able to share it with parents and concerned others as an advocate for children (1d, 2d, 2i)*
- *Develop an awareness of the great amount of resource material available to educators in the area of child development and to encourage continual professional research and learning in this area (3e, 3f)*
- *Develop an attitude of respect for parents and will be prepared to offer them current information from preconception to three years old (and beyond (1d, 2d, 2i).*
- *Learn about the basic nutritional needs of children, and which foods can supply the required nutrients. Students learn to use given meal-mapping tools and recipes, and be able to share this information with parents (1a, 1b, 2d,)*
- *Gain an understanding of the development of character and emotional wellness (the importance of touch, attachment, love, and security) in both mental and physical health (1a, 2c, 2h)*
- *Become familiar with the timeline of innovation, stretching back through human history, to get a sense of the evolution of thought over time...and a trajectory of hope for the future (1c, 2h)*
- *Be able to place Dr. Montessori's life and theories into an accurate cultural, scientific, technological, and literary context that highlights both the challenges and the unique opportunities of her time (1a, 1b, 2b, 2h)*
- *Develop an appreciation for some of the thinkers and trailblazers that preceded and influenced Dr. Montessori, and to learn from their experiences. To similarly learn from the mistakes and tragedies that also shaped Dr. Montessori's theories. (1a, 2h)*
- *Develop skill in understanding children through effective use of child study techniques, to consider the different schools and perspectives of psychology, to view development through a more holistic lens (2e, 2g, 2h)*

Outline of Content and Learning Experiences: Residential Course Topics

1. Understanding human development as the foundation of our work with young children
2. Overview of timeline of human development from prenatal – 36 months
3. Observing stages of development and each child's unique path to becoming an adult
4. Introduction to developmental domains: neurological, cognitive, physical/sensorimotor, language, social, and emotional

Distance Learning Course Outline

HD1. Conception and Prenatal

Titles of Presentations/Lecture Content:

- Cells (Terri)
- The Cell Song
- Mitosis (cell division) and Meiosis
- Life of Cell
- From Conception to Birth
- Neural Tube
- Pre and Perinatal Psychology
- Reducing fear of birth -- Ina May Gaskin
- Peaceful Birth 1
- Peaceful Birth 2 Family

Assigned Reading: Forward and Chapter 1 Understanding the Human Being; What's Going on in There? Ch 2 p 11-23; Development of the Nervous System; Finding Joy in an Imperfect Childbirth Experience

Internet Resource: The Inner Life of the Cell, The Cell Game Page

Forums: Write substantive response in Discussion Forum (3) and Journal Forum (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

HD2. Birth and Postnatal

Titles of Presentations/Lecture Content:

- Transition from Womb to External World -Megan Hicks
- Prenatal Life
- Preparing for Birth
- Crisis of Birth
- Mental State of the Mother
- Symbiosis After Birth
- Supporting Trust in the Infant
- Breastfeeding
- Caregiving Routines
- Responding to Needs
- Sensitive Sensory Stimulation
- 3 Physiological Occurrences

- Infant Sleep Patterns

Assigned Reading: Chapter 2 - 3 Understanding the Human Being; What's Going on in There? (p 23-39)

Internet Resource: In a Mother's Milk, Nutrients, and a Message, Too; Foundations for Intimacy, Baby Sleep Patterns; Newborn Bath

Forums: Discussion Forum Journal Forum

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

HD3. The Crisis of Development

Titles of Presentations/Lecture Content:

- Crisis of Development - Meghan Hicks
- Natural Gross Motor Development
- Central Nervous System
- Development of Movement
- Sensory Motor Development
- Perceptual Motor Development
- Cognition and Intellect

Assigned Reading: Chapters 4 and 11 Understanding the Human Being, What's Going on in There? (p 290-298), Building a Framework of Understanding, Psycho-Sensorimotor Timeline, Pyramid Development Chart

Internet Resource: Progression of Movement -- Emmi Pikler; The Downside to Propping Babies Up; Baby Liv

Activity - Instructions for Developmental Domains Chart

Forums: Write substantive posts in Discussion (3) and Journal Forums (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

HD 4. Typical and Atypical Development

Titles of Presentations/Lecture Content:

- Infant and Toddler Development - Dr. Aja Staniszweski

- Developmental Benchmarks and Activities (birth to twelve months) - Aja
- Developmental Benchmarks and Activities (twelve to thirty-six months)
- Additional Resources
- Learning is Not All in the Mind - Sally Goddard Blythe
- Interview with Sally
- More on Development - Ann Epstein
- 2-Month-Old Baby Typical and Atypical Development
- 4-month-Old Baby Typical and Atypical Development
- 6-month-Old Baby Typical and Atypical Development
- Introduction to Special Needs – Philosophical Beliefs
- Challenging Behavior – How to Help
- Challenging Behavior – Physical Needs
- Characteristics of Children with Speech Language Difficulties

Assigned Reading: Chapter 3 -What's Going On in There? (Eliot); Reflexes; Prenatal and Postnatal Development (Aja's PPT); Neuromotor Readiness (Sally's PPT); Dictionary of Terms

Additional Resources:

Infant Vision

Pathways Developmental Milestones Checklist

Pathways Communication Developmental Checklist

Pathways Sensorimotor Checklist

Forums: Discussion Forum (3) and Journal Forum (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

HD5. Nutrition 1

Titles of Presentations/Lecture Content:

- Introduction to Nutrition
- Cells (review)
- Mitosis (review) and Meiosis
- Part 1 section 1
- Part 1 section 2
- Part 1 section 3
- Part 1 section 4
- Vegetarian - Vegan
- The Feeding of Great Little People

Assigned Reading: Reflection - The Child's Diet: Chapter 8 of The Method; Nutrition for Learning

(2-15 (forms on p 109 - 145); Montessori Lunch Program - Montessori Services; Brainy Breakfasts

Internet Resources: The Chemistry of Amino Acids; Essential fatty acids and the human brain, Best Foods

Assignment Forum: Chart of Nutrient Rich Foods; Discussion Forum (2), Journal Forum (1)

Practicum Demonstration Video Food Prep: Assigned - due at end of module. Turn in in

PLT Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

HD 6. Nutrition 2

Titles of Presentations/Lecture Content:

- Meal mapping 1
- Meal mapping 2
- Meal mapping 3
- Meal mapping 4
- Case Studies 1
- Case Studies 2

Assigned Reading: Nutrition for Learning p 28 - 51; Parental Nutrition Discovery Form; Meal Mapping (Teacher)

