

Syllabus

MTI* K244 3 CREDIT HOURS MTI 5 PRACTICUM 1

Prerequisites: MTI* K240, MTI* K241, MTI* K242, MTI* K243 and signature from signature from ECE program coordinator or MTI faculty.

Contact Information:

Barbara Barton, Field Supervisor

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Course Discription:

MTI* K244 (formerly MTI K244)

3 CREDIT HOURS

MTI 5 PRACTICUM 1

Prerequisites: MTI* K240, MTI* K241, MTI* K242, MTI* K243 and signature from signature from ECE program coordinator or MTI faculty.

The internship with seminar will include the creation of Montessori materials and an album.

MTI* K245 (formerly MTI K245)

3 CREDIT HOURS

MTI 6 PRACTICUM 2

Prerequisite: MTI* K240, MTI* K241, MTI* K242, MTI* K243 and signature from ECE program coordinator or MTI faculty.

This internship with seminar will include the creation of more Montessori materials, continued work on the album, and the final certification exam.

Course Outcomes:

Upon successful completion of all program requirements, including this practicum, graduates will be able to:

1. implement Montessori Philosophy (your performance, choice of curriculum and interactions with the children
2. understand developmental needs and variations of the children
3. create and maintain a Montessori environment that enhances the development of children's psychological, social, physical, and intellectual development.
4. observe children for assessment purposes.
5. create a curriculum using appropriate Montessori apparatus.
6. create learning materials that are developmentally appropriate for children in each stage of growth.
7. plan and implement programs that are safe, effective, and responsive to children's needs while meeting MACTE competencies.
8. develop and demonstrate communications skills/methods for use with parents and fellow professionals.
9. manage a Montessori classroom in various public and private settings.
10. create and maintain an environment which meets state licensing requirements as well as high standards in health, safety and nutrition.
11. Hold confidentiality of children, staff, parents etc
12. Aware of and abide by State licensing regulations
13. Maintain AMS Code of Ethics and standards

Required Competencies:

Montessori Teacher Institute /Three Rivers Community College

Student:	Code: _____ = Not Observed
Instructor:	_____ = Skill Developing
Dates:	_____ = Implemented successfully

General Skills Evaluation (Practicum):

1 st	2 nd	3 rd	Skill
			Implement Montessori Philosophy (your performance, choice of curriculum and interactions with the children)
			Prepare effect environment
			Keep accurate records on children and progress
			Make accurate observations or children’s behaviors, needs, abilities and use the knowledge acquired through observation in your dealings with children
			Relate well to younger children
			Relate well to older children
			Relate well to adult population. (Clear, open and honest communication) (No triangulation)
			Understand developmental needs and variations of the children
			Begin to recognize and modify for exceptionalities in children (academic, behavioral, social, emotional and physical)
			Use language which encourage children to express their own ideas, solve their own problems and work from an internal locus of control
			Stand back and observe. Do not interrupt the children’s independent learning process. Engage at appropriate times
			Support head teacher in following through of ground rules and discipline
			Aware of entire class while presenting or working with child(ren)
			Competent with materials in all areas of classroom
			Give effective presentations to small groups
			Effectively lead whole class at group time
			Participate in parent conferences, parent meetings etc (Balance warmth and friendliness with professionalism)
			Hold confidentiality of children, staff, parents etc
			Aware of and abide by State licensing regulations
			Maintain AMS Code of Ethics and standards

Montessori Training Institute at Three Rivers Community College

COURSE TITLE: MTI K244 / MTI K245 Montessori V & VI Internship
INSTRUCTOR: Barbara Barton
CLOCK HOURS: 45 (41.25 real time)
HOME PHONE : 860 521 0572
E-MAIL: bbarton@TRCC.Commnet.edu
COURSE TIME: Saturdays, once a month, August through May
LOCATION: Varies depending on subject and availability
OFFICE LOCATION: Early Childhood & MTI Office
OFFICE HOURS: By appointment and online

Objectives and Competencies to be achieved:

1.1 General Statement and Purpose

The internship with seminars will include the creation of Montessori materials and an album