Assignment Forum: Teacher Meal Mapping; Discussion Forum (2), Journal Forum (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

HD 7. Nutrition 3

Titles of Presentations/Lecture Content

- From Conception to Birth (review)
- Neural Tube (review)
- Preconception and Fertility 1
- corrections
- Preconception and Fertility 2
- The Nine Months that Made You - Documentary 54 minutes
- Final preconception pt3

Assigned Reading: Nutrition for Learning p 58 - 81; Development of the Nervous System (review)

Assignment Forum: Companion workbook - Child's Meal Mapping; Discussion Forum (2), Journal

Forum (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

HD 8. Executive Functions

Titles of Presentations/Lecture Content:

- Introduction To Executive Functions
- Supporting Development of EFs
- Looking In from the Outside
- Current Brain Research
- The Developing Brain
- Mirror Neurons
- Nature And Nurture
- Sensitive Periods
- Sensitive Period Studies

Assigned Reading: What's Going On in There? Chapter 13 335-350 Chapter 15 p 404 -412, Montessori Executive Functions Research, Enhancing Executive Functions, Three Behavioral Systems

Internet Resource: Montessori and Executive Functions – Adele Diamond, Executive Functions Interactive

Assigned Essay Questions: Color and label Brain page

Forums: Discussion Forum (2) Journal (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort.

HD 9 Language Development

Titles of Presentations/Lecture Content:

- Language Patricia Kuhl
- Language For Toddlers
- Sign Language Introduction

- Using Sign Language to Help Language Develop
- Communicating Needs - Sign Language Demonstrations
- Three Period Lesson with Sign Language
- Promoting Literacy and Additional Resources
- Brown Bear, Brown Bear
- Very Hungry Caterpillar

Assigned Reading: The Absorbent Mind Chapter 10; What's Going on in There? Chapter 14, The Words We Choose, Language Development Album 1-22

Internet Resource: TED Talk Patricia Kuhl; How Language Shapes the Way We Think, Linguistics 001, Language Development Milestones Chart, Phonemes, The Language Gap, Key to Gap is Quality Conversation; Sportscasting

Handouts - PPTs from video lectures

Assignment: Video record a student demonstration of 5 words in sign language (student uploader). Discussion forums (2) Journal (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

HD10. Integration of Development

Titles of Presentations/Lecture Content

- Development and Integration of the Senses
- Further Understanding of Sensory Integration
- The Senses Continued
- Development: Integration of the Personality
- Development of Coordination
- Obstacles and Supports for Development
- Aids to Independence

Assigned Reading: Chapter 6 -What's Going on in There? Providing Care that is Responsive to Development; Integration of Development PPT

Internet Resource: APPAH Video

Forums: Discussion forum (3), Journal Forum (1)

Zoom Video Chat: Lesson/Review in real time with Instructional Guide and Cohort

HD11. Introduction to Human Development Theories

Titles of Presentations/Lecture Content:

- Theories of Development - Timelines
- Montessori on the Timeline
- Timeline of Evolutionary Theory (Creating Timelines)
- The Enlightenment
- All About the Enlightenment
- The Timeline of Psychology and Historical Influences
- Historical Influences: Luther and Amos
- Historical Influences: Locke and Rousseau
- Historical Influences: Pestalozzi and Owen
- Historical Influences: Owen (documentary)
- Historical Influences: Owen and Froebel
- Montessori's Contemporary: John Dewey
- Montessori
- Modern Influences on Education - Piaget
- Modern Influences: Lev Vygotsky
- Modern Influences: Howard Gardner

Assigned Reading: 1946 London Lectures 1, 2; Theories of Development Album p 5 - 9;

Internet Resources: Fun Historical Timelines; A Second Look at MI; The Animal School

Assigned Essay Questions/ Assignment: Students will create a timeline; Students will write substantive posts in response to questions in the Discussion Forum (2), and Journal Forum (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

HD 12. Learning and Constructivist Theories

Titles of Presentations/Lecture Content:

- Introduction to Learning Theory
- Learning Theory: Watson
- Learning Theory: Behaviorism -Skinner
- Learning Theory: BF Skinner -Behavior Modification

- Learning Theory: Shaping
- Shaping Continued/ Modeling
- Social Learning Theory
- Bandura Documentary BBC
- Cognitive Theory: Montessori Vygotsky Piaget
- Growing Minds: Davidson Films
- Piaget (Ann Epstein)
- Piaget Continued
- Theory of Mind
- Piaget: Examples of Conservation
- Cognitive Theory: Montessori

Assigned Reading: 1946 London Lectures 3, 4, 5; Learned Independence; The Gambler's Curse and Atomic Habits, Theories of Development Album 10-35.

Internet Resource: Unconditioned vs Conditioned Responses; Understanding Motivation, what happens in the brain during Eureka moment, What's Wrong with Timeouts? The Peace Rose.

Written Resources: Piaget's Cognitive Stages, Piaget's Substages, Learning Theory PPT

Assigned Essay Questions/Assignments: Students will add to their timeline of Theorists; Students will conduct a respectful cognitive experiment (theory of mind, conservation, etc.) and share outcomes. Students will also write substantive posts in response to questions in the Discussion Forum (2), and Journal Forum (1)

Zoom Video Chat: Lesson/Review in real time with Instructional Guide and Cohort

HD 13. Theories of Emotion and Attachment

Titles of Presentations/Lecture Content:

- Emotional Theory Freud
- Erik Erikson Part 1 (Ann Epstein)
- Vintage Interview with Erik Erikson
- Emotion Theory: Erikson Part 2
- Emotion Theory Attachment
- Emotion Theory: Attachment - Harlow
- Attachment Theory: Bowlby
- Attachment Theory: Mary Ainsworth - Introduction
- Ainsworth: The Study of Love
- Chart of Attachment Behaviors

- A Meditation on Mahler's Theories
- The Rouge Test

Assigned Reading: 1946 London Lectures 6, 7; Your Baby is Speaking to You, p 91 - 99, Deviations: Barriers and Fugues; Comparison of Charts; Theories of Development Album 36 -48

Internet Resource: Attachment, Defense Mechanisms, Reactive Attachment Disorder

Assignment Forums: Students continue adding theorists to timeline. Students will also write substantive posts in response to questions in the Discussion Forum (2), and Journal Forum (1)

Zoom Video Chat: Lesson/Review in real time with Instructional Guide and Cohort

HD14. Ecological, Evolutionary, and Systems Theories

Titles of Presentations/Lecture Content:

- Zone of Proximal Development: From Theory to Practice
- Jerome Bruner
- Bruner: Discovery Learning/Joint Attention
- Spiral Curriculum
- General Discussion of Montessori - All Ages
- Eric Berne - Stresses and Hungers
- Eric Berne - Games People Play
- Eco-psychology Introduction
- Eco-psychology 2
- Eco-psychology 3
- The Influence of Nature
- Evolutionary Theory PPT

Assigned Reading: 1946 London Lectures 9, 14, 15; Your Baby is Speaking to You p91-99, Dynamic Systems Theory; Montessori and Constructivism

Internet Resource: The Great Lessons, The Science of Neglect, ACEs; Bronfenbrenner Chart
Additional Resources: Eco-psychology PPT, Systems Theory PPT

Assignments: Timeline of Theorists completed

Forums: Discussion (2), and Journal Forum (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

WK2. HD-15 Discovery of the Child and The Science of Peace Titles of

Presentations/Lecture Content:

- Discovery of the Child - Introduction to Piagetian Sub-stages
- Stage One - Reflexes
- Stage One - Environmental Supports 1
- Stage One - Environmental Supports 2
- Vicki's Developmental Charts
- Stage Two
- Stage Three
- Stage Three continued
- Stage Four
- Stage Five Development and Environments
- Stage Six Development and Environment
- Planes of Development
- The Obstacle of War
- Symptoms of Conflict
- The Science of Peace

Assigned Reading: 1946 London Lectures 11, 13 Theories of Development Album 68 -83, How Montessori Education Contributes to Peace, Helpers of Humankind

Internet Resources: Brain Development Process; Topponcino, Sensorimotor Sub-stages Article; We are All Connected (music video)

Assigned Essay Questions/Assignment: Stages of Development Chart.

Forums: Discussion (2), and Journal Forum (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

Assignments, Evaluation Requirements, and/or Performance Assessments

1. View all Course videos
2. Read all text and provided resources
3. Complete Assigned Essays

4. Activity – Construct Developmental Chart from packet
5. Participate in Discussion Forums and Journals
6. Color and label brain (lobes and areas)
7. Complete the Nutrition meal-mapping (teacher and children)
8. Compile Nutrition Resource Chart
9. Create Theorist Timeline Chart
10. Fill in Stages of Development Chart
11. Sensitive periods, Development Quiz
12. Module Participation Grade

Required Textbooks

Understanding the Human Being, Silvia Montanaro

Nutrition for Learning, Jan Katzen

What's Going on in There? Lise Eliot The Absorbent Mind,

Maria Montessori

1946 London Lectures, Maria Montessori Tao of

Montessori, Catherine McTamaney

Theories of Development Album, Victoria DeLilla

Articles and internet resources provided on the course site and listed in weekly section

Center for Guided Montessori Studies

Child in the Family, Montessori in the Home

Academic Clock Hours: 60 Distance Learning Hours/ 4 Residential Hours

Video Instructors: Tracey Hall, Annamarie Edwards

Additional Video Presentations from: Meghan Hicks, Ann Epstein, Terri Sherrill, Kathy Leitch

Course Description: This course is meant to inspire a respect for the parent/child relationship, and an appreciation for the role of the parent in the child's life. The course also seeks to provide the student with tools that will help them develop partnerships with parents, and to communicate with them in a way that is supportive, informative and effective. Also included is instruction and demonstrations for leading weekly parent/child classes, and information about creating responsive Montessori home environments

Course Objectives:

(MACTE Competencies Correlation numbers noted)

- *To have compassion and empathy for parents, and to develop a deep commitment to forming partnerships in the care of children (1a, 1b,2d, 3d, 3e, 3f)*
- *Develop an understanding for child's unity with their parents, culture, and community, an appreciation for differences, and respond with respect in our care of children and their families. (2d, 2j, 3d, 3e, 3ef)*
- *To confirm that helping the parent to learn and grow in their abilities to respond effectively to their children is a primary function of our job (as important as caring for the child), and to recognize that we have time to take all the small steps necessary to form supportive and caring relationships with parents. We are only brief encounters in the child's life, but if we can set parents on a positive path, then we have accomplished long lasting security for the child and their family (2d, 3d, 3e, 3ef)*
- *To begin to develop communication strategies and practices that supports a meaningful partnership with parents (2c,3d, 3e, 3f).*
- *To develop the ability to create documents and records that accurately reflect observations and assess the child's development (physical, social, emotional, spiritual) in order to keep parents informed and engaged (1a, 1b, 2d, 2e, 2f, 2g, 2h, 3b,3d,3e,3f)*
- *To become increasingly aware of our underlying beliefs, habits, and cultural lens – and to understand the way it affects our perceptions and choices (2h, 2j,*

3e).

- *To understand the term “doxa” as what is taken for granted in any particular society. “Doxa, in this view, is the experience by which “the natural and social world appears as self-evident”. It encompasses what falls within the limits of the thinkable and the sayable (“the universe of possible discourse”) that “goes without saying because it comes without saying’.” To recognize doxa in ourselves (1a, 1b, 2h, 2j)*
- *To gain a deeper understanding of the interplay between culture and biology (that human beings literally embody the culture that surrounds them in the neural circuitry of our body/brains formed during the sensitive periods in the first three years of life (1a, 1b, 2i, 2j).*
- *To learn how to create, lead, and administer weekly parent/child classes (1a, 1b, 1c, 2c, 2f, 2i, 2j, 3e, 3f)*
- *To be able to help parents create a home life and to design living areas that are consistent with Montessori philosophy and practice (1a, 1d, 2c, 2d, 2h, 2j)*

Outline of Content and Learning Experiences: CFMH1

Building Relationships with Parents Titles of Presentations/Lecture Content:

- Building Relationships with Parents
- Transitions to School for Infants
- Parenting
- Connecting with parent
- Parent Communication
- Family Life Cycle 1
- Family Life Cycle 2
- Family Stress

Assigned Reading: Our Babies Ourselves, Chapter 2

Discussion Forum (3) Journal Forum (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

CFMH 2 Cultural Awareness

Titles of Presentations/Lecture Content:

- The Documentary “Babies” -- Thomas BalmesDoxa -

- Cross Cultural Studies
- Alloparenting
- Compare Care in Different Cultures Utah/Mayan
- Learning in Community
- Indirect Learning
- Coordination of Shared Endeavors