1.2 Knowledge Objectives

MACTE COMPETENCIES

1. Demonstrate knowledge of human development and education.
Interpret child development and early childhood concepts to other staff, parents and community.
- 1.2 Plan for continuity of learning experiences for children in the age range of certification.
4. Demonstrate knowledge, application and analysis of the theoretical / philosophical base upon which Montessori early childhood programs have been and currently developed.
 - 3.1 Demonstrate ability to assess children's needs through a variety of vehicles.
 - 3.2 Develop a suitable match between diagnosis and learning activities provided.
 - 3.6 Demonstrate knowledge of the teaching art, music, movement, geography and science.
 - 3.7 Demonstrate knowledge of the teaching of varied learning styles.
 - 3.8 Demonstrate knowledge of environmental design and preparation.
 - 3.9 Provide opportunities for choice, problem solving, decision making, and responsibility for learning on the part of the children.
 - 3.10 Demonstrate a broad repertoire of teaching strategies (i.e., structuring environment; using manipulative materials for exploration, demonstration, and concrete models; modeling behavior; using verbal strategies such as inquiry, explanation, imitation, illustration, and dramatization.).
 - 3.11 Demonstrate ability to plan and implement group activities.
 - 3.12 Develop organizational and management procedures to facilitate growth and learning.
4. Evaluate objectives, children's individual growth, learning and programs:

- 4.1 Evidence consistency between stated objectives and methods of evaluation.
- 4.2 Demonstrate knowledge of appropriate evaluation measures.
- 4.3 Develop and use a variety of appropriate record-keeping and evaluation processes.
- 4.4 Interpret results of evaluation measures
- 4.5 Prepare professional reports
- 6. Design and evaluate curriculum materials and resources appropriate to children with varying abilities and cultural backgrounds:
 - 5.1 Evaluate and select prepared everyday living curriculum materials.
 - 5.2 Develop original sensorial materials to meet the needs and interests of children.
 - 5.3 Demonstrate knowledge of the rationale of sensorial curriculum materials.
 - 5.4 Demonstrate knowledge of continuum with curriculum materials.
- 7. Demonstrate interest and involvement in the community served.
 - 6.1 Demonstrate knowledge of community served.
 - 6.2 Demonstrate ability to articulate program
 - 6.3 Demonstrate ability to participate in parent conferences and skills in non judgmental listening and interactions with others
- 8. Demonstrate program leadership
 - 7.1 Implement minimum standard required by health / education / welfare codes

F- Skill Objectives

- To learn ways to protect the natural development of children.
- To learn to provide an enriched Montessori environment for young children.
- To become practiced observers.

G- Attitudes / Values

- Respect for children.
- Respect for self and others.

H- Methodology

- Lectures
- Students presenting and sharing work
- Group discussion
- Observation
- Presentation of and practice with materials.

REQUIRED TEXTS:

- Continues use of all texts from academic phases and handouts
- Membership to AMS (Montessori Today Journal)
- <https://vista.ctdlc.org/webct/logonDisplay.dowebct>

MATERIALS NEEDED:

One large 3-ring binder, protective page coverings, tab dividers. Materials for original lessons and year long as needed.

Bibliography:

1. Britton, Lesley, *Montessori Play and Learn: A Parent Guide to Purposeful Play from Two to Six*, Crown Publishers, Inc. New York .1992. ISBN: 0517-59182-0
2. Hainstock, G. Elizabeth, *Teaching Montessori in the Home: The School Years*, Random House. New York. 19 71. ISBN: 0-394-46227-0
3. Lillard, Paula Polk. *The Montessori Method: A Modern Approach*, Schocken Books Inc., New York. 1967. ISBN: 0805209204
4. Johnson, Katie. *Doing Words*, Horizon Promotions. 1989. ISBN: 039542731
5. Montessori, Maria. *Education for a New World*, Kalakshetra Publications. 1974.
6. Montessori, Maria. 1870-1952 *The Secret of Childhood*. Ballantine Books, (BK) 1972.
7. Montessori, Maria. 1870-1952 *The Absorbent Mind*. Clio Press, (BK) 1964.
8. Montessori, Maria. *The Montessori Method*, Schocken Books, ISBN: 64-24014 (BK) 1973
9. Montessori, Maria. *The Discovery of the Child*. 1st Amer. Fides Publishers. ISBN: 67-024813 (BK)
10. Montessori, Maria. *Spontaneous Activity in Education*. Schocken Books, ISBN: 65-014827 (BK) 1965
11. Montessori, Maria. *Dr. Montessori's Own Handout*, Schocken Books. New York. 1965. (updated version by: Nancy McCormick Rambush. 1988. ISBN: 0805209212)
12. Montessori, Maria. *The Formation of Man*. KalaKshetra Publications. 1975.
13. Montessori, Maria. *To Educate the Human Potential*, Kalakshetra Publications. 1973.
14. Orem, R.C. *Montessori for the Disadvantaged*, Capricorn Books. New York. 1968. ISBN: 67-10960
15. Warner Sylvia Ashton. *Teacher*. Simon and Schuster. 1986. ISBN: 0671617

Method of Evaluation (Course Requirements):

Guidelines:

Attend 41 hours each semester of seminars (Aug - May, one Saturday a month)

Faculty observation of student 3 (6 for independents) times over the course of the year

Student observations, evaluations and assignments.

6 student observations of various Montessori schools and write ups.

Complete 3 self evaluations which include goal setting

Various assignment (Listed on table)

SUPERVISING TEACHER

Communicate monthly with *supervising teacher*

Supervising teacher evaluations forms (Student reminders help.)

Sign off on log sheet and presentations

Student teaching hours: Minimum 540 hours

Class Schedule for Required Montessori Teachers Institute Seminars

A. August

Review of Syllabus
Hillstead Museum
Adong Asian Market

B. September

Classroom Management
Record Keeping
Classroom Design
Organization
Parent Communication

C. October

Sensorial
Final Album Review

D. November

Discipline
Discussions of Observations

E. December

Music / Movement

F. January

Practical Life
Lisa Smith-Horn's Classroom
So. Windsor, CT
Final Album Review

G. February

Language
Final Album Review

H. March

Geography / Culture

I. April

Math
Final Album Review

J. April or May

Parent Conferences
Licensing requirements for your state
Accreditation
Sharing of Year Long Project

Dates and Times may change. Content will be completed.

Assignments / Requirements:

	Assignment	Description
	albums - complete	October - Sensorial January - Practical Life February - Language March - Math
	Reference Notebook	April - Theory notes Biographical information Cultural music and art Parent reference material Observation forms and model
	Case Study	March
	Year long Project	May - presentation to group
	Attendance	at all seminars
	Original activities	6 made from summer Create 3 more originals: 2 sensorial - October 1 practical life - January
	Self evaluation	goals and progress Nov - Feb - May
	Evaluation from supervising teacher	Nov - Feb - May
	Revised Introductions to	October - Sensorial January - Practical Life February - Language March - Math
	Create a discipline policy	November
	Attend staff meeting as recommended by supervising teacher	
	Observe other Montessori Schools	at least 6 times. It is recommended that the student visit the same school for their first and last visit.

COURSE EVALUATION:

The evaluation process will be computed based on the points received for the assignments:

<u>Grades</u>	<u>Equivalent</u>	<u>Quality Points</u>
A	941 - 1000	4.0
A-	891- 940	3.7
B+	861 - 890	3.3
B	821 - 860	3.0
B-	791 - 820	2.7
C+	761 - 790	2.3
C	721 - 760	2.0
C-	691 - 720	1.7
D+	661 - 690	1.3
D	621 - 660	1.0
D-	600 - 620	0.7
F		

Attendance:

This course is designed based on requirements for certification. Therefore, students who are registered for this course are required to attend class and participate in class. In extreme cases make up hours may be arranged, however all hours must be met.

Academic Integrity Policy:

Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person's ability to success in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.

College Withdrawal Policy:

Students may withdraw, in writing at the Registrar's Office, for any reason until the end of the 10th week of classes. From the 11th week through the end of the 13th week, a student may withdraw with the signature of the instructor or advisor.

Disabilities Statement

If you have a hidden or visible disability which may require classroom or test-taking modifications, please see me as soon as possible. If you have not already done so, you may choose to notify and consult with John Perch, who is coordinating services to students with disabilities, or Chris Scarborough, Disabled Student Counselor.

Cell Phones:

Cell phones are a wonderful concept and in case of an emergency a great way to keep in touch. Cell phones should be turned off before class begins. If a call has to be taken during class time, please be respectful of others and leave the room and return as quickly and as quietly as possible. Text messaging is also unacceptable during class time.

Montessori Teacher Institute

Early Childhood Education Practicum Instructions for **Observation**

Observation is an important part of the Montessori Philosophy. You are to complete six (6) observations over the two semesters of interning. We highly recommend that the first and the last observation are the same sight. We also want to encourage you to expand your horizons and go somewhere besides to see the other members of your group. While it is great to see each other, it is also good to expand horizons and see how other people do things.

After each observation write a page or so on your reaction to what you liked, dislikes, never saw before, what confused you ... It doesn't have to be real formal but something that shows reflection on your experience.

An observation at a "good" sight can be rewarding and observation at a "bad" sight can be eye opening.