Assigned Reading: Our Babies Ourselves ,p 71-77 and 102-108; choose one of the following: Kung! 77-84/ Paraguay 84-91/ Gusii 92-97/ Japan , 98-102; The Unhappy Consequences of Being Child-Centered; In Maria's Words

Internet Resources: Are We Violating Evolved Expectations for Care? The Evolved Nest -Darcia Narvaez (Notre Dame). Four Ways Teachers Can Reduce Implicit Bias; Promoting Equity in Early Childhood Settings

Assignment Forum -Essay Question/Group Project: Compare and contrast your own cultural experiences with those from your chosen reading. **Discussion** Forum (3)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

CFMH 3 Conferences, Assessments and Sharing Challenging Information

Titles of Presentations/Lecture Content:

- The Teacher's Role as a Resource for Parents
- Conference with the Family
- Assessment
- Communicating with Parents about Challenging Behaviors
- Transitioning to the Next Level (Children's House)
- Building Relationships with Parents 1
- Building Relationships with Parents 2
- Building Relationships with Parents 3
- Building Relationships with Parents 4
- Building Relationships with Parents 5
- Teamwork

Reading: Chapter 7 Our Babies, Ourselves; Tracey's Conference Form, Asking Questions, Parent Relationship Workbook

Internet Resources: Family Resource Files, How to Handle Separation Anxiety (Montessori Approach); The Montessori Journey,

Assignment: Local Resources

Forums: Discussion (2) Journal (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

Quiz!

CFMH 4 Leading Weekly Parent/Child Classes

Titles of Presentations/Lecture Content:

- Introduction for Montessori Beginnings
- Overview of Elements in a Successful Class
- Leading Parent Discussions
- Self-Feeding Snack
- Closing in Song
- Preparing the Environment
- Program Administration
- Parent Child Classes
- Leading a Parent/Child Group (demonstration)
- Coaching
- Shaking Hands and Greeting
- Learning in Community
- Musical Games (the Scale)
- Music and Rhythm
- Music and Movement
- Music and Culture
- Playing After Music Time
- In the Prepared Environment 1
- In the Prepared Environment 2
- In the Prepared Environment 3

Assigned Reading: DAP p 102 - 115 Rituals and Routines: Supporting Infants and Toddlers and their Families; Enhancing Practice With Infants and Toddlers From Diverse Language and Cultural Backgrounds, Montessori Beginnings PPT-TH

Assignment: Plan a Parent/Child Class (Pick a Topic, Supporting Songs, Stories, Plan Snack, etc.)

Forums: Discussion Forum (2)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

CFMH 5 Montessori in the Home

Titles of Presentations/Lecture Content:

- The Prepared Environment in the Home Review
- The Prepared Environment in the Home - Toddlers
- Work in the Kitchen
- Self-Care
- Care of the Environment
- Preparing the Bedroom
- Furniture for a Montessori Home
- Observation and Practice
- Toy/Material List
- Supporting Parents
- Discipline
- Setting Respectful Boundaries
- Consent
- Conflict Among Children
- More Ways to Say “No”
- Toilet Learning at Home
- Sensitive Periods for Toileting
- Night-time Toileting

Reading - Nurtured by Nature 7-37

Internet Resources - How we Montessori at Home

Assignment (from last week): Plan a Parent/Child Class (Pick a Topic, Supporting Songs, Stories, Plan Snack, etc. Due this week - Post in Week 2 forum.)

Assignment Forum - Never do for a child what they FEEL they can do for themselves

Discussion Forum (2) Journal Forum (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

CFMH 6 Practicum Prep Week – Prepare for the Child

Titles of Presentations/Lecture Content:

- Observation (12:02)
- Honoring Temperament is Essential (4:37)
- How Thinking Skills Develop (4:26)
- Psychological Development (12:29)
- Psychological Well-being (13:49)
- 5 Steps for Brain-Building Serve and Return (6:06)
- Science Based Innovation in Early Childhood (3:00)

Reading - Chapter 3 DAP Focus on Infants and Toddlers; DAP 51-83

Internet Resources - Growing Up (approx. 30 mins); Family and Community Engagement; Maternal and Child Health Inequities Emerge Even Before Birth; A MONTESSORI SOLUTION IN ACTION (3:47)

Assignment: Working on Practicum Paperwork

Forums: Discussion and Journal

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

Assignments, Evaluation Requirements, and/or Performance Assessments

1. View all Course videos
2. Read all text and provided resources
3. Essay and Group project: One-to-two-page paper - Compare and contrast your own cultural experiences with those from your chosen reading. Reflect. Post in forum to share with classmates.
4. Participate in Discussion Forums and Journals
5. Plan a Parent/Child Class (Pick a Topic and Develop a Presentation, Plan Songs, Stories, Snack, Environmental Supports etc.)
6. Turn in Parent Conference reflections for Fall and Spring meetings in the Practicum area drop box
7. Module Participation Grade

Required Textbooks/Reading

Our Babies, Ourselves: How Biology and Culture Shape the Way We Parent, Meredith F. Small
Tao of Montessori , Catherine McTamane

Articles and internet resources provided on the course site and listed in weekly

Center for Guided Montessori Studies

Principles to Practice: Environmental Design

Academic Clock Hours: 50 Distance Learning Hours/ 22 Residential Hours

Instructors: Tracey Hall, Annmarie Edwards

Additional Video Presentations from: Meghan Hicks, Jonathan Wolff, Victoria DeLilla, Aja Staniszewski, Kathy Leitch

Course Description: It is said that a well-prepared environment is the best “assistant” a Montessori guide could hope for. When needed items are placed where a child can reach them, the child is able to act independently. When the right number of materials is available and thoughtfully placed, it attracts the child’s attention and appeals to their sense of order. When materials are a match for the child’s developmental needs, the child is able to engage in activities that are satisfying and meaningful. This course studies both the practical and philosophical components that are essential when designing spaces that will support the growth and development of infants and toddlers. From discussions of preparing for the newborn during the symbiotic period, to anticipating the needs of an energetic toddler, we take a close look at the indoor and outdoor design elements that support the needs of each individual child, as well as a caring Montessori community of learners.

Course Objectives:

(MACTE Competencies Correlation numbers noted)

- *Develop an appreciation for the influence of the environment on human development (1a, 1b, 2c, 2i, 3a,3e,3f)*
- *Gain knowledge of the characteristics of optimal environments for supporting whole child development of infants and toddlers, including Montessori classrooms for infants and toddlers, parent/infant programs, and home environments. (1a, 1b, 1c, 2c, 2i, 3a,3e,3f)*
- *Gain appreciation for order, beauty, and the subtle influence of color, aroma, light, and sound in the environment and how to use these to positively support development. (1a, 1b, 2c, 2i, 3a,3e,3f)*
- *Understand the importance of supporting the ongoing development of the child’s independence through a well-planned environment with opportunities for freedom and choice, and designed for the child’s success (1a, 1b, 2c, 2i, 3a,3e,3f)*
- *Gain practice and skill in environmental design for young children, including; areas for movement, eating, sleeping and rest, physical care, and gardening and outdoor activities (1a, 1b, 2c, 2i, 3a,3e,3f)*
- *Understand the adult as part of the prepared environment and thus*

the importance of spiritual preparation (1a, 1b, 2h 3a,3e,3f)

Outline of Content and Learning Experiences

Residential Course Topics

1. Influences of the environment on healthy development
2. Qualities of a well-prepared infant environment
3. Qualities of a well-prepared toddler environment
4. Supporting Parents in preparing home environments
5. Preparing the environment for parent- infant/toddler programs

Distance Learning Course Outline

Env. Des 1. Preparing the Environment for Infants (Home and School)

Titles of Presentations/Lecture Content:

- Birth to Three Months (Meghan Hicks)
- Three to Six Months
- Six to Twelve Months
- The Standing Child
- Opportunities for Gross Motor Development
- Setting up a Weaning Area 1
- Setting up a Weaning Area 2
- Changing Station
- Preparing the Environment for Sleep

Assigned Reading: Chapters 5, 6, and 8 in Understanding the Human Being; Environmental Design Infant Album

Internet Resource: Topponcino, The Biology of Infant Sleep, Feeding babies too soon; First Bite, Montessori environments, Infant looking at mobile

Assignment Forum Essay Question: Everything We Do is Education; What does weaning mean in Montessori?

Forums: Discussion (2), Journal Entries (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

Env Des 2. Preparing the Environment for Toddler – Keeping Philosophy at the Heart of Everything We Do

Titles of Presentations/Lecture Content:

- Introduction (Annamarie Edwards)
- Toddler Environment Tour Indoor
- Toddler Environment Tour Outdoor (Patio/Loose parts)
- Toddler Environment Tour Playground
- Orient, Explore, Adapt
- Order, Repetition, Concentration
- Supporting Independence
- Supporting Human Tendencies
- Our Best Assistant
- Preparing for Needs

Assigned Reading: Chapter 9 in Understanding the Human Being; Environmental Design and Pedagogy for Toddlers

Additional Resources: Human Tendencies, Sensitive Periods; Environmental Checklist

Assignment Forum: Synthesis Activity – Observing for Sensitive periods, Human Tendencies, Developmental Domains, **Discussion** (3)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

Env Des 3. The Prepared Environment (cont)

Titles of Presentations/Lecture Content:

- The Importance of Language
- Music as Language
- Freedom to Choose
- The Child
- The Spiritual Preparation of the Adult
- Conclusion
- Adult Appearance
- The Wonder of Life –
- Indoors/Outdoors
- The Child in the Garden

Assigned Reading: Chapter 10 in Understanding the Human Being; In Maria's Words

Internet Resource: Toddlers Blooming in the Garden; Environmental Supports to Match

Developmental Needs

Assignment Forum: Shopping Spree, Discussion (3); Journal (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

Env Des 4 Creating Environments of Peace

Titles of Presentations/Lecture Content:

- Aromatherapy
- Infant Massage
- Peace Table for Toddlers
- Breathing
- Music, Sound, Lighting and Fresh Air
- Color
- Aesthetics
- Yoga (placeholder)
- Outdoor Environments
- Nurtured by Nature: A Child's Garden
- Our Cosmic Task
- Development of Empathy
- Stages of Love
- Weekly Reflection: Tao of Montessori # 5

Reading: Nurtured by Nature 129 - 158; Peace Education, Design Components

Internet Resources: TEDMED Dan Siegal and Goldie Hawn, Peace Education

Assignment: Design Your Own Classroom - indoors and out with complete shopping list and prices (post in forum and in dropbox at top of Module page)

Forum: Discussion (2)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

Env Des 5 – Practicum Prep Week – Prepare the Environment

Titles of Presentations/Lecture Content:

- Preparing the Environment - Introduction (8:35)
- Preparing the Environment - Home Environment (22:32)
- Preparing the Environment - Parent Child Classes (14:48)

- Preparing Environments for Infants (17:57)
- Preparing Environments for Toddlers 1 (47:41)
- Independence and Self-efficacy (3:29)
- Preparing Environments for Toddlers 2 (26:55)
- Preparing the Outdoors (8:59)
- Flow, Layout, and the Adult (12:20)

Reading: Toddler Furniture Dimensions; Measurements of Children; Montessori Atrium Makeover
Constructive Playthings - Infant and Toddler Spaces; Welcoming Environment Resources

Additional Resources: Intern Practicum Guide, The Four Agreements, Expectations (Roles)

Assignment: Preparation of Practicum paperwork – Classroom inventory, load up pictures of environment

Forum: Discussion (2) Journal (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

Assignments, Evaluation Requirements, and/or Performance Assessments

1. View all Course videos
2. Read all text and provided resources
3. Complete Assigned Essays
4. Participate in Discussion Forums and Journals
5. Create a floor plan of an indoor and outdoor environment (can be of existing classroom space or a “dream” environment if money and space were no object. INCLUDES shopping for all needed classroom furniture and supplies and providing links and prices.
6. Practicum Journal – Monthly photos and text showing the progression of your environmental design work in your practicum environment
7. Practicum – Complete Environmental Assessments
8. Synthesis Activity – Using scenarios to identify changes in sensitive periods, human tendencies, and developmental domains
9. Shopping choices (appropriate colors, mediums, etc.)
10. Module Participation Grade

Required Textbooks/Reading

Understanding the Human Being, Silvana Montanaro

Nurtured by Nature: A Child’s Garden, Victoria

DeLilla

The Tao of Montessori, Catherine McTamaney

Articles and internet resources provided on the course site and listed in weekly reading assignments

Center for Guided Montessori Studies
Leadership and Administration Course Guide

Academic Clock Hours: 40 Distance Learning Hours/ 10 Residential Hours

Video Instructors: Valaida Wise, Kathy Leitch

Additional Video Presentations from: Jon Wolff, Lorna McGrath, Tim Seldin

Course Description: This course provides information and practice to prepare the intern for her roles in leadership capacities. This includes the teacher's responsibility to create an emotionally stable classroom through positive relationships and regard for their assistant, as well as other members of the staff. Often, parents turn to the teacher for guidance, so this course also seeks to strengthen communication skills, and encourages teachers to foster a commitment towards building a caring community in which all members feel valued. Finally, this course will serve as an introduction for the logistics and legal requirements for operating a school with the intent of helping the intern to be more understanding and supportive of their administrator.