Please remember your manners, **YOU ARE an invited GUEST**. Inviting observers to one's classroom is a very personal thing. People will usually allow you to observe because they feel that someone let them in their classroom and it is payback time to the system. No one gets through this alone. A thank you note to the person who's class you observed and to the administer should be sent immediately upon completion of your visit.

Observation should be from when the class begins (usually 8:30 am) to noon. Or the time the school will allow you to visit. Please ask where you may sit. Do not interact with the children, you are there to observe them not interact with them. Offer your assistance at the beginning and end of class, if appropriate to show your consideration.

The following is the outline for your visits:

Observation 1 Environment

This includes notes on the floor plan, shelves, materials, windows, doors, general movement of the classroom.

What are the children working with?

Are there patterns with children and the materials?

Is there a "separation" of the younger children and the older children?

Does the design of the classroom work?

Does the design of the environment allow the children to move freely and be independent with the materials?

Does the design of the classroom allow the guide and the assistant to move freely or are they hampered by the floor plan?

How would you redesign the space?

Observation 2

Practical Life / Sensorial / Younger Child

A.) Split the time of your observation into three equal time periods. For the first time period observe and record the **Practical Life** Area. Record the activities used.
Approximate age of child using which materials.
How long did the child stay engaged in the activity (from taking it from shelf to returning to shelf)?
At the end of the time period record any materials not used.
Find an activity that is different /unique to share at the Practical Life seminar.

B.) For the second time period observe the **Sensorial** Area. Record the activities used.
Approximate age of child using which materials.
How long did the child stay engaged in the activity (from taking it from shelf to returning to shelf)?
At the end of the time period record any materials not used.

C.) For the third time period observe and record a **younger child**. Document everything done by the child, for how long, interactions with peers. (We will do a sample of this at a seminar) For this time period we want information on the complete child.

Observation 3

Control of Movement

Split the time of your observation into three equal time periods

A) Observe and record **general movements** (gross motor) in terms of: general flow through the environment.

B) Observe and record **individual movements** of a **younger child** in terms of: general flow through the environment.

C). Observe and record individual movements of an **older child** in terms of: being **engaged in an activity**.

Observation 4 Language

Split the time of your observation into two equal time periods.

A). For the first time period observe and record the **Language** Area.

Record the activities used.

Approximate age of child using which materials.

How long did the child stay engaged in the activity (from taking it from shelf to returning to shelf)?

At the end of the time period record any materials not used.

B). For the second time period observe and record an **older child**.

Document everything done by the child, for how long, interactions with peers. (We will do a sample of this at a seminar) For this time period we want information on the complete child.

Observation 5 Math

Split the time of your observation into two equal time periods.

A). For the first time period observe and record the **Math** Area.

Record the activities used.

Approximate age of child using which materials.

How long did the child stay engaged in the activity (from taking it from shelf to returning to shelf)?

At the end of the time period record any materials not used.

B). For the second time period observe and record a **middle child**.

Document everything done by the child, for how long, interactions with peers. (We will do a sample of this at a seminar) For this time period we want information on the complete child.

Observation 6 Environment

A) This includes notes on the floor plan, shelves, materials, windows, doors, general movement of the classroom.

What are the children working with?

Are there patterns with children and the materials?

Is there a “separation” of the younger children and the older children?

Does the design of the classroom work?

Has the design changed since the first visit? If so, how?

Does the design of the environment allow the children to move freely and be independent with the materials?

Does the design of the classroom allow the guide and the assistant to move freely or are they hampered by the floor plan?

How would you redesign the space?

B) Pick any child, follow for at least 30 minutes. Document as we have discussed. What activities did the child engage in? Who did the child interact with? For how long? Did the child need redirection, intervention, or were they self sufficient?

Most of all enjoy one of the last times that you will get to just sit and watch someone else.

Most of all enjoy! Celebrate and ignore the dust! ***Leave the judgment behind*** in the car. You are not there to judge but to observe and take the best of the best.

Leave the children alone. You are there to do an observation not tie shoes. As it has been said, “the best way is to not make eye contact with the child.” If the child persists explain that you are there to do your work and they should be doing their work. The directress should take care of this if it becomes an issue.

The best part is getting out and seeing how other people do Montessori. No matter how much we are all supposed to be trained the same there are some differences and similarities that you will see.

MTI Practicum Guidelines

Students who wish to register for practicum must have fully completed the academic phase of the preprimary MTI teacher-training program. They must have a grade of B or higher in all course work.

Students are required to make arrangements at a pre-approved practicum site & bring a completed copy of the attached contract signed *by* both the student, the supervising teacher & the Director of MTI.