Course Objectives:

- *To develop leadership skills and sensitivities that are consistent with Montessori aims (1a, 2d, 3a)*
- *To help students gain a deeper understanding and appreciation for the tasks, time, and resources required to operate a school, and administrative issues (3e)*
- *To increase student's working knowledge of the state and local requirements for licensing, including documentation (1d, 2g, 3b, 3e)*
- *To appreciate and commit oneself to creating thriving communities in which every person feels valued, and empowered to become their best self (2d, 3a, 3d, 3e)*
- *To realize that putting energy into proactive planning and protocols (that supports staff and families and allows us to avoid the frustration of stressful conditions) is not only more effective, but it is also exponentially more efficient (3a, 3d, 3e, 3f)*
- *To raise awareness of non-violent and collaborative peacemaking*

strategies, and to practice them for creative problem solving, and in building mutually beneficial, constructive, and satisfying relationships with others. (3a, 3d, 3e, 3f)

- *To develop and maintain peaceful and positive partnerships with parents, fellow staff, and the school administration on behalf of the children. (1a, 3a, 3d, 3e)*
- *To design an environment that promotes a peaceful tone and fosters personal transformation in children and adults. (1a, 2c, 2d, 3e)*

LDR 1. Effective Communication and Crucial Conversations

Titles of Presentations/Lecture Content:

- The Partnership of Peace
- Active Listening/ Reflective Listening
- Coaching, Mediation and Crucial Conversations
- Interpersonal Aspects of Peace
- Montessori's Decalogue Applied to Adults
- Weekly Reflection: Tao of Montessori #22

Internet Resources: Ted Talk: Dare to Disagree

Assigned Reading: Six Habits of Healthy Schools; Crucial Conversations Workbook; Young Children Develop in an Environment of Resources; Four Ways to hear a Difficult Message NVC; The Four Components of Nonviolent Communication; The 5 Languages of Appreciation; Feelings-When Met or Unmet.

Additional Resource: The Ten Habits of a Caring Organization – Johns Hopkins (optional)
Assignment forum: Work in the Crucial Conversations Workbook (Your Style Under Stress Test; Learn to Spot Crucial Conversations, Crucial Conversation Checklist).

Forums: Post written responses in Discussion (2) and Journal (1) Forums

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

WK 4. LDR 2. Managing Assistants/Interns and Staff Relationships (This topic is also constantly available in the Practicum area of our course for easy reference)

Titles of Presentations/Lecture Content:

- On Community and Teamwork
- Creating Alignment in the Classroom
- The Role of Teachers and Interns
- The Role of Teacher and Assistant
- The Roles of Co-teachers
- Communicating about Consistency
- On the Value of Weekly Meetings
- On Being Part of a Montessori Faculty
- Weekly Reflection: Tao of Montessori #76

Assigned Reading: Creating Alignment Around Ground Rules; Classroom Meeting 2 – The Magic Question

Resources to Review: Description of Roles; Expectations and Responsibilities of the Supervised Intern, Expectations and Responsibilities of the Self-Directed Intern; Caregiver/Tone keeper Worksheet; Classroom Team Meeting Weekly Agenda; Classroom Team Meeting Weekly Agenda (with clarifications); The Four Agreements; Positive Qualities of Communication; Being a Supportive Team Member

Internet Resource: I never realized how much I would miss grades

Assignment: Customize the Assistant Packet to reflect the procedures in your own school/classroom; Hiring an Assistant Who is a 'Good Fit'

Forums: Post written responses in Discussion (2) and Journal (1) Forums

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

WK5. LDR 3. Administration

Titles of Presentations/Lecture Content:

- Introduction
- What is an administrator?
- Leadership structures
- The importance of administration
- Perspectives: Administrative and Teachers
- Supporting Administration
- Legal Structures
- Administration in smaller schools
- Legal responsibilities
- Requirements for operating a school
- Budgeting and finance
- Other business issues
- Parent Relationships from an Administrative Perspective

- Parent Organizations
- Starting and Marketing a School
- How do you know when you are doing well?
- Safety - Tim Seldin
- Health and Safety – Ann Epstein
- Wrap up
- Weekly Reflection: Tao of Montessori #68

Assigned Reading: Leadership Album p 4-22, 37-53

Assignment: Interview an Administrator/Head of

School **Forums:** Discussion (3) and Journal Forum (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

WK6. LDR 4. Administration of Infant/Toddler Programs

Titles of Presentations/Lecture Content:

- Administration and Regulations
- The Importance of Responsive Staff
- Supporting Parents
- Communications
- Parent "Education"
- Creative Engagement
- Staffing and the Importance of Relationship
- Professional Development
- Weekly Reflection: Tao of Montessori #81

Assigned Reading: Leadership Album 23-36; IMC Code of Ethics

Internet Resource: Montessori Public Policy Initiative (MPPI)

Forums: Post written responses in Discussion Forum (at least 3) and Journal Forum (1)

Zoom Live Class: Lesson/Review in real time with Instructional Guide and Cohort

Assignments, Evaluation Requirements, and/or Performance Assessments:

1. View all Course videos
2. Read all text and provided resources
3. Complete Assigned Essays and Participate in Discussion Forums and Journals

4. Head of School Interview Summary
5. Complete Crucial Conversations Workbook
6. Create an Assistant's Packet
7. Module Participation Grade

Required Textbooks

Child, Family, and Community, Leadership Administration Album - Vicki Delilla
Articles and internet resources provided on the course site and listed in week

**Center for Guided Montessori Studies Montessori
Early Childhood Curriculum Overview**
(Required for students who do not have Montessori Certification at the EC level)

Academic Clock Hours: 40 Distance Learning Hours

Video Instructors: Kitty Bravo, Tim Seldin, Jonathan Wolf, Mary Colarullo, Cathie Perolman, Patti Rivera

Course Description:

This overview course is required for all students completing the Infant-Toddler Certification who do not already have an Early Childhood certification from an accredited Montessori institution. The course will help students develop a deeper understanding of Montessori Philosophy and how the Early Childhood environment meets the needs of children 3-6. Students will see lectures explaining the theory of each curriculum area and see a sampling of lesson presentations.

Course Objectives:

- *To provide an understanding of the philosophy of the Montessori curriculum*
- *To introduce each of the Early Childhood curriculum areas; Practical Life, Sensorial, Math, Language, and Cosmic Education (Science, Geography, History, and the Arts). This introduction will present the philosophy and theory of each area explaining how the activities of this area meet the needs of the child from 2 ½ - 6.*
- *To give students an opportunity to see a sampling of presentations from each area, providing greater understanding and appreciation for the work of the child at the Early Childhood level.*
- *To help students understand how the curriculum at this level supports the development of the whole child and builds a foundation for success in later school experiences and life.*
- *To help students understand the relationship of the Early Childhood curriculum to other level of Montessori Education.*

Outline of Content and Learning Experiences

ECO 1. Foundations: Early Childhood Theory and Practical Life

Titles of Presentations/Lecture Content:

- The Three Elements
- The Hand is the Instrument of Intelligence
- The Curriculum as a Spiral Plane

- The Curriculum Chart
- The Long Uninterrupted Work Period
- Practical Life
- Practical Life Empowers Children
- Carrying a Tray
- Sitting at Table
- Fundamental Skills - Dry Pouring
- Wet Pouring (spouts and handles)
- Elaborations on Control of Error
- Polishing
- Washing Dishes
- Silence

Assigned Reading: Cognitive Science PPT, Practical Life, In Maria's Words, Giving the House to the Children, The Classroom Meeting, The First Classroom Meeting, Montessori Behavioral Objectives, Two Important Lessons in the Early Childhood, Classroom Management in a Nutshell

Internet Resource: Practical Life Blog, Older Students Talk about Multi-aged Grouping, Normalized Montessori Classroom

Forums: Discussions (2), Journal Entries (1)

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

ECO 2. Sensorial and Math

Titles of Presentations/Lecture Content:

- The Sensorial Area - Introduction
- Education of the Senses: A System of Materialized Abstraction
- The Purpose of the Sensorial Area
- Introduction to Knobbed Cylinders
- Tower of Cubes "The Wall"
- Color Box Three: Initial Presentation
- Geo Solids: Initial Presentations and Extensions
- Geo Cabinet - Demonstration Tray
- Binomial Cube - Outside the Box
- Sound Cylinders - Matching
- Bells - Matching
- Mystery Bag

- Thermic Bottles
- Summary of the Introduction of Sensorial
- Mathematics Part 1
- Mathematics Part 2

Assigned Reading: Control of Movement, Sensorial, The Math Area, The Montessori Way p 65-74 and 82-90

Internet Resource: Montessori Morning

Forums: Discussion (2) Journal (1)

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

ECO 3. Language

Titles of Presentations/Lecture Content:

- Language
- Pre-Reading Overview Lecture
- Pre-Writing: Metal Inset Lesson 3 (Frame and Inside Lines)
- Stimulating Language Development
- Introduction to Auditory Discrimination/Phonemic Awareness
- Rhyming Words
- I Spy - Beginning Sounds
- Sandpaper Letters
- Sandpaper Letters and Objects Lesson
- Transition to the Moveable Alphabet
- Making Sentences with the Moveable Alphabet
- Journal Writing
- Parts of Speech - Adverb
- Observing Motor Development
- Observing Sensory Need
- Hands on Wall
- Busy Bee
- Dance

Assigned Reading: In Maria's Words; The Language Area, Language and Learning Opportunities at the Early Childhood Level, The Montessori Way p 75-79; The World in the Palm of Her hands p 28 – 30

Internet Resource: Toddlers Blooming in the Garden

Forum: Discussion (2); Journal (1)

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

ECO 4. Cosmic and Peace

Titles of Presentations/Lecture Content:

- Cosmic Curriculum 1Cosmic Curriculum 2
- Collecting artifacts from Around the World
- Incorporating Cultural Studies into Practical Life
- Extending Cosmic Education into Language, Science, and Art
- Science Song
- Animals on Continents
- Some Ideas about Botany
- Matching Paintings - Famous Artists
- Celebrations of Life - Foundations of Peace
- Additional Videos
- The Children's House Tour (indoor)
- Lower Elementary
- Elementary Gardens and Wooded Area
- Upper Elementary
- Journey Conclusion

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Assigned Reading: Cosmic Education at the EC Level, Art and Creativity in the Montessori Classroom, Presentation of Cultures/Continents; Scroll through The World in the Palm of Her Hands p 41-151

Internet Resource: Our Peaceful Classroom, Humble and Kind, Montessori Around the World

Forum: Discussion (2); Journal (1)

Weekly Zoom: Lesson/Review in real time with Instructional Guide and Cohort

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Assignments, Evaluation Requirements, and/or Performance Assessments

1. View all Course videos
2. Read all text and provided resources

3. Participate in Discussion Forums and Journals

Required Textbooks/Reading

The Montessori Way

The World in the Palm of Her Hand

Early Childhood Practical Life Album

Articles and internet resources provided on the course site and listed in weekly reading assignments

Addendum: IMC Practicum Standards

9.1 Practicum/ Student Teaching Requirements at the Infant- Toddler Level

- 9.1.1 Adult Learners must complete a minimum of 30 hours of course work either through distance learning or in residence before the practicum phase begins.
- 9.1.2 Length and Structure of Practicum: Minimum length 400 hours.
- 9.1.3 The total practicum hours which must include, the following: supervised teaching, observation, interaction between adult learners and materials, interaction between adult learners and children, integration of knowledge with practice, preparation and care of the environment, communications, demonstration of skills, further study, internalizing of theory, and application of theories and methods.
- 9.1.4 Interns may elect one the following concentrations for their practicum:
 1. Infant Concentration – practicum takes place in a Montessori Infant environment serving children up to 18 months of age.
 2. Toddler Concentration – practicum takes place in a Montessori Toddler environment serving children up to 36 months of age.
 3. Infant – Toddler Specialist Concentration - for professionals working in child services in a variety of ways other than a typical Montessori classroom, this may include: social workers, pediatric medical professionals, parent educators offering Montessori Parent – Infant programs, administrators, and consultants. The Specialist Concentration requires a written plan detailing how the 400 hours and requirements in

8.1.2 will be met. This plan must be approved by the Course Director.