Student must officially register & pay with the college. At this time the fees payable to AMS and MACTE for certification will be collected.

Student will be in the classroom working with the children under supervision of supervising teacher 3.5 hours per day 5 days a week for 9 consecutive months or the equivalent. (Minimum: 540 hrs).

Student will attend 41 hours each semester of seminar studies as scheduled by college.

Student will be observed at least 3 times over the course of the year by the field supervisor. (Self directed intern student will be observed 6 times).

Student will complete listed assignments and complete self - evaluations which include goal setting.

Students will communicate monthly with supervising teacher re: year long project. (Student and supervising teacher will initial form).

Students are responsible to reminder supervising teacher of required forms signatures etc. and MTI will send supervising teacher packet with this same information.

Students and supervising teacher are responsible to notify MTI staff immediately if problems arise by calling Barbara Barton: 860 383 5214.

Academic		
Attendance	100	
Self Evaluation - Nov	50	
Sensorial Album	25	
Sensorial Materials	0	
2 Made	0	
1 Presented	50	
1 Discussion	50	
Discipline Policy	75	
Observation Reaction	0	
1.	50	
2.	50	
3.	50	
Total Academic	500	
Practicum		
Hours in Classroom	225	
Supervising Evaluation - Nov	250	
On sight visit 1	25	
Total Practicum	500	
Ave Academic/ Practicum	1000/2	

MTI @ Three Rivers Internship II	Points	Actual
Academic		
Attendance	100	
Self Evaluation - February	50	
May	50	
Practical Life Album	25	
Language Album	25	
Math Album	25	
Practical Life Material	0	
1 Presented	25	
Year Long Project	150	
Case Study	150	
Observation Reaction	0	
4.	50	
5.	50	
6.	50	
Total Academic	750	
Practicum		
Hours in Classroom	225	
Supervising Evaluation - Feb	250	
Supervising Evaluation - May	250	
On sight visit 2	25	
On sight visit 3	25	
Total Practicum	775	
Ave Academic/ Practicum	1525/2	

Practicum Student Self-evaluation Form

Name: _____ Date: _____

In the Classroom:

Behavior: (ie: active, passive, voice, interest level, interaction with children, with staff, with parents)

Movement: (pace, confidence, etc.)

Use of Materials: (which materials, how often, comfort level, presentation pace and number of words)

Environment: (preparation before and after school and maintenance during the day)

Class Management: (help follow through of ground rules, knowledge of classroom rules, supports conflict resolution)

Relationship with Children: (younger, older, gains / gives respect, encourages independence and problem solving, etc)

Relationship with Staff:

Observation: (how often, focus, type)

Record Keeping:

In General:

Relationship with Parents/ Guardians (confidentiality, clear communication, gains / gives respect)

Attends meetings, conferences...

Applies Montessori Philosophy:

Professionalism: (aware of and avoids all forms of gossip, clicks, and triangulation. Is professional and warm. Uses I-message. Maintains good self-care, Communicates in a timely manner)

Clarity about Responsibilities:

Comments (may include need for support, joyful moments or ...)

Montessori Teacher Institute

Early Childhood Education Practicum Instructions for Case Study

Information for this assignment should have been gathered by dated observations. The first paragraph should be about general information and statistics. For example: the child's placement in the family, any siblings, type of family (one parent, etc). If at all possible the height and weight of the child both at the beginning and end of the semester should be included. Any developmental concerns should also be listed here - any birth trauma should also be noted. The case study should be a total of four pages typed.

The different areas of development could include the following:

Physical

- a. Gross motor / coordination: walks, runs, jumps, skips
- b. Fine motor:
 1. pencil skills
 2. Art (scribble stages, etc)
 3. Scissors ability
- c. Spatial awareness
- d. Eye-hand coordination

Cognitive

- a. Language
- b. Knowledge of numbers; knowledge of math concepts
- c. Knowledge of letters
- d. Knowledge of colors, etc
- e. Problem solving ability

Social - emotional

- a. Interaction with other children; participates in groups; respects others
- b. Interaction with teachers
- c. Ability to accept redirection
- d. Length and quality of attention span
- e. Play / stages
- f. Ability to transition
- g. Ability to accept responsibility for personal care
- h. Shows politeness and courtesy

The final paragraph should offer a consensus of your observations with possible recommendations for the child in the future.

PORFOLIO ASSESSMENT HIGHLY RECOMMENDED

Specific assessment tools and observation techniques necessary.

List of Documents:

Contract	
Log of Hours	
Log of Presentations	
Year Long Contract	
Copies of Supervisor Credentials	