- 9.1.5 Practicum observation assignments for all concentrations must include observation of infants, and toddlers, and Montessori environments for both infant and toddlers. Virtual observations may be used for some observations, but not all observation assignments if there is not a Montessori environment offering infant or toddler levels within reasonable travel distance.

9.2 Requirements for Practicum Site

- 9.2.1 The practicum site must meet all local and state licensing regulations.
- 9.2.2 The practicum site must provide an environment which is carefully prepared, based on Montessori principles and the developmental needs of infants and/or toddlers. The environment must be beautiful and orderly.
- 9.2.3 The practicum site must communicate school policies to the student and the teacher education center in writing.
- 9.2.4 The practicum site must have a written non-discrimination policy for children and staff.
- 9.2.5 The practicum site must provide the intern with a written contract/ job description clearly delineating the intern's job responsibilities and the nature and type of remuneration to be given.
- 9.2.6 The practicum site will provide janitorial services. New or small schools may receive a waiver if they (a) demonstrate plans to provide such services within a reasonable time or (b) have made other reasonable provisions for maintaining the cleanliness of the school.
- 9.2.7 The practicum site agrees to provide appropriate supervision for the intern in regards to the full responsibility and supervision of children.
- 9.2.8 The practicum site must agree to cooperate with the Teacher Education Center in all matters relating to the practicum and the course.

9.3 Standards and Responsibilities for Supervising Teachers

- 9.3.1 **Credentials:** Supervising teachers must hold a Montessori credential at the Infant and Toddler level from a MACTE accredited teacher education program or its equivalent. Exceptions shall be determined by the Course Director and reported to the IMC Teacher Education Committee.
- 9.3.2 **Teaching Experience:** The supervising teacher must be at least in the third year of teaching after receipt of the credential.
- 9.3.3 **Attendance:** The supervising teacher must be in the intern's classroom full time.
- 9.3.4 **Student Experience:** The supervising teacher is responsible for providing opportunities for the intern to develop experience in the following areas:

- Preparation of indoor and outdoor environment

- Observation, record keeping, assessing student progress, and planning for individual student progress, and planning group activities
- Supporting children in independent personal care
- Preparation and presentation of lessons to individuals and groups
- Material making
- Developing communication skills with students, parents, and staff members.
- Participation in Parent/Community activities such as parent education programs, parent–teacher conferences, interviews, open houses
- Classroom management – individual and group strategies
- Staff and School involvement – participation in staff meetings, problem solving, and school-wide events

9.3.5 Meetings: The supervising teacher must schedule regular review sessions with the student teacher, at least once monthly, to assess progress in the above areas.

9.3.6 Assessment and Communication: The supervising teacher must complete all evaluation requested by the teacher education center at the designated times. The supervising teacher also agrees to inform the teacher education center in the event of any difficulties or concerns regarding the professional performance of the intern.

9.4 Self- Directed Internships

9.4.1 IMC strongly believes in the importance of the supervised internship as the best model for preparing teachers. With this in mind, we recognize that many Infant – Toddler interns will be self-directed, starting new programs, or working in schools where there is not a certified teacher to serve in the supervising role. When a self-directed internship is needed, the following guidelines must be met.

9.4.2 The self-directed intern must have previous experience in a Montessori classroom and/or three or more years of experience working with children in other environments.

9.4.3 A written plan of supervision must be submitted to the Teacher Education Center and approved by the Director.

9.4.4 The plan must include provision of a mentor that meets the supervising teacher credential and experience qualifications. The mentor must observe the intern at least once every month, either on site or by video, and meet with the intern on a weekly basis to provide support and

feedback.

- 9.4.5 The self-directed intern will be required to do additional classroom observation in model classrooms.
- 9.4.6 The self-directed intern will have at least three additional evaluations from the Teacher Education Center's Field Consultant either on site or through video conferencing.

9.5 Standards for Evaluating Interns

- 9.5.1 **Field Consultations:** The interning teacher will receive a minimum of three observation/evaluation visits from a qualified Field Consultant representing the Teacher Education Center. The purpose of these visits will be to provide feedback and support to the intern and supervising teacher and to assess the progress of the intern in meeting course goals. The Field Consultant will meet with the intern and the supervising teacher during the visit. A written report will be completed after each visit and be presented to the intern and the teacher education center. Evaluations may be done through video conferencing when students are in remote locations; however, IMC encourages centers to provide live on-site observations and evaluations whenever possible.
- 9.5.2 **Field Consultation Qualifications:** Field Consultant will hold a bachelor's degree and a Montessori credential recognized by IMC with a minimum of three years of experience teaching in Montessori Infant - Toddler environments. Exceptions to the bachelor's degree may be considered for teachers with 10 or more years of experience but must be approved by the Course Director.
- 9.5.3 **Practicum Site and Supervising Teacher Agreements:** The Teacher Education Center will provide the Practicum Site and the Supervising Teacher written guidelines and expectations for the internship. A copy of this document signed by the Practicum School Administrator, Supervising Teacher, and the Intern will be kept in the intern/student's file.
- 9.5.4 **Practicum Assignments:** The Teacher Education Center will assure that the intern has the opportunity to develop skills in the following areas by providing specific assignments that address these areas and/ or providing a variety of assessment/evaluative strategies measuring the students' progress in developing these skills:
- Preparation of indoor and outdoor environment
 - Observation, record keeping, assessing student progress, and planning for individual student progress, and planning group

activities

- Supporting children in independent personal care
- Preparation and presentation of lessons to individuals and groups
- Material making
- Developing communication skills with students, parents, and staff members.
- Participation in Parent/Community activities such as parent education programs, parent–teacher conferences, interviews, open houses
- Classroom management – individual and group strategies
- Staff and School involvement – participation in staff meetings, problem solving, and school-wide events
- Preparation of indoor and outdoor environment
- Observation, record keeping, assessing student progress, and planning for individual student progress, and planning group activities
- Supporting children in independent personal care
- Preparation and presentation of lessons to individuals and groups
- Material making
- Developing communication skills with students, parents, and staff members.
- Participation in Parent/Community activities such as parent education programs, parent–teacher conferences, interviews, open houses
- Classroom management – individual and group strategies
- Staff and School involvement – participation in staff meetings, problem solving, and school-wide events

9.5.5 Monthly Contact: The TEP shall assign a Field Consultant or Mentor to each intern. This consultant/mentor will contact the student at least once per month to answer questions and provide support. Contact may take place by phone, video conferencing, email, or in person. Documentation of contact must be kept in the student's file